

International Conference 2016

“Present Situation and Challenges Regarding Human Resource Development for
Cultural Heritage Protection in the Asia-Pacific Region”

(13 – 15 December, Nara, Japan)



Cultural Heritage Protection Cooperation Office,
Asia-Pacific Cultural Centre for UNESCO (ACCU)
Agency for Cultural Affairs, Japan

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Excursion: Toshodai-ji Temple

Preface

ACCU Nara Office was opened in 1999 as a base for promoting the protection of cultural heritage. Since then, we have been promoting international cooperation concerning the protection of cultural heritage through various projects such as three types of training courses for the development of personnel, international conferences, and the gathering and dissemination of relevant information. Up to the current year, 2016, we have received the participation of 445 people from 37 countries in the Asia-Pacific region.

In launching our training programs, we have coordinated from the very start with international organisations such as UNESCO and ICCROM, along with research institutes and museums under Japan's National Institutes for Cultural Heritage, and have also been carrying out these programs while receiving the support of regional public organisations.

Over this period, conditions have changed both domestically and abroad with regards to international cooperation concerning cultural heritage protection. In 2006, a Japanese law called the "Act on the Promotion of International Cooperation for Protection of Cultural Heritage Abroad" came into effect. Based on this law, Japan aims for increased promotion of international cooperation regarding cultural heritage, and its contributions are now required for advancing the various cultures of the world.

In the same year this law was passed, the Japan Consortium for International Cooperation in Cultural Heritage, or JCIC-Heritage for short, was established. In order to help achieve international cooperation, this consortium aims to gather and provide relevant information, to conduct investigative research regarding international cooperation, and to publicize and popularize the activities of international cooperation involving cultural heritage, in order to enable coordinated cooperation among various concerned parties, such as researchers, support organizations, relevant government personnel, and private enterprises. The ACCU Nara Office is carrying out this function as one of the organisations among the consortium.

Meanwhile, the establishment in May 2007 of WHITR-AP (World Heritage Training and Research Institute for the Asia and the Pacific Region), a UNESCO Category 2 institute, at Tongji University, Shanghai, was also a significant change in conditions. This meant that an institute engaged in the training of heritage personnel in the same manner as the ACCU Nara Office has emerged in a country that is geographically close by. As WHITR-AP Shanghai and ACCU Nara Office share the same goal of contributing to the protection of cultural heritage in the Asia-Pacific region, I am happy to inform you that since 2010 we have maintained a partnership of cooperation in areas where this is possible.

In this manner, the environment surrounding the ACCU Nara Office has been changing, but are changes not happening also in conditions affecting the protection of cultural properties in the home countries of all of the participants here? For example, issues that were extremely urgent 10 years ago have perhaps become lower in priority today. Changes in political and economic

conditions have also probably been involved. For our part, we would first of all like to share with you information on the latest trends regarding the issues and actual conditions of personnel development.

I believe it is necessary for our training programs to adapt to such changes and always maintain their effectiveness.

On this occasion, with the participation of all of you at this conference, we would like to review with you the issues affecting personnel development, and hear your opinions and requests with regard to such topics as the proper future direction of the ACCU's cooperative projects for cultural heritage protection. With your understanding of this goal of the conference, I look forward to receiving your opinions and active participation.

Lastly, I would like to extend special thanks to all those who have given advice and support in regard to holding this conference, beginning with the Agency for Cultural Affairs, Japan (*Bunkacho*); Independent Administrative Institution, National Institutes for Cultural Heritage, Tokyo National Research Institute for Cultural Properties and Nara National Research Institute for Cultural Properties; International Centre for the Study of the Preservation and Restoration of Cultural Property (ICCROM); the Japanese Association for Conservation of Architectural Monuments (JACAM); Japan Consortium for International Cooperation in Cultural Heritage; Nara Prefectural Government and Nara City Government.

NISHIMURA Yasushi

Director

ACCU Nara Office

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I. Keynote Speeches





Global Trends in Human Resource Development for Cultural Heritage Protection

Gamini Wijesuriya
Project Manager,
ICCROM

Introduction

The aim of this paper is to present a brief overview of the global trends in human resources development (HRD) for cultural heritage protection. It is well established that “human resources are key organizational assets since organizational performance depends on the quality of the employee effort, and, hence on their ability and motivation”. This is also true for the cultural heritage protection sector organizations. There are many facets to HRD but assimilation of the changes occurring within the heritage protection sector plays a decisive role. These changes or trends will be discussed in Part 1 of this paper. These in turn help us to identify the human resources required for the sector, which will be discussed in Part 2. The next task is to identify corresponding new learning areas and Part 3 of the paper is dedicated to this discussion. Finally, the paper will conclude with a short discussion on HRD methods and agencies involved, placing emphasis on national/site level institutions.

Part 1: Global Trends in the Protection of Cultural Heritage

In October 2016 I had the honour of delivering a keynote speech at an international symposium held in Thailand. My theme was from the Venice Charter (1964) to Nara Plus 20 (2014). This covered the fifty-year period between these two contrasting documents. I used the opportunity to further reflect and consolidate my previous work on global trends within the heritage sector over the last 50 years in terms of contents and temporal terms. There have been major shifts in approaches to conservation particularly during the last 20 years of the 50 mentioned above and the situation is still evolving. A major part of this section is based on the above work.



Ministry of Education, Culture and
Science of the Netherlands

International Symposium on the Conservation of Brick Monuments at World Heritage Sites

19-21 October 2016, Historic City of Ayutthaya World
Heritage Site, Thailand

Keynote Speech From Venice Charter to Nara+20: (Beyond Heritage Secularisation)

Gamini Wijesuriya

Trend Setters

The resources Manual on Managing World Cultural Heritage now in circulation has captured many of the learning areas and provides necessary guidance to strengthen the knowledge, skills and awareness towards the new shifts. It captures all ideas presented in Diagram No.1 and highlights the need to move for managing heritage. Heritage management systems are conceptualised and necessary guidance given dealing with all aspects of heritage management in keeping with global trends. This provides basic information on trend setters but there is room for further improvement. Most shifts can be attributed to UNESCO and its World Heritage programme. The two Advisory Bodies to the programme, ICOMOS and ICCROM, were involved with these changes. For the last twenty years ICCROM has contributed to a major shift of moving from 'care of heritage to that of pursuing the well-being of both heritage and society as a whole' through its activities related to the Living Heritage Sites programme and later on by promoting People-Centred Approaches to Conservation and Management of Heritage. The Universities have contributed to a limited extent to the philosophical and academic debates on many issues and disseminated the knowledge through their educational activities. There are some very interesting changes occurring at national levels, due to the influence of global changes and some according to their own initiatives.

Changes from 'Conservation of Monuments and Sites' to 'Management of Heritage'

The heritage sector is about moving from 'conservation of monuments and sites' to 'management of heritage'. Let me explain this. Conservation of monuments and sites was the focus of the conventional approach which represents the foundation of the modern conservation movement developed in the Western World from the middle of the 19th century as portrayed in documents like the Venice Charter.

See the figure below:

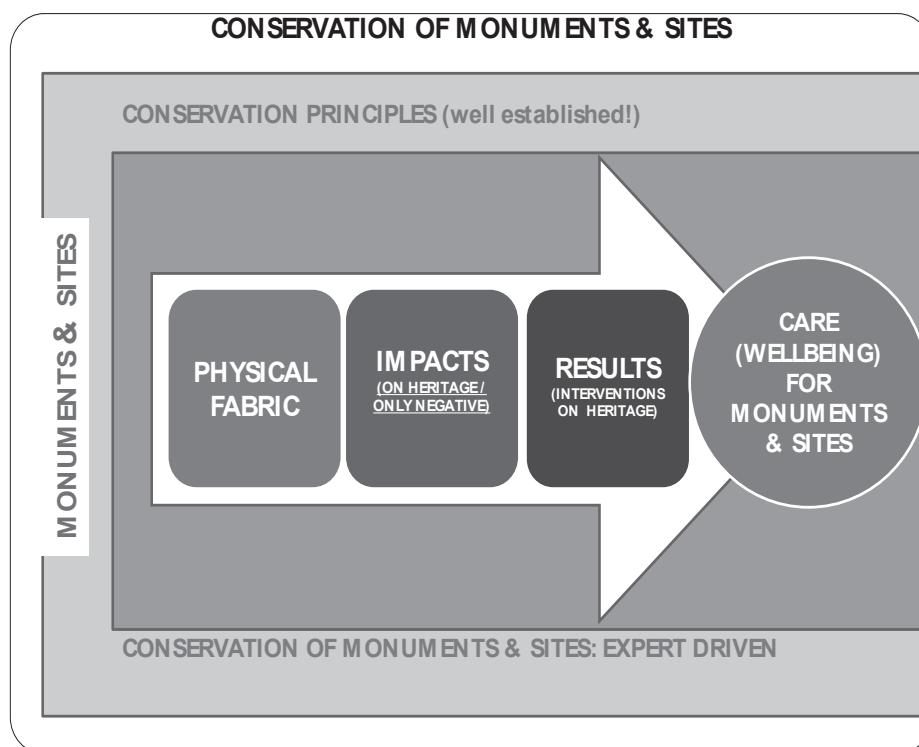


Diagram 1: Conservation of Monuments and Sites

Its focus was on monuments and sites and in particular the fabric or the materials that constitute them. The objectives of ‘conservation’ were to prolong the life of the fabric or the materials focusing primarily on ‘aesthetic’ and ‘historical values’. These are achieved by using an analytical process of identifying the causes of the deterioration of fabric and implementing various interventions characterised as consolidation, restoration (some of which are still being defined) and so on. The ultimate goal is to ensure the well-being of the heritage (physical fabric) or material remains of the past. During its formative stages, this philosophy was rooted in secular values of European society as portrayed in the Venice Charter and other documents. This approach was promoted and propagated throughout the world with the conviction that there is a sound theoretical basis with regard to conservation issues. It was a process led by experts who identified and protected Monuments and Sites for the masses. This is still beneficial but not without consequences and criticism. This approach produced both complementary and contradictory results and was criticised for trying to use the ‘one size fits all’ principle. Consequently, this has led to many changes within the sector.

I highlighted one of the consequences of this approach during the above-mentioned meeting in Thailand. The symposium was organized to discuss conservation of bricks and brick structures of the World Heritage site of Ayutthaya without taking into consideration the religious aspects of the site. Ayutthaya is one of the largest heritage sites in the region and indeed in the world consisting of brick monuments in varying condition. However, it was and still is considered to be one of the most sacred places for the majority (more than 90 percent) of the Buddhist community. Why did the conservation

community focus only on bricks and fabric at an international symposium organized by UNESCO and Thai authorities? I pointed out that this was the result of the conservation approach described above and called this the ‘secularisation’ of heritage.

The term heritage ‘secularisation’ is used to describe the phenomenon of the separation of spirituality (and other human dimensions) from material conservation. A great deal of emphasis was placed on fabric or material remains and advocating restoration aimed at retrieving aesthetics and historic values. Safeguarding material authenticity was a primary concern. One of the consequences was the separation of people and heritage, which was due to the fact that the conservation philosophy at the formative stages was rooted in secular values of the European society. Heritage places regardless of their wider spectrum of values (eg. religious) became listed buildings and sites and places for tourist attractions or parks devoted to leisure and education. Ironically, the heritage practitioners were compelled to focus only on the material side or the condition of the fabric which could be interpreted as only taking care of the body and ignoring the soul. This was the reason, which is not just limited to Thailand, for focusing on bricks at the sacred site of Ayutthaya.

Ignorance of the people factor played a key role leading to changes towards a new approach –‘management of heritage’. Let me highlight some of the key aspects of this new approach and reasons leading to this transformation. The term ‘heritage’ began to replace monuments and sites and widened its scope and added a wide range of categories including landscapes. The re-introduction of the terminology of ‘values’ and significance specifically allowed ‘people’ to engage in the heritage process and to question why something is important and for whom. Values and significance assessments were also used as the basis for managing heritage within which ‘conservation’ (Burra charter process) was one component. All these strengthened the linkages between people and heritage. People were given the opportunity to discuss issues related to identities (posing confrontational issues as well), rights, politics and more in-depth decision making processes.

The Living Heritage Sites programme of ICCROM (2003-2010) specifically addresses the living dimensions of heritage. Consequently, ‘a living heritage approach implies a focus on people both past and present and their cultural products and practices, both tangible and intangible, so that values and relationships are considered and maintained through the process of sustainable development, management and regeneration of heritage sites’. Living Heritage was characterised as those which continue to perform the function for which they were created which in turn link to the continuity of community connections, expression and care through traditional or established means.

Although there was a clearly identifiable category called living heritage, it was abundantly clear that the focus on people and the idea of continuity are valid determinants to define and manage all categories of heritage. Hence, ICCROM implemented a programme to promote People-Centred Approaches to Conservation and Management of heritage in its 2010-2017 programme and budget as an extension to the Living Heritage programme. This was later extended to cover both cultural and natural heritage and two training courses have already been implemented.

Parallel to this, new themes like Cultural Resource Management and Archaeological Heritage Management began to develop. People factor being a key concern, two ideas linked to it were the need to respect diversity and context which were highlighted in the Nara Document on Authenticity (1994) and began to play a crucial role in heritage discourse.

The Nara Plus 20 document (2014) further reiterated the importance of these ideas and emphasized that more work is needed in order to help conservation and management of heritage cover the following themes: implications of the evolution of cultural values; involvement of multiple stakeholders; conflicting claims and interpretations; role of cultural heritage in sustainable development. This clearly shows that heritage conservation and management ideas are still evolving.

The immense popularity gained by the World Heritage Convention promoted many new ideas. The greater emphasis placed on management, monitoring and international cooperation is a noteworthy development. The existing practices of managing natural sites through cultural values and vice versa began to disappear and discussions started in order to reconcile these two approaches. ICCROM began to discuss the Sustainable Development paradigm around 1997 and thanks to the World Heritage process this has now been introduced officially in the heritage sector. This has strengthened the shift discussed here in which benefits to heritage as well as benefits from heritage to society as a whole are being considered within the heritage processes. The heritage sector is also linked to the Agenda 2030 and new SDGs, and has also begun to respond to global challenges such as population growth, rapid urbanisation, increased development pressures, disaster risks and climate change by engaging with the global community and national authorities.

I have tried to summarise the new approach using the same format of the diagram 1 presented earlier.

