



ACCUCU Training Courses
on Cultural Heritage Protection
in the Asia-Pacific Region 2021

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

Agency for Cultural Affairs, Japan

National Institutes for Cultural Heritage
Tokyo National Research Institute for Cultural Properties,
Nara National Research Institute for Cultural Properties,
Cultural Heritage Disaster Risk Management Center, Japan

International Centre for the Study of the Preservation
and Restoration of Cultural Property (ICCROM)

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Preface

Asia-Pacific Cultural Centre for UNESCO (ACCU) was founded in Tokyo in 1971, one year before the General Conference of UNESCO adopted the Convention Concerning the Protection of the World Cultural and Natural Heritage in Paris. ACCU was established in collaboration with the Japanese government and the private sector, with the aim to contribute to the development of culture and education and to foster mutual understanding and friendship among countries in the Asia-Pacific region.

Subsequently, ACCU established the ACCU Nara Office in 1999 as a centre for activities promoting cultural heritage protection in the region. Since then, ACCU Nara has advanced international cooperation for the protection of cultural heritage through various training courses, international conferences, workshops, publication of international correspondents' reports, and so on.

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 have also received generous support from the regional organisations through Japan to conduct the training courses.

Due to the impact of COVID-19, all 22nd ACCU training programmes were held online in 2021. Regrettably, for the second year in a row, we were not able to meet the participants in Japan. It was also regrettable that the participants were not able to visit the archaeological sites and museums to observe the activities of cultural property protection in Japan.

As we entered the second year of the global pandemic, the issues of online training have become clearer. Of course, it is a huge advantage that learning with video materials has almost no restrictions either on the number of participants or the time of participation. Participants can access the material and study at their convenient time. However, it is becoming challenging to keep the pace required at a training course and learn online, while at the same time continuing the normal, everyday work. In face-to-face learning, one can easily concentrate on the lesson by being 'on-site' and having hands-on experience. Acknowledging this, we are trying to improve the learning efficiency by implementing simultaneous, bi-directional communication platforms, and by encouraging a real-time interaction between the participants and the instructors. Nevertheless, online sessions cannot fully replace practical training courses. It is therefore necessary to understand the positive and negative aspects of both, face-to-face and online learning, in order to create strategies for more efficient implementation of the training courses.

Outline of the training courses in 2021

Group Training Course (Online)

- Target participants: young professionals with 5-10 years' experience
- Training period: 1 September – 30 September (for 1 month)
- Theme: Investigation, Preservation, and Management of Archaeological Sites
 - *Usually we set the themes 'Archaeology' and 'Conservation of Wooden Structures' every other year.
- Number of participants: 12 from 8 different countries (number of certificate recipients)
- Curriculum: video lectures, online discussions/Q&A sessions, introduction videos on cultural heritage in Nara

Thematic Training Course (Online)

- Target participants: mid-career professionals with 10-15 years' experience
- Training period: 8 - 21 October (for 2 weeks)
- Theme: 'Photographic Documentation of Heritage Buildings'
 - *The theme is set based on the requests from the participants' country.
- Number of participants: 8 from **Indonesia** who belong to Ministry of Education, Culture, Research, and Technology and Center of Indonesian Architectural Documentation
- Venue: online platform (Indonesia – Nara, Japan)
 - *The course normally invites 5-6 participants from 1-3 countries to Japan.
- Curriculum: video lectures, online discussions/Q&A sessions, introduction videos of cultural heritage in Nara

Regional Workshop (Online)

- Target participants: young professionals (depending on the request of the host country)
- Training period: 10 - 21 November
 - *The workshop normally takes place in the target country for about a week.
- Theme: 'Photographic Documentation of Archaeological Artefacts'
 - *The theme is set based on the needs of the host country.
- Number of participants: 15 from **Myanmar**
- Venue: online platform (Nay Pyi Daw, Yangon, Pyay, Bagan and Myauk-U, Myanmar – Nara, Japan)
- Curriculum: video lectures, online demonstration lecture, online discussion/Q&A session

International Workshop (Online)

- Target participants: senior professionals/ decision makers
- Training period: 10 - 15 December including two-day symposium
- Theme: 'Disaster Risk Management for Cultural Heritage in the Asia-Pacific Region
—Current State and Issues (1): Emergency Response Case Studies'
- Number of participants: 10 from 7 countries
- Venue: online platform
- Curriculum: online discussions and presentations

The two-day symposium was open to 114 observers from 10 countries.

This year, the programmes were conducted in a different way from usual, but I believe that the participants could acquire the technical knowledge and practical skills as well as broaden their experiences throughout the online courses.

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 to acquire the knowledge and techniques in ACCU programme. Lastly, I would like to extend my gratitude to all related personnel from the Agency for Cultural Affairs, ICCROM, National Institutes for Cultural Heritage for their cooperation and continued support for our training courses.

MORIMOTO Susumu

Director

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

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I. Group Training Course

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1. General Information

Group Training Course for Young Professionals on Cultural Heritage Protection in the Asia-Pacific Region 2021

“Investigation, Preservation, and Management of Archaeological Sites” (Online)

1. Background

Due to the COVID-19 pandemic, the 22nd ACCU Group Training Course on Investigation, Preservation, and Management of Archaeological Sites was held online, from 1 to 30 September, 2021. The online course, following the one last year, aimed at providing new knowledge in the investigation theory and practice of archaeological sites through the lectures and discussions, although excluding on-site training this year. The curriculum of the 22nd group training course is designed for young professionals and comprises comprehensive basic knowledge and techniques in the fields of investigation, preservation, and management of archaeological sites.

In the Asia and Pacific region there are various forms of cultural heritage which are of great significance from a global point of view. In order to safeguard this important cultural heritage for future generations, it is necessary to train heritage professionals in proper investigation, analysis, and preservation. Acknowledging this, ACCU Nara, in partnership with ICCROM and Agency for Cultural Affairs, Japan, has been organising training courses since 2000 on specific themes with particular focus on building the capacity of professionals involved with cultural heritage protection in the region.

2. Dates and Method

Dates: 1 September (Wed) – 30 September (Thu) 2021

Method: online (self-learning by the educational resources offered by the lecturers of the training course and several online-discussions with the participants)

3. Organisers

- Agency for Cultural Affairs, Japan: 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): the welcome address at the opening ceremony, two lectures and follow up discussions on Zoom were offered by Gamini Wijesuriya, ICCROM Special Adviser, on 3-4 September and by Joseph King, Director of Partnership and Communication, who also provided lecture videos and a speech at the closing ceremony on 22 September. ICCROM supported the selection of participants and provided professional assistance as well.
- Tokyo National Research Institute for Cultural Properties: offered the lecture and the discussion on Heritage Impact Assessment.
- Nara National Research Institute for Cultural Properties: nine professionals provided various lectures and learning materials and facilitated the discussions on Zoom, also advised on overall course planning.

Support

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

Course Curriculum

File Title	Video No.	Report No.	Date of upload	Deadline of check-point report	Lecturer
Course Orientation	U0-1		Aug. 16		
World Heritage in Nara: Historic Monuments of Ancient Nara	U0-2				
World Heritage in Nara: Buddhist Monuments in the Horyu-ji Area	U0-3				
World Heritage in Nara: Nara Palace Site	U0-4				
Live Session: Pre-Meeting (13:00-15:00)			August 20		
Welcome Address			Sep.1		ACCU, ACA, ICCROM
Unit 1: Current Issues and Global Perspective on Preservation of Archaeological Sites					
Global Trends of Cultural Heritage Protection and International Charters (Part I)	U1-1		Sep. 1	Sep. 10	Gamini Wijesuriya (ICCROM)
Global Trends of Cultural Heritage Protection and International Charters (Part II)	U1-2				
Unit 2: Cultural Heritage Protection System in Japan					
Cultural Properties Protection System in Japan	U2-1		Sep.1	Sep. 10	INABA Nobuko (University of Tsukuba)
Live Discussion 1-2: Discussion and Q&A Session (14:00-17:00)			Sep.3-4		Gamini Wijesuriya (ICCROM) INABA Nobuko (University of Tsukuba)
Unit 3: Research and Documentation of Archaeological Sites					
Survey and Excavation Methods for Archaeological Sites I	U3-1		Sep.5	Sep.17	HAYASHI Masanori (NNRICP)
Survey and Excavation Methods for Archaeological Sites II –Typology, Stratigraphy, and Dating–	U3-2		Sep.5	Sep.17	SHODA Shinya (NNRICP)
Survey and Excavation Methods for Archaeological Sites III (3D Documentation) Part I	U3-3		Sep.5	Sep.17	YAMAGUCHI Hiroshi (NNRICP)
Survey and Excavation Methods for Archaeological Sites III (3D Documentation) Part II	U3-4				
Survey and Excavation Methods for Archaeological Sites III (3D Documentation) Part III	U3-5				
Live Discussion 3: Q&A Session (14:00-17:20)			Sep.10		HAYASHI Masanori SHODA Shinya YAMAGUCHI Hiroshi (NNRICP)
Unit 4: Research and Documentation of Archaeological Artefacts					
Registration and Storage of Artefacts	U4-1		Sep.10	Sep.24	JINNO Megumi, WAKASUGI Tomohiro (NNRICP)
Introduction to the Zooarchaeology	U4-2		Sep.10	Sep.24	YAMAZAKI Takeshi (NNRICP)
Biomolecular Archaeology	U4-3		Sep.10	Sep.24	SHODA Shinya (NNRICP)
Live Discussion 4: Q&A Session (14:00-17:30)			Sep.14		JINO Megumi WAKASUGI Tomohiro YAMAZAKI Takeshi SHODA Shinya (NNRICP)
Environment Control for Storage of Archaeological Artefacts	U4-4		Sep.10	Sep.24	WAKIYA Soichiro (NNRICP)
Basic Knowledge of Cultural Properties Photography	U4-5		Sep.10	Sep.24	NAKAMURA Ichiro, KURIYAMA Masao (NNRICP)
Types of Image Format: RAW, TIFF, JPEG	U4-6				
Photography Techniques for Archaeological Sites	U4-7				
Basic Lighting Setups	U4-8				
How to Build a Photography Set for 3D Objects	U4-9				
Photography Techniques for 3D Objects	U4-10				
Photography Techniques for Flat Objects	U4-11				
Live Discussion 5: Demonstration and Q&A Session (14:00-17:10)			Sep.17		WAKIYA Soichiro NAKAMURA Ichiro (NNRICP)
Unit 5: Conservation and Utilisation of Cultural Heritage					
Preservation and Improvement of Historic Sites in Japan (Part I)	U5-1		Sep.17	Sep.30	NAKAI Masatsugu (ACA)
Preservation and Improvement of Historic Sites in Japan (Part II)	U5-2				
Heritage Impact Assessment	U5-3		Sep.17	Sep.30	NISHI Kazuhiko (TNRICP)
Conservation and Utilisation of Cultural Heritage (Global perspective) Part I	U5-4		Sep.17	Sep.30	Joseph King (ICCROM)
Conservation and Utilisation of Cultural Heritage (Global perspective) Part II	U5-5				
Live Discussion 6: Q&A Session (14:00-15:00)			Sep.22		NISHI Kazuhiko (TNRICP) Joseph King (ICCROM)
Lecture and Q&A Session (15:00-17:00)					
Live Session: Closing Ceremony (17:00-17:30)			Sep.22		ACCU, ACA, ICCROM
Live Session: Free Session for Participants (14:00-16:00)			Sep.28		ACCU
Submission of Final Report & Course Evaluation				Sep.30	ACCU

ACA: Agency for Cultural Affairs, Japan ICCROM: International Centre for the Study of the Preservation and Restoration of Cultural Property
TNRICP: Tokyo National Research Institute for Cultural Properties NNRICP: Nara National Research Institute for Cultural Properties

4. Objectives

The objectives of the training course are to provide participants with

- knowledge of the principles and methodologies for cultural heritage protection;
- knowledge of skills-based techniques for the documentation and analysis of archaeological sites;
- knowledge of skills-based techniques for the preservation and management of archaeological sites;
- opportunities to share their knowledge of heritage protection based on their professional experiences in the field and to build heritage protection networks in the region.

5. Course Curriculum

Units:

The course of this year was divided into five interconnected units. It included lecture videos, interactive Q&A sessions and discussions, and introduction video of archaeological sites in Nara, Japan (Please refer to the course schedule).

1. Current Issues and Global Perspectives on Cultural Heritage Protection
2. Cultural Heritage Protection System in Japan
3. Research and Documentation of Archaeological Sites
4. Research and Documentation of Archaeological Artefacts
5. Management and Utilisation of Archaeological Sites

Contents and Schedule:

The course was carried out for four weeks and was divided into five units, each lasting from five to ten days. Each unit was led by several lecturers; the Q&A session/a unit was held on Zoom for an hour.

Online Platform (ACCU iPAGE):

The training course used two platforms ‘L-step’ and ‘SMARTSTREAM’, provided by NTT Smart Connect Company. ‘L-step’ is an e-Learning system and ‘SMARTSTREAM’ is a site for watching video files. We named the e-Learning as ‘ACCU iPAGE’. ‘iPAGE’ platform has multiple uses, including a chat function ‘Talkboard’, assignment submission function ‘Check-point report’, a reference material upload and download feature ‘Library’, and an information transmitting function ‘News’. In addition, there is a function to display the progress level on the home screen, allowing participants to check the tasks at a glance. This year, ‘Talkboard’ function was actively used for exchanging opinions among participants and for asking the questions to the lecturers.

During the one-month training period, a total of 24 lecture videos, or 10.4 hours of content, was streamed. The participants submitted questions for each unit beforehand and the lecturers answered them during the online sessions.



Examples of pages from ACCU e-Learning site ‘iPAGE’

Digital Environment Requirements for online Learning

Operating System and Browser	
Windows 8.1, 10	Internet Explorer 11.0; Microsoft Edge (Windows 10 only); FireFox (latest version); Chrome (latest version)
Mac OS X	Safari (latest version)
iPad, iPhone iOS 10 or greater	Safari (latest version)
Android 5.0 or greater	Chrome (latest version)
Other requirements	
CPU (Central Processing Unit)	Celeron 1 GHz or greater, Core Duo 1.66 GHz or greater, or other CPU comparable to these in performance
Internet connection speed	For upload: 512 kbps or greater For download: 256 kbps or greater

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 websites in April 2021. By the closing date 20 June 2021, we received 24 applications from 13 different countries. The number of applications decreased and made only one-third of the number of applicants attending the course in Japan before the Covid-19.

Selection of Participants

The group training course is targeted toward participants who:

- (1) are young heritage professionals with **5-7 years'** working experience in the preservation of archaeological sites and are willing to make an effective use of the outcome of the training;
- (2) have a good command of English to follow the lectures and write reports in English;
- (3) are able to participate in the entire programme;
- (4) are able to submit all required documents listed below within the defined deadline;
- (5) are willing to continue interaction and professional exchanges with the ACCU after the training course;
- (6) have not previously participated in any ACCU group training course including online course under the theme of 'archaeology';
- (7) are able to organise a digital learning environment.

The documents necessary for application were as follows:

- (1) Application form (designated format)
- (2) Letter of recommendation from the institution of the applicant (designated format)
- (3) Short paper (2 pages)

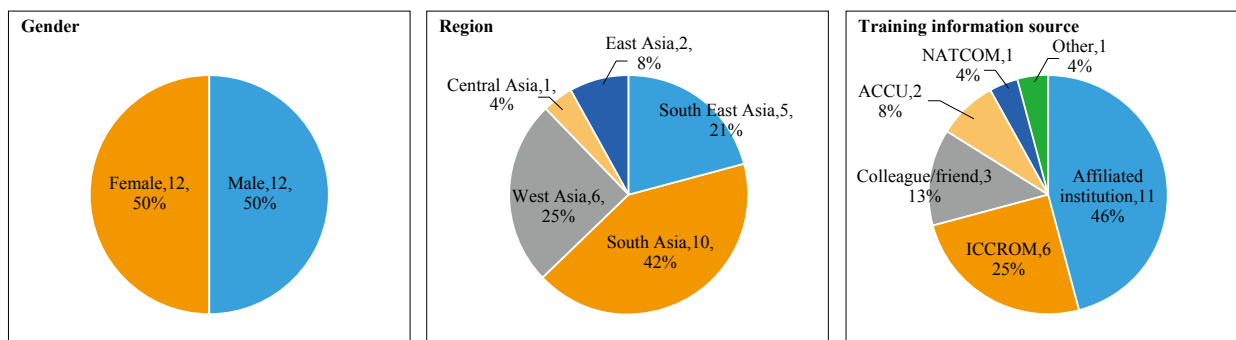
This paper should be written by the applicant and describe the following:

- reasons for application;
- a brief summary of the applicant's work related to the preservation of archaeological sites;
- future plans to utilise and develop the learning outcome in the applicant's country.

- (4) Certificate of English proficiency
- (5) The letter of recommendation from NATCOM:

*It was required before 2020, but due to the pandemic situation, the letter of recommendation from NATCOM is not necessary until the course is held online.

All Applicants (24 from 13 countries)



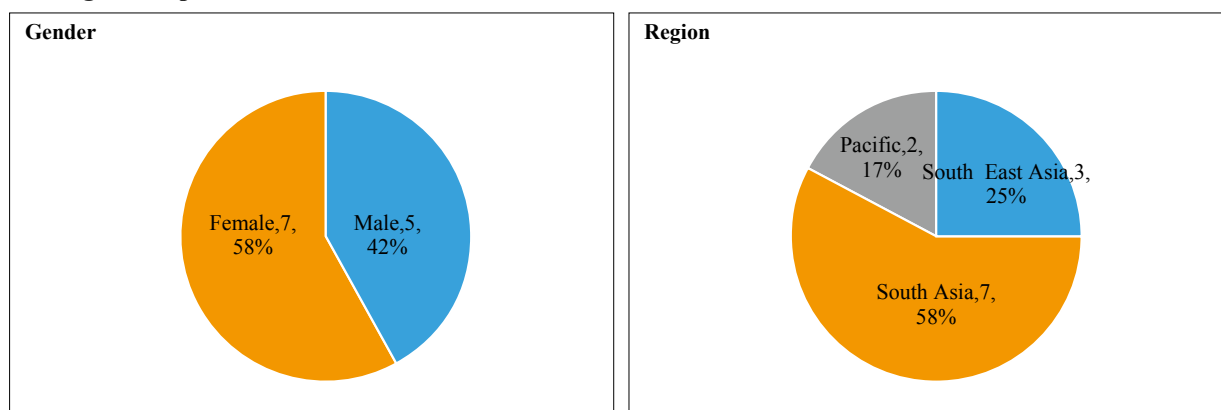
*ACCUC/ICCRROM: Websites
NATCOM: National Commission for UNESCO

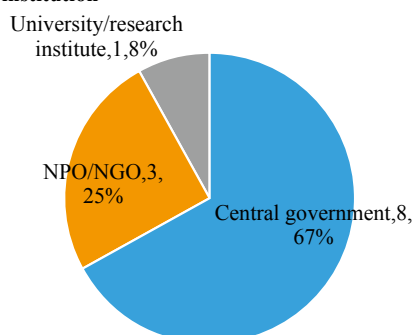
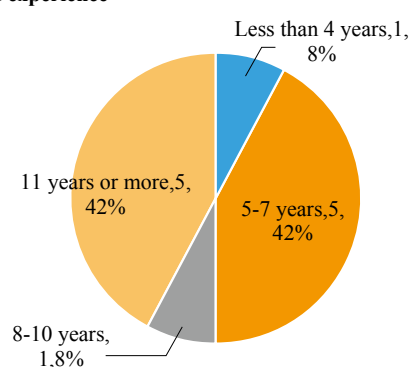
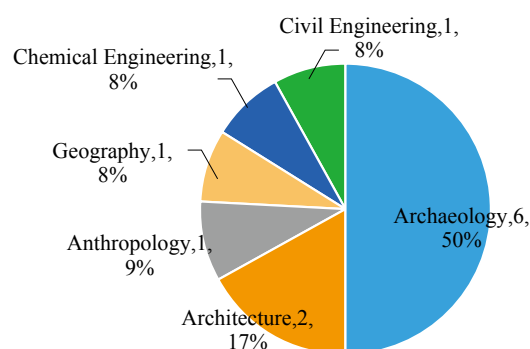
ACCUC screened and made a preliminary selection of candidates and then shared/consulted them with ICCROM. After ICCROM announced the information of evaluated applicants, we worked together to select 15 applicants from 11 different countries. ACCUC conducted not only screening of documents but also confirmed the English proficiency by a phone call. In early July, ACCUC notified the successful candidates and respective NATCOMs.

