

# International Conference 2017

“Present Situation and Challenges Regarding Human Resource Development for  
Cultural Heritage Protection in the Asia-Pacific Region”  
(19 – 21 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: Ise Jingu

## Preface

ACCU Nara Office was opened in 1999 as a domestic centre 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, 2017, we have received the participation of 552 people from 37 countries in the Asia-Pacific region.

In launching our training programs, we have coordinated from the very start with international organizations 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, 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 World Heritage Training and Research Institute for the Asia and the Pacific Region (WHITRAP), 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. ACCU Nara Office and WHITRAP Shanghai 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 the conference of last year, rather a long time seemed to be spared for the philosophy and principles of the training. I would appreciate if we could discuss over more concrete contents of the training program this year.

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 Speech







## **Global Trends in Human Resource Development for Cultural Heritage Protection and ICCROM Training Courses**

**Gamini Wijesuriya**

*Project Manager,*  
ICCROM

### **Introduction**

This paper contains a summary of the keynote presentation on “Global Trends in Human Resource Development for Cultural Heritage Protection and ICCROM Training Courses”. Since, ICCROM courses respond to Global trends, the paper starts with key issues highlighted in the paper titled “Global Trends in Human Resource Development for Cultural Heritage Protection” presented in 2016 at the same venue. The second part of the paper focusses on design and implementation aspects of ICCROM training courses. Key objective of the paper is to share these experiences with ACCU Nara to help its future training activities. ACCU Nara has contributed enormously towards human resource development in the Asia Pacific region since 2000, having trained over 600 practitioners from the region and has the intention to continue this work.

### **Reflections on 2016 paper “Global Trends in Human Resource Development for Cultural Heritage Protection”**

The paper presented in 2016 on the above title highlighted the global trends using various sources. Presentation also dealt specific issues related to human resources development including needs in the heritage sector, new learning areas and a brief account of agencies dealing with the subject.

Trends setters or those involving setting new trends were several, but, UNESCO through its World Heritage programme plays a key role. The success of the World Heritage programme can also be attributed to the work of the three Advisory Bodies to the World Heritage Committee namely ICOMOS, ICCROM and IUCN. These organizations on their own right also contribute to new trends through generation and dissemination of new knowledge which influences globally. Many national heritage agencies on their own generate knowledge through their own work which also have implications and influences at international level. The Burra Charter developed by Australia can be considered as one such example. Regional heritage agencies and programmes such as Africa World Heritage Fund (AWHF) also contribute to setting up new trends. The emphasis on the use of traditional knowledge systems by AWHF for instance, has made a significant impact in other regions.

Based on the paper and further research, I analyzed the journey of the heritage conservation over the last 50 years. Venice Charter of 1964 being considered as a watershed in the history of conservation by some, I looked at the trends emerged at different decades to follow up to 2014 and beyond.



*Highlights of the conservation journey through time: decade by decade (50 years)*

- Pre 1964

Development of the modern conservation model in the West which includes many assumptions but served the time and space for the decades to follow and still considered as the foundation of the discourse. Creation of UNESCO and ICCROM that focusses on protection of heritage took place during this time.

- 1964- 1974

Drafting of the Venice Charter in 1964 is considered as a watershed by many. The charter consolidated the above discourse at international level. ICOMOS was created in 1965.

- 1974-1984

Adoption of the World Heritage convention took place in 1972, but its implementation began in the next decade 1974-1984. Another key contribution was the Australia ICOMOS (Burra) Charter developed during this period focusing on ‘values’ and cultural significance. This has had a significant influence in the decades to follow.

- 1984-1994

During this period, the World Heritage convention began to influence the conservation world heavily. For the first time since its creation, President of ICOMOS was elected outside Europe (from Asia: Roland Silva 1990-1999), who attempted to promote the organization to be truly international by encouraging more non-European countries.

- 1994-2004

Next two decades starting from 1994 to 2014 and beyond introduced new paradigms into heritage conservation discourse. The focus was on people that was hitherto isolated and on expanded definition of heritage by introducing concepts such as landscapes. Changes from conservation of monuments to management of heritage were significant trends during these two decades.

Heritage practitioners who were mostly pre-occupied with tangible aspects of the fabric of heritage began to focus on intangible aspects, in particular, devoting a General Assembly of ICOMOS to discuss the theme. One of the key events of this decade is the adoption of the Nara Document on Authenticity, which brought in the people-related issues such as Values, Diversity and Cultural Context into the discourse.

The influence of this change described by former ICOMOS president Gustavo Araoz is worth quoting: “The Eurocentric doctrinal foundation that had been developed for over two centuries to sustain its focus on materiality was effectively challenged in the Nara document, which recognised for the first time that authenticity is a relative concept that depends on its socio-economic context.”

Cultural landscape introduced into the World Heritage domain began to influence heavily during this decade. With a view to promote some of the emerging ideas, ICCROM started a programme on Integrated Urban and Territorial Conservation and started building up capacities of the practitioners.

- 2004-2014

The next decade consolidated the focus on people and expanded definitions of heritage that led to development of a variety of activities by all the trend setters mentioned before. Some of them are as follows:

- Living Heritage Sites Programme (ICCROM: 2003-2008)
- People Centred Approaches to Conservation (ICCROM: 2008- current)
- Historic Urban Landscapes (UNESCO)
- Engaging Communities (WH: 2007 -current)
- Capacity Building Strategy (UNESCO: 2011- current)
- Managing Cultural World Heritage Manual (WH ICCROM led: 2013)
- Sustainable Development Paradigm (WH)
- Traditional Knowledge Systems (WH)

In 2014, there was an event to revisit the influence of the Nara Document over the two decades. The document produced at the end of the meeting emphasized the need to do more work on issues highlighted in the original documents and the emerging issues such as Sustainable Development. It emphasized that more work is needed on the following themes:

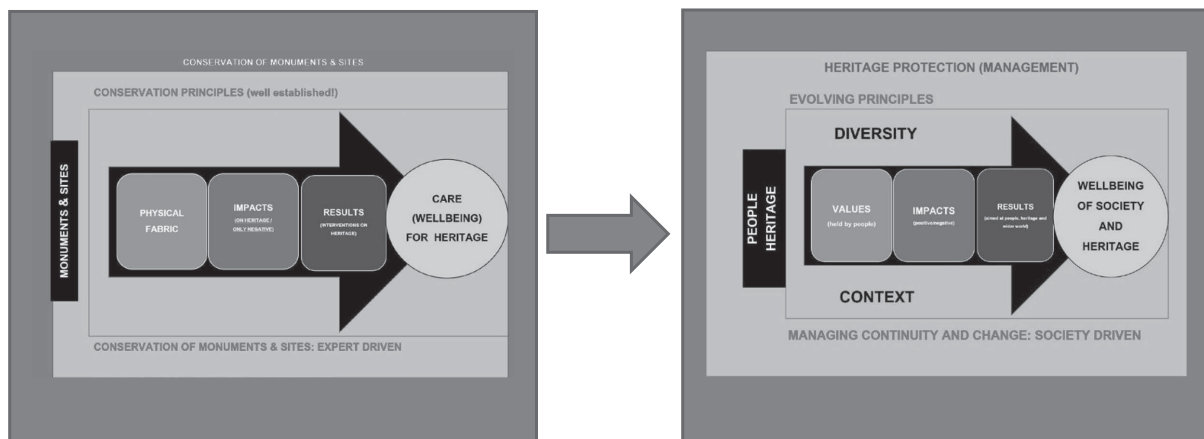
- Diversity of heritage processes
- Implications of the evolution of cultural values
- Involvement of multiple stakeholders
- Conflicting claims and interpretations
- Role of cultural heritage in sustainable development

This implies, that the conservation discourse is still evolving and all the trend setters and practitioners have to pay attention to new paradigms being introduced.

- 2014- to dates

The decade started in 2014 added further dimensions to the discourse. Among them were the issue of linking nature, culture, people in managing heritage. Major policy on Sustainable Development was adopted by UNESCO which heavily influenced the future of heritage protection.

Indeed, we have highlighted a key paradigm shift within this period which will dominate the heritage sector (both cultural and natural) in the future. This shift is described as a move from 'care of heritage to that of pursuing the well-being of both heritage and society as a whole'. ICCROM courses are attempting to cater the new situations.



The paradigm shift

### ICCROM Courses: Design and Implementations

There are two fundamental types of courses at ICCROM: short courses (10 days to two weeks); long courses (one to two months). Regardless of the duration, courses have two key components: Design and Implementation.

#### *Course Design*

The design component is based on the theme of the course. Curriculum of a course designed includes the consideration of target audiences, contents, duration, methodology, cases studies to be used, location of the course and resource persons. Implementation component consists of three parts: pre-course activities, during the course and post course activities. Pre-course activities by the organisers consists of the course announcement, selection of participants based on applications, assigning home work for participants. Participants have certain tasks to perform and prepare before arriving at the course venue. During the course, organisers have to arrange lectures, presentation by the participants, group work, social activities, site visits and the evaluations.

*Example: Course on Conservation of Built Heritage (2007- 2016)*

### **Target audiences**

Considering who is involved in conservation decision making, it was decided to cater to a broad range of conservation decision makers: architects, archaeologists, engineers, planners, site managers. They were also to be mid-career professionals who are in a position to influence conservation practices and outcomes or have the potential to do that in the short or medium term. Also targeted the participants who can give a cascading effect (trainers or other who can reach a broader audience) eg. University staff.

### **Contents**

In terms of contents we have moved beyond conventional architectural conservation to conservation of Built Heritage covering buildings, sites, historic centers and cultural landscapes. Most recent thinking and trends, existence of different approaches, changing needs of the practice were to be considered during the course. Course aimed at catering to the broadest contexts (geographical, typological, and cultural). It was decided to address different conservation decision making processes: top down; linear; bottom up; interactive; integrated; participatory; multidisciplinary. It was also decided to connect and enhance with other ICCROM activities and programmes such as Africa 2009, Athar, Living Heritage Sites programme and the World Heritage programme.

### **Duration**

Various concerns for participants such as to be away from home/work, time required to provide sufficient knowledge, financing a course in Rome led to decide on a condensed and intense course spread over a period of two months.

### **Training approaches**

Training approaches like in many other ICCROM activities consists of a multiple activity model offering lectures, seminars, presentation of case studies, practical hands-on exercise, site visits, group work and class discussions. In addition, selected participants engage in three stages of activities: pre-course preparation; course attendance; post-course follow-up.

### **Resource persons**

In selecting resource persons consideration was given to those with both practical and theoretical experiences, represent excellence covering a wide geographical scope and those who can spend longer time with participants. In all our courses, participants are considered as resources through sharing their experiences. For this, they are encouraged to present case studies, participate in course discussions, group work and hands-on exercises.

Attempts are being made to provide sufficient time for discussions/interactions through diverse activities and the course is expected to act as a unique opportunity to interact with participants from 20 countries and a wide range of resources persons from around the world.



### *Implementation*

Implementation stage involved, the course announcement as widely as possible thorough networks and the web. ICCROM has a thorough system of selecting participants with a view to represent best candidates, national level requirements, ability to enhance experiences, wider geographical regions and gender balance.

During the course, participants engage in listening to lectures, presentations by participants, discussions, group work, site visits and the evaluation of various modules and/or units. Every effort is made to organise opportunities for entertainments.

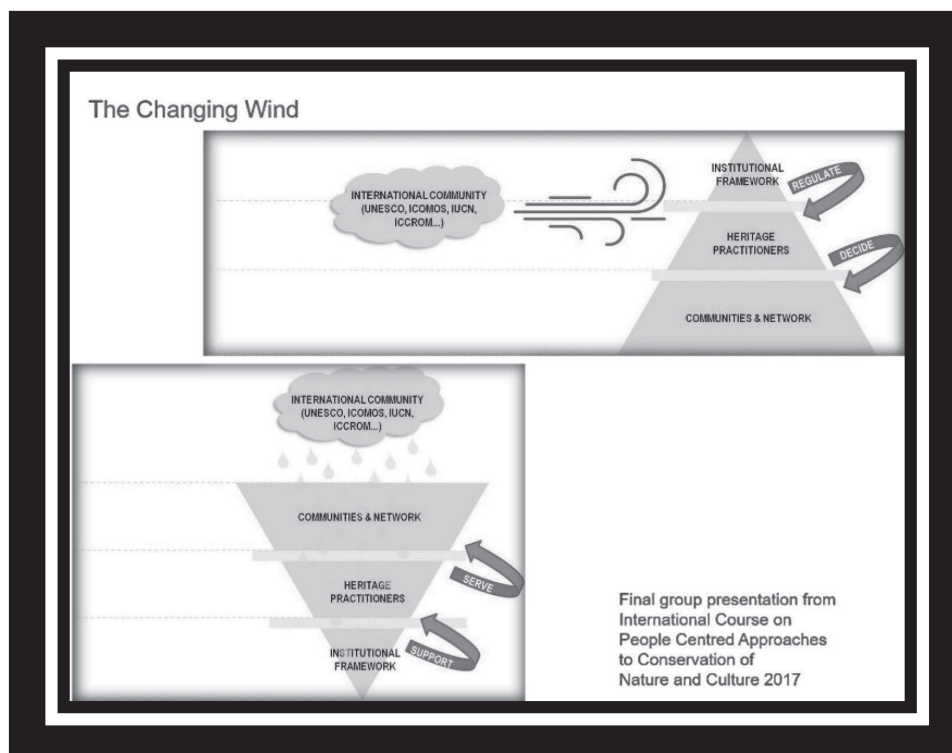
The Course on Conservation of Built Heritage was implemented in 2007 after two years of preparatory work.

It had 134 Applications from 58 countries all regions of the world and 22 participants selected from 21 countries (and UNESCO). Profiles included architects, restorers, archaeologists, historians, site managers, planners, landscape architecture. A comment from one of the participants quoted below reflect the success of the course:

‘Yes, what an experience of a lifetime! I agree with the sentiments of others about the course, the people, Rome itself - enjoy (and don’t panic if you don’t all agree: one of the real lessons I gained from the course is that there can be more than one right answer or approach: its something I remind myself of often working back home in New Zealand)’. Robyn Burgess, New Zealand.

There were a number of short courses designed and implemented (duration 2 weeks). Design and implementation process is more or less similar to the long courses but the contents and the implementation methods take a different form. Participants bring examples directly related to the course and indeed, the selection of participants had an influence on the case studies selected. In many cases, the venue selected for the course is also used as major case study on which participants will work on their final group work. One of the key developments in the recent past was the selection of participants from both natural and cultural heritage sectors for newly designed courses like linking nature and culture and people-centred approaches to conservation. For instance, the course held on the theme linking nature and culture held in Røros World Heritage site in Norway included 20 Course Participants (10 Culture - 10 Nature) from 20 different countries. It also included 20 resource persons from both sectors. Røros itself was used as the main cases study for the participants to test the theoretical perspectives being discussed in the class room. It also helped the local staff.

The following example shows the creative thinking of the participants in their final group work. This was by the participants the course on people-centered approaches to conservation held in Trento, Italy in Oct 2017. They noted the paradigm shifts being discussed in their own way. They called it changing winds.



Some of the courses implemented were as follows:

- Management Planning
- Monitoring World Heritage
- Sustainable development
- People-Centred Approaches to Conservation of Nature and Nature
- Disaster Risk Management
- Linking Nature and Culture (With Tsukuba)
- Impact Assessments (with WHITRAP)
- International Course on Linking Nature and Culture

**Conclusions**

There is a growing demand for new courses as they have tangible benefits and direct relevance to participants to address global trends occurring within the heritage sector. Short courses are becoming more and more popular and preferred options since they offer more time to discuss their own case studies and link the group work to real world examples. New themes such as linking nature-culture-people are becoming more popular. Some of these considerations may well be useful for future planning of training in keeping with modern trends by ACCU.

## II. Papers by Participants









## Human Resource Development in Asia and the Pacific Region

**Simone Ricca**

*Vice Director*

WHITRAP (Shanghai)

### Introduction

This presentation aims to provide a general introduction to the regional situation, challenges and trends of Human Resource Development (HRD) in Asia and the Pacific region, based on the activities and research projects carried out at WHITRAP in the past 10 years.

Part One introduces the mandate of WHITRAP and its strategic development related to HRD; Part Two presents the Regional Capacity Building Strategy to illustrate existing HRD providers and the major issues in the region; while Part Three puts forward future opportunities suggesting the need of further interdisciplinary studies and cooperation projects.

### Part One: WHITRAP HRD Activities

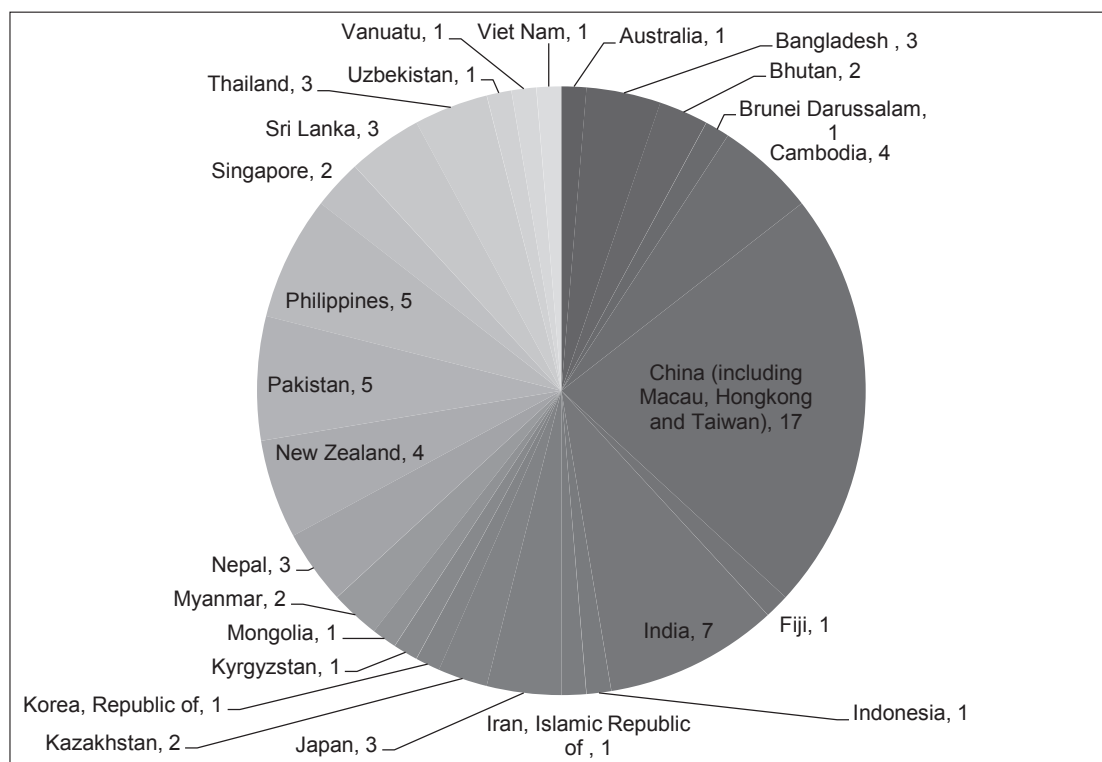
WHITRAP is a non-profit organization specialized in the area of heritage conservation. As a Category 2 Centre under the auspices of UNESCO, one of its mandates is to strengthen the implementation of the *World Heritage Convention* in Asia and the Pacific region by building the capacity of all practitioners involved in World Heritage nomination, protection, conservation and management through training, research, dissemination of information, and network building.