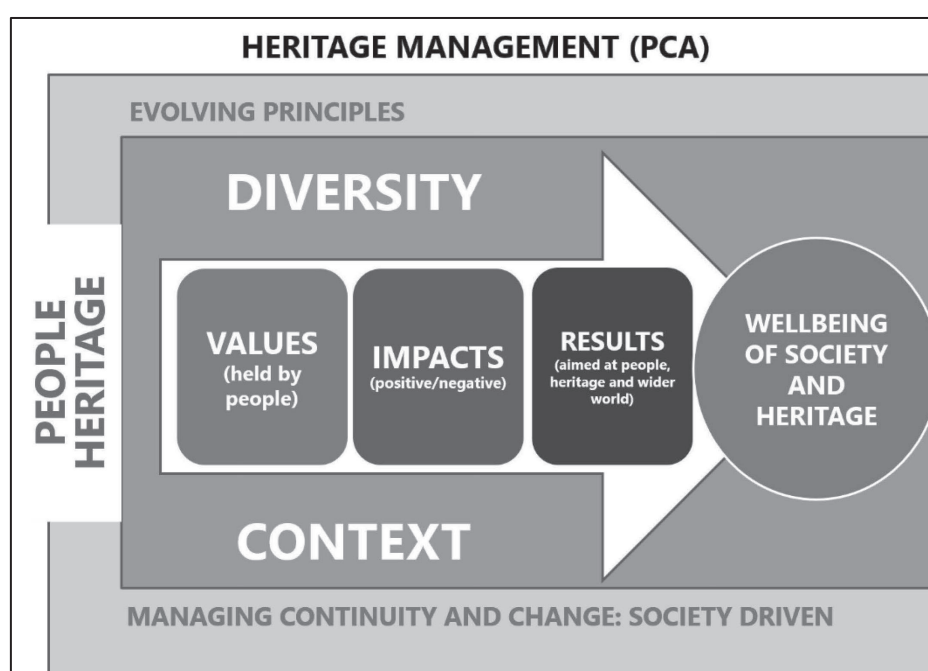


Diagram 2: Management of Heritage

It is about discussing heritage as well as people without separation. All activities pertaining to the management of heritage should be governed by the two overarching concepts diversity and cultural context formalised through the Nara document. Instead of fabric we talk about values which are held by people and identify the attribute that carry those values. We look at both positive and negative impacts meaning impacts on heritage as well as of heritage. This leads to developing objectives or the results we want to achieve for the protection of heritage and to ensure the benefits are delivered to people. The overall goal of this process, as mentioned before, aims at focusing on the well-being of society as well as heritage and not just heritage. We are managing continuity (a key concept missing in the heritage discourse explained before) and it's a society driven process. Principles are still evolving as best exemplified in the Nara Plus 20 conference (2014).

This is tantamount to a paradigm shift within the heritage discourse and has implications at all levels: 'care of heritage to that of pursuing the well-being of both heritage and society as a whole'. We consider this as people-centred approaches to conservation and management of heritage which is not simply a question of increasing participation within a given management system. It is about addressing a core component of heritage management, who are the people connected to heritage. It is about ensuring that this integral element of heritage is at the core of heritage management practice and ensuring heritage has a dynamic and mutually beneficial role in society today and long into the future.

In order to develop HR for the protection of heritage under the new paradigm it is essential to identify the type of human resources as well as both old and new learning areas.

Part 2: Human Resources Requirements for the Heritage Sector

HR development is a widely discussed subject and related to all sectors. It is the beyond the scope of this paper to discuss details of HR development which is a highly developed discipline. The heritage sector should pay more attention to this subject. As highlighted in the introduction, "human resources are key organizational assets since organizational performance depends on the quality of the employee effort, and, hence on their ability and motivation". (Claydon 1997: 76). This has been further highlighted by Stewarts and MacGoldrick who define Human Resources Development as:

"[encompassing] activities and processes which are intended to have impact on organizational and individual learning.The term assumes that organizations can be constructively conceived of as learning entities, and that learning processes of both organizations and individuals are capable of influence and direction through deliberate and planned interventions. Thus HRD is constituted by planned interventions in organizational and individual processes." (Stewart and MacGoldrick 1996)

The focus of this section is to review the HR required for effective conservation and management of heritage. The shift or the trend discussed in the previous section compels us to rethink the human resources requirements for the heritage sector. I would like to draw attention to the recently developed Capacity Building Strategy adopted by the World Heritage Committee. This focuses on capacity

areas and their respective target audiences who can influence the conservation and management of heritage. Where necessary, it is the capacities of these target audiences that have to be developed or strengthened. The UNDP sees capacity development as the process through which “individuals, organizations and societies obtain, strengthen and maintain the capabilities to set and achieve their own development objectives over time.” Inspired by this definition, ICCROM together with other partners, developed the World Heritage Capacity Building Strategy (2011) replacing its Global Training Strategy (2001) for the World Heritage Committee with the intention of serving the entire heritage sector. The World Heritage Capacity Building Strategy was adopted in 2011 and is considered a major paradigm shift within human resources development. As can be seen in the diagram below, it identifies three capacity areas and their respective target audiences.



Diagram 3: New Paradigm Shift

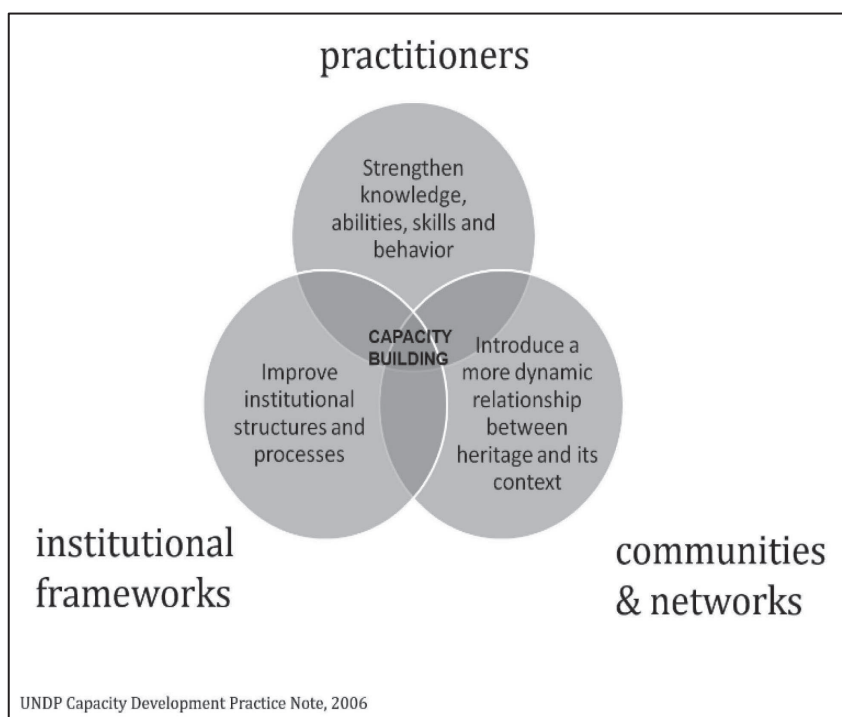


Diagram 4: Capacity Areas

Identifying where capacities reside	
<i>Where capacities reside</i>	<i>and associated audiences:</i>
Practitioners	Individuals and groups who directly intervene in the conservation and management of heritage
Institutional frameworks	Decision- and policy-makers in organizations with responsibility for the enabling environment for management and conservation
Communities & networks	All those who have a legitimate interest in heritage
... and target audiences...	

Diagram 5: Where Capacities Reside and Respective Audiences

The next section of the paper will focus on the required learning areas in keeping with the diverse target audiences and advances of the heritage sector discussed in the previous section. HR development has many facets. Human resources within the heritage sector, like any other sector, require diverse skills, knowledge and awareness depending on their roles. For instance, a site manager needs the knowledge or heritage as well as other skills such as planning and programming, communications and interpersonal relationships for the effective management of their site. Although these are essential aspects, the heritage sector has yet to embrace fully them. The focus of the next section is limited to knowledge directly related to heritage as discussed in part1.

Part 3: New Learning Areas

Unfortunately, without sufficient data, the heritage sector is severely handicapped in making robust decisions with regard to the new learning areas. Hardly any needs assessments are available except various ad-hoc attempts understand the capacity building needs. In most cases, decisions are made top down but the needs at bottom level are hard to identify. State of Conservation reports of World Heritage (SOC) are perhaps the only data which provide a global snapshot of the present situation. These reports (around 150 per year) are prepared annually by ICCROM and ICOMOS together with the World Heritage centre for examination and action by the World Heritage Committee. These contain factors affecting heritage (although they only look at negative impacts) and the responses and challenges faced by the heritage authorities as well as decision makers at international level. Another source is the Periodic Reporting carried out by the State Parties every six years under the World Heritage programme. All these highlight the learning areas both old and new based on which HRD activities can be organized. For instance, the World Heritage Committee recommends 20-30 Heritage Impact Assessments every year and ICCROM considered this as a new learning area and developed training courses accordingly.

The following training activities (mostly top down) are now being organized which take into consideration the above reports and other inputs from various ICCROM activities, according to the contents of the Capacity Building Strategy:

1. Conservation of Built Heritage
2. Conservation of Materials: Wood/Stone/Other
3. Managing Archaeological Sites
4. Management Planning
5. Monitoring Heritage
6. Heritage Impact Assessments
7. People Centred Approaches to Conservation of Heritage: Engaging Communities
8. Linking Nature and Culture
9. Heritage and Sustainable Development

These focus mainly on heritage professionals with the expectation that they will play a lead role in communicating the knowledge, skills and awareness they gain to the other target audiences. There are also sources such as resources manuals which are accessible to all audiences.

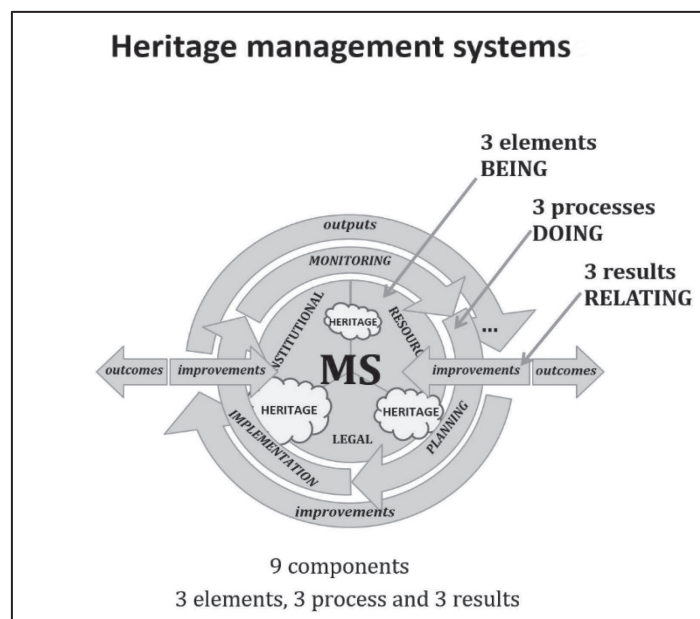


Diagram 6: Components of Heritage Management System

The resources Manual on Managing World Cultural Heritage now in circulation has captured many of the learning areas and provides necessary guidance to strengthen the knowledge, skills and awareness needed to face the new shifts. It captures all the ideas presented in Diagram 1 and highlights the need to change in managing heritage. Heritage management systems are conceptualized and necessary guidance is provided for dealing with all aspects of heritage management in keeping with global trends. There are areas for further improvement but this provides a good foundation.

Conclusions: Human Resource Development Methods and Agencies

How do we share knowledge to different target audiences? Knowledge transfer was the key tool used in the past. However, today we are talking about knowledge acquisition through various means especially modern information technology. A large number of universities in almost every country run different educational programmes offering degree/postgraduate degrees mainly for heritage practitioners. These provide foundation knowledge for those who wish to select heritage management as their career with national and international organizations. There are other international and regional organizations such as ICCROM, IUCN, ICOMOS, ACCU Nara, SPAFA and UNESCO category 2 Centres (C2Cs) providing different levels of training for heritage practitioners. In addition to the main educational and training programmes, there are diverse forms of transferring and acquiring knowledge. These include workshops/conferences, publications, in-service training, internships and site based activities. Details of some of these are included in the ICCROM training index which is perhaps the only such resource in the world. The Capacity Building Strategy mentioned above and its follow-up activities, including regional strategies, provide sources for training courses and institutions.

There is hardly any global platform to discuss emerging trends, resulting target audiences and the new learning areas, except for a few international conferences such as the ICOMOS General Assembly and the World Archaeological Congress which are focused on specific themes.

The heritage sector is moving forward and it is essential that human resources development issues are addressed accordingly. HRD is key to the effective and sustainable management of heritage. It should take into account the changes occurring, diverse target audiences and the new areas of learning in developing human resources. In this context, human resource development agencies have a key role to play and they too need to focus on new and old needs and revisit their programmes accordingly. We congratulate ACCU Nara for organizing this meeting with a view to assess future HRD needs.

Human resources are always linked to organizations. They vary from international organizations such as UNESCO to national heritage institutions and to site based entities. However, the critical mass is the national heritage institutions. It is their responsibility to develop their own staff in the first place and to ensure the capacity development of other target audiences. This is perhaps the weakest aspect of national heritage institutions today and I would argue that it is one of the most critical issues in the heritage sector globally. Practitioners working in national heritage institutions should be provided with opportunities to update their knowledge in keeping with the global trends, and mechanisms for in-service and site based capacity building activities should be developed. Institutions should proactively engage in developing the capacities of all relevant parties who are not part of the regular staff of heritage institutions. Heritage institutions can never attract or employ all the human resources required to manage the heritage of a given country. On the other hand, communities and networks will never be an integral part of a heritage organization. Nevertheless, national heritage institutions should take the responsibility for identifying them and developing their capacities, as appropriate. It is for this that the capacity building strategy mentioned above proposes that national institutions develop national capacity building strategies. This will provide ample opportunity to revisit the existing situation, identify needs and develop strategies and activities for human resources development.

A tribute to ACCU Nara

In presenting this paper, I wish to pay a tribute to ACCU Nara. I have devoted my entire professional life of nearly 40 years to the heritage sector, holding numerous positions, engaging in a range of activities and above all witnessing and experiencing the transformation since 1977. This was because I opted to work on conservation immediately after my graduation as an architect in that year. I now realize that a major part of my professional life has been devoted to human resources development, and ACCU Nara happened to be the international institution I served the longest - a journey which started in 2000. In this context, I am particularly delighted to make this presentation and express my deep gratitude to the organizers for selecting this theme and placing trust in me to deliver the lecture. It was also wonderful to work with my colleague Nobuko Inaba, with whom the journey started in 2000. Let me pay a tribute to Dr. Nishimura who has directed the programme since 2004. It is also encouraging to see several former (and young) participants sitting here who now occupy high positions in their respective countries. This indeed is thanks to the unique participant selection process followed by ACCU Nara. This is also a moment to convey the greetings from my Director General and the Director of Sites Unit at ICCROM to ACCU for its long-term commitments to providing training to Asian Heritage professionals. I always say that the professionals in Asia are fortunate to have a very generous neighbour like Japan. Thank you ACCU and its dedicated staff and last but not least to all its partners including Bunkacho.



