

## ACCU Training Course on Cultural Heritage Protection in the Asia-Pacific Region 2019



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

Agency for Cultural Affairs, Japan

National Institutes for Cultural Heritage  
Tokyo National Research Institute for Cultural Properties,  
Nara National Research Institute for Cultural Properties

International Center for the Study of the Preservation  
and Restoration of Cultural Property (ICCR)







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## **Preface**

The Cultural Heritage Protection Cooperation Office, Asia-Pacific Cultural Centre for UNESCO (ACCU Nara) was established in 1999 to promote the protection of cultural heritage. Since then, we have engaged in the international cooperation in the field of cultural heritage protection through activities: three types of training course for human resource development, international workshop and the gathering and dissemination of information. We have hosted a total of 598 participants from 37 countries of the Asia-Pacific region in our training programmes as of 2019.

Since we launched the programmes, we have coordinated them in close cooperation with international organisations such as UNESCO and ICCROM and research institutes and museums under the Japan's National Institutes for Cultural Heritage. We also have received plenty of supports from regional organisations to conduct the training courses.

In recent years, it has been recognised that the protection of cultural heritage is not only for specialists, but also for the role of the community where the cultural heritage is located. From this perspective, a two-year international conference was held to share knowledge and experience on the planning and implementation of cultural heritage protection initiatives incorporating residents' organisations. I believe that participants could learn Japanese examples of living with cultural heritage without over-reliance on tourism.

According to the opinions and recommendations from participants and lecturers, ACCU Nara has still improving the training programmes.

### **Group Training Course**

- Target participants: young professionals with 5-10 years experiences
- Training period: about one month
- Theme: "Archaeology" and "Conservation of Wooden Structure" (every two years)
- Number of participants: about 16 from 16 countries
- Venue: Nara, Japan
- Curriculum: lecture, practical training, on-site study, discussion and presentation

### **Thematic Training Course**

- Target participants: mid-career professionals with 10-15 experiences
- Training period: about 2 weeks
- Theme: based on the requests from the participants
- Number of participants: 3-6 from 1-3 countries (up to 3 per nation)
- Venue: Nara, Japan
- Curriculum: practical training, lecture, on-site study, discussion and presentation

### **Regional Workshop**

- Target participants: young professionals (depending on the situation of the host country)
- Training period: about one week
- Theme: based on the needs of the host country
- Number of participants: 15-20
- Venue: one of the target countries of the Asia-Pacific region
- Curriculum: lecture and practical training

### **International Workshop**

- Target participants: senior professionals/ decision makers
- Training period: about one week
- Theme: Management of cultural heritage and community involvement
- Number of participants: about 10 from 10 countries
- Curriculum: discussion, presentation and on-site study

I believe that the participants could acquire the technical knowledge and practical skills as well as broaden their experience throughout the course. It was our pleasure to see the participants sharing knowledge and challenges in their own countries during the course period. Plenty of lively discussions among them and the established friendship could also be valuable for their future career in the field of cultural heritage protection.

And it is our pleasure that the 13rd Regional Workshop has held in Cambodia as the second time where we had the first one in 2007. This year, we have issued an annual report including overview of all ACCU activities. I hope it will be beneficial for all participants, researchers, institutions and organisations engaged in cultural heritage protection in Asia-Pacific region.

Finally, I would like to express my profound appreciation to the distinguished lecturers who kindly shared their expertise and to the organisations that provided generous supports. I also thank all participants for their active participation and mutual cooperation in a friendly atmosphere to acquire the latest knowledge and techniques in this far foreign country, Japan.

*MORIMOTO Susumu*

*Director*

*The Cultural Heritage Protection Cooperation Office,  
Asia/Pacific Cultural Centre for UNESCO (ACCU)*



## Contents

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### Preface

#### I. Thematic Training Course

- 1. General Information ..... 9
- 2. Summary ..... 13
- 3. Evaluation ..... 27

#### II. Group Training Course

- 1. General Information ..... 33
- 2. Summary ..... 38
- 3. Evaluation ..... 59

#### III. Regional Workshop

- 1. General Information ..... 69
- 2. Summary ..... 72
- 3. Evaluation ..... 82

#### IV. International Workshop

- 1. General Information ..... 87
- 2. Summary ..... 91
- 3. Evaluation ..... 98

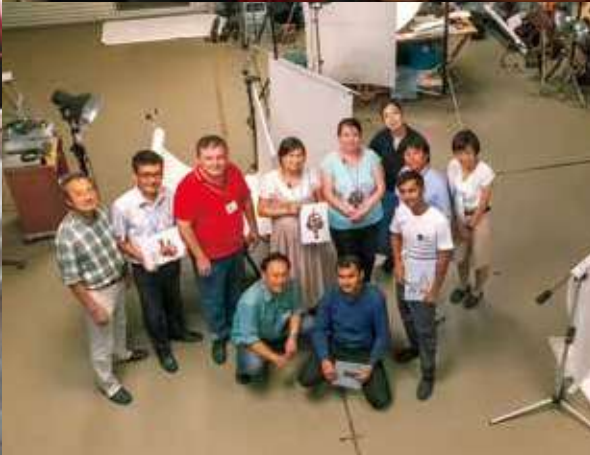
#### V. Appendix

- 1. Thematic Training Course..... 104
- 2. Group Training Course ..... 105
- 3. Regional Workshop ..... 108
- 4. International Workshop..... 111
- 5. Staff Members, ACCU Nara ..... 113



# I. Thematic Training Course

1. General Information
2. Summary
3. Evaluation





# 1. General Information

## Thematic Training Course for Mid-Career Professionals on Cultural Heritage Protection in the Asia-Pacific Region 2019

### ‘Documentation, Conservation, and Utilisation of Museum Objects’

#### 1. Background

Since its establishment in 1999, the Cultural Heritage Protection Cooperation Office, Asia-Pacific Cultural Centre for UNESCO (ACCU Nara), has annually organised Individual Training and Thematic Training Courses for heritage practitioners in countries of the Asia-Pacific region. Under the Thematic Training Course, a small number of specialists from a few countries participate in the programme, with an original curriculum specifically designed to meet their particular needs and instruction in their own language (via interpretation) if they wish. This course accepted 86 participants from 25 countries.

Over the first ten years, most of the needs from Asia-Pacific countries were for training programmes in archaeology, conservation science, and conservation of wooden architecture. In recent years, however, we have received more and more requests for organising programmes on museology. According to information on cultural heritage protection in that region as assessed by the Nara National Research Institute and JCIC-Heritage (Japan Consortium for International Cooperation in Cultural Heritage), human resource development for museums is an urgent issue due to multiple projects involving the establishment and renovation of museums.

In response to these current needs, ACCU Nara has organised a training course under the theme of museology since 2015 with specific contents for experts working for museums in the countries of South Asia, Southeast Asia, the Pacific, and West Asia. The theme of museology is also a matter of great interest as indicated by communications we have received from experts in Central Asian countries. The need for capacity building in the conservation and management of museum objects, and in particular, practical training in the restoration/repair work for such objects, has been expressed due to the limited opportunities to obtain knowledge and techniques in this field. In addition, training in documentation for making an inventory and in the latest exhibition methods are also required in conjunction with the establishment of new museum facilities in those countries.

Based on these requests, ACCU Nara has decided to invite specialists working at museums in Kyrgyz, Tajikistan, and Uzbekistan to this training course on the theme of ‘Documentation, Conservation, and Utilisation of Museum Objects’.

#### 2. Organisation

##### Organisers

- Agency for Cultural Affairs, Japan (Bunkacho); Financial support of the course
- Asia-Pacific Cultural Centre for UNESCO (ACCU); Overall course planning and administration
- National Institutes for Cultural Heritage, Nara National Research Institute for Cultural Properties (NNRICP): Dispatch lecturers to the course and provide professional advices/support

##### Support

- Japanese National Committee for the International Council of Museums (ICOM Japan)

#### 3. Date and Venue

Dates: 24 July (Wed) – 7 August (Wed) 2019

Venues: ACCU Nara Office, Nara National Research Institute for Cultural Properties and museums of cooperating organisations

#### 4. Objectives

This training course aimed at providing participants with broad knowledge and practical techniques concerning the conservation and repair of museum objects. After the participants were decided, ACCU Nara conducted a questionnaire survey to confirm their work content and what they wanted to learn during the training course. Afterwards, the training curriculum has set the following four themes based on participants' requests.

- Exhibition methods
- Conservation techniques
- Photographic documentation
- Museum education activities

#### 5. Training Curriculum

Thematic Training Course 2019 'Documentation, Conservation, and Utilisation of Museum Objects'

Mon	Date		09:30～12:30	13:30～16:30	Venue	Lecturer
7	24	(Wed)		Opening ceremony Orientation	ACCU Nara	ACCU Nara
	25	(Thu)	【Presentation】 Country Report by Participants	【Lecture】 Observation of the Facilities at NNRICP	NNRICP	SATO Yuni/URA Yoko/ KUWATA Kuniya/OSAWA Syogo/MATSUDA Kazutaka (NNRICP)
	26	(Fri)	【Work Session】 Exhibition of Museum Collection (Archaeological Artefact)		NNRICP/Nara Palace Site guidance centre	SUGIYAMA Hiroshi (NNRICP)
	27	(Sat)	【On-site Study】 Case Example of Museum I (Exhibition Environment and Technique)	【On-site Study】 Observation of the Facilities and Storage Room at the Museum	National Museum of Ethnology	HIDAKA Shingo KAWAMURA Yukako HASHIMOTO Sachi NISHIZAWA Masaki (National Museum of Ethnology) WADAKA Tomomi (Bunka Sozo Kogei, LLC)
	28	(Sun)	Day off			
	29	(Mon)	【Work Session】 Conservation and Restoration of Museum Collection I (Reassembly and Filling of Metal Artefact)	Gangoji Institute for Research of Cultural Property	UEDA Naomi/AMAKO Namie/ENO Tomoko (Gangoji Institute for Research of Cultural property)	
	30	(Tue)	【Work Session】 Conservation and Restoration of Museum Collection II (Reassembly and Filling of Earthenware)			
8	31	(Wed)	【Work Session】 Photographic Documentation of Museum Collection I (3D Modelling by SfM and Photograph)	NNRICP	YAMAGUCHI Hiroshi (NNRICP)	
	1	(Thu)	【Work Session】 Photographic Documentation of Museum Collection II (Photography for Catalogue)		NAKAMURA Ichiro (NNRICP)	
	2	(Fri)	【Work Session】 Photographic Documentation of Museum Collection III (Photography for Inventory and Report)			
	3	(Sat)	Day off			
	4	(Sun)	【On-site Study】 Educational Activities of Museum I – Public Archaeology		The Museum of Kyoto	MURANO Masakage (The Museum of Kyoto)
	5	(Mon)	【On-site Study】 Educational Activities of Museum II -Exhibition Technique		Nara National Museum	NAKAGAWA Aya (Nara National Museum)
	6	(Tue)	Writing a Final Report		ACCU Nara	
	7	(Wed)	【Presentation/Discussion】 Final Presentation	Closing Ceremony	ACCU Nara	ACCU

	Exhibition of Museum Collection
	Conservation and Restoration of Museum Collection
	Photographic Documentation of Museum Collection
	Educational Activities of Museum

## 6. Participants

The National History Museum of the Kyrgyz, the National Museum of Antiquities of Tajikistan, and the State Museum of History of Uzbekistan have each recommended two candidates suitable for the programme. After close examination of their respective applications, ACCU Nara has determined to invite these six museum experts as participants.

### 〈Kyrgyz Republic〉

#### **Khairullo Ibaidullaev**

*Deputy Director for Science*

Historical Division, Science Department,

“Sulaiman-Too” National Historical and Archaeological Museum Complex

#### **Nurizat Omorova**

*Restorer Assistant*

Art Group, The National History Museum of the Kyrgyz Republic

### 〈Republic of Tajikistan〉

#### **Bobomullo Bobomulloev**

*Junior Researcher*

Department of Archaeology, National Museum of Antiquities of Tajikistan

#### **Manuchekhr Rakhmonov**

*Junior Researcher*

Department of Conservation, National Museum of Antiquities of Tajikistan

### 〈Republic of Uzbekistan〉

#### **Bakhtiyor Khodjaev**

*Curator of the Numismatic Collection*

Department of Numismatic, State Museum of History of Uzbekistan

#### **Dilafruz Karimova**

*Junior Researcher*

Department of Registration and Recording of the Museum Collections,

State Museum of History of Uzbekistan

## 7. Certificate

A certificate of completion was awarded to all participants. They satisfactorily completed the course programme and made a final presentation and a final report.

## 8. Working Language

Russian (with consecutive interpretation from Japanese)

## 9. Funding

ACCU Nara covered the expenses incurred for the training course as follows;

### (1) Travel Expenses

Each participant was provided with economy-class air tickets between the nearest international airport to the participant’s residence and Kansai International Airport, and limousine bus tickets between Kansai Airport and Nara city.



**(2) Living Expenses**

ACCU Nara covered the basic living expenses in Nara, from 23 July (Tue) to 8 August (Thu) 2019, according to ACCU Nara's regulations. Arrangements for accommodation (a room for single occupancy) during the training period was made by ACCU Nara. In case accommodation on the way to and/or from Japan for any unavoidable reason (such as visa application or limited flight connections) was needed, the organiser made an arrangement and cover the expense.

**(3) Others**

Participants was responsible for their visa application fees and domestic travel costs.

**10. Secretariat**

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## 2. Summary

24 July

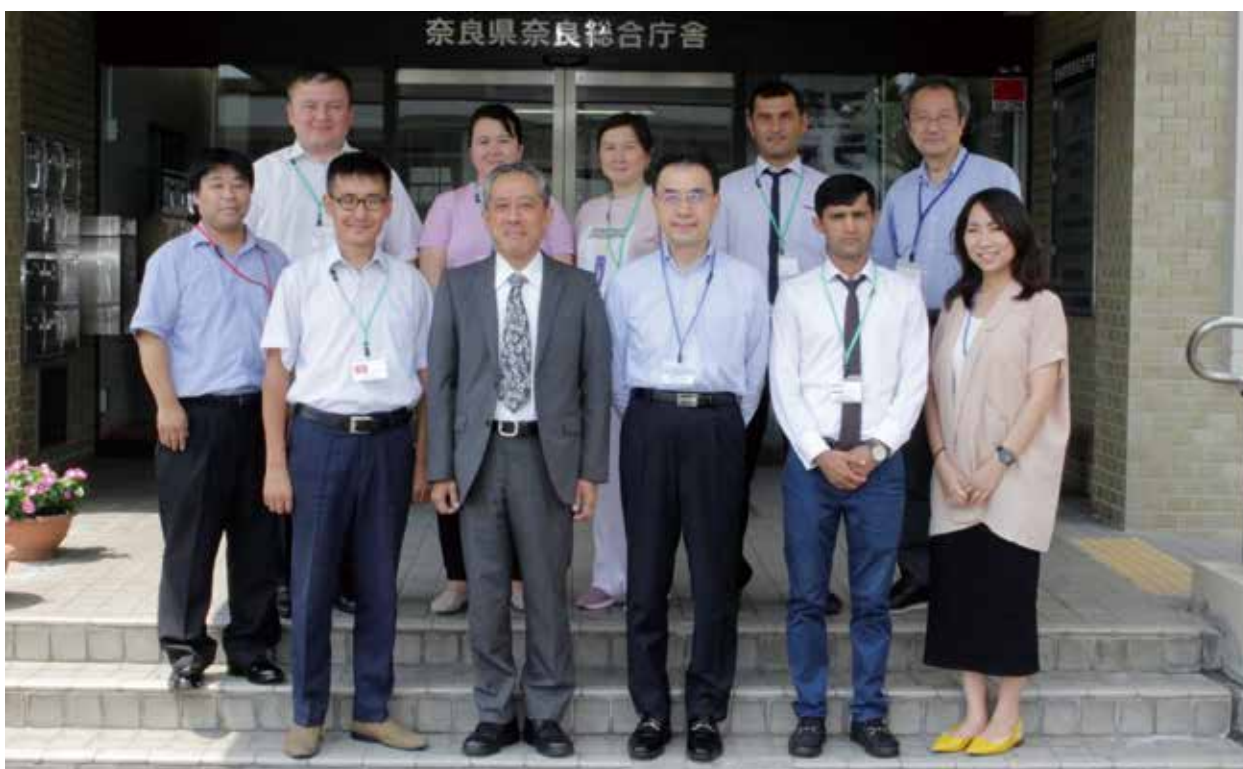
### Opening Ceremony, Orientation

The opening ceremony was held at ACCU Nara Office for six participants from Kyrgyz Republic, Republic of Tajikistan and Republic of Uzbekistan. In the opening address, Mr Morimoto, Director of ACCU Nara, introduced the overview of ACCU activities and shared the contents of recent thematic training courses focusing on museology. Followingly, the participants introduced themselves, describing their current duties and expectations for this training. They said that they would like to learn and experience various things and share them with their colleagues back home as mid-career officials.

In the orientation session, the purpose of each program content was explained, while confirming the participants' knowledge and experience concerned.



*Welcome address by Mr Morimoto, ACCU Director (left) and self-introduction by participants*



*Participants and ACCU staff*

25 July

**Country Report Presentation, Observation of the Facilities at Nara National Research Institute for Cultural Property**  
*SATO Yuni, URA Yoko, KUWATA Kuniya, OSAWA Syogo, MATSUDA Kazutaka (NNRICP)*

In the morning, the participants made country report presentations on their duties and challenges at the museum work including exhibition, storage, conservation, research investigation and educational programme. The challenges they mentioned were insufficient capacity of storage system and conservation treatment compared to the number of items, difficulties in introducing the latest exhibition method and conservation technique, temperature and humidity control of exhibition area and storage, etc. After listening to their presentations, researchers of NNRICP asked various questions, such as the details of unique cultural properties presented, conservation treatment method for their collections, cooperation activities with foreign countries including Japan.

In the afternoon, Ms Sato Yuni of International Cooperation Section guided the participants around the facilities of NNRICP. Upon observing X-ray CT apparatus in the basement of the institute, the participants showed great interest and asked questions including the applicable type of artefacts and their excavated conditions. The guided observation covered analytical instruments such as XRF and XRD in Conservation Science Section, and Archaeology Sections for wooden, earthen and metal artefacts. In response to the participants' questions on the method to reassemble earthenware or the computer data management system for the artefact, important points for reassembly (colour tone used for complement, parts to be consolidated) and the artefact management system of special storage room were explained.



*Left: Country report presentation at NNRICP Right: With Japanese experts at NNRICP*



*Courtesy visit to the International Cooperation Section at NNRICP Right: With Dr Shoda, Head of the section (centre)*





Observation of X-ray CT for cultural properties



Observation of the conservation laboratory at NNRICP

(Left: PEG tank for wooden conservation Right: Explanation by Mr Kuwata (right) at the laboratory for written artefacts)



Top: Ms Ura showing how to care of fragile artefacts

Bottom: Mr Osawa explaining the research laboratory of earthenwares



26 July

### Exhibition of Museum Collection (Archaeological Artefact)

*SUGIYAMA Hiroshi (NNRICP)*

Practical training on the exhibition of archaeological artefacts at NNRICP and Nara Palace Site Museum. The practice started from the preparation of large panels for exhibition and proceeded to the exhibition practice using display case, then the way of lighting. The participants also visited “Heijokyu Izanai-kan,” recently opened guidance centre for Nara Palace Site, to see the exhibition technique used there.

As a hands-on practice, the participants made large panels using photographs of the artefacts of their own countries. They put up explanatory note on a foaming polystyrene board with adhesive sheet on one side, commonly known as harepane. They worked smoothly since similar panels were available in their countries.

The participants asked many questions when they had the exhibition practice. The lecturer gave following advice based on the observation of museum exhibition style of respective countries.

- Make impressive exhibition with a smaller number of items rather than arranging many things side by side.



*Making large panels for exhibition*



*Practicing ceramic exhibition*



*Mr Sugiyama explaining the concept of the Nara Palace Site Guidance Centre and effective exhibition method*

- Use pictorial images or mobile applications instead of exhibiting the artefacts when the temperature and humidity condition of site museums is not appropriate for the exhibition of artefacts.
- Set the explanatory board on a visitors' eye level, and use larger letters for a caption.
- Make effective exhibition by introducing 3D image.
- For smaller artefacts, put only number next to each item and provide larger space for captions all in one place.

There were many questions concerning the method to prepare captions peculiar to the situation in the Central Asian countries. As multilingual nations, they have to write a caption in at least three languages, namely, their native language, Russian and English in the limited space.

In the end, they learned “experience-based exhibition” in Nara Palace Site guidance centre and discussed with the lecturer over the effective exhibition method.

**27 July**

#### **Case Example of Museum I (Exhibition Environment and Technique)**

*HIDAKA Shingo, KAWAMURA Yukako, HASHIMOTO Sachi, NISHIZAWA Masaki (National Museum of Ethnology)  
WADAKA Tomomi (Bunka Sozo Kogei, LLC)*

Lectures on “temperature and humidity control in exhibition and storage area,” “LED lighting,” “rules of writing explanatory note at exhibition area,” “exhibition technique” and “storage management” from the experts of respective fields. Effect of temperature, humidity and light to museum collections and the mechanism thereof were explained, as well as the relevant device and management system of National Museum of Ethnology. The museums of Central Asian countries seemed less concerned about the temperature humidity control than Japan does due to



*Lecture by Prof. Hidaka at National Museum of Ethnology*



their dry climate. The participants asked questions about the frequency to check the data and appropriate places to put the measuring instruments.

After receiving the explanation of the storage item arrangement system and the basic principles of exhibition technique and explanatory note, the participants observed storage and exhibition area of the museum. In the storage, they showed interest in the cards attached to items to indicate their position on the shelf and the boxes made of acid-free paper.



*Observation of storage area of the museum*



*Exhibition area*

*With lecturers*

**29, 30 July**

### **Conservation and Restoration of Museum Collection I, II (Reassembly and Filling of Metal Artefact/ Reassembly and Filling of Earthenware)**

*UEDA Naomi, AMAKO Namie, ENO Tomoko (Gangoji Institute for Research of Cultural Property)*

Two-day practical training for conservation and restoration of metal artefact and earthenware at Gangoji Institute for Research of Cultural Property. After the welcome address from Mr Sagawa, Vice Director of the Institute, Ms Ueda guided the participants to the restoration sections for colour painting of sliding door, metal artefact, earthenware and Japanese paper. The participants asked questions on chemicals used for the prevention of colour exfoliation from the sliding door, method to complement the faded colour, adhesives for stone artefacts, etc. In the section of earthenware restoration, irreversible epoxy resin was introduced as a permanent bonding method to make the objects durable for the exhibition. Two types of resin with different curing time were used for the core and surface of earthenware. This information was useful for the practical training for earthenware on the following day.