The final group of participants consisted of:

- 12 participants from 8 different countries: Southeast Asia-3, South Asia-7 and the Pacific-2 (refer to Appendix).
- 6 participants had backgrounds in archaeology and worked on restoration sites. 2 participants were working in the architecture field. Other's backgrounds include anthropology, geography and engineering.
- 8 of the participants worked for central government, 3 were from NGOs/NPOs and 1 was from university / research institute.
- The youngest participant was 25 years old, the oldest 46. The average age was 36.1.
- There were 5 male and 7 female participants.

Training Participants



Affiliated institution**Years of experience****Major at university (graduate school)****Certificate of Completion**

12 participants submitted a final report/evaluation form by the deadline (30 Sep.) and were awarded a certificate upon completion of the course. This year, three participants were unable to complete the course due to the civil unrest in the country, Covid-19 infection, and insufficient participation.

7. The role of the participants during the course

English is the working language throughout the course and participants need English proficiency. During the course period, each participant is required to make 13 check-point reports, pass a final test and submit an evaluation form by the scheduled deadline.

Check-point report

Submitting check-point reports which included answering the questions from each lecturer was necessary to let the participants deepen their understanding of the lectures after watching the videos.

Final Test Format

Name	Country
1. Long-term and short-term action plans developed from the training outcomes. (What you have to do, what you want to do, what you can do)	
2. Possible solutions for the challenges mentioned in the country report (other than lack of budget and human resources).	

8. Secretariat

ACCU Nara Office

WAKIYA Kayoko, Vice Director of Programme Operation Department was responsible for the overall course planning and arrangement. SUZUKI Sonoko, Chief of International Cooperation, HIRAYAMA Naoto and YOSHIDA Machi, staff of International Cooperation Division were responsible for disseminating the course information and making the training materials. AOKI Aya, project staff, was in charge of liaising among the participants and the moderator for the live sessions. HATA Chiyako was Japanese and English interpreter on live discussions. The Planning Coordination Division also assisted the course.

ICCROM

Joseph King, Director of Partnership and Communication, Valerie Mager, Unit Manager, Programmes, and IKAWA Hirofumi, Projector Manager, Programmes Unit, assisted ACCU with selection of participants. Additionally, Gamini Wijesuriya, ICCROM Special Adviser, gave opening message, lecture videos and an interactive session at the beginning of the course. Mr King kindly attended the closing ceremony and also gave lecture videos and led interactive Q & A session on the final day of the course.

2. Course Summary

This year, the entire curriculum was hosted online. The procedure of conducting the lectures was as follows.

1. Participants viewed pre-recorded lecture videos on iPAGE (ACCU e-Learning website) and sent questions to the lecturers through the course platform.
2. Two-way Q&A sessions were conducted with the lecturers through Zoom, and opinions were shared in real time.
3. Participants submitted check-point reports after each lecture.
4. Participants submitted final report and written evaluation by the end of the course.

Based on the survey conducted last year, we made the following improvements:

- Set up more Q&A sessions and real-time discussions, where participants could talk with all the lecturers face to face (total of 17 hours this year compared to only 4 hours in the previous year)
- Implemented a chat system called ‘Talkboard,’ which allowed to share the posts and data such as pictures and other resources on cultural properties. Throughout the course, there were more than 100 posts on Talkboard including questions, and information exchanges.

16 August: Orientation

The training materials were distributed from August 16, about two weeks before the start of the course. The handouts contained the information on the training schedule, participants’ list, lecturers’ list, Final Report format, video messages from the organisers, and an orientation video. In the orientation video, we introduced the framework of the ACCU, the purpose of the training, how to take the online course, and the required submissions. Additionally, we set up a face-to-face meeting for the participants on 20 September, to check the Internet environment and some other technical matters.



Orientation video on the ACCU programme



ACCU e-Learning platform



Introduction of ACCU

1 September: Opening Ceremony

Morimoto Susumu, Director of ACCU Nara, Toyoki Hiroyuki, Councillor of Agency for Cultural Affairs, Japanese government, and Gamini Wijesuriya, Special Adviser of ICCROM opened the training course by delivering welcome speeches to the 12 participants.



MORIMOTO Susumu (ACCU Nara)



TOYOKI Hiroyuki (Agency for Cultural Affairs, Japan)



Gamini Wijesuriya (ICCROM)

Welcoming Addresses from Organisers

1-4 September

■Unit 1: Current Issues and Global Perspectives on Preservation of Archaeological Sites

Video Lectures: 'Global Trends of Cultural Heritage Protection and International Charters'

Lecturer: Gamini Wijesuriya (ICCROM)

In the first Unit of the course, Dr Wijesuriya introduced two video lectures. The first video described how the approaches to Heritage Management have changed throughout history, with a particular focus on current trends and principles. The second video related to the management of the archaeological sites and introduced the diverse values and characteristics of the sites, and the factors the archaeologists need to consider to return the heritage benefits to the societies.



■Unit 2: Cultural Heritage Protection System in Japan

Video Lecture: 'Cultural Properties Protection System in Japan'

Lecturer: INABA Nobuko (University of Tsukuba)

The lecture introduced the legal background of cultural heritage protection in Japan. Dr Inaba explained how the Japanese system has developed following the changes of the society and the demand of the people. The video presentation also illustrated the categories of cultural properties and the approaches to each of them. The participants also learned how these approaches had been implemented into the heritage protection system. At the end of the lecture, Dr Inaba presented the most recent trends and the situation that Japan has reached in the cultural properties protection system. It was particularly useful information for the participants as they could compare Japanese approaches to the ones in their own countries.



3 September

Live Discussion 1 (14:00 – 16:00 JST)

Lecturers: Gamini Wijesuriya (ICCROM) and INABA Nobuko (University of Tsukuba)

Mr Morimoto, Director of ACCU Nara, opened the session and introduced the lecturers. Subsequently, Dr Gamini Wijesuriya and Dr Inaba Nobuko led the Q&A Sessions. Following short self-introductions of the participants, Dr Wijesuriya briefly explained about the organisation and visions of ACCU and ICCROM, and the contents of Group Training Course. Dr Inaba remembered how she and Dr Wijesuriya had built up the Group Training Course with ACCU and ICCROM in 1999. Both lecturers expressed their regret that due to this year's restrictions, the participants could not personally attend the course in Nara.

Next, Q&A session for Unit 1 and Unit 2 was held. The participants first watched the lecture videos of that day and prepared the questions they wanted to ask the lecturers. The transcription of some of the main questions is given below.

(Questions to Dr Wijesuriya)

Q: How can we find a balance between Tangible & Intangible aspects of Heritage Sites, especially Living Heritage Sites with focus on the quote 'Your Monument Our Shrine' or in many cases 'Our Homes'.

A: Tangible and intangible heritages are different but inseparable values and conservation decisions must be based on the assessment of all these values. There is no universal recipe as such, however the decisions on which tangible or intangible values to retain and put forward must be made collectively.

Q: How much reconstruction should be considered for partial ruins, especially war ruins, as the destruction is also a key part of their historic fabric?

A: Historic fabric is important, but at the same time, there are other values to the societies, which are beyond the limits of fabrics. Sometimes we need to keep these damaged things so that visitors can see the trusties. You need to discuss what the value you would like to keep. We can offer proper technical viewpoints or so, but each case it universal and you need to discuss internally and agree with each other eventually.

Q: Could you kindly elaborate on the concept of reburial technique and where would the same be feasible. I would like to know where these techniques are applied, and the reason why this is ideal.

A: It is a well established system for various reasons but it is not ideal. There have been various reasons you have

to rebury them, such as potential research in the future, to avoid dangers, etc. There are also many issues for the reburials. There are regulations such as using same soils, monitoring resistivities to physical and biological decay, the difference between low and high temperature, maintenance fee, etc. You need to decide whether the burials should be permanent or tentative based on each item.

(Questions to Dr Inaba)

Q: Could you elaborate on the concept of Natural Heritage as Cultural Heritage and difference between the same and conventional nature conservation?

A: Currently, the priority of nature conservation is how to save the species and nature, in general, from deterioration. However, we also need to talk about the advantage of having natural and cultural heritage linked with each other. At the end of the 19th and beginning of the 20th-century people started to realise the importance of nature in their history, culture, including literature, religion and customs. Now nature conservation is separated from people, but linking nature and culture helps to understand how human beings lived with nature. Thinking about nature conservation through the lenses of culture is also important for sustainable development. In Japan natural heritage stays in the cultural heritage department until now and these two sectors are closely interlinked.

Q: Could you elaborate the fundamentals of residential heritage and how could one find a balance between conserving heritage and allowing development and improved livelihood of local residents?

A: This is the core point of how to develop the residential heritages. In Japan, the conservation of residential heritage started in 1960s'. There are two points which are important: 1. legal structure / appropriate organisation to deal with the day-to-day management without going until the top authority. 2. resident groups: it is crucial to let the residents decide for themselves. Heritage experts should facilitate and help them think a little more about the heritage aspects and conservation. Residential heritage conservation does not mean freezing things. How much material conservation can be accepted depends on the day-to-day negotiations between you and residents.

Q: In a scenario where a cultural heritage, for example a market place/or not so significant part of a historic district, comes in way of development, how is the decision making done? Also, with reference to the preservation district system, are there times when a conflict of interest arises? If yes, then how is it resolved?

A: A market place is in a cultural landscape category, and the decision making is done by a mayor, but he or she needs to listen to the resident people's opinions. Then the discussions among the resident people and municipal officers start, and it takes a long time for the final decisions. For market places, there are many choices: complete reconstruction respecting the original atmosphere, material preservation, etc., Basic regulations and conservation management plans are made by the municipalities listening to the residents' needs and according to their permissions. Central government professionals are backups and only intervene if the local municipalities cannot deal with certain issues.



All participants with Dr Wijesuriya (3rd row from top, 2nd from left) and Dr Inaba (right end of the top row)

4 September

Live Discussion 2 (14:00 -17:00 JST)

Lecturers: Gamini Wijesuriya (ICCROM) and INABA Nobuko (University of Tsukuba)

The session on Day 2 started with the opinions and questions from the lecturers to the participants. The conversation was based on the Country Reports that each participant had submitted beforehand. The main points of discussion derived from the Country Reports were related to climate change, legislation, community development and capacity building.

General Discussion

-Climate change

The impacts of climate change on cultural heritage have been a major issue all over the world. As all the participants of the training course represent Asia Pacific countries, the current situation from the region has been highlighted. For example, Sarah Phear from New Zealand noted that since the country is surrounded by the sea, she has been interested in the discussions related to water, such as coastal erosion, inundation, high tides, which cause the coastal sites to degrade at a higher pace. The archaeologists are trying to develop strategies for managing and monitoring the sites and decide whether or not to excavate before they can be totally destroyed. Also, Shahin Alam from Bangladesh shared the country's state, reporting that they face salinity problems in the coastal area due to climate change. Deterioration of mechanical, chemical, biological matters had occurred. The specialists cannot calculate the levels of deterioration precisely due to the lack of access to modern technical equipment although are planning to get funding for the subsequent budgets.

-Legislation and Inventory

Dr Inaba mentioned that according to the Country Reports, there were issues related to the lack of heritage catalogs, mapping, and inventory data. Emphasising the importance of inventory in cultural heritage management, Dr Inaba asked two questions to the participants.

-Who is the most suitable person for doing the inventory in your country?

-Who is capable of undertaking these activities in the local areas?

Related to the questions, Dr Inaba introduced the case of Japan. In Japan, the central government asks the local governments to map cultural resources. Local government hires school teachers for doing this job. It is a collaboration work among local authorities, cultural heritage officers, and the school teachers. 'In either way, we need to notice how important it is to manage and protect heritages not only from central government but from the multiple layers of people,' commented Dr Wijesuriya.

Ugyen Dorji from Bhutan raised the topic of decentralisation for collecting data and mapping. Jiten Desai and Mauli Mishra from India and Sarah Phear from New Zealand also shared their opinions on the ways of managing cultural properties in countries which are too big to be controlled only by the central government.

- Community Development and Capacity Building

Dr Wijesuriya's view

We need to understand the importance of multi-layered heritage management, from international organisations to central governments, institutes, practitioners, and communities. Of course, the heritage organisations' activities aim to serve the heritage sectors in general, but these activities are not limited to site nominations and monitoring. The world has shown that training and capacity-building programs play a significant role in the sustainable conservation and management of heritage. Capacities reside in three main actors that can contribute to the protection of sites to heritage conservation in different levels and ways. These are institutions (policy and decision-makers at the highest level), practitioners like ourselves, and communities and networks. Several relevant documents on how to expand the notion of building capacities are publicly available from World Heritage websites. However, capacity building is not only teaching and training the communities. We, practitioners, also learn a lot from them in exchange. What is important in this process, therefore, is to empower the communities and increase their ability to engage with heritage specialists and policymakers so that we all collectively make an effort. Such multi-layer approaches are especially vital in big countries like India, for example.

As an example of successful cultural heritage management, Ugyen Dorji from Bhutan shared a programme called Stewardship Plan, which started with the people in the local community and aimed to utilise the cultural property in a small traditional village Punakha Dzongkhag. In the framework of the programme, the traditional house had been restored for adaptive use as a restaurant that the local people could run. The purpose of this programme was to rejuvenate the community and its economic resilience while also maintaining the unique architectural piece, its history, and the cultural practices.

Dr Inaba's Information (cultural resource map in Japan)

For the town conservation, the organisation asks elementary school children to walk around the town and select the most important and interesting things for them. Sometimes elderly people are also asked to do the same. These activities often have positive results. Asking schools to do such activities can be effective in other countries, too.

In the end, the lecturers asked questions and made comments on each participant's Country Report, which concluded the session. Mr Morimoto, Director of ACCU Nara, thanked Dr Wijesuriya and Dr Inaba for their contributions and closed the session.



Questions and comments from the lecturers on each participant's Country Report

5–17 September

■Unit 3: Research and Documentation of Archaeological Sites

Video Lecture: 'Survey and Excavation Methods for Archaeological Sites I'

HAYASHI Masanori (Nara National Research Institute for Cultural Properties (hereinafter NNRICP))

In this lecture on the process of archaeological excavation and methods of recording in Japan, the detailed explanations and photographs for each step were shared. It was also noted that nearly all excavations in Japan are conducted 'in conjunction with development', so it is necessary to make detailed records as the remains will completely vanish with development.



Video Lecture: 'Survey and Excavation Methods for Archaeological Sites II—Typology, Stratigraphy, and Dating—'

Lecturer: SHODA Shinya (NNRICP)

In order to survey archaeological sites, there is a method to date by observing its stratigraphy and artefacts besides the

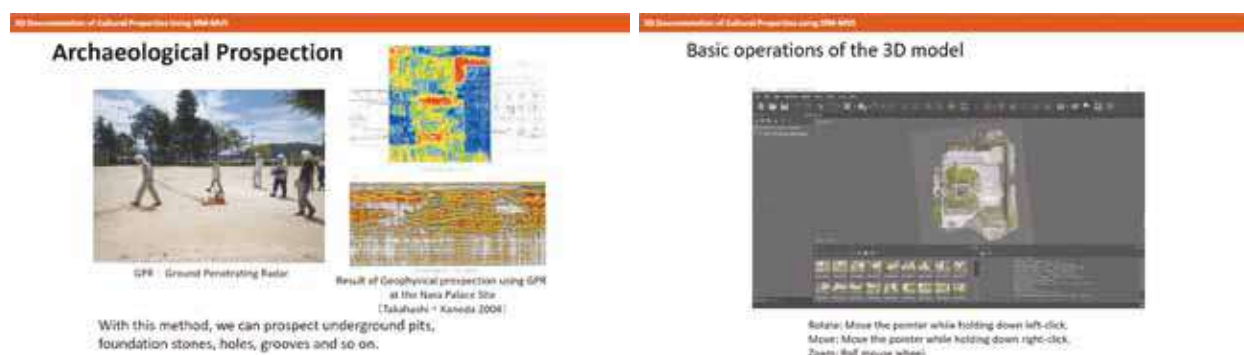
method of physicochemical dating. The lecturer introduced the method which can determine the dates of the artefacts by the principles of superposition, cross-cutting relationships, and some other factors related to the soil layers with archaeological artefacts as well as a typology which is the result of artefacts classifications according to the forms, techniques, and decoration. The participants also had the opportunity to take a look at the actual cases through photos. They learned how to compare the regions and comprehend the changes in lifestyles.



Video Lecture: 'Survey and Excavation Methods for Archaeological Sites III (3D modelling by SfM)'

Lecturer: YAMAGUCHI Hiroshi (NNRICP)

Regarding 3D recording using SfM-MVS (structure-from-motion, multi-view-stereo) techniques for surveys of archaeological sites, the methods of photographing, the equipment to be used, and its utilisations were explained in the first half of the lecture. The second half of the lecture was a practical session, with participants downloading free software based on the lecturer's instructions and making 3D images with photographic data supplied for the session.



10 September

Live Discussion 3 (14:00 – 17:20)

Lecturers: YAMAGUCHI Hiroshi, SHODA Shinya and HAYASHI Masanori (NNRICP)

This session was held at Nara National Research Institute for Cultural Properties (NNRICP). NNRICP was established in 1952 and is a national institute in charge of comprehensive research of cultural heritages. The institute specialise in archaeology, and the outcome of their research is exhibited and disseminated in museums. It is also in charge of providing training programmes for the experts and carrying out the advisory procedures for the various archaeological sites both in Japan and overseas. We had three lectures by three researchers from this institute.

'Survey and Excavation Methods for Archaeological Sites III (3D modelling by SfM)'

YAMAGUCHI Hiroshi (NNRICP)

Dr Yamaguchi introduced three devices, used for documentation and recording purposes: a handy box with LED lights with a turn table, a 3D laser scanner, a LiDAR, which is a movable 3D laser scanner equipped with a camera and GPS. He also showed the participants the replicas of wooden tablets (ancient artefacts in Japan), which were created based on the data obtained by SfM-MVS. The participants were interested in these latest devices and asked quite a few questions on how to utilise them in their field.



Handy box with LED lights and turn table



3D laser scanner



LiDAR



Replicas of wooden tablets (ancient artefacts in Japan), which are made based on the data obtained by SfM-MVS



(From left to right) Ghilman Assilmi (Indonesia), Dr Yamaguchi, and Mauli Mishra (India)

‘Survey and Excavation Methods for Archaeological Sites II—Typology, Stratigraphy, and Dating—’ **SHODA Shinya (NNRICP)**

After Dr Shoda introduced himself, he asked about the current situation in each of the participant's countries. He also encouraged them to ask questions on his lecture video. Participants were particularly interested in dating methods of different kinds of material, the types of equipment used in Japan, and so on. Furthermore, Dr Shoda asked the participants to share how the excavation is decided to take place in their countries—through the plan by academic archaeologists or through the process of construction plans by the private companies. In case of Japan, it is more likely to be the latter way, it is usually constructing companies that create an opportunity for excavation. The conversation showed that the procedures vary from country to country.



Dr Shoda (left) and Md. Shahin Alam from Bangladesh (right)

‘Survey and Excavation Methods for Archaeological Sites I’

HAYASHI Masanori (NNRICP)

First, Mr Hayashi highlighted the importance of proper management of excavation, which includes negotiations with owners and government authorities, issuing budgets, etc. He also introduced the manuals created by the institute in order to compare the results. The participants could take a look at the parts of the manual so that they could refer to the procedures in their countries. Mr Hayashi also covered the questions on financing the excavation works in Japan. He explained that the excavation expenses in Japan are usually paid by the private or governmental bodies who are doing the infrastructure works, such as road construction, or building a shopping mall. Though Japan has the law for the protection of the cultural property, it does not clearly indicate who is responsible for financing archaeological works. So repeated negotiations can happen, sometimes even ending up in court.

Furthermore, the participants asked questions about dendrochronology, the use of drone cameras, and the flow of the excavation procedures with special focus on the responsibilities of an archaeologist on and off the site. Mr Hayashi answered that dendrochronology could be used for dating, sharing both its benefits and demerits. About drone cameras, he shared that they had been used for some surveys in Japan since the cost had dropped these days. Regarding facilitating the archaeologists, Mr Hayashi noted that, in Japan, archaeologists work both on and off site, depending on the fragility of the artefacts. Japan has private excavation companies to do the work, but the local government intervenes when they are not able to perform the works accordingly. Mr Hayashi closed the session by encouraging the participants to share their experiences on overcoming the difficulties mentioned above. He also expressed hope that they would keep the basic principles in mind and choose appropriate methods in case of facing challenges not experienced before.