WHITRAP has three branch centres in Beijing, Shanghai, and Suzhou: WHITRAP Shanghai at Tongji University focuses on the conservation of cultural heritage; WHITRAP Beijing at Peking University is in charge of natural heritage; WHITRAP Suzhou, hosted by Suzhou Municipal Government, provides technical training in restoration techniques.

The activities of each branch build upon their specific strengths; for example, WHITRAP has organized training courses/workshops on urban planning, restoration of wooden architecture, and on biodiversity.

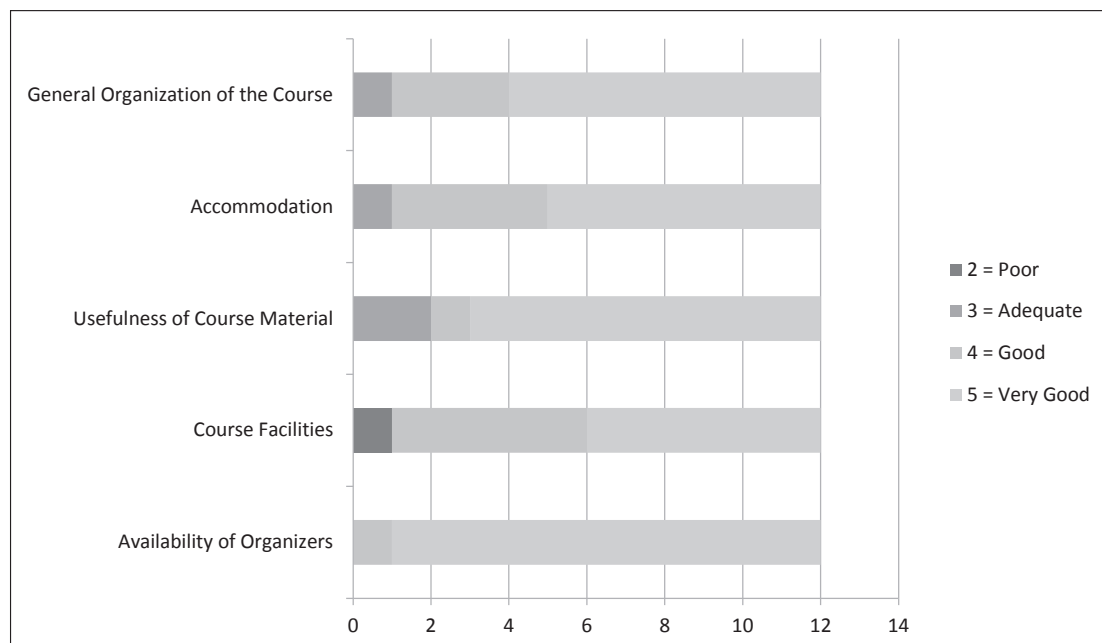
To advance the capacity of World Heritage professionals in the region, WHITRAP has developed a close coordination with the three World Heritage Advisory bodies: ICCROM, ICOMOS and IUCN. Since 2008, WHITRAP and ICCROM have organized jointly Regional Training Courses on *Management Planning for Cultural Heritage* (2008 and 2010) and on *Heritage Impact Assessments* (2012, 2014, and 2016). While since 2012, also ICOMOS and IUCN have been involved, notably with the organization of a *Regional World Heritage Workshop* for Asia.

These international training programs are conceived with practical exercises on site that encourage trainees (all practitioners of world heritage) to actively participate and share their own working experience. Until now, 76 trainees from 26 Asian and Pacific countries have benefited from WHITRAP's HRD activities.



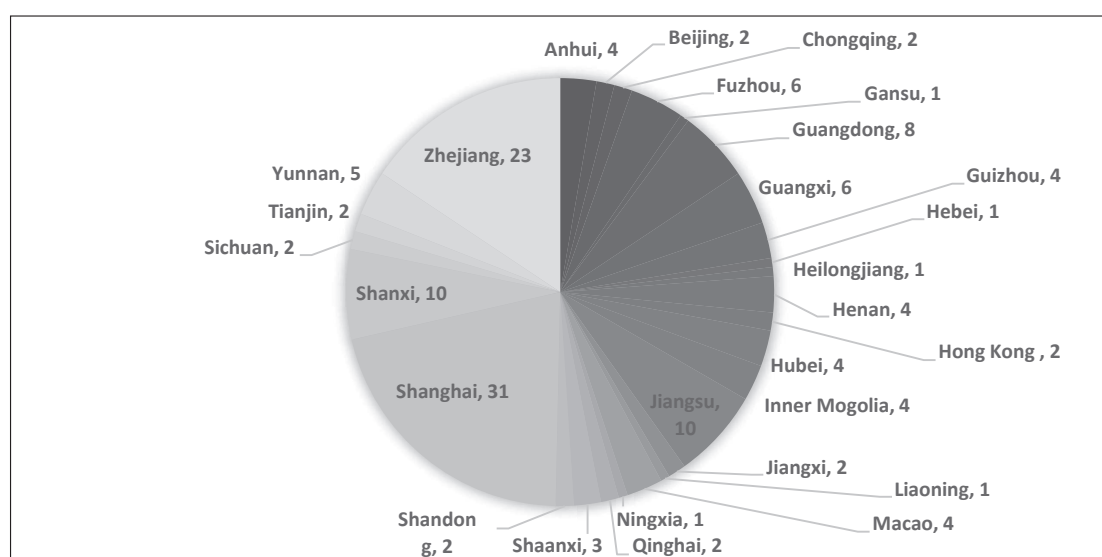
Picture 1-1 Pie chart of benefited countries

Experience, and the analysis of feedback and evaluations made by the trainees, has shown that a format based on 10-day workshops focusing on specific themes is the most effective training typology. This format permits to introduce systematic methodological approaches but also to verify them through exercises and practical case-studies, without requiring work leaves for the trainees. The 10-day workshop format has therefore become one of the most popular activities at WHITRAP. This kind of workshops — that have been awarded a 90% satisfaction rate (picture 1-2) by the participants — permit to learn new skills that can directly contribute to the development of the countries in specific fields.



Picture 1-2 92% of participants were satisfied with the general organization of the 2016 HIA

The experience acquired at the international level in the organization of such workshops has been successfully used for the organization of a series of training courses for Chinese professionals on topics as different as *Conservation and Restoration Techniques of Traditional Architecture*, *Conservation Planning of Urban Heritage*, *Historic Urban Planning*, or *Creative Design of Historic Cities*. These courses have already been contributed to 1034 people from 34 provinces (picture 1-3), municipalities and autonomous regions of the People's Republic of China, and proved valuable at the national level.



Picture 1-3 Pie chart of covered provinces, municipalities and autonomous regions of China

To comply with its regional mandate, WHITRAP strategically encourages sub-regional collaboration with other institution with similar scopes:

- Since 2010, WHITRAP has started a long-term cooperation with the *Asia-Pacific Cultural Centre for UNESCO (ACCU)* in Nara, Japan. The two parties have already jointly proposed three successive 3-year symposia (with specific subjects for every year): in 2010-12, on *Human Resources Development for the Transmission of Traditional Skills*; in 2013-215 on *Revisiting the Philosophy of Preserving Wooden Structures*; and for the period 2106-2017 on *Present Situation and Challenges Regarding Human Resource Development for Cultural Heritage Protection in the Asia-Pacific Region*.

- In 2013 and 2014, capacity building consultation and financial support for the second symposium was provided by the *South Asian Association for Regional Cooperation (SAARC)* Cultural Centre that financed the seminars on *Management Systems of World Heritage Sites* and *Preparation of Proposals of New Sties for Inclusion on the UNESCO World Heritage List* respectively.

- In 2014 and 2016, WHITRAP has offered its technical support to the Regional Conferences of the *Organization of World Heritage Cities in Asia and Pacific (OWHC-AP)*.

- Finally, in November 2017, WHITRAP in coordination with WHC, ICOMOS, IUCN and ICCROM, and with the joint support from the *Netherlands Trust Funds*, the *Pacific Heritage Hub (PHH)*, and the *Fiji Government*, organizes a *Workshop on Environment/ Heritage Impact Assessments for the Pacific State Islands* that will gather in the Fiji Islands, professionals and civil servants from nearby Pacific states.

## **Part Two: Regional Capacity Building in Asia and the Pacific**

In 2011, the World Heritage Committee adopted the *World Heritage Capacity-Building Strategy* (the Strategy), replacing the 2001 *Global Training Strategy*. The new Strategy, considered a major paradigm shift within human resources development, defines three target audiences, practitioners, Institutions, and Communities and Networks, to ensure that the World Heritage List remains representative, credible and balanced, and aims at connecting capacity building for cultural and natural heritage.

The Strategy notably stresses the importance of developing regional capacity-building strategies and underlines the lack of training components in standard follow-up Action Plans. It encourages WHITRAP “to lead the role in developing a *Regional Capacity-Building Strategy (the Regional Strategy)* and *Associated Programmes for Asia and the Pacific (Decision 36COM 10A)* in response to the specific demands and situations of the region.”





Picture 2-1 Side-event on Regional Capacity Building Strategy at 36COM

*The Regional Strategy* is built upon a comprehensive understanding of current status and prior demands on heritage conservation and development identified in Periodic Reports, Statement of Conservation reports, the Pacific Action Plan (2010-2015), as well as in complementary questionnaires. The development of the *Regional Strategy* employs a participatory approach through intensive consultation with heritage practitioners, capacity-building providers, the World Heritage Centre, Advisory Bodies and regional experts.

The major issues and corresponding trends of capacity needs in heritage conservation at the regional level are briefly reminded below:

- a. Enhancing the effectiveness of management systems to address key issues affecting the state of conservation of World Heritage properties in the region;
- b. Fostering the role of local communities in conservation, management and monitoring practices;
- c. Raise the capacity of local practitioners to deal with challenges affecting heritage properties through updated knowledge and technical resources;
- d. Strengthening legal and institutional frameworks for the effective enforcement of relevant laws and plans;
- e. Reinforce regional cooperation and information-sharing mechanisms.

Moreover, the *Regional Strategy* highlights that only six States Parties in the region (China, Japan, Malaysia, Republic of Korea, Thailand, and New Zealand) have an effectively implemented training and educational strategy for CB in the field of heritage conservation, protection and presentation. In the Pacific Region, apart from Australia and New Zealand, most State Parties lack the resource to carry out capacity-building as part of their preservation efforts for cultural and natural heritage. Cooperative activities in CB are therefore recommended to answer to the needs of the Asia-Pacific region, and a table summarizes this framework presenting: regional needs, strategic objectives, expected results and their associated programs.

Additionally, the *Regional Strategy* itself aims to act as a catalyst and to raise interest in interdisciplinary studies and cooperation among a growing number of stakeholders towards the sustainable development of heritage properties. The *Regional Strategy* demonstrates the mutual benefits that can be achieved through shared experience, and facilitates the development of programs

to address the gaps of the current CB activities. Yet, further measures still need to be developed to favour communication between capacity-building providers and various World Heritage stakeholders.

### **Part Three: Moving Forward**

In the coming years, building upon the *Regional Capacity-Building Strategy*, *Periodic Reports and State of Conservation* files the regional level, WHITRAP will continue to play its leading regional role in the HRD sector. Based on its ten-year experience in the organization of high-level technical training courses (like the ones on *Management Planning*, *Historic Urban Planning*, *Heritage Impact Assessments*, *World Heritage and Sustainable Tourism*, *Monitoring Heritage*, *Conservation of Materials*, and *Biodiversity*) WHITRAP will pursue its activity elaborating new and innovative programs to answer to the growing regional needs.

The future plans of WHITRAP develop along three main axes:

- Acknowledging the lack of practical manuals — already underlined in both the *World Heritage Capacity Building Strategy* and in the *Regional Capacity Building Strategy* — WHITRAP is developing a new approach to capacity building projects, that is currently being tested in the *UNESCO World Heritage and Sustainable Tourism – Chinese Pilot Programme (2016-2020)*. The driving idea being that “Research + Capacity Building” can significantly improve World Heritage properties management and conservation. Two World Heritage Pilot Sites have been selected and two-year research programs are being developed for each of them. Revised Reports on the State of Conservation, and two “Recommendations” on specific subjects relevant for each site will be produced and submitted to heritage decision-makers. Supplementary workshops will be designed and interpreted for the extensive heritage practitioners. The experience gathered out of these best practice cases could then be shared with larger audience in the region.

- In parallel, WHITRAP intends to boost regional collaboration with institutions that endeavour to enhancing CB in the Asia and Pacific Region, like WHC, ICCROM, ICOMOS, IUCN, ACCU Nara, PHH, OWHC-AP, and with networks of research institutes & universities (including the network of UNESCO chairs). The aim is to build mechanisms supporting regular exchanges and cooperation, and to seek integrating resources to increase effective dissemination of knowledge and information to a broader audience.

- Finally, WHITRAP aims at creating “training modules” that could be easily shared and implemented even via open and distant learning.

At WHITRAP we look forward developing together with you a more mature cooperative network that could foster the growth of HRD in heritage protection at regional, sub-regional, and national levels.



## **Building Capacity for Disaster Risk Management of Cultural Heritage: UNESCO Chair Programme on Cultural Heritage and Risk Management**

**Rohit Jigyasu**

*UNESCO Chair Holder Professor*

Institute of Disaster Mitigation for Urban Cultural Heritage

Ritsumeikan University

*President, ICOMOS-India*

Rohit Jigyasu

### **Risks to cultural heritage from disasters**

Each year disasters caused by natural and human induced hazards cause enormous damage to cultural heritage, which include historic buildings, urban areas, museums, libraries and archives depriving communities of their irreplaceable cultural assets. Moreover, damages to cultural landscapes and local flora and fauna in general cause loss of valued ecosystem services thereby putting sustainability of local communities at risk. Often disasters also affect the intangible cultural heritage of traditional knowledge, practices, skills and crafts that ensure cultural continuity, as well as the means for its protection and maintenance.

There are many global examples that demonstrate the impact of disasters on cultural heritage properties. In Korea, arson damaged the Sunraemon Gate in 2008, which is designated as cultural property number one. Other damages to heritage worldwide due to disasters include Historic Settlements in Central Italy and Bagan Archaeological Site in Myanmar due to earthquakes in 2016, World Heritage Monument Zones of Kathmandu Valley due to 2015 earthquakes in Nepal; Fires in the World Heritage Town of Lijiang in China in 2013 and 2014; and the Old Town of Edinburgh in the United Kingdom in 2002. Cultural heritage sites have also suffered enormous damages due to human induced hazards like conflicts and vandalism, such as in the case of Aleppo and Palmyra in Syria and Timbuktu Shrines in Mali and Bamiyan Buddhas in Afghanistan.

Climate change is increasing the number of disasters and their devastating impacts. From 1988 to 2007, 76 per cent of all disaster events were hydrological, meteorological or climatological in nature. These hazards are adversely impacting on natural and cultural heritage. Take for example the case of forest fires in Eastern Europe in 2008, which posed a high risk to the archaeological site of Olympia in Greece. Flash floods due to unprecedented heavy rains in India's Uttarakhand State in 2013 destroyed many heritage structures in the region, while storms in Western Europe in 2010 flooded many historic town centres such as Rome. Also heavy rains in Thailand caused the World Heritage Site of Ayutthaya to remain submerged in water thereby causing insurmountable loss to the foundations of historic built structures. The likelihood of increased weather extremes in future therefore gives great concern that the number or scale of weather-related disasters will also increase thereby dramatically increasing their impact on heritage in not too distant future.

In 2007, the Sidr cyclone in the World Natural Heritage Site of Sundarbans in Bangladesh led to the destruction of forest and mangroves, the drowning of fishermen and wildlife, and saltwater intrusion.

Needless to say, disasters not only cause material damage but also put the lives of visitors, staff and local communities in and around Cultural heritage Properties at risk. These also affect the livelihoods linked to heritage and the revenues generated by the local government and the private sector through tourism. Finally, the psychological impact on communities due to loss of heritage to which they are closely associated cannot be underestimated.

### **Urbanisation: a critical vulnerability factor**

The world is facing unprecedented increases in the rates of urbanization. The number of people living in cities equalled those in villages in 2007 and has been rising ever since ref. In fact according to a UN report (2008), 1.29 billion people will be added to the cities between 2007 and 2025. Forty-eight cities in the world have reached a density level of more than 15,000 per square kilometres and all of them are in developing countries. Such a fast pace of urbanization accompanied by densification, poorly constructed buildings and overburdened infrastructure is putting tremendous pressure on heritage sites and increasing their vulnerability to disasters. Many World Heritage properties are located within historic cities/urban areas. Therefore an important challenge is how to protect these sites during emergency situations both in terms of evacuation of trapped inhabitants and visitors as well as access for rescue and relief. World heritage monument zones in Kathmandu valley in Nepal and Kyoto in Japan are good examples to illustrate the issue at hand.

Contrary to this, heritage located in small and medium sized towns, many of which are on World Heritage List are facing degradation due to abandonment and lack of resources needed for maintenance.

Changes in populations, occupancy and economies are breaking the traditional urban boundaries, disturbing delicate ecological and social relationships exposing settlements to increasing risks from external hazards. Moreover, the gradual disappearance of traditional skills, crafts and cultural practices are putting living aspects of heritage at risk.

The seriousness of the issue can be gauged from the fact that many World Heritage Sites in Urban areas are located in Earthquake prone zones and are also exposed to various hazards that may follow earthquakes such as fires, landslides and liquefaction.

### **Need for Human Resource Development for Managing Disaster Risks to Cultural Heritage:**

Disaster risk management of cultural heritage is based on integrated risk assessment that takes into account multiple hazards / threats, multiple physical, social, economic, institutional and attitudinal

vulnerabilities and exposure and consequent potential impact on heritage attributes and the associated values, people's safety, economy and livelihoods and on the social structure.

On one hand, this would necessitate each heritage site and museum to have its own disaster risk management plan that is tailored to its specific characteristics. On the other hand, cultural heritage needs to be well integrated into overall disaster risk management policies and plans at national, regional and local levels.

Considering the above mentioned challenges, it is important to build capacity for managers of heritage sites as well as other relevant stakeholders from government, NGOs, private sector and local community to manage disaster risks through prevention, mitigation and preparedness (before disaster), emergency response (during disaster) and recovery and rehabilitation (after disaster). However investing in disaster risk reduction through mitigation and preparedness makes much more economic sense than investing heavily on response and recovery as previous experience in Nepal, Myanmar and Italy have aptly demonstrated. Going by the widely accepted principle of 'Building Back Better', recovery and rehabilitation process should incorporate mitigation of risks for future disasters.

### **UNESCO Chair International Training Course**

In order to build the capacity in the area of disaster risk management of cultural heritage, the institute of disaster mitigation of urban cultural heritage at Ritsumeikan University is organizing UNESCO Chair International Training Course annually since 2006. The course is held in partnership with ICCROM, ICOMOS and ICOM and is aimed at professionals from cultural heritage and disaster management fields. These include representatives from government institutions, departments, universities, NGOS and private consultants. 10 to 15 participants are selected for each course.

The course aims to provide interdisciplinary training for professionals from heritage and disaster management fields to undertake an integrated disaster risk assessment of cultural heritage. It also aims to build integrated system for disaster risk management of cultural heritage incorporating various measures aimed at reducing risks, responding to disasters and recovering from them. Other objectives include formulation of disaster risk management plan for cultural heritage that corresponds to the local/urban and regional disaster management and development plans and policies; and humanitarian response and recovery mechanisms, learning practical tools, methodologies and skills for DRM of cultural heritage and establishing an international scientific network for risk management of cultural heritage in order to build the institutional capacity.