The 15-year History of ACCU Nara Office Programmes for Human Resource Development

NISHIMURA Yasushi

Director

Cultural Heritage Protection Cooperation Office
Asia-Pacific Cultural Centre for UNESCO (ACCU Nara Office)

Introduction

Concerning those training programmes, with regard to the beginnings of the ACCU's projects as a whole, various issues were examined in two conferences held in succession in March 2000, titled the "Experts Meeting on Training Programmes for Cultural Heritage Protection in Asia and the Pacific" and "Meeting of Experts on Regional Cooperation for the Development of Asia-Pacific Cultural Heritage Website." As a result, taking the 44 countries of the Asia/Pacific region including Japan as the focus, in terms of the international aspects on the one hand it was decided to launch the "ACCU International Exchange Programme under the UNESCO/Japan Funds-in-Trust for the Promotion of International Cooperation and Mutual Understanding," in addition to personnel development, international conferences, and the gathering and dissemination of information, while with regard to regional exchanges within the local areas of the city and prefecture of Nara, it was determined to hold International Conferences.

Subsequently, in response to changes in both international and domestic conditions, in the area of international activities we have added the overseas workshop programme and the *International Correspondent*, a bulletin featuring reports from former trainees. Also, as projects targeting local audiences in the city and prefecture of Nara, we have developed the publication of a newsletter, *Cultural Heritage News*, plus a series of "World Heritage Lectures" given in local high schools.

1. Personnel Development

At present, as personnel development programmes we run our group and individual training sessions, and overseas workshops. As of 2016, over the 15-year period up to the present the Nara Office has hosted a total of 445 participants from 37 countries in our group and individual training, workshops, and the International Youth Exchange Programme.

1-1. GROUP TRAINING

This is conducted with the joint sponsorship of ICCROM and the Agency for Cultural Affairs, and initially invited 15 participants from 15 countries, but from 2002 this has been increased to 16 participants from 16 countries. Recruitment is conducted in principle through each country's National Commission for UNESCO. Selection is made by ACCU Nara Office, after first sharing information and holding discussions with ICCROM. It is mostly experts already with several years of practical experience in the area of cultural heritage protection who are selected.

The training is on two themes, selected in alternate years, of “Preservation and Restoration of Wooden Structures” and “Research, Analysis, and Preservation of Archaeological Sites and Remains,” and is conducted for one month. In either case, the first and last sessions are held with the participation of lecturers from ICCROM.

The introductory part of the training consists of lectures on international trends, plus the participants’ “Country Reports” on conditions for the protection of cultural heritage in their home countries, followed by discussion. The programme thus starts with a review of international charters, conventions, documents, declarations, and recommendations along with the various international organizations relevant to cultural heritage.

Personnel of the Agency for Cultural Affairs serve as instructors for lectures on historical changes in Japan’s system of cultural properties protection, including amendments to the laws and other developments to meet the needs of the time. Regarding the repair of wooden structures, lectures and practical training sessions are requested from experts from the Japanese Association for Conservation of Architectural Monuments and technicians working on built structures mainly in Nara prefecture.

At worksites of restoration projects for buildings, while practical training is carried out consisting mainly of scale drawings of the floor plan and elevation, this is for the purpose of providing experience through actual hands-on tasks in the observation and recording of structures. In other words, it is not just the making of drawings, but the observation and recording of the degree of deterioration or decay, and the appreciation of how vital such basic data can be when utilized for future restoration, that are the true aims of the training.

In recent years, the importance of using traditional materials and techniques in the restoration of buildings has become recognized, and in addition, it is thought that the existence in this connection of intangible cultural properties, in other words the artisans possessing those skills, plays an important part. In investigations such as those for recording coloration, we have been conducting practical training with this aspect in mind.

For archaeological tasks such as recording through the making of scale drawings or taking rubbings of artefacts, we request the Nara National Research Institute for Cultural Properties or the Nara City Archaeological Research Centre to hold the practical training. For this training the participants get support from senior volunteers, which makes it a valuable opportunity to have contact with members of the local community. This is designed from a desire for the participants to realize that in the long-term view, links with the local region serve as a resource in the preservation of cultural properties.

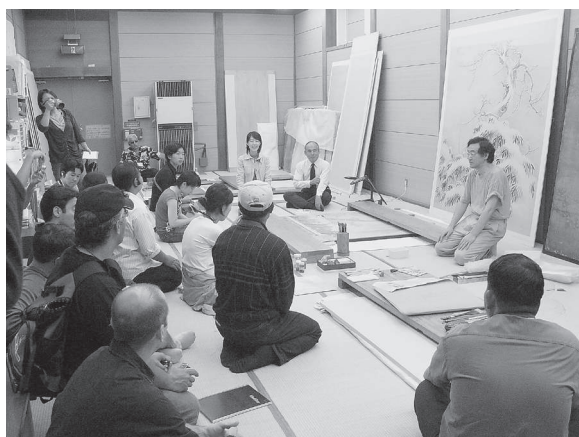
In this training as well, making a drawing is not simply a matter of copying the shape of artefacts such as pottery. The purpose is to observe traces showing what kind of technology was used in these objects’ manufacture, and show the result in the form of a drawing. Such observations become vital clues when considering the chronological age of artefacts, thereby making them useful as historical materials. This

task is also fundamental to the work of inventory.

In archaeological research, while lectures on related disciplines such as the scientific techniques and surveying that comprise conservation science are indeed important, under current circumstances we must admit that we can only provide a basic introduction.

Cultural heritage is greatly damaged in natural disasters such as tsunamis, earthquakes, and typhoons which have occurred frequently in recent years, and unfortunately this situation is shared across wide areas of the world. Because of this, the vital significance of tangible and intangible cultural properties is becoming widely recognized through the processes of reconstruction and recovery, and we are keenly aware of the need for adding some opportunity in the training programme for reflecting concretely on what kinds of measures can be taken in this regard.

For the final session of the training, with instruction by a lecturer from ICCROM, the entire group debates ideals and plans of cultural heritage protection for the future. There is always some variety depending on the lecturer, so the manner of this discussion is never the same. Participants might divide into small groups of several persons and form their opinions, which are then presented to the entire group. Or the entire group might hold a discussion as a whole from the very start. The instructor may provide the group assistance in shaping their views by interviewing a handful of members, and so forth. As no method may be called perfect, and there will be differences in the level of the instructors' skills, we do not hold fixed ideas in this regard.



At the end, we obtain the participants' reviews of the training directly from them, and we make efforts to utilize this feedback when devising the next programme. As participants come from various countries, the programme is conducted in English.

1-2. INDIVIDUAL AND SPECIFIC THEME TRAINING

In individual training, two or three participants from a particular country are invited to Nara for a maximum period of less than two months. Until 2014, the programme was conducted twice yearly, making it possible to invite up to six individuals from two different countries. The theme of the training is set according to the requests of the participants. Popular requests in the past have been for conservation science, site investigation methodology, museology, and restoration and repair of wooden structures.

As the participants come from a single country, if they are not proficient in English, it is possible to arrange for a translator and use the language of that country. The characteristics of this training are thus the ability to concentrate on a particular theme, and the expectation that information will be sufficiently transmitted, through translation if needed.

Participants are chosen from a wide range, including newcomers to those with a wealth of experience. This is because the urgent needs of heritage protection differ for each country, and there are also differences among personnel in their knowledge and experience. In individual training, because the participants are chosen first and the curriculum is put together afterward, the treatment can be flexible including the provision of a translator.

From 2015, this individualized form of training was discontinued, and in its place we began to hold training that concentrates on specific themes. For the two years of 2015 and 2016, we chose the theme of "Museology." Last year we invited two participants each from the Republic of Maldives, the Federal Democratic Republic of Nepal, and the Democratic Socialist Republic of Sri Lanka, and this year two each from the Kingdom of Cambodia, the Lao People's Democratic Republic, and the Republic of the Union of Myanmar, for approximately one month of training.

As this training is not for participants from a single country as in the previous individual programme, the training is conducted in English. Also, while the theme is limited to museology, we believe that it gives a broad introduction, enhanced with some practical training, to various aspects such as the collection, accession, investigation, preservation, management, and so forth of display items.

1-3. WORKSHOPS

Conducted overseas, these consist of the same points of training as done in Nara. At present, they are in essence held for a period of one week. The first workshops, held in 2007 in Siem Reap, Cambodia and in 2008 in Tashkent, Uzbekistan, were on the theme of "Measured drawing of archaeological artefacts and photography for documenting artefacts," followed with a workshop on "Recording/documentation and research methods for wooden structures; formulating conservation and management strategies"



conducted in Hoi An, Viet Nam, in 2009. The workshop held in Bhutan in 2015 was the first example of one specializing in photographic techniques alone.

The advantages of holding these overseas are as follows: (1) this makes it possible to have a large number of participants at one time, (2) the artefacts and features of that country can be used as teaching materials, and (3) training can be conducted in that country's language. Selection of the participants is done by our counterpart in the home country. With regard to the selection, ACCU Nara Office always requests that participants be chosen from as broad a range of regions within that country as possible.

While workshops up until now have been for only one week, the possibility of holding them for longer will depend on the practical problems of whether the participants can be absent from their places of work for more than a week, or similarly whether the instructors sent from Japan can be abroad that long. These are issues for us to consider in the future.



2. Changes in International and Domestic Conditions

2-1. DOMESTIC SITUATION

Since the ACCU Nara Office opened in 1999, the field of cultural heritage protection has been changing both domestically and internationally. In 2006, a Japanese law called the “Act on the Promotion of International Cooperation for Protection of Cultural Heritage Abroad” came into effect, and based on this law, Japan aims for increased promotion of international cooperation regarding

cultural heritage, and its contributions are now required for advancing the various cultures of the world.

In the same year this law was passed, the Japan Consortium for International Cooperation in Cultural Heritage, or JCIC-Heritage for short, was established. In order to help achieve international cooperation, this consortium aims to build a common platform that will enable coordinated cooperation among various concerned parties such as researchers, support organizations, relevant government personnel, and private enterprises, to gather and share information concerning international cooperation, to conduct research on other countries' international cooperation strategies, and to publicly promote and popularize international cooperation activities involving cultural heritage.

ACCU Nara Office is able to carry out its programmes utilizing information obtained by the consortium. For example, when selecting participants for group training, we have begun to obtain recommendations through members of the consortium for a small number of applicants from specific countries. In our individual training, we are provided with information regarding countries and themes for which there is urgency for conducting training, and we use this data in making our selections. For the workshops as well, we receive information necessary for selecting the countries and themes.

2-2. INTERNATIONAL SITUATION

The establishment in May 2007 of WHITR-AP (World Heritage Training and Research Institute for the Asia and the Pacific Region), a UNESCO Category 2 institute, at Tongji University, Shanghai, was a significant change in conditions. This meant that an institute engaged in the training of heritage personnel in the same manner as the ACCU Nara Office has emerged in a country that is geographically close by, and if possible we should mutually try to avoid activities which overlap, and engage in those that complement each other. This should work to benefit cultural heritage protection in the Asia/Pacific region. For us, it was quite natural to aim for some form of coordination.

Subsequently, actual coordination began from 2010, and since holding the International Conference in Shanghai in December 2011, we have continued to act as co-hosts, and in 2014 the conference was held once again in Shanghai. For this conference we have the participation of Ms. Lu Wei as representative for Mr. Zhou Jian, Director of WHITR-AP Shanghai.



Conclusion

As previously stated, in our group training at ACCU Nara Office, we select in alternate years the themes of “Preservation and Restoration of Wooden Structures” and “Research, Analysis and Preservation of Archaeological Sites and Remains.” This is because many historic wooden structures and archaeological sites survive in Nara, and as we have the accumulated results of research on these materials over a considerable period, as well as the transmitted techniques of preservation, it is a special feature of Nara that the concept of environmental preservation is firmly established. We wish to continue making best use of this special feature of the Nara region in aiming to develop heritage personnel.

In our specific theme training, as we can no longer offer instruction in the participants’ own language, a feature of our former individual training programme when participants came from a single country, we fear that the range of participants has recently narrowed. It may be possible to make adjustments such as increasing the number of participants while limiting the training to a single country as before. Or it is conceivable that we could shorten the period of our specific theme training by having the focus be more specialized in terms of expertise and technology. In other words, we can imagine that personnel who would be suited for a high level course would also probably be proficient in English.

Regarding the workshops, I believe we may need to consider not having the programme end in a single year, but repeatedly holding the training in a single country over time. It also seems that the likelihood is growing of going back to a country with a different theme of training.

A Final Word

Last week the ICCROM-CHA Forum was hosted in Beijing by ICCROM and others on regional capacity-building processes. For the future, would like to take into consideration the latest international information regarding training programmes as discussed at that venue, and which we can obtain from other sources.

II. Papers by Participants





Human Resources in Nepal: Context of Cultural Heritage Conservation

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Department of Archaeology

Ministry of Culture, Tourism and Civil Aviation

Nepal

Suresh Suras
SHRESTHA

INTRODUCTION

Nepal is very rich in its cultural heritage as Kathmandu is known as the city of gods, goddesses and temples; most of them are continuously standing since at least seven hundred to thousand years.

Several artworks were developed during the Lichchhavi period, which is known as ancient period in the history of Nepal, as the written records/inscriptions are found from this period. Especially different built heritages – monuments, images of god, goddesses and other figures; paintings, music, literatures and many other artworks are mentioned on the several inscriptions and also mentioned about the protection and management of those things; however most of these artworks are not available now, except these inscriptions. But fortunately similar artworks were continued in the Malla period, which is known as the medieval period in the Nepalese history and some of them were developed in the optimum limitation at that period, the currently available built structures, several artworks and inscriptions are the witnessing them. Most of them are continuing through the time and period up to the modern period. Now, these all artworks are known as the treasures of Nepal gift from our ancestors and widely known as the cultural heritage.

If can imagine that how skillful manpower were developed during these historical period in Nepal that they constructed these kind of prideful cultural heritage as there are several intangible activities in each and every monuments and other objects as well, which we know as the intangible cultural heritage. It of course needed huge quantity of skilled human resource, which was developed in the Nepal since that time/period.

During the time and context, some of them has been changed, as some research reports found that some built structures and some intangible heritages has been modified however; they are also the significant heritage which are still continued.