In the afternoon, the participants practiced the restoration of metal artefacts after desalination and surface consolidation, as follows:

- Bind the pieces with epoxy resin.
- Fill the missing parts with epoxy putty.
- Shape with a grinder.

Following procedure of colouring was omitted, since the equivalent work was to be covered in the practice of earthenware restoration scheduled on the second day.



*The welcome address by Mr Sagawa*



*The laboratory of the colour painting of sliding door*



*Left: Ms Ueda (left) explaining the wood object restoration of filling the gaps with the epoxy resin paste  
Right: Ms Eno (right) showing earthenware restoration laboratory*



*Practicing the restoration of metal artefacts*



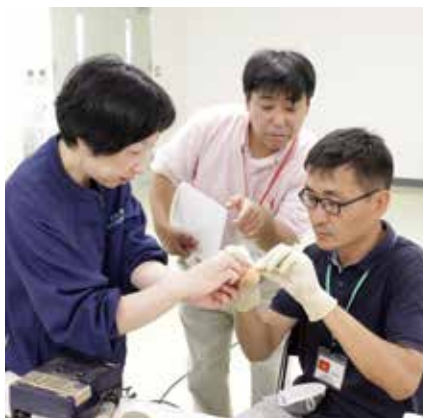
On the second day at Gangoji Institute, the participants experienced the restoration of earthenware following the procedures used in the institute.

- Photograph the sherds of earthenware before starting the restoration process.
- Shape the earthenware by filling the gap at joining part of sherds with epoxy.
- Cut the unnecessary part of epoxy resin used for filling and cured in advance.
- Colour on the cut and shaped epoxy part by acrylic paint.
- Reassemble the earthenware pieces by using epoxy as binder.
- Photograph the restored and reassembled earthenware

Five of the participants appeared to have no experience in earthenware restoration and found it especially difficult to join the pieces with epoxy and make appropriate colour, which should not be too close to the original, with acrylic paint. A participant from Tajikistan, who works on the reassembly of earthenware as one of his regular duties, asked questions on the types and characteristics of epoxy used. After the hands-on practice, they reviewed



*Practicing the restoration of earthenware (filling gaps and cutting unnecessary parts of epoxy resin)*



*Ms Eno advising the earthenware restoration techniques*



*Mr Rakhmonov from Tajikistan presenting the country report*



*With lecturers  
(Third from the left: Ms Eno, Ms Ueda and Ms Amako)*



the procedure with slides and visited the earthenware restoration section to see the actual work of the institute.

In the end, Mr Manuchehr Rahmonov, Conservation Expert at National Museum of Antiquities of Tajikistan, made a case report presentation to around forty staff of the institute on the restoration works he was involved, such as Buddha images, earthenware and wall paintings. The staff of institute asked technical questions including deterioration condition of artefacts and chemicals used for the restoration. Other training participants joined active discussion as well.

### 31 July

#### Photographic Documentation of Museum Collection I (3D Modelling by SfM and Photograph)

*YAMAGUCHI Hiroshi (NNRICP)*

Lecture and practice of three-dimensional modelling at NNRICP. After receiving the explanation of 3D modelling and SfM-MVS outline, participants tried SfM-MVS image processing by using a software “Agisoft Metashape.” The participants struggled with the software which was new to them, and developed 3D model from digital photo images by referring to the workflow one by one.

Then, the general instructions to take photographs for SfM-MVS were given. A task assigned to each participant was to select an object, take its photographs and process them into 3D model. Some participants successfully completed the 3D models, others ended up with inaccurate models due to the insufficient photographs. All the participants mentioned that single day was not sufficient at all to learn the technique, while showing great interest in continuing the practice in their country with trial license of software. A participant from Tajikistan, who would like to investigate the wall paintings by developing the 3D images of them, asked the lecturer about the procedures and important points to digitize the negatives of photographs and make 3D models from the data.



*Lecture by Mr Yamaguchi (centre)*



*Image processing by using a software “Agisoft Metashape”*



*Mr Yamaguchi instructing how to take photos for making 3D models*



**1 August****Photographic Documentation of Museum Collection II (Photography for Catalogue)***NAKAMURA Ichiro (NNRICP)*

Lecture and practice on cultural property photograph at NNRICP. Museums of participants' country do not have any photography experts. In the lecture, significance of cultural property photograph was explained. Observation of details, capturing a moment of motion and recording of status are enabled by taking photographs of cultural landscape, folk-cultural properties, performing art and buried cultural properties. Participants practiced photography for a catalogue. They learned the way to take better photographs for documentation by changing the setup according to the shape or colour of object and adjusting the aperture or shutter speed of camera. The participants especially focused on taking photographs of the objects related to their field of expertise.

**2 August****Photographic Documentation of Museum Collection III (Photography for Inventory and Report)***NAKAMURA Ichiro (NNRICP)*

Lecture and practice on photography for inventory and report making. Important points for the improvement of picture quality were explained, such as low setting of ISO sensitivity, use of tripod for blur prevention, auto white balance considering colour temperature. In the practice of advanced photography, the participants prepared white background with a role of paper to learn the auto white balance setting. They also experienced the finishing process of photograph by adjusting the setting of output data.

*Lecture at the photo studio in NNRICP**Lecture by Mr Nakamura of output data**Practical training for shooting*



#### 4 August

#### Educational Activities of Museum I – Public Archaeology

*MURANO Masakage (The Museum of Kyoto)*

Lecture on the educational activities of museum at the Museum of Kyoto. After the introduction of the museum overview, the activities specific to the Museum of Kyoto were explained, such as “unique venue” activity of the museum annex and the system of Educational Cooperation Office jointly operated by Art Curation Division and General Affairs Division. The participants discussed the educational activities of museum with the lecturer, introducing their museum activities. It was found that the museums of all the participants’ countries also engaged in the activities such as receiving school group excursions and holding some holiday events.

Educational activities of the Museum of Kyoto are classified into three types, namely, receiving, outreach and interactive type. Detailed explanation was given on the outreach and interactive type of educational activity that are new to the participants’ museums. In the outreach type of activity, museum staff visits a school to give a lecture on the culture and history. By using archaeological artefacts or folk cultural materials from the school for explanation, it turns into “interactive” (lecturers from the museum and materials from the place of visit) type of activity. As an example of interactive type activity, introduced was “School Museum,” where the excavated artefacts were exhibited not in the museum but in the school located in the district of excavation site. According to the participants, some schools in Uzbekistan and Tajikistan also have many cultural properties, therefore, these participants showed great interest. Concerning the difficulty to get the understanding of community mentioned by a participant, Mr Murano suggested to approach from various perspectives which might attract the attention of more people. For instance, archaeological artefacts can be introduced as a kind of “art,” not only focusing on “archaeology.” In the end, the importance of cooperation among museum, local community and school was emphasised, although it may take long time. Collaboration with community people was one important feature of the Museum of Kyoto, and the participants learned various museum activities closely related to the community.



*Discussion with Mr Murano*



*Museum of Kyoto*



*Observation of collaboration activities with local community*



*Explanation by local resident (left)*

**5 August**

## **Educational Activities of Museum II - Exhibition Technique**

*NAKAGAWA Aya (Nara National Museum)*

In the beginning, Mr Matsumoto, Director of Nara National Museum, introduced the history of Nara National Museum and its exhibition specializing in Buddhist art. He also suggested the participants to enjoy the museum facility such as a restaurant or a museum shop in addition to the exhibition itself. Ms Nakagawa explained the features and roles of four national museums of Japan, and the facility of Nara National Museum as well as its special exhibition in autumn, “Exhibition of Shosoin Treasures.” The participants asked the reason of short term for Shosoin Treasures Exhibition in spite of numerous visitors, and questions about the national treasures and important cultural properties designation system. It was explained that the term of exhibiting each designated item in a year is regulated from the perspective of conservation, and the designation and relevant subsidy systems for national treasures and important cultural properties were introduced as well. According to the participants, they do not have such designation system for movable cultural properties in Tajikistan and Uzbekistan. They mentioned that the designation system for artefacts would be a good way to attract visitors to the local museums with such artefacts.

In the observation of exhibition area, they received the explanation on the latest lighting system or display case, and moved to the themed exhibition planned by Ms Nakagawa for children in their summer vacation titled “Zoo in the World of Prayer.” A participant from Uzbekistan mentioned that she was really impressed with the ideas of the exhibition to draw attention of children and lead them toward closer observation by giving a quiz, captions with picture, providing a space to sketch the exhibit items, etc. Other participants also got various insight, for instance, museum volunteers supporting the themed exhibition to be applied as an educational approach for the community people back home.



*Welcome address by Mr Matsumoto, Director of the museum*



*Lecture by Ms Nakagawa at the exhibition room*



*Observing the themed exhibition for children*



*A space to sketch the exhibition items*



**7 August**

### **Final Presentation**

On the final day of training programme, each participant made their action plan presentation to share their learning in two-week training and how they utilise the outcome after returning to their countries. To visit Japanese museums and compare them with their museums seemed to make their challenges clearer. The participants presented a wide variety of plans based on their situations. Some were readily feasible plans with smaller budget including a seminar to share the training outcome with colleagues, preparation of effective panels, introduction of storage system with boxes, hands-on exhibition for children and review of captions. Others were rather long-term plans including collaboration with neighbouring community, photographic documentation and compilation of catalogue, and introduction of the cutting-edge technology such as 3D documentation.

Ms Kageyama Etsuko, NNRICP researcher, who attended at the presentation, expressed her expectations for the development of the participants' museums by utilising the result of training program while maintaining the positive characteristics of each country.

### **Closing Ceremony**

Closing ceremony was held after the final presentation, and each participant received the certificate. In the closing address, Director of ACCU Nara appreciated the extensive and in-depth learning of participants in the short term of two weeks, which was more than the intended purpose of ACCU, and expressed his expectation for their contribution in respective countries.



*Final presentation at ACCU Nara Office*



*Closing address by ACCU Director*



*Awarding certificates of completion*



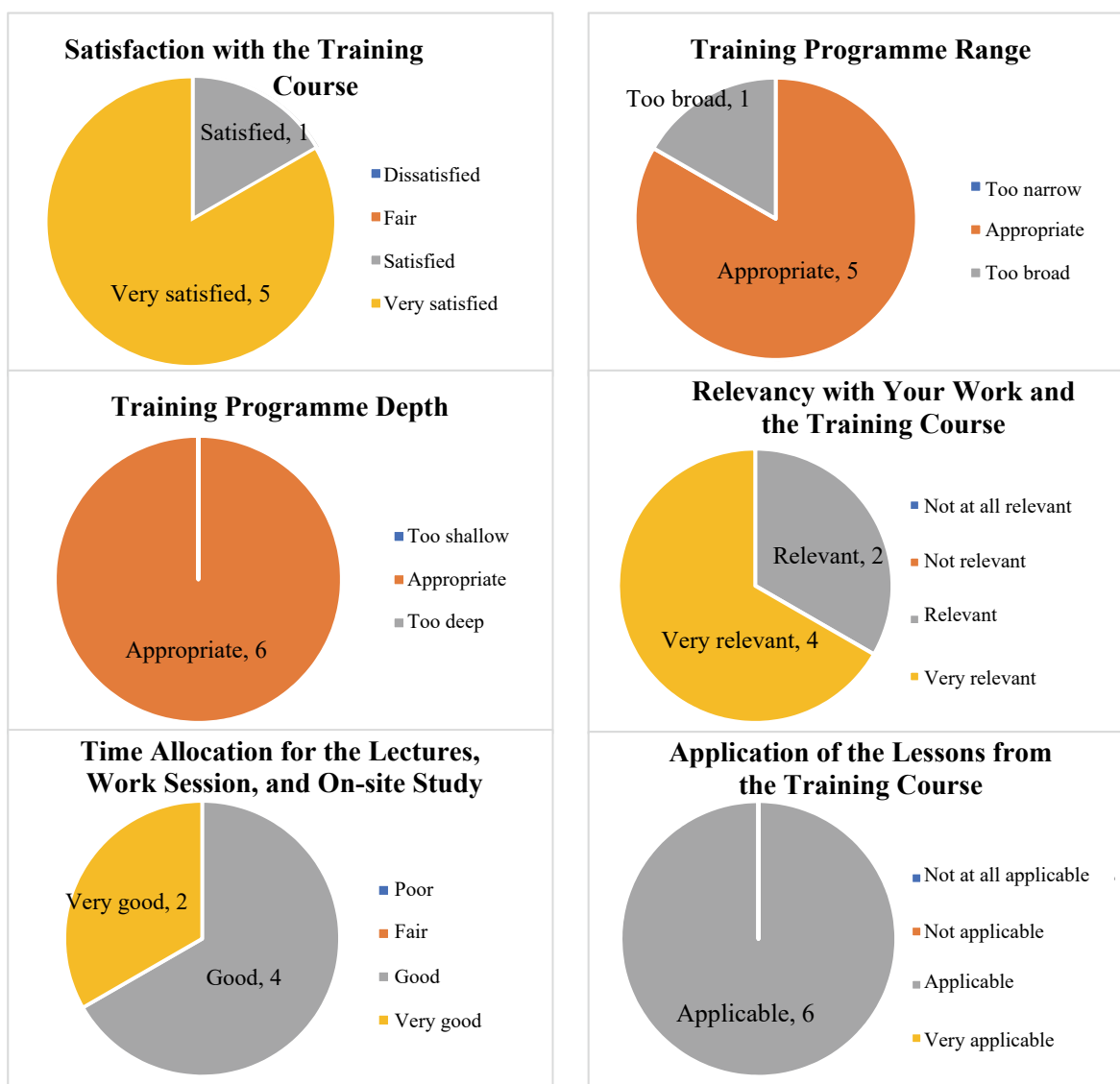
*Remarks by participants*



*At ACCU Director's room*

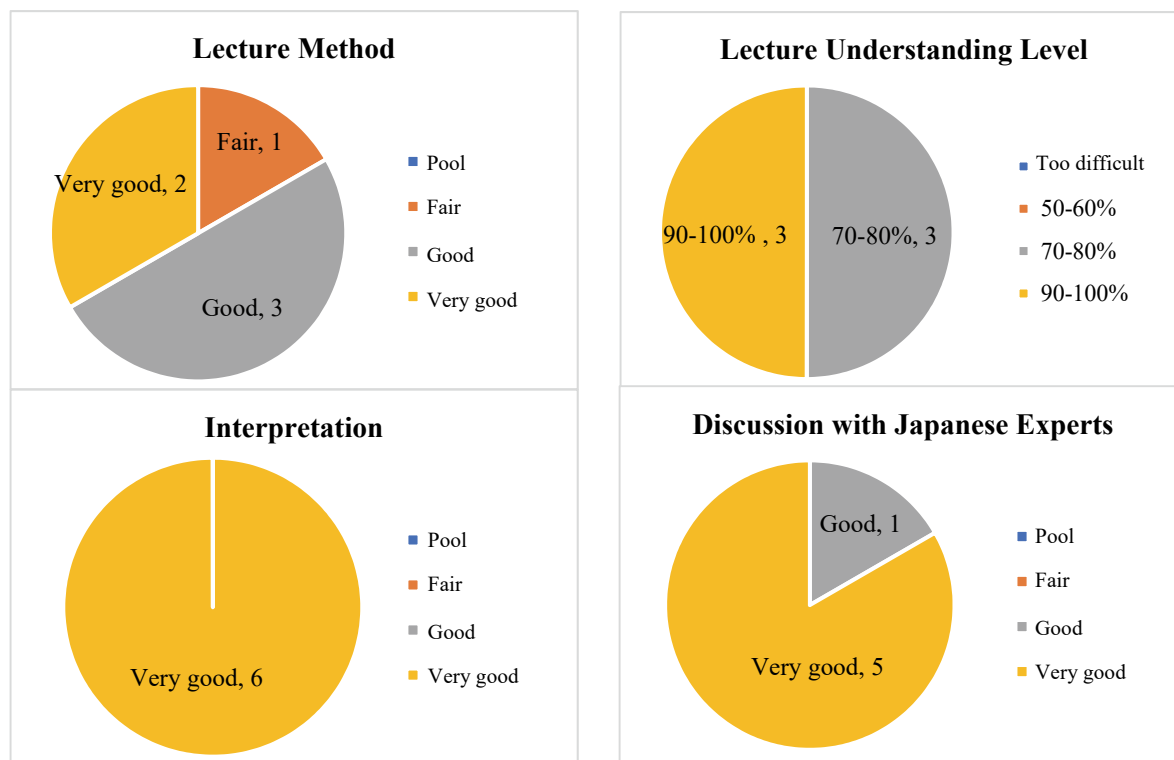
### 3. Evaluation

#### 1. Training Course in General



- The training course has met my purpose. Some programmes were better than expected.
- All the programmes, whose curriculums were designed in consideration of requests from trainees, were beneficial.
- Since there are differences in the environment and technology, I cannot say that I will be able to use all the experiences and knowledge that I have acquired this time, but I believe that I can use 80% of them.
- I hope that we had much more time for lectures than for work sessions.

## 2. Lectures



- A more interactive style would be better.
- I read the textbooks in advance to understand the overview of the lectures, making the lectures even more useful.
- At the lectures, I engaged in discussions with the lecturers and other trainees, helping me deepen my knowledge.

<Most Beneficial Programme> \*Multiple answers allowed

Work session on exhibitions (Nara National Research Institute for Cultural Properties)

Conservation of metal artefacts (Gangoji Institute)

Joining of earthenware pieces (Gangoji Institute)

Lecture on temperature and humidity control (National Museum of Ethnology)

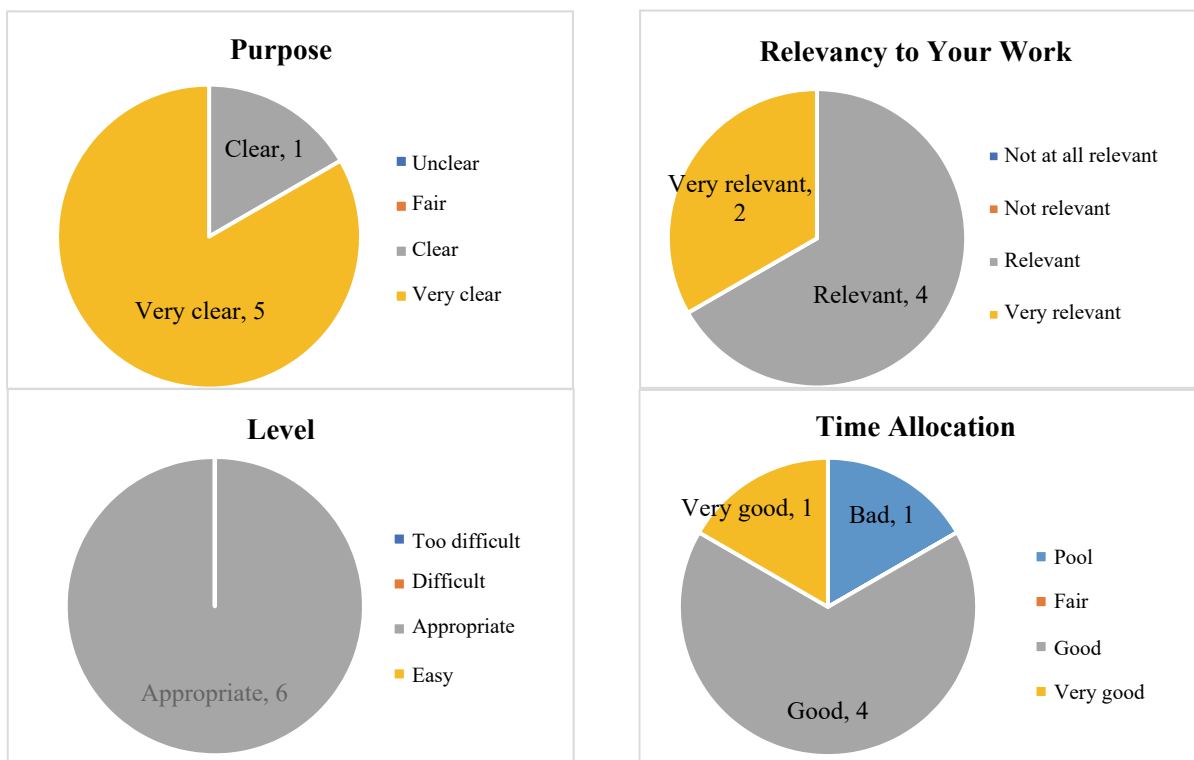
Rules for writing commentaries displayed at exhibition venues (National Museum of Ethnology)

Photography for cultural properties[three respondents]

3D measurement [two respondents for each of all the programmes, excluding photography for cultural properties]

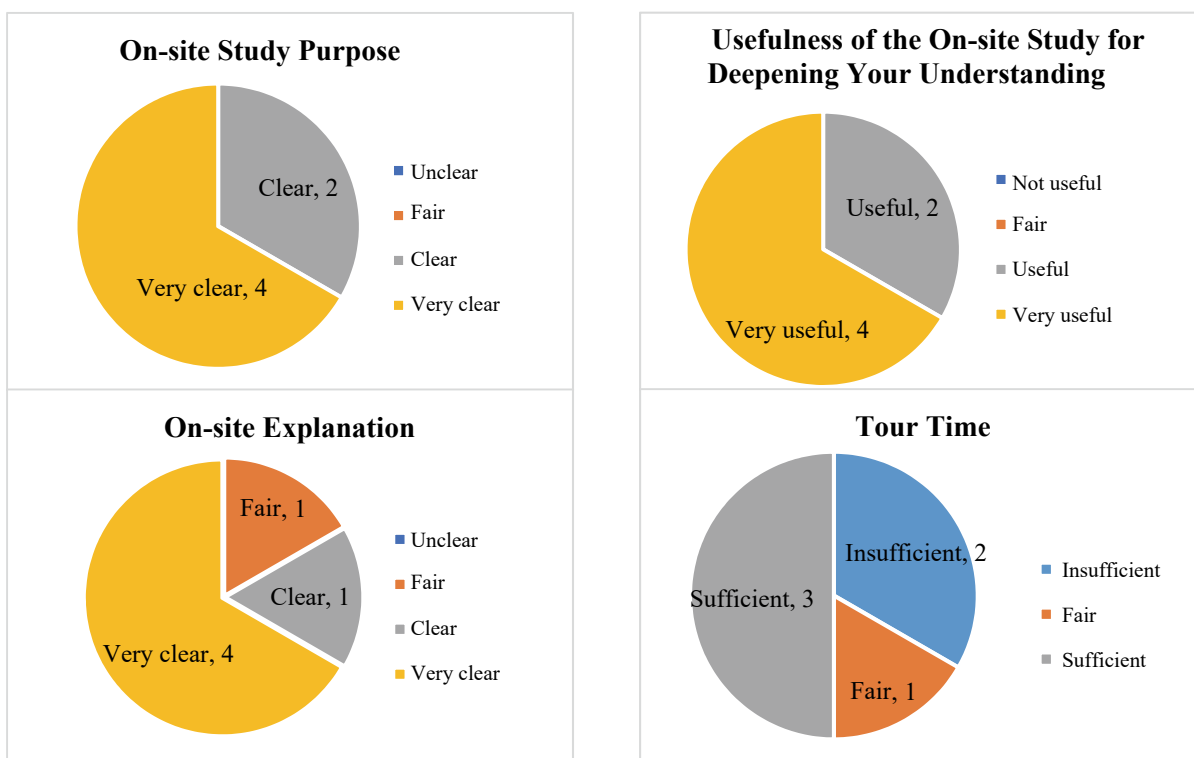


### 3. Work Session



- The work session were easy to understand and appropriate for my level.
- All the work session were relevant to my own work.
- The explanations at the work session were concise and easy to understand.