### **Pedagogy and Contents of the Course:**

The course is structured around various modules that are based on various components of disaster risk management plan, namely risk assessment, prevention and mitigation, preparedness, emergency response, and recovery and rehabilitation.



Planning process, theory and methodology and various case studies on disaster risk management of cultural heritage are communicated through lectures, site visits and workshops. Interactive teaching is encouraged through active role of moderator, who acts as bridge between resource persons and the participants.

Besides the participants also develop outline of disaster risk management plans for case study sites. Each participant selects one case study site from his or her own country and collects all the data/information before attending the course. During the course, participants work on DRM plan outlines under the mentorship of resource persons. These plans are presented on the last day of the course and participants receive advice from the resource persons.

The key lecture topics covered during the course include:

- The need for disaster risk management of cultural heritage in historic cities: the Case of Kyoto
- Disaster Risk Management of Cultural Heritage: Significance and Core Principles
- Assessing the Values of Cultural Heritage
- Lectures on Mitigation of Earthquakes, fires, landslides and floods
- Disaster Mitigation approaches in Kyoto National Museum
- Rescue, Salvage and Emergency Treatment of Collections
- Post Disaster Response and Recovery of Cultural Heritage: Cases of Kobe, Tohuko, Nepal and Myanmar
- Post Disaster Need Assessment
- Engaging communities for disaster risk reduction
- The Role of Intangible Heritage in Disaster Risk Management
- Management Systems for cultural heritage

Site visits are undertaken to various heritage sites in Kyoto, Kobe and other places in Japan to expose the participants to practical aspects of disaster risk management based on Japanese experience. Also field exercises are given to the participants based on some site visits for example visit to Kyomizudera temple and Sanneizaka Historic Preservation district in Kyoto is undertaken for risk identification exercise. Emergency salvage and simulation exercise is undertaken in Kyoto National Museum. Site

visit to Kobe is undertaken to study post disaster recovery of cultural heritage following the Great Hanshin Awaji Earthquake of 1995.

A special theme is selected for each training course.

### **The Achievements and follow up activities:**

Since the inception of the course from 2006, 127 participants from 56 countries have been trained in the course. The success of the course can be judged from the fact that during the last year's course in 2017, 234 applications were received from 53 countries.

The former participants of the course are well connected with each other and the resource persons through social media (Facebook group) and email exchange. Often past participants have been invited to the course as resource persons. Many of them have gone back to their home countries and pioneered DRM activities in their institution, city, country or region.

Past participants have also taken a lead in organizing follow up training courses in their own countries (India, Nepal and Myanmar) with the technical support of the institute of disaster mitigation for urban cultural Heritage at Ritsumeikan University. Based on the experience of organizing the course over the years, a training guide has been published for people/institutions who wish to organize capacity building activities for disaster risk management for their heritage site(s) by providing them with framework and tools and case studies to develop the plan. The course has also enabled close collaboration with international institutions such as ICCROM through support in the selection of participants and exchange of resource persons. Collaboration with regional institutions such as SEAMEO-SPAFA (South East Asian Regional Centre for Archaeology and Fine Arts) has also been successfully initiated over the years.

### **Way forward and Lessons learnt for Human Resource Development:**

There needs to be more synergy between disaster risk management of immovable and movable cultural Heritage (Sites and museums). Also synergy needs to be built for disaster risk management of cultural and natural heritage. There should be more focus on linking post disaster response and recovery of cultural heritage with disaster risk reduction and closer coordination between civic defence agencies and other humanitarian actions. There also needs to be formal certification/recognition of professionals trained in disaster risk management of cultural heritage at national and international levels.

Based on the experience gathered over last 12 years in developing and implementing this training course, following lessons are learnt for human resource development/capacity building:

- Developing follow up activities after the training. How to ensure that learnings from training courses are disseminated at national and local levels.
- Bringing results from state of the art research undertaken in academic institutions for capacity building
- Bringing lessons from the field through development of case studies?
- Developing new areas of interface between heritage and other allied disciplines (including non-heritage areas)
- Undertaking training in multi-disciplinary areas
- Negotiating Language and vocabulary for diverse group across countries and disciplines
- How to assess the success of capacity building programmes?
- How to build scientific network among the alumni?



## **Present Situation and Challenges Regarding Human Resources Development for Cultural Heritage Protection in Indonesia**

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Standardization for Human Resources of  
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Directorate General of Culture  
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Mohammad  
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### **1. Introduction**

Indonesia is one of many countries that has large numbers, shape, and diverse of cultural properties. Based on Indonesian culture main data, recorded number of cultural properties that have been registered as many as 60,000 registers, which have been defined in the National Registration as many as 1,032 registers. While based on historical data, cultural properties that are found in Indonesia aging varies from 2 million years ago up to 50 years old. The forms of cultural preservation may be objects, structures, buildings, sites and areas. While the types of cultural properties in the form of fossils, stone tools, statues, ceramics, temple, temples, mosques, churches, colonial buildings, prehistoric sites and the old city area, the cargo of old sunken ships, etc. The cultural properties can be found on land or in water (rivers, lakes and the sea). While looking at the layout, location of cultural properties is almost in all of the islands of Indonesia, from the Island of Sumatra to Papua (Figure 1).

On the other hand, objects of cultural properties are limited in character, easily brittle due to aging, and the location of which are spread throughout Indonesia in both urban and rural areas, so it has potential and threats that must be well managed and anticipated, it is necessary for policy preservation of cultural properties that are appropriate, effective and efficient. Cultural property preservation policy in Indonesia is regulated through the Law of the Republic of Indonesia Number 11 Year 2010 on Cultural Properties, in lieu of Law of the Republic of Indonesia Number 5 Year 1992 on Objects of Cultural Property. In Law Number 11 Year 2010, conservation policy has three dimensions, namely protection, development and utilization, which include regulations not only related to the object of cultural properties, but also concerning the subject's competency (preservation expert) in cultural properties.

At the moment, the number and competence of human resources in the field of cultural properties in Indonesia is still limited. For example, the establishment of the expert team for cultural property to establish the assumed object of cultural properties to be cultural properties, according to the rules then team members must be formerly certified as a cultural properties expert. Currently, the availability of preservation experts is at a total of 372 people of the target of 3904 people. The availability of experts mostly works in the Technical Implementation Unit Centers, total of 14 units which their jurisdictions cover the whole area of Indonesia.

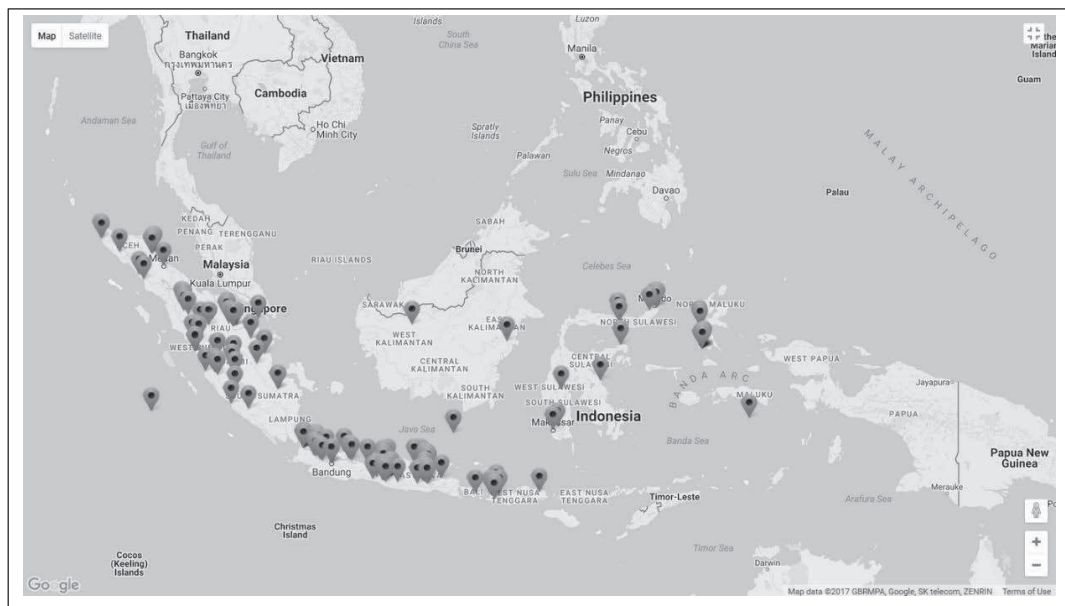


Figure 1. The Spread of Cultural Heritage in Indonesia

Therefore, it is necessary to develop human resources in the field of preservation of cultural properties through the improvement of cooperation both nationally and internationally to obtain effective and efficient methods of cultural properties preservation.

## 2.Preservation Heritage Policy in Indonesia

Cultural Properties Preservation Policy in Indonesia refers to the Law of the Republic of Indonesia Number 11 of 2010 oncerning Property. In this ordinance, preservation is a dynamic method to sustain the existence and value of cultural properties in a way to protect, develop and utilize them. The concept of cultural properties has three-layer preservation that consists of protection, development and utilization. The meaning of three-dimensional preservation is as follows: **Protection**, it is an effort to prevent and to deal with damage, destruction, or annihilation by means of rescuing, securing, zoning, maintaining and restoring of cultural properties. **Development** is to increase the potential value, information, and promotion of cultural preservation through research, revitalization, and adaptation which are performed in a continuous manner and not contrary to the purpose of preservation. **Utilization** is the use of the cultural properties for the interest of the welfare of the people while maintaining sustainability for the benefit of religion, culture, education, science, technology, culture, and tourism.

There is change in preservation paradigm that is explained in the law, such as:

- Preservation of cultural properties is dynamic
- The balance of academic, ideological and economical objectives
- The role of government from central to decentralization
- Utilization not only for academic interest alone but also for the welfare of society
- The competence of perservation personnel



Therefore, the implementation of preservation policy should be balanced between aspects of the protection, development and utilization. In connection with the development of human resources in the field of cultural properties preservation, it is necessary to increase the knowledge, skills, and attitude that are suitable to competency which formulated as follows: (1) Registration (2) Documentation (3) Conservation (4) Restoration (5) Maintenance (6) Mapping and Drawing (7) Security.

### **3. Human Resources in Preservation of Cultural Properties in Indonesia: Current conditions and the challenges ahead**

Law of the Republic of Indonesia Number 17 of 2007 concerning the National Long-Term Development Plan (RPJPN) 2005-2025 emphasizes the importance of developing the quality, advanced and independent of human resources so as to competitiveness in the globalization era. In accordance with the implementation of the Law, the plan of development of human resources in the field of cultural properties should be more efficient and targeted. Thus, there is demand for increasing the quality and quantity of human resources in the field of cultural properties.

With reference to prevailing the laws and regulations, the objective of human resources development of cultural properties is to enhance the knowledge, attitude and behavioural skills in the preservation of cultural properties. With the availability of competent human resources, the goal of preserving the cultural properties can be achieved to the fullest capability.

In the recorded history of human resources development in the field of cultural properties, especially in the field of documentation, restoration and conservation was performed in 1975 when the restoration of Borobudur Temple. Restoration of the Borobudur Temple at that time had help from UNESCO. Restoration experts from various countries had undertaken valuable learning through research, mapping, drawing, structural improvement and restoration of temple's architecture, materials conservation and documentation. After the restoration of Borobudur Temple, there are many technical personnel who then assist the preservation of cultural properties in various regions of Indonesia until today. For further development of the conservation of cultural properties, post-restoration of Borobudur Temple in 1991, the Indonesian government has established Borobudur Conservation Centre which has the function as a centre for education and training of technical personnel in the field of conservation and restoration. Some supporting facilities and technical personnel who are in charge of conservation, especially restoration and conservation, brought Borobudur Conservation Centre to be the implementer of technical training on conservation and restoration for national and international institutions. In addition, Borobudur Conservation Centre also helps the conservation of historical and archaeological heritage throughout Indonesia, even in Southeast Asian countries.

In line with the implementation of regional autonomy in Indonesia there was a change in arrangements of governing authorities in various fields, from centralized to decentralized, including to manage cultural properties. In 2017 the local governments had established a special service to handle culture including cultural properties. Thus, the management of cultural resources becomes more focused.

Aside from that, in Indonesia non-governmental organizations had grown working in the field of cultural properties preservation. Many NGOs are active in the preservation of colonial cultural preservation, as happened in Jakarta. Utilization of old buildings for new functions without damaging the original building. The role of the private sector has also grown in assisting the preservation of cultural properties through corporate social responsibility program. With increasing synergy of different sectors in the preservation of cultural properties, preservation of cultural properties will be expected to become more effective and efficient.

Human resources for cultural properties in Indonesian has been instrumental in several conservation activities such as: management of cultural properties in the event of a natural disaster, handling new artefacts, restoration, conservation, etc. The cases of handling of cultural properties after a natural disaster in the period of 2000 -2016 are: the handling of World Heritage Prambanan Temple Compound after the earthquake in Yogyakarta in 2006, Padang Cultural Properties Area after the 2009 earthquake, and Borobudur Temple and Lumbung Sengi Temple due to eruption of Mount Merapi in 2010.

During the training course on Cultural Properties Protection in Asia-Pacific Region 2006, I made a report on the Preservation of Prambanan Temple Compound after the event of the earthquake. In the report described the condition of the world's cultural heritage Prambanan Temple Compound that was affected by the earthquake, the stages of disaster management that was taken in action through the emergency phase of rehabilitation and reconstruction.

Conservation Experts from abroad, especially from Japan, were very helpful to identify and research the type of damage and also gave inputs relating to the methods of handling of cultural properties that are affected by a natural disaster. Thus, the effort to rehabilitate and reconstruct the cultural properties can be done with a comprehensive approach. The post-disaster handling efforts were also made to increase the knowledge concerning disasters for experts of cultural properties whether they were working in government, local governments, universities, NGOs, or private sectors. The research activities were carried out such as direct field research, workshops and focus group discussions.

The challenge of human resources for cultural properties in Indonesia in the future is to increase the number of technical personnel with competence in accordance with the types of expertise (profession) that have been formulated. This year the Ministry of Education and Culture in cooperation with the National Profession Certification Institute is forming a Cultural Profession Certification. The purpose of the establishment of Cultural Profession Certification is to improve the competence of human resources in the field of culture including human resources for cultural properties. Within it, the map of cultural properties, the national framework Indonesian in the field of cultural properties, and Indonesian national competency standards in the field of cultural properties will be compiled. It is expected that Cultural Profession Certification for Culture can be established at the end 2017 so that target of development of competent cultural human resources can be done quickly. The concerning cultural properties preservation activities in Indonesia, especially preservation of colonial cultural buildings located in urban areas, can be done by private parties and conducted by the procurement

mechanism of goods/services government, so skilled personnel and experts that are involved in the activities must be certified.

#### **4. Human Resources Development for Cultural Heritage**

Given the human resources in the field of cultural heritage is very specific, a special regulation for the development is necessary. The human resources development for cultural heritage in Indonesia was performed with reference to rules and regulations that have been set. Regulations of the Minister of Education and Culture No. 52 of 2014 on Guidelines for Human Resources Development of Culture.

In article 4, paragraph 1 stated that for the Human Resources Development for Cultural is done through:

- a. education and training, and
- b. non-education and training.

Paragraph (2) Education and training as referred to in paragraph (1) shall be done through:

- a. education and training;
- b. technical guidance; and
- c. workshops.

Paragraph (3) Human resources non-educational development and training are done through:

- a. appreciation;
- b. apprenticeship; and
- c. development potential.

Education and training as referred to in Article 4 paragraph (2) letter shall consist of:

- a. education and technical training;
- b. education and functional training.

#### **5. Conclusion**

HR for cultural properties is an important factor in sustaining cultural properties preservation activities in the present and the future. Thus, efforts should be made to strengthen the capacity and human resources development continuously and sustainably. With the availability of competent human resources for the cultural properties, it is expected to ensure the sustainability of the preservation of quality cultural properties and job accountability.

Human resources development for cultural properties can be done through various ways such as: education and training, technical assistance, workshops, internships and exchanges of experts between countries. To that end, the increased cooperation between the various stakeholders in the national and international levels need to be maintained and improved. Indonesia has long established cooperation in preserving cultural properties with other countries, ASEAN-level cooperation, Asia Pacific and world bodies such as UNESCO, and with the Government of Japan, Universities and Institutions in Japan. The cooperation has been made between Indonesia and Cultural Properties Protection Cooperation Office, Asia-Pacific Cultural Centre for UNESCO (ACCU) is very helpful in supporting the preservation of cultural properties in Indonesia.



## **Present Situation and Challenges Regarding Human Resource Development for Cultural Heritage Protection in The Philippines**

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The Philippines has a rich legacy of heritage structures passed down through the centuries starting with the Spanish colonial period. Unfortunately, natural disasters wreak havoc on them or hasten their deterioration. My paper will discuss how the National Historical Commission of the Philippines (NHCP) has managed to protect the country's cultural heritage through human resource development.

The Philippines is an archipelago of more than 7,100 islands. It is situated in the "Pacific Ring of Fire" so it is very vulnerable to frequent earthquakes and volcanic eruptions. Our geographical location and physical environment makes it highly susceptible to various natural calamities: storm surges and tsunamis in the coastal areas, flooding on the lowlands, liquefaction on the wetlands, mass movements and landslides on the uplands, severe winds, subsidence, sea level rise, and drought during the summer months.

Heritage preservation in the Philippines is indeed a gargantuan task because of the forces of nature which wreak havoc on heritage structures.

Since the 1600s, there have been 106 earthquakes in the Philippines with a magnitude of more than 6.0.<sup>1</sup> On October 15, 2013, a devastating earthquake shook central Philippines, the epicentre of which was in Sagbayan in the province of Bohol. The earthquake killed 222 people and injured 976, with 8 missing. More than 73,000 structures were damaged, of which more than 14,500 were totally destroyed. Among those destroyed were heritage structures, many of them century-old churches in Bohol and Cebu.

On the part of the National Historical Commission of the Philippines, we expressed our commitment to rescue and rehabilitate the damaged structures that have been part of the life of the people for centuries, in collaboration with the Catholic Church, local government officials and communities. A majority of these structures have been declared National Cultural Treasures, National Historical Landmarks, and Important Cultural Properties, all of which are protected by the Heritage Law. The National Historical Commission of the Philippines is one of only two cultural agencies mandated by the government to restore and conserve the country's historical structures and artefacts.

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<sup>1</sup> MAP: Strongest earthquakes in the Philippines, [www.rappler.com/science-nature/33807-map-strongest-earthquakes-in-ph](http://www.rappler.com/science-nature/33807-map-strongest-earthquakes-in-ph), accessed 12 June 2017.

In November 2014, a little more than a year after the earthquake, we held an experts' conference in Cebu and Bohol with the goal of producing a sound restoration plan based on scientific findings and considerate of the needs of communities and stakeholders. Invited to the conference were Filipino and international earthquake, geodetic and structural engineers, geologists, specialists of stone conservation, materials scientists, archaeologists, and heritage architects. The conference yielded the information that the damaged heritage structures, which were of totally unreinforced masonry, had to be treated differently from the usual structures since the Structural Code of the Philippines applies only to reinforced construction. Although each structure had its particular characteristics, it was important that clear principles and methods guided the overall restoration process.

In January 2016, there was another international conference convened whose objective was to formulate a Philippine standard for unreinforced masonry heritage structures. One of the invited experts to the conference was from Japan, Professor Akira Wada of the Tokyo Institute of Technology. Dr. Wada has been widely acknowledged as a leading expert in structural engineering, especially seismic design.