As the prone area of earthquake, Nepal has been facing big earthquake damages since a long history; due to which the dwellers might developed the cyclical renewal system of built structures with the locally available materials and also these structures has been modified slightly in accordance to the time and context.

The highly skilled human resources were needed for conducting all these activities in the history of

Nepal and available inscriptional evidences proved this statement. But due to many reasons, these kinds of human resources are diminishing gradually and also several modern technologies has been explored and invented, which could not connect properly in Nepalese context by the local professionals as well.

In this paper/presentation, mostly human resources for built or tangible cultural heritage within the related government agencies in Nepal will try to figure out in the current post earthquake conservation, reconstruction and rehabilitation context which represents the normal context as well.

CURRENT STATUS

In the post earthquake situation in Nepal in 2015, the emergency rescue of heritage, salvaging, storing, recording and many other activities were conducted through whoever available and whatever could be done using maximum individual capacity and knowledge however; it was experienced that we still have lack of skilled and tactful human resources in many ways. First of all, in such emergency situations no one knows how to assess the cultural properties, how to record, salvage, store and manage all the matters as generally do for the rescuing cultural heritage. Even in such context, Department of Archaeology mobilized its staffs for doing all these things however, it also has very limited human resources with limited training and skills, but whatever done during that time, it was great.

Similarly, in the post earthquake scenario, it was felt to have some earthquake researches on cultural property through excavation, which needed a highly experienced and skilled expert but it was not possible to find in Nepal that experts from Durham University agreed to conduct rescue excavation in collaboration with Department of Archaeology and UNESCO as well.

There are very limited human resources for conducting detail assessment (structural as well as other aspect) of earthquake damage cultural property either movable or immovable. Due to which some of the significant monuments are still waiting for the detail and micro level study which can give an idea on its real status that may lead for conservation, retrofitting, renovation or completely reconstruction.

Recording of the cultural property is most significant activity in the conservation and management of cultural heritage, which is very limited that are also conducting through the inadequate skills and experiences, that leads the poor documentation system. There are several systems and techniques of documentation system for cultural heritage, but still we are far behind and preparing completely manual recording only, which is very difficult to manage especially for the access, control and security. Therefore, trained and skilled manpower is urgently needed in the process of post earthquake conservation, reconstruction and rehabilitation.

It was felt that the training opportunities as well as the opportunity for the higher education on documentation is most necessary for the staffs working in the DoA and other government agencies who are engaged in this technical profession. The scientific documentation is the base of the proper conservation, reconstruction and rehabilitation of any built heritage; without sound knowledge of

documentation and keeping record adequately; it cannot go properly. Therefore, sufficient trainings and academically build up the capacity of human resources is urgently needed in this process.

The experiences and high quality of conservation training and educational qualification is needed for the post disaster conservation, reconstruction and rehabilitation of cultural heritage (built heritage). But due to lack of training institutes and opportunity for training, professionals, experts and staffs working in the government sector, especially in the Department of Archaeology and offices under it; are needed to have sufficient knowledge through trainings and academic studies for improvement in their professional knowledge; as well as through the experience sharing interactions with highly qualified and experienced national and international experts.

Traditional knowledge and skills are very important in any locality in the world for the local heritage conservation however they could be the national and/or world heritage. Since few decades, the professionals are fade up of their ancestral profession and diverting their profession rather than continuation; which is also a big problem that traditional mason, carvers (stone, wood and other material), carpenters, roof-makers, designers and many other professionals in Nepal.

In this context, Government of Nepal (GoN), Department of Archaeology has been trying to train its staffs from the different ways; i.e. conducting in house trainings as learning by doing - the excavation training, training opportunity from the institutions of other countries (Japan, Korea, India, China, UK) regarding the training on overall documentation of cultural heritage; conservation of built heritage; chemical conservation of heritage; management of world cultural heritage; conservation of museum objects; management of museums, exploration and field excavation of archaeological sites and several new aspects on cultural heritage; i.e. cultural landscapes, heritage impact assessment etc. But still these is not sufficient opportunity available and most of them comparatively are very short trainings, not as academic studies as well; however, it builds at least capacity of the trainees better than previous professional capacity. Therefore, DoA/GoN has also been seeking such opportunities for the better capacity building to its staffs for the best implementation of the post earthquake conservation, reconstruction and rehabilitation of cultural heritage project.

CONCLUSION

Conservation and management of the cultural heritage is a long process and it needs huge skilled human resources and the other resources as well. In the regular process, keeping records, proper documentation for the different managerial aspects, monitoring and evaluation process, and ultimately for periodical conservation and maintenance purpose also needs the documentation of the cultural properties. All the conservation, reconstruction and rehabilitation process also needs huge skilled human resources; which is not sufficient in this post earthquake conservation, reconstruction and rehabilitation context. Therefore, DoA/GoN is seeking and trying to build up the capacity of available human resources enhancing their own knowledge and giving opportunity of trainings and other options as well; but due to lack of budget and other constraints, it is not going smoothly however, DoA has been conducting series of trainings in cooperation with the national experienced experts within the country. DoA/GoN has recruited more 102 more human resources (Engineers, Architect,

Sub-Engineers and other new staffs) and municipalities and universities have also been conducting some training for the traditional construction human resources in general focusing to the challenges in the context of post earthquake conservation, reconstruction and rehabilitation of cultural heritage.

In the mean time, different countries are supporting to this process as they are also supporting for the post earthquake conservation, reconstruction and rehabilitation of cultural heritage of Nepal. To get opportunity from outside is not sufficient for ever in this regard; therefore, using these opportunities, it should be established within the country for its sustainability; especially for the advance courses on different systems and techniques of documentation, conservation and rehabilitation of traditional cultural built heritage and many other courses in the universities. However, all should have patience, cooperation, support and coordination in the post earthquake conservation, reconstruction and rehabilitation context realizing the fact that it should be developed the capacity of available human resources and increase or product the new skilled human resources as well.



The Present Situation and Future Challenges Regarding Human Resources Development for the Cultural Heritage Protection in Bangladesh

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Introduction: Department of Archaeology as the Government agency of Bangladesh bears the main responsibility for protection and preservation of cultural heritage in the country. Its prime function is to take care of those cultural sites which have been declared as 'protected monument' and the objects acquired by the regular excavation of cultural mounds or as surface finds. Before independence total number of archaeological sites were 152 and now it has been increased to 455 which includes two World Cultural Heritage sites: Paharpur, the largest monastery of the country of 8th century A.D. and a group of monuments at Bagerhat of 15th century AD.



Paharpur Buddhist monastery



Sixty domed mosque

Movable antiquities are innumerable. This is increasing gradually as the excavations are going on at a number of sites every year. The measures taken for the preservation of both type of cultural heritage, movable and immovable, particularly for the architectural remains is not enough due to some problems like shortage of trained and skilled manpower, lack of befitting policy and so on. So the preservation of cultural heritage of Bangladesh needs proper planning in accordance with the available resources.

Present Situation: Bangladesh is remarkably rich in its cultural heritage. She is really fortunate for her pride cultural heritage in comparison to many other countries of the world. The history of its cultural heritage is about two thousand and five hundred years old. After liberation Department of Archaeology, Ministry of Culture and Sports started its organizational activities with the skilled manpower for protection and promotion of cultural heritage of the country. Subsequently, the area of activities has been extended a new organizational set up was formed out. So it needed to increase its

manpower. Therefore, the previous organogram has been corrected in 1983 and enhanced the quantity of manpower. For more convenience of the activities 4 new regional offices with increased manpower were established in 4 administrative divisions for properly conduct the administrative, research, preservation and promotional works.

At present, we have 455 protected cultural heritages and number is increasing day by day. Therewith some new museum buildings are being constructed through some projects. The manpower of the Department of Archaeology is still working for the proper research of cultural heritage; recover the ancient history, conservation of the protected monuments and properly presentation of the cultural heritage for the future generation, researchers, tourists and visitors.

So to meet the present demand another organogram has been placed to the authority for Government approval. After approval of the organogram activities of the department will be increased.

The appointed manpower need to learn modern training and obtain technological skills. Domestic and foreign training and workshop and seminar should be arranged to build up the skilled and experienced manpower. After the training, the manpower would be contributed their skills and could play a vital role for the cultural heritage protection of Bangladesh.

Needs:

The main three jobs of the Department of Archaeology are;

1. Exploration and survey
2. Archaeological excavation
3. Preservation, presentation and promotion of cultural heritage

Exploration and Survey: Exploration and survey are the vital work of the Department of Archaeology. Though the department has got the manpower but they are not skilled enough and lacking technical know-how. Moreover, at present the department has a few modern equipment required for survey. To build up skilled manpower a detailed training is needed and at the same time it's necessary to procure modern equipment for proper exploration and survey.



Excavation: Archaeological excavation, research, analysis, report writing and publication are the main tasks with the other two jobs of this organization. Many ancient protected cultural mounds are possessed by the department of archaeology. Besides these, there are a number of cultural mounds unprotected yet. Some of them are being declared as protected monument every year through the Ministry of Cultural Affairs. Every year the department conducts excavations at different places of the country for reconstructing the past human history of the nation. But the department has a few experts on excavation. So the department trying to increase the human resources and provide proper training for the appropriate methodology of archaeological excavation and research.



Jagaddal Bihar excavation



Documentation: Documentation is an important aspect in the field of cultural heritage preservation. It's crucial needed to prepare a complete documentation before taking up any conservation programme of an excavated site or a monument. Bangladesh is lagging behind to some extent in this regard. Besides, in absence of skilled and experienced manpower and modern instruments many important evidences are being lost during conservation. So training must be provided to the concerned for proper documentation. Otherwise the improper conservation work will destroy many architectural elements of the history.



Display System: The display system of museum is very weak as because there is lack of knowledge of latest technique and method of display of the archaeological objects in the museums. The Museology isn't taught in any university in our country and there's no such institution. As a result there is a lack of expert and skilled human resource. Consequently a weakness remains. It's very essential to develop the manpower of the Department of Archaeology providing higher degree, short training and long training on Museology from abroad.



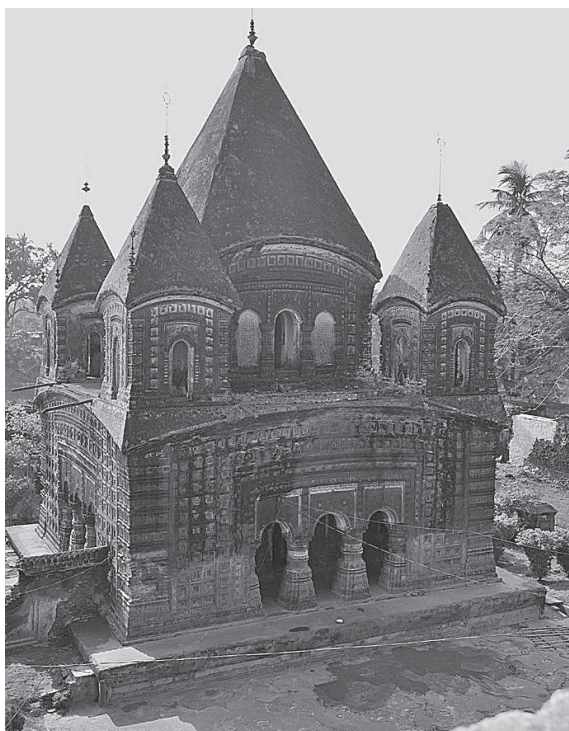
Archaeological Conservation: Most of the cultural heritages of Bangladesh are the architectural remains and ancient archaeological objects. A large number of structures are still buried under the earth. Besides these innumerable ancient establishments such as old mosques (13th-17th century), hammams, shrines, Ghats, Zamindars house, forts, temples and roads are scattered everywhere. But the department has a few skilled and trained manpower in this field. So it is very essential to increase the number of trained and skilled conservator for protect the cultural heritage of Bangladesh.



General view of the Chunakhola Mosque, Bagerhat.

Chemical conservation: A huge quantity of metal objects recovered from different sources require chemical treatment. In this field also the department lacks of skill manpower as well. Alongside building of skilled manpower a well-equipped with modern laboratories are required.





Academy or Institution: For archaeological research as well as proper protection of the Cultural Heritage of Bangladesh a full-fledged academy or an institution should be there. Only in one public university the full course of Archaeology is taught. So a strong step should be taken to establish a full-fledged Academy or Institute to help protect archaeological resources and develop human resources. Here people will take training about Tangible and Intangible cultural heritage and will be able to play a role in protecting Cultural Heritage of Bangladesh.

Awareness for Government Officials: Apart from the Department of Archaeology there are so many organizations of the government who have responsibility to protect the cultural heritage. Some organizations are engaged in demolishing the age-old important buildings due to lack of awareness and are constructing new multistoried buildings in those places. Also private cultural heritage got through ancestral inheritance are considered abandoned and steps are being taken to demolish them and in some cases they are already being demolished. It needs to make arrangement of some workshops and seminars to create and enhance the awareness of the officers and employees of these institutions.



Awareness of Politicians and Civil Society: Politicians and civil society are important elements of the country. In many cases due to unawareness and ignorance common people destroy many important heritage: buildings or cultural mounds. In most cases civil society or politicians don't play any role to check this vandalism. So seminars, workshops, meetings etc. need to be arranged with the politicians and civil society. When they will be well aware of the importance of protection of our age-old heritage will come forward to safeguard them.

Awareness of Local Community: The role of local people or community to protect cultural heritage is very essential. Because most of the heritages sites are owned by them hence they are more deeply related to those sites spiritually and physically. Many religious sites like mosques, temples are being safeguarded by the local community without any external assistance. If these people are given training, and involved in various activities like conservation of the heritage, development of infrastructure and tourism : preparation of local crafts, food, souvenir and home stay arrangement etc. they will play more actively to protect our heritage from different kinds of threats.



Educational Institutions: It is necessary to make the future generation of the country skilled and conscious. For this, students of primary schools, high schools, and colleges should have to be made interested to visit cultural heritage and museum without tickets. However since long the museums under the Department of Archaeology have been encouraging the educational institutions to visit them without buying tickets. So that they can know about the Cultural Heritage at the beginning of their life and above all they might be aware of protecting it also. And finally they may be made a conscious human resource in future. Over and above elaborate description about Cultural Heritage should be included in text books of class III to XII.



Urbanization: Urbanization is a big threat to cultural heritage. Construction of new roads, houses, widening the existing roads, creation of markets beside the roads and construction of new high rise buildings for various purposes without considering the values of heritage are very common. Particularly encroachment of the heritage sites in the city is a major problem. To safeguard our heritage a good urban planning is essential.