### 4. On-site Study



- The On-site Study enabled me to obtain new knowledge and skills.
- The tour time was not sufficient.

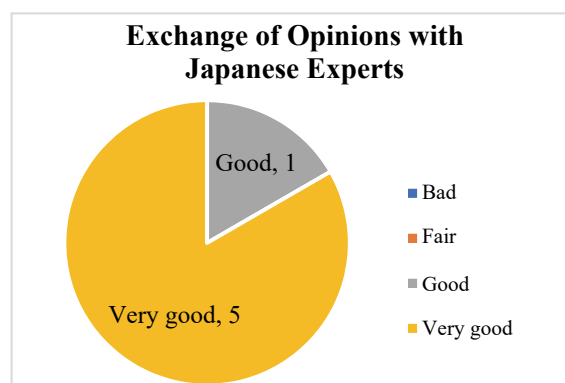
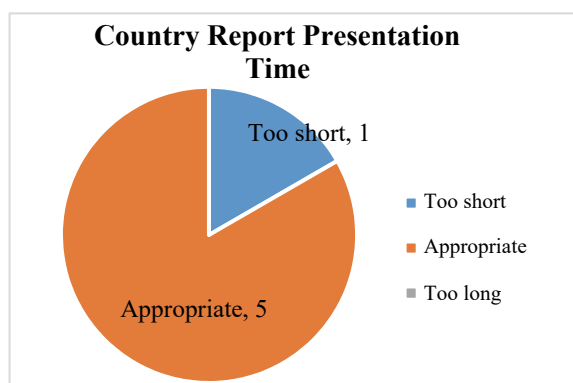
<Most Impressive Museum>

Nara Palace Site Guidance Centre (three respondents)

Museum of Kyoto (one respondent)

National Museum of Ethnology (one respondent)

## 5. Presentation/Discussion



- Since the presentation time was too short, I needed to omit some points and speak in a hurry.
- The experts gave us related questions and useful advice.
- It would be much better if we shared comments with one another on how to apply the knowledge that they acquired through the training course after the final presentation.

## 6. What Do You Want to Learn If a Local Workshop Is Held in Your Country?

Kyrgyz

- Digital recording of museum collections: In many countries, digital recording and management of museum collections are the trend but are not so in Kyrgyz.
- Conservation and restoration of relics: There are not sufficient restorers.
- Exhibition: Of the 57 museums in Kyrgyz, only two have exhibitions of the international standard.
- Photography for cultural properties
- 3D measurement using SfM

Tajikistan

- Conservation and restoration of wooden objects
- 3D measurement
- Photography for recording

Uzbekistan

- 3D measurement
- Photography for exhibits
- Lecture on temperature & humidity control (We live in a dry area, so a lecture tailored to the local climate is desired.)

## II. Group Training Course

1. General Information
2. Summary
3. Evaluation







# 1. General Information

## Group Training Course for Young Professionals on Cultural Heritage Protection in the Asia-Pacific Region 2019

### ‘Conservation and Management of Wooden Structures’

#### 1. Background

The 20<sup>th</sup> ACCU Group Training Course on Conservation and Management of Wooden Structures was held in Nara 4 September to 3 October 2019. In the Asia and Pacific region there are various forms of cultural heritage which are of great value from a global point of view. In order to safeguard this important cultural heritage for future generations, it is necessary to train heritage professionals for proper investigation, analysis and preservation. ACCU Nara, in partnership with ICCROM and *Bunkacho* has been organising training courses since 2000 on specific themes with a view to building the capacity of professionals involved with cultural heritage protection in the region. The curriculum of the 20th group training course was designed for young professionals and comprised comprehensive basic knowledge and techniques in the fields of investigation, preservation and management of wooden structures.

#### 2. Organisers

- Agency for Cultural Affairs, Japan (Bunkacho): Financial support of the course
- Asia-Pacific Cultural Centre for UNESCO (ACCU): Overall course planning and administration
- International Centre for the Study of the Preservation and Restoration of Cultural Property (ICCROM): Dispatch 2 lectures to the course including their airfare to/from Japan, selection of participants and professional and practical contribution and support
- National Research Institute for Cultural Properties [Tokyo and Nara]: Professional contribution and advices of overall course planning

#### Support

- Ministry of Foreign Affairs of Japan
- Japanese National Commission for UNESCO
- The Japanese Association for Conservation of Architectural Monuments (JACAM)
- Japan Consortium for International Cooperation in Cultural Heritage (JCIC-Heritage)
- Nara Prefectural Government
- Nara City Government

#### 3. Dates and Venue

Dates: 4 September (Wed) – 3 October (Thu), 2019

Venue: ACCU Nara Office (Nara Pref. Nara General Office, 757 Horen-cho, Nara, Japan) and related research institutions, etc.

#### 4. Objectives

The objectives of this course are to provide participants with:

- knowledge of skills-based techniques for the documentation and analysis of wooden structures;
- knowledge of skills-based techniques for the repair/restoration of wooden structures;
- knowledge of principles and methodologies for the conservation of wooden structures;
- knowledge of disaster risk management for cultural heritage;
- opportunities to share their knowledge and experience of heritage protection and to build networks among heritage practitioners in the region.

## Course Programme

Date	09 : 30~12 : 30		13 : 30~16 : 30		Venue	Lecturer	
4	Wed			Opening Ceremony/ Orientation		Hotel Fujita Nara	ACCU Nara
Unit 1: Current Issues and Global Perspectives on Conservation of Wooden Structures							
5	Thu	Presentations and Discussions Country Report Presentations by Participants			ACCU Nara Office	Gamini WIJESURIYA (ICCROM) INABA Nobuko (University of Tsukuba )	
6	Fri	Presentations and Discussions Country Report Presentations by Participants		Lecture Protection Systems for Cultural Heritage in Japan/ International Charters	ACCU Nara Office		
7	Sat	Lecture Current Situation and Issues of Architectural Conservation in the Asia-Pacific Region		Group Work Based on country reports		ACCU Nara Office	Gamini WIJESURIYA (ICCROM)
8	Sun	Day off					
Unit 2: Protection Systems for Wooden Structures in Japan							
9	Mon	Lecture Introduction to Wooden Structures in Japan		Lecture Conservation Practice for Wooden Structures in Japan		ACCU Nara Office	TAKEUCHI Masakazu TANAKA Sadahiko (Agency for Cultural Affairs)
Unit 3: Documentation of Wooden Structures							
10	Tue	Lecture Structure of Japanese Wooden Architecture		Lecture Structural Survey and Documentation Methods		Tanaka Family Residence (Nara city)	HAYASHI Yoshihiko (NNRICP) YAMAGUCHI Isamu (Nara City)
11	Wed	Work Session Measured Drawing of the Floor Plan					
12	Thu	Work Session Measured drawing of the Sectional Plan					
13	Fri	Work Session Photography					SUGIMOTO Kazuki (Saidaiji Photo Studio)
14	Sat	Day off					
Unit 4: Restoration of Wooden Structures							
15	Sun	Lecture Restoration Systems and Project Planning for Wooden Structures		Lecture Overall Process of Repairs		ACCU Nara Office	KONDO Mitsuo (JACAM) HAYASHI Yoshihiko (NNRICP) HONDA Yuichiro TAKAMIYA Kunihiro (Nara Prefecture)
16	Mon	Work Session Damage Investigation and Developing the Conservation Strategy / Restoration Plan I					
17	Tue	Work Session Damage Investigation and Developing the Conservation Strategy / Restoration Plan II					
18	Wed	Work Session Damage Investigation and Developing the Conservation Strategy / Restoration Plan III		On-site Study Restoration of Wooden Structures I			
19	Thu	Group Work Damage Investigation and Developing the Conservation Strategy / Restoration Plans IV		On-site Study Restoration of Wooden Structures II			
Unit 5: Management of Wooden Structures (Risk Management)							
20	Fri	Lecture Risk Management for Cultural Heritage in the Asia-Pacific Region I		Group Work Risk Assessment		ACCU Nara Office/ Tenman Shrine	Rohit JIGYASU (ICCROM)
21	Sat	Group Presentation Risk Assessment		Lecture Risk Management for Cultural Heritage in the Asia-Pacific Region II		ACCU Nara Office	
22	Sun	Day off					
Unit 5: Management of Wooden Structures (Succession of Conservation Techniques)							
23	Mon	On-site Study Preservation and Succession of Conservation Techniques I (Carpentry Tools)			Takenaka Carpentry Tools Museum (Kobe city)	NISHIYAMA Marcelo	
24	Tue	Day off					
25	Wed	On-site Study Preservation and Succession of Conservation Techniques II (Traditional Craftsmanship)			Nara Palace Site	MIYAI Tatsuya (*1) TANI Toshimitsu (Shimizu Corporation)	
Unit 5: Management of Wooden Structures (Community-centred Management of Historic Towns)							
26	Thu	Lecture Community-centred Preservation and Management of Historic Towns I (The Case of Japan)			ACCU Nara Office	WATANABE Yasushi (Shiojiri City) NISHI Kazuhiko (TNRICP)	
27	Fri	Lecture Community-centred Preservation and Management of Historic Towns II (Community Engagement and its Global Trend)		Lecture Community-centred Preservation and Management of Historic Towns III (The Case of George Town World Heritage Site)		ACCU Nara Office	NISHI Kazuhiko ANG Ming Chee (George Town World Heritage Inc.)
28	Sat	On-site Study Community-centred Preservation and Management of Historic Towns III (Disaster Prevention)			Takayama city, Gifu	MATSUMOTO Mitsuo(Takayama City)	
29	Sun	On-site Study Community-centred Preservation and Management of Historic Towns IV (World Heritage Management)			Shirakawa village, Gifu	MATSUMOTO Keita/KONDO Hisayoshi (Shirakawa Village)	
30	Mon	On-site Study Community-centred Preservation and Management of Historic Towns V (Groups of Traditional Buildings)			Narai, Shiojiri city, Nagano	WATANABE Yasushi/SHIOHARA Masaki/MINAMIZAWA Tsuyoshi (Shiojiri City)	
1	Tue	On-site Study Community-centred Preservation and Management of Historic Towns VI (Town Preservation and Traditional Industry)			Kiso-Hirasawa, Shiojiri city, Nagano		
2	Wed	Preparation for Final Report					
3	Thu	Presentations and Discussions Final Presentation		Presentations and Discussions Final Presentation Closing Ceremony		Hotel Fujita Nara	NISHI Kazuhiko (TNRICP)

ICCRIM: International Centre for the Study of the Preservation and Restoration of Cultural Property

JACAM: The Japanese Association for Conservation of Architectural Monuments

NNRICP: Nara National Research Institute for Cultural Properties

TNRICP: Tokyo National Research Institute for Cultural Properties

\*1 : Heijo Branch Office, Asuka Historical National Government Park Office

## 5. Course Curriculum

The course curriculum was designed so that participants are able to learn an overview of the processes of investigation, restoration and conservation of wooden structures in Japan. The experts from ICCROM delivered the lecture on international principles and methodologies for heritage conservation. The course of this year was divided into five interconnected units following the procedures of conservation practice. It included classroom lectures, work sessions, on-site studies and presentations and discussions. (Please refer to the course schedule)

### Units:

1. Current Issues and Global Perspectives on Conservation of Wooden Structures
2. Protection Systems for Cultural Heritage in Japan
3. Documentation of Wooden Structures
4. Restoration of Wooden Structures
5. Management of Wooden Structures

### Contents:

#### Classroom Lectures

- Current situation and issues of architectural conservation in the Asia-Pacific region
- Disaster risk management for cultural heritage
- Protection systems for cultural heritage in Japan
- Case studies of conservation and restoration of wooden structures in Japan

#### Work Sessions

- Documentation of wooden structures (measured drawing, photography)
- Damage/deterioration investigation of wooden structures

#### On-site Studies

- Restoration sites of wooden structures
- Case studies of conservation of historic towns

#### Presentations and Discussions

- Country report presentations by participants
- Community-centred management of historic towns (discussions with local people)
- Plenary discussions

## 6. Participants

### Announcement and Response

The training course was offered to participants from the following 42 signatory countries to the UNESCO World Heritage Convention from Asia and the Pacific:

*Afghanistan, Australia, Bangladesh, Bhutan, Brunei Darussalam, Cambodia, China, Cook Islands, Fiji, India, Indonesia, Iran, Kazakhstan, Kiribati, Kyrgyz Republic, Lao P.D.R., Malaysia, Maldives, Marshall Islands, Micronesia, Mongolia, Myanmar, Nepal, New Zealand, Niue, Pakistan, Palau, Papua New Guinea, the Philippines, Republic of Korea, Samoa, Singapore, Solomon Islands, Sri Lanka, Tajikistan, Thailand, Timor-Leste, Tonga, Turkmenistan, Uzbekistan, Vanuatu and Viet Nam.*

The course announcement was published on the ICCROM and ACCU Nara Office web sites in April 2019. By the closing date for applications 14 June 2019, we received 58 applicants from 22 different countries.

## Selection of Participants

It is desirable that participants are:

- (1) young heritage professionals who are expected to have **5-7 years of experience** in the field of conservation and management of wooden structures, to be currently involved in the conservation practice at heritage sites, and to be able to make effective use of the outcome of the training after returning to their respective countries;
- (2) those who have a good command of English (each participant is asked to deliver presentations and write reports in English);
- (3) those who are in good enough health to attend the entire training programme;
- (4) those who will continue to interact and exchange information with ACCU after returning to their home countries;
- (5) those who have not participated in the ACCU group training course under the theme 'Preservation and Restoration of Wooden Structures' before.

The documents necessary for application were as follows:

- (1) Application Form
- (2) Report relating to the applicant's achievements/involvement in conservation of wooden structures.

This report should comprise:

- the reason for applying;
- a brief summary of the applicant's work related to the architectural heritage preservation;
- a future plan to utilise and develop the outcome of the training course in the applicant's country

This report should be no longer than 5 pages on A4 sized paper.

- (3) Letter of Recommendation from NATCOM
- (4) Letter of Recommendation from the head of the organisation to which the applicant belongs
- (5) Document Indicating English Proficiency if applicants have such a documents as a reference for the screening

## Screening Results

ACCU Nara Office shared all of the applications with ICCROM. ACCU screened and made a preliminary selection of candidates and then shared/consulted them with ICCROM. After ICCROM announced the information of evaluated applicants, we worked together to select 16 people from 15 different countries and 3 people on waiting list. ACCU conducted not only screening of documents but also confirmation of English proficiency by telephone. ACCU informed successful candidates and each NATCOM of the result in early July.

The final group of participants consisted of:

- 16 participants from 15 different countries: East Asia 1, Southeast Asia 7, South Asia 4, West Asia 2, Central Asia 1 and the Pacific 1 (refer to Appendix).
- 9 participants had background as architecture and worked in restoration site. 2 had one as Archaeology and 5 had one as city planning, management and others.
- 14 of the participants worked for governmental organisation and 2 are from university and institution.
- The youngest participant was 26 years old, the oldest 40. The average age was 33.1.
- There were 9 male and 7 female participants.

## Certificate of Completion

All participants made a final presentation and submitted a final report/evaluation form by the end of training programme and were awarded a certificate upon completion of the course.

## 7. The role of the participants during the course

English is the working language throughout the course and participants need English proficiency to play an active role in the programme. During the course period, each participant is required to make a 20-minutes presentation regarding their own work and challenges. They are also encouraged to share each other's knowledge and experiences through active discussion.



## 8. Funding

ACCU Nara covered expenses during the training course as follows:

### (1) Travel expenses:

Participants (except those from Australia, Brunei, New Zealand, Republic of Korea and Singapore) were provided with economy class return air tickets from the international airport nearest their residence to Kansai International Airport, and transportation fees between Kansai International Airport and their hotel in Nara.

### (2) Living expenses:

Participants were provided the basic living expenses incurred during the training course, i.e., from 3 September (Tue) to 4 October (Fri) 2019, according to ACCU Nara's regulations. Arrangements for accommodation (a room for single occupancy) during the training course was made by ACCU Nara. ACCU Nara also covered the accommodation expenses on the way to and/or from Japan.

### (3) Others:

Participants were responsible for visa application fees and domestic travel expenses in their respective countries.

## 9. Secretariat

### ACCU Nara Office

NAKAI Isao, Department Director of Programme Operation Department and WAKIYA Kayoko, Division Director of International Cooperation Division were responsible for the overall course planning and arrangement. SUZUKI Sonoko, Chief of International Cooperation Division, was responsible for disseminating the course information and making the training materials. The Planning Coordination Division was assisted for financial work of the course.

### ICCROM

Joseph King, Unit Director, and ICHIHARA Fujio, Projector Manager assisted ACCU with selection of participants. Additionally, Gamini Wijesuriya, ICCROM Special Adviser, kindly attended the opening ceremony and gave lectures for three days at the beginning of the course. Rohit Jigyasu, Project Manager at ICCROM, provided two days lecture on Risk Management in the latter part of the course.

## 2. Summary

4 September

### ■ Opening Ceremony, Orientation

Venue: Hotel Fujita Nara

The opening ceremony was held with the attendance of sixteen training participants from fifteen countries and the representatives of co-organizers. Mr Morimoto Susumu, Director of ACCU Nara, and Ms Moriyama Hiroko from Agency for Cultural Affairs made speeches describing the background of ACCU group training. As the co-organisers, Dr Gamini Wijesuriya from ICCROM, Mr Nishi Kazuhiko from Tokyo National Research Institute for Cultural Properties (TNRICP) and Mr Kato Shinji from Nara National Research Institute for Cultural Properties (NNRICP) delivered addresses in the perspectives of researchers engaging in the cultural properties protection, emphasizing the significant points to be learned and experienced during this one-month training. Each participant introduced themselves and shared their expectation to the training. The ceremony was closed with a commemorative group photography.

After a short break, there was a training orientation concerning course outline and curriculum. While confirming the participants' knowledge and experience, theme and objectives set for each week and tasks for the participants were explained.



*Opening address by ACCU Director*



*Welcome address by Dr Wijesuriya*



*Ms Moriyama  
from Agency for Cultural Affairs*



*Mr Nishi from TNRICP*



*Mr Kato from NNRICP*



*Self-introduction by participants*



Group photo at the opening ceremony

## <Unit 1: Current Issues and Global Perspectives on Conservation of Wooden Structures>

5 - 6 September

### ■ Country Report Presentations by Participants

#### Protection Systems for Cultural Heritage in Japan/ International Charters

Gamini WIJESURIYA (ICCROM), INABA Nobuko (University of Tsukuba)

Venue: ACCU Nara

On the first two days of training program, the participants made presentations of their country report to share the situation and issues of cultural heritage protection in respective countries. In the question and answer session after the presentations, they had an active discussion as the experts who face common challenges. Discussion over some topics such as measures against termite damages did not come to a conclusion, and Dr Wijesuriya, a facilitator, advised the participants to continue their discussion for one month and deepen their understanding.



Presentation by participants and discussion with Dr Wijesuriya and Prof. Inaba





*Discussion with lecturers and participants*

After the participants' presentation, Prof Inaba from University of Tsukuba gave a lecture. The lecture covered i) classification of Japanese cultural heritage, ii) introduction of Japan Heritage scheme and iii) restoration and conservation of Japanese wooden structures. The participants asked questions for the details of Japanese cultural property protection system including the difference between national treasures and important cultural properties, designation system by national and prefectural government, restoration by dismantling the structure and the traditional conservation technique. Upon a participant's question on the issue of authenticity, its concept and history were also lectured while discussing with the participants.

## 7 September

### ■Current Situation and Issues of Architectural Conservation in the Asia-Pacific Region

*Gamini WJESURIYA (ICCROM)*

Venue: ACCU Nara

In the first half of the session, Dr Wijesuriya delivered a lecture on the evolution of key conservation and heritage concepts, explained the areas of activity of ICCROM, its missions and role in achieving sustainable development goals. The lecturer also outlined the visions of Advisory Bodies (ICOMOS, IUCN) and opportunities to engage in the activities and courses. The second part of the lecture was dedicated to the current status of heritage conservation globally, the trendsetters and sources, the development of the theory and practice of conservation. He explained in detail how and why the approaches towards heritage conservation have been changing from conventional and material-based to more people-centered and values-led focuses.

The second part of the day was dedicated to group work. The participants of the training course worked in four groups to prepare a presentation that would outline the fundamental values, stakeholders, attributes and affecting factors (both negative and positive) of the monument or site chosen by each participant. The presentations were followed by the lecturer's comments and recommendations on how to clearly define the values of the given site/monument and related communities and what has to be taken into account in the decision-making process related to the conservation.