At present, we are wrapping up our restoration projects in both Cebu and Bohol and we are expecting to turn over our projects by the end of 2017. We promised the priests and the parishioners they would be having their Christmas masses in their heritage churches.

Cognizant of the human resource component in restoration, we developed a training package for local communities that aims to produce a pool of trained heritage workers who can act as first responders in the event of any disaster and may be deployed to other parts of the country.

The pre-restoration work of the structures involved tedious processes which was labour-intensive. These included the following steps:

1. Clearing of the debris at the site. These included removing unusable and unsafe materials and segregating them to clear paths and roads and provide access for the retrieval process.
2. Retrieval and documentation of usable materials. Retrieved materials, such as loose adobe, coral stone, and limestone blocks, ceiling paintings and church objects were labelled and classified by section, location, and type of material. These materials were essential to the rebuilding process.
3. Storage and security of retrieved and documented objects. The labelled and documented materials were temporarily stored in a safe place.



4. Installation of shoring, braces and scaffolding. To conform to safety requirements and prevent further collapse of the structure owing to aftershocks and strong rain, shoring and bracing supports were installed.
5. Geological/soil and vertical structure assessment. These scientific tests, including soil boring and ground penetrating radar tests, determined the geological integrity of the area and the soil bearing capacity of the damaged site.
6. Detailed engineering study. This study assessed the structural condition of the structure, especially its foundation, and helped determine the prerequisites of restoration such as retrofitting.
7. Materials characterization. Church walls were tested to determine the properties of the materials that will provide the basis for determining the appropriate combination of materials to be applied in restoring the structure.

In all these processes, we relied on local labour and volunteers to help us. We enlisted the help of the bishops and priests and local government officials to identify people whom we could train in heritage preservation.

First to be trained were parish workers who were taught the basics of conserving the rich collection of their church artefacts such as paintings, silver plating, wooden ornaments, priests' vestments and church books.

On the structural projects, we required our contractors to hire local labour. On average, the contractors hired 50 to 80 percent of their workforce in the locality.

We are aware that culture has increasingly come to be viewed by international organizations as an essential component of sustainable development policies. Projects on cultural heritage, for example, play an important role in development, notably in creating jobs in the area of cultural preservation and tourism, economy, infrastructure, and in the general improvement in the quality of life.

Before the start of any project, a stakeholders meeting was held. This was attended by all sectors with interest in the heritage structure. For example, if the heritage structure was a church, we invited the bishop or archbishop, parish priest, members of the Parish Pastoral Council, members of other church groups, and parishioners. The meeting discussed the processes of the restoration and addressed the concerns of the stakeholders.

The purpose of the meetings was to increase the capacity of people of the heritage site for managing and developing their cultural heritage.

In the Philippines, only a few professionals and skilled workers specialize in heritage conservation. With the realization that there is an unmet demand for people with heritage skills in both the professions and the trades, the National Historical Commission of the Philippines sought the cooperation of schools, both in the secondary and tertiary levels, as training grounds for the profession. Indeed, it is important to instil the awareness of heritage preservation for the youth so that they will pass on heritage appreciation and their special skills to the next generation.

For the Senior High School, the Commission is currently offering the Basic Conservation in the Technical-Vocational-Livelihood Track. The Basic Conservation track focuses on tangible heritage objects (as distinct from intangible heritage such as performances and traditional crafts): movable objects made of wood, paper, and textile; and monuments as examples of immovable objects. The tract explains:

- Basic concepts, principles, and ethics of conservation;
- Nature and properties of materials that comprise heritage objects;
- Chemical and other supplies used to conserve heritage objects;
- Pre-conservation measures such as the documentation and examination of heritage objects and the investigation of their material components;
- Preventive and treatment conservation methods according to the type of heritage material and nature of damage; and
- Storage, handling, and maintenance of restored objects.

The track, moreover, provides substantial hours of laboratory, hands-on experience and fieldwork in each of the phases of conservation by type of heritage material (e.g. wood, archival paper, textile, monument). We have implemented this course starting the schoolyear 2016-2017 with the Araullo High School in Manila as the pilot school. During the summer break last May, we trained teachers who will teach the Basic Conservation program in other schools.

In the tertiary or university level, the NHCP signed a Memorandum of Agreement with the Bohol Island State University (BISU) in Tagbilaran City, Bohol, for the establishment of a major in Conservation Science under the (ladder-type) B.S. Industrial Technology Program of the BISU. The NHCP and the BISU shall cooperate and collaborate for the purpose of developing the capacity for conservation, guided by their shared commitment to heritage preservation, mutual respect for each other's decision-making processes, transparency, and accountability in their dealings with one another. The NHCP will fund the construction of a Conservation laboratory, complete with equipment, for

teaching and research purposes of the Conservation faculty and students. To date, our conservation experts and the teaching personnel of BISU are formulating the Conservation Science curriculum.

In the future, the NHCP will offer training seminars on restoration to interested contractors and practicing professionals in architecture and engineering. Similar training will be offered to local communities so as to acquaint them with the basics of restoration and expand their involvement in restoration projects.

Our technical staff at the NHCP likewise underwent training to update themselves with international standards and enhance their skills in the restoration and conservation field.

One of our restoration architects just completed the Training Course on Cultural Heritage Protection in the Asia-Pacific Region 2017: Preservation and Restoration of Wooden Structures, conducted here in Nara, Japan last 29 August to 28 September 2017. This course was jointly organized by the Agency for Cultural Affairs, Japan (Bunkacho), the Asia-Pacific Cultural Center for UNESCO (ACCU), the International Centre for the Study of the Preservation and Restoration of Cultural Property (ICCROM), and the National Research Institute for Cultural Properties (Tokyo and Nara).

A chemist at our Materials Research and Conservation Division attended the annual program of the National Research Institute of Cultural Heritage (NRICH) of Korea as part of the 2017 Asia Cooperative Program on Conservation Science from 1 April to 31 August 2017. She submitted a paper on the analysis of pigments in 20th century paintings in selected heritage churches in Bohol, Philippines.

Another conservator was supposed to attend the 20th International Course of Stone Conservation on 9 October to 8 December, 2017 in Mexico. This is a collaboration of International Center for the Study of the Preservation and Restoration of Cultural Property (ICCROM) and the Instituto Nacional de Antropología e Historia (INAH). Unfortunately, following the earthquake in Mexico last September and the emergency situation in Mexico City, ICCROM and INAH decided that it would not be a good idea to go forward with the course given the emergency situation. The course has been postponed sometime in the first half of 2018.

We are hopeful that these efforts in the promotion of knowledge and the development of human resource capacity will bring about a strong awareness and raise the level of consciousness to preserve our country's legacies.



## **Present Situation and Challenges Regarding Human Resource Development for Tangible Cultural Heritage Protection: The Cambodian Context**

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### **I- Geographical Setting**

Cambodia covers an area of 181,035 square kilometres, forming part of the southwestern portion of the Indochinese peninsula. The country's maximum extent is about 580 km from east to west and 450 km from north to south. Cambodia shares its 2,438 km border with Thailand (in the west and north) and Vietnam (in the east and southeast). In the southwest Cambodia is bordered by the Gulf of Thailand.

### **II- Human Environment and History**

Cambodia has witnessed widespread desecration of its archaeological resources, especially during the 25 years. Political upheavals between 1970 and 1989 precluded archaeological research and decimated the Cambodian intellectual community. In the relative calm since then, restoration and conservation of the Angkor monuments of the Siem Reap province have been sponsored by UNESCO, foreign governments and other partners from the international donors and research communities.

### **III- Cambodian Cultural Heritage Resources**

The Kingdom of Cambodia is rich in tangible and intangible cultural heritage *that it is dubbed “The Kingdom of Culture”*. Based on the most up-to-date heritage inventory shows that Cambodia has more than 4,000 archaeological sites – both prehistoric and historic, including cave sites, ancient mounds, ancient monuments, man-made water reservoir, irrigation systems, and ancient Buddhist temples, have been discovered throughout the country dating between the late 3<sup>rd</sup> millennium BCE and the 19<sup>th</sup> century based on current research studies. The Major historic monuments were made of brick and stone. It is common to see basalt, brick, sandstone and laterite monuments scattered throughout Cambodia, dedicated to the Gods of Hinduism and Buddhism dated roughly from the 6<sup>th</sup> -13<sup>th</sup> centuries. Some are marvellous and world renowned, such as Angkor Wat, the Bayon, Ta Prohm and of course Banteay Chhmar from which we will no doubt learn more of ancient Cambodian history through its bas-reliefs and other yet undiscovered information.

Cambodia also has a significant built heritage from its colonial and early independence periods and excellent last studies are available of the process of architectural and urban history and development in the Phnom Penh capital city, and within three provincial towns (i.e. Battambang, Kampot and Kratié, with its neighbouring city of Chhlong). These cities retain a remarkably intact heritage that could

create a new ‘**Golden Triangle**’ that would motivate visitors to stay longer in Cambodia, increasing de facto tourism revenues as well as cultural appreciation of the country. The early colonial city developed without any directed planning, divided into French quarters and those of the local inhabitants, Khmer, Chams (Khmer Islam), Chinese, Vietnamese, etc. Cambodia has a long history as a country with an important waterway and maritime background which is one important part among underwater cultural heritage in Cambodia.

Besides the spectacular **tangible cultural heritage** as mentioned above, Cambodia also boast rich and valuable **intangible cultural heritage** including world renowned performing arts, lesser known but immensely rich rituals, and, still, remarkable environment-specific know-how and traditional craftsmanship which has been transmitted and survived from generation to generation – even throughout recent decades of conflict. Most importantly, this valuable cultural heritage needs intensive preservation and safeguarding for future generations. We need to work together to make culture a priority in a world rushing to sheer economic gain; for culture is the core foundation for the identity and the economy of any nation still today. Without rich culture the unique individuals of any nation cannot reach their fullest human potential.

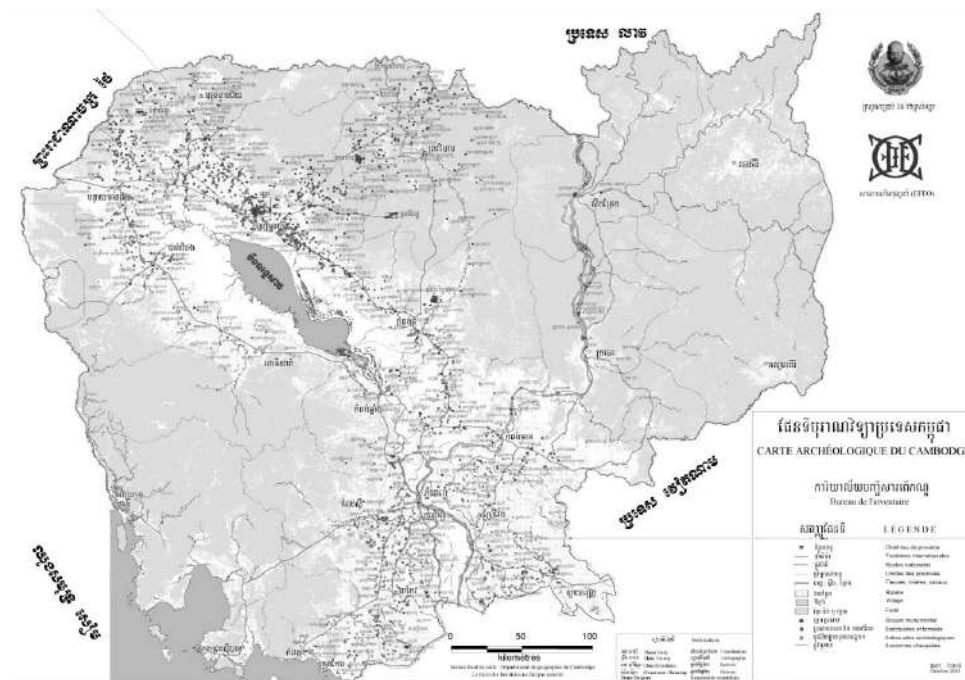


Figure 1: Archaeological Map in Cambodia

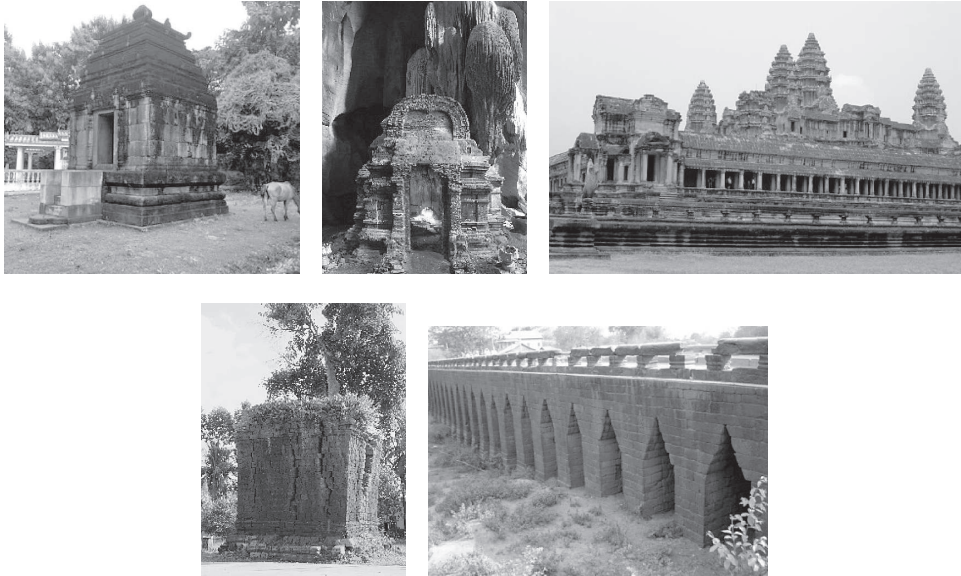


Figures 2-3: Laang Spean Pre-historic archaeological site, 70000 B.P., Battambang province, Western Cambodia



Figures 4-5: Angkor Borei Cemetery, C. 400 B.P., Takeo province, Southern Cambodia





Figures 6-10: Basalt, Brick, sandstone and laterite monuments and ancient bridges, late 6th-13th centuries, Cambodia



Figures 11-13: Artefacts and statues from Pre-Angkor, Angkor and Post Angkor periods at National Museum of Cambodia and Angkor Conservation Depot



Figures 14-16: Jars buried and Wooden Coffins from Kravanh Mountain and Artefacts from a shipwreck, 15th-17th centuries, Koh Sdech island, Koh Kong province, Western Cambodia



Figures 17-19: Old Vihearas of Mahaleap, Svay Sach Phnom and Kampong Tralach Loe pagodas, 19th century





Figures 20-22: Old Stupas and Royal Palace of Phnom Penh, early 20th century, Cambodia



Figure 23: Intangible Cultural Heritage of Cambodia

#### IV- Present Situation and Challenges Regarding Human Resource Development for Cultural Heritage Protection in Cambodia

*I am now presenting a case study speech related to the conference on the above-mentioned theme from my Cambodian country:*

Over the last years, there have been innumerable public and private initiatives aiming to safeguard and preserve the elements of Cambodian arts and culture that have survived. Important objectives have been achieved by the Royal Government of Cambodia, thanks to the generous support of the international community and NGOs, especially in the area of the preservation of tangible heritage, and in particular of the Angkor, heart of the Khmer culture, symbols of the national identity and as well as drivers of tourism to one of the leading cultural tourism destinations in Southeast Asia.

Before 2017, the Angkor Archaeological Park and Preah Vihear Temple are under the responsibility of the National Authorities, namely APSARA Authority and Preah Vihear, respectively. But in recently,

these two Authorities were transferred under the Ministry of Culture and Fine Arts (MCFA) that is its responsibility in order to manage the World Heritage Sites in Cambodia. Besides that, there are still enormously important archaeological sites and temples which deserve as much attention and care; and they fall under the responsibility of the MCFA.

The MCFA was created to ensure the conservation, preservation and promotion of the culture of the Kingdom in its diversity, as well as to encourage creativity in the field of culture. With its **2448** employees led by one Minister assisted by 7 Secretaries of States and 8 Under Secretaries of States, the MCFA has three Directorate-Generals, namely Administration and Finance, **Tangible Cultural Heritage**, and Intangible Cultural Heritage along with their subordinate departments and as well as provincial cultural departments responsible for executing very ambitious tasks as stipulated by the Royal Sub-Decree.

In the meantime, one more Authority was also established, Sambor Prei Kuk Authority, in order to manage Sambor Prei Kuk Archaeological Site as World Heritage Site. This Authority is also under the MCFA responsibility.

The MCFA is in strong need of expanding our core of specialized personnel in undertaking quality preservation and conservation of cultural heritage. We have done our best with our existing means aiming to develop human resources for the extensive field of culture in Cambodia. The MCFA plays role as the umbrella institution of the Royal University of Fine Arts (RUFA). In close collaboration with the Cambodian Ministry of Education, Youth and Sport, the MCFA guides RUFA in training artists, architects, archaeologists, and other relevant art and culture related to activities. Today, RUFA is comprised of 5 Faculties: Archaeology, Architecture, Plastic Arts, Music and Choreography. RUFA has been supported over the years by many different national and international human resources development programs. Many training programs were conceived and implemented at Angkor at the turn of the 20<sup>th</sup> century working between RUFA and the new APSARA Authority for managing Angkor. Today our most important international collaboration for human resource development is with the French counterpart to INALCO, in a joint project which has already started its first phase (2012-2016). The project partners Cambodia and Laos and focuses on the training of researchers in the social sciences at RUFA, in particular through partnership with RUFA's Faculty of Archaeology. The program at RUFA is known as the "*Université des Moussons*." The lectures are in French and students are selected from Laos and Cambodia. The *Université des Moussons* just finished its fourth year B.A intensive training program and its first year of an M.A. program (2015) and the second phase (2017-2020).

Under the umbrella of the MCFA, there is another centre, known as the "Heritage Centre," which was established in 2010 with the support from the French Embassy to Cambodia, *Agence universitaire de la francophonie and Cité d'architecture et patrimoine*. The centre also conducts training with particular interest in heritage trainings. The trainees are also selected so far from the ex-French colonial countries in the region namely, Cambodia, Laos and Viet Nam.

Taking this opportunity, in terms of **General Department of Cultural Heritage**, today's presentation reflects the new perspectives in the conservation works of cultural properties in addition to perspectives during the previous conservation works of cultural properties. And this is the first time of General Department of Heritage to presents for the current situation and challenges regarding human resources development for cultural heritage protection in among the heritage conservation officers from Departments under its responsibility, namely Museums, Antiquities, Archaeology and Prehistory, and Safeguarding and Preservation of Monuments.

In terms of financial support, I would like to let you know that the Royal Government of Cambodia has been paying increasingly more attention to the MCFA work in the field of preservation and conservation. The budget for conservation of the **Tangible Cultural Heritage** has been increased. In particular, the budget for conservation of temples, ancient bridges and old pagodas has been also increased. For 2016, the Royal Government has pledged approximately \$ 500,000 US dollars for conservation projects, whereas we only received about \$300,000 dollars for 2015. Although this is not much relative to the amount of work needed, the increasing allocation is an encouragement for us.