Natural Disasters: Earthquake, cyclone, typhoon, heavy rainfall, salinity etc. cause damage to the archaeological sites of our country. It's a big challenge to protect the archaeological resources of Bangladesh from these disasters. Ability to protect the archaeological resources from various kinds of disasters is to be achieved. For this reason it's necessary to acquire the technical knowhow through training programmes at regular interval.





Intangible Cultural Heritage: Alongside the Cultural Heritage in Bangladesh Intangible Cultural Heritage is also very rich. ‘Zamdani’ has got recognition of UNESCO World Cultural Heritage. Now steps are being taken to establish ‘Moslin’ as a World Cultural Heritage. The traditional folk song, dance and musical drama in Bangladesh are very rich. Spontaneous patronage to the traditional Jari Gaan (Folk song), traditional dance and musical drama are reducing day by day. Nevertheless Ministry of Cultural Affairs, Bangladesh Shilpakala Academy and some artist group are doing its best from the government level in this regard. However now it is necessary to bring back this traditional culture through vigorous endeavor from individuals or other organizations and local community.



Ethnic Culture: The Ethnic Culture of this country is very rich. There are a good number of small ethnic groups whose cultures are very rich. These communities have been bearing Tangible and Intangible Culture since very ancient times. To preserve this Cultural Heritage the people of the community have to be trained and awareness. At the same time considering the importance of the matter law may be enacted so safeguard these cultures from disappearance. Many small ethnic groups are being converted to other religions for their financial insolvency. As a result the multifarious culture of these small ethnic groups is disappearing.



Future Plan: There are still many unprotected monuments and sites, which need immediate protection in order to save them from further decay. It is, therefore, imperative that the Department is expanded to cope with the responsibilities it shoulders. So the department submitted a revised organogram with a proposal for increasing the number of archaeologists, researchers, chemists and archaeological engineers and facilities of modern equipments. The department also plans to set up some new offices and museums at several places in order to take care of the nearby monuments more effectively. The Government have been implementing a large project entitled ‘Cultural Heritage Project’ for the exhaustive conservation and protection of archaeological sites. It is also acquiring adequate land around the cultural sites every year. So the department is becoming owner of the sites and thus vandalism is being checked gradually.



The Sri Lankan Experience

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Sri Lanka

Introduction

Sri Lanka is an Island south of Indian subcontinent with a written heritage of three millenniums, rich in both tangible and intangible heritage. The social and cultural system is nourished by Buddhist philosophy and there were several regional and Global influences due to the central location in the ancient world.

Traditional System

Buddhism was introduced to Sri Lanka in the 3rd Century BC and arrival of Arhat Sangamitta, daughter of Emperor Asoka, together with 18 men of different skills to serve the Sacred Bodhi tree is the most remarkable turning point in the development of Art and Architecture. The tradition of Art and Architecture developed with the guidance of different texts, theories and traditions, throughout the History. The self surviving and mutually benefited traditional management system between the temples and the community is a unique feature in the Local Heritage.

In this system, properties were allocated for the temples and people were allowed to live and cultivate in those lands. As a return, the community rendered different services to the temple depending on their personal skills and social capacity. People were dedicated to serve the temple as it was considered as meritorious act for their present and future lives. On the other hand they were able to develop their skills and those skills were transferred generation to generation. Automatically the skills were developed and the system was managed.

Regional and Global influences

Being located in the centre of the ancient world, both the regional and Global influences had caused in socio economic and cultural changes in the island throughout the history. India was the most influential factor, being the closest neighbour, and it was spread up to Persia in the west and China in the east. The maritime silk route that connected China in East and Persia in West was facilitated by the ports of Sri Lanka, and several Chinese and Arabic explorers had witnessed the socio cultural situation of this island nation.

In the early 16th century, European nations began to explore the East and Portuguese were the first to conquer some coastal parts of the Island and there after Dutch took over the control of those areas. In 1815, Entire Island became under control of British and it was continued for nearly 140 years until the

independence in 1948. During the 450 years of period under the European ruling, entire socio cultural and economic situation was changed and there were several good and bad results.

Archaeology

Archaeology was a new subject area that was introduced by the British, as there was no tradition of protecting ancient structures in ruined state in the island. As per the Buddhist philosophy, dilapidated structures are not suitable for the use of Monks. Therefore the monks were allowed to engage in the repair works although they were not allowed to engage in certain tasks that ordinary people do. Even though the capitals in dry zone were abandoned in the 13th century, a group of people were there to serve the sacred Bo tree in Anuradhapura. In addition to that various rulers ruled in the later kingdoms, sent missions to repair those temples in Anuradhapura. It was considered that the religious value was there even the monument is in ruined condition.

Archaeological Survey

In 1868, the first investigations of Archaeological ruins were commenced. The first profession engaged in the field of Archaeology is photography. Joseph Lawton, a British photographer appointed by the governor, did a photographic documentation in 1871 covering, Anuradhapura, Polonnaruwa and Sigiriya. The Glass negatives that were used for the photography is still well preserved at the Department of Archaeology. A copy of this document had been sent to the Secretary of State for the colonies.

During the period of 1875 and 1879, an investigation on the ancient inscriptions was carried out by a group of scholars.

S.M. Burrows, A Ceylon Civil Service officer, was appointed to supervise the works related to Monuments in Anuradhapura and Polonnaruwa, during 1884 and 1886.

Department of Archaeology

Finally, in 1890, the Department of Archaeology was established and H.C.P.Bell, a judge, was appointed as the first commissioner. He was very keen on the Archaeological works and “The Kegalle report on Temples” was his first task, before becoming the Commissioner, as the Judge of Kegalle.

Legislation

In 1940, the Antiquities Ordinance came in to power as the legislative power to protect Archaeological remains, but until 1998, there were no powers on sites and buildings of historic value. Anyhow, still there is no any protection to the Heritage as whole and the intangible heritage aspects are not considered here at all.

As per the provisions in the Antiquities Ordinance, the Department of Archaeology conducts Explorations, Excavations, and conserve architecturally and chemically, the monuments and objects, and maintains Sites and Monuments, for public awareness. In addition to the research works done

on different Inscriptions, Promotional activities are conducted to publish the works done by the Department.

There are 7 different divisions within the Department in addition to the Administration and Financial divisions. These academic divisions are headed by Architects, Archaeologists and Chemists. Due to the lack of qualified professionals only one Director holds the position at present.

The Department of Archaeology gets funds from the annual Government Budget and Entire staff is recruited through government recruitment procedures. The projects are planned according to the standing orders and circulars prepared on the accepted international charters and conventions. Materials and services needed for the projects are supplied through accepted Procurement procedures, and Expert advices are obtained from Professionals, from Govt Institutions and universities.

Central Cultural Fund

In the 1980s to overcome the bureaucratic red tapes within the government departmental procedures, the Central Cultural Fund was established. It was initiated by the UNESCO and World Food Program, and conservation and restoration works of 6 world Heritage sites were commenced and later it was expanded to other sites. At present, entrance fee charged from the visitors to the sites is the main income, which amounts about 25 million USD per year.

It is a different system that practiced in the CCF, compared to the Department of Archaeology. There are no separate academic divisions, but different projects. Professional services are obtained through contracted architects, Engineers, Archaeologists and Historians. Architects and Engineers in the private sector and Archaeologists and Historians from Academic staff of Universities are contracted to conduct the projects. Skilled workers are employed according to the project requirements and most specially, the students and Graduates are given training opportunities in these projects.

Through this system the private sector Architects, were able to practice conservation and they have trained another group of Architects, Draftsmen, technical officers and Quantity Surveyors to continue the works in the future. The academic staff of Universities, who were contracted as Archaeologists, was able to practice their theoretical Knowledge practically in the field.

Most of the students and Graduates who were given the training opportunities in these projects had decided to continue their careers in the conservation field other than joining other fields such as construction, Education and Management.

Unfortunately, both the institutes; Department of Archaeology and Central Cultural Fund, had neglected the traditional Management Systems practiced within those sites. Even the UNESCO and ICOMOS missions for some World Heritage Sites, highlighted the importance of respecting the traditional management systems.

Professional Education

University education in Archaeology was started in 1956 and architecture in 1969. But less attention was paid towards the Heritage aspects in the curriculums. Unfortunately the other education streams such as Chemistry, Biology, Sociology, engineering and Management didn't see any connection with Heritage although there were some aspects. Therefore those who were interested in heritage management in their carrier, looked further education abroad, such as ICCROM in Italy and York university in England. But there were fewer opportunities for most of the local professionals as it was expensive.

Considering those requirements two institutions were started in 1980s, the PGIAR and ACOMAS affiliated to Universities of Kelaniya and Moratuwa. The ACOMAS aimed to develop the professionals in Architectural and Chemical conservation while the PGIAR aimed for Post graduate education in Archaeology.

Very recently, Rajarata University of Sri Lanka, started a degree course in Heritage management.

Current situation

But in Generally, most of the Architects Engineers, Draftspersons and Quantity Surveyors, who were qualified at the relevant education institutes entered the construction Industry, while the majority of Archaeologists and Historians, entering various other fields, outside the Heritage Sector. Unfortunately, the Chemists, Sociologists, and Biologist don't see any working opportunity in Heritage sector.

Foreign Training

Throughout the last 50 years, there were several foreign training courses, conducted by different international agencies, for the Heritage sector professionals. ICCROM, ACCU Nara, SIDA, WHITRAP, UNITAR, CHA Korea, NRICH Korea and HIST are some of them. Although these institutes conducted annual courses, in Heritage Management, Conservation, Restoration, Artefacts etc, there is no proper system in the local Heritage institutes for sending their staff to those trainings, regularly. And also the attitudes among the administrative level officers and English language proficiency is the most influential barriers, even for those who are interested in participation. On the other hand obtaining leave from the working places for long term courses and the outdated circulars on foreign leave procedure are the main red tapes in the government sector. In addition to that the financial difficulties in providing tuition fees, Accommodation and Airfare block the participation, in some cases.

Difficulties

As a result of all these factors, the present Heritage Protection sector requires different specialists in different Subjects. In the Sri Lankan context there are very few experts in Painting conservation, Pottery, Brick conservation, Stone masonry, Cultural tourism, Archaeological Photography, Inscriptions and structural Engineering. Although there are many engineers involved in Structural Engineering in the construction Industry, they are reluctant to engage in heritage works as they see a

high risk in getting decisions in the ancient structures.

On the other hand, there is no proper method of encouraging the professionals in training in these sectors and serve the country. Even though they trained and qualified most of them (had to) leave the country, due to various bureaucratic harassments.

Conclusions

As a conclusion, it is proposed to,

- Conduct training programs locally with international collaboration

- Expansion of International training courses to the local level

- Establish a proper system to encourage participants for applying and participation in foreign training courses

- Enhance the importance of participation in training courses – both the administrators and participants

- Program local training courses in the international level considering the local socio-cultural issues related to heritage

- Methods must be developed to include the subjects related to community participation in Heritage management as in the past

- Developing language proficiency – English



Human Resource Development on Cultural Heritage Protection in Viet Nam

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I. Human resources in the field of cultural heritage in Viet Nam

1. In terms of quantity:

According to the survey data, the workforce of the cultural heritage sector (in museums, monument complexes, relic boards /management centers) in Viet Nam has more than 7,000 people, including museum system with more than 2,300 people (154 museums, including 123 public museums and 31 non-public museums; 1,800 people have professional qualification as Bachelors of Arts (BA); 200 Masters of Arts (MA) and Doctors of Philosophy (Dr)); monument complex, relic management boards/ centers with over 4,000 people (8 world cultural and natural heritages, 72 special national monuments, more than 3,300 national relics, over 7,000 provincial relics; 10 Representative List of the Intangible Cultural Heritage of Humanity and Intangible Cultural Heritage in Need of Urgent Safeguarding, 138 intangible national cultural heritages).

2. In terms of quality:

The quality of the human resources of each career depends on qualification and labor division in the sector. In recent years, along with Vietnamese achievements on improving knowledgeable standard, the quality of the human resources of the cultural heritage sector is also gradually improving. Base on the statistics, the human resource has professional qualification from undergraduate to higher education accounting for more than 50% of the cultural heritage sector workforce. All sectors have 257 Master of Arts (MA) equivalent to 3.5%, 42 Doctors of Philosophy (Dr) equivalent to 0.6% and 07 Associate Professors (Assoc.Prof) equivalent to 0.1%. However, qualified human resources are not equally distributed, in the Ministry and in big cities, the qualified percentage of the human resources from undergraduate to higher education is much more than average. Some specific examples are as follows:

- Cultural Heritage Department - Ministry of Culture, Sports and Tourism of Viet Nam:
from undergraduate to higher education accounting for 29 people (90.6%); including 17 MA (53.1%), 2 Dr (6.2%), 1 Assoc. Prof (3.4%).
- National Museums of Viet Nam:
 - + National History Museum: 234 people, including 26 people from 21 to 23 years old accounting for 27%, 98 people from 31 to 40 years old accounting for 40%, 65 people from 41 to 50 years old accounting for 27% and 15 people from 51 to 60 years old accounting for 5%; from undergraduate to higher education accounting for 140/234 (58%); including MA 44/234 (17%), Dr 3/234 (1%).
 - + Viet Nam Ethnic Culture Museum: from undergraduate to higher education accounting for 48/78

- (61.5%); including MA 6/78 (7.7%), Dr 1/78 (1.3%).
- + Viet Nam Ethnology Museum: from undergraduate to higher education accounting for 71/81 (87.6%); including MA 16/81 (19.7%), Dr 7/81 (8.6%); Assoc. Prof 02/81 (2.4%).
 - World Cultural and Natural Heritage management centers/boards of Viet Nam:
 - + Ha Long Bay Management Board: 371 people including 152 Associate of Arts (AA), 138 BA, 15 MA.
 - + Hue Monuments Conservation Center: 467 people including 408 BA, 30 MA, 3 Dr.
 - + My Son Management Board of Relics and Tourism: 126 people including 37 BA.
 - + Ho Dynasty Citadel Heritage Preservation Center: 49 people including 1 AA, 23 BA, 3 MA, 1 Dr.
 - + Thang Long-Ha Noi Heritage Conservation Center: 145 people including 110 BA, 15 MA, 3 Dr.
 - + Hoi An Center for Monuments Management and Preservation: 73 people including 50 BA, 6 MA.
 - + Preservation Center of Trang An Landscape Complex: 84 people including 38 BA, 6 MA, 1 Dr.

Meanwhile, in many museums and provincial relic management boards, people who have BA degree and higher education are only less than 50%; some units are below 25%.