Lecture by Dr Wijesuriya

## <Unit2: Protection Systems for Wooden Structures in Japan>

9 September

### ■Introduction to Wooden Structures in Japan/ Conservation Practice for Wooden Structures in Japan

*TAKEUCHI Masakazu, TANAKA Sadahiko (Agency for Cultural Affairs, Japan)*

The topic of this session addressed the current systems and trends in the protection of wooden cultural property buildings in Japan and the basic principles and practices utilized in conservation. Two lecturers of the Agency for Cultural Affairs reviewed various topics from the breaking down the types of buildings, registration and designation system of the properties, to the importance of wood culture on Japan's architectural heritage and fundamental principles for the preservation of historic timber structures. They also reviewed the system of designating conservation architects and their responsibilities in the projects.

The participants learned about the types of damage and decay and the treatment by repair applying partial or total dismantlement. Some of the participants were also interested in repainting and re-coating and the lecturers explained about the protection of techniques for the conservation of painting on wooden buildings by presenting the case studies.



Lecture by Mr Takeuchi



Lecture by Mr Tanaka



### <Unit 3: Documentation of Wooden Structures>

10-13 September

#### ■Structure of Japanese Wooden Architecture/ Structural Survey and Documentation Methods

HAYASHI Yoshihiko (NNRICP), YAMAGUCHI Isamu (Nara City Board of Education)

Venue: Tanaka Family Residence

A new unit of the training program started. It involved lectures and practical training on the evaluation, investigation, and documentation of wooden heritage building.

The participants learned the types of wooden buildings in Japan and the basic principles of survey and documentation including the purposes and methods. There was also an orientation for the practical training, namely drawing of the floor plan and sectional plan, as well as measurements.

#### ■Measured Drawing of the Floor Plan

The first day of practical training on documentation of wooden structure at the old farmhouse of Tanaka Family. The participants learned how to make drawings of the floor plan, which details to pay considerable attention when measuring, how to differentiate the old and new timber and the species of the wood. Apart from the individual work of sketching the floor plan, participants worked in the groups for measuring the structural components. The three-day practical training at Tanaka Family Residence aimed to further develop the participants' skills in observing, evaluating, and documenting the wooden heritage building.



Training venue: Tanaka Family Residence



### ■Measured Drawing of the Sectional Plan

Practical training on survey and documentation for the drawing continued. The participants practised making the drawing of the sectional plan. They sketched on section paper from the ground level, marked the position of pillars, the height of the floor, lintel, ceiling, and beams. The second half of the session was dedicated to the group work of measuring the vertical members and exchanging the opinions about gained skills and knowledge during this practical session.

### ■Photography

*SUGIMOTO Kazuki (Saidaiji Photo Studio)*

The lecture and practical training session on recording the wooden buildings by photographic documentation. The participants learned the theoretical part on the basics of camera functions; setting the aperture, shutter speed, ISO sensitivity, etc.; adjusting the colors; image saving formats; types of lens. In the second half of the session, the participants practiced shooting outside and inside Tanaka Family Residence and trained in setting up the tripods and using the strobes. In the end, the lecturer evaluated the participants' works and gave feedbacks.



*Measurement of roof area*



*Evaluation by Mr Yamaguchi and Mr Hayashi (second and third from the left)*



*Practical work of photography at Tanaka Family Residence (top left: Mr Sugimoto)*



## &lt;Unit4: Restoration of Wooden Structures&gt;

15-19 September

## ■Restoration Systems and Project Planning for Wooden Structures/ Overall Process of Repairs

*KONDO Mitsuo (JACAM), HAYASHI Yoshihiko (NNRICP)*

Venue: ACCU Nara

The unit of Restoration Systems and Project Planning for Wooden Structures started with the lecture of Mr Kondo, a conservation architect. In the first half of the session, the participants learned the administrative framework of the conservation projects: how the conservation architect is assigned to the project, the subsidies and funding, relationship between the project consignees and contractors. The second part of the lecture focused on the case studies and described the practical steps undertaken in the conservation and repair of wooden buildings, such as damage investigation and countermeasures.

In the end, the lecturer explained the participants about the practical training and basics of damage investigation that they would perform by themselves at Tenman Shrine from the following day.

## ■Damage Investigation and Developing the Conservation Strategy/ Restoration Plan I-IV

Venue: Tenman Shrine

The participants spent the day working at Tenman Shrine. They sketched foundation stones, ground sill, pillars, horizontal members, and wallboards, individually. The task also included identifying the damage, distinguishing the original and later added members, and developing a clear idea about the alterations the Shrine had gone through centuries. Two Japanese conservation experts instructed them and commented on their works during the process. These procedures are necessary in order to create a restoration policy and explain the methods they employ in their conservation strategy.



Mr Kondo



Tenman Shrine



Damage survey and distinguishing the original and later added members



The second day of practical training at Tenman Shrine involved the continuation of drawing of the structural members: beams and purlins, bracket arms, roof truss, rafters, and gables. During the working process, the lecturers drew the participants' attention to the details which would eventually help them in identifying the age, transitional periods, traces of paintings, and damage treatment methods back in earlier centuries. By the end of the day, the participants were expected to finish drawing and damage evaluation, develop the conservation strategy, and decide the treatment method. On the following day, the participants worked on drafting their restoration plans, including the results of the damage survey and measures to be taken. They also discussed in their groups about the presentation of restoration plan.



*Mr Kondo advising how to identify the age of pillars*



*Mr Hayashi advising the transitional periods of members*



*At the gate of Tenman Shrine with lecturers*



*Survey of traces of paintings*





*Preparing the presentation of the damage survey and restoration plan by groups*

On the final day of this practical training session, the participants presented the results of the damage survey at Tenman Shrine and explained their preferred approach towards the restoration in detail. Some participants proposed the partial dismantlement and repair, while others suggested total dismantlement of the building according to their findings. However, what all the presentations had in common were the highlighted living heritage values of the shrine and the community-based conservation policy. Comments from the lecturers followed the presentations. In the end, Mr Kondo also shared his conservation strategy and restoration plan with the participants.



*Making presentation and exchanging opinions between participants and lecturers*



### ■On-site Study: Restoration of Wooden Structures I-II

HONDA Yuichiro, TAKAMIYA Kunihiro (Nara Prefectural Government)

Venue: Yakushiji Yasumigaoka Hachiman Shrine, Ichijo-in Shinden of Toshodaiji Temple

During the practical training at Tenman Shrine, the participants visited two restoration sites, Yakushiji Yasumigaoka Hachiman Shrine and Ichijoin Shinden of Toshodaiji Temple. Yakushiji Yasumigaoka Hachiman Shrine had its paintings and the roof under the restoration. The participants received on-site lecture about the ongoing restoration works and learned the principles of repairing the roof and paintings of the Important Cultural Property.



*East pagoda of Yakushiji Temple has just finished the total dismantlement restoration*



*Mr Hayashi guided at Yakushiji Temple, the UNESCO World Heritage site*



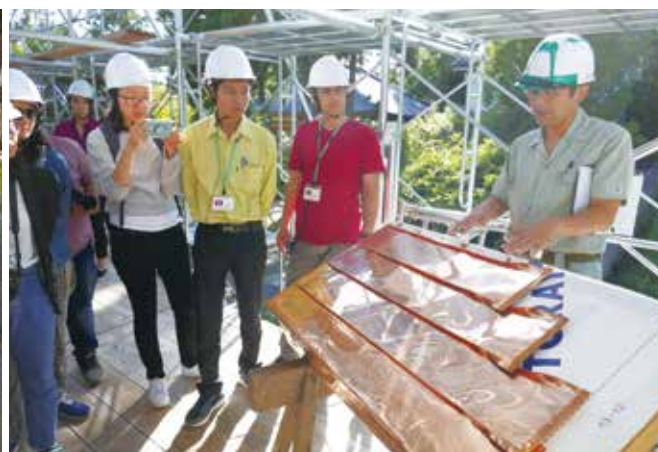
*Roof restoration site at Yakushiji Yasumigaoka Hachiman Shrine (roof material: cypress bark)*



*Mr Honda (centre) explaining the concept of paintings restoration*



*Explanation of the investigation of building foundation*



*Mr Takamiya (right) explaining the roof material for restoration (roof material: copperplate)*



## <Unit 5: Management of Wooden Structures>

20-21 September

### ■Session1: Risk Management

Rohit JIGYASU (ICCROM)

Venue: ACCU Nara, Tenman Shrine

A completely new topic regarding the disaster risk management was introduced by Dr Jigyasu, an expert from ICCROM. In the first half of the session, lecture was delivered on key principles of risk management of cultural heritage, types and meaning of risks, interdependence of hazards, vulnerabilities and exposure and the basics of the risk assessment. In the afternoon, the participants and the lecturer moved to Tenman Shrine for the practical training. The shrine was selected for the participants to perform the risk assessment by analysing all the hazards and vulnerabilities based on the observations. Also, for their second task, the participants were asked to develop a disaster scenario.

The second day of the session included the group work and presentations as well as the lecture. In the first half of the day, participants presented the three different risk scenarios developed for Tenman Shrine, including the risk mitigation strategies. Supposing that they had to seek financial support from the local or international donors, the participants were also asked to develop their project proposals. After the group work and presentations, Dr Jigyasu closed his session by introducing the nine principles of disaster risk management of cultural heritage. The participants also learned about the basic risk mitigation strategies and measures for different types of vulnerabilities and the methods of adaptation in case the mitigation is not applicable.



Dr Rohit Jigyasu



Group work and presentation on the risk management plan for Tenman Shrine

23, 25 September

■ Session2: Succession of Conservation Techniques (Carpentry Tools/ Traditional Craftsmanship)

■ Carpentry Tools

*NISHIYAMA Marcelo (Takenaka Carpentry Tools Museum)*

Venue: Takenaka Carpentry Tools Museum

The participants visited Takenaka Carpentry Tools Museum, where traditional carpentry tools are exhibited, and received explanation on Japanese carpentry tools and philosophy of Japanese master carpenters and craftsmen. This museum provides visitors of wide generations with various types of learning experiences through the presentation such as hands-on exhibition, videos and workshop to experience carpentry, aiming at drawing attention of such visitors to the fact that succession of traditional tools and techniques is indispensable for the conservation of cultural heritage buildings. The participants were amazed with the precision of Japanese carpentry tools, and obtained various ideas for the conservation of their traditional tools. Several participants showed greater interest in the video library of the museum, where traditional tool making techniques were recorded, referring to the importance of such kind of video documentation of disappearing techniques in their own countries. The visit to this museum was one of the programmes with the highest appreciation in the participants' questionnaire at the end of the training.



*Lecture by Mr Nishiyama at the entrance hall in the museum*



*The video library of the museum*



*The workshop room for experience carpentry (left: Yari-ganna, a spear plane right: Japanese saw)*

■ Traditional Craftsmanship

*MIYAI Tatsuya (Heijo Branch Office, Asuka Historical National Government Park Office)*

*TANI Toshimitsu (Shimizu Corporation)*

Venue: Nara Place Site, Todaiji Temple

On 25<sup>th</sup> September after a day off, the programme was held at two world heritage sites, namely, Nara Palace Site in the morning and Todaiji Temple in the afternoon. It started with a lecture on the outline of Nara Palace Site and its reconstruction project at Nara Palace Information Centre for Reconstruction Project. Then, the group moved to the South Gate reconstruction site for the observation. It was explained that traditional technique is used in combination with the latest technology, and the participation of carpenters skilled in the restoration of cultural heritage buildings



would help the succession of traditional technique. In the discussion with master carpenters, the participants focused on carpentry works and skills, such as measures to cope with cracks in wooden members during seasoning and ways to control those materials. After the visit, the participants moved to Suzaku Gate and received an explanation on the total development plan of Nara Palace Site from ACCU.

In the afternoon, they moved to Todaiji Temple after looking around “Heijokyu Izanai-kan” (guidance centre for Nara Palace Site) freely. At the South Main Gate and Great Buddha Hall of Todaiji Temple, explanation was given on their historical transitions and management of wooden cultural heritage.



*The theatre of Nara Palace Information Centre*



*Mr Tani giving an explanation about traditional carpentry tools*



*The South Gate reconstruction site with lecturers (Mr Tani: third from the left, Mr Miyai: right)*

**26 September-1 October**

■ **Session3: Community-centred Management of Historic Towns**

■ **The Case of Japan**

*WATANABE Yasushi (Shiojiri City Board of Education)*

Venue: ACCU Nara

Previous session was concerning practical works for the conservation and restoration of individual buildings, and this session was designed to cover the preservation of “group of buildings,” especially “the preservation of townscape” which had been developed with people’s daily life. Japan has more than forty years experiences in the field of townscape preservation with plenty of examples such as national preservation system (designation of Preservation Districts for Groups of Traditional Buildings) and establishment of community associations for the preservation guided by the local government. The session started with a lecture on Narai post town as a case example, where the participants were scheduled to visit in their on-site study. The outline of the town, its past circumstances concerning the designation as a preservation district and concept of landscaping project were explained, and the participants asked many questions about the system of Preservation Districts for the Groups of Traditional Buildings including subsidy system and the way to reflect opinions of community people.

■ **Community Engagement and its Global Trend**

*NISHI Kazuhiko (TNRICP)*

In response to the participants’ questions, Mr Nishi gave general information on Japanese system of Preservation Districts for Groups of Traditional Buildings in his afternoon lecture. Based on the contents of lecture in the morning, the lecture covered historical background of Japanese cultural property protection system started from the protection of temples or shrines and expanded to the protection of townscapes, as well as responsibility of different parties concerned such as community, government and experts. The lecturer placed emphasis on the importance of consideration for the role of experts in performing their duties of heritage protection.



*Lecture by Mr Watanabe*



*Lecture by Mr Nishi*

In the morning of the following day, Mr Nishi discussed cases of Takayama and Shirakawa, which were also the places for on-site study, on the value to be protected in each heritage and community involvement. In addition, it was pointed out that the role of experts would be a future agenda due to diversifying relations among heritage, community and experts in the scope of international conventions.

■ **The Case of George Town World Heritage Site**

*Ang Ming Chee (George Town World Heritage Incorporated)*

Dr Ang Ming Chee of George Town World Heritage Incorporated, a state heritage agency for the management of George Town, introduced a case of townscape preservation in Southeast Asia. Difficulties in community involvement coming from multi-religious and multi-ethnic makeup of George Town were explained, and challenges of multi-ethnic nation were focused as a common issue in Asia although such situation was rarely found in Japanese example. In addition to the lecture, the participants worked in groups to develop restoration plans of traditional buildings, which was to be implemented in George Town, and exchanged ideas with the lecturer. The points to be





*Left: Participants developing restoration plans with instruction by Dr Ang Ming Chee*



*Right: Presenting the restoration plan by groups*

considered in developing their plans were presented, such as the issue of procuring traditional materials, perspectives of various stakeholders and the view of heritage owners. The participants asked many questions on the measures actually taken in George Town against these challenges. This session was a good opportunity for each participant to examine the reality of “role of experts advocated in international charters” in the light of “practice and challenge” at heritage site.

## ■Disaster Prevention

*MATSUMOTO Mitsuo (Takayama City Board of Education)*

Venue: Takayama City

In the programme at Takayama city, the participants learned its disaster prevention system managed under the initiative of community people. At first, a lecture was given on the history of city, townscape, and activities maintained by the community such as traditional festivals and disaster prevention scheme. Then, the participants observed the townscape of Takayama, a designated Important Preservation District for Groups of Traditional Buildings. Since the representatives of community accompanied the group to guide and explain their activities including the demonstration of some disaster prevention equipment, the participants had sufficient understanding of the role of community there. They also visited Yoshijima Family Residence designated as Important Cultural Property in the preservation district, and received the explanation from the owner of the house about management and utilization of cultural property.



*With Mr Matsumoto Mitsuo (centre) at Yoshijima Family Residence*



*The representative of community (right) demonstrating of disaster prevention equipment*



## ■World Heritage Management

*MATSUMOTO Keita, KONDO Hisayoshi (Shirakawa Village Board of Education)*

Venue: Shirakawa Village

The participants learned “Management of World Heritage” at Shirakawa village. At first, they had a panoramic view of world heritage settlement from the observatory and receiving the introductory information on Ogi-machi settlement and Gassho-style house structure from Mr Kondo Hisayoshi, Deputy Superintendent of Education in Shirakawa Village. Then, Mr Matsumoto delivered a lecture at the village government office on the “yui” system, which was village tradition for mutual cooperation among community members, and measures taken by the local government against over-tourism after being inscribed as a world heritage, for instance, the regulation of car entry into the preservation district or construction of new parking areas. The lecturer guided the participants into the settlement for the observation of fire prevention system managed by the community people and Wada House designated as Important Cultural Property to deepen their understanding about the townscape and structure of Gassho-style. Many of the participants, who were architects, showed interest in structural members of the house and asked many questions on Gassho-style structure.



*Mr Matsumoto Keita explaining a fire extinguisher (left) and structure of Gassho-style house*



*With Mr Kondo (the third from the left in the front row) at Shirakawa Village*



## ■Groups of Traditional Buildings

WATANABE Yasushi, SHIOHARA Masaki, MINAMIZAWA Tsuyoshi (Shiojiri City Board of Education)

Venue: Narai, Shiojiri City

On-site study for two days in Shiojiri city was held in two different areas of Preservation Districts for Groups of Traditional Buildings. One was Narai, the town with more than forty years history of community activities for townscape preservation pertaining to its designation, another was Kiso-Hirasawa where the townscape was preserved based on its traditional lacquerware industry. In Narai, after observing the townscape with the explanation of outline, the participants received a lecture mainly focused on the activities of local government. Mr Minamisawa Tsuyoshi, an architectural engineer of Shiojiri City Board of Education, introduced the principle of repair and landscaping project as well as applicable subsidy system. From Mr Shiohara Masaki, Unit Chief of the board of education, community organization and initiatives for the townscape preservation were explained. They shared recent difficulty in sustaining the community organization at a time of generational change and challenges in extending administrative support. Following the lecture, the participants moved to observe a traditional house under the repair work in the preservation district as a practical example. They had an opportunity to meet the new owner of the house, who decided to move from other place to Narai, and asked about the attractiveness of preservation district and the impression of support from the local government.

On the day, the group stayed at a remodelled traditional house in the preservation district and had a chance to experience a way of cultural property utilization.



Observation of the preservation district in Narai



Mr Watanabe explaining a traditional house under the repair work



With lecturers at the front of Tezuka House



## ■Town Preservation and Traditional Industry

*WATANABE Yasushi, SHIOHARA Masaki, MINAMIZAWA Tsuyoshi (Shiojiri City Board of Education)*

Venue: Kiso-Hirasawa, Shiojiri City

Kiso-Hirasawa, the venue for the second day of on-site study in Shiojiri city, is the designated preservation district developed with its traditional lacquerware industry. Many of the residents make their living in traditional industry, and the structure of the buildings for their living space is designed for the lacquerware industry. In the morning, the participants received the explanation on the features of lacquerware industrial town and observed the townscape including a lacquerware coating house to learn about the relation between the lacquerware production and the elements constituting the townscape.

The main feature of Kiso-Hirasawa was found in the situation that the community continued to have traditional industry as the basis of livelihood, and they did not have to rely on the tourism for the financial source to preserve the townscape. This is a rare example where traditional livelihood and settlement continue to exist, and different in nature from Narai which has lost its function as a post town. These two examples illustrated the history of collaboration between a local government and community organizations seeking for the way to preserve the heritage based on the different features of respective settlements, and the approach for the sustainable heritage protection in a tailored manner for each heritage was established jointly by the administration and community. The participants learned about the role of cultural heritage experts and various means of administrative support for the residents through the two-day programme.

In the afternoon, they had a discussion over the on-site study at Narai and Kiso-Hirasawa to review the administrative support for the preservation of townscape. The participants asked questions on the influx and outflow of population in the preservation districts, the way to deal with aging community, tourism promotion and others, mainly from the perspectives of regional vitalization with “cultural heritage resources” as a “resource for tourism.”



*Mr Watanabe guided Kiso-Hirasawa area*



*Observation of traditional Urushi lacquerware industry at the private house in the preservation district*



*Visiting lacquerware shop in the private house*



*Review meeting*

3 October

### ■Final Presentation and Discussion

*NISHI Kazuhiko (TNRICP)*

Venue: Hotel Fujita Nara

On the final day of training programme, the participants made final presentations on their newly obtained knowledge, the contents of utmost benefit, how they would utilise their one-month learning and experience in their countries, and proposed their action plans both in short and long term. In the short-term action plan, they mentioned the review of documentation, photographic documentation, disaster prevention drills involving community people, etc. In the long-term plan, some participants referred to revise the system of their country as a result of comparison of their systems with Japanese ones in terms of cultural property protection in general, Preservation Districts of Groups of Traditional Buildings, and subsidies. Others shared ideas to introduce some newly learned systems in future, such as vernacular house conservation system, establishment of regulation concerning repair and landscaping, a system to protect the traditional technique for restoration and repair. In the final discussion, Mr Nishi, the facilitator, posed issues on cultural heritage protection in the Asia Pacific region, and exchanged opinions with the participants for the future prospects and problem solutions. There were comments of expectation and request for coming ACCU trainings as well.



*Discussion between Mr Nishi and participants*



*Final presentation by participants*

### Closing Ceremony

Followingly, the closing ceremony was held. Director of ACCU Nara appreciated the participants' hard work during a month of training and awarded a certificate to each participant. On behalf of the participants, Ms Shivangi Shukla from India and Mr Yeshi Samdrup from Bhutan made speeches to express their gratitude to the lecturers and people concerned as well as the appreciation to the fellow participants for the encouragement and stimulating discussions among themselves.

After the ceremony, the participants paid a courtesy call to Vice Governor Murata at Nara Prefectural Government, which supports this training, to report the completion of the training course. Although the time was limited, they had a pleasant talk about a life in Nara, impression of training course and Japan.