Mr Hayashi (left) and Davangi Pathak (India)

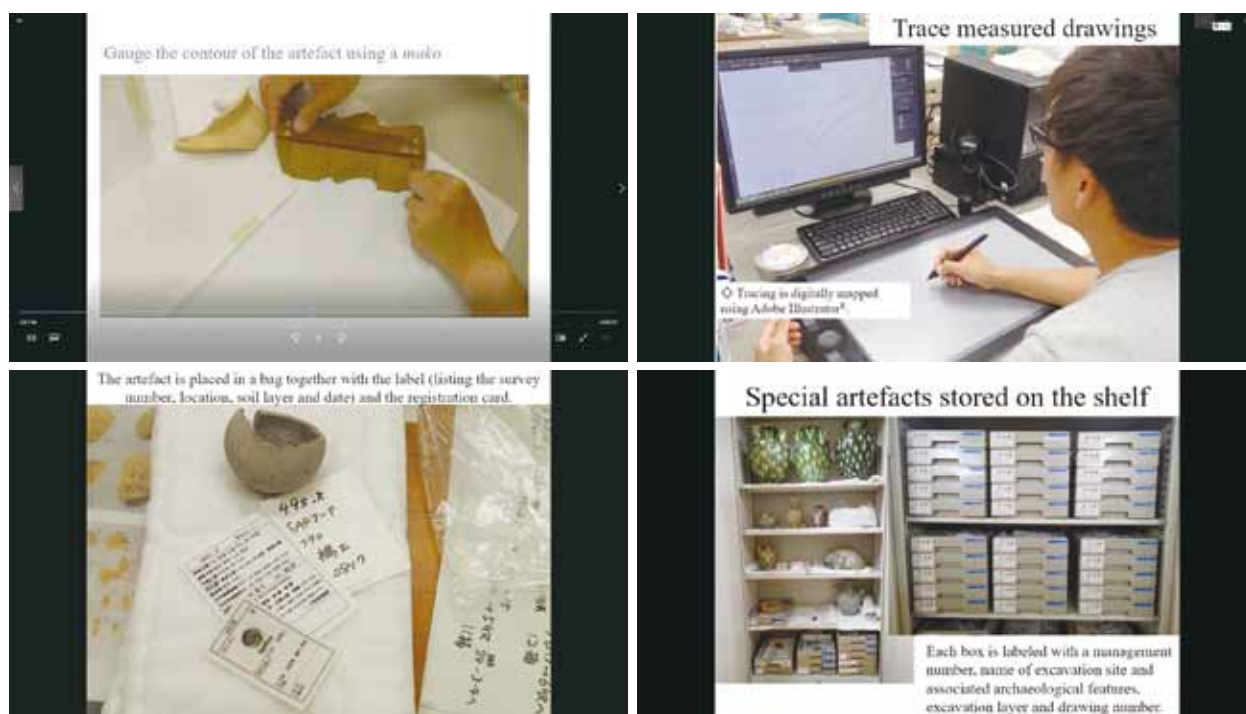
10–24 September

■Unit 4: Research and Documentation of Archaeological Artefacts

Video Lecture: ‘Registration and Storage of Artefacts’

Lecturers: JINNO Megumi and WAKASUGI Tomohiro (NNRICP)

The process of repairing artefacts was illustrated with photographs and explanations, starting from their removal from the site, followed by washing, documenting, registering, and storing. In particular, a detailed demonstration video was introduced regarding the making of scale drawings as a method of documentation.



Video Lecture: 'Introduction to the Zooarchaeology'

Lecturer: YAMAZAKI Takeshi (NNRICP)

Zooarchaeology is the study of faunal remains excavated from archaeological sites. These faunal remains include not only mammals but also fish, shells, birds and some other various animals, which enable us to restore the lifestyle of ancient people. For example, the kinds of food they ate, how they were cooked by what kind of tools, and further surveys can even teach us what was the weather like and what kind of lifestyle people led at that time. This lecture showed how archaeologists should record and survey the faunal remains and also shared the variety of possible findings that the information could make. The lecturer had also created the English version of "Handbook for Survey of Zooarchaeology," which was distributed to the participants.

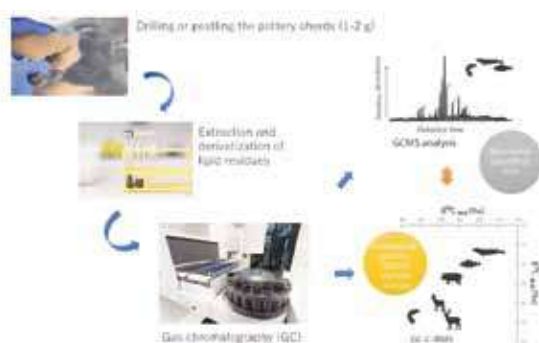


Video Lecture: 'Biomolecular Archaeology'

Lecturer: SHODA Shinya (NNRICP)

In this lecture, Dr Shoda introduced the concept of biomolecular archaeology, and shared three case reports of analysis as practical examples. Biomolecular archaeology is the study of DNA, protein, carbohydrates, and lipids, which are found on the archaeological artefacts, and which help to restore the lifestyle of that time. The lecturer also overviewed 1) pottery

lipid residue analysis, 2) stable isotope analysis of bone collagen, 3) proteomics of organic remains. As for 3), which is the research subject of the lecturer himself, the methodology to restore the diet back in those times through the analysis of lipid adhering to potteries had been presented. Based on his own research outcomes, Dr Shoda also shared the practical methods of survey such as sampling, the analytical equipment, and the results that can be obtained through them.



Video Lecture: 'Photographic Techniques for Archaeological Artefacts'

Lecturers: NAKAMURA Ichiro and KURIYAMA Masao (NNRICP)

This lecture focused on practical demonstration of photographic techniques for excavated or museum collections artefacts. On the examples of Asian cultural properties, the photo techniques were explained from setting up a platform to appropriate lighting for various subjects. Photographs are one of the most accurate data record on cultural heritage, and the appropriate safeguarding of that data is required. In these lectures, the necessary techniques for taking photos, the camera functions, and methods of preserving the data were explained alongside the practical demonstrations.



Lecture by Mr Nakamura



Lecture by Mr Kuriyama

Lecturer: WAKIYA Soichiro (NNRICP)

Video Lecture: 'Environment Control for Storage of Archaeological Artefacts'

Providing appropriate environmental conditions for the museum or storage can reduce the risk of deterioration for artefacts. The appropriate temperature and humidity for different types of objects were explained, and knowledge essential for environmental monitoring was provided.

Hygrothermal Environment	
Hygrothermal condition recommended by IIC + ICOM + ICCROM	
Temperature	around 20°C for all objects Exception: black and white film: 21°C, colour film: 2°C (ISO)
Humidity (RH)	
High Humid	100% Excavated wood objects from the water (temporary storage)
Middle Humid	55~65% wood + lacquer + textiles + paper 50~65% ivory + leather + parchment + Materials related to natural history 50~55% oil painting
Low Humid	45~55% Food < 45% metal + stone + ceramic < 30% film



14 September

Live Discussion 4 (14:00 – 17:30 JST)

Lecturers: JINNO Megumi, WAKASUGI Tomohiro, SHODA Shinya and YAMAZAKI Takeshi

The first half of this session was delivered from a pottery and earthenware research room in NNRICP, and the last part of the session was streamed from the zooarchaeology laboratory.

'Registration and Storage of Artefacts'

JINNO Megumi and WAKASUGI Tomohiro (NNRICP)

After introducing themselves, Ms Jinno and Mr Wakasugi encouraged the course participants to ask questions on the video lectures. The participants were particularly interested in water-soluble solution called Binder and its usage, as well as the procedures of storing the earthenware from marine sites, especially when there are soluble salts and calcium layers, which



Ms Jinno, Mr Wakasugi and Dwi Astuti (Indonesia)

can affect metal artefacts. There was also a question about whether the missing fragments of the excavated artefacts should be kept untouched or repaired with the newly added parts, and Ms Jinno answered that the artefacts that have missing fragments should be restored only when they are to be exhibited to the public. “For the archaeological study, you should not restore/reproduce the missing parts, but when you teach people or let them know the history, shape or structures of the artefacts, restoring is one of the methods,” said Ms Jinno. Participants eagerly asked quite a few practical questions to apply to their work, so it was an active Q&A session.

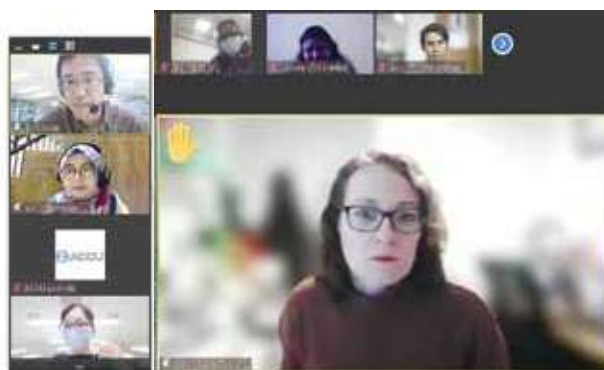
‘Biomolecular Archaeology’

SHODA Shinya (NNRICP)

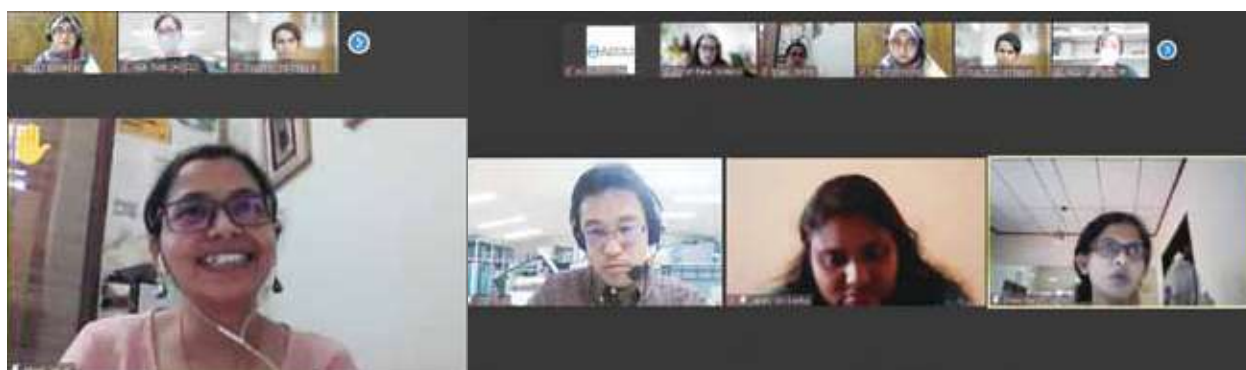
Prior to the Zoom session, Dwi Astuti from Indonesia posted a question on Talkboard—discussion board on the website created for this course. So, this Zoom session started with her question to Dr Shoda. She shared the case of a giant wok found in Yogyakarta. Based on the stories from the local communities, there were several Persians who used this kind of wok to hold water to drain for sugar cane plantations, but afterwards, it was considered to serve as a water pump reservoir, or used for preventing soil from sinking due to pumping water from the ground. She wanted to know what this wok was really used for through biomolecular archaeology. Dr Shoda made some assumptions to which she could refer after getting back to work. Also, Dr Shoda asked the participants about the case study on biomolecular archaeology that they had heard of. Each participant shared the information they knew, which made this Q&A session even more practical and interactive.



Fig 1. Giant wok found in Bantul, Special Region of Yogyakarta, Indonesia



Q&A session on the case of Indonesia (left), question from Sarah Phear from New Zealand (right)



(From left to right) Mauli Mishra (India), Dr Shoda, Janani Namal Seneviratne and Diveesha Rukma (Sri Lanka)

‘Introduction to Zooarchaeology’

YAMAZAKI Takeshi (NNRICP)

Dr Yamazaki first commented on the question related to handling unearthed fragile bones. He explained that the most important thing is to take the data and precise records of measured drawings before those fragile bones got picked up. Since the best bone condition is the time when they are excavated, archaeologists always have to remember to prioritise taking data or records before picking them up to consolidate or coat chemicals on the surface of them. Then, the participants asked Dr Yamazaki several questions, such as how to deal with the chemical to consolidate bones, who works on the excavated bones in Japan, and the characteristics of bones found in the river or shell middens. The lecturer said that the bones were often excavated by the riverside because the muddy soil can pack bones excluding oxygen and

microorganisms which degrade them. In Japan, since there are a lot of volcanos, shells also help to neutralise the soil, and the bones can remain in relatively better condition. Dr Yamazaki closed the session after sharing the uniqueness of zooarchaeological study, which helps us understand the seasonal aspects of the site. For example, the analysis of the fish or animal bones can tell us the season the animal or people lived there, and this is one of the unique findings that zooarchaeology can make.



Dr Yamazaki (up left), a Zooarchaeology laboratory (up right), and group photo of participants (bottom)

17 September

Live Discussion 5 (14:00 – 17:20 JST)

Lecturer: WAKIYA Soichiro and NAKAMURA Ichiro

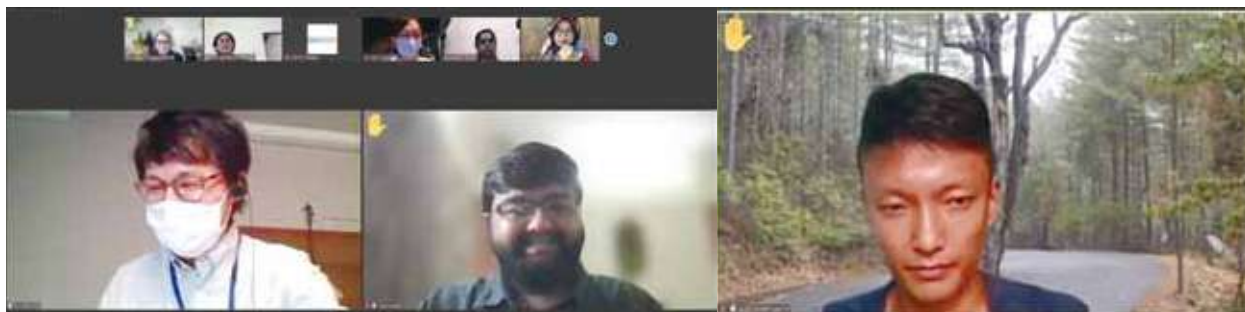
The live session was held at a photo studio in Nara National Research Institute for Cultural Properties.

‘Environment Control for Storage of Archaeological Artefacts’

WAKIYA Soichiro (NNRICP)

Dr Wakiya answered the questions sent from the participants prior to the Zoom session. Most questions focused on the methods for controlling humidity in order to keep the artefacts in a good condition. “The most important parameter is not maximum value of RH (Relative Humidity) fluctuation but the changing rate of humidity,” said Dr Wakiya. He then recommended to keep artefacts under RH less than 60% with moderate fluctuation to avoid the growth of mould. He also introduced an airtight collection cases which can keep the temperature and RH stable after turning off the air conditioner especially in the summertime in Japan. To control mould, it is desirable to store wood objects at about 55% RH. However, since the wood itself absorbs and desorbs moisture, it is not possible to confirm whether the object is really stable just by monitoring the temperature and humidity inside the case. Therefore, it is desirable that there is little change in temperature and humidity in the environment. Given the characteristics of wood, it is used as storage cases for artefacts to reduce RH fluctuation, except for metals which need to be kept under low absolute humidity. Several participants asked how to deal

with mould or moss and prevent artefacts or the sites from deterioration. Dr Wakiya encouraged them to find out the cause first, and then not only to terminate the mould but also the water source if that was the cause. However, as mentioned Dr Wakiya, if the surface of the house dries up, it may cause fluctuation of moisture inside and outside of the structure and stress the wood. The lecturer noted that in such cases, we can use the special equipment which can reduce the humidity gradually without causing big fluctuation like an air conditioner. He also answered the questions on conservation of metal artefacts and mural paintings as well as how to display artefacts in the open-air museums and those that were excavated from the sea.



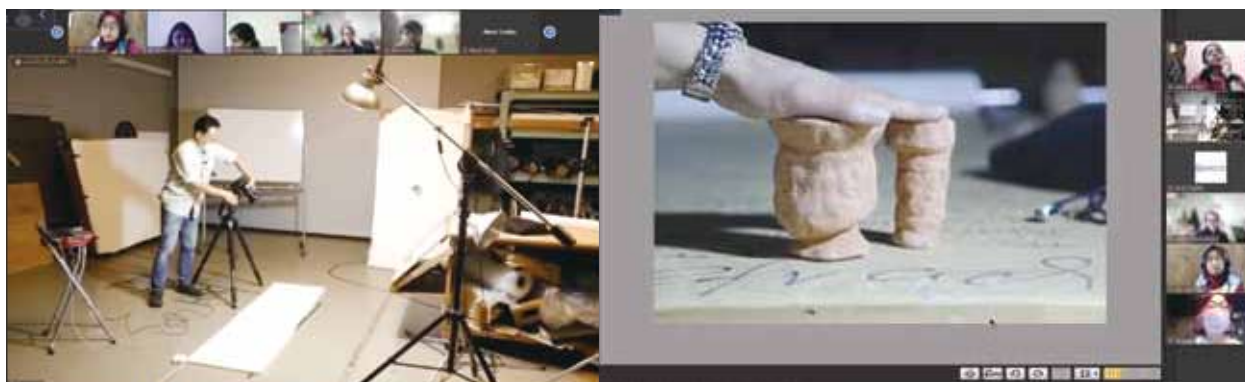
(From left to right) Dr Wakiya, Jiten Desai (India), and Ugyen Dorji (Bhutan)

“Photography Techniques for Archaeological Sites”

NAKAMURA Ichiro (NNRICP)

In this session, Mr Nakamura answered various questions from the participants. The questions covered several topics from basic knowledge of photography to more practical methodology such as the type of image format, lighting setups, techniques for 3D objects and flat objects.

Regarding the photography techniques, the participants were interested in how to take photographs outside considering the direction of the sunlight, shadows, and context surrounding the artefacts or buildings. Mr Nakamura answered by demonstrating and explained the importance of not getting the camera faced against the sun. When the sun is behind the photographer, the contrast will not be good. He also recommended to use lighting system if there is too much shade, especially for taking photographs of mural paintings inside the caves. For the question whether they should include a scale in a photograph or not, Mr Nakamura noted that the usage of scale is handy to know the overall size of the objects but when the purpose for photographs of 3D object is to record the precise images, not the size, it may not be necessary. The participants also asked about the best camera setting and its format, as well as the methods to organise documents effectively and the utilisation of software to process images, and they seemed to be able to cultivate a better understanding of photography as the lecturer gave a demonstration on the spot.





Mr Nakamura answered various questions from the participants while demonstrating at a photo studio in NNRICP

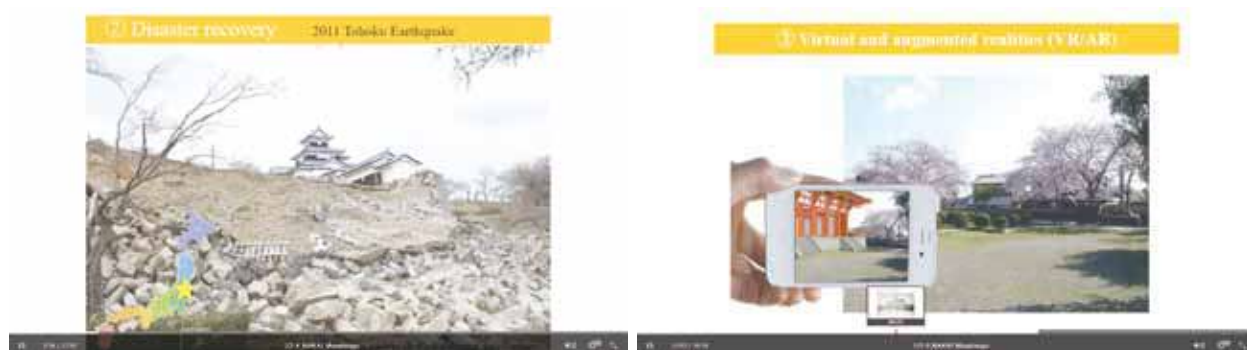
17–30 September

■Unit 5: Conservation and Utilisation of Cultural Heritage

Video Lecture: ‘Preservation and Improvement of Historic Sites in Japan’

Lecturer: NAKAI Masatsugu (Agency for Cultural Affairs)

The lectures provided a wide range of information on the maintenance and management of Historic Sites in Japan. Based on Japanese case studies and centering particularly on Historic Site management, the methods and goals of site preparation, and the organisation of relations among persons involved in management following preparation, and approaches to local residents, were illustrated.