The inequality is also shown in 2 systems of museums and relic management boards: While the relic management boards' rate remains lower than the average of the sector (from undergraduate to higher education only 44.4%, including MA 3%, 0.2% Dr and no Assoc. Prof), the museum system has quite a large difference (from undergraduate to higher education: 62.4%, in which MA 4.5 %, Dr 1.2% and Assoc. Prof 0.3%).

3. In terms of structure:

- + By age: under 35 years old: 44.8%; from 35 to 50 years old: 40.4%; over 50 years old: 14.8%.
- + By gender: Ratio male/ female in the structure of the cultural heritage sector is fairly evenly, 52% male; 48% female.

II. Actual situation of human resource training in the field of Cultural Heritage protection in Viet Nam

1. Training human resource institutions in the field of Cultural Heritage protection in Viet Nam

A significant proportion of the human resources for Cultural Heritage sector in Viet Nam has trained from two universities under the Ministry of Culture, Sports and Tourism which are University of Culture of Ha Noi and Culture University of Ho Chi Minh City. Working people who are not trained from these 2 universities have different expertise (history, architecture, chemistry...) but in general, they are in line with the functions, duties and activity scopes of the sector units.

However, the training institutions have not had unified framework programs yet at all training levels, which lead to their own training curriculums. In general, physical facility system of the training universities and units still lacks of equipment synchronized, they have focused only on theory, almost no practical facilities. Students are often exposed to practical work only when learning to practice in the final year ... Curriculum system has been improved quite much but it is still at the level of general background which lacks of public documentation.

Most of faculty lecturers in the educational institutions are trained in specialized, but in general, their knowledge is accumulated mainly through fostering training courses or self-study, not equipped as the overall and methodical; teaching methods largely remains theoretical presentations. For many required specialized subjects, the training units often invite visiting professionals and managers in the fields of museology, conservation of monuments, antiques appraisal etc.

The fact that most of the institutions in the field of cultural heritage remain a bystander, they do not participate actively in the training activities of the human cultural heritage sector. When the newly graduated students start their work, they still have been retrained before being assigned to a specific job because of gaps between what students have been studied from training units and the practical needs of the work assigned.

2. Evaluation of the human resources in the field of Cultural Heritage protection in Viet Nam recently

- The human resources for the Cultural Heritage Sector in Viet Nam have made a progress but they have not still met the requirements of fast and sustainable development. Reasons as following:
 - + The workforce of the cultural heritage sector has not had equitably cultural and professional qualification, limited in many aspects, especially in foreign languages and high technical expertise.
 - + Not yet having high stability in the human resources. The proportion of trained students who do not work properly or move out from their professional career tends to be increased.
 - + The workforce of the cultural heritage sector is not yet fully equipped with necessary skills and knowledge for the work they undertake; lacks of supplementary skills related to serving international guests such as communication skills, foreign languages and ability to handle the situation...
- The need for training and fostering of high-quality human resources for the cultural heritage sector is huge, but the system of training institutions has not met it yet.
- The state management on human resources development for the cultural heritage sector still has many limitations, manifested most clearly as follows:
 - + There was a general orientation for the training and fostering of human cultural heritage sector but there were not proper programs, plans and solutions to implement effectively.
 - + Having not established yet a database system of the human resources for cultural heritage management for stable management and developing human resources.
 - + State management agencies in training as well as specialized management agencies have not developed specific criteria of expertise as a basis for the training institutions to set up programs and curriculum that leads to inconsistency contents of the training institutions and no minimum standard in the contents of specialized training programs. The supplement of updating knowledge and teaching methods also depends mainly on each training units.

III. Organizing and managing scientific research activities; training and fostering experts on Cultural Heritage in Viet Nam:

In recent years, research activities, application of science and technology, training and fostering

professional staffs and experts to serve the protection and promotion of cultural heritage values in Viet Nam have increasingly achievements. In the coming period, in order to organize and manage scientific research activities; to train and foster professional staffs on cultural heritage for strongly developing, to practically contribute to improve the quality of state management on cultural heritage, the Cultural Heritage Sector of Viet Nam is concentrating to solve a number of tasks and solutions as follows:

1. Develop the science and technology development strategy in the field of protection and promotion for cultural heritage values, an important part of the strategy to develop science and technology of the Ministry of Culture, Sports and Tourism to 2020, a vision to 2025.
2. Organize to complete the legal system, mechanisms, policies and specific regulations for the implementation of research and application of science and technology for protecting and promoting cultural heritage values.
3. Consolidate and improve the quality of professional training in conservation historical relics, museums, open the system of specialized training on intangible cultural heritage at universities under the Ministry of Culture, Sports and Tourism, both higher education and postgraduate education systems; simultaneously, build and implement the training and fostering plans, in order to build teams of highly qualified staffs on research and application of science and technology in the protection and promotion for cultural heritage values .
4. Invest in construction of the Research, Application for Scientific and Technological Preservation Monuments and Museum Artifacts Centers in Ha Noi and Ho Chi Minh City, at the same time, continue to strengthen and improve the quality activities of the Institute of Conservation Monuments (ICM).
5. Build and implement cooperation programs on research and application of science and technology in the protection and promotion of cultural heritage values among the Ministry of Culture, Sports and Tourism, the Viet Nam Academy of Social Science and the Viet Nam Academy of Science and Technology.
6. Continue to implement the Program on Cultural Development Goal, in which, in the field of cultural heritage, need supplementing the research goal, the application of science and technology in the protection and promotion of cultural heritage values.
7. Strengthen exchanges and expand international cooperation in the field of research and application of science and technology in the protection and promotion of cultural heritage values.

IV. Building strategy of human resource development in the field of Cultural Heritage sector in Viet Nam

1. Building the strategy of human resource development in the Cultural Heritage sector

To develop human resources to meet the requirements of both quantity and quality; to mobilize the resources for human resources development for the cultural heritage sector, a number of specific solutions have been implemented by the authorities on cultural heritage in Viet Nam as follows:

- Conduct a survey of human resource reality of the cultural heritage sector.
- Forecast study on human resource development for the cultural heritage sector, from the trend of

volatility and the orientation of development to the quantity, structure of training levels; numbers and types of training institutions, distribution of the human resources on the national scale.

- Identify development perspective, strategy goals, development process of human resources for the cultural heritage sector foreseeable and long term.
- Set up a feasible roadmap to develop human resources for the cultural heritage sector to meet the human needs for each period base on the forecast.
- Establish programs and specific action plans to achieve the goal of human resource development for the cultural heritage sector.

2. Innovating for program and content training

Develop training content and fostering specialized cultural heritage training to correspond to the standard management titles and standard profession titles of the cultural heritage sector, in appropriate with practical requirements, construct and apply program framework and foster contents of cultural heritage management knowledge for each title:

- Program and content training, fostering knowledge for leaders of museums.
- Program and content training, fostering knowledge for leaders of monument complexes, boards/ centers of relics management.
- Program and content training, fostering knowledge for leaders of intangible cultural heritage management units.

Programs, training and fostering contents for each particular field:

- Develop programs and professional training contents of museums.
- Develop programs, professional training contents of monuments.
- Develop programs and professional training contents of intangible cultural heritages.

Research to compile the documentary instructions for applicable programs, training contents and fostering specialized cultural heritage knowledge, publish or translate and publish some books and professional materials in cultural heritage:

- Documentations for program application, training and fostering contents.
- Publish, translate and publish some books on specific fields of museums, relics, intangible cultural heritage.

3. Training and fostering human resources in a manner consistent with each title:

The human resource in the field of cultural heritage in Viet Nam is formed from a number of major fields as following:

Group 1: Leaders do the management work (directors, deputy directors of museums, relic management boards; heads and deputy heads of cultural heritage divisions).

Group 2: Team makes professional work of history, culture, museums... (officials) in museums, relic

management boards, cultural heritage divisions, provincial culture and information divisions.

Group 3: Team acts other disciplines directly related to the protection and promotion of cultural heritage values (architectures, construction engineers, computer engineers, chemical engineers, painters).

Group 4: Cultural officers of the Commune People's Committee.

Group 5: Direct guards who take care and protect relics.

Group 6: Intangible cultural heritage artisans.

Group 7: Craftsmen (carpenters, bricklayers ...).

Regarding training, almost titles in groups 1, 2, 3 have educated in universities, many officials of them have academic titles of professors, associate professors, doctors and masters. Qualification of this team depends primarily on the educative quality in schools. There are two problems faced by this team as follows:

- Create the link among training schools, state management institutions and professional units to improve the quality of training, to cohere theory with practice, to narrow the gap between training and actual jobs. Last desire is that, after graduation, students can do immediate tasks at work, reduce time to familiarize work of new comers.
- Continue to update new and advanced knowledge. This kind of training can be taken place in many different forms: participating in short-term training courses inside and outside the country, attending scientific conferences, participating in scientific topics...

To the titles in groups 1, 2, 3, if they have specialized training in the social sciences, they should have additional training in foreign languages, computer science, and to the titles in group 3, they need more training about history, culture and cultural heritage.

The titles in group 4 and 5 play a very important role in preserving the monuments. The titles in group 4 and 5 can cause serious or little damage to the relics if they are lack of knowledge such as allowing to repair monuments without the detail projects, not be approved by authorities; arbitrarily modify relics... Therefore, the contents of training this group should currently focus on the contents: knowledge of the law and the basic principles relating to protection and care of monuments.

To the intangible cultural heritage artisans, the key need is to implement policies to support People's Artists, Meritorious Artists in teaching. In a team of artisans, craftsmen in the field of traditional crafts, namely carpentry, masonry crouching, sheave paint, statuary, arts... who have highly skillful, need supporting to facilitate for teaching younger generations (titles 7), as this is the direct human resource and having significant decision to the success of the preservation, renovation, restoration activities of monuments and relics at all local provinces on the national scale.

The training of young workers in Viet Nam is now vacant, due to the particular characteristic activities of the renovating relic construction company. Initially, at some construction sites for repairing relics,

to raise awareness and consciousness of the skillful workers, Cultural Heritage Department, Culture, Sports and Tourism Authorities and several renovation monument companies began implementing programs to talk about cultural heritage and monuments which they participated in construction. The training of workers for monument renovation works under traditional methods and traditional techniques should soon be in place.

4. Developing a human resources database system of the Viet Nam Cultural Heritage Sector:

A system database on human resources for the cultural heritage sector will play a crucial role in assessing the quantity, quality and training structure to human resources of the Viet Nam Cultural Heritage Sector. The time-series data is not only used to evaluate the change in quantity, quality and structure of human resources of the cultural heritage sector but also is the basis for Viet Nam state management agencies set up strategies, policies, programs and plans to develop human resources in line with demand and orientation development of the whole sector.

Viet Nam is now implementing and operating the system database on human resources for cultural heritage sector as follows:

- Conduct a survey of human resources for the cultural heritage sector on the national scale.
The investigation is based on the close coordination between the units in the sector to plan for investigation and appropriate contents of surveys and questionnaire samples.
The content of the questionnaire includes 2 groups of criteria: The indicator group of reflecting quantity (presented by numbers) and the target group of reflecting quality (indicated by the levels; these indicators should be determined to reflect capacity, qualifications as well as the ability of the human for responding to the actual situation).
- Build update software and data processing of human resources for the cultural heritage sector: the Ministry of Culture, Sports and Tourism has assigned its Cultural Heritage Department to update software and data processing of human resources for the cultural heritage sector of Viet Nam. The tables which analyze the output of the software are considered to provide a good service management requirements and development. In parallel to the analysis tables, the report forms on situation of human resources fluctuation of the cultural heritage sector in Viet Nam are also designed to release and update (annually) after having the original database.

The summary evaluation should be conducted soon after the successful operation of the electronic database system. The information on human resources should be concluded together with recommendations, specific proposals in order to have the appropriate policy development of human resources for the cultural heritage sector.

- Construct and operate the database system:
 - +Cultural Heritage Department of the Ministry of Culture, Sports and Tourism of Viet Nam is responsible for building survey plans, survey templates, survey allocate funds; staffing specialist of operational database systems.
 - +The units in the sector periodic reports on the human resources reality for Cultural Heritage

Department to monitor, aggregate and analyze the data for training and fostering foreseeable and long term.

After more than half century of formation and development, from an under-developed country in the field of cultural heritage protection, Viet Nam now has 08 world cultural and natural heritages, thousands of national tangible and intangible culture heritages, 154 museums in some of which can be compared with national museums of developed foreign country. Viet Nam has formed a crowded professional team in the cultural heritage sector and systematic training with many people who graduated from undergraduate to higher education, many managers and leaders have high academic titles and status. This source of manpower in Viet Nam in the field of cultural heritage protection has accessed to the advanced and modern science, engineering, technology, that has contributed to improve the effective cultural heritage protection in Viet Nam for now and future.



Present Situation and Challenges regarding Human Resource Development for Cultural Heritage Protection in Bhutan

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Abstract

This document presents a brief background on the Cultural Heritage Sector in Bhutan and the current situation and challenges regarding Human Resource Development for Cultural Heritage Protection in Bhutan.

Background and context of Department of Culture in Bhutan

Bhutan's ultimate development goal is Gross National Happiness, as propounded by His Majesty the Fourth King Jigme Singye Wangchuck, which is to be achieved through the four pillars: 1. equitable and sustainable socio-economic development, 2. preservation of culture, 3. protection of environment, and 4. good governance. The need to preserve culture is not only to maintain the unique identity of the country but also for its role in sustaining the national security and sovereignty of Bhutan.

To this day, Bhutan continues to maintain a distinct identity of its own in current globalized world largely due to the importance placed on the preservation of its cultural heritage. His Majesty the Fourth King also laid the foundation by putting in place the necessary institutional arrangements to give culture its due importance. The Special Commission for Cultural Affairs (SCCA) was established through a Royal Decree on 31st July 1985 with a mandate to preserve and promote rich cultural and traditional heritage of Bhutan. Having declared preservation and promotion of national cultural heritage as one of the cornerstone of the development philosophy of Gross National Happiness, the Commission took the responsibility of promoting and preserving thereof. Following the devolution of the executive authority to the elected council of ministers in June 1998, the SCCA was reconstituted in September, 1998 with 15 members for a term of three years with the Home Minister as its chairman. The SCCA was again renamed as the National Commission for Cultural Affairs (NCCA) as result of restructuring exercise carried out by the Government in 2000, which later became the Department of Culture under the Ministry of Home and Cultural Affairs in the year 2003.