**This scoping conference marks a significant step forward for case study for Tangible Cultural Heritage, including Banteay Chhmar Temple.**

Reports from provincial authorities on the current situation show that the majority of pillaging activities occur now at late Bronze and Iron Age sites (between the late third millennium BCE and early first millennium CE) located in remote areas while other antique objects are illicitly circulating throughout the country. The most vulnerable regions are along the Cambodia-Thai border in the northwest. These regions are rich in material culture. Besides numerous Angkor temples such as **Banteay Chhmar**, one of the most important monuments constructed during the reign of King Jayavarman VII (late 12<sup>th</sup> – early 13<sup>th</sup> C.), there are also many archaeological sites. The prehistoric cemeteries and sites around **Banteay Chhmar Temple** yielded many thousands of grave goods including ceramics, glass and stone beads, metal objects and weapons of iron and bronze. Unfortunately, the discovery of these cemeteries sparked a flurry of looting which has led to the destruction of the sites.

Until 2008, there was no sustainable effort to conserve Banteay Chmar since its abandonment perhaps in the 14<sup>th</sup> century. Only 20% of Banteay Chmar's original structure is still standing and there are hundreds of thousands of stone blocks strewn unprotected in undergrowth inside the temple walls and the adjoining areas. It has only been in very recent years that the Ministry, in collaboration with a number of NGOs, has begun to tackle certain key issues at the temple. A Master Plan including an archaeological site Management Plan has been developed and implemented through direct support from and coordination between the MCFA, Global Heritage Fund (GHF) and a number of other organizations including Friends of Khmer Culture International (FOKCI), Heritage Watch, as well as the local Community Based Tourism (CTB) organization.



And yet, the MCFA is also facing enormous challenges for the preservation and protection of cultural heritage against illicit trafficking, and looting. Many priceless archaeological sites have been destroyed and other valuable historical sites located in different parts of the country remain under threat. Likewise, our education initiatives encountered many challenges in the current environment. I will speak briefly about these issues.

With this structural organization as stated above, the MCFA is taking action on a number of fronts in order to mitigate negative impacts on the National Cultural Heritage. The MCFA has made considerable progress in defining cultural heritage priorities, establishing legal measures and implementing strategies to address them that including (1)- Protection of Movable Cultural Objects, (2)- Heritage Inventory, (3)- Zoning Protection for Safeguarding Monuments and Sites, and for the maintenance of specific areas, (4)- Conducting Emergency Preservation of Monuments and Sites has been attained by increasing police, guardians, and security personnel on a more regular basis, (5)- Supporting and Improving Provincial Museums are important for the conservation and protection of the national collections, (6)- Conservation of Collections and Monuments, (7)- Promoting Heritage through International Exhibitions, (8)- Law and Regulation Enforcement Measures on Cultural Heritage, (9)- Developing Public Heritage Awareness Campaigns and Educations based in our National Policy on Culture “Education for Culture and Culture for Education”, (10)- Training and Capacity Building of Human Resources, (11)- Scientific Research and Professional Development, (12)- Networking and Cooperation.



Figure 24-26: Artefacts were delivered by monk, people and local authorities

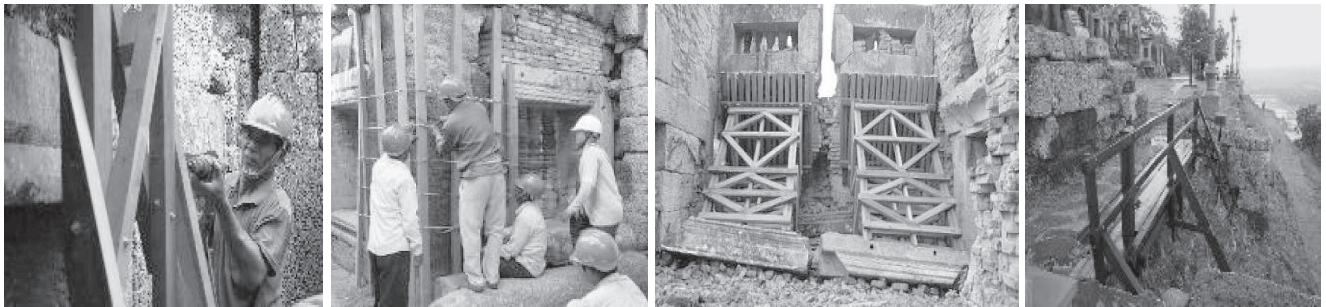


Figures 27-30: The ancient temples and museum's collections has been working on inventory of items are located outside the museum and they are computerized database

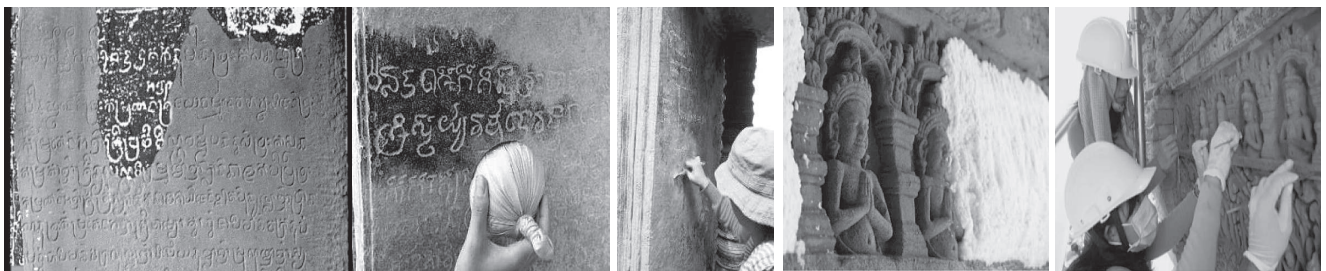




Figures 31-33: Signal posting protection of archaeological sites



Figures 34-37: Emergency of monuments



Figures 38-40: Emergency of inscription stele for First Aid

Figures 41-42: Monument's Lintels and its Emergency for first aid needs



Figures 43-45: Stone Decorative Conservation and Transformations



Figures 46-47: Pagoda and Its Community Involvements

Figures 48-49: Archaeological Excavation and Transfer





Figures 50-52: The conservation works of monuments and bridge are carried out by MCFAs' experts in 2016



Figures 53-55: The conservation works of monuments and pagoda are carried out by MCFAs' experts in 2016-2017



Figures 56-58: National Museum and Provincial Museums



Figures 59-61: Stone, Metal and Ceramics Conservation Workshops at National Museum of Cambodia



Figures 62-64: Present condition of stone artefacts housing the depots, Cleaning activity of stone lintels, and Activity of filling mortar of stone lintels at Angkor Conservation-Siem Reap





Figure 65-66: Heritage Police and Costumers



Figures 67-70: Looting by villagers at archaeological site at Angkor Borei, Takeo province, 2016. And looters were seized and sent to the jail in Banteay Meanchey province, and Archaeological site was illegally destroyed



Figures 71-73: MCFA and its partner, NOG, have educated the heritage for kids



Figures 74-76: Public awareness campaigns on heritage education have been made in the city and the countryside

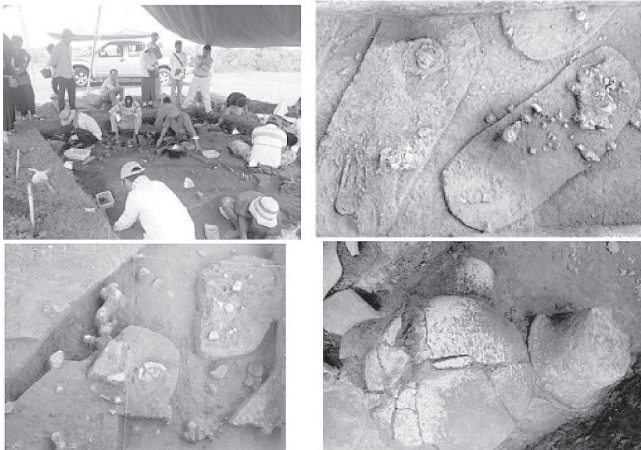


Figures 77: School pupils visited National Museum of Phnom Penh

Figures 78-79: Interviewing the national cultural heritage to media



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Figures 80-81: Archaeological Excavations and analysing the artefacts and bones from sites



Figures 82-84: MCFA's staff has been sent to train in archaeological excavation in France in October – November 2017



Figures 85-86: Signing Ceremony of MoU between US Ambassador in Phnom Penh and H.E. Mrs. Minister of MCFA at Angkor Borei Site for Project on Risk Mapping and Monitoring on the Ancient Monuments in Southern Region of Cambodia



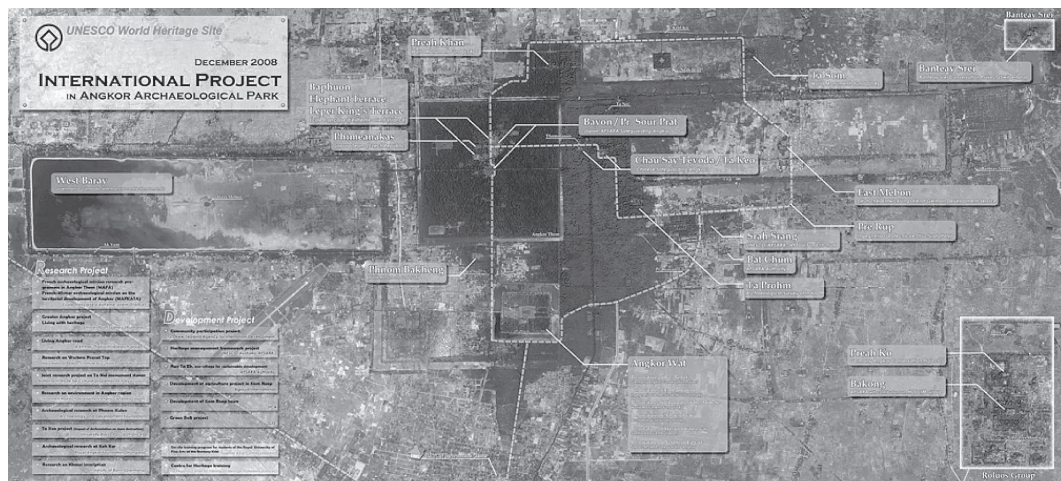


Figure 87: Map shows the International Institutions which involved in the preservation and restoration of temples and archaeological sites, World Heritage Sites of Angkor, Siem Reap province.



## V- Problems and Difficulties Encountered

Some of the problems and difficulties faced by Cambodia in terms of management and protection of cultural heritage included:

-Existing cultural laws governing heritage issues have not been widely publicized resulting in only few communities being informed. It is important to increase public awareness in this area. With limited resources it is difficult to access rural areas in order to protect sites and to educate people about the importance of caring for their culture.

-The creation of a national inventory of objects and archaeological sites, as well as increased security at sites and control of movement across borders, should also improve the situation.

-More supported training and capacity building programs are necessary in order to improve this situation. There is also a need for immediate technical assistance and practical training.

- **In the meantime, I wish to send all of you brief points of the MCFA's challenges:**

- *Lack of qualified Human Resources for conservation and restoration works of cultural heritage*
- *Lack of financial support to implement its activities such as memorandum of understanding that were signed between MCFA and other international partners and higher educational institutions*
- *Lack of budget to support fieldworks and practices of the students and MCFA's staffs*
- *Lack of teaching classroom and laboratory for students and MCFA's staff*
- *Lack of budget to implement the new initiated programs*

## **VI- Conclusion**

All these successful achievements in cultural preservation and development have significantly contributed to the implementation of the Royal Government of Cambodia's political platform and rectangular strategy-phase II. Certainly, culture is the national soul and has the potential resources for economic development by creating jobs and boosting tourist attractions, which contribute to poverty reduction.

For the last decade, Cambodia has seen significant development in terms of cultural heritage management. There are, however, still many key issues to consider towards sustainable heritage protection including the development of cultural policies, law enforcement measures, development of human resources, education and public awareness, the creation of a national cultural property inventory, and strengthening greater national, regional and international cooperation. A scarcity of funds for cultural projects and a lack of technically qualified personnel mean that progress is limited.

In order to reduce this negative situation, there is an urgent task for cooperation among nations, and the MCFA needs more assistance and collaboration to create effective measures for the protection, preservation and conservation of its heritage.

In addition to this, the National Policy for Culture is a roadmap for securing and sustaining the conservation and development of valuable national cultural heritage. It is also a means of fulfilling cultural potential for effective and sustainable national social and economic development.

With respect to the UNESCO Conventions and existing laws for the protection of cultural heritage, the MCFA has increased the efficacy of national legislation and entered into various bilateral agreements requiring countries to impose import restrictions on cultural property and to take appropriate action against illegal export. However, the MCFA has actively protected the country's cultural heritage from looting, illicit trafficking and clandestine archaeological sites.

## VII- The Discussion of Future Issues Regarding ACCU Training Programs

After sharing with all of you a general overview of MCFA of the present situation and challenges regarding human resource developing for cultural heritage protection in Cambodia, this International Conference is also to focus attention on developing the human resources in the Asia-Pacific Region. This would represent an opportunity to share experiences and provide guidelines for the effective protection and presentation of the Asia-Pacific and nationally significant cultural heritage that include contemporary use.

The three-day International Conference is held in Nara – Japan, Home of the World Heritage from 19<sup>th</sup> – 21<sup>st</sup> December 2017. This is that last conference which will be dedicated to defining: (1) training courses to develop human resources, international conferences on cultural heritage preservation, and dissemination of information about cultural properties; (2) we, the participants, will share their challenges regarding capacity building for cultural heritage protection and will discuss the future issue of human resource development program including ACCU training course; (3) we will deepen discussion along with the issues posed last year and attempt to reach a conclusion.

The Conference will seek to raise awareness of the fundamental role of cultural heritage in supporting the achievement of sustainable development goals and provide the opportunity to debate what sustainable and cultural heritage might mean in the context **of the Asia-Pacific Region**. Finally, the Conference will seek to foster international and national linkages between those interested in or charged with the responsibility of protecting and presenting cultural heritage.

Concerning the discussion of future issues regarding ACCU training programs, we would like to share the current situation of human resource development for cultural heritage protection in the Asia-Pacific region and discuss ACCU future activities including training courses.

On this opportunity, we would also like to provide/mention my own comments the following matters:

### 1-Working Language

Regarding the working language of the training, I think that English is very important for working language in international relationship, but it is difficult for foreign participants, like Cambodia, who are not native language.

### 2-Training Style

Regarding training style, I would like to suggest that the most useful/valuable activities of this program were two kinds: Lectures in class (theoretical realm) and Field Study (Practical aspect). Both are the reasons why made participants to understand about the core subjects to be useful for all participants who need new knowledge and experience through the various National and World Cultural Heritage Sites in Japan. I am highly appreciated this program not only gave a participant an opportunity to exchange views with all participants from different countries, but also to exchange views with local citizens' groups who are involved in the protection of cultural and natural properties.

Therefore, as mentioned above, I think that Group Training is the most effective for human resources development for cultural heritage protection in ACCU training program because the participants from different countries could share knowledge and experience in the field of cultural heritage. One important thing is to relate to the training period.

### 3-Training Level

Regarding Cambodian participants who have ever been participated in ACCU Training Program, I anticipated that Training level is between basic and advanced, it means that we are in level of intermediate course. I mean the type of education offers its participants, an education in the cultural heritage protection which enables them to have the vision & critical skills necessary to truly understand the past & it's place in the present; and to plan for the role of cultural heritage in the future of a nation & a cultural region like the Asia-Pacific Region. I believe we in Cambodia share the ambitions of your group in this field. I am proud that Cambodia has come such a long way since the war years, and that we can be a core player in these regions, and even global shifts.

### 4-Required Outcome from Domestic Training and International Training

As stated in item V, some of the problems and difficulties faced by Cambodia in terms of management and protection of cultural heritage include:

- Existing cultural laws governing heritage issues have not been widely publicized resulting in only few communities being informed. It is important to increase public awareness in this area. With limited resources it is difficult to access rural/remote areas in order to protect sites and to educate people about the importance of caring for their culture.
- The creation of a national inventory of objects and sites, as well as increased security at sites and control of movement across borders, should also improve the situation.
- More supported training and capacity building programs are necessary in order to improve this situation. There is also a need for immediate technical assistance and practical training.
- The fundamental challenges are to continue to develop national institutional capacity and to develop a core of Cambodian experts equipped with the knowledge and experience to ensure national self-sustainability.

*In fact, Conservation needs Human Resources and Financial Support!*

Basically, it is fully realized that the nature of management of cultural heritage covering the aspect of three important pillars, namely man, methods, and money. Man is one of the most important pillars should be paid attention, especially related with competencies should be fulfilled as a basic requirement for carrying out the management on Cultural Heritage.



In this regard, therefore, human resource capacity building is considered to be one of the most important aspects should be paid attention in formulating the prioritized work-plan.

The Second one is Methodologies that as we are aware there are three aspects in Management of Cultural Heritage, namely Protection covering the long-term preservation and legal aspects, Development, and Utilization. All of those three aspects should be comprehensively understood by related the authority and related human resources. The Third pillar is Money. It functions as a “Soul” that stimulate in any action to be carried out.

Implementation of the Management on Cultural Heritage is carried out based on the triumvirate (a government by three men) basis that involving the role of government, academician, and community.)

All the three elements should be implemented synchronically and community based development. Including in this case is in formulating the policies of the Cultural Heritage Management.

Through this Conference it is expected that a framework-prioritized work-plan could be formulated for near future action plan committed together.

I do not want to take more time, since I personally would like to hear the real experts in the field present their work and discuss with all participants.

Last but not least, I would like to ask you all to speak here sincerely, amicably, and openly for our mutual benefit. We are here to work together, to share as openly as possible our talents and knowledge of course, but also our shortcoming and needs; for we all have both no doubt. I am speaking as Cambodia’s Director-General of Culture and Fine Arts: I would like to assure you that I will do everything in my capacity to achieve our common goals!

I thank you very much for your kind attention.



## **Human Resource Development for Protection of Cultural Heritage in Pakistan: Present Situation, Challenges and Proposition**

**Tahir Saeed**

*Deputy Director*

Department of Archaeology and Museums

National History and Literary Heritage Division

Ministry of Information, Broadcasting and National Heritage, Pakistan

### **Introduction to the Cultural Heritage of Pakistan:**

The land where Islamic Republic of Pakistan is located had been a seat of a number of world's leading civilizations. There are a number of archaeological evidences ranging from pre-historic to colonial period to support this claim. The traces of human activities during the Stone Age are well attested on the soil of Pakistan in Potohar region of Punjab province and at Kot Mondahi and Las Bela in Balochistan province. The remains of earliest Neolithic period have been discovered in the Kacchi Plain near Sibi at Mehrgarh, Balochistan. It was here that the people started their settled lives and cultivation during the 8<sup>th</sup> – 9<sup>th</sup> millennium BCE. This provides the base for the subsequent emergence of one of the oldest civilizations of the world in the form of "Indus Valley Civilization" during 3<sup>rd</sup> millennium BCE. The Achaemenian period of Persia established their sovereignty during 6<sup>th</sup> century BCE over most of the lands comprising present day Pakistan. The Macedonian invasion led by Alexander the Great in 326 BCE is likewise a great event in the history which served as a vehicle in the process of cultural interaction between East and West civilizations. Buddhism reached Gandhara (northern part of Pakistan) in the 3<sup>rd</sup> Century BCE during the reign of Asoka the Great of the Mauryan dynasty and flourished under the royal patronage of the successive ruling dynasties of Indo-Greeks, Scythians, and Parthians. It reached its climax in the 2<sup>nd</sup> Century CE under the Kushans. The first impulse of Islam was felt in the south western regions of Pakistan when a young Arab general Muhammad Bin Qasim entered Sindh Province in the early 8<sup>th</sup> Century CE. The Mughals rule from 16<sup>th</sup> to 18<sup>th</sup> Century CE was however, very important episode in terms socio-cultural as well as political history of Pakistan (Fig.1).