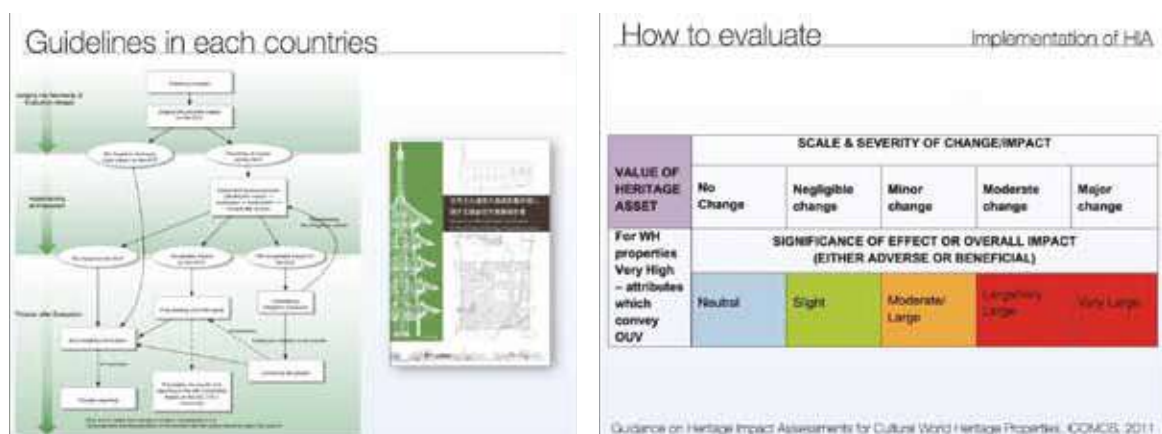


Video Lecture: ‘Heritage Impact Assessment’

Lecturer: NISHI Kazuhiko (Tokyo National Research Institute for Cultural Properties (hereinafter TNRICP))

Heritage Impact Assessment (HIA) has been an important theme for conservation of cultural properties, including world heritage sites, and it is indispensable for heritage management. The lecturer explained why HIA had been necessary, noting the new types of heritage and development pressure as a background factor. He also mentioned that HIA had been incorporated into the legal system of the World Heritage and introduced Operational Guidelines for the Implementation of the World Heritage Convention and Guidance on Heritage Impact Assessment published by ICOMOS in 2011.

Furthermore, the lecturer talked about the challenges that had come up and how he dealt with them while working on the actual case of world heritage in Japan (Okinoshima Islands in Fukuoka prefecture).



Video Lecture: 'Conservation and Utilisation of Cultural Heritage (Global perspective) Part I'

Lecturer: Joseph King (ICCROM)

The lectures covered two major topics. In the first presentation, Mr King introduced the mission and activities of ICCROM— International Centre for the Study of the Preservation and Restoration of Cultural Property, created in 1956 and located in Rome. From this lecture, the participants learned the framework and structure, as well as the main areas, aims, and missions of ICCROM. Mr King also shared the information on training courses, capacity building, and flagship programmes that ICCROM provides for all its 137 member states. Next, Mr King talked about three flagship programs of ICCROM in more detail and introduced the activities and courses aimed at heritage conservation and capacity building under each program. First, he pointed out First Aid and Resilience for Cultural Heritage in Times of Crisis (FAR). Another flagship program was World Heritage Leadership Program. This program is aimed at improving conservation and management for cultural and natural heritage through World Heritage Convention, as well as at creating interlinkages between the cultural and natural heritage sites to better contribute to sustainable development processes. In regards to this, Mr King shared some information on courses that ICCROM has launched, including the course on Nature-culture Linkages in Heritage Conservation in Asia-Pacific, at Tsukuba University, Japan. World Heritage Leadership Program also includes the creation of knowledge framework by providing manuals and guidebooks related to various issues. The third flagship program is ATHAR—Conservation and Management of archaeological and architectural heritage in the Arab Region. Before closing the first presentation, Mr King highlighted projects that ICCROM has launched recently, in response to the global pandemic. These are ICCROM Lecture Series which include the online webinars carried out in 2020 and 2021, recordings of which can be found and accessed through the ICCROM website. For someone seeking printed publications, ICCROM library has a vast collection of heritage-related literature. The library has also a delivery service, which proved to be very beneficial during the pandemic and lockdowns.

OUR MISSION

Provide Member States with the best tools, knowledge, skills and enabling environment with which to preserve their cultural heritage in all its forms, for the benefit of all people

Activities

- Sri Lanka PNC19 Course - Dambulla area, November 2019
- Nature-culture Linkages in Heritage Conservation in Asia-Pacific - Tsukuba University, Japan | September-October 2019
- Asian Regional Course on People-Nature-Culture 2021 - On-line August - October 2021

Video Lecture: 'Conservation and Utilisation of Cultural Heritage (Global perspective) Part II'

Mr King's second lecture focused on two main topics: 1. People-Centred Approaches to Conservation, and 2. Heritage

Impact Assessment (HIA).

1. People Centered Approaches to Heritage Conservation

Under this topic, the lecturer talked about the paradigm shifts from material-based approaches to human-based approaches in heritage conservation, and addressed the changing attitudes from the care of heritage to care of society and heritage. It has only been recently that heritage experts and international organisations started highlighting the importance of involving people in each step of the decision-making process because this is how we achieve sustainable and long-term conservation. But what role do people play in heritage conservation and how can it be beneficial for either heritage or them? Mr King explained that local people can help heritage experts to better understand the meaning and values of the place — why the sites are important and why they should be conserved. The values of the very same heritage may be different for the different groups of the people (good examples are post-colonial heritages), therefore bringing a wide range of stakeholders around the table helps all these values to be defined, put forward and ultimately conserved. Moreover, communities can become site managers, and deal with governance, planning, as well as maintenance and monitoring. On the other hand, people-centred heritage management brings benefits to the local community as well, by fostering senses of belonging and ownership, by providing economic returns, leisure, employment and education opportunities. Mr King also highlighted that people-centred approaches are also beneficial for us, heritage specialists, as we get access to their traditional knowledge, local traditions and can learn a lot from them. Lastly, the heritage itself benefits the most. Placing the people in the centre of conservation helps the heritage to be better understood, preserved, cared, and appreciated.

2. Heritage Impact Assessment (HIA)

Mr King first explained why the impact assessment for cultural heritage sites is needed. He noted that the unprecedented growth in urban areas and the pressure that is coming from infrastructure programs and even tourism may pose the risk to cultural heritage. HIA, therefore, is a “process of identifying, predicting, evaluating and communicating the probable effects of a current or proposed development policy or action on the cultural life, institutions and resources of communities.” What can be the subjects of impact assessment? Both individual projects and development policies, including long-term plans, can be assessed. Mr King noted that the idea is not only to gather the information but to actually make decisions on how to avoid the possible negative impacts on heritage. The key questions to ask are: what does the project foresee, how big is it, how will the proposal affect the heritage around it, etc. By highlighting both negative and positive impacts, we can decide whether or not these impacts can be acceptable.

Two last areas that Mr King briefly highlighted by the end of the lecture were the issues related to 1. Interlinkages between cultural and natural heritage, which as the lecturer pointed out, have never been divided locally but the division between the two has always existed at national and international levels until about 5-6 years ago when the experts from both fields started to stress the need for collaboration. This practice has been very successful so far because it puts forward all the layers of heritage sites and helps in better management and conservation.

The second topic was disaster risk management for cultural heritage. Mr King noted that while DRM has covered the disasters caused by natural hazards, recently man-made hazards (war, terrorism) have had a huge impact on the wellbeing of heritage. Another issue that has emerged quite recently is related to global pandemics, something that has never been anticipated or included in DRM. Lastly, it is climate change and its impacts on cultural heritage that needs to be put forward and analysed to ensure that we can mitigate the problems before they happen and find ways to deal with the challenges that climate change may bring.



22 September

Live Discussion 6 (14:00 – 17:00 JST)

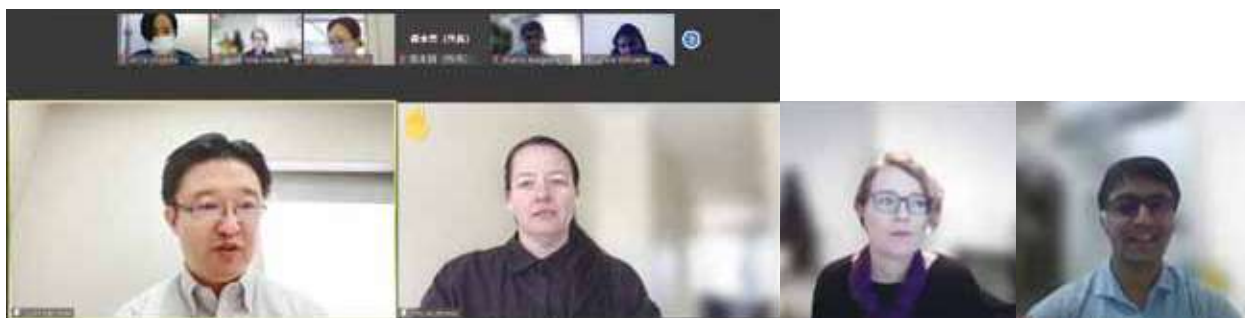
Lecturers: NISHI Kazuhiko (TNRICP) and Joseph King (ICCROM)

This final real-time group discussion through Zoom was hosted from ACCU office building.

‘Heritage Impact Assessment’

NISHI Kazuhiko (TNRICP)

Heritage Impact Assessment (HIA) has become a popular trend in the conservation and protection of archaeological sites or artefacts these days. However, in order to avoid HIA becoming a hindrance to economic and urban development, we need to be careful in planning and implementing it. In Japan, there are guidelines and rules for HIA, but they are not necessarily connected to the legal basis. After giving a quick overview of HIA, Mr Nishi asked the participants how their countries deal with HIA. The participants from Australia and New Zealand noted that HIA is a legislative requirement in their countries, to which Mr Nishi responded that in Japan, for instance, there are guidelines for HIA, but they have not been legally authorized. In contrast, environment assessment had been secured for around 20 years. He also mentioned the issue of timing in conducting HIA because the development plans do not include HIA until the last minute, when making any changes might be impossible. Participants from New Zealand and Bhutan shared the similar stories. Opinions were also exchanged on the importance of public participation and the relationship between the management and HIA processes. Mr Nishi wrapped up the session with the hope of having more consensus among the people concerned as well as standardised guidelines in the next couple of years to come.



(From left to right) Mr Nishi, Matilda Finley Steelcliff (Australia), Sarah Phear (New Zealand) and Md. Shahin Alam (Bangladesh)

‘Conservation and Utilisation of Cultural Heritage (Global perspective)’

Joseph King (ICCROM)

In the discussion session participants raised several questions and topics which can be summarised as follows:

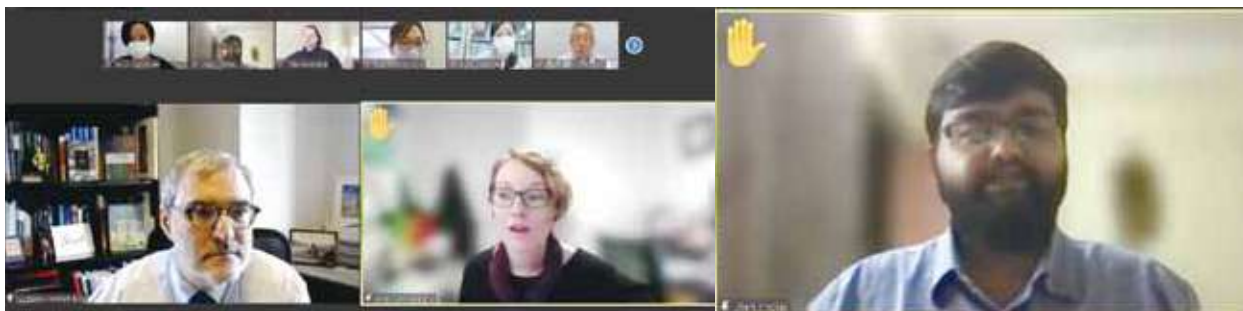
1. Living Heritage Management— how to negotiate the local and international values?

Jiten Desai from India and Sara Phear from New Zealand brought into question the management of living heritage sites which are characterised by the ongoing use by associated communities. They were interested in knowing how to resolve the conflicts that may arise in assessing the significance of these sites, when the multiple values and voices of the stakeholders contradict each other.

Mr King’s response to this question was that although it has always been a relevant issue among the heritage specialists, a single magic solution to it does not exist. All heritage sites are covered with layers of multiple values and no layer is more valid or important than any other. Mr King stressed that in order to avoid biased approaches when doing value assessment, it is most important to define and document all these values by involving all the interested stakeholders in the process. “It takes discussions, explaining and dialogues, listening and full negotiation with people and related communities to figure out how to go ahead and manage the site most effectively. Bringing all the voices together is not going to make your jobs easier, but regardless of the time spent, endless discussions, and our hair turning grey, this needs to be done. We need to make people feel that they are being listened to and their opinions are considered” — commented Mr King. Then he shared his personal experience and a lesson learned from Kenya, where in the process of developing an urban conservation plan for the Old Town of Mombasa, the communities had not been sufficiently consulted or communicated about the

project. As a result, the locals started making some changes and even knocking the buildings down because they thought that heritage experts would take the ownership away from them. Such experiences teach us that without dialogues and without bringing all the stakeholders around the discussion table the sustainable management of heritage sites cannot be achieved.

Another participant, Mauli Mishra from India, shared her experience with building positive relationships with the local communities in the heritage management process. She stressed that local people may have negative attitudes in the beginning, but after gaining the trust of heritage practitioners, through dialogues which lead to finding pride in their heritage and where they come from, their attitudes change positively.



(From left to right) Mr King, Sarah Phear (New Zealand) and Jiten Desai (India)

Other points raised during the discussion addressed the existing problems in heritage impact assessment especially for the large-scale infrastructure projects, where the attention to heritage still remains rather limited. Matilda Finley Steelcliff from Australia shared the case of her country: “Any assessment being done on places within Australia, its construction or destruction-based. Meaning that its big infrastructure or mining companies that are paying for recording. My question is, how do you fight money?”

Mr King responded that there has been a problem in the past when the companies or organisations who do HIA were usually paid by those big companies responsible for infrastructure projects and this gave them a big control and stake in decision-making process. However, if we are talking about people-centred approaches to heritage conservation, these companies are also stakeholders and their voices should also be considered. “When it comes to investment, (building bridges, roads, etc.), the companies need to be sure of the return of their investment. Often times we (heritage experts) do not let the investors know what the regulations are until after they have already decided to invest. The earlier we start communicating, the less issues will emerge in the future. Strategic Impact Assessment is meant to be done much further upfront of the project itself.” Mr King further stressed that for effective communication with large companies and also in disaster risk management, it is effective to put heritage in a position of the saver of other fields and resources rather than on a position of something that needs to be saved.

Following several exchanges on how traditional knowledge can contribute to disaster mitigation, Mr King asked the participants if their countries have any experience in using heritage in response to climate change. For example, reducing the carbon emissions by keeping the traditional, vernacular architecture alive, etc.?

In response, Jiten Desai from India shared that he has been working on the issues of how to bridge the vernacular and modern architecture and how these correlations can be used in designing the climate sensitive buildings.

Lastly, Diveesha Rukmal from Sri Lanka asked about the preservation of cultural systems, arts, and crafts especially in rural areas, where the machinery produced objects are gradually replacing the traditional handmaking. The definite answer to that question, as Mr King pointed out, does not exist, unfortunately. But what we can do as heritage professionals is to bring these issues into the discussions and create the situations where these crafts can be seen and recognised by the outside world. Also, we need to work on raising the people’s awareness on the benefits (both direct and indirect) of making traditional, handmade crafts as compared to producing them using machinery. It is important to make the local people feel that their heritage and their crafts are being appreciated by the outside world: “Oftentimes in order to recognise the value of something, you need somebody coming from outside to say ‘this is valuable’” – noted Mr King.

Concluding the session, Mr King thanked all participants for their contributions and for raising relevant topics for the discussion, and expressed his sincere hope that next training course can be held face to face, outside the virtual world.

Closing Ceremony

Closing ceremony was held following Mr. King's lecture.

Morimoto Susumu, Director of ACCU Nara, made the closing statements of the training course and thanked the lecturers and the related organisations, expressing the hope that the participants would continue active communication with one another in the future.

Suzuki Fumitaka, a representative of the Agency for Cultural Affairs in Japan, also addressed the participants and gave some comments regarding the training course.

In his closing speech Joseph King, Director of Partnership and Communication of ICCROM, talked about the active collaboration and relationship between ICCROM and ACCU and thanked the related members and organisations. He also congratulated the participants for their achievement in this course.

In the end, two participants, Mauli Mishra from India and Ghilman Assilmi from Indonesia made a speech.

First, Ms Mishra expressed her gratitude towards the organisers of the training course, telling how thrilled she was to be selected as a participant and become a member of the ACCU family. She also noted that these kind of courses are very important to expand knowledge, learn about other cultures, and to help build a better understanding on protection of our heritage for the present and the future generations. Lastly, she cited a verse in Sanskrit, which meant, "Let all be happy, let all be free from illness, let all see goodness, let there be no victims of sorrow. Peace Peace and Peace." It touched the hearts of the audience, especially during this difficult time of dealing with COVID-19.

Lastly, Mr Assilmi from Indonesia made a speech. He also gave his words of gratitude to organisers of the training course, sharing that he was sure that the knowledge and experience gained from this course would be valuable in finding better solutions for investigation, preservation, and management of archaeological sites in all participants' countries. He noted that although it was unfortunate not meet each other face to face in Japan, he appreciated the fact that ACCU introduced the culture of Nara through stories and pictures posted on Talkboard. Implementation of Talkboard was one of the improvements from the last year, and this comment was very notable for us. Mr Assilmi closed his speech by thanking all the participants, wishing continuous and long-lasting friendships with each other.



SUZUKI Fumitaka (Agency for Cultural Affairs, Japan)



Joseph King (ICCROM)



Mauli Mishra (India)



Ghilman Assilmi (Indonesia)



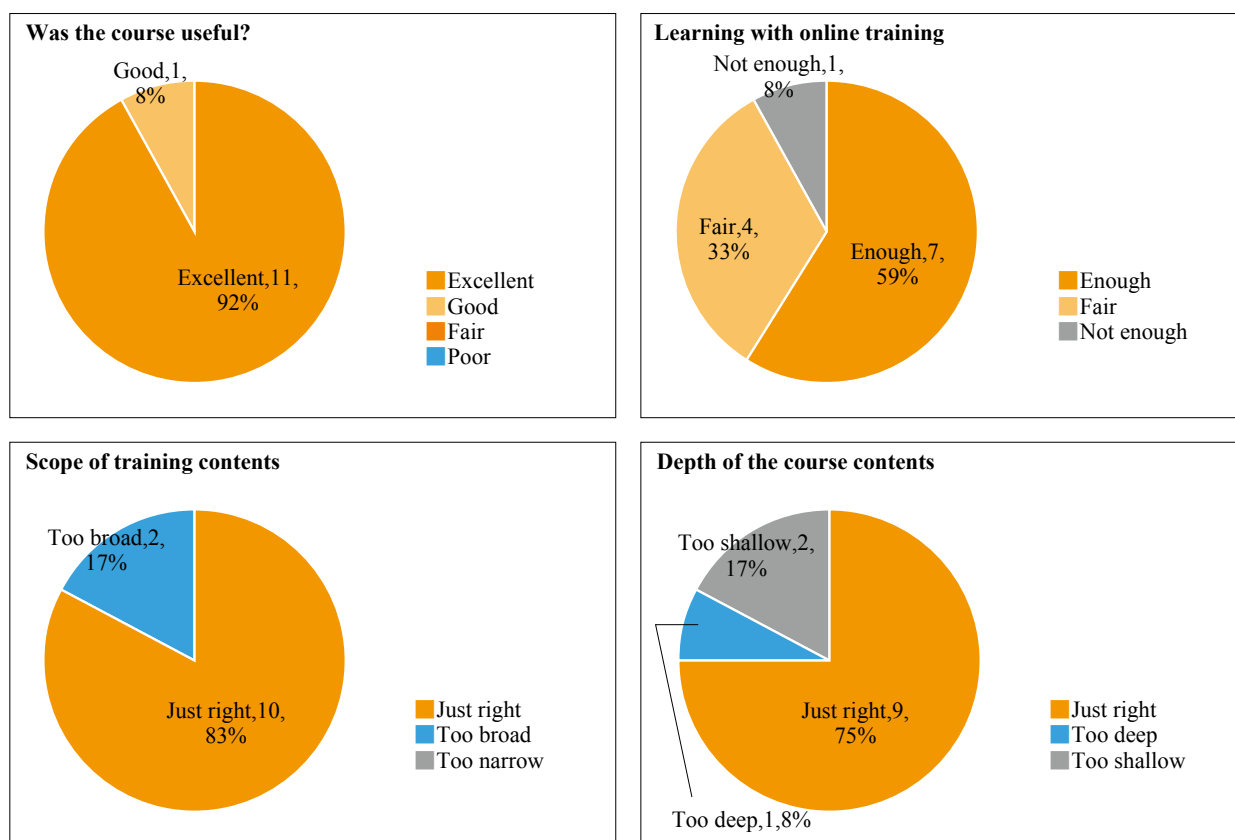
Group photo at the closing ceremony

3. Course Evaluation

This year, twelve participants completed the training course and submitted the course evaluation forms. The Group Training Course 2021 was held online following the one last year, and the participants generally positively assessed the improved points such as the amount of the video lectures, the number of interactive sessions, the newly revised course announcement method, the report contents, etc. The new lectures such as ‘Zooarchaeology’, ‘Biomolecular Archaeology’, ‘3D Documentation’, etc., also got the high evaluation.