Department of Culture

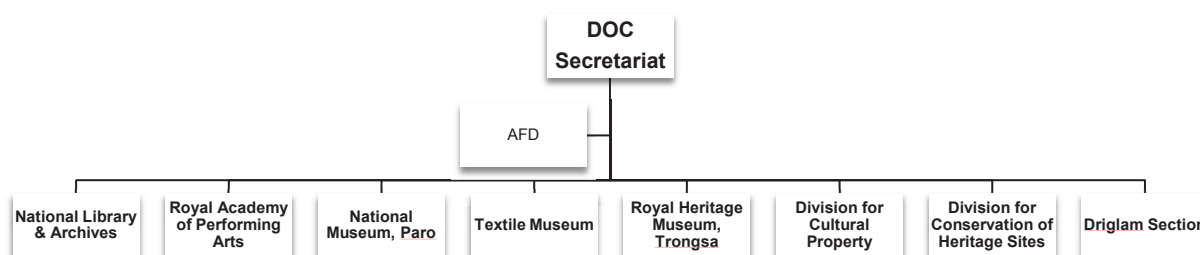
The Department of Culture under the Ministry of Home and Cultural Affairs of the Royal Government of Bhutan is currently the central agency responsible for preservation, protection, development and promotion of cultural heritage in Bhutan.

The core activities to be undertaken by the Department of Culture are as follows:

1. Inventorying and documentation of Cultural Heritage to inspire, promote appreciation, conservation and research.
2. Framing of proper and relevant legislation and its management for conservation and protection of Cultural Heritage.
3. Promotion of cultural industries and vitalization of communities for poverty alleviation.
4. Conservation, development and promotion of performing arts
5. Training of communities to create awareness, appreciation and practice of culture.
6. Preserving and promoting national language, dialects and literature.
7. Promoting cultural tourism to ensure the safeguard of the country's cultural heritage
8. Classifying and mapping of cultural sites and heritage.
9. Promoting and developing traditional architectural designs for use & commercialization.
10. Museum services

Based on the above core business, the Department of Culture currently has following Divisions looking after various aspects of cultural heritage.

1. National Library and Archives: to collect, preserve and give access to published works and manuscripts produced in Bhutan or written on Bhutan.
2. Royal Academy of Performing Arts: to preserve and promote the intangible cultural heritage, in particular folk songs, mask dances and traditional music.
3. National Museum (Paro): to preserve and promote tangible cultural heritage through museum display/exhibition and hosting symposiums.
4. Textile Museum: to collect, preserve, document and exhibit Bhutanese textiles and serve as an educational outreach centre to both local and international audiences.
5. Royal Heritage Museum (Trongsa): dedicated to the Monarchs of Bhutan & its collection focusing on research and preservation of historically significant cultural events and activities in Bhutan, and to share them with the younger generation.
6. Division for Cultural Property: to conserve and manage the movable cultural properties in Bhutan.
7. Division for Conservation of Heritage Sites: to protect heritage sites and manage the sustainability of cultural landscape in Bhutan.
8. Driglam Namzha: to preserve and sustain the age-old traditional code of conduct, which is main essence of cultural heritage in Bhutan, without losing its relevancy in the modern days context of living.



Present Situation & Challenges for the Department of Culture

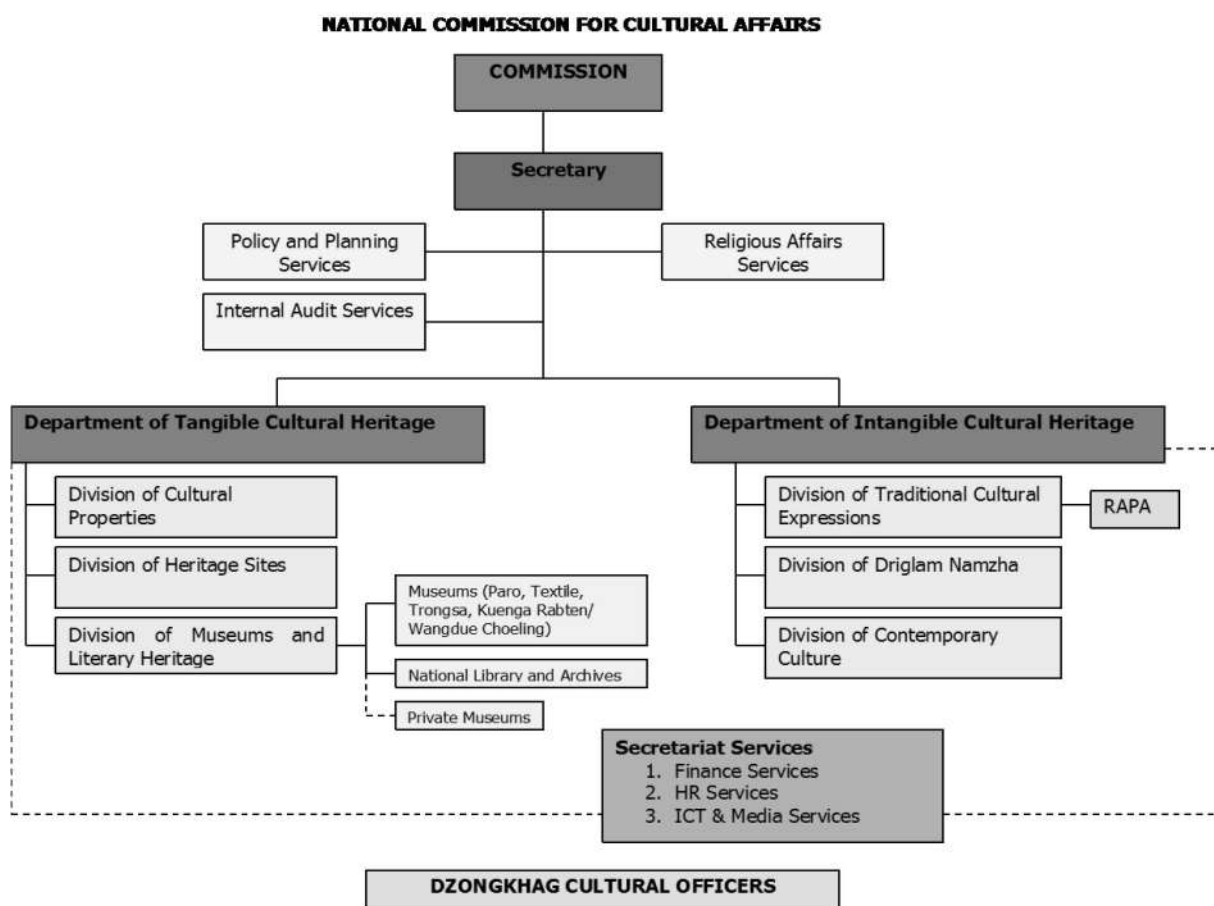
The Department of Culture is expected to set down clear strategy to preserve and promote culture by instituting a wholesome policy. However, due to inherent lack of human resource capacity and resources, it has not been able to encompass the entire gamut of both tangible and intangible cultural activities. Because of these limitation, the various elements of what would have been a holistic program remained thinly spread out under various Ministries and agencies in the country. For example, the establishment of Dzongkha Development Commission (DDC), Zorig Chusum (13 Arts and Craft School), and the most recent, the Association for Protection of Indigenous Craft (APIC), demonstrates the current piece-meal approach in dealing with preservation and promotion of cultural heritage in Bhutan.

The current institutional arrangements that work towards preservation and promotion of culture need serious review especially in the context of its effectiveness and professionalism. Currently, the programs and activities of the Department of Culture are largely confined to conservation of movable cultural properties, heritage sites, performing arts and driglam namzha (traditional code of conduct). Other important aspects of culture like language, arts, craft, sports, and other elements of cultural expressions are being managed different Ministries and agencies, thereby not receiving the priority attention it deserves from the Royal Government of Bhutan. In terms of its very important regulatory functions, the Department has only two-legislation document (Movable Cultural Property Act and the Legal Deposit Act), thereby making the entire regulatory function ineffective.

The preservation and promotion of different elements of culture is a very highly specialized area requiring foresight, coherent policies programs and professionalism in the human resource sector. The current system is not conducive for nurturing professionalism. Due to lack of comprehensive plan as well as specialized professionals, it is currently lacks consistency and it is prone to more of an ad hoc approach.

In the light of the above background, the Department of Culture under the guidance of the Royal Civil Service Commission has recently proposed to the Government to revisit the intuitional arrangement of the Department of Culture. Given the vast and complex nature of the various elements of cultural heritage in Bhutan, it is proposed that an independent Commission for Cultural Affairs be created and all elements of culture and cultural activities to be brought under this umbrella organization.

The office of the National Commission for Cultural Affairs (Gyalyong Soelzin Lhentshog) is to be an independent and specialized agency under the Royal Government of Bhutan to meet the emerging challenges of cultural heritage preservation and promotion.



In order to strengthen the regulatory functions of the Department of Culture, particularly to manage changes that are brought about by development to preservation and promotion of the cultural heritage in Bhutan, the Department of Culture has already succeeded in drafting of the first ever comprehensive legal framework on protection of cultural heritage in Bhutan. The draft Cultural Heritage Bill is proposed to be the principal law to sustain cultural heritage and the cultural landscape of Bhutan for the present and future generations. This Bill, proposed for submission to the Parliament in the year 2017, will be crucial for sustainable management of cultural heritage of Bhutan. While the Bill waits to be enacted as an Act, the Department of Culture has already started to implement the provisions in the Bill for effective protection of cultural heritage in Bhutan.

Human Resource Development in the Department of Culture

Restructuring institutional arrangement and establishing legal instruments are important milestones to be achieved for efficient protection of cultural heritage in Bhutan. In order to achieve the above, it is extremely important that there is a continuous growth in building the technical capacity and capability to overcome the challenges of protecting cultural heritage in Bhutan. Human resources are key players in managing change and providing direction for the sustainability of cultural heritage in Bhutan, and therefore it is pertinent that Department of Culture continuously works on specialization and professionalism of the institution by investing on the human resource capacity. Unfortunately, despite the importance given to the preservation cultural heritage as one of the cornerstone of the development

philosophy in Bhutan, the investment in human capital in the cultural heritage sector has been insignificant. Based on the head count survey, 25% of the existing staff of the Department of Culture has formal/informal training along with work experience to work for the protection of cultural heritage. Out of this 25%, only 50% have formal degree certificate, which allows them to make progression in their career as heritage professionals.

In Bhutan, the Royal Civil Service Commission is the agency responsible for managing and developing the human resource sector of the Royal Government of Bhutan. This Commission, which was formally established under a Royal Decree in 1982, intensified the recruitment of relevant professionals in the civil service sector by sending high school students to study various subjects from universities abroad. With limited universities offering undergraduate degree in the subject of cultural heritage, almost everyone inducted to work as a civil servant for cultural heritage sector have no formal training or background experience in this subject. Except for the Performing Art sector under the Department of Culture, the various elements of tangible and intangible cultural heritage and the relevant protection measures to be exercised is learnt after being inducted into civil service system.

One of the foremost programs that tremendously assisted in building capacity of the cultural heritage sector in Bhutan was the Agency for Cultural Affairs in Japan's Cooperation Project on Conservation of Historic Buildings. This project, which was for ten years starting from the year 1992 was instrumental in introducing survey, documentation, conservation principles and disaster prevention of historic buildings. This program and the trainings provided by ACCU Nara from 2001 onwards was instrumental for the capacity building of human resources particularly dedicated to conservation of heritage sites. To this day, the Division for Conservation of Heritage Sites is comparatively better than the other Divisions under the Department of Culture when it comes to professionalism and efficiency in protection of tangible cultural heritage. Starting from year 2000 onwards, several trainings provided by ACCU Nara, UNESCO, ICCROM, UNITAR, NRICH Korea, etc. were attended by the staff of the Department of Culture. These training programs brought about the capacity building in the human resource sector of cultural heritage in Bhutan but as such opportunities could be availed by very few, the gap in developing human resources continue to remain large, thereby affecting the efficiency and effectiveness of protecting cultural heritage sites in Bhutan.

Challenges in Human resource development

The Cultural heritage sector is diverse and large, and the methodology of protecting and sustaining cultural heritage is very complex. Therefore, the human resource development for this sector requires continuous work with time mainly due to the dynamic relation between the heritage and its custodians (people). Currently, the challenges faced by the Department of Culture in developing human resource are as follows:

1. Lack of specific standard trainings to develop professional skills related to protection of CH (includes CSOs, community and craftsmen). For example, museum staff have no training on collection management or object conservation, which is of absolute requirement when it comes to managing this particular element of cultural heritage.

2. No scholarships grants for existing CH practitioners to improve skills or to further their career in protection of cultural heritage. For example, the Department of Culture has only 1 PhD and 4 postgraduate professionals who have completed cultural heritage related course among 290 staff of Department of Culture in the last 15 years.
3. Limited formal International Cooperation/Collaboration to provide training/internship with funding
Since the human resource development is not limited to Government only, the other pertinent challenges related to developing human resource capacity within the custodians/stakeholders of cultural heritage are as follows:
4. Sustainability of traditional craftsmen. This sector of human resource is necessary for the sustenance of cultural heritage. But the current trend of low remuneration and lack of pension package does not attract younger generation nor does it allow continuing the traditional practice of master apprentice skill building system.
5. Lack of programs to educate and instill stewardship in the custodians – local communities and decision makers
6. Lack of curriculum related to Cultural Heritage in local vocational/technical Institute and Colleges does not allow educational institution to encourage the younger generation to pursue career in protection/management of cultural heritage.

Current/interim interventions for human resource development

While the Department of Culture continues to avail training opportunities provided by International agencies, the Department of Culture uses the following means to overcome the challenges of human resources development:

1. Learning from Counterpart (through research based project/program).
The projects and programs implemented in Bhutan with technical and financial assistance from various international organizations are usually initiated to address the challenges of protecting cultural heritage in Bhutan. Since these projects/programs involve international experts in cultural heritage sector, the process of implementing this project is used as a learning platform for the development of human resource in the Department of Culture. Example of such programs are as follows:
 - a) Core Centers Project for the Conservation of Traditional Buildings in the Kingdom of Bhutan between Department of Culture and National Research Institute of Cultural Properties (NRICTP), Tokyo
 - b) Policy and Human Resource Development (PHRD) grant for “Bhutan: Improving Resilience to seismic risk” project supported by the World Bank with funding from Government of Japan. Under this grant, the Department of culture is implementing the component C: “Improving Seismic Resilience of Traditional Bhutanese Buildings and in particular Rammed earth buildings”.
 - c) Structural Analysis of Traditional structures and structural designing with modern interventions such as construction of “base isolation” for Wangduephodrang Dzong reconstruction project.
 - d) SATREPS Project for Evaluation and Mitigation of Seismic Risk to Earth Structure Including Composite Structure (Earth and Stone) Buildings

e) Cultural Landscape and sustaining its Significance (CLASS) program

2. Institution of RITS (Research Institute for Traditional Structures). This institute will provide the platform for scientific work on traditional structures, especially as an outcome of lesson learnt from the experience of recovery and reconstruction following the earthquake of 2009 and 2011. The institute in collaboration with national and international research institute/universities will be used as knowledge transfer centre for the Cultural Heritage professionals, in particular for structural engineers and architects in heritage sector.
3. Initiate requirement driven training with relevant International agencies, which are practical and can be attended by large groups of inservice cultural heritage staff and other stakeholders such as CSOs and communities. The 2015 ACCU Nara Workshop for Photographic Documentation of Cultural Heritage and Management/Utilisation of Digital Data held in Bhutan and attended by 20 participants is a good example for such human resource development in the cultural heritage sector.