### **Cultural Heritage Protection Agency:**

The Federal Department of Archaeology and Museums (DOAM) which serves as one of the main cultural heritage protection agencies is continuation of "Archaeological Survey of India" (ASI) created in 1860 during the British Colonial Period. It was established for carrying out archaeological researches including excavations, explorations, protection and conservation of moveable and immoveable heritage of the British India. After creation of Pakistan on 14<sup>th</sup> August, 1947 the nation inherited the same department by changing its nomenclature as "Department of Archaeology and Museums" to fully express its functional obligations. Since its inception the Department of Archaeology and Museums served as almost sole custodian of tangible cultural heritage of Pakistan until 2011. However, in sequel of 18<sup>th</sup> Constitutional Amendment all the monuments/sites were transferred to the respective provinces

during 2011 along with assets and human resource whereas the Department of Archaeology and Museums is retained to perform its national and international obligations for proper preservation of cultural heritage at federal level. At present almost all the functions which were previously assigned to the Department of Archaeology and Museums possessing the legacy of 150 years, are now being dealt by the respective provincial departments of Archaeology.

### **Human Resource Development:**

Human resource refers to the talents and energies of people that are available to an organization as potential contributor to the creation and realization of the organization's mission, vision, values, and goals. The development refers to a process of active learning from experience-leading to systematic and purposeful development of the whole person, body, mind, and spirit. The human resource development (HRD) is the integrated use of training, organizational and career development efforts to improve individual, group, and organizational effectiveness. It is thus the process of adding value to individuals, teams or an organization as a human system. The human resource management (HRM) deals with procurement, development, compensation, maintenance and utilization of human resources. HRD deals with efficient utilization of human resources and it is a part of HRM.

### **Situation of HRD before Devolution of the Federal Department of Archaeology and Museums:**

A large number of archaeological activities such as; excavations, explorations, conservation of monuments and sites were undertaken first by Archaeological Survey of India and later by Department of Archaeology and Museums after its inception in 1947. This country is witnessed of an active and persistence collaboration and cooperation in the field of cultural heritage preservation between the Department of Archaeology and Museums and other friendly countries like Italy, France, Germany, England, U.S.A, Korea and Japan. In the early 20<sup>th</sup> century, Sir John Marshall, Director General, (ASI) was very instrumental to establish periodical camps for archaeological officers at the excavation sites to teach them the various techniques of excavations and conservations. The trained archaeologists later on applied their learned skills in works carried out independently at different places. Among his students some attained high distinction as archaeologists, conservationists who were instrumental in transferring their knowledge and expertise acquired during service in the Archaeological Survey of India to the younger generations of archaeologists entering the service of the newly designated Department of Archaeology and Museums. This was the first concrete step for the development of human resource in the history of Department of Archaeology and Museums.

The foreign Archaeological Missions working in Pakistan for carrying out archaeological explorations and excavations in the country helped a lot to train the young archaeologists of the Department of Archaeology and Museums. In post-independence period, the partial or extensive excavations in the different areas of Pakistan were continued from time to time. In all these excavations the participating Departmental staff had occasion to refresh their skills at field archaeology as well as conservation of archaeological sites/historical monuments. Hence a greater training ground for learning the latest trends in the field of archaeology for them was provided by a number of foreign archaeological missions in Pakistan. Thus, we can see that the Federal Department of Archaeology has inherited the practical

experience in field archaeology and conservations of monuments/sites for nearly a century from the beginning of Sir John Marshall's work at Taxila in 1913 up-to the devolution of the Department of Archaeology in 2011. During this period of about one hundred years the Department of Archaeology and Museums produced a large number of specialists in the field of archaeology, museology and conservation science.

During the last 70 years, the Department of Archaeology and Museums has undergone various changes and improvements for better services to the cause of archaeology and museology. The Department of Archaeology and Museums declared 405 important archaeological sites/monuments as "protected" under Antiquities Act, 1975, established 12 Museums in the different parts of Pakistan as well as subordinate Circle/Regional Offices in the country (Fig. 2-4). The Directorate General with its Headquarters first at Karachi now at Islamabad (since 2005) regulated the working and activities of its sub-ordinate offices before the devolution process in 2011. The human resource of the Department of Archaeology and Museums available before the devolution (Fig. 5) is given in the following table: -

S.No.	Offices of Department of Archaeology & Museums	Total Posts
1	Directorate General of Archaeology & Museums, Islamabad	87
2	Northern Circle of Archaeology, Lahore	241
3	Southern Circle of Archaeology, Karachi	229
4	Exploration & Excavation Branch, Karachi	34
5	National Museum of Pakistan, Karachi	120
6	Sub-Regional Office, Peshawar	116
7	Sub-Regional Office, Taxila	134
8	Sub-Regional Office, Quetta	36
9	Sub-Regional Office, Multan	13
10	Sub-Regional Office, Gilget	18
11	Pakistan Institute of Archaeological Training & Research, (PIATR), Lahore	10
12	Central Archaeological Laboratory, Lahore	13
13	Water and Soil and Investigation Laboratory, Moenjodaro	6
	<b>Total</b>	<b>1057</b>

The available human resource reveals the acute shortage of trained officers/both at federal and provincial levels (Fig. 6-10). Similarly, the situation of overall and province wise availability of professionals such as; archaeologists, conservationists, chemists, architects etc. is also not very much different from the available trained human resource available for preservation of cultural assets in the shape of both movable and immovable antiquities (Fig. 11-18). The international institutions which provided training facilities to the officers of the Department of Archaeology and Museums mainly includes; ICCROM, JICA, ACCU, Japan (Fig. 19).

### **Major Achievements of Department of Archaeology and Museums:**

The Department of Archaeology and Museums works under the legal framework called as Antiquities Act, 1975 and a number of Rules framed under this Act. Besides, it controls and collaborate the archaeological activities of the foreign missions, and coordinates with national organizations in identical manners. Since its inception it achieved a number of millstones such as; archaeological surveys in various areas of Pakistan, regular and extensive explorations/excavations at several sites, conservation of sites and monuments on the protected sites/monuments under the Antiquities Act, 1975, establishment of several new museums and improved the old ones. The most important monuments having Outstanding Universal Value like Moenjodaro, Taxila, Takht Bahi, Fort & Shalimar Gardens, Lahore, Historical Monuments at Thatta, and Rohtas Fort are inscribed on the World Heritage List of UNESCO. The Department of Archaeology and Museums up-to now have placed 26 cultural, natural and mixed heritage sites on the Tentative List of Pakistan. More than 50 special exhibitions of the antiquities and works of art from Pakistan were mounted and sent abroad to introduce the rich cultural heritage of the country. In the field of research and publications, various projects especially cataloguing of antiquities and works of art preserved in various museums had been successfully undertaken in addition to monographs on special subjects of archaeology in the shape of 'Memoirs' in addition to an annual research journal namely "Pakistan Archaeology" which was undertaken in 1964. The individual Officers of the Department also contributed to the subject a great deal according to their field of specialization and through their researches produced several monographs and treatises both at home and abroad.

### **Situation of HRD after Devolution of Federal Department of Archaeology:**

If we look at a glance the scenario after devolution of 2011 and the obligations of the Federal Government at national and international level, we come to the conclusion that even the devolution of the archaeological sites and historic monuments have not absolved the federal government of its prime responsibilities of preserving the cultural heritage on its soil considering as heritage of the entire humanity, for which Pakistan has committed itself by ratifying UNESCO Conventions.

### **Post Devolution Issues:**

1. Dual jurisdiction between provinces and federation (legal complications).
2. Realigned relationships between provinces and federation.
3. Paucity of human resource for proper protection and preservation of cultural heritage.

### **Some issues of Archaeological activities in Pakistan:**

- The responsibility of looking after the sites and monuments stand divided between the provinces like Taxila site.
- A situation emerged where one genre of cultural peculiarities may exist in some provinces and remain very insignificant or totally absent in other like paper conservation laboratory in NMP, Karachi and PIATR in Lahore etc.
- Difficulty to maintain a modicum of uniformity in the techniques of excavation or conservation for a given set of cultural peculiarities distributed unevenly over different provinces.

**Present situation and challenges of human resource development for cultural heritage protection both at federal and provincial level:**

1. The real fact has been that the growth and development of the Department of Archaeology has been rather lopsided and inconsistent with the needs of the subject and the aspirations of the nation, while the subject of Archaeology too did not receive the serious attention it needed. Although in the recent past a few Universities included it in their academic activities, this was only superficial and not real and serious enough to have a real breakthrough on the modern lines the European or American Universities or even those in our neighbourhood are practicing.
2. Out of the thousands of potential archaeological sites and standing historical monuments spread throughout the length and breadth of the country, only 405 have been brought under the purview of the Antiquities Act 1975, including 6 World Heritage Sites inscribed on the World Heritage List of UNESCO.
3. Due to paucity of human resource and inadequate funds, while the fact of the matter is that due to lack of proper action on the part of the Department and negligence and poor appreciation of the unformed and unappreciative general public, many monuments and sites are disappearing every day making the cultural heritage of the country poor and debris.
4. This alarming situation has all the more been aggravated by the constant and consistent threat of illegal digging of sites, theft, plundering and smuggling of antiquities and works of art from the country.
5. In order to overcome the shortage of human resource, further improvements were made from time to time for better and efficient working of the Department. Many Officers who received initial training in the Department were sent abroad for higher education and training. Some of them returned with Ph.D. degrees in various fields of specialization. This manpower proved to be the backbone of the archaeological service in Pakistan.
6. While other related disciplines like Paleography, Numismatics, Epigraphy, Ethnology, Anthropology etc. have developed on more scientific lines. The scanty human resource in the country itself has less competence to take up the subject according to modern standards. Under the circumstances, we have to take some serious and positive steps to reorganize the archaeological service of Pakistan commensurate to its real needs and to help it build up to face the new challenges of the ensuing 21st century. The following measures are therefore bare minimum of the requirement: -



### **1. Training Institutions:**

For the purpose of imparting education and training to the prospective archaeologists, museologists and conservationists, training institutes may be established in all provinces of the country for human resource development for preservation of cultural heritage of Pakistan. The foreign training facilities should be provided to the officers of the provincial and federal departments of Archaeology in all the disciplines of Archaeology.

### **2. Active Association of Universities and Allied Organizations:**

The complex nature of the subject and modern development in which various basic sciences have active role to play, has made archaeology a multi-disciplinary subject. It is, therefore, impossible for the Department of Archaeology to have experts and specialists of all the relevant subjects on their staff. The international practice is to obtain services of specialists in various scientific organizations and teachers and professors of various Universities for such problems/projects. These measures will also have to be adopted in Pakistan so that efficient and expert services of these specialists are available to meet the challenges of human resource development for cultural heritage protection in Pakistan.

### **3. Survey and Documentation of Sites and Monuments:**

It is an undeniable fact that there are thousands of monuments spread all over the nook and corner of the country which need immediate steps for their study and preservation. Unfortunately, the Provincial Governments themselves too have no arrangements for their record and preservation. The immediate task therefore, is to create a Monument Branch in all the Provinces to carry out extensive survey to comb all the monuments and sites in their areas and to prepare their digital 3-D documentation. This accumulative work will show the potential of cultural heritage of Pakistan. The exercise would lead to the main question of their protection, preservation and maintenance which would ultimately be helpful in the required training.

### **4. Need of Advisory Board of Archaeology:**

This Board would be the supreme body to formulate policy guidelines and to advise the provincial departments to undertake measures for proper and effective protection, preservation and projection of the cultural heritage of Pakistan.

### **5. Foreign Archaeological Missions:**

Before the devolution field archaeological activities were in full swing by foreign archaeologists in Pakistan. However, since 2011 the number of foreign archaeological missions has been decreased. While evidence and documentation are disappearing steadily, it is necessary that a controlled Lenience policy should be allowed to the working of these Foreign Missions by the Federal Department of Archaeology in consultation with provincial governments.

### **6. Professional Contacts:**

In order to gain proficiency and competency in various fields and disciplines of archaeology,

constant and consistent official and personal contacts with the experts and specialists all over the world are very necessary. Pakistani specialists and archaeologists should be encouraged to have these professional contacts so that the knowledge could be kept up-to-date. This should also include sending our young archaeologists abroad for training in various fields and utilization of the scientific and technical assistance offered by advanced countries from time to time.

## 7. Laboratories and Technical Services:

Technical services for the purpose of research, documentation and conservation of movable and immovable properties are to be strengthened and enlarged to come up to the required international standard. For instance, no provincial departments of Archaeology possess services of various methodologies of chemical treatment of antiquities and their dating of scientific standards like C-14, Thermo luminescence etc.

## Conclusion:

While the measures suggested in the foregoing pages precisely related to the actions to be taken by official agencies, we have to see that;

- The intelligentsia of the country should be involved in the whole process.
- The awareness and dissemination will have to be created from the gross route level.
- Basic measures should be taken to include the subject of Archaeology in education system according to the practices in advanced countries.
- After all, the younger generation has to know the importance as they are to control the destiny of the country tomorrow.
- Establishment of training institutes for providing regular training facilities to staff in the field of archaeology, museology, conservation science and latest space technology i.e. remote sensing LIDAR techniques.
- Provision of foreign training facilities at international institutions in Italy, Japan and other countries for human resource development for cultural heritage projection.
- Establishment of scientific laboratories for protection of cultural heritage.

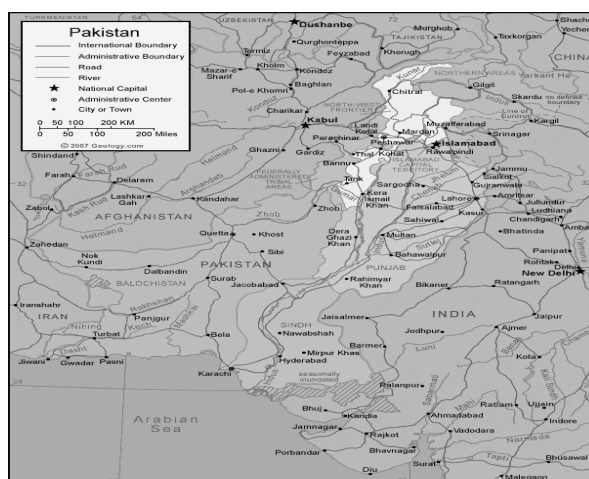


Fig.1: Location map of Pakistan

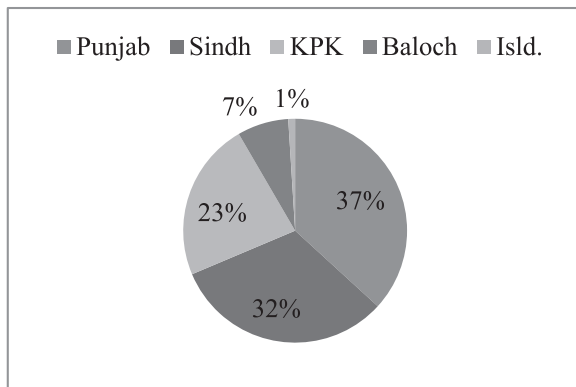


Fig.2: Protected sites and monuments in Pakistan

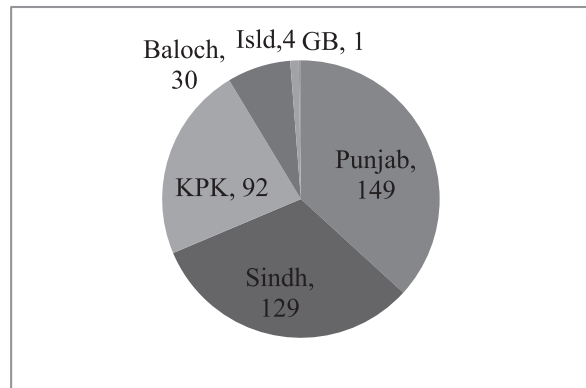


Fig.3: Distribution of protected sites and monuments in Pakistan



Fig.4: Protected sites/monuments (405) and Human resource (1057)

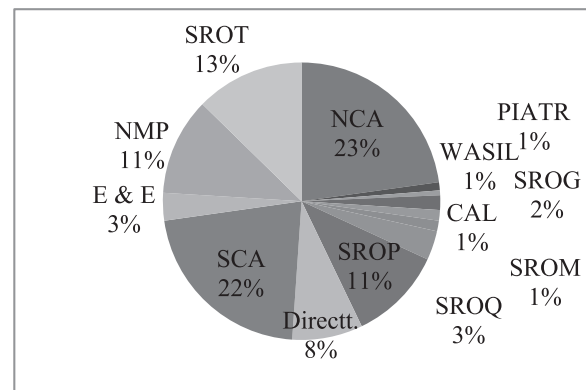


Fig.5: Human resource (total 1057) of Department of Archaeology before devolution process in 2010

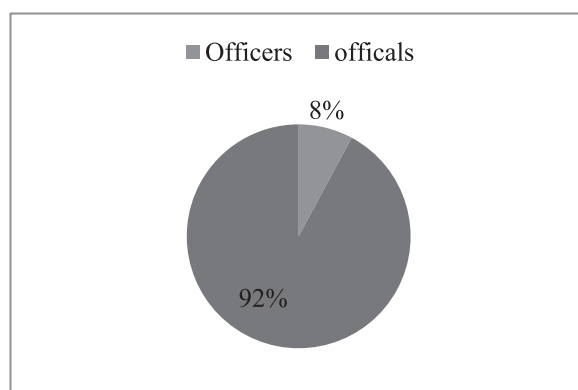


Fig.6: Human resource of Department of Archaeology showing officers and officials