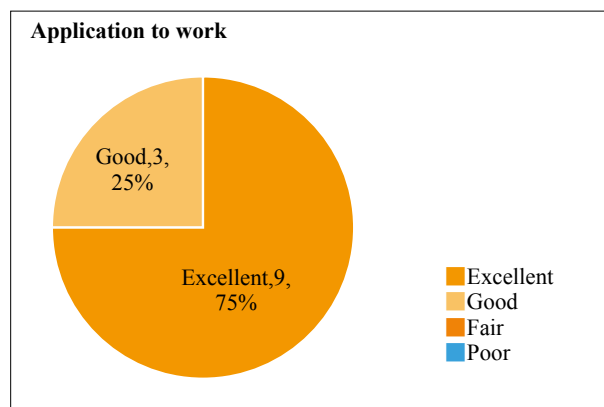
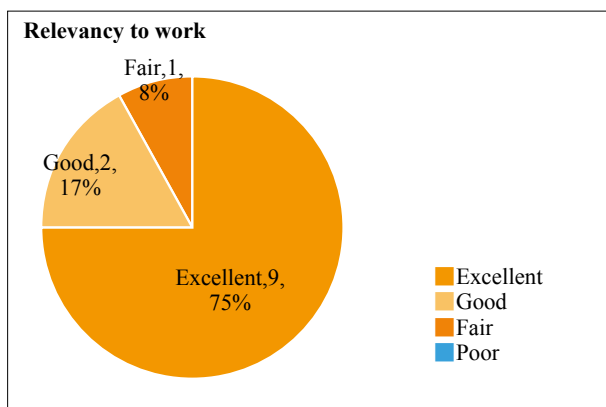
However, the participants also observed that they need practical trainings for some lectures to better understand the contents and substantial learning materials: a set of a video and a handout (a pdf text) for each lecture. ACCU will try to improve the points requested by the participants from now on.

1. Overall

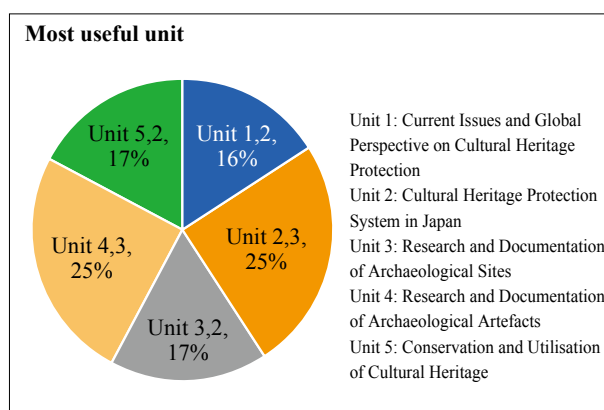
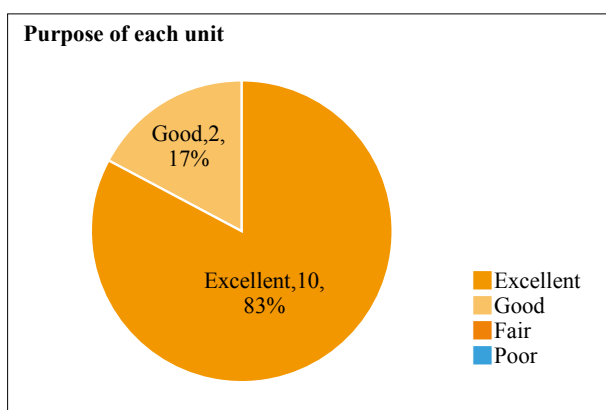


Several comments from the participants

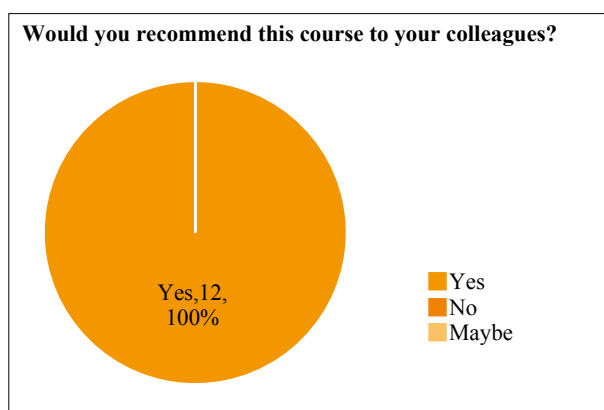
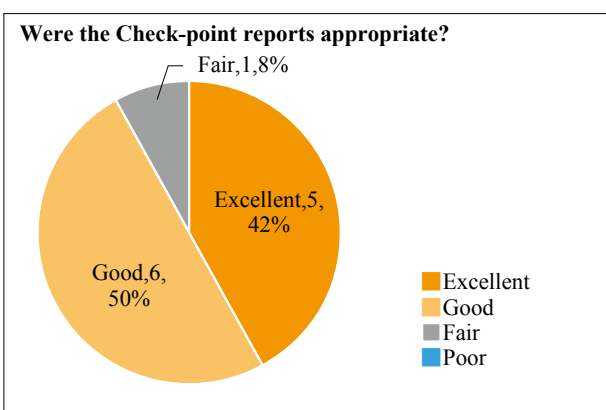
- It helped to fill in the gaps, sharing experiences and additional knowledges in my work.
- I learned a lot of important items I did not know, and shared the experiences with many countries.
- Off line training is better to learn since students can discuss issues easily.
- I learnt many new things especially on the field that I have never worked in, such as excavation, site management, and HLA.
- Biomolecular archeology and Zooarcheology are new areas to study.
- In several sections which specifically concern technical skills, the depth of the course content is too shallow.
- It would have been better to go to see objects practically and experience Japanese Heritage, if the pandemic were not there.
- The lecture materials are understandable since the course was held online. The knowledge is deepened at Zoom sessions. If there were some questions, we could also ask on the ACCU e-Learning site.



- Most course contents are very relevant to my work and I convey some of them to my colleagues who are in charge of their respective parts.
- This training course presents the challenges and solutions encountered in current research work as well as the future in heritage conservation.
- It has shown me some new knowledge which I can use in the future.

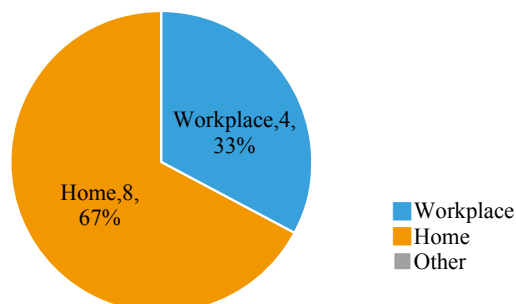


- The aims of each unit have been clearly stated.
- I understand the contents because I could watch the videos over and over again.
- Personally, Units 1,2,4 & 5 are most useful. These cover the topics which I have been related to and utilise in future though I am an architect.
- As an archaeologist and also artefact conservator, the course is relevant to my field

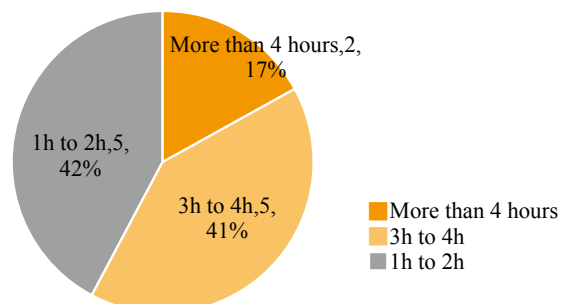


- The questions in the check point reports are prepared in line with course contents.
- I told some of my colleagues about the training and distributed lectures related to their current work.
- I will recommend the course to my colleagues because it's very useful.
- (I would tell my colleagues that) new leanings are there with updated information.

Mostly, where did you log into the course from?



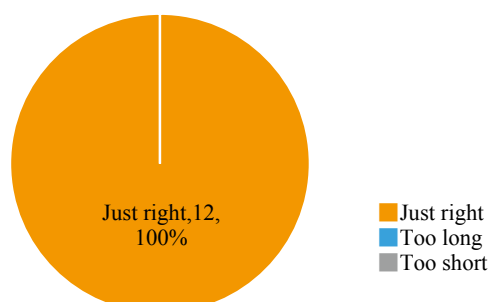
Average study hours per day



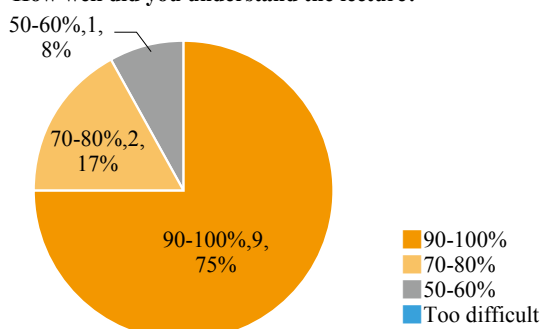
- The course was very useful and informative. It has the right content to broaden our knowledge.
- A great course, though some of the lectures were too short. They gave enough information to create interest in the topic and the subsequent zoom sessions helped better understanding. Overall, it was a very well-structured course, though I wish I would be able to experience the practical training and visit the sites.
- It was very fun because the participants are active, the lecturer can explain the material well, and the committee is very helpful.
- A very well organised course, lecture videos and high standard of teachers/lecturers.
- Overall, it is very good and I have learned many and new things.

2. Lecture materials (video/text/reference materials)

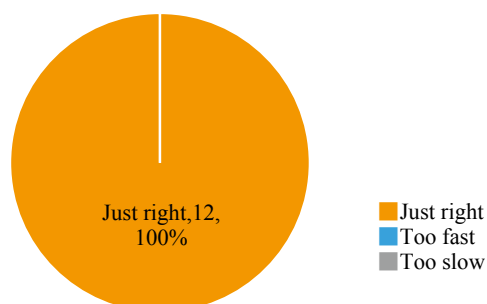
How was the length of a lecture video?



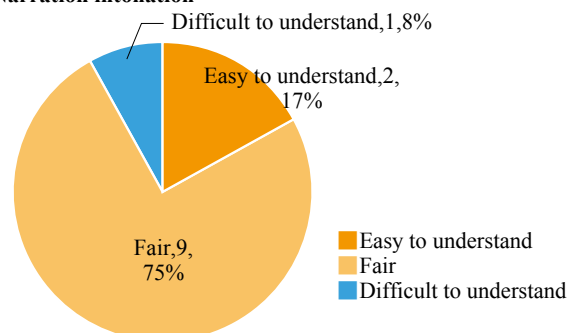
How well did you understand the lecture?

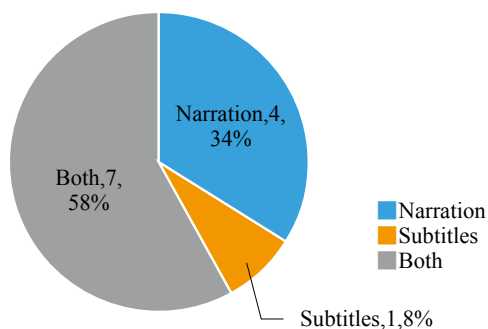
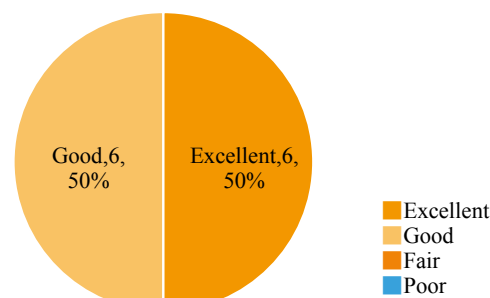


Video narration speed



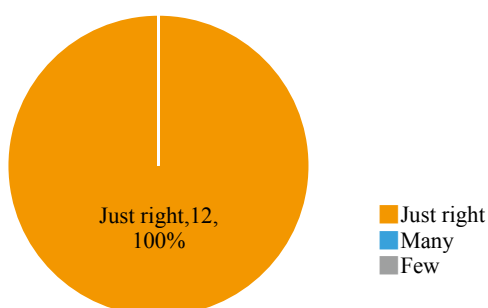
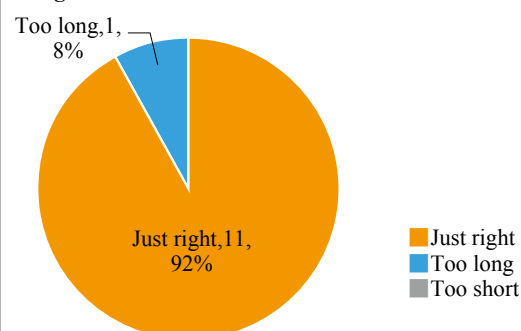
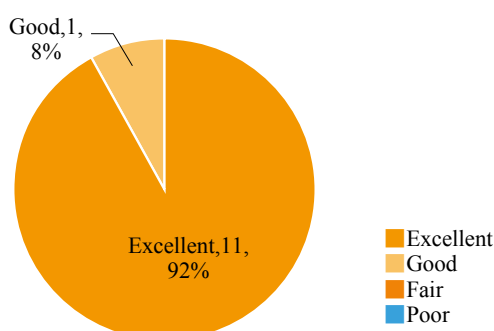
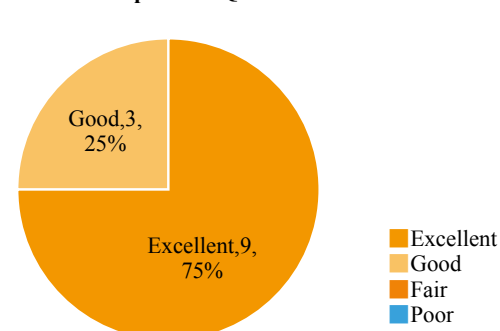
Narration intonation



The most easy-to-understand video format**Evaluation of text materials**

- The length of the video is fine because the materials delivered are clear and well received.
- I think it's easier to understand the video contents with English caption.
- It would be better if the voice was in English
- If we don't understand the video, we can read the caption.
- The material is very easy to learn and can be understood well.
- As I am a native English speaker it was easy for me to read the subtitles and/or listen to the interpreter. This was an advantage for me.
- It would be better if we had learning materials for each unit.

3. Zoom sessions/Q&A

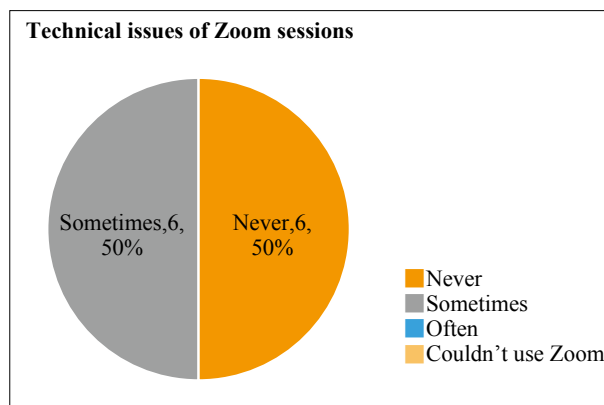
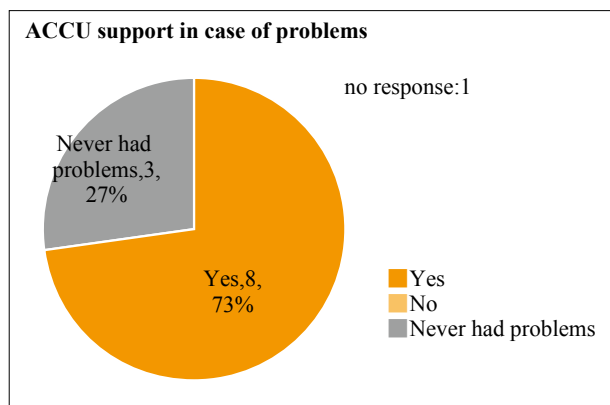
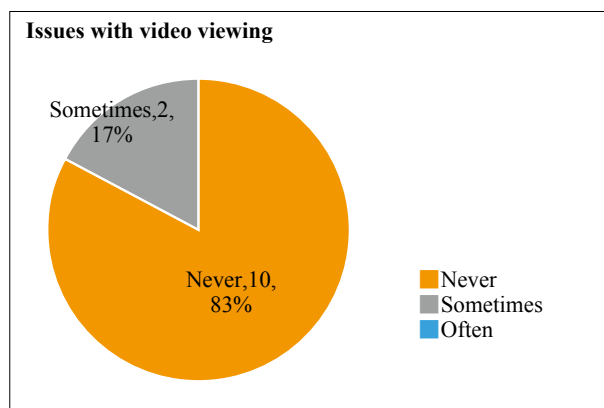
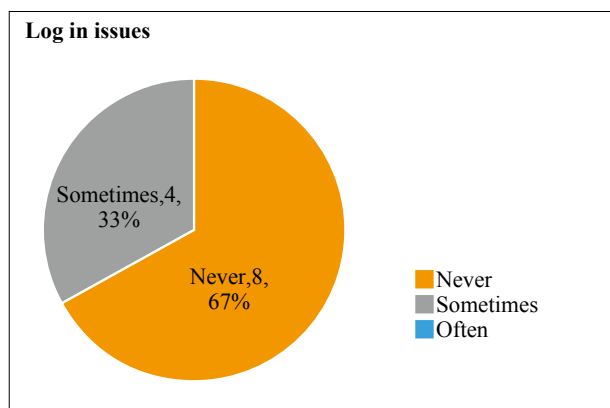
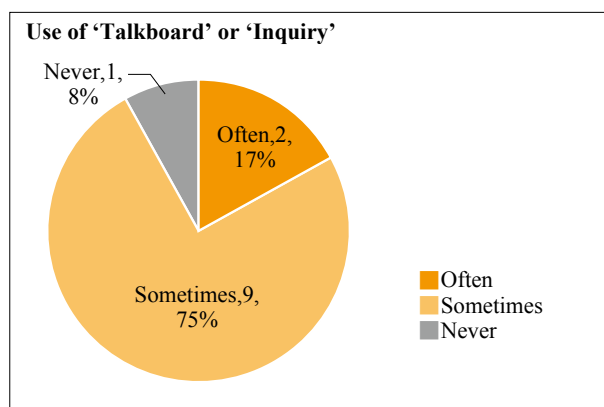
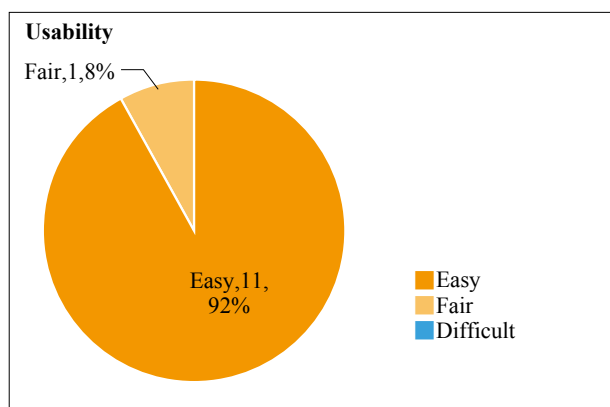
Number of times**Length of each Zoom session****Were the Zoom sessions useful?****Lecturer's response to Q&A**

- The number of zoom sessions was satisfactory and lecturers answered the participant's questions fully.
- Sometimes we felt some lectures are too short because we spent too much time for discussions. But overall, there were not session time issues.
- The length of a Zoom session is appropriate unless there are technical problems.
- Zoom sessions are very useful to study the materials and discuss with lecturers and other participants.
- (Session 2 Dr Yamaguchi) We have many kinds of 3D tools in my office which may not have been applied

optimally. From the lecturer's explanation, I noticed that these tools can be more useful than the ways we use them for currently.