*Closing remarks by ACCU Director*



*Closing speeches by participant representatives (left: Ms Shivangi Shukla, right: Mr Yeshi Samdrup)*



*The Group Training Course 2019 participants at the closing ceremony*

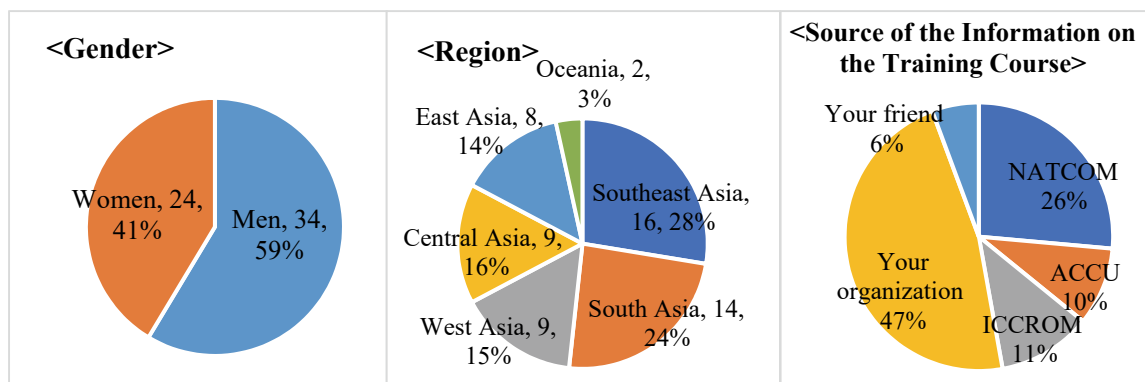


*Courtesy visit to Nara Prefectural Government to meet Mr Murata Takashi, the Vice Governor*



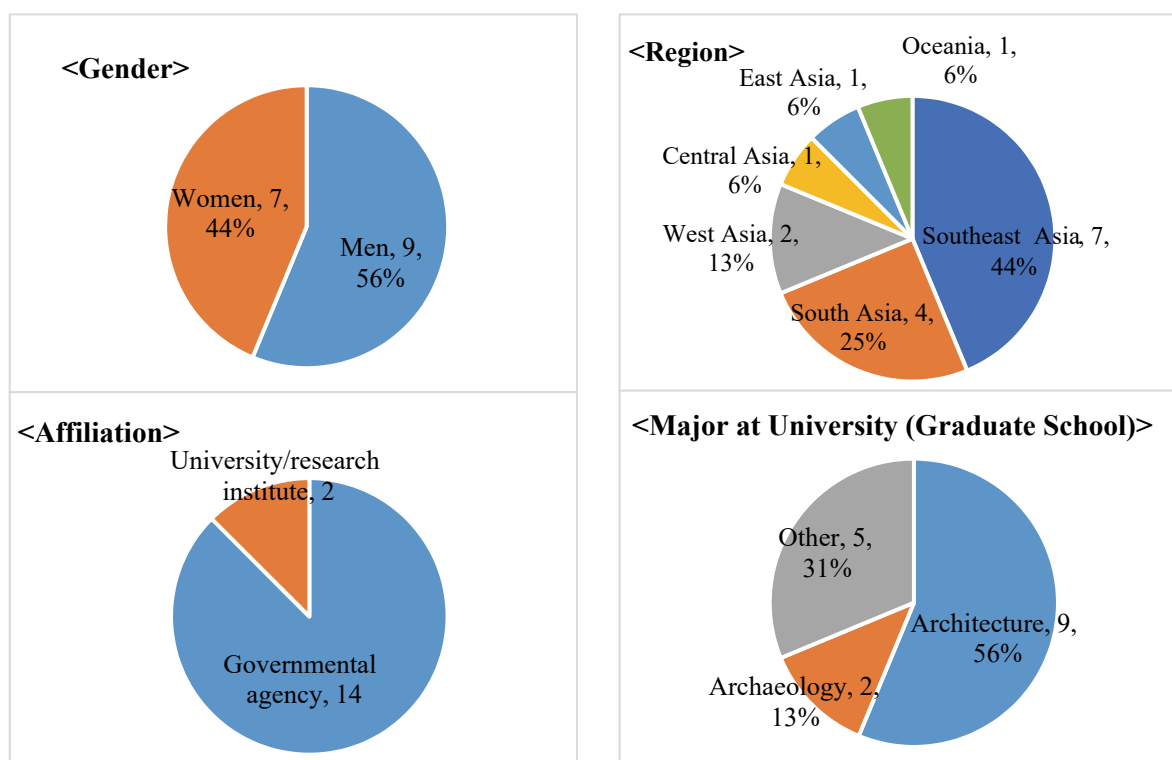
### 3. Evaluation

#### 1. Application (58 applicants from 22 countries)

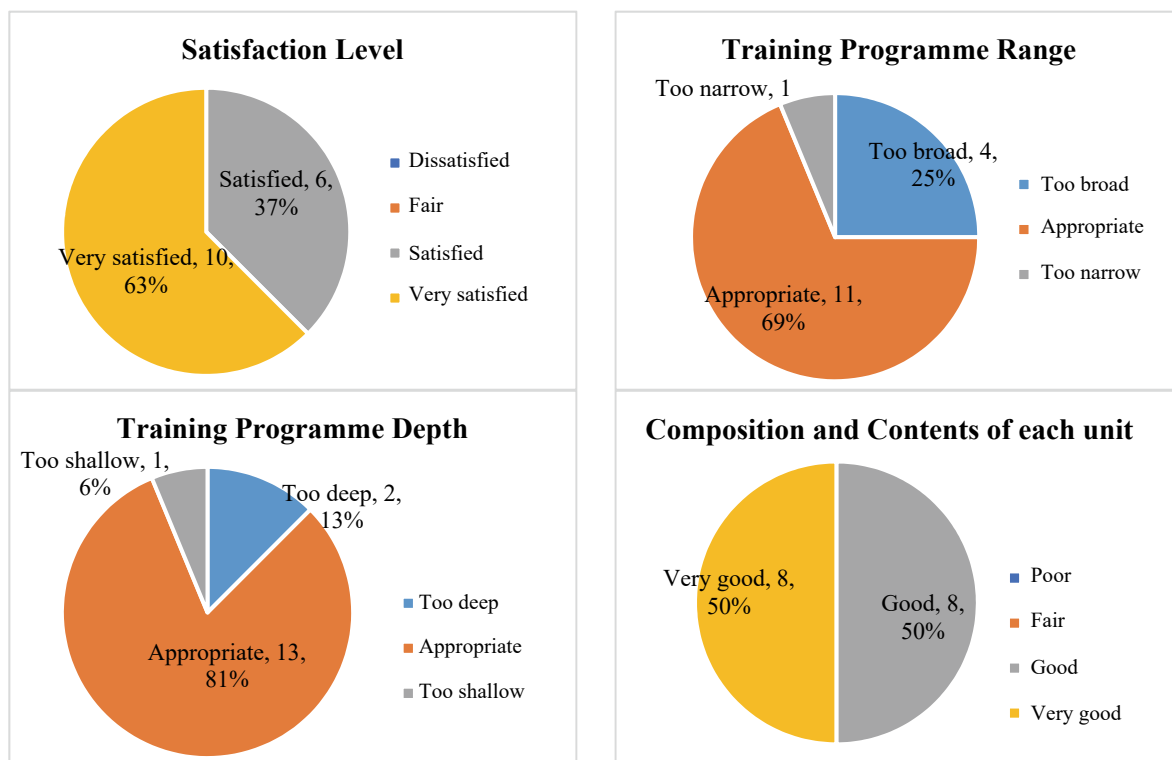


\*ACCU/ICCROM: Websites

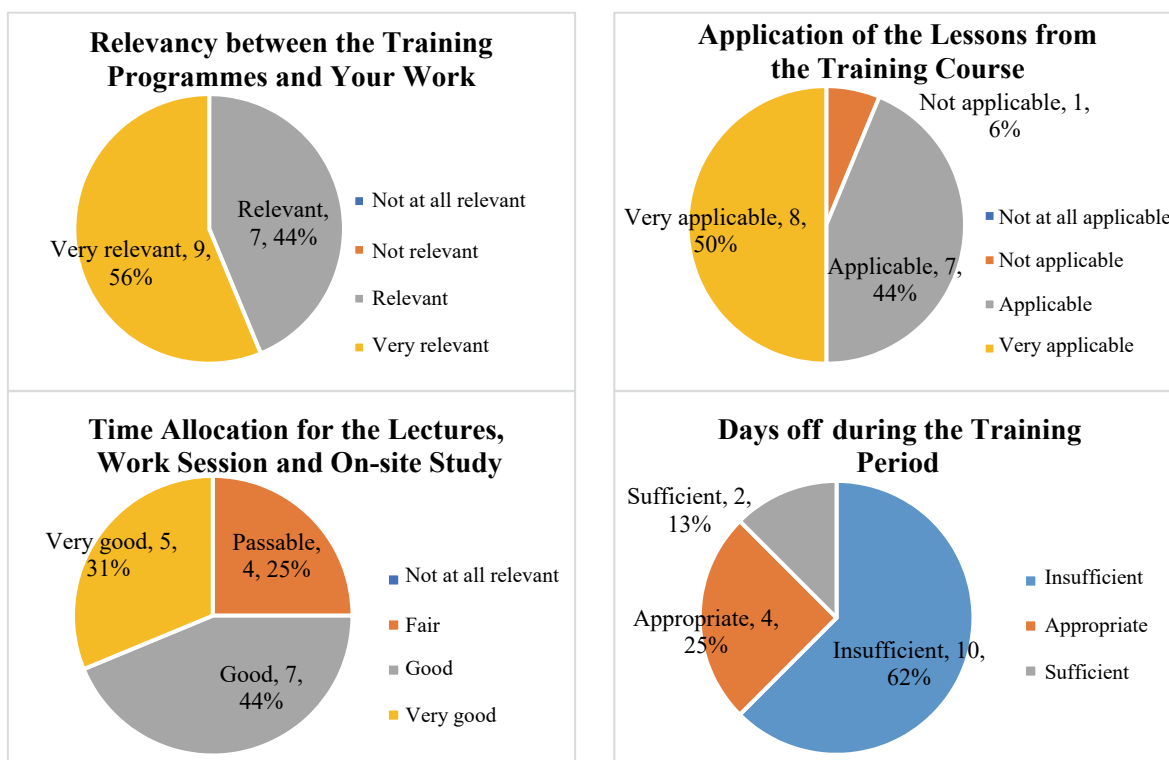
#### 2. Training Participant (16 participants from 15 countries)



### 3. Evaluation of the Overall Training Curriculum



- The training course was better than expected and helped me to expand my perspective on my operations for conserving heritage.
- The depth of the training curriculum was appropriate to learn comprehensively about all the necessary aspects in one month.
- Considering that it was a one month course, I feel that the programme for each lesson was more than enough and was designed to provide practical knowledge useful for my work.
- All the lessons were related to one another, enabling me to learn comprehensively.
- Each lesson's purpose was clear and beneficial.
- I hope that the course will cover topics relating to damage to constructional materials and their restoration.
- I wish that we had had a theoretical lecture specialising on authenticity.
- I hope that the course will include some elements related to architectural engineering.
- Many of the lectures discussed architectural engineering for conservation and restoration. I wanted to learn about how communities and experts other than those of architectural engineering are involved in the process of conservation.
- Some lectures overlapped with one another in terms of their contents.
- The training course began with principles and theories and then proceeded to hands-on work session and finally to the establishment of policies. I think that this flow was good.



- Not all Japanese approaches to preservation and management of heritage can be applied in my country, but what I have learned through the on-site study, lectures and work sessions will serve as an important element for reviewing and improving my country's approaches.
- Some themes (e.g. material types, reconstruction and value) are based on different ideas from those of my country, so I would like to make some changes to what I have learned to tailor to the needs of my country. (Two respondents)
- The training course was good in general, but we should have spent much more time in risk management assessment and some other lessons.
- For the on-site study, we should have had much more free time on the tours.
- Though not necessary every week, we should have 2 days off every 2 weeks. If not, we should have fewer assignments.
- It would be better if we had 2 days off in the middle of the training period.
- If we strive to learn sufficiently in the limited period of 2 months, one day off per week is appropriate.

#### ◇ Most Beneficial Programme

International trends regarding conservation of cultural heritage (6)

Japanese systems for conserving cultural properties (5)

Risk management (4)

Damage inspection and recording (3)

Takenaka Carpentry Tools Museum (3)

Measured drawing (3)

Photography (2)

Lectures on traditional structures

The case study of George Town



#### ◇ Less Beneficial Programme

- Preservation and restoration of wooden structures in Japan (The time was insufficient to learn about the theme comprehensively.)
- Risk management (In my country, we have already made preparation and systems for handling disasters and risks.)
- Lecture in Narai (The on-site lecture overlapped with the lecture in Nara in terms of contents. Though useful, it has been too detailed.)
- Measured drawing (I guess many of the participants already know the method.)

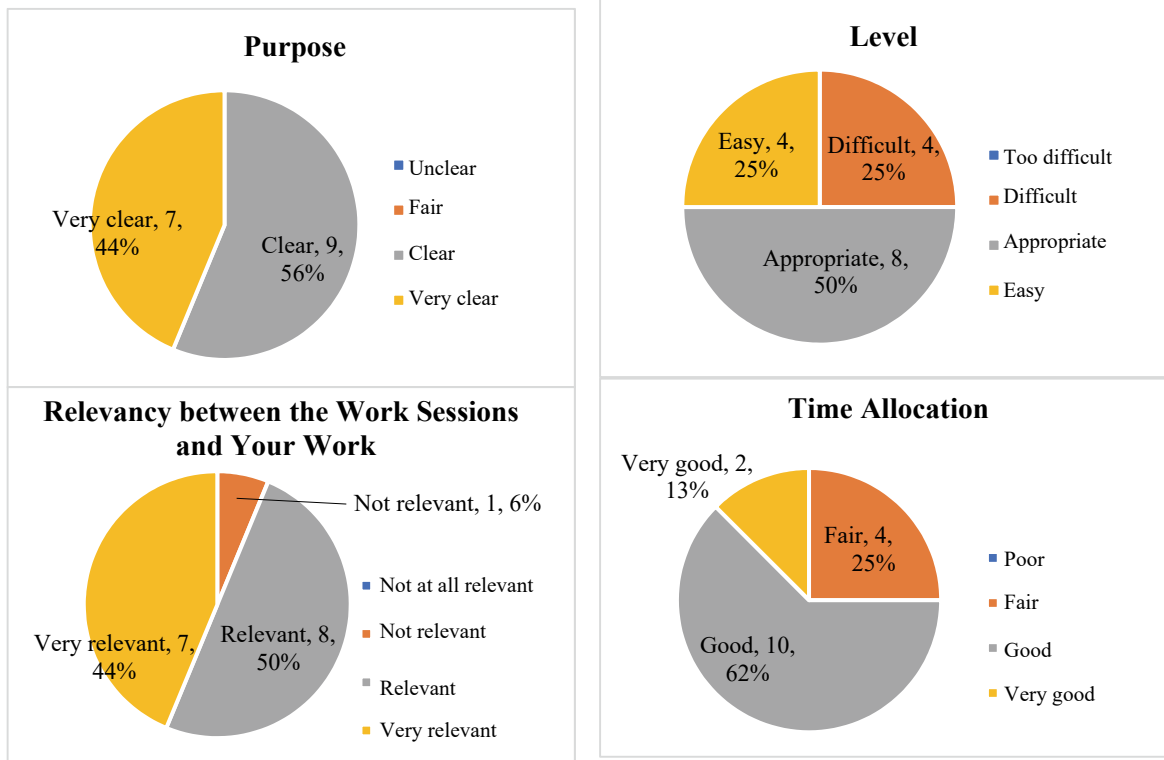
#### ◇ Opinions on the Curriculum and Elements to Be Added

- For risk management, if only a single type of disasters is selected, it would help participants gain even clearer understanding.
- Documentation using software
- Value of heritage conservation and communities
- Lecture on authenticity
- Painting restoration (2)
- Structural analysis of wooden buildings
- Preservation of forests to conserve cultural heritage. Fieldwork in a forest, if necessary
- Cutting-edge technology used for conserving wooden structures

#### 4. Lectures

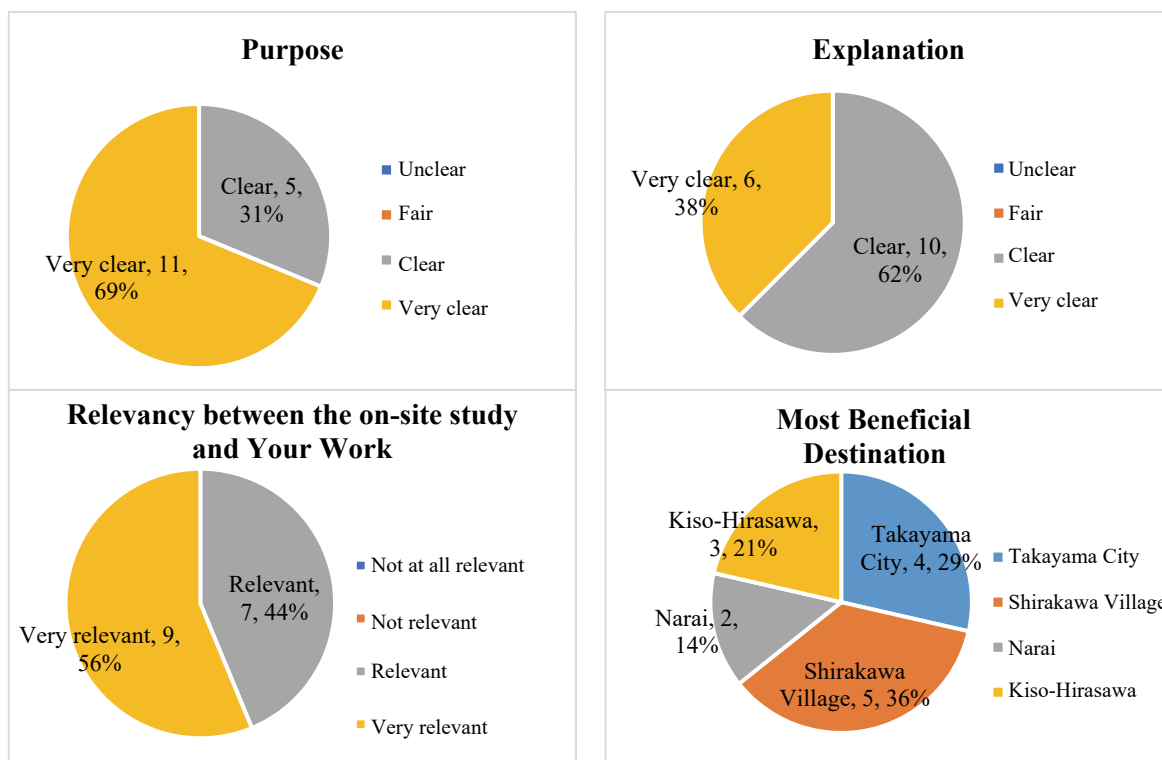
- Some explanations, especially those of issues distinctive of Japan, were repeated many times.
- Consecutive interpretation was very easy to understand.
- It would be a good balance if a daily schedule consists of lectures in the morning and a work session or on-site study in the afternoon.
- When a lecture was prolonged, I found it difficult to concentrate.
- I feel that paper texts should be replaced with PDF files.
- The texts were very useful, and the backup materials helped deepen understanding.

## 5. Work Sessions



- Our hands-on experience at the work sessions has helped us deepen our understanding about the lectures.
- The time allocation for individual work was good, whereas the time for group work was too short (especially for risk management).
- The fieldwork in summer was sometimes physically demanding, making me feel sick. It would be better to supply water and have much more rest time.
- Those without sufficient English proficiency had no opportunities to give a presentation. I feel that smaller groups would be more beneficial.
- Group members should be changed for every assignment to avoid overlapping of members.
- The purpose of group work should be defined more clearly. Some members tended to concentrate on preparing good-looking PowerPoint slides, depriving us of significant time for discussion.
- Participants should be divided into groups, taking their expertise into consideration. For example, it might be good to separate participants into a group of those with the experience of measurement vs a group of those without such an experience, so that participants of the same level can participate in group work.

## 6. On-site Study

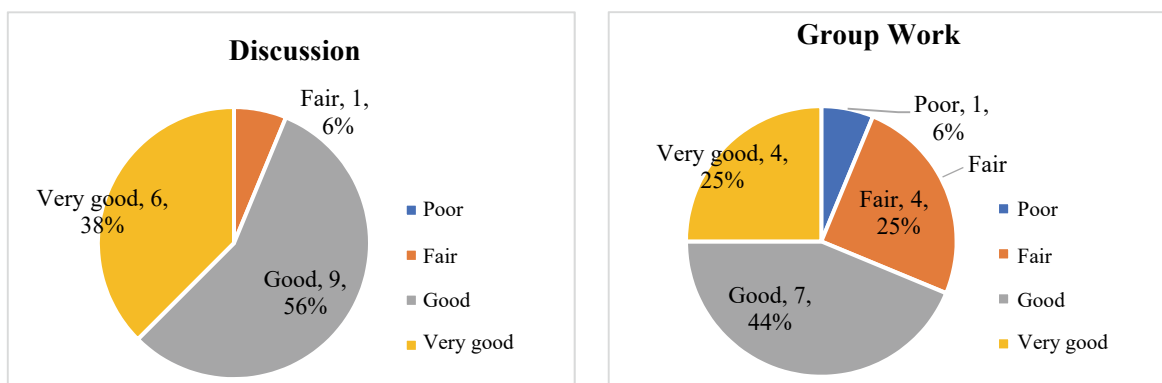


- We should have much more free time on the tours. (Two respondents).
- It might be better to collect notes (taken by participants) during a tour to clarify what they have learned.
- Not half a day but a full-day on-site study would be better.
- The reconstruction work of the South Gate of the former Heijo Palace was interesting and enabled me to obtain technical knowledge and learn about the reconstruction approach.
- Although I felt that the reconstruction of the South Gate was not so closely related to the training theme, the tour to the site was interesting.
- In Shirakawa Village, I was able to learn about the outline of the residents' preservation society, the relationship between the local government and the association and many other interesting topics related to conservation efforts.
- In Takayama, I was able to learn a lot about disaster damage prevention and local communities, and this experience was beneficial.
- In Narai, it was interesting to see the balance between heritage conservation, tourism and long-term community development.
- In Kiso-Hirasawa, I was able to listen to detailed explanations of landscape preservation and community cooperation.



## 7. Presentation, Discussion and Group Work

### Time Allocation



- Some country reports were not in line with the theme. Some guidelines or samples should be distributed in advance, and the secretariat should check country reports in advance. (Two respondents)
- Country report presentations should be given in public.
- The time for group work was too short. I hope that lectures would include much more time for group work.
- On-site study tours according to group might be effective. I think that it would be good if group members could share what they have observed and felt during such tours and exchange their opinions.
- The group was too large, making it difficult for me to understand all the members' opinions. A smaller group would be better.