Museum Skills Attained Through Experience Gained or Qualification

Elia Robert Francis Nakoro

Head

Archaeology Department

Fiji Museum

ABSTRACT

Situated within the Thurston Gardens in Suva¹, the Fiji Museum is home to an exceptional and diverse collection of traditional *iTaukei*² cultural artefacts and collections from other Pacific islands.

Established by a Trustee, the Fiji Museum exhibited its first collection in 1904. As the latter grew, designated storage and exhibition space moved six (6) times until 1955, where a permanent infrastructure was established. Complementing well established museums in New Caledonia and Papua New Guinea, the Fiji Museum is gradually gaining its status as a renowned cultural institution in the region. It endeavours to be a hub of culture in the South seas. And government has been very supportive of this and for the last three years, it has injected funds into expanding the museum infrastructure.

Given the immense potential, there are several key areas that require development and one of which include enhancing and strengthening of human resources of the institution.

The field of cultural heritage and museum studies is always overlooked in terms of scholarships and there is general lack of interest amongst young people to explore this new field. Even local universities and regional institutions in Fiji do not offer such studies in its curriculum. The Fiji Museum human resource structure is therefore defined not by qualifications achieved but through on the job experience gained.

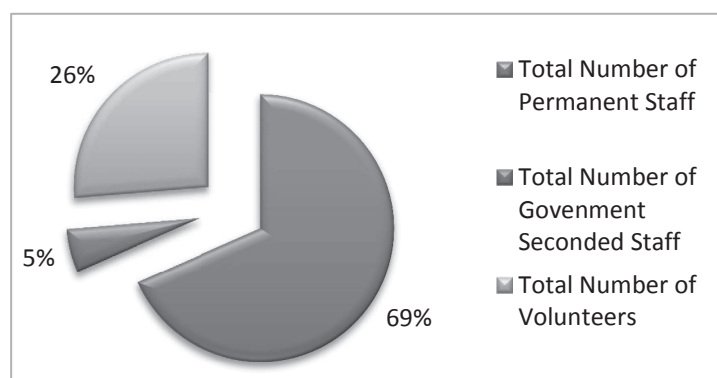
STATUS QUO

The Fiji Museum implements its core deliverables through the eight (8) Departments established herein the institution. Personnel are assigned to carry out objectives of these Departments. Staff of the museum are categorised according to the following:

- a) Government of Fiji Seconded Staff
- b) Fiji Museum Permanent Staff
- c) Fiji Museum Volunteers

¹ The capital city of Fiji

² The indigenous people of Fiji



The eight (8) departments at the Fiji Museum are Exhibition, Collections, Conservation, Education, Archaeology, Marketing/Events, Fiji Museum Gift Shop and Administration.

1. ATTAINING QUALIFICATION

Post and Undergraduate Degree

Some of the museum staff have attained various qualifications including Degree in the field of Geography, Population Studies and Demography, Tourism, Marine Studies, Pacific Studies, Sociology, Education. Two (2) received Post Degree qualifications: the most senior staff of the museum's Archaeology team received an Honorary Master's Degree in Archaeology in recognition of his wealth of knowledge and contribution to the field; while another received a Post Graduate Diploma in Pacific Studies.

With no archaeological courses in Fiji, the above field of study are closest one can pursue to work at the Fiji Museum.

In July 2016 three (3) were seconded from the Ministry of Education to the Fiji Museum and have been mandated to look into the museum education program, infrastructure projects and museum finances respectively.

Some of the Fiji Museum volunteers are also equipped with university degrees directly and indirectly related to museum activities such as Sociology, Psychology, Politics, Language and Literature, Diplomacy and International Affairs, Environment and Marine Affairs.

Secondary School level, Diplomas and Certificates (Vocational)

Other staff members hold secondary school level certificates while the rest receive technical or vocational diploma qualifications from the Fiji National University.

2. ON THE JOB TRAINING AND EXPERIENCE

The limited provision of appropriate scholarships and courses offered at local institutions pertinent to the enhancement of skills and knowledge in the field of anthropology, archaeology, ethnology, museology, amongst others, the Fiji Museum uses training, workshops, and staff exchanges to build local capacity. Majority of the staff have many years of experience in their respective roles. The Fiji Museum often sends its permanent staff to relevant international capacity building training workshops that are useful in their area of service. Such include Photography, Preservation of Wooden Objects, Exhibitions, Underwater Heritage, Surveying, Archival Storage, Conservation, Heritage Impact Assessment, Good Museum Practice, Museum Merchandising and Marketing. These training workshops expose Fiji Museum staff to basic international standards of operation in their various areas of speciality.

On the job experience and training workshops has enabled all staff to successfully carry out their duties thus far but further development is required to enhance and broaden their skills and knowledge.

ACCU Nara has also assisted the museum through training of its various staff (approximately 4) from 2000-2014. A timely learning experience for staff, areas taught included preservation of wooden buildings, documentation of museum objects, basic surveying techniques, the use of GPS, GIS and Photogrammetry. While equipment that were utilized during such training were hard to acquire initially locally now through a funding based to source from the Fiji Museum is able to procure a few.

Human Resources Development in the Fiji Museum

It is the role of the institution to implement development in all facets of its service whether it be human resources, capacity building, or infrastructural extensions.

Human resources development is a vital component in any workforce. The Fiji Museum needs to plan for the development of succession strategy and the expansion of departmental human resources.

Thus the following recommendations can be used to guide cultural managers initiate discussions with government for the development of agencies and Government departments in Fiji:

1. An in-depth Fiji Museum HR needs study pursued through the current consultancy (November, 2016) identifying gaps and areas of need.
2. Mainstreaming museology, archaeology and cultural studies in the national school curriculum. This is to compliment that which the Department of Heritage and Arts³ is looking at through its culture and education program. This area will need to include ways of focussing the attention of students to endeavour into career paths other than mainstream white and blue collar jobs.

³ This is the Head Quarters and Government arm for the three agencies, the Fiji Museum, the National Trust of Fiji and the Fiji Arts Council.

3. The Fiji Museum to work with the Department of Heritage and Arts to enhance discussions with tertiary institutions on the inclusion of heritage and museum studies in their programs. This includes discussions with the Pacific Heritage Hub, a UNESCO World Heritage Facility in the Pacific, to facilitate this initiative.
4. The development of proper recruitment procedures for future museum staff by management. This should include advertising of posts and screening of applicants for museum services such as conservation, exhibition, collections and archaeology.
5. The Department of Heritage and Arts to discuss with relevant Government Offices on the need to provide scholarships for Fiji Museum staff to further their studies.
6. The development of personnel exchange with other neighbouring Pacific countries for current Fiji Museum staff to develop their areas of expertise.

Discussions and commentaries – Mr. S. Nemani, Director, Fiji Museum

ANNEX 1:

Below is a list of all the overseas training and professional development attended by Fiji Museum officers thus far:

- | | |
|---|---|
| 1. Preservation and Restoration of Wooden Structures, <u>Japan</u> , 2014 | 15. Archaeological Research Attachment, <u>Australia</u> , 2011 |
| 2. RE-ORGANISING, <u>China</u> , 2015 | 16. Oral Tradition Recording & Storing, <u>NZ</u> , 2000 |
| 3. Heritage Impact Assessment, <u>Fiji</u> and <u>Philippines</u> , 2015 & 2016 | 17. Training Course on Survey & Restoration of Historic Monuments, <u>Japan</u> , 2000 |
| 4. Application of GIS Course, <u>Thailand</u> , 2010 | 18. Cultural Asset Preservation & Restoration Technology, <u>Japan</u> , 2004 |
| 5. 3 rd Foundation Course on Underwater Cultural Heritage, <u>Thailand</u> , 2011 | 19. Pacific Museum Management, <u>Australia</u> , 2006 |
| 6. Museum Management in the <u>US</u> , 2012 | 20. Paper Treatment, <u>Fiji</u> , 1999 |
| 7. Research, Analysis and Preservation of Archaeological Sites and Remains, <u>Japan</u> , 2006 | 21. Pacific Museum Curators Course, <u>Australia</u> , 1987 |
| 8. Preservation of Historical Photographs, <u>Canada</u> , 1994 | 22. International Marketing & Global Competitiveness, National Institute for Entrepreneurship & Small Business Development, <u>India</u> , 2012 |
| 9. Care and Maintenance of Museum Materials, <u>India</u> | |
| 10. Culture and Economy, <u>China</u> | |
| 11. Museums and Community Development, <u>Japan</u> | |
| 12. Audio Video Management, <u>Vanuatu</u> , 2001 | |
| 13. Museology (Collection, Conservation, Exhibition), <u>Japan</u> , 2003 | |
| 14. Use of Technologies for Museums, <u>Samoa</u> , 1995 | |

III. Appendix



1. General Information on the Conference

International Conference 2016 “Present Situation and Challenges Regarding Human Resource Development for Cultural Heritage Protection in the Asia-Pacific Region” (13 – 15 December, Nara, Japan)

1. Organisers

This conference is jointly organised by the Agency for Cultural Affairs, Japan (Bunkacho); Asia-Pacific Cultural Centre for UNESCO; and National Institutes for Cultural Heritage, Tokyo National Research Institute for Cultural Properties and Nara National Research Institute for Cultural Properties in co-operation with the International Centre for the Study of the Preservation and Restoration of Cultural Property (ICCROM); Japanese Association for Conservation of Architectural Monuments (JACAM); Japan Consortium for International Cooperation in Cultural Heritage; Nara Prefectural Government and Nara City Government.

2. Background and Objective

The Asia-Pacific Cultural Centre for UNESCO established the Cultural Heritage Protection Cooperation Office (ACCU Nara Office) in 1999 in Nara, an ancient capital of Japan. ACCU Nara Office has been implementing various training programmes to contribute to the development of human resources for cultural heritage protection in the Asia-Pacific region. As of 2016, more than 445 experts from 37 countries in the Asia-Pacific region have participated in the programmes.

Many of them play an active leadership role in cultural heritage protection in their respective countries. Accordingly, these representatives will be invited to attend the 2016 international conference, which is being held to share information on the present situation and challenges faced regarding human resource development in related countries.

The aim of the conference is to summarise future issues regarding human resources development in the region and exchange opinions on how to organise future ACCU cultural heritage protection cooperation programmes. In addition, it will provide an opportunity to enrich the networks developed through ACCU training programmes.

3. Dates and Venues

Dates: 13 to 15 December 2016

Venue: Hotel Fujita Nara (47-1 Shimosanjo-cho, Nara City)

4. Schedule

Day 1 Tuesday, 13 December

09:15- Opening Session

10:00- Keynote Speech I - II

13:00- Case Study Report I – III

Day 2 Wednesday, 14 December

09:30- Case Study Report IV-VI

13:30- General Discussion

17:00- Closing Session

Day 3 Thursday, 15 December

09:30-16:30 Participants visit to Horyu-ji Temple and Toshodai-ji Temple.

5. Working Language

The working language of the conference is English. Consecutive interpretation between English and Japanese will be provided when necessary.

6. Financial Arrangements

The organisers will provide each of the participants with:

- 1) Travel Expenses: A round trip air ticket (economy class) between the international airport nearest to the participant's residence and Osaka (Kansai) International Airport.
- 2) Daily Subsistence Allowance (DSA): A fixed DSA from 12 to 16 December to cover the participant's meals; and hotel accommodation (including breakfast), which will be arranged by the organisers.

7. Correspondence

All enquiries and correspondence concerning the Conference should be addressed to

- ❖ ACCU Nara Office
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E-mail: nara@accu.or.jp

2. Schedule of the Conference

Day 1 (Tuesday, 13 December)

09:15 – 10:00 Opening Session

Welcome addresses by organisers and guests: Mr OTANI Keisuke, Director, Traditional Culture Division, Cultural Properties Department, Agency for Cultural Affairs, Japan and Mr NISHIMURA Yasushi, Director, ACCU Nara Office

10:00-10:50 Keynote Speech I: Mr Gamini Wijesuriya (ICCRROM)

“Global Trends in Human Resource Development for Cultural Heritage Protection”

11:10-11:40 Keynote Speech II: Mr NISHIMURA Yasushi (ACCU)

“The 15-year history of ACCU Nara Office programmes for Human Resource Development”

13:00-13:50 Case Study Report I: Mr Suresh Suras Shrestha (Nepal)

“Human Resources in Nepal: Context of Cultural Heritage Conservation”

13:50-14:40 Case Study Report II: Mst. Naheed Sultana (Bangladesh)

“The Present Situation and Future Challenges Regarding Human Resources Development for the Cultural Heritage Protection in Bangladesh”

15:00-15:50 Case Study Report III: Mr Prasanna B. Ratnayake (Sri Lanka)

“The Sri Lankan Experience”

18:00-19:30 Reception

Day 2 (Wednesday, 14 December)

09:30-10:20 Case Study Report IV: Mr Tran Dinh Thanh (Viet Nam)

“Human Resource Development on Cultural Heritage Protection in Viet Nam”

10:20-11:10 Case Study Report V: Ms Nagtsho Dorji (Bhutan)

“Present Situation and Future Challenges Regarding Human Resources Development for the Cultural Heritage Protection in Bhutan”

11:30-12:20 Case Study Report VI: Mr Elia Robert Francis Nakoro (Fiji)

“Museum Skills Attained Through Experience Gained or Qualification”

13:30-17:00 General Discussion: All participants

“Present Situation and Challenges Regarding Human Resource Development for Cultural Heritage Protection in the Asia-Pacific Region”

17:00- Closing Session

Day 3 (Thursday, 15 December)

Excursion: Participants visited Horyu-ji Temple and Chugu-ji Temple and had an on-site lecture by Mr HIRATA Masahiko, Assistant Director of Ikaruga Town cultural properties utilisation Centre, Lifelong Learning Division, Ikaruga Town Board of Education. In the afternoon, they visited Toshodai-ji Temple.

3. List of Participants

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