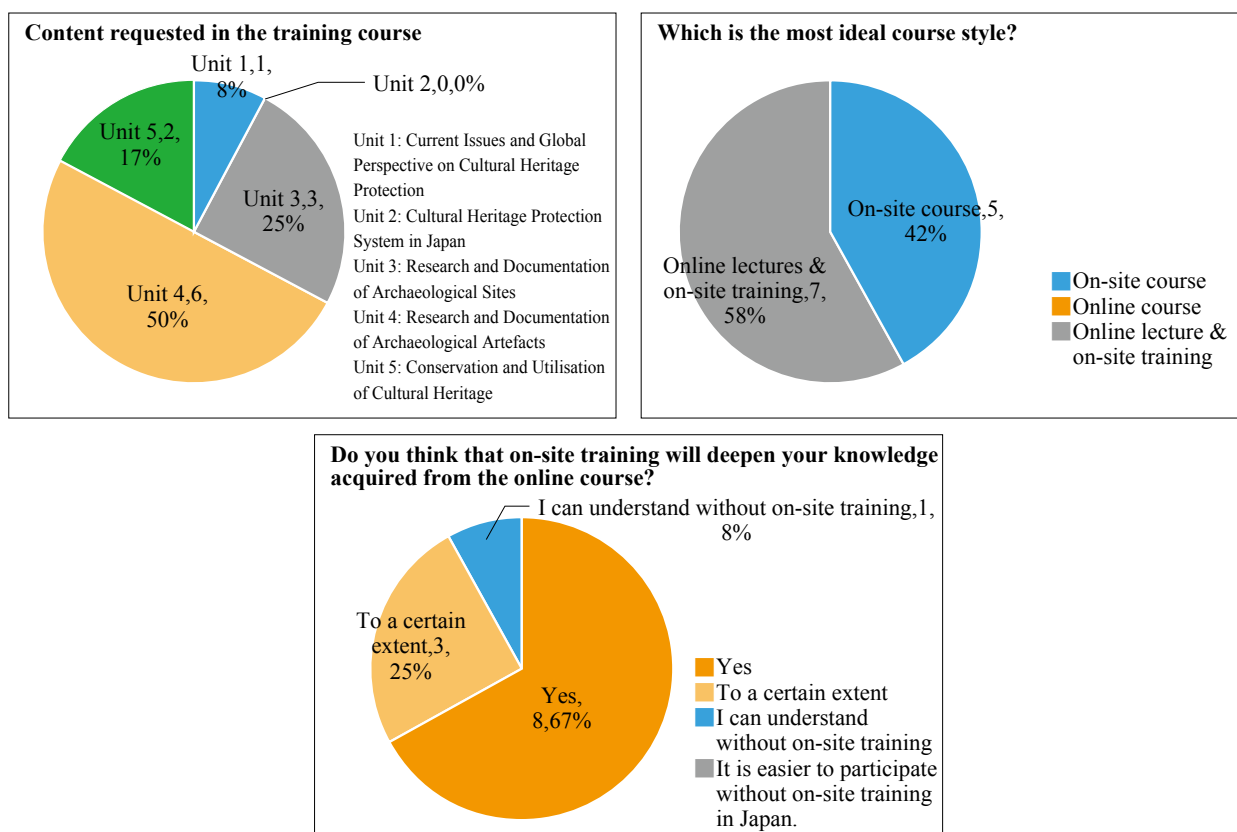
- (Session 3, Ms Jinno & Mr Wakasugi) It was very interesting and attractive because they showed the artifacts and explained about them in the zoom session. We had great discussion on artifact's restoration project and how to store them.
- (Session 3, Dr Yamazaki) He stressed the importance of documenting the fragile bones before any further action was taken. This is a very valuable suggestion for us as well as a reminder of the importance of the documentation process.
- (Session 3, Dr Wakiya) The lecturer gives some very useful and analytical opinions, and advises on heritage conservation, especially on tuff stone conservation. he reminded me of the importance of not only focusing on material conservation but also controlling the environment.
- HIA is a new knowledge for me and I got more understanding through zoom session.
- While there were a couple of technical issues in one of the Zoom sessions, they were minor and a connection was quickly made again.

4. E-Learning page



- The e-Learning page was easy to use.
- Regarding the e-Learning page, it was difficult to understand on the first day of the course, but I got used to using it.
- I hadn't had difficulties logging on to the e-Learning page.
- Some technical issues happened due to a power failure.
- I could watch the lecture videos, and open and download the text materials smoothly.
- I got prompt help from ACCU.
- The "Messages" and "Announcement" from ACCU was useful because it reminds us the schedule without our opening the schedule or other documents.
- I use the talkboard as a forum for discussion with the lecturer and other participants, while I use the inquiry to ask the lecturer some questions about things that I don't understand.
- All the answers are useful. The lecturers answered all my questions.
- The lecturers answered my questions and solved the problems.
- The talkboard was a good communication tool to share the ideas. It was very helpful.
- The report submission after each video was very useful.
- I think the e-Learning page was very easy to navigate and use.
- It would have been more useful, if there was the function to exchange opinions freely among the participants and the lecturers during the course.
- All the materials should be distributed to the participants in pdf form because some materials are not available in the library. We can use e-Learning page only for a certain period of time.
- The e-Learning page was well organised and set up, I don't know how it could be improved.
- If we have more practical demonstrations of the e-Learning site, it would be more helpful.
- It would be better if there was a display of Japan Time/Server Time on the webpage of e-Learning page.
- The technical issues that we have encountered so far during the zoom session were handled well by the ACCU.

5. Future training



- *On-Site training is very important. Online cannot replace the onsite learning.*
- *When we take the online course, we can get the theory, but the practice part may be in very small portion.*
- *Practical on-site training helps to cement ideas/methods/theories through participation.*
- *A combination of online and on-site training is ideal. As online lectures had an advantage that we could go back and study the lectures again, to better understand certain concepts. On-Site is crucial for understanding practical concepts and practices.*
- *Participants cannot carry out effective and practical activities during the online course. Besides that, the theory obtained during the online course is still limited because of limited time and communication during the discussion session. If we did face-to-face discussions, I believe it would have resulted in more effective training. Therefore, the most ideal course style for me is on-site course.*

II. Thematic Training Course

1. General Information
2. Course Summary
3. Course Evaluation

1. General Information

Thematic Training Course for Mid-career Professionals on Cultural Heritage Protection in the Asia-Pacific Region 2021 (Indonesia) 'Photographic Documentation of Heritage Buildings'

1. Organisers

This course was jointly organised by the Agency for Cultural Affairs, Japan (Bunkacho); the Asia-Pacific Cultural Centre for UNESCO (ACCU); and the National Institutes for Cultural Heritage, Nara National Research Institute for Cultural Properties (NNRICP).

2. Background

Indonesia is a country comprised of many islands, where nearly 500 ethnic groups live. As each island has nurtured its own unique culture, it has a diverse cultural heritage. Indonesia ratified the World Heritage Convention in 1989, and saw its first registrations on the World Heritage List in 1991. First to be inscribed were the two cultural sites of the Borobodur and Prambanan Temples, along with two natural heritage sites. These were followed by single sites in 1996, 1999, 2004, and 2012, and more recently, the coal mine in Sawarund, which is modern heritage, was listed as cultural heritage in 2019, so five cultural and four natural heritage sites have now been registered. An additional 19 heritage sites are provisionally listed.

The Ministry of Education, Culture, Research and Technology of Indonesia aims to add the Spice Road as its 20th item of provisional World Heritage, and is currently preparing a list of sites that will be included. To carry out that work, the training of technicians in inventory recording methods has become a priority.

On this occasion, in consultation with the Ministry of Education, Culture, Research and Technology, and in keeping with the current situation in Indonesia, we conducted a programme targeted at mid-career personnel who are actually involved in the protection of Indonesia's cultural properties in the field, and provided them with training to meet the needs of protecting the country's cultural heritage.

This year's training was conducted through online participation.

3. Dates and Format

Dates: October 8 (Friday) – October 21 (Thursday), 2021

Format: online participation

4. Participants

8 heritage professionals who belong to Ministry of Education, Culture, Research and Technology and related organisation (see Appendix).

5. Theme

'Photographic Documentation of Heritage Buildings'

6. Curriculum

The curriculum will be comprised of specialised contents at intermediate level for the experienced professionals and designed based on the needs and requests received from the staff members of the Ministry of Education, Culture, Research and Technology through the online meetings.

Lectures

‘The Photographs of Cultural Heritage for Inventory’, ‘Mechanism and Types of Camera’, ‘Photography Techniques for Architectural Heritage’, ‘How to Save Photo Data’, etc.

Practical Training (demonstrations, to be held on the Web conferencing system):

‘Camera Setups and Photography Settings for Architectural Cultural Properties’

Discussions (to be held on the Web conferencing system):

Including questions and answers with the instructor as appropriate

Introduction of Cultural Heritage in Nara

- Horyu-ji Temple
- Historic Monuments of Ancient Nara

Video No.	Programme	Lecturer	Date of upload	Deadline of questions
-	【Orientation】 Opening Speech	MORIMOTO Susumu (Director, ACCU Nara)	Oct. 8	-
	【Orientation Materials】 Guide for Participants, Training Schedule, Participant’s Lists	-		
	【Introduction video 1】 World heritage site in Nara (Historic Monument in Ancient Nara)	-		
	【Introduction video 2】 World heritage site in Nara (Buddhist Monuments in the Horyu-ji Area)	-		
Unit 1	【Lecture video】 The Photographs of Cultural Heritage for Inventory -The Roles of the Photographs of Architectural Heritage-	KANAI Ken (TNRICP)	Oct. 8	Oct. 10
Unit 2	【Lecture video】 Photography Techniques for Cultural Properties 1. Basic Knowledge of Cultural Properties Photography	NAKAMURA Ichiro (NNRICP)		Oct. 15
	【Lecture video】 Photography Techniques for Cultural Properties 2. Mechanism and Types of Camera			
	【Lecture video】 Photography Techniques for Cultural Properties 3. The Mechanism how images are captured by a camera			
	【Lecture video】 Photography Techniques for Cultural Properties 4. Types of Image Format: RAW, TIFF, JPEG			
	【Lecture video】 Photography Techniques for Cultural Properties 5. Three Vital Elements of Photography: Aperture, Shutter Speed, ISO Sensitivity			
	【Lecture video】 Photography Techniques for Cultural Properties 6. Camera Settings for Cultural Properties Photography			
	【Lecture video】 Photography Techniques for Cultural Properties 7. Understanding a Histogram			
	【Lecture video】 Photography Techniques for Cultural Properties 8. Photography Techniques for Archaeological Sites			
	【Lecture video】 Photography Techniques for Cultural Properties 9.How to Save Photo Data			
-	【Live discussion 1】 Q&A: The Photographs of Cultural Heritage for Inventory -The Roles of the Photographs of Architectural Cultural Heritage-	KANAI Ken (TNRICP) Coordinator: TASHIRO Akiko (Hokkaido University)	9:00-11:00am (Indonesia Time) on Oct.14	Oct. 27
Unit 3	【Lecture video】 Photographic Techniques for Architectural Heritage	SUGIMOTO Kazuki (Photographer)	Oct. 14	

–	[Live discussion 2] Demonstration and Q&A: - Camera Setups and Photography Settings for Architectural Cultural Properties-	NAKAMURA Ichiro (NNRICP) SUGIMOTO Kazuki (Photographer)	9:00-11:00am (Indonesia Time) on Oct.18	–
–	[Live discussion 3] Demonstration and Q&A: - Photography Techniques for Cultural Properties Photography -	Coordinator: TASHIRO Akiko (Hokkaido University)	9:00-11:00am (Indonesia Time) on Oct.21	–
–	[Submission] Final Report / Evaluation Form		–	Oct. 31

TNRICP: Tokyo National Research Institute for Cultural Properties

NNRICP: Nara National Research Institute for Cultural Properties

7. Coordinator and Lecturers

Coordinator

TASHIRO Akiko: *Associate Professor*, Hokkaido University

Lecturers

KANAI Ken: *Head*, Conservation Design Section, Japan Center for International Cooperation in Conservation, Tokyo National Research Institute for Cultural Properties (hereinafter TNRICP)

SUGIMOTO Kazuki: *Cultural Properties Photographer*

NAKAMURA Ichiro: *Official Research Photographer*, Photography Section, Department of Planning and Coordination, Nara National Research Institute for Cultural Properties (hereinafter NNRICP)

8. Others

The Thematic Training Course (former Individual Training Course) was held in 2000 for the first time and has accepted 116 participants from 25 countries.

9. Certificate

A certificate of completion was awarded to participants who satisfactorily completed the course programme and submitted a final report.

10. Working Language

Bahasa Indonesia

Interpreters

NUMAZAWA Urara

Freelance Interpreter

Rasmi Nur Aeni

Freelance Interpreter

11. Expenses

Free

*Participants are required to prepare PC, internet, and any other necessary device for online learning by themselves. The requirements of the digital environment are listed in Appendix.

12. Secretariat

Cultural Heritage Protection Cooperation Office

Asia-Pacific Cultural Centre for UNESCO (ACCU Nara)

WAKIYA Kayoko, HIRAYAMA Naoto and YOSHIDA Machi

Requirements of Digital Environment for Online Learning

Operation systems	Browser
Windows 8.1, 10	Internet Explorer 11.0 Microsoft Edge FireFox (the latest version) Chrome (the latest version)
Mac OS X	Safari (the latest version)
iPad, iPhone iOS 10~	Safari (the latest version)
Android 5.0~	Chrome (the latest version)
CPU (Central Processing Unit)	Celeron: over 1 GHz Core Duo over 1.66 GHz Other CPU equivalent to the above
Internet connection speed	For upload: over 512 kbps For download: over 256 kbps

2. Course Summary

The training course was held from 8 to 21 October through e-Learning platform “iPAGE” at ACCU. Under the theme ‘Photographic Documentation of Heritage Buildings,’ 11 videos (5 hours and 19 minutes in total) were distributed in Indonesian language (See Training Schedule for details.).

The theme and the contents were decided at the online preparatory meeting with Mr Anton Wibsono from Indonesian Ministry of Education, Culture, Research and Technology, and Associate Professor Tashiro Akiko, Hokkaido University. The Indonesian Ministry is preparing the heritage inventory for the submission of ‘Spice Road’ to the World Heritage Tentative List. Upon the request for training the professionals engaged in the photographic documentation of properties to be used in the inventory, the following three topics were covered in the training course.

Unit 1: *The Role of Photographs in Architectural Heritage Inventory (video lecture)*

Unit 2: *Basics of Photography for Cultural Properties (video lectures)*

Unit 3: *Photographic Techniques for Architectural Heritage (practical training)*

After watching the lecture videos, interactive sessions with lecturers of each unit were arranged for questions and answers, demonstrations, and supplementary lectures.

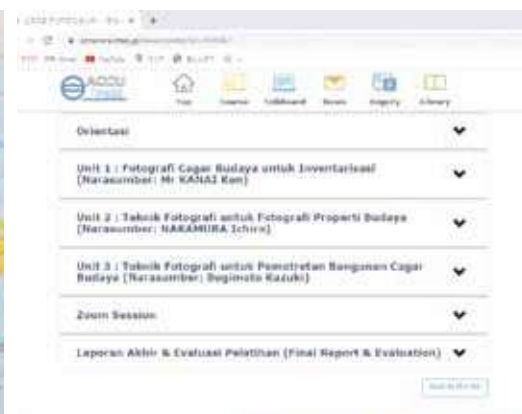
8 October

■Orientation

As part of the orientation, we started distributing the training materials on 8 October. These included opening address by Mr Morimoto, Director of ACCU Nara, and handouts such as the training schedule, participants list, lecturers list and the introduction video of the World Heritage Site in Nara. The participants were given access to all 10 videos of Unit 1 and 2 on the same day.



Opening address from ACCU Director



ACCU iPAGE

■Unit1: The Roles of Photographs in Architectural Heritage Inventory

Video Lecture: The Photographs of Cultural Heritage for Inventory - The Roles of the Photographs of Architectural Heritage

Lecturer: KANAI Ken (TNRICP)

The lecture covered three topics, namely, the requirements for the documentation of architectural heritage, the types of survey to understand the value of architectural heritage and the suitable documentation method for each type, and

the appropriate photographs for inventory of architectural heritage. Following is the general outline of the lecture contents:

At first, the documentation should aim at representing the value of architectural heritage. As a typical format of inventory in Japan, the combination of explanatory notes, drawings and photographs is used.

Regarding the types of survey, there are ‘preliminary survey (distribution survey)’ to identify the heritage, ‘individual survey’ to evaluate each heritage building, and ‘designation survey’ to determine whether it is qualified for the designation as a cultural heritage. It was explained how to choose a suitable camera among the different camera types such as a smartphone, a compact camera, and a single-lens reflex camera, depending on the contents of survey. For the above-mentioned surveys, concrete survey method and system including the difference of required photographic documentation were also referred to.

The role of photographs for inventory is to help understand the building. Several examples from Japan were introduced to explain the concrete elements required.

1 Mendokumentasikan Informasi (Dokumentasi) Warisan

Kamera yang digunakan dalam dokumentasi warisan arsitektur

	Survei sederhana	Survei detail	Expert judgement
Smartphone	✓ Mudah dibawa ke mana saja ✓ Dapat merekam video ✓ Dapat merekam foto dengan resolusi tinggi ✗ Tidak dapat merekam foto dengan resolusi sangat tinggi	✗ Tidak dapat merekam foto dengan resolusi sangat tinggi ✗ Tidak dapat merekam video dengan resolusi sangat tinggi	✗ Tidak dapat merekam foto dengan resolusi sangat tinggi ✗ Tidak dapat merekam video dengan resolusi sangat tinggi
Kompak kamera	✓ Mudah dibawa ke mana saja ✓ Dapat merekam foto dengan resolusi tinggi ✗ Tidak dapat merekam video dengan resolusi sangat tinggi	✓ Dapat merekam foto dengan resolusi tinggi ✗ Tidak dapat merekam video dengan resolusi sangat tinggi	✗ Tidak dapat merekam foto dengan resolusi sangat tinggi ✗ Tidak dapat merekam video dengan resolusi sangat tinggi
Kamera SLR	✗ Tidak dapat dibawa ke mana saja ✗ Tidak dapat merekam foto dengan resolusi sangat tinggi ✗ Tidak dapat merekam video dengan resolusi sangat tinggi	✗ Tidak dapat merekam foto dengan resolusi sangat tinggi ✗ Tidak dapat merekam video dengan resolusi sangat tinggi	✗ Tidak dapat merekam foto dengan resolusi sangat tinggi ✗ Tidak dapat merekam video dengan resolusi sangat tinggi

2 Tahapan-tahapan Dokumentasi dan Klasifikasi Survei

2. Survei Tunggal

Survei lapangan warisan arsitektur terencana yang dinilai memiliki nilai tinggi. Melakukan survei arsitektur secara detail pada area tanah tertentu atau sekelompok bangunan.

Tim yang dibentuk dan para ahli yang memiliki pengetahuan tentang survei warisan arsitektur.

Penanggung jawab utama 1 orang. Pengukuran dan menggambar.

Mengambil foto untuk merekam informasi bangunan baik secara visual maupun spasial.

Seluruh eksterior dan interior ruangan, detail khas.