## 8. What Do You Want to Learn If a Local Workshop Is Held in Your Country?

- Community cooperation and community-centred heritage conservation (China, Indonesia, New Zealand, the Philippines and Uzbekistan)
- Skills for conserving wooden structures (Cambodia, India and Viet Nam)
- Conservation of traditional structures and historical landscape and risk management (Cambodia and India)
- Risk management (Indonesia and the Philippines)
- Disaster damage prevention and reduction for cultural heritage (Nepal and Viet Nam)
- Management of cultural heritage (Afghanistan and Thailand)
- Documentation using software (Afghanistan)
- Rehabilitation process in light of value of cultural heritage (Bhutan)
- Carpenter skills (China)
- Earthquake-resistant structures for wooden buildings (India)
- Conservation of earth, brick and stone structures in historical cities (Iran)
- Training for conservation skills (New Zealand)
- Conservation of brick structures (Thailand)
- Restoration of wooden structures (Uzbekistan)



### III. Regional Workshop

1. General Information
2. Summary
3. Evaluation







# 1. General Information

## Workshop for Cultural Heritage Protection in Phnom Penh, Cambodia

### 1. Background

ACCU Nara started implementing this training course on cultural heritage protection in the Asia-Pacific region in 2000, and has invited participants from Cambodia almost every year since then. The total number of Cambodian participants through 2018 is twenty-eight, the largest group for all participating countries. The majority, however, have been heritage practitioners engaged in the conservation of the Angkor UNESCO World Heritage Site, partly because Cambodia has been encouraging its conservation as a significant national policy, so that support from various other countries including Japan has concentrated at that site. Consequently, attention to the National Museum in Phnom Penh and other regional museums has not been adequate, and these institutes are facing challenges in providing appropriate management of important cultural properties.

Under such circumstances, ACCU Nara has gathered information and exchanged opinions with officials of the Ministry of Culture and Fine Arts, with former ACCU participants, and with Japanese experts who have long contributed to cultural heritage protection in Cambodia, about beneficial training opportunities for a wider range of heritage practitioners. In order to respond to one of the requests received, we have decided to co-organise this workshop on the theme of “Photographic Techniques for Cultural Properties” with the General Department of Cultural Heritage, Ministry of Culture and Fine Arts, at the National Museum of Cambodia in Phnom Penh.

### 2. Organisers

This course was jointly organised by the Agency for Cultural Affairs, Japan (Bunkacho); the Asia-Pacific Cultural Centre for UNESCO (ACCU); the Ministry of Culture and Fine Arts, Kingdom of Cambodia.

### 3. Dates and Venue

Dates: 18 November (Mon) – 23 November (Sat) 2019

Venue: Ceremonies; Angkor Hall at the Ministry of Culture and Fine Arts

Training; Preah Vihear Hall at Ministry of Culture and Fine Arts and National Museum of Cambodia

### 4. Theme

Photographic Techniques for Cultural Properties

### 5. Curriculum

The course consisted of four-day practical work sessions, one day and half lectures and half-day of the opening/closing ceremonies. The curriculum included the following topics;

Lectures

- Basic knowledge of cultural property photography
- Storage and management of photo data

Practical Training

- Photographic techniques for cultural properties
- Set up of a temporary photography platform
- Appropriate setting of a single-lens reflex camera
- Lighting methods (how to set up main and supporting lights)
- Shooting techniques for cultural properties (overhead shooting, front shooting)
- Measuring exposure
- Focal length and lens diffraction

**ACCU Workshop 2019 for the Cultural Heritage Protection  
in Phnom Penh, Cambodia**

Date			Morning (08:30-12:00)	Afternoon (13:30-16:30)
Nov	18	Mon	<b>9:00-10:00</b> <b>【Opening Ceremony】</b> (Venue: Angkor Hall, MCFA) <b>10:30-11:00</b> <b>【Orientation for the Workshop】</b> (Venue: Preah Vihear Hall, MCFA)	<b>13:30-16:30</b> <b>Lecture II</b> Appropriate setting of a single-lens reflex camera Instructor: NAKAMURA Ichiro, SUGIMOTO Kazuki (Venue: Preah Vihear Hall, MCFA)
			<b>11:00-12:30</b> <b>Lecture I</b> Basic knowledge of cultural property photography Instructor: NAKAMURA Ichiro, SUGIMOTO Kazuki (Venue: Preah Vihear Hall, MCFA)	
	19	Tue	<b>Lecture III</b> Photographic Techniques for Cultural Properties I "Set up of temporary photography platforms for overhead & front shooting" Instructor: NAKAMURA Ichiro, SUGIMOTO Kazuki (Venue: National Museum of Cambodia)	<b>Practical Training I</b> Photographic Techniques for Cultural Properties II "Setting background and lighting for shooting" Instructor: NAKAMURA Ichiro, SUGIMOTO Kazuki (Venue: National Museum of Cambodia)
	20	Wed	<b>Practical Training II</b> Photographic Techniques for Cultural Properties III "Overhead shooting of earthenware & wooden object" Instructor: NAKAMURA Ichiro, SUGIMOTO Kazuki, SATO Yuni (Venue: National Museum of Cambodia)	<b>Practical Training III</b> Photographic Techniques for Cultural Properties IV "Overhead shooting of stone object & textile" Instructor: NAKAMURA Ichiro, SUGIMOTO Kazuki, SATO Yuni (Venue: National Museum of Cambodia)
	21	Thu	<b>【Practical Training】</b> Photographic Techniques for Cultural Properties V "Front shooting of metal object" Instructor: SUGIMOTO Kazuki, SATO Yuni (Venue: National Museum of Cambodia)	<b>【Practical Training】</b> Photographic Techniques for Cultural Properties VI "Front shooting of wooden object & ceramic" Instructor: SUGIMOTO Kazuki, SATO Yuni (Venue: National Museum of Cambodia)
	22	Fri	<b>【Practical Training】</b> Photographic Technique for Cultural Property VII "Shooting of unmovable stone statue" Instructor: SUGIMOTO Kazuki, SATO Yuni (Venue: National Museum of Cambodia)	<b>【Practical Training】</b> Photographic Technique for Cultural Property VIII "Shooting of unmovable wooden carving & tapestry" Instructor: SUGIMOTO Kazuki, SATO Yuni (Venue: National Museum of Cambodia)
	23	Sat	<b>【Practical Training】</b> Photographic Technique for Cultural Property IV "Shooting of wooden building and stone statue" Instructor: SUGIMOTO Kazuki, SATO Yuni (Venue: Preah Vihear Hall, MCFA)	14:00-15:30 <b>【Lecture】</b> Management and Utilisation of Photo Data I "Storage and utilisation of JPEG/RAW data" <b>【Evaluation by Instructor】</b> Instructor: SUGIMOTO Kazuki (Venue: Preah Vihear Hall, MCFA)
				16:30 <b>【Closing Ceremony】</b> (Venue: Angkor Hall, MCFA)

\*MCFA=Ministry of Culture and Fine Arts

## 6. Participants

The Ministry of Culture and Fine Arts, Cambodia, nominated 18 professionals who are involved in documentation of museum objects at museums or Department of Archaeology in Cambodia. The group of participants consisted of:

- 18 participants; 10 from Phnom Penh and 8 from regional provinces
- There are 12 male and 6 female participants
- All participants work at the Ministry of Culture and Fine Arts
- The youngest participant was 26 years old, the oldest was 52. The average age was 34.3.



## 7. Language

Khmer language with consecutive interpretation from Japanese

## 8. Instructors

**NAKAMURA Ichiro**, *Official Research Photographer*

Photography Section, Department of Planning and Coordination, Nara National Research Institute for Cultural Properties

**SATO Yuni**, *Expert*

International Cooperation Section, Department of Planning and Coordination, Nara National Research Institute for Cultural Properties

**SUGIMOTO Kazuki**, *Cultural Property Photographer*, Saidaiji Photo Studio

## 9. Interpreter

TOET Ravuth (18-21 Nov.)

CHHUM Menghong (22-23 Nov.)

SO Sokuntheary (20-23 Nov.)

## 10. ACCU Nara Office Personnel

MORIMOTO Susumu, *Director*

NAKAI Isao, *Department Director*, Programme Operation Department

WAKIYA Kayoko, *Division Director*, International Cooperation Division

SUZUKI Sonoko, *Chief*, International Cooperation Division

## 2. Summary

### 15 November

ACCU staff departed from Kansai International Airport and arrived at Phnom Penh in the evening.

### 16 November

In the morning, ACCU Nara staff met Ms Khom Sreymom and Ms Khun Sathal of the National Museum of Cambodia to have a meeting for the preparation of workshop together with Mr Muong Chanraksmey. The workshop materials had been already carried into the training venue, a special exhibition room of the museum. The preparation finished with the confirmation of the guests attending the ceremony and the schedule of the final day.

Mr Sugimoto, an instructor, and Mr Morimoto, Director of ACCU Nara, arrived at Phnom Penh in the evening, then had a briefing with the advance party. Mr Nakamura, another instructor, and ACCU staff also arrived at Phnom Penh at night to join the group.

### 17 November

In the morning, a meeting at Angkor Hall of Ministry of Culture and Fine Arts, the venue for opening ceremony, with Ms Sreymom and Ms Sathal of National Museum and Mr Sok Channa of Ministry of Culture and Fine Arts. At Preah Vihear Hall, the lecture room for the workshop, the operation of projector connected to the instructor's PC was checked. In the afternoon, moved to the museum for checking the photography equipment and setting the venue for practical training. Since it was the first time for Mr Sugimoto to come to the museum, he observed the objects for photography, larger objects especially, and discussed with Mr Nakamura about the contents of practical training.

### 18 November

#### Opening Ceremony

The opening ceremony was held at Angkor Hall of Ministry of Culture and Fine Arts. The ceremony was attended by eighteen training participants; Mr Prak Sonnara, Secretary of State for Ministry of Culture and Fine Arts; guests from Cambodian government; Ms Tanabe Kaori, the First Secretary of the Embassy of Japan in Cambodia, and others.

In the beginning, Mr Kong Vireak, Director of Department of Museum, made a speech to show his expectation for the workshop and encourage the participants. Followingly, Mr Morimoto, Director of ACCU Nara, introduced



*The opening ceremony and welcome address by Mr Ouk Sokha, Director General of Heritage*



*Mr Morimoto Susumu,  
Director of ACCU Nara*



*Ms Tanabe Kaori, First Secretary of  
the Embassy of Japan*



*Mr Prak Sonnara,  
Secretary of State*



*Signing MoU between Ministry of Culture and Fine Arts and ACCU*





the activities of ACCU Nara and general information on the workshop. As a guest speech, Ms Tanabe, the First Secretary of the Embassy of Japan, conveyed a message of high expectation on the workshop and its future utilization as well as wish for the friendship between Japan and Cambodia. In the end, Mr Sonnara, Secretary of State, made a speech on the background for organising this workshop and the importance of photographic documentation, touching upon his experience as one of the first generation ACCU training participants in Nara, and also expressed the appreciation to ACCU and the Embassy of Japan for the support to Cambodia.

In the end, the signing ceremony of MOU was held, and the opening of the workshop was declared.

### **Basic Knowledge of Cultural Property Photograph (Instructors: NAKAMURA Ichiro, SUGIMOTO Kazuki)**

Started with the self-introduction of Mr Nakamura and Mr Sugimoto. Participants also introduced themselves and shared their job responsibility, current challenges and points they would like to learn in this training.

Many of the participants are in charge of documentation of cultural property in general, not limited to museum artefacts but others including archaeological excavation sites, folk cultural materials, traditional events, and historical buildings. Their major challenges are as follows:

- Photography method of intangible heritage (traditional event) at night
- Appropriate lighting and colour reproduction method
- Setting of in-door photography platform
- Photography of glossy artefacts (object with mother-of-pearl inlay, metal object, textile threaded with gold)
- Documentation of letters on objects such as ancient document or stone monument
- Effective photography method in dark and narrow space, such as photography of Buddha image in a temple
- Photography method of large outdoor object such as historical buildings, big Buddha images, statues

In response to their challenges presented, Mr Nakamura lectured on the difference between the cultural property photograph and common photograph, and necessary equipment for the specific purpose. Although most of the participants use single lens reflex cameras, which are sufficient for the documentation of cultural property, they have not made full use of the function of cameras. The instructors recognized the fact that the participants have only used “auto” mode of their cameras, and started with the explanation of single lens reflex camera functions. To the questions from the participants about the type of lens and camera, it was explained that the camera with larger sensor, which is usually large in camera body itself as well, is suitable for the cultural property photography by showing some examples.

Since the introductory session revealed that many participants took photograph of buildings, the instructors proposed to allocate more time for the practical training on “photographic techniques for large objects” to meet the participants’ needs, and the programme was rearranged accordingly.



*Exchanging information between participants and instructors*



*Mr Nakamura Ichiro from NNRICP*

## 19 November

Practical training started at National Museum of Cambodia. After receiving the lecture on basic function of camera and its setting, participants tried the setting of white balance, aperture, shutter speed, ISO sensitivity of their own camera. Some of them were knowledgeable about single lens reflex camera, but even such participants mentioned that they have used white balance and ISO sensitivity only under the auto mode and have never tried setting by themselves. Nikon and Cannon employ different way of camera setting; therefore, the participants follow the procedure of camera setting one by one referring to the text material and explanation provided by the instructors for the respective types of camera. The participants took rather long time to understand the mechanism of sensor to determine the colour tone and the principle of photography concerning RAW data which was necessary for the photographic documentation of cultural property. The instructors gave explanation on these topics and answered various questions from the participants.

Afternoon session covered demonstration and explanation of photography platform setup. The instructors assembled a simple photography platform with materials procured in Cambodia, and demonstrated the difference in the information of object appeared in photograph by changing the colour of background paper or the position of light. Then, the participants assembled two more sets of new photography platforms by themselves referring to the existing platform and started to take photographs. They were impressed with the fact that they could make photography platforms by themselves without purchasing the expensive ones and the high-quality image of photograph taken with them. They took photographs by changing the angle of light and others and asked for the comments of instructors.



Top: Lecture at National Museum (left) and camera setting (right) Bottom: Setup of photography platform

## 20 November

Mr Nakamura introduced the photography platform for overhead shot in addition to the platform for front shot used on the previous day. He explained that the front shot platform was suitable for three-dimensional objects while the overhead shot platform was for small and flat objects. The participants chose the appropriate objects for each type of platform and started to take photographs. They tried working on some difficult items such as glossy artefacts or statues and learned a better way of photography with the advice of instructors. They worked in groups and every group had difficulties in adjusting the lighting angle, height of camera, reflector setting and focus, then received



*Photography practices*

further instruction for the improvement. Lecture on data storage was in the afternoon. A participant raised an issue of data loss due to the breakage of SD card. The instructor introduced a function of camera to initialise SD card, and proposed some methods to prevent the data loss including the preparation of backup.

## 21 November

In this workshop, white balance was set assuming the photography and storage in JPEG format of image data. However, white balance setting for RAW format photography (i.e. use of grey card, colour adjustment by using a software) was additionally explained.

After a break in the morning session, there was a demonstration of photography method for a large textile and traditional costume by using a concrete panel. A participant from Textile Conservation Laboratory of National Museum took the initiative and asked the method to take photographs of the reverse side of a textile or marks of repair. Many participants had a keen interest in the tools for photography such as slip stoppers and background paper. As for all the tools available in Phnom Penh including electric bulbs and stands, the detailed information was given to the participants on the stores dealing with these items and their price.

In the afternoon, the participants continued their practice in groups with newly set photography platforms for front shot and overhead shot after removing the platform for textile. When the sunlight got milder after a break in the afternoon, they moved to the exhibition room for the photography of large statue. After listening to the instruction of important points, the participants took photographs by taking turns in the roles of supporting lights or reflectors and releasing a camera shutter. They continued their practice by changing the angle of camera until 17:00, the closing time of museum.

## 22 November

Mr Sugimoto reminded the participants of the way to set the white balance, having observed that some participants mistakenly placed a white card apart from the camera lens. They seemed to confuse the usage of white card with the one of grey card, which was also explained on the day before.

Followingly, demonstration and explanation were given on the photography of old photographs and fragments of stone monument with a platform for overhead shot. The participants asked about the lighting technique for



overhead shot, the usage of diffuser and the way to place a reference scale.

After a break, practical training on the photography of stone monument was held in the exhibition room, since it was mentioned in a preliminary hearing that the participants found it difficult to photograph a clear image of engravings on stone monument. With their request to take the photographs of larger stone monuments exhibited outdoor, the group changed the place of practice. They struggled with the adjustment of lighting against strong sunlight, and continued by taking turns until they have come to their satisfactory level. They also worked with a large ship exhibited in a different room.

The afternoon session started with a lecture on the basic information concerning photography of buildings, since some participants regularly take photographs of buildings according to the hearing on the first day of training. Then, the participants were divided into four groups to practice indoor front shot, overhead shot and photography of outdoor large object. Photography of ink rubbing was demonstrated in the room as well, and a participant from Sculpture of Stone Conservation Workshop Division of National Museum, who referred to the problems in this work, eagerly participated in the session.



*Lecture by Mr Sugimoto*



*Taking a photograph of large textile*



*Photography practice for stone monuments*



*Photography practice for stone inscription*



*Photography practices (left: stone statue, right: Ink rubbing)*

## 23 November

Mr Sugimoto explained about maintenance of camera. The participants learned that they can use a camera for a long time in good condition and keep the quality of photograph with proper maintenance. Then, they continued to take photographs freely in groups as they did on the day before. Several participants requested for the technique of building photography, and the explanation and demonstration were given in a courtyard, while the other groups took the photographs of statues and stone monuments in exhibition area.

Question and answer session for photography in general was held after a break. Questions asked were whether it was possible to use cloth instead of background paper due to its limited availability, important points for taking photograph of the rim of earthenware, proper direction of the sun and the way to place a reference scale in the photography of building, types of lighting equipment, etc. In the end of the session, Mr Sugimoto emphasized that photography is not the documentation method to cover everything.

In the afternoon, they moved to the Ministry of Culture and Fine Arts to review the photographs taken during the workshop. The instructor gave advice and comment on focusing, white balance, lighting condition and others by using image processing software.



*Photography practice for building*



*Question and answer time*



*Photography practice for stone statues*



*Evaluation by Instructors (Ms Sato and Mr Sugimoto)*



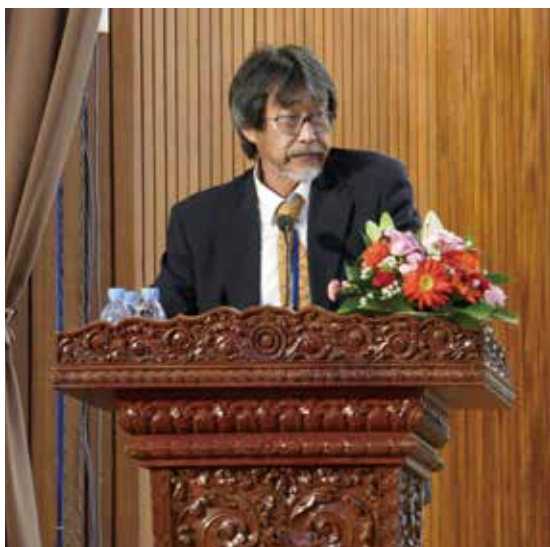
### Closing Ceremony

Closing Ceremony was held at Angkor Hall. At first, Mr Sugimoto made a general comment on the training, and shared the concept of three important elements for cultural property photography repeatedly mentioned in the lecture. It was followed by the speech of Ms Khat Somorn and Mr Von Noeun on behalf of the participants. Both expressed their willingness to utilize the obtained knowledge in their work and share the knowledge and technique with their colleagues who were not able to participate in this workshop. Then, the organisers, Mr Morimoto, Director of ACCU Nara, and Mr Prak Sonnara, Secretary of State for Ministry of Culture and Fine Arts, gave the closing address. Mr Prak emphasized the importance of cultural property photography in terms of three points, namely, conservation, investigation and documentation, as he mentioned in the opening ceremony. Mr Prak also expressed his expectation for the future contribution of the participants to conserve and utilize Cambodian cultural heritage by making use of their experience in this training, as well as his deep appreciation to ACCU, Nara National Research Institute for Cultural Property and Japan for their long lasting support and cooperation. In the end, Mr Morimoto and Mr Prak awarded the certificate to each participant, and the commemorative group photograph was taken.

During the workshop, some former ACCU training participants came to the training venue and had a chance to talk about their training days in Nara as well as their present work. All the staff of ACCU Nara would like to express the gratitude to the former participants for coming all the way despite their busy schedule.



*The closing ceremony at Ministry of Culture and Fine Arts*



*General comment from Mr Sugimoto*



*Ms Khat Somorn*



*Mr Von Noeun*





Closing remarks by ACCU Director



Closing address by Mr Prak Sonnara



Certificate of completion





## MEMORANDUM OF UNDERSTANDING

Between

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

And

Ministry of Culture and Fine Arts

### *Concerning the Organization of a Workshop for Cultural Heritage Protection*

#### 1. PREAMBLE

- Cultural Heritage Protection Cooperation Office, Asia-Pacific Cultural Centre for UNESCO (hereinafter referred to as "ACCU Nara") and Ministry of Culture and Fine Arts have decided to co-organize a workshop for the Cultural Heritage Protection (hereinafter referred to as "Workshop") as part of a cooperative programme for the protection of cultural heritage in the Asia-Pacific region.
- The purpose of this Memorandum of Understanding (hereinafter referred to as "MOU") is to set out the procedure and mutual understanding of the implementation of the Workshop as set forth below.

#### 2. IMPLEMENTATION

- Workshop is co-organised by Ministry of Culture and Fine Arts, ACCU Nara, and Agency for Cultural Affairs, Japan (Bunkaicho).
- The main theme of the Workshop is 'Photographic Techniques for Cultural Properties'.
- Workshop is implemented from 18 to 23 November 2019 in Phnom Penh, Cambodia.
- Khmer is the working language during the Workshop.
- Participants to the Workshop consist of maximum 18 professionals selected by Ministry of Culture and Fine Arts who are involved in the conservation and management of cultural properties at museums across Cambodia. The final decision regarding the selection of participants shall be settled through the consultation between ACCU Nara and Ministry of Culture and Fine Arts.
- Upon implementation of the workshop, ACCU Nara and Ministry of Culture and Fine Arts shall bare responsibilities and incurred expenses as follows.