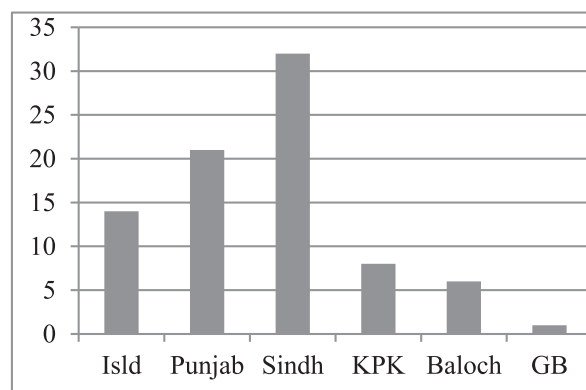


Fig.7: Province wise human resource of officers

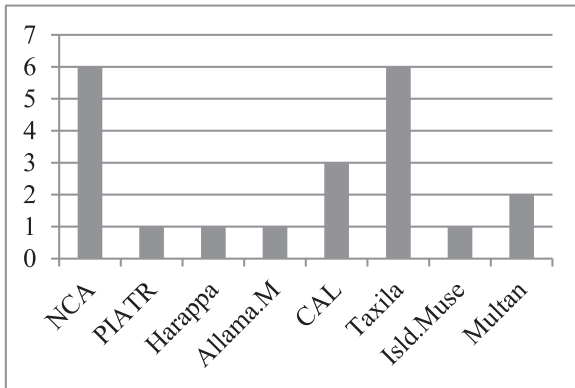


Fig.8: Punjab province human resource of officers

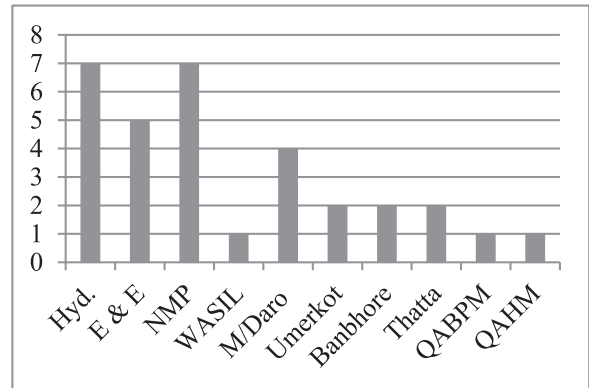


Fig.9: Sindh province human resource of officers

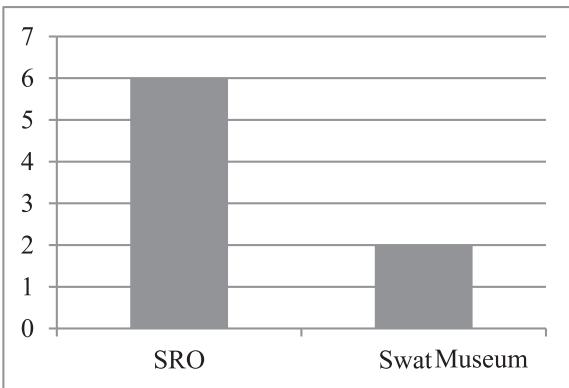


Fig.10: KPK province human resource of officers

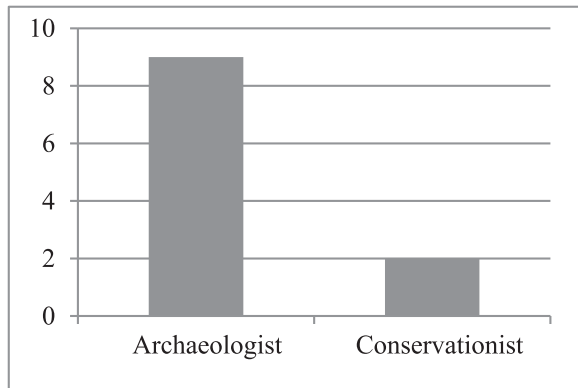


Fig.11: ISLD. human resource of officers

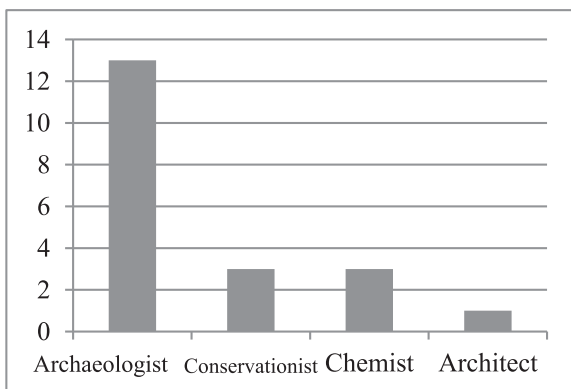


Fig.12: Punjab province human resource of professionals

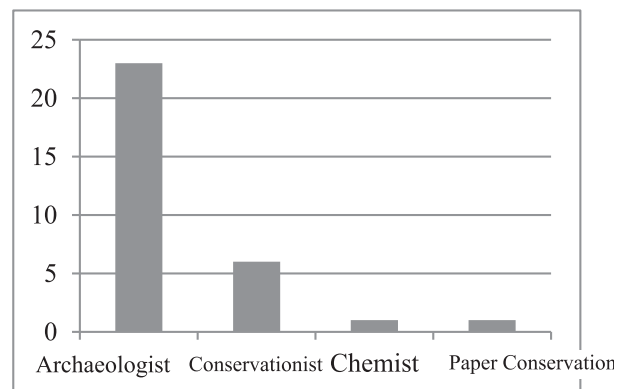


Fig.13: Sindh Punjab province human resource of professionals

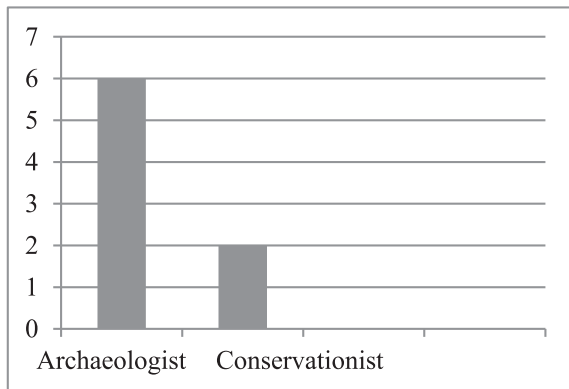


Fig.14: KPK human resource of professionals

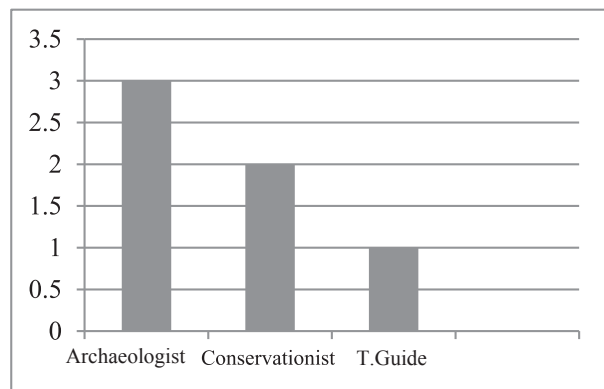


Fig.15: Balochistan human resource of professionals

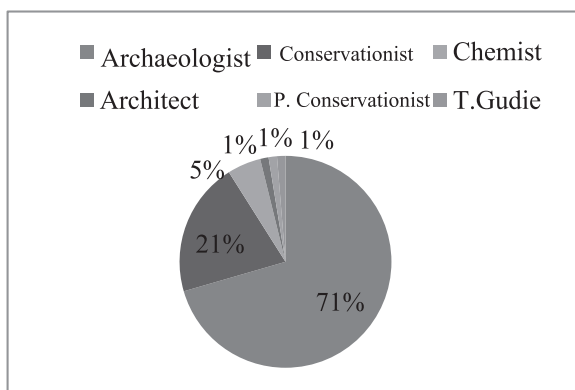


Fig.16: Overview of professional human resource of Department of Archaeology

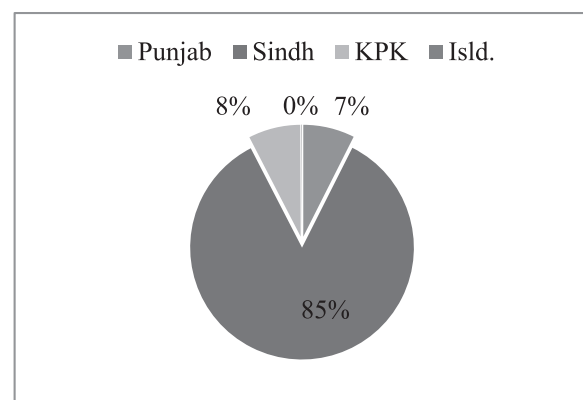


Fig.17: Province wise details of antiquities stored in the museums

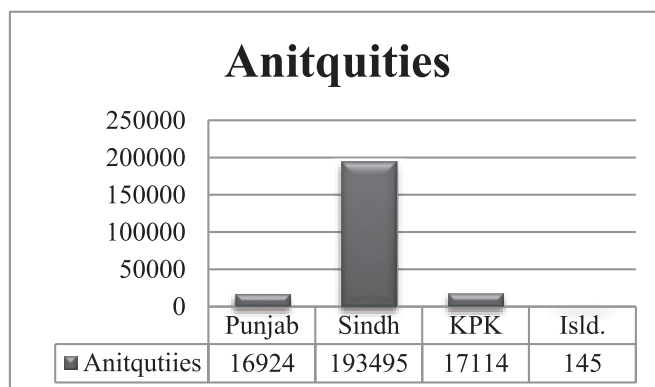


Fig.18: Province wise details of antiquities stored in the museums

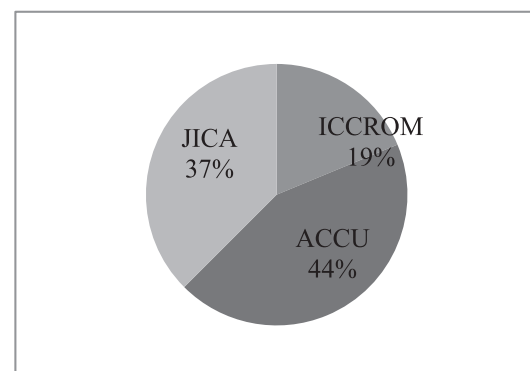


Fig.19: Training facilities provided by international institutions to DoAM professionals (1980-2016) (ICCROM=3, ACCU=7, JICA=6, TOTAL=16) [workshops, conferences, seminars, exhibitions etc. excluded]



## **Some Challenges on Managing Cultural Heritage in Papua New Guinea**

**Alois F. Kuaso**

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Papua New Guinea National Museum and Art Gallery

### **Introduction**

Management of cultural heritage in Papua New Guinea is no small task but a mammoth one where only a few are at the forefront to cover and speak for the entire country. In its limited use, by 'management' I mean interpreting and applying policy and law to protect and manage the heritage. Cultural heritage refers to tangible material culture not necessarily limited to those housed in museums but inclusive of immovable in-situ items, sites, monuments, structures, features and places, etc. Institutional responsibility of protecting these cultural heritage lies with the PNG National Museum and Art Gallery which is mandated by law to look after the cultural heritage of the country.

### **Aim**

The aim of this presentation is to provide a general perspective on human resource development in regard to cultural heritage management in Papua New Guinea. Adequate coverage is not possible but focus will be on a few things that is illustrative of the plight and challenge of human resource development in respect to cultural conservation and protection.

### **Background of PNG's Participation**

Involvement of participants from PNG in the ACCU Nara training on archaeological properties protection dates back to 2000 when I represented PNG. After me, two other colleagues of mine followed up on this training – Herman Mandui in 2001 and Nick Araho following on in 2004. All three of us worked at the PNG National Museum and Art Gallery as archaeologists. Apart from NMAG, PNG was represented at various times by personnel from Conservation Areas Protection Authority and National Commission for UNESCO. Generally, we came to Japan with the intention to hear, see and learn and take back the knowledge for our own work in relation to heritage management and protection in the country.

Speaking on behalf of those of us who have the benefit of participating in the ACCU Nara archaeological protection training programmes, I must admit for most of us it was unforgettable experience – exposure to a wide range of heritage protection topics and methods.

### **Legal Enforcement**

The legal responsibilities of the National Museum and Art Gallery are featured in three legislations directly under its jurisdiction. In regulating and enforcement compliance in regard to protection of



cultural heritage properties are:

- National Cultural Property (Preservation) Act 1965
- War Surplus (Materials) Act 1952
- National Museum and Art Gallery Act 1992

All three of these laws are outdated and require urgent amendments that if enacted would reflect current practices, trends and thinking. Working in partnership with the Australian government, plans are envisaged now to engage a legal heritage advisor who if and when formally engaged may assist with the review and/or drafting of new legislations.

### **Shortage of Heritage Managers**

One of the biggest challenges facing Papua New Guinea as a nation is that there is a very limited pool of experience heritage managers around. Part of the challenge lies with creating jobs and/or opportunities in both the public and private sectors which aims at retaining graduates coming out of universities. With very limited number of jobs going around, potential candidates are absorbed into the general workforce and shielded into obscurity. Hence, heritage managers directly involved in conservation and protection of cultural heritage properties and of creating awareness and outreaches are very few. I must admit, those few of us one way or other collaborate on common issues irrespective of our affiliations to see that the national interest is maintained and kept alive.

### **Institutional Capacity Issues**

I shall speak in respect to what my colleagues and I have been doing. The jobs that we do, the responsibilities and expectations that come with these are enormous. We have people dealing with anthropology-related ethnographic collections including assessment and enforcement of law when it comes to protection and export of cultural properties.

Whereas the other group of heritage managers are part of a small group that deal with monitoring and assessment of cultural properties associated with major impact project developments and fostering relations and working in collaboration with stakeholders and partners on conservation projects of national importance.

The NMAG apart from its core business of managing the national collections, facilitating access to its vast collections and education and keeping an inventory of archaeological and traditional sites, has the added mandatory responsibility of law enforcement and compliance monitoring. There are few of us doing this from research to site assessment, monitoring and evaluation to enforcing compliance to law, policy and acceptable best practice standards. The NMAG itself as the national body for this work is retarded in its approach due to unavailability of suitably trained and experienced professionals. Those of us in the system are overloaded and overworked.

With an increased number of development projects going in the country, there is a greater need of monitoring. At times, we are overwhelmed by the sheer number of demands, limited by funding and manpower, we many times give less priority to investigation or do follow ups on prior engagements.

The challenge now is for institutional restructuring which will allow creation of an additional heritage management unit for monitoring and enforcement. Increasing manpower through a restructure is one way forward but challenges remain due to vagueness and limitations of heritage laws that are easily exploited by project developers.

### **Impact Assessment and Monitoring**

As heritage managers, one of the tasks we do is assessing impact of project developments in relation to cultural heritage site management in the country. The NMAG leads the way in doing this and there is a number of ways we do this of which few are outlined here:

- Issuing of research permits – the NMAG is the main body that assess research applications for archaeological research. Essential it is method where we keep control in knowing who does what, when and for whom whether for sake of research itself or in pursuit of consultancy engagement.
- Reviewing environment impact assessment reports pertaining to cultural heritage as part of the legal process of verifying compliance in fulfilment of environmental laws.
- Maintaining constant engagement discussing framework and issues on cultural heritage management with a project developer.
- Site investigation and ensuring compliance to acceptable and best practice standards and holding project developers accountable for their actions.
- Carry out community awareness and consultations in respect to project developments.

Challenges we have come to face or know about over the years:

- Not knowing what is happening out there, we as regulators are not consulted.
- Deliberate destruction to cultural properties in violation of mitigation options.
- Environment law is very vague to when a cultural heritage impact assessment can be carried out, thus allowing for destruction to cultural properties.
- Remoteness of projects makes it all the more difficult for access and monitoring.
- Lack of manpower for monitoring

- Project developments taking place without due diligence to cultural heritage management.
- Cultural heritage law has no specific provision that would force a project developer to fund the costs of cultural heritage studies including periodic monitoring.
- No existing cultural heritage management framework for project developers.

### **Kuk World Heritage Site**

In 2008, Papua New Guinea has its first and only site – the Kuk early agriculture site listed as a World Heritage Site. The Kuk site is found in Waghi Valley of the central highlands of Papua New Guinea. It is an important site in PNG and the world where evidence of wetland swamp exploitation shows independent development of early agriculture dating to 9,000 BP.

Kuk was accepted as a World Heritage Site without an accompanying management document in 2008 but with a promise that one will be made available in March 2009. With no management document being produced in 2009, CEPA and its partners engaged an NGO to write one between 2010 and 2013. Finding this document very deficient in its governance structure, scope, and application – in 2017, CEPA and the NMAG with their partners including with financial and technical assistance from Australian government set out to write a management document that is reflective of governance structure, clear cut goals and aims, procedures of engagement and consultation and programme implementation schedules.

A number of challenges come to the fore when we the discuss Kuk World Heritage Site. A few important ones that we have come to recognise are: absence of a proper management plan, sustain funding, heritage coordination office, manpower and capacity issues, community engagement and empowerment and local infrastructure development.

Kuk World Heritage Management Plan – danger of being delisted if no management document is produced. Due to shortage of manpower and lack of highly skilled personnel within the key stakeholders – CEPA and NMAG – the Australian government through its Environment Department has supported the programme in an advisory role with personnel and some much-needed funding. Hence, collaboration by key partners to produce the management is at an advance stage and hopefully if all goes well see it being launched in late January 2018.

Funding issues – biggest problem with Kuk is sustained fund by the government. Government budgetary allocation for Kuk is non-existent, thus, funding is made available on an ad hoc basis and manage with contributions through cost-sharing between CEPA, NMAG and the Australian government.

World Heritage Secretariat – within CEPA is the World Heritage Secretariat responsible for coordinating and managing the Kuk World Heritage Site– existing in name only with only one staff

managing the desk, the challenge is huge not only of lack of support personnel but because Kuk being an archaeological site does not attract qualified persons to work with CEPA.

Manpower and capacity issues – these are issues that run across the entire spectrum of cultural heritage management in the country. NMAG and other partners like CEPA cannot adequately supply experienced personnel who can provide support to this important work. Part of the reason for that is the absence of a cultural heritage management policy which naturally will drive the creation of offices with adequate and sustain funding that can attract qualified technical personnel. As the case is now, manpower and capacity issues will continue.

Presentation of Kuk – One of the challenges facing us is the presentation of archaeological features of Kuk. Issues of infrastructure development is something for the government to think about but we as professionals come to realise the importance of conveniently portraying these deeply buried ancient drainage systems on the surface for public access. At present, an information centre exists at Kuk where photographic exhibitions are on display. Compounded with this is the lack of training of local heritage officers who we believe in future will be at the forefront of managing and implementing programs for this World Heritage Site.

Those of us who have the benefit attending ACCU training realise the effort that the Japanese government and its institutions go into creating and maintaining lively interactive exhibits of ancient societies in controlled environment. Our Japanese experience is something we realise can benefit the work of Kuk though none of us can claim to have the technical expertise to make this happen but we understand that there is room for collaboration and assistance if we request such from the Japanese government.

### **Military Heritage Management of the Kokoda Track**

Another example of an important conservation work going on in the country is the development of a military heritage management plan for the Kokoda Track. Again, we have to work closely with Australian government which comes up with the advisory personnel and money for this project. Building on from studies and documentation that were done in the past, the project looks at completing a military heritage plan which shall have an added goal for application to managing other historical properties in the country.

### **Shortage of Museum Conservation Specialists**

Speaking as a museum administrator, we thoroughly lack proper conservation specialists to assist us to carry out much needed conservation works on cultural and historical properties at the museum and other in situ and/or immovable cultural and historical scattered across the country. Recently at a workshop, a question was put to a metal conservator from the Australian War Memorial Museum whether that organisation can help in the Kokoda Initiative project to apply preventive conservation to remains of World War Two relics on the track. The answer was encouraging – it would be too costly

and local personnel if train in this kind of work may find their job too difficult to perform long-term with no funding support.

Exchange programmes or specialised training is something we see can support our conservation unit. Our museum, the only one in the country housed the entire collections of the country and the responsibility goes beyond the museum environment to include conservation of cultural and historical properties of the entire country. Thoroughly found wanting are people with technical skills in paper, metal, wood, fibre and textile conservation.

There is a dire need in the areas of certain skills development and I think a way forward is collaboration and networking but that would come if we have appropriate personnel working towards that end.

## **Conclusion**

I have endeavoured in an eclectic manner to provide some useful insight or perspective to a few of the challenges besieging heritage workers and managers in Papua New Guinea. At the core of these challenges affecting human resource development for cultural heritage management and protection in Papua New Guinea are sufficient and sustain funding and attracting qualified and experienced personnel.

The challenges we faced are multifaceted: from law enforcement to administration and capacity issues to funding. Institutional and government to government collaboration is something that is working for us now but long term, the country needs a cultural policy which will direct activities.

In conclusion, I would like to suggest if possible cultural heritage protection in ACCU training should focus on individual training targeting one or two particular topics/subjects. That would come with knowing the needs and challenges being faced in a country. An added benefit to that is that it guarantees quantifiable outcomes.

The presentation of the ancient features of agricultural practice at the Kuk World Heritage site is something we plan to model from our ACCU training experience. At some point in time and if conditions permit, we may seek assistance – both technical and funding support as and when we complete the management plan which will in turn inform us of what to do.

Thank you.



### III. Conclusions





**Conclusions of the International Conference 2017**  
**“Present Situation and Challenges Regarding Human Resource**  
**Development for Cultural Heritage Protection in the Asia-Pacific Region”**  
**19 – 21 December, Nara, Japan**

**Summarized by Rohit Jigyasu**

The international conference “Present Situation and Challenges Regarding Human Resource Development for Cultural Heritage Protection in the Asia-Pacific Region” was held as second part of the consecutive two-year conference to discuss the capacity building for cultural heritage protection in the Asia-Pacific region and proper future direction of the ACCU’s activities in the field.

Following capacity building initiatives currently undertaken by ACCU Nara Office were discussed during the conference:

1. Group Training Course
2. Specific Theme / Individual Training Course
3. Overseas Workshop

The existing format, evaluation and recommendations for each of the above initiatives based on the feedback of Japanese and overseas participants are described below:

**1. Group training course**

**1.1 Existing Format:**

- Duration: about one month
- Number of participants: 15
- Theme: “Preservation and Restoration of Wooden Structures”  
“Research, Analysis, Preservation and Utilisation of Archaeological Sites and Remains”

**1.2 Evaluation:**

- The two main themes on archaeology and conservation of wooden heritage structures are very relevant and should be continued.
- The courses are very effective due to friendships among the participants forged during the course and sharing of ideas among 15 participants from various countries.
- 15 to 20 is ideal number of participants and should be continued.
- The duration of one month is good especially for young professionals as participants can learn specific technical aspects of archaeology and wooden structures.
- Nara is good venue for the course as it has many heritage sites that serve as practical examples.

- The group course is good for future career of participants. Most of the former participants of ACCU training course play significant professional role in their countries.
- The courses offer learning based on theory as well as practical training.

### 1.3 Recommendations:

- The course should cater to young professionals because they can get exposed to new knowledge (opinions of the former participants).
- Current duration, number of participants and themes of the courses are fine and should be continued according to the former participants.
- The training format should be largely kept intact.
- The contents of the course should be adapted to the current global trends according to the experts from Japan and overseas.
- The proposed new subjects include cultural landscape, vernacular houses, combination of wood and other materials, anti-seismic reinforcement, non-destructive analysis etc. (wooden conservation course).
- The Archaeology course should have more emphasis on site planning and management.
- The course should engage various kinds of people other than heritage practitioners.
- The basic and overall training on heritage conservation and management should also be part of the curriculum and participants can adapt it to their own context.
- There needs to be more time for discussion and a facilitator should connect participants and lecturers for more interactive learning.
- Need to encourage participants from Japan to join the course

## **2. Specific Theme / Individual Training Course**

### 2.1 Existing Format:

- Duration: about one month
- Number of participants: 3-6 (up to 3 people per nation)
- Theme: depending on the participants' suggestions

### 2.2 Evaluation:

- Participants can learn in detail about specific subjects and specialise in them.
- Individual training allows more exposure to participants in special areas which add to their professional expertise.

### 2.3 Recommendations:

- Both current target group and duration should be changed. Target group should be mid-career or senior professionals because training held in Japan is also useful for decision makers, senior professionals who can try to arrange and push change in their own countries. Also current duration of the course is too long. It should be 1-2 weeks due to difficulty for senior professionals to stay for longer period.



- The thematic workshop for senior professionals should be advanced level.
- Recommended topics include advanced science & technology, cultural landscape in Asian context, archaeological site management, museology, under-water archaeology, documentation techniques, heritage sites management taking into account climate change and disaster risks, stone conservation, conservation of compound materials (wood and metal), legal frameworks etc.
- Need to encourage participants from Japan
- More time should be allotted for discussions.
- One idea would be to an introductory workshop followed by distance mentoring. Participants can return to share the results of their activities. It is effective but needs more time and financial resources.

### **3. Overseas workshop**

#### **3.1 Existing Format:**

- Duration: about 1 week
- Number of participants: 15-20
- Theme: Depending on the needs of each country

#### **3.2 Evaluation:**

- Many people from the host country can participate at the same time.
- Lectures can be provided in native language.
- It is effective as cultural heritage in the host country can be used for field exercises/training.

#### **3.3 Recommendations:**

- Target group should be more specified. It is more effective for young professionals as it is difficult for them to travel abroad.
- Duration should be longer; ranging from 10 days to 2 weeks.
- It should be organised at national level according to the needs/requests of each country.
- Efforts should be made to include experts as well as craftsmen.

ACCU Nara Office will improve its programmes for human resource development for cultural heritage protection in the Asia-Pacific region and organise more effective activities based on the conclusions of the two-year conference.



## IV. Appendix







## 1. General Information on the Conference

### **International Conference 2017 “Present Situation and Challenges Regarding Human Resource Development for Cultural Heritage Protection in the Asia-Pacific Region” (19 – 21 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 466 experts from 37 countries in the Asia-Pacific region have participated in the programmes.

Many of previous participants play an active leadership role in cultural heritage protection in their respective countries. Accordingly, some of these representatives were invited to attend the International Conference 2016, which was held to discuss the future outlook of the ACCU training programme for heritage practitioners. Participants from Bangladesh, Bhutan, Fiji, Nepal, Sri Lanka, and Viet Nam, who take a leadership position in the field of cultural heritage protection, shared the present situation and challenges regarding human resource development for cultural heritage protection. Through the conference, we recognised some future issues such as the level of the training course; and possibility for expanding the training course implemented in participants' native language.

International Conference 2017 is the second and last in a series, continuing from last year, and its aim is to deepen discussion along with the issues posed in the 2016 conference to shape the feasible direction for the development of entire training programme operation in further fulfilling way. In addition, it will provide opportunity to enrich the networks developed through ACCU training programmes.

#### **3. Dates and Venues**

Dates: 19 to 21 December 2017

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

#### 4. Schedule

**Day 1** Tuesday, 19 December

- 09:15- Opening Session
- 10:00- Keynote Speech
- 11:00- Case Study Report I
- 13:00- Case Study Report II–IV

**Day 2** Wednesday, 20 December

- 09:30- Case Study Report V-VII
- 13:30- General Discussion
- 17:00- Closing Session

**Day 3** Thursday, 21 December

- 09:30-18:30 Participants visit to Ise Jingu.

#### 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 18 to 22 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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## 2. Schedule of the Conference

### Day 1 (Tuesday, 19 December)

09:15 - 10:00 Opening Session

Welcome addresses by organisers: Mr JIKUMARU Shinji, Director of Office for the Cultural Properties Protection, 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 : Mr Gamini Wijesuriya (ICCROM)

“Global Trends in Human Resource Development for Cultural Heritage Protection and ICCROM Training Courses”

11:10-12:00 Case Study Report I: Mr Simone Ricca, (WHITRAP Shanghai)

“Human Resource Development in Asia and the Pacific Region”

13:10-14:00 Case Study Report II: Mr Rohit Jigyasu, (India)

“Building Capacity for Disaster Risk Management of Cultural Heritage  
UNESCO Chair Programme on Cultural Heritage and Risk Management”

14:00-14:50 Case Study Report III: Mr Mohammad Natsir Ridwan M, (Indonesia)

“Present Situation and Challenges Regarding Human Resources Development for Cultural Heritage Protection in Indonesia”

15:00-15:50 Case Study Report IV: Ms Veronica A. Dado (Philippines)

“Present Situation and Challenges Regarding Human Resource Development for Cultural Heritage Protection in the Philippines”

18:00-19:30 Reception

### Day 2 (Wednesday, 20 December)

09:30-10:30 Case Study Report V: Mr Sonnara Prak (Cambodia)

“Present Situation and Challenges Regarding Human Resource Development for Tangible Cultural Heritage Protection: The Cambodian Context”

10:30-11:30 Case Study Report VI: Mr Tahir Saeed (Pakistan)

“Human Resource Development for Protection of Cultural Heritage in Pakistan: Present Situation, Challenges and Proposition”

11:30-12:20 Case Study Report VII: Mr Alois F. Kuaso (Papua New Guinea)

“Some Challenges on Managing Cultural Heritage in Papua New Guinea”

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, 21 December)

**Excursion:** Participants visited Ise Jingu.

### 3. List of Participants

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World Heritage Institute of Training and Research for the Asia and the Pacific Region under the Auspices of UNESCO (WHITRAP Shanghai)

#### **INDIA**

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**PAPUA NEW GUINEA**

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**PHILIPPINES**

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## 4. References

### Participants' Opinions (2016)

#### **Benefits of ACCU training course (Group Training, Individual Training, Overseas Workshop)**

Group Training is very essential for the DoA's officers. Workshop held in own country with Japanese instructors also will be more effective. Advantage is that at least 12-15 participants will be able to take training together in own language and learn easily. *(Bangladesh)*

In the order of effectiveness, the Group Training of 16 participants from 16 countries in Japan is the MOST effective. But for wider coverage in various regions, the workshop in our own countries with trainers from Japan is good. *(Bhutan)*

Group Training with 16 participants from 16 different countries is fine, that is the great opportunity to each participant. They can learn a huge amount of cultural heritage tradition and system during the training period. Not only this, each of them can observe the local tradition on whole life style and heritage conservation as well as gain the knowledge through the participants, their experiences and behaviors. Therefore, this kind of training style is very effective and impressive in the whole life of the participants. Many of the previous ACCU training participants in Nepal, including me, are still in contact through email/mass media and they are holding good position in their context. This kind of training is much helpful for developing professionalism as well as the leadership in the profession.

Individual Training is also fine that the participants can learn in detail in their respective subject and become an expert in the same field.

Workshop is also a much preferable and fruitful training style. Because one or two among many of the professionals in the country can participate in Nara training in a year; but at least 15 - 20 professionals can participate in the workshop conducted in my country, and develop as well as enhance their professional knowledge in their own working environment and context. Therefore, this kind of training style is also much preferable, however should be held in the interval of each 4-5 years at least if we could manage to conduct such training. *(Nepal)*

Through the Group Training, the participants can get the true Japanese experiences and also understand the Japanese culture in different ways. Mainly, as people from a developing nation, it's a good opportunity to change the attitudes by moving with Japanese colleagues during the period. I saw a remarkable change in the thinking pattern of my officers, who had participated in the ACCU courses, and it gave good result to the country. Similarly, meeting 15 participants from 15 different countries are also important. Sharing different ideas from different cultures is valuable to Sri Lankan participants as we have fewer opportunities to move with others due to financial situations. And mainly the opportunity of getting trained by many Japanese experts is the most important aspect.

Individual Training gives a good opportunity to train in particular subject area with the best experts in Japan. All the benefits of the Group Training course is gained and in addition to that the participants get more exposure to their subject. But there should be a good selection procedure in the participating country.

Workshop gives more opportunities to the local participants. Also, the participants who are not good in English could get more benefits. Mainly, training within the familiar environment, gives a good opportunity to solve routine problems. The Japanese experts also get the opportunity to understand the local issues and the course could be planned to fulfil the local needs. But as a technical subject, the translations take time as those translators are not good in the terms. *(Sri Lanka)*

The theme of Group Training “Conservation and Restoration of Wooden Structure” is very suitable for Viet Nam because most of our structures are wooden. I learned a lot of conservation method to be applied for wooden structures in Viet Nam. After the participation in ACCU training, I could develop the knowledge gained through the course to compose a principle for restoration and conservation of wooden structure.

*(Viet Nam)*

### **Working language**

If the training is arranged in Bangladesh, the working language can be Bangladesh. If in Japan, it can be English.

*(Bangladesh)*

English is preferable as the main working language for any kind of training provided by ACCU.

*(Bhutan)*

Preferable language is English as ACCU has been using it since last many years. Providing translation in case of Japanese experts is also fine.

*(Nepal)*

Considering the past experiences, working in native language was easier as most of the participants who were not good at English. But the new generation is quite good at English and therefore future training program could be conducted in English. It is more convenient to translate, Japanese into English than Japanese into Sinhalese. It is because (1) there are no translators who are good at conservation, archaeology and heritage, (2) there are more sources in English which help participants increase their knowledge, (3) the outcomes of the conservation works could be easily published throughout the world when the participants make their final reports in English.

*(Sri Lanka)*

### **Training level**

Both basic and advanced training are needed.

*(Bangladesh)*

We require BASIC training for professionals that have at least worked for 3 beginning years in the field of cultural heritage. For professionals with 10 years and above experience, the ADVANCED training would be highly beneficial to keep the professional updated to technology and new methodology in conservation of cultural heritage.

*(Bhutan)*

Basic training needs to be taken in each country because different countries have own strategy and ambition of cultural heritage protection. In general, if the international training course is not totally fruitful, participants can learn one or two things, and enhance the knowledge and implement it in their own way. It is the important point.

*(Fiji)*

Three types of training styles are much fruitful with their different features; I would prefer all and if possible some more training as an advanced or refreshment training for previous ACCU participants. I mean, both ordinary and advanced training are necessary, and would be much grateful if ACCU conducts advanced training as well.

*(Nepal)*

There are two things on Basic and Advanced. The basic training given by ACCU is also advanced for our countries; mainly due to the technology we use is primary comparing to Japan. When considering the heritage management aspects, advanced training is important.

*(Sri Lanka)*

### **Requests for training provided by Japan**

Bangladesh is a historically and archaeologically very rich and resourceful country but we have lack of proper documentation of standing monuments, excavation field, and antiquities. We also need conservation experts and skilled manpower for museum display system (that means museology). Besides these, at present crucial needs for this sort of training are:

1. GIS mapping (Geographical Information System) and its applications
2. Special data collection and 3D modelling for archaeological excavation site
3. Remote sensing technologies for monitoring and conservation of heritage site. *(Bangladesh)*

The methodology of documenting and conserving is pretty much static and therefore, such trainings are good way to train new professionals in the field of conservation of cultural heritage. Bhutan needs training that help deal with the living cultural heritage and how to manage change and integrate development with preservation. The scope of conservation is no longer limited to heritage professionals but also with developers, policy makers and bureaucrat/technocrat. Therefore, multidimensional stakeholder approach to conservation is the requirement and also the challenge to overcome to conservation not just sites and objects but the cultural landscape in totality as well. *(Bhutan)*

Expected outcome of training conducted in my country, especially forthcoming training is documentation of historical monuments/architectural structures and museum objects. It is expected that trainees and the officials would be much aware of the importance of documentation, its regularity or continuation, effort must be done by the government and other initial vital issues. They are most necessary, but not in priority in Nepal; prioritized by neither all professionals nor government. Somehow, we (very few of us) are trying to focus on these matters. Therefore, we expect that the trainees would gain knowledge at least on design/format and its process and completely prepare for a documentation independently and also as I've mentioned above. *(Nepal)*

Department of Archaeology carries out the house training that the new officers entering to the Department service, after graduating from various levels of educational and vocational training institutes, are directed to work with the senior officers. They are given a basic training at the office and then directed to the field training. The senior officers' experiences are transferred to the new recruits and they have to develop their abilities.

Through the ACCU training and others, it is expected to get more benefits than that they are getting from the seniors. What we expect for the training by Japan is the following:

1. Education from foreign experts
2. Sharing experiences of other participants
3. Experiencing different cultures and heritage
4. Understanding new technology *(Sri Lanka)*

### **Bangladesh**

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## Participants' Opinions (2017)

### **Benefits of ACCU training course (Group Training, Individual Training, Overseas Workshop)**

Group Training is the most effective because the participants from different countries could share knowledge and experience in the field of cultural heritage. The most useful/valuable training styles are two kinds: Lectures in class (theoretical realm) and Field Study (Practical aspect) because both make participants to understand about the core subjects to be useful for all participants who need new knowledge and experience through the various National and World Cultural Heritage Sites in Japan. Besides, the Group Training gives not only an opportunity to exchange views with all participants from different countries, but also to exchange views with local citizens' groups who are involved in the protection of cultural and natural properties. *(Cambodia)*

The most effective training models is Group Training as participants from various countries can share knowledge and skills in a specific case studies of approaches. It can be formulated as the best approach in solving a problem. *(Indonesia)*

Individual Training is the most effective for human resource development regarding cultural heritage protection in ACCU training programmes. *(Pakistan)*

ACCU training provided exposure and invaluable insight into protection and development of cultural properties. Group Training should be conducted for young professionals because they can get exposed to a lot of new knowledge. *(Papua New Guinea)*

Group Training would be most effective for human resources development for cultural heritage protection in ACCU training programmes. Not only would there be more people who will be trained at one time, the exchange of ideas and experiences among participants would be very beneficial. Group Training would be cost effective as well. Effective training style could involve lectures, demonstrations, workshops and site visits. *(Philippines)*

### **Working language**

English is very important for working language in international relationship, but it is difficult for foreign participants, like Cambodian, who are not native English speaker. *(Cambodia)*

If training is done in Japan, the use of English is very helpful for the smooth communication between teachers and training participants. Experts from overseas can directly use the English language without the need of a translator. If the expert/ teacher from Japan then can be assisted by Japanese translator into English. For that, candidates need to equip themselves with English skills. *(Indonesia)*

English is an international communication language therefore it should be used for training courses at ACCU. *(Pakistan)*

Japanese to English and vice versa is fine as translation works well. *(Papua New Guinea)*

The working language of training should be in English as all participants are able to understand the language. *(Philippines)*



### **Training level**

Regarding Cambodian participants who have ever participated in ACCU training program, I anticipated that training level is between basic and advanced, it means that we are in level of intermediate course. I mean this type of education offers an education in the cultural heritage protection which enables participants to have the vision and critical skills necessary to truly understand the past and the present; and to plan for the role of cultural heritage in the future of a nation and a cultural region like the Asia-Pacific Region. *(Cambodia)*

Most appropriate training level is advanced level because the basic level should be carried out by each country. Benefits include training and advanced levels after the training of this level, and participants can teach other colleagues in their respective countries (training of trainers) and further develop according to the needs. *(Indonesia)*

Although basic training which may be implemented is essential but more emphasis should be given to advanced level training courses (both short and long term) by ACCU. *(Pakistan)*

It depends on the availability of ACCU's resource persons. There could be one training for basic and one training for advanced. The screening process for the participants will have to match the training each need, whether basic or advanced. The important point is that there is a learning outcome in the trainings which can be applied by the participants when they return to their countries. *(Philippines)*

### **Requests for training provided by Japan**

1. More supported training and capacity building programs, immediate technical assistance and practical training.
2. To develop national institutional capacity and to develop a core of Cambodian experts equipped with the knowledge and experience to ensure national self-sustainability. *(Cambodia)*

1. To increase the competence of human resources of Indonesian for cultural properties.
2. To enrich the standard materials of special work competence for cultural properties.
3. To improve cooperation between Asia-Pacific countries through culture. *(Indonesia)*

In order to come over the conservation problems and challenges of cultural heritage composed of various kinds of materials, Pakistan requires the training in the following disciplines:

1. Conservation of stone built monument.
2. Conservation of sun-dried and mud brick including conservation of tiles.
3. Conservation of immovable antiquities such as; wood, metal ware objects, paper conservation etc.
4. Underwater Archaeology (Marine Archaeology).
5. Space Archaeology (Remote Sensing Technology). *(Pakistan)*

As Papua New Guinea has a lack of conservation skills, the recommended contents for training course are metal conservation and paper conservation. It would be fine if overseas workshop will be held in our country in the future as skills development through interactive participation can be expected. Also, training for mid-careers and discussion-based program are necessary and good topics are policy and heritage management. *(Papua New Guinea)*

Ongoing restoration projects in the Philippines involve several structures with unreinforced masonry. We would like to find out how to approach the proper conservation of the structures or if we can restore them using modern technology and materials. Another challenge is site management. This is considering the fast urban sprawl, growing human population, and climate change which largely affect heritage sites and structures. Basic training in conservation of wooden and stone buildings would definitely be good topics for the training course for young professionals. *(Philippines)*