3 Cara Pengambilan Foto yang Sesuai untuk Dokumentasi Warisan Budaya

1. Kuantitas dan Kualitas Foto yang Penting untuk Setiap Tahapan Survei

- Survei Pertama Menyeluruh

(Depan) (Belakang)

3. Contoh Konkret Dokumentasi (Foto) Warisan Arsitektur

Foto Survei Pertama

14 October

Live discussion 1 (11:00-13:00JST)

Lecturer: KANAI Ken (TNRICP)

Coordinator: TASHIRO Akiko (Hokkaido University)

As an introduction, Mr Morimoto of ACCU explained that Thematic Training Courses of ACCU are designed for learning one theme deeply and intensively. He encouraged the participants to fully engage in discussions and exchange their ideas with lecturers to deepen their knowledge. After the participants' self-introduction, Dr Tashiro of Hokkaido University moderated the session.

Major questions:

- What is the difference between 'individual survey' and 'designation survey'?
- What kind of information is required at minimum in the investigation of townscape?
- Is it acceptable to edit the data of photographic documentation? (such as erasing the disturbing electric wire, joining the photographs to cover a large building, etc.)

Comments from the lecturer, considering the World Heritage designation:

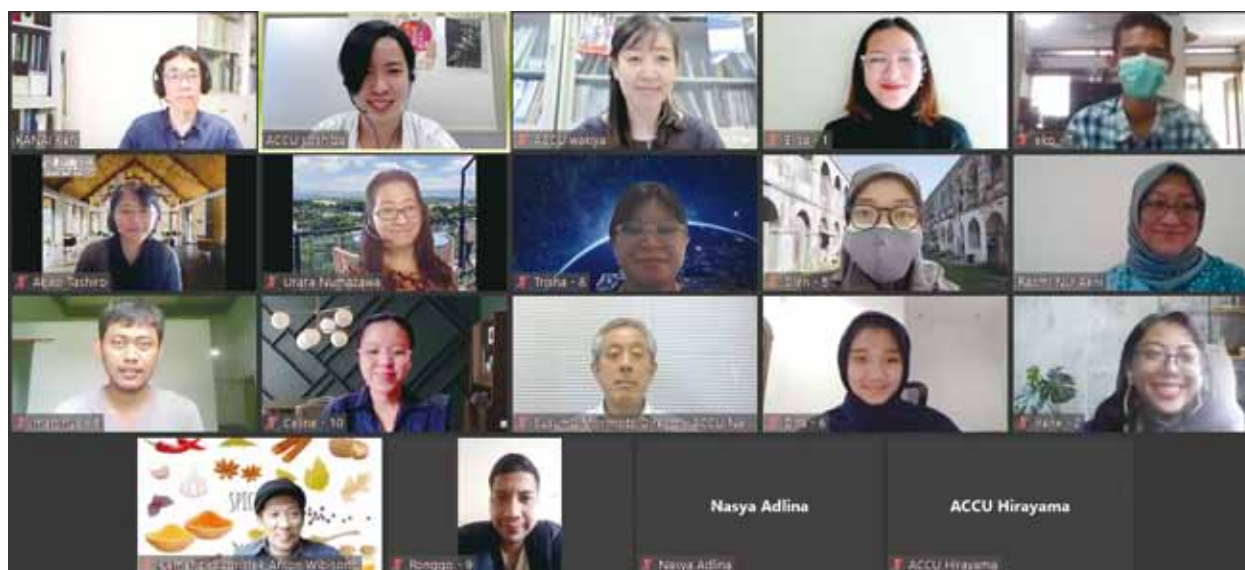
- For the registration or the designation as cultural heritage, it is required to attach the photographs to illustrate the value of specific heritage. For the heritage evaluation, 'individual survey' of each element of heritage is important.

- In the investigation of townscape, the survey starts with focusing on the significant buildings to determine the area of preservation. In case of urgency, the survey should start from the building with the highest value.
- The photographs compiled in the inventory should not be edited. Although photographs for explanation in 'designation survey' can be combined or processed with color tone in some cases to better demonstrate the value of heritage. However, the reasons of image processing must be provided.
- After the questions and answers session, the lecturer gave advice on the composition of photographs, photographing method and required information, while referring to the compiled inventory used in the Indonesian government. The photographs for inventory should include close-up shots of significant elements of heritage to highlight their value as well as the shots to illustrate their condition.

In the end, the lecturer emphasised the importance of photographs for inventory. High quality photographs for documentation taken at the stage of inventory preparation would greatly help the works coming afterwards. The lecturer also advised the participants to take many photographs and compare them, and then the experience would tell them what the good photographs are.



Mr Kanai (up right) and Dr Tashiro (Up left) advised the contents of an inventory card



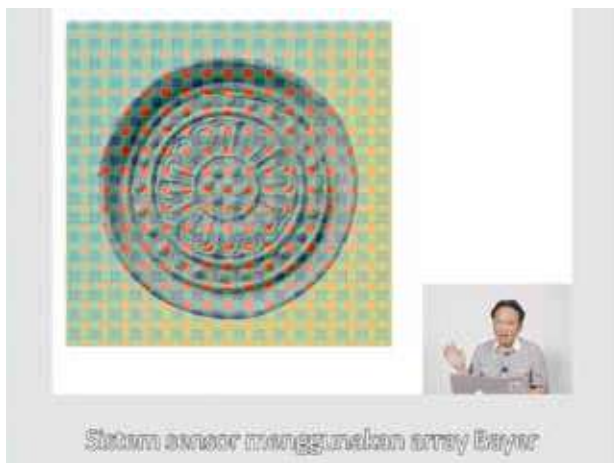
■Unit2: Basics of Photography for Cultural Properties

Video Lecture: Photography Techniques for Cultural Properties

Lecturer: NAKAMURA Ichiro (NNRICP)

The video lecture presented 'correct' photographs required for documentation of cultural properties, and photographic equipment and setting required to take such picture. It started with introducing camera types such as smartphones, compact cameras, single-lens reflex cameras and explained the differences in their functions. Features of different recording format, namely, JPEG, TIFF, RAW were also described in detail. Since single-lens reflex cameras and some compact cameras have functions to control the shutter speed, aperture, and ISO sensitivity, their appropriate settings for taking "correct" photographs were introduced including the relevant basic principles.

Participants watched these videos and attended the questions and answers session on 21 October.



Video lectures by Mr Nakamura

■Unit3: Photographic Techniques for Architectural Heritage (practical training)

Video Title: Camera Setups and Photography Settings for Architectural Heritage

Lecturer: SUGIMOTO Kazuki (Photographer)

The video lecture demonstrated the methods of outdoor photographing of architectural heritage in Japan. The location was 'Hashiya Family Residence' in Hakodate City, Hokkaido. Hakodate in the north of Japan opened its port for trading with foreign countries in 1859, and many of the existing architectural heritage buildings there were built in 1910s. As for Indonesia, upon the arrival of Portugal, England and the Netherlands, the Western-style buildings (a fort in the early stage) were constructed in various areas from the 17th century. Most of the historical buildings remaining in the townscape in Kota of Jakarta, Semarang, Palembang, Padang, etc., are public buildings in Dutch style and Chinese shophouses, combining residential quarter and commercial shop, originally constructed in the beginning of the 20th century. They seem to have some similarities with Hashiya Family Residence, which was also a combination of residential quarter and shop designed by blending Japanese and Western styles. With the cooperation of the owner of Hashiya Family Residence, the lecture with demonstration was prepared at this building and it reflected some of the issues similar to the situation in Indonesia.

The lecturer explained about the photographs required in 'individual' and 'designation' surveys, referring to the working process from the preparation to the photographing of the outside, then inside of the building. Demonstration videos for each process were distributed. As for the preparation stage, tree twigs covering the front of the building were cut down and the way to make out a photographing schedule was introduced. The lecturer explained the methods of photographing the façade of the building from four different perspectives and also showed the techniques of shooting indoors using supplementary sub-light equipment.



Hashiya Family Residence



Video lecture by Mr Sugimoto on how to take photographs of an architectural heritage

18 October

Live discussion 2 (11:00-13:00JST)

Lecturers: NAKAMURA Ichiro and SUGIMOTO Kazuki

Coordinator: TASHIRO Akiko

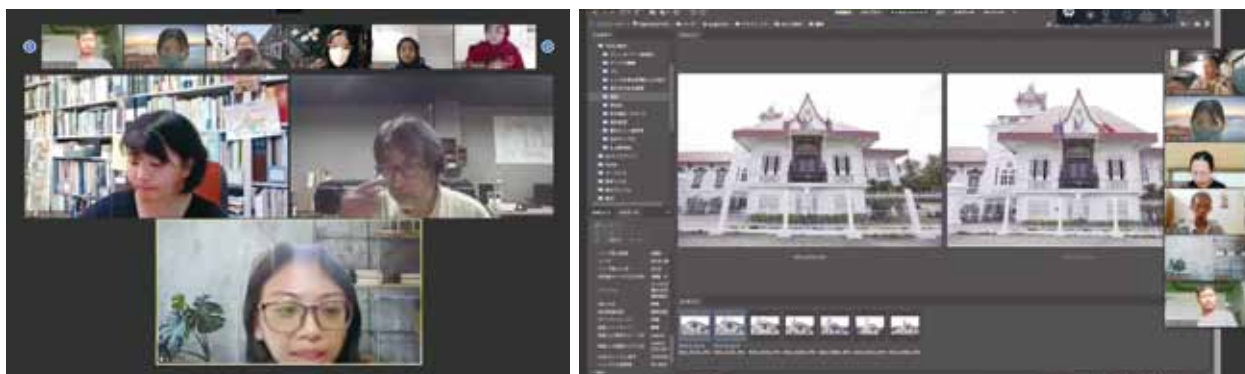
Mr Sugimoto pointed out three basic requirements for cultural property photographs: i) sufficient level of resolution to allow enlarging the image for observing the details, ii) storable for a long time, and iii) correct reproduction of colour and shape.

Then, the participants shared the issues they have faced in photography, in particular:

- Reproduction of the correct colours
- Taking photographs when the space for setting a camera is limited
- Appropriate camera setting to capture the details of building
- Method to control the light (reflection of light, photographing against the sun, etc.)
- Distortion of pillars when using wide-angle lenses

Mr Sugimoto responded that it would be better to use telephoto lenses, and distortion correction by PC is necessary for the photographs taken with wide-angle lenses. For the reproduction of correct colours, he advised to take photographs in RAW format with the insertion of Grey Card and use Photoshop for colour correction. Since blurred photographs cannot be adjusted with PC, the use of a tripod was recommended. Lastly, the use of sub-light introduced in the lecture video was reviewed. Effective use of sub-light enables dark places or shaded parts with the reflection of sunlight to appear clear in the photographs.

Mr Nakamura made additional comments on colour correction. Instead of using a Grey Card, the Auto White Balance (AWB) setting of camera also allows to reproduce the correct colour in photographing with TIFF and JPEG format.



21 October

Live discussion 3 (11:00-13:00JST)

Lecturers: NAKAMURA Ichiro and SUGIMOTO Kazuki

Coordinator: TASHIRO Akiko



Mr Nakamura and Mr Sugimoto gave advices about the photographs of the inventory cards in Indonesia

Based on the compiled inventory used in Indonesian government, the lecturers commented on some photographs and gave a couple of advises, such as:

- Select the camera position and angle to place the building in the center of photograph.
- Pay attention to the photographing position and timing to avoid the traffic and electric wire.
- Decide the angle at the time of taking a photograph. Trimming which changes the finished size of the image, is generally not recommended.
- Photograph the large buildings from the higher position not to look up the subject (Use a stepladder, etc.)

The session closed after responding to individual questions on photographing in general.

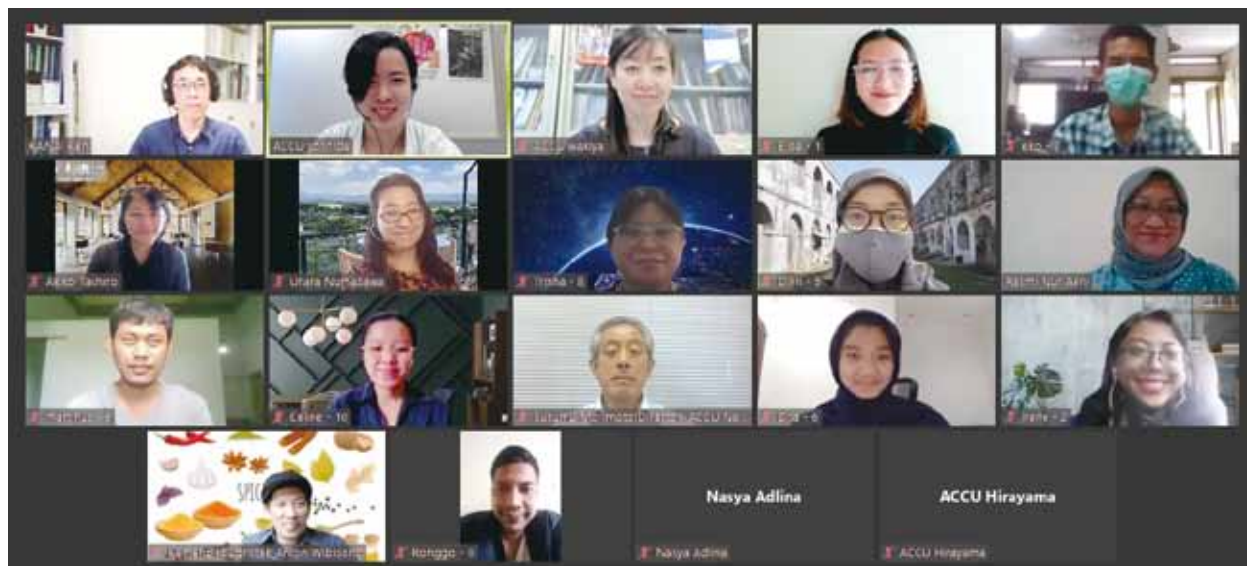
Closing Ceremony

After the Q&A session, we continued with the Closing Ceremony and looked back on the two weeks of the training programme. At the ceremony, Mr Susumu Morimoto, the director of ACCU, Ms Elisa Kusuma Dewanti, the representative of the course participants, and finally the coordinator, Associate Professor Tashiro Akiko, gave closing remarks and concluded the session.



Left: Address by the representative of participants (Elisa Kusuma Dewanti)

Right: Closing comment by the coordinator (TASHIRO Akiko)



Group Photo at the Closing Ceremony

3. Course Evaluation

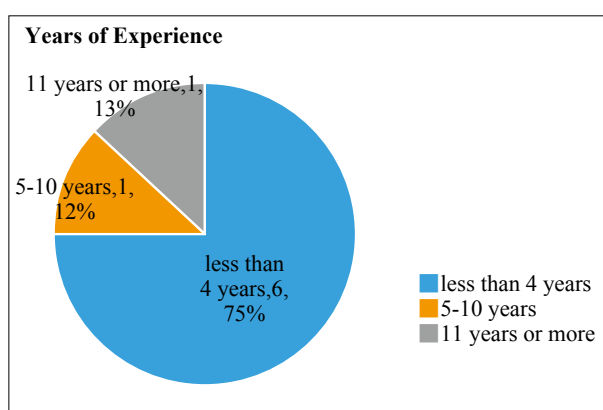
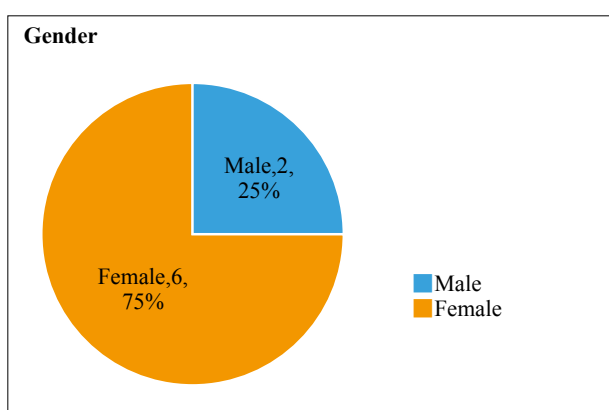
ACCU Thematic Training Course was carried out for the mid-career professionals who have more than ten-year practical experience. Since the training was operated online as the one last year, ACCU wanted to offer this opportunity to professionals widely and we accepted all applicants without the limit of years of experience. As a result, there were some participants who felt difficult to understand the contents, and other members who thought it was too easy to learn. We felt that it is important to make the participant level uniform in order to fully deepen the professional knowledge of all participants. Meanwhile, it seems that it is difficult for participants to save time and watch lecture videos while they do their regular jobs. Though the training course period was two weeks this time, we should study the appropriate duration for it from now on. Additionally, there were many requests for a practical training in Japan/Indonesia to fully understand the content of the lecture and utilise it for their own work.

Another issue raised in the comments was that the time of online live sessions was further shortened as the instructor and interpreter had to speak in turns. The organisers also became aware of this matter and will consider other methods of interpretation when planning the next course.

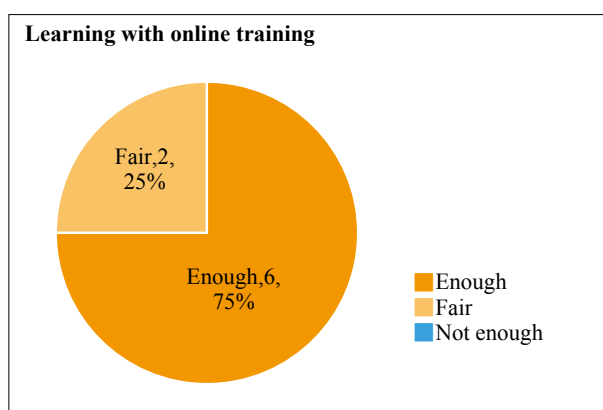
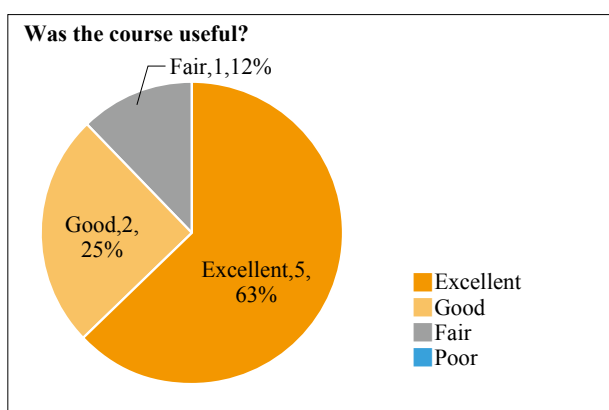
In the end, despite the obvious disappointment of not being able to attend the course in Japan, the participants gave a very positive overall evaluation and expressed satisfaction with their experience.

ACCU is very grateful to all the participants for their constructive feedback. Course evaluation is the most valuable tool for us to enhance our training programmes further.

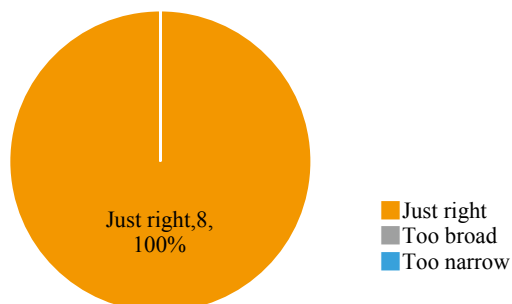
1. Participants



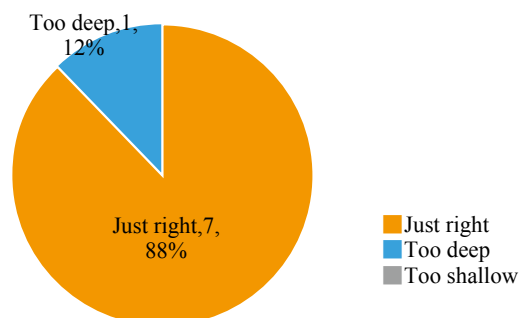
2. General



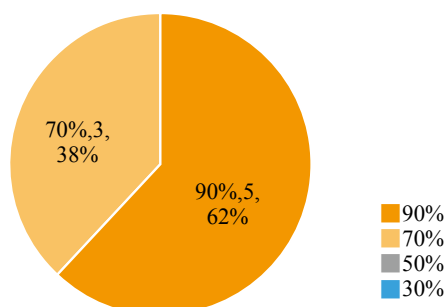
Scope of training contents



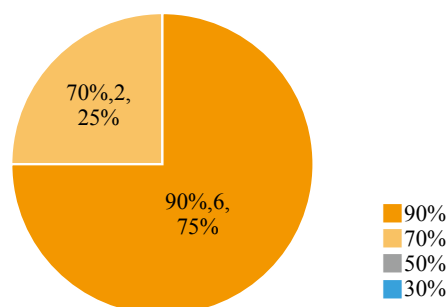
Depth of the course contents



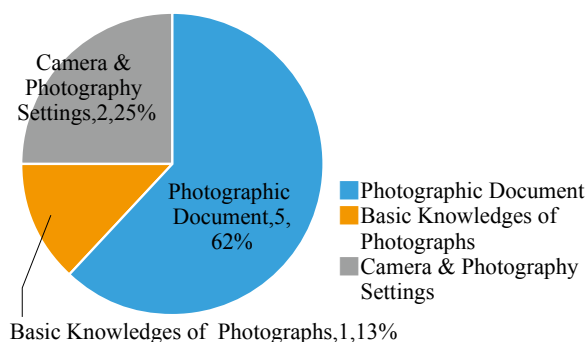
Relevancy to work



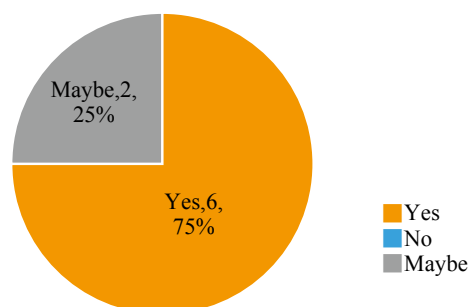
Application to your work



Which lecture was most useful?



Will you recommend this course to your colleagues?



Several comments from participants

- General

- I thought that the understanding would be deeper if there had been face-to-face training on-site, and direct practical training on-site.
- The curriculum and teaching materials we received were (in content) very comprehensive and well suited to persons like myself who work in the field of cultural protection. I recognized that photography has an extremely essential role in transmitting the meaning and value of cultural heritage.
- (Dr Kanai's lecture) The content is directly related to my work, and the lecture video had illustrations and visualised charts, so it was easy to understand.
- The workshop was very well organised. For example, there was an interpreter, and the organising committee responded promptly to emails, and the teaching materials were good.
- I thought it would be better to have different levels of training. For example, beginner, intermediate, advanced.

- Contents

- I think it would have been even better if I had more time to study the teaching materials and lectures before the Live sessions.

- Instructor Nakamura's teaching materials on basic knowledge of taking photographs were very detailed and clear, and were particularly useful for beginners.
- I felt that some of the teaching materials were too deep. For example, the histogram and colour checker. I thought that some teaching materials were not so deep. For example, how to save a file.
- The materials received were very detailed and in-depth, so that even a beginner like myself could use them as a guide to the basics of photography.
- I think the training should introduce various modern cameras and explain their usage, strengths, and weaknesses in the work of documentation.

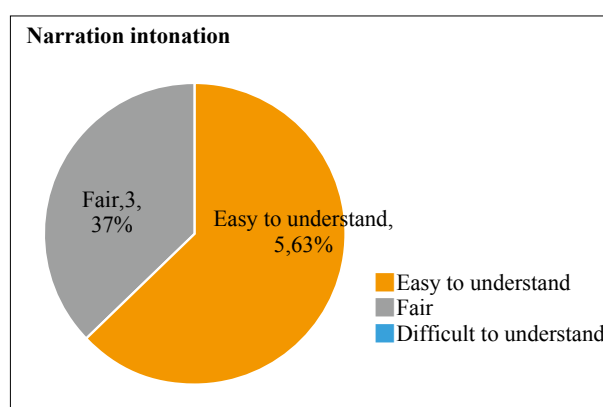
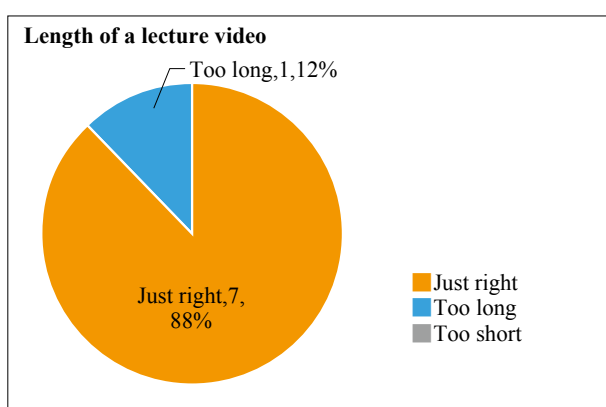
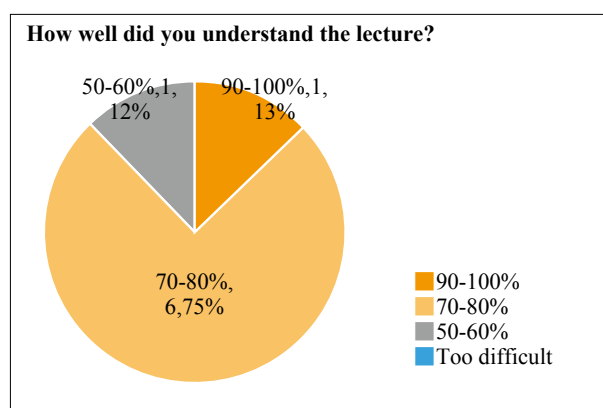
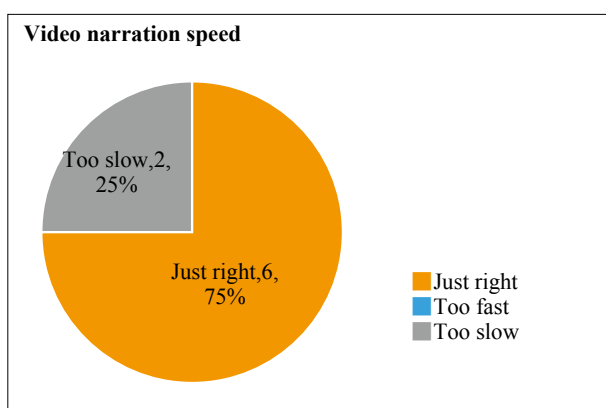
- Lectures

- I was able to obtain a good amount of useful knowledge from each training session. Regarding the photography of cultural property buildings, I was able to understand well the teaching materials of Mr Sugimoto's lecture on the practice of taking photographs of buildings under various circumstances.
- Mr Nakamura's teaching materials were very detailed. This material provided me with a basic knowledge of photography.
- I think it would have been better if there was practical training immediately after this lecture.

- Coordinator

- The coordinator bridged the differences in understanding of the teaching materials and reminded me of the situation in Indonesia, which is very different from Japan, which was very helpful.

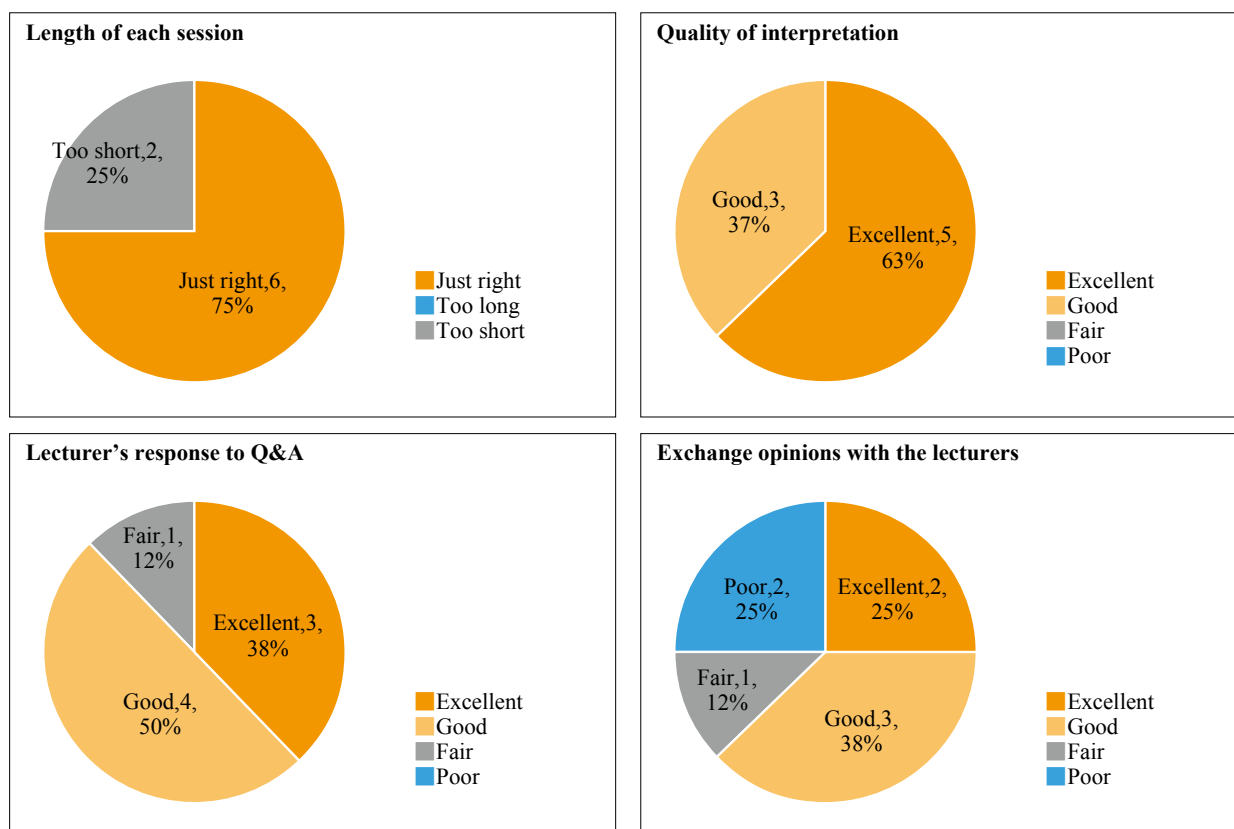
3. Lecture Materials (Video/text/reference materials)



- I thought I would need time to understand the teaching materials, especially the technical terms.
- The speed of the Indonesian language in the video subtitles was appropriate, and the words were accurate.
- The Photoshop version was different from my own (CS 6). I thought it would be good for Photoshop to set a standard such as which version to use.
- Although the materials were e-Learning videos, I found it easy to understand the contents.

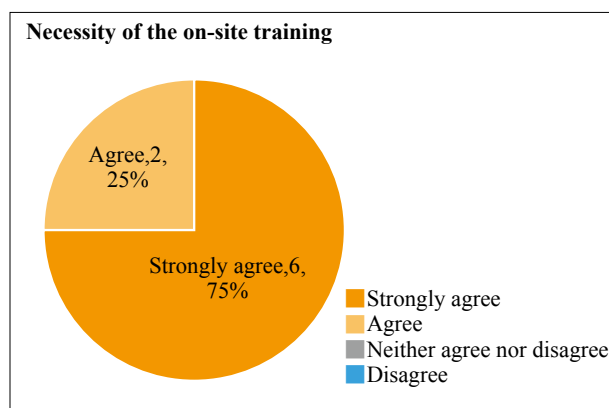
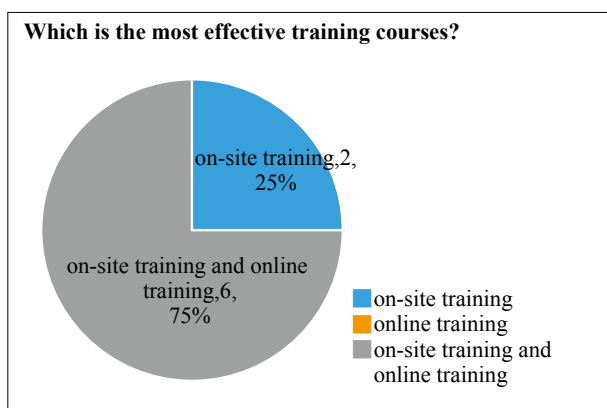
- The video was good enough, although I thought some of the material was too long. The language used was also easy to understand, and it was very good that the materials were systematic, which was helpful in understanding the materials.
- Having an interpreter helped me understand the lecture and answer questions.
- Some instructors inserted interesting illustrations and had a lot of text.
- It may be necessary to add videos giving photographic training for brief surveys and for detailed surveys.
- How about adding to the teaching materials on shutter speed, aperture, and ISO about how to combine them according to the situation?

4. Live Sessions/Q&A



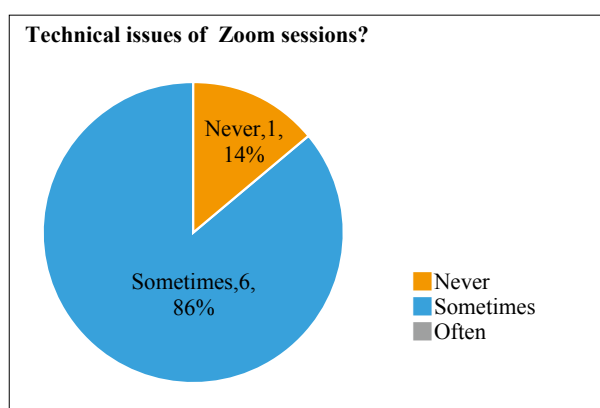
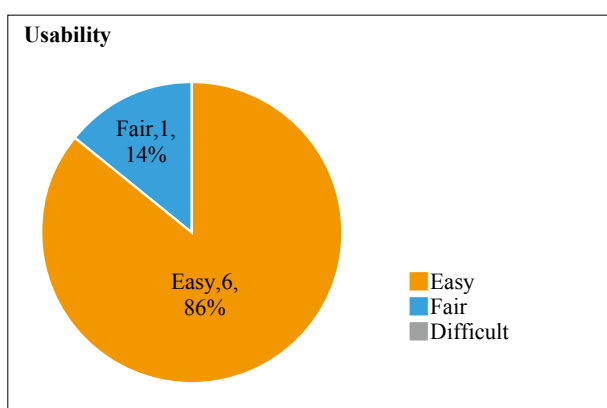
- The two-hour live session with interpreters was sufficient.
- I think it would be good to have some practical training in how to use equipment and cameras for the students.
- I think that practical training is still necessary.
- The answers were sufficient and the entire question was answered.
- I couldn't freely speak and exchange opinions because the time was limited.
- I think the live session was good and effective, especially for my colleagues who have a lot of knowledge and experience in the field of photography.
- The discussion was sufficiently good. I didn't ask many questions because my knowledge of photography was still basic and the video explanations were sufficient to answer my questions.
- I was impressed by the instructor's direct answer to the question I sent last week in the last session. Perhaps not all students understood how to proceed by asking questions before the live session (I realized later).
- I felt that the time was short, because the instructor and the interpreter had to speak in turns.
- I think that the instructor couldn't talk much to the students due to time constraints in the live session. One reason is that some participants didn't have any practical skills or practical training.

5. Future Training

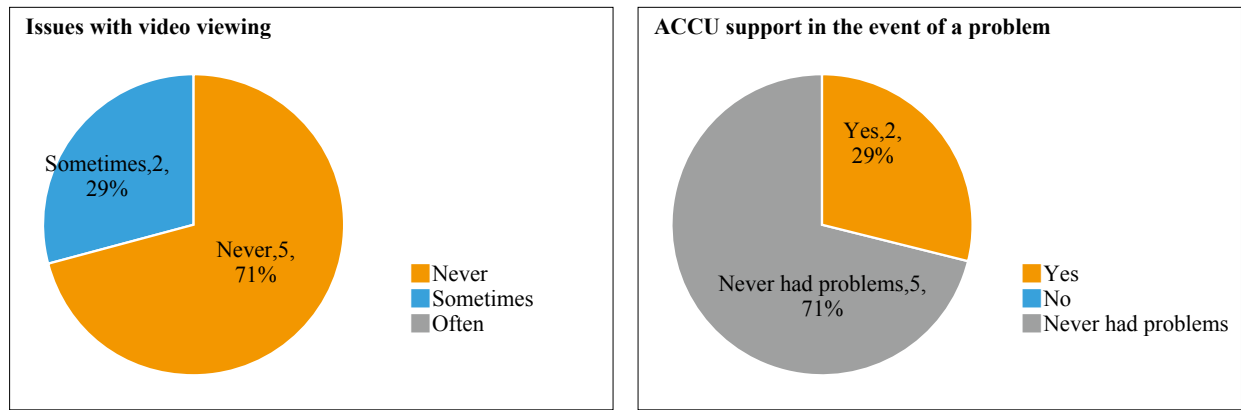


- Which topic do you want to learn most in off-line (on-site) course?
 - *Since the situation in each region and each country is different, I think that by conducting direct practical training, we could have discussions to find the appropriate methods and solutions to use to create an inventory of cultural properties under the different circumstances.*
 - *Mr Sugimoto's teaching materials related to photography training were for actually taking photographs of cultural property buildings, so I think it would have been more effective if there was on-site training. Since I am often in charge of the textual aspects of documentation work, I was interested in learning about the documentation in the lecture by Mr Kanai.*
- What kind of on-site trainings sponsored by Japan would you like to be conducted in your country?
 - *The role of documentation of cultural heritage following disasters*
 - *Inventory (creating a ledger), and practical training in photography of nationally designated and World Heritage cultural properties*
 - *Restoration of cultural or traditional buildings, how to protect materials*
 - *How to adjust and shoot the camera for cultural property photography*
 - *Important information that must be recorded during the first, second, and designated surveys*
 - *Documentation of a Cultural Heritage Area (kawasan)*

6. E-Learning



- Easy to use/issues
 - *The e-Learning pages were easy to understand, and the navigation on each page was simple and good.*
 - *There was no problem accessing the lecture videos and in downloading or opening the PDF materials.*
 - *ACCU solved the issues through chat during the live session.*



- What is the useful function(s) of the e-Learning page?
 - One function of the e-Learning that I found interesting was the ability to trace the progress of learning. Personally, having this function inspired me to advance my progress in the training. I thought the e-Learning homepage was generally user-friendly and very accessible.
 - The videos I had already watched had a red check mark so I could easily see my learning progress.
 - I thought that using not only 'lectures' but also 'Talkboard' would improve the discussion and sharing of materials between students and ACCU Nara.
 - The e-Learning site was very useful for learning because each student could access it before discussions in the live session, and then watch it repeatedly afterwards.



III. Regional Workshop

1. General Information
2. Course Summary
3. Course Evaluation

1. General Information

Workshop for Cultural Heritage Protection in The Republic of The Union of Myanmar

1. Organisers

This course is jointly organised by the Agency for Cultural Affairs, Japan (Bunkacho); Cultural Heritage Protection Cooperation Office, Asia-Pacific Cultural Centre for UNESCO (ACCU Nara); and the Department of Archaeology and National Museum, Ministry of Religious Affairs and Culture of the Republic of the Union of Myanmar.

2. Background

ACCU Nara began holding this international training course on cultural heritage protection in 2000, with participants coming from various countries in the Asia-Pacific region. To date, and there have been a total of eleven participants in this programme from the Republic of the Union of Myanmar.

In Myanmar, a great number and variety of examples survive of heritage attesting to cultural exchanges between East and West. In recent years, the Tokyo National Research Institute for Cultural Properties (since 2013) and the Nara National Research Institute for Cultural Properties (since 2016) have carried out a ‘Core Project of Exchange in International Cooperation for the Conservation of Cultural Heritage’ in order to transfer technology in the fields of historical architecture and archaeology. Based on these accumulated achievements, and as a result of repeated discussions about the kind of support currently needed with officials of the Department of Archaeology and National Museum, the department has requested a more advanced version of the training in the ‘Documentation of Artefacts’ that was carried out under the core exchange project named above. In response, as part of the programme of support provided to Myanmar, we have decided to co-organise this online cultural heritage workshop on the theme of ‘Photographic Documentation of Archaeological Artefacts’, together with the Department of Archaeology and National Museum, Ministry of Religious Affairs and Culture of the Republic of the Union of Myanmar. This year, as one of the requested themes of ‘Documentation of Artefacts’, we carried out ‘Photographic Documentation of Archaeological Artefacts’.

3. Dates

10 November (Wed) – 21 November (Sun) 2021

4. Participants

15 professionals working at museums or relevant national institutes in Myanmar, and involved in the research, conservation, or utilisation of archaeological objects in their collections.

5. Theme

Photographic Documentation of Archaeological Artefacts

6. Curriculum

Online materials were provided through ACCU e-Learning page from 10-30 November.

(1) Online materials (10-30 November)

Lectures

- Basic knowledge on photographing cultural properties
- Camera settings and operations, etc.

Demonstrations

- Setting up a photography platform
- Indoor photography techniques (three-dimensional objects, flat objects)

(2) Interactive online session (12 November)

- Live Q&A session on Zoom
- Training summary

(3) Submission of training report (deadline: 21 November)

Workshop for Cultural Heritage Protection in The Republic of The Union of Myanmar 2