#### 3. Responsibility of Ministry of Culture and Fine Arts

- All expenses and activities listed below shall be borne by Ministry of Culture and Fine Arts:
- All arrangements and expenses incurred in the accommodation with meals in Phnom Penh for the participants of Ministry of Culture and Fine Arts from other provinces
  - Procurement of all necessary tools/materials for the Workshop except those prepared by ACCU Nara
  - Preparation for the venues for both lecture/practical training and opening/closing ceremony
  - Provision of necessary assistance required by ACCU Nara for successful implementation of the Workshop

#### 4. Responsibility of ACCU Nara

All expenses required for the items listed below shall be borne by ACCU Nara:

- Dispatching a group of instructors from Japan
  - Procurement of all the necessary tools/materials for the Workshop
  - Employment of Japanese-Khmer interpreters
  - Transportation and accommodation in Phnom Penh for Japanese team
  - Transportation to Phnom Penh for the participants of Ministry of Culture and Fine Arts from other provinces
  - Daily allowance to all participants during period of the Workshop with amount of 20 USD (Twenty US dollars) for each participant
  - Creation/publication of a report on the Workshop after completion of the programme
5. This MOU applies only for the Workshop and will be expired after the completion of the programme.
6. Any dispute arising out of the implementation of this MOU shall be resolved amicably by both parties.

森本 晋

MORIMOTO Susumu

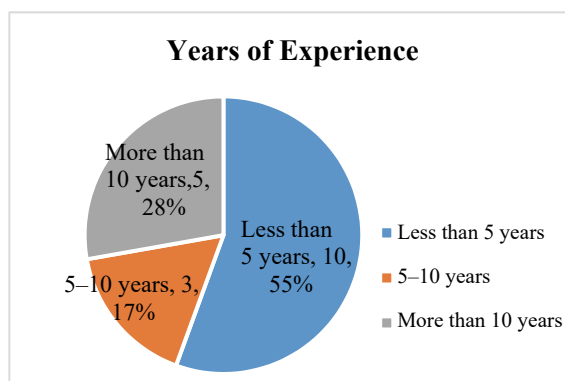
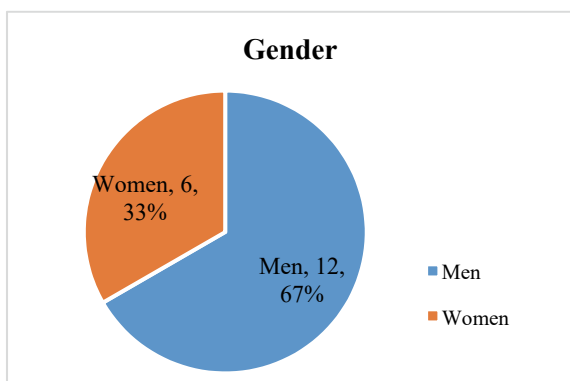
Director  
Cultural Heritage Protection Cooperation  
Office,  
Asia-Pacific Cultural Center for  
UNESCO (ACCU Nara)  
#757 Horen-cho, Nara 630-8113  
Japan

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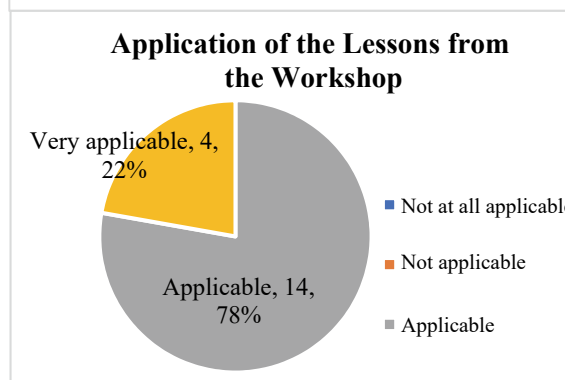
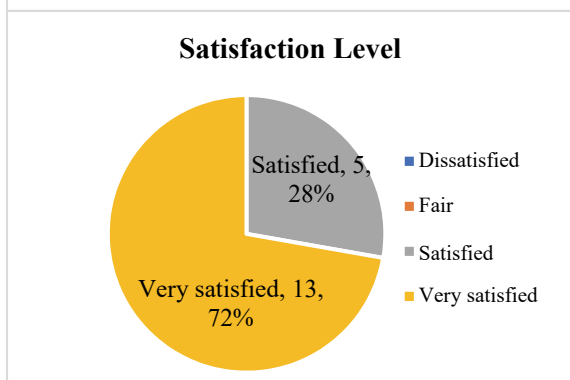
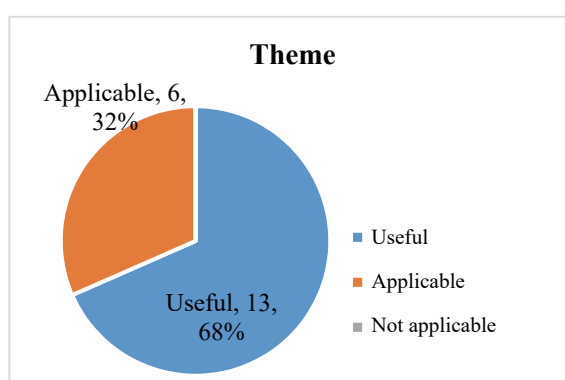
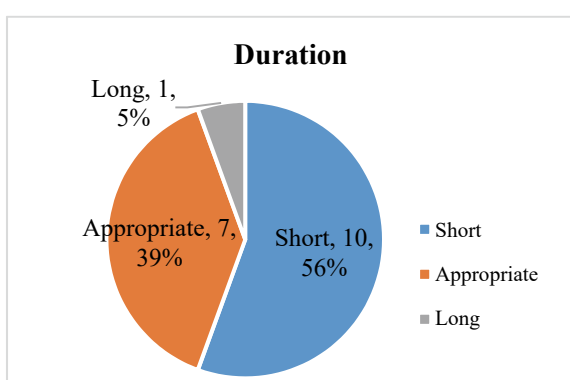
Sonnara PRAK

Secretary of State  
In Charge of Cultural Heritage,  
Ministry of Culture and Fine Arts,  
Phnom Penh, Cambodia  
#227 Preah Norodom Blvd, Tonle  
Bassac, Chankar Mon, Phnom Penh  
Kingdom of Cambodia

### 3. Evaluation



#### • Training Course in General



- The duration of the workshop was too short for me to grasp all of the main photography points.
- It was a bit difficult to understand photography, but by exchanging opinions with other participants and instructors, I was able to improve my skills.
- The group practical training has helped me deepen my understanding of photography.

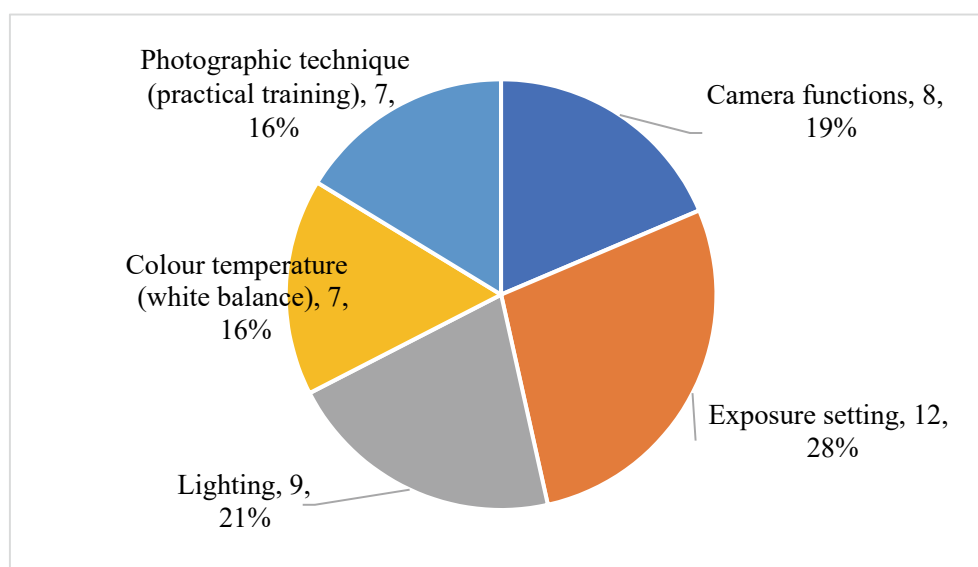


• **Understanding Level**

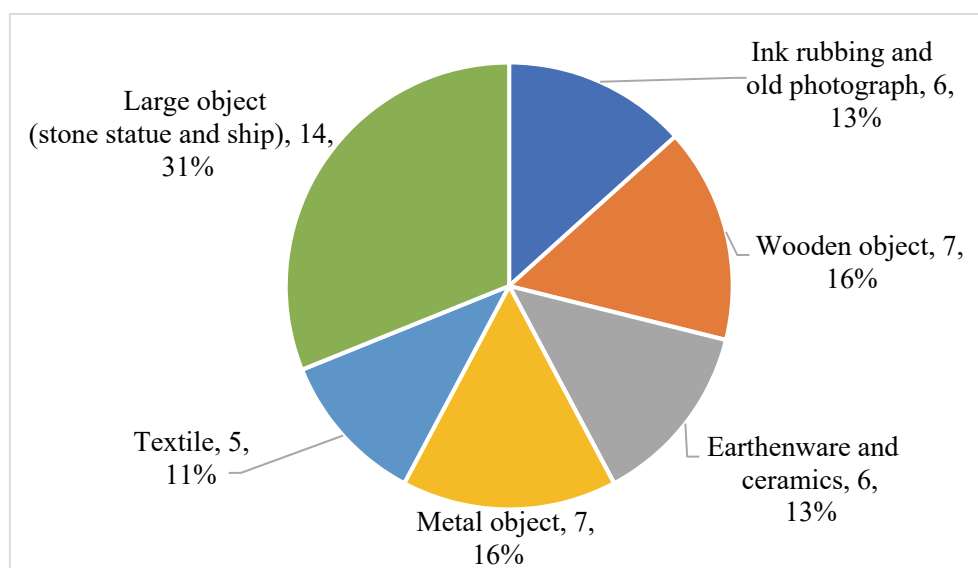
1. Could not understand, 2. Understood to some degree, 3. Understood, 4. Understood very well

	1	2	3	4
Single-lens reflex camera's functions	0	3 (17%)	13 (72%)	2 (11%)
Exposure (aperture, shutter speed and ISO)	0	1 (6%)	13 (72%)	4 (22%)
Colour temperature (white balance)	0	4 (22%)	10 (56%)	4 (22%)
Lighting	0	2 (11%)	13 (72%)	3 (17%)
Photographic technique	0	1 (5%)	14 (78%)	3 (17%)

• **Which Topic Was the Most Beneficial?**



• **Which Item Was the Most Beneficial for Learning about Photography?**





## IV. International Workshop

1. General Information
2. Summary
3. Evaluation



Participants of International Workshop





# 1. General Information

## International Workshop for Senior Professionals 2019

### “Community-centred Approaches to Management of Cultural Heritage”

#### 1. Background and Objective

ACCU Nara held international conferences in 2016 and 2017 inviting previous participants in ACCU training programmes who are in leadership roles in the field of cultural heritage protection in their respective countries. We discussed issues in human resource development for cultural heritage protection as well as the future outlook of international training courses to improve the current situation and meet the challenges, with suggestions from Japanese experts. One of the opinions provided by the majority of participants through the discussions was the need for organising a workshop or conference to revisit heritage conservation and relationships with local communities.

In order to conserve cultural heritage through the generations, not only is cooperation with local communities vital, but their initiative and leadership are critical as well. In some countries of the Asia-Pacific region, however, experience and case studies in this field are as yet limited, and community-centred approaches to the conservation and management of cultural heritage are still being explored. Accordingly, ACCU Nara implemented a programme last year under the theme ‘preservation of historic towns and local communities’ to examine efforts made at engaging communities toward these goals. The participants in last year were able to expand and deepen their insights through discussions with other participants and Japanese experts, and through on-site study at historic towns in Japan.

The International Workshop 2019 focused on more diverse types of cultural heritage closely related to local communities, and its objective was to revisit ‘sustainable conservation’ for them, which can be one of the challenges that countries of the Asia-Pacific region including Japan are facing in recent years after UNESCO World Heritage site designations. There is no doubt that tourism is an important factor in the utilisation of cultural heritage. However, we have already learned that it can have a negative impact on heritage sites, such as the excessive promotion of tourism without taking into account the balance of tourism and conservation. Japanese case studies of community-centred heritage conservation/management presented during the workshop will make a meaningful contribution to participants’ understandings of these issues in the future.

We invited ten senior professionals who play active roles in the conservation/management practices of cultural heritage in the Asia-Pacific region and provided them the opportunity to share their experiences as well as to learn different approaches through discussions with Japanese experts, local managers and residents. An additional goal of this International Workshop was to build networks between heritage practitioners and institutions at the international, national, regional, and local levels.

#### 2. Organisers

This conference was jointly organised by the Agency for Cultural Affairs, Japan (Bunkacho) and the Asia-Pacific Cultural Centre for UNESCO (ACCU Nara), in cooperation with the Tokyo National Research Institute for Cultural Properties, Nara National Research Institute for Cultural Properties, Nara Prefectural Government, Nara City Government, and Japan Consortium for International Cooperation in Cultural Heritage.

- Agency for Cultural Affairs, Japan (Bunkacho) : Financial support of the programme
- Asia-Pacific Cultural Centre for UNESCO (ACCU Nara): Overall programme planning and administration

#### Support

- Tokyo National Research Institute for Cultural Properties
- Nara National Research Institute for Cultural Properties
- Nara Prefectural Government
- Nara City Government
- Japan Consortium for International Cooperation in Cultural Heritage

### 3. Dates and Venue

Dates: 26 – 31 October 2019

Venue: Hotel Ligare Kasugano and Hotel Fujita Nara (Nara city, Nara prefecture, JAPAN)

Iwami Ginzan Silver Mine Site (Ohda city, Shimane prefecture, JAPAN)

### 4. Objectives and Schedule

The objectives of the workshop were:

To provide participants with;

- knowledge of the preservation framework of cultural heritage in Japan
- knowledge of community-centred case studies in management of cultural heritage in Japan
- opportunities to share case studies with their own practices in the field of community-centred management of cultural heritage
- opportunities to build heritage protection networks

#### International Workshop for Senior Professionals 2019 “Community-centred Approaches to the Conservation of Cultural Heritage”

Date				Schedule	Venue
Oct	26	Sat	10:00-17:15	<b>【Open Forum I】</b> <u>Keynote Speeches</u> "Community-centred Approaches to the Conservation of Cultural Heritage: The Case of Japan" NISHI Kazuhiko (Tokyo National Research Institute for Cultural Properties) SHIMIZU Shigeatsu (Kyoto Institute of Technology)  <u>Case Study Report</u> "The Case of Iwami Ginzan Silver Mine and its Cultural Landscape" OKADO Katsunori (Ohda City Board of Education)  Commentator: UENO Kunikazu (Nara Women's University)	Hotel Ligare Kasugano (Nara city)
	27	Sun	09:30-17:00	<b>【Open Forum II】</b> <u>Case Study Reports by Participants</u> "Community-centred Approaches to Management of Cultural Heritage: Present Situations and Challenges in Asia"	Hotel Ligare Kasugano (Nara city)
	28	Mon	13:00-17:00	<b>【Excursion】</b> Community-centred Conservation and Management of the Cultural Heritage: The Case of Iwami Ginzan Silver Mine  Lecturer: OKADO Katsunori, NAKADA Ken-ichi (Ohda City Board of Education)	Ohda city (Shimane pref.)
	29	Tue	09:30-15:00	<b>【Excursion】</b> Community-centred Conservation and Management of the Cultural Heritage: The Case of Iwami Ginzan Silver Mine  Lecturer: OKADO Katsunori, NAKADA Ken-ichi (Ohda City Board of Education)	Ohda city (Shimane pref.)
	30	Wed		<b>【Self-study】</b>	(Nara City)
	31	Thu	09:30-16:30	<b>【Presentation and Discussion】</b> Final Report Presentation (Participants)  Facilitator: SHIMIZU Shigeatsu (Kyoto Institute of Technology) Commentator: UENO Kunikazu (Nara Women's University)	Hotel Fujita Nara (Nara City)
				Closing Ceremony	



## Schedule for Open Forum

**26 October (Sat)**

Venue: Hotel Ligare Kasugano

<b>Keynote Speech</b> <b>"Community-centred Approaches to Management of Cultural Heritage: The Case of Japan"</b>	
10:00-10:10	Opening Address
10:10-11:40	<b>"Conservation of Cultural Heritage and Local Community: International Charters and Global Trends"</b> NISHI Kazuhiko (Tokyo National Research Institute for Cultural Properties)
11:40-13:00	Lunch Break
13:00-14:30	<b>"Community and the Preservation of Cultural Heritage: Cases with Distinctive Features in Japan"</b> SHIMIZU Shigeatsu (Kyoto Institute of Technology)
14:30-14:45	Break
14:45-15:45	<b>"Community-centred Management of UNESCO World Heritage Site: The Case of Iwami Ginzan Silver Mine and its Cultural Landscape"</b> OKADO Katsunori (Ohda City Board of Education)
15:45-17:00	Q&A/ Plenary Discussion

**27 October (Sun)**

<b>Case Study Report</b> <b>"Community-centred Approaches to Management of Cultural Heritage: Present Situations and Challenges in Asia"</b> Facilitator: SHIMIZU Shigeatsu Commentator: OKADO Katsunori, UENO Kunikazu	
09:30-09:50	<b>"Conservation and Management of a Historic Village as an Important Cultural Site: Buli Village as a Case Study"</b> Pema (Bhutan)
09:50-10:10	<b>"Community and Conservation Work of Cultural Heritage in Sambor Prei Kuk Archaeological Site"</b> SO Sokuntheary (Cambodia)
10:10-10:30	<b>"Art Awakes the Village: Heritage Protection Practice in Jiulong Village"</b> LIU Zhen (China)
10:30-11:00	Q&A
11:00-11:15	Break
11:15-11:35	<b>"Ombilin Coal Mining Heritage of Sawahlunto"</b> Jonny WONGSO (Indonesia)
11:35-11:55	<b>"Silk Roads: the Routes Network of Chang'an-Tianshan Corridor"</b> Dmitriy VOYAKIN (Kazakhstan)
11:55-12:15	Q&A
12:15-13:15	Lunch Break
13:15-13:35	<b>"Sri Ksetra World Heritage Site"</b> Kyaw Myo Win (Myanmar)
13:35-13:55	<b>"Community Participation in Lumbini Area of Nepal"</b> Pashupati NYAUPANE (Nepal)
13:55-14:15	<b>"Community Participation in Heritage Conservation: The Case of Paoay Church"</b> Carminda AREVALO (Philippines)
14:15-14:45	Q&A
14:45-15:00	Break
15:00-15:20	<b>"Conservation of Nawagala Stupa"</b> Prasanna B. RATNAYAKE (Sri Lanka)
15:20-15:40	<b>"Recent Archaeological Studies at Oc Eo-Ba The, Southern Vietnam, and Related Heritage Conservation Issues"</b> NGUYEN Khanh Trung Kien (Viet Nam)
15:40-17:00	Q&A/ Plenary Discussion
17:00	Closing Remarks
17:15-	Orientation to the study tour (closed)

## 5. Participants

ACCU requested the cultural heritage sector of Asia and the Pacific countries to nominate suitable experts for the workshop. Taking into their academic background and current work, we selected 10 participants from 10 different countries (refer to Appendix).

The final group of participants consisted of;

- 10 participants from 10 different countries: East Asia 1, Southeast Asia 5, South Asia 3 and Central Asia 1.
- 4 participants had background as architecture. 3 participants had one as archaeology and work in archaeological site, and 3 were other background and work as heritage manager.
- 6 participants work for governmental organization, 2 from the university and 2 from international institute/organisation.
- The youngest participant was 35 years old, the oldest 57. The average age was 45.2.
- There were 6 male and 4 female participants.

## 6. Working Language

English was the working language. Consecutive/simultaneous interpretation between English and Japanese was provided.

## 7. The role of the participants during the course

Participants need English language proficiency to play an active role in the programme conducted in English. During the course period, each participant was required to make a 20-minute presentation in the beginning and end of the course. In the first presentation, they presented efforts and challenges in their own work, and their learning experiences through the workshop were shared identifying the problems and comparing their home countries on the last day of the course. The participants were also encouraged to share opinions and deepen their knowledge in the plenary discussions.

## 8. Funding

ACCU Nara covered expenses incurred for the workshop as follows:

### (1) Travel expenses:

Participants were provided with economy class return air tickets from the international airport nearest their residence to Kansai International Airport, and transportation fees between Kansai International Airport and their hotel in Nara.

### (2) Living expenses:

Participants were provided the basic living expenses during the training course, i.e., from 25 October to 1 November 2019, according to ACCU Nara's regulations. Arrangements for accommodation (a room for single occupancy) during the training course was made by the organiser. In case that accommodation on the way to and/or from Japan was needed for any unavoidable reason (such as visa application or limited flight connections), ACCU Nara covered the accommodation expenses.

### (3) Others:

Participants were responsible for visa application fees and domestic travel expenses in their respective countries.

## 9. Secretariat

ACCU Nara Office

Nakai Isao, Department Director of Programme Operation Department, and Wakiya Kayoko, Division Director of International Cooperation Division were responsible for the overall course planning and arrangement. Suzuki Sonoko, Chief of International Cooperation Division was in charge of disseminating the course information and making the training materials. The Planning Coordination Division contributed by assisting the work related to accountant and finance.

## 2. Summary

26 October

### Open Forum I

Keynote speeches and a presentation of case study by Japanese experts. Mr Nishi from Tokyo National Research Institute for Cultural Properties made a presentation on the international transformation in the role of community concerning the cultural heritage protection referring to the international charters, and posed a question on the future framework of cultural heritage protection. As another keynote speech, Prof Shimizu of Kyoto Institute of Technology introduced the characteristics of historical townscape and cultural landscape preservation in Japan from “community-centred” or “community-based” perspectives. In the end, Mr Okado from Ohda City Board of Education in Shimane Prefecture presented a Japanese case study of conservation and management of Iwami Ginzan Silver Mine, a World Heritage site. After these three presentations, question and answer session was developed into a discussion involving all the participants present over the issues such as the framework of cultural heritage protection, community coexisting with heritage, and tourism.



*Mr Nishi Kazuhiko*



*Prof Shimizu Shigeatsu*



*Mr Okado Katsunori*





27 October

## Open Forum II

Presentations of case study by the participants from Asian countries. Each participant picked up a cultural heritage site of their country and introduced the relationship with community in terms of heritage preservation and management, focusing on the existing framework, collaboration experience, future prospect and current issues. In the session of general discussion after the presentations, Prof Shimizu, as the facilitator, proposed several topics based on the contents of the presentation, and led the discussion among the participants.

At the end of the day, Prof Shimizu conveyed some keywords to be focused on during the on-site study at Iwami Ginzan Silver Mine for two days to deepen their discussion on the questions and challenges mentioned. The participants were divided into three groups according to the characteristics of heritage in their case study presentation, and assigned to make group presentations respectively on the final day.



*Presentation by participants and discussion between participants*



**28, 29 October**

### **Excursion: Case Study in Japan, Community-centred Approaches to the Conservation and Management of Cultural Heritage**

*Lecturers: OKADO Katsunori, NAKADA Ken-ichi (Ohda City Board of Education, Shimane Prefecture)*

*Venue: Iwami Ginzan Silver Mine, Ohda city, Shimane prefecture*

On the first day, ten participants departed for Ohda city of Shimane prefecture with the lecturer, Mr Okado. At first, the group paid a courtesy visit to Mayor of Ohda city at Ohda City Office and received an explanation about the administrative activities related to Iwami Ginzan Silver Mine management and tourism.

They moved to Iwami Ginzan World Heritage Centre to have the general understanding of the extent of heritage area and its constituents by observing the three-dimensional models and diorama before visiting the actual site. The first place of visit was Okubo-mabu mine shaft, one of the largest in Iwami Ginzan. Okubo-mabu imposed a limitation on the number of days and people to visit there, providing a good example of consideration for the balance between heritage conservation and tourism. During the observation, the participants listened to the explanation about its history as well as the way of conservation and management. After that, they visited Ryugenji-mabu mine

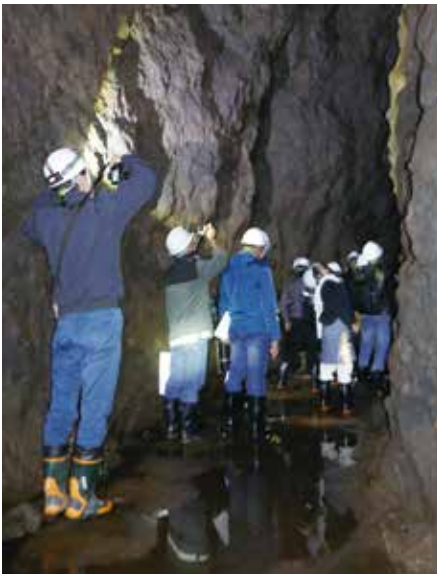




*A courtesy visit to Mayor of Ohda city (fifth from the right) at Ohda City Office*



*Mr Nakada (right) explaining the site*



*Observing Okubo-mabu mine shaft*



*Entrance of the Ryugenji-mabu mine shaft*



*At the Ryugenji-mabu mine shaft with the officers of Ohda City*



shaft, which was the only mine shaft constantly open to public at Iwami Ginzan. On the way, the participants reviewed the park-and-ride access system introduced in the presentation at the open forum, and observed the remain of mine shaft while comparing it with Okubo-mabu. At the final place of visit, Shimizudani refinery ruin, the participants asked questions concerning their half day observation including the history of Omori town in its prosperity with silver mining, challenges in the tourism of silver mine area and future plans of heritage management.

On the second day, the participants learned about the practice of townscape preservation in Omori town preservation district. They walked around the Preservation District for Groups of Traditional Buildings at Omori with the explanation of regulations for the repair and landscaping of buildings, then stopped by a shop at renovated old vernacular house. The shop was managed by a private company named “Gungendo-Iwami Ginzan seikatsu bunka kenkyujo (life and culture research institute),” which rooted in Omori town and rehabilitated old vernacular houses to develop their business. The participants also visited an inn run by the company and the headquarters, and heard about their activities and passion for the townscape preservation from the founder and a PR person. Followingly, the group went to House of the Kumagai Family, nationally designated Important Cultural Property. They received explanations from a representative of the incorporated organization in charge of maintenance and management of the building about its history, major rooms, exhibited items, conservation and management of the house, while observing inside the house.



*Observation of the shop managed by a private company named 'Gungendo' in Omori town preservation district*



*Explanation by the local residents at the house of the Kumagai Family*



*Bottom: Representatives of Preservation Society*

In their free time during a lunch break, the participants observed Iwami Ginzan Museum managed by the community people in a historical building kept in original condition. Then, they had a roundtable talk with the chairman of Omori Town Cultural Property Preservation Society and the head of Omori Town Community Association. The participants exchanged opinions with community representatives on various issues such as how the heritage preservation activities started with residents' initiative have taken root in the community, current involvement of the preservation society and the community association in the preservation and maintenance of townscape, ongoing problem of vacant houses as well as sharing examples and challenges of their own countries

The participants visited another company "Nakamura Brace Co. Ltd.," which was also committed to the rehabilitation of old vernacular houses. Activities of the company, example of renovated buildings and collaborative relationship with the administration (Ohda city) were introduced. With the final questions and answers together with officials from Iwami Ginzan Silver Mine Division of Ohda City Board of Education, on-site study for two days was concluded.



*Lecture by the president of Nakamura Brace Co. Ltd*

### 30 October

Preparation of final presentation and observation of Shosoin Treasures Exhibition at Nara National Museum.

### 31 October

#### **Final Presentation, General Discussion**

*Lecturers: SHIMIZU Shigeatsu (Kyoto Institute of Technology), UENO Kunikazu (Nara Women's University)*

Final presentation by the participants. Each participant made a presentation on the shape of "cultural heritage protection and community" reviewed through the other participants presentations and discussion in the earlier open forum, knowledge gained from Iwami Ginzan on-site study, and comparison with their countries.

Then, they had a group meeting on assigned keywords before the on-site study to share their opinions, and made presentations about the findings and insights by groups.

In the general discussion, Prof Shimizu presented an issue as a facilitator, referring "when considering the relation between cultural heritage protection and community, it might be appropriate to take different approaches depending on the nature of heritage, that is, differentiation between archaeological remains and towns and villages as living heritage," and the participants exchanged ideas on the topic.

In the end, ACCU secretariat summarize the session and Ms Carmina Arevalo from Philippines commented on the International Workshop to conclude the programme for one week.





*Final presentation by participants*



*Group discussion / presentation*



*Comments by Prof. Ueno*

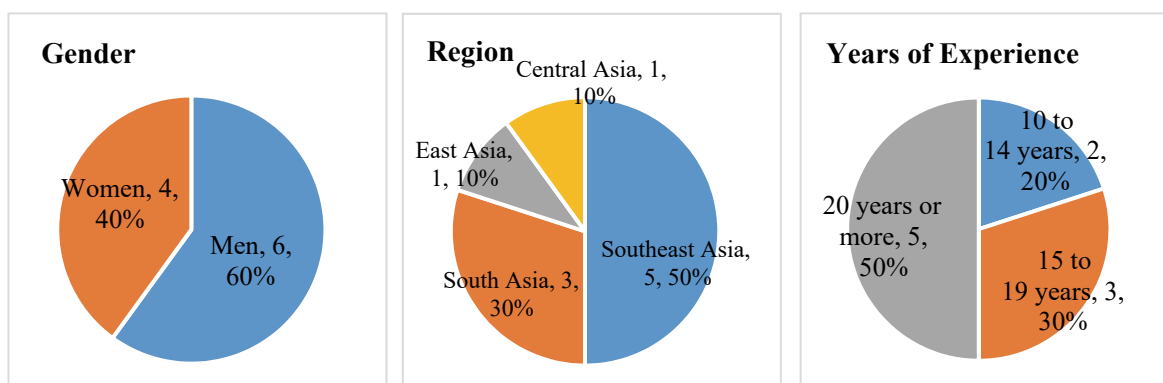


*Group presentation*

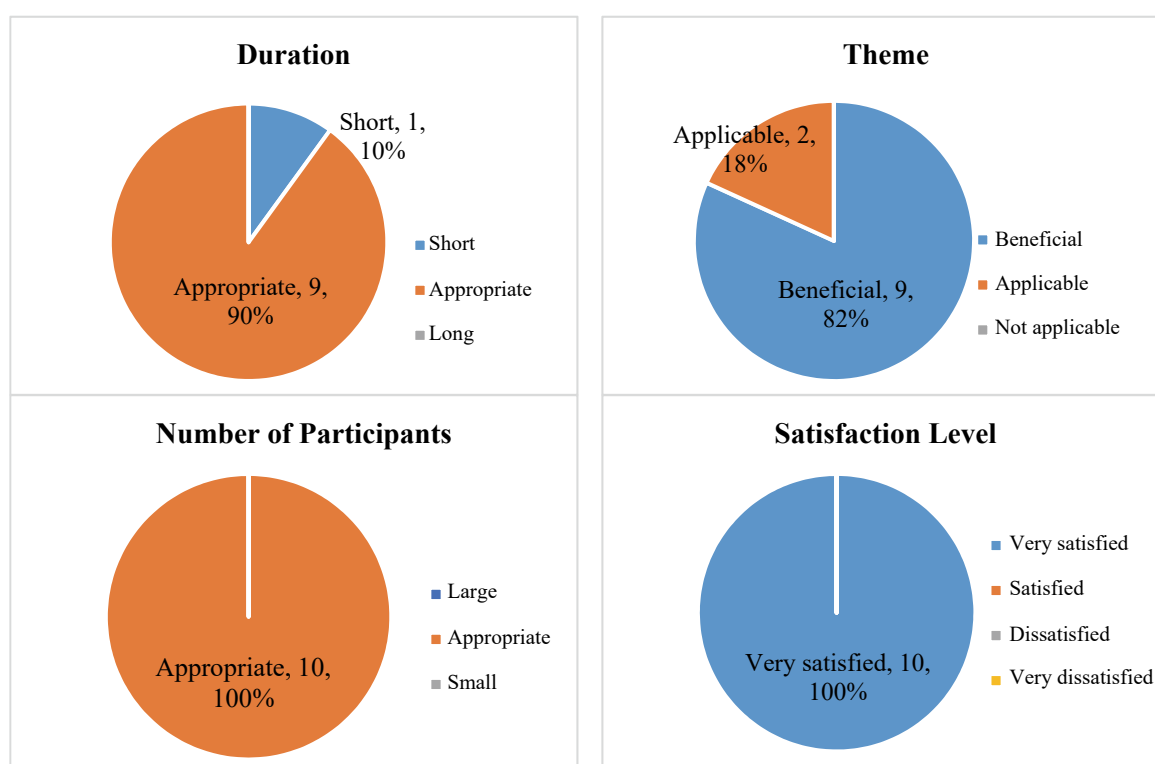


### 3. Evaluation

#### 1. Participants

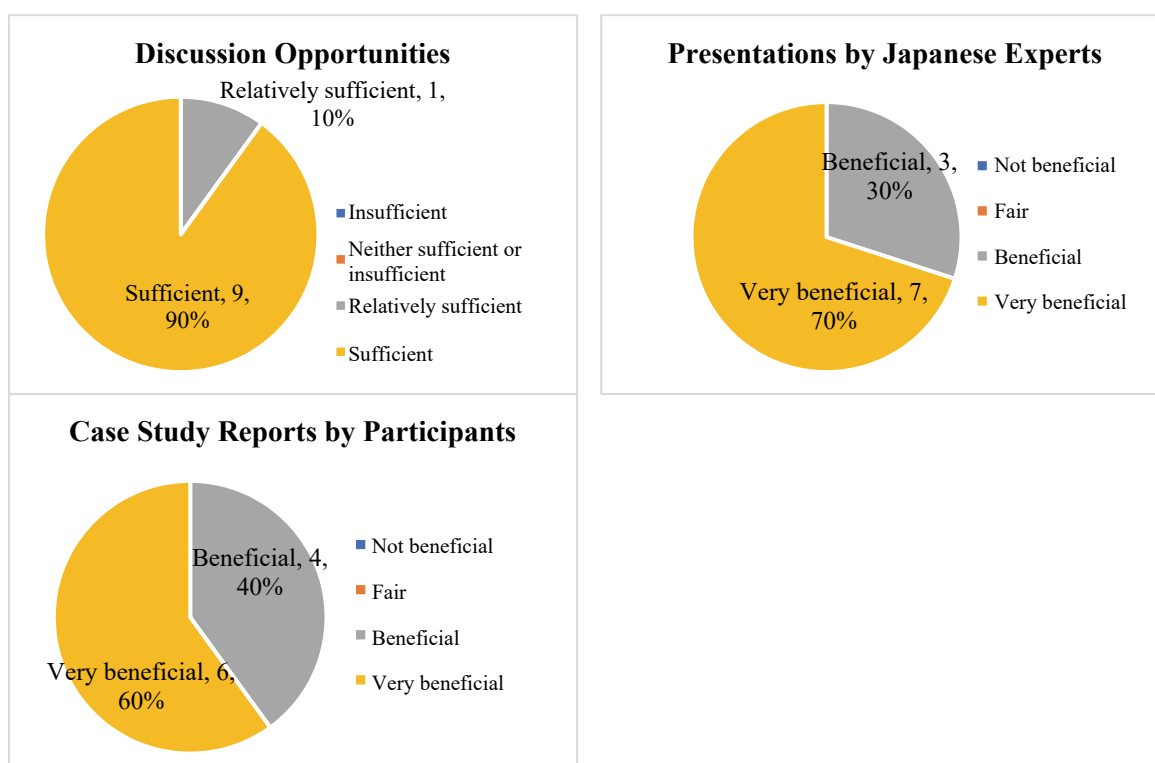


#### 2. Impression of the Workshops in General



- It would be better to extend the training course duration but do so within 10 days.
- Because it is difficult for me to stay away from my office for so long, seven days is appropriate for the training course designed for managers.
- It would be good if we have another day for excursion so that we can interact with community members by listening to stakeholders of heritage conservation and visitors.
- It is truly beneficial to exchange and share experiences and knowledge of the relatively new approach of community-centred management of cultural heritage.
- The discussion on communities has a wide variety of aspects; it was a very beneficial and interesting theme.
- The theme covered heritage management in a broad sense (culture, religion, industry, tourism and other elements), making the symposium's keynote lectures and case study reports very beneficial.
- The interaction with local residents, experts at local governments and staff from private companies broadened my perspective of community-centred conservation of cultural heritage. I learned a lot from Japanese experts and other participants.

### 3. Open Forum (26 and 27 October)

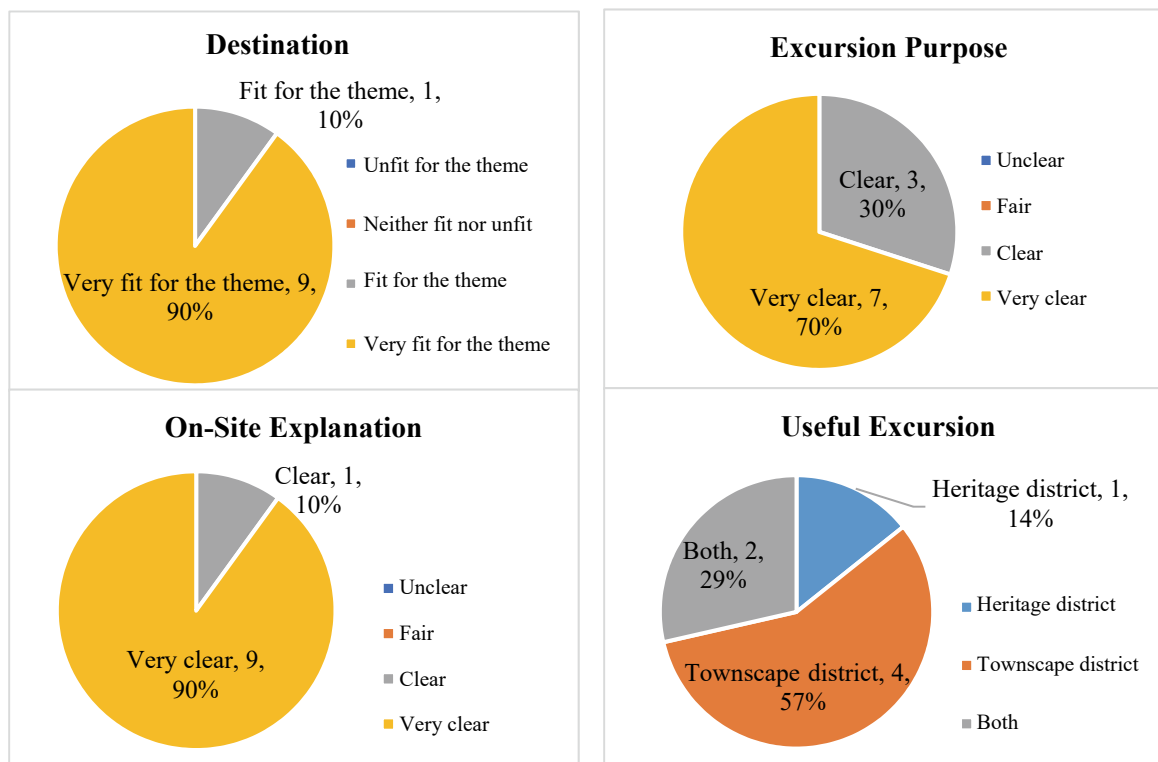


- The time for the discussion on the conference results was insufficient. It would be better if there was an allocated time for collecting questions.
- If the 10 participants are four archaeologists, three architectures, one tourism expert, one government manager and one expert of training and heritage promotion, their presentation themes would be diversified to cover a wider range of fields, including the training themes.
- The presentations by Japanese experts and the exchange of views with other participants have allowed me to learn about useful case studies.

<Topics that you would like to know much more>

- Specific measures to improve the community-centred approach in Japan
- Japanese education on cultural heritage and Japanese measures to raise the public awareness
- Roles of overseas and domestic experts in the process of heritage evaluation
- Management of heritage resources
- Protection of traditional knowledge and skills that are still in local communities but are on the verge of extinction

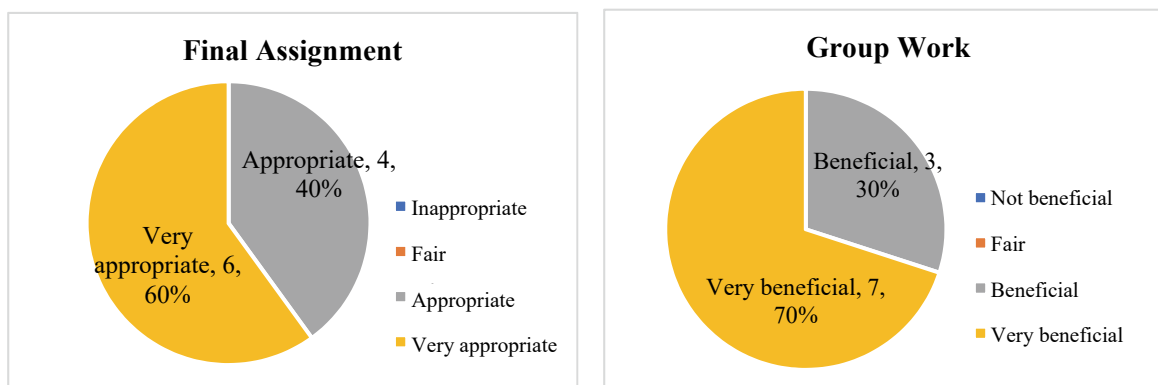
#### 4. Excursion (28 and 29 October)



- The case study of Japan showed me that the local government gives more emphasis on local residents' better life than on economic benefits to be brought by the world heritage.
- I learned about how the local government and communities cooperate in the management of the world heritage.
- I felt that the case study provided a typical example of the launch of a heritage conservation activity being undertaken by local residents together with the local government. I also felt that this was an example indicating that being in the World Heritage list further enhanced the activity.
- I would like to know about how Oda City worked on the interpretation of the universal value of the world heritage.
- The time allocated for the excursion was appropriate.
- We did not have sufficient time to exchange opinions with local residents. It would have been good if we had had more opportunities to conduct interviews or exchange opinions.
- We should have an opportunity for an on-site group discussion together with local residents.
- It would have been better if we had had an opportunity to talk not only with staff from private companies and members of the conservation association but also with the general public.



## 5. Final Presentation (31 October)



- The group discussion and presentations enabled us to share a wide variety of perspectives and ideas; they were more interesting (than individual presentations).
- It would be better if the group discussion involves local residents.
- It would be better if we could have a Q&A session of about 20 minutes after a few participants give presentations, and then engage in a discussion on how to use what has been learned through the workshop for the sake of each participant's country.

## 6. Future ACCU Workshop

### <Requests and Improvement Points>

- I hope that the Open Forum will include a case study presentation by a community representative. As preparation for excursion, knowing about perspectives not only local of governments but also of communities would be beneficial.
- Participation by resource persons with even more diverse expertise
- On-site discussion with local residents
- I hope that the members of the "community" that participants can interact with in the excursion will include people in a wide variety of positions, such as not only managers of large-scale stores and private companies, but also owners of designated structures, proprietors of small businesses, and the general public, so that we can share their ideas. It would be good (for the participants) to learn about a Japanese case study that places less emphasis on tourism.

### <Themes Appropriate for a Training Course for Senior Experts>

- Theory and reality of community-centred approach in Asia and the Pacific
- Management and community cooperation of historic cities
- Capacity building and education strategy targeting for community empowerment
- (Action plan-based) conservation of cultural heritage/establishment of management plans (to conserve cultural heritage by involving diverse stakeholders with a wide variety of characteristics)
- Roles of overseas and domestic experts in the process of heritage evaluation (from both subjective and objective perspectives)
- Management of heritage resources
- Private companies involving in heritage conservation as social contribution activities
- Understanding of traditional skills and knowledge in the management of cultural heritage
- Conservation of historic landscape and communities



## V. Appendix

1. Thematic Training Course
2. Group Training Course
3. Regional Workshop
4. International Workshop
5. Staff Members, ACCU Nara



At Nara Palace Site (TTC)



With Dr Ang Ming Chee at the rooftop of ACCU Office (GTC)



At the closing ceremony (RWS)



At Kumagai House (IWS)



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Simultaneous Interpreter (26-27 Oct.)

SIMUL INTERNATIONAL INC.

Consecutive Interpreter (28-29 Oct., 30 Oct.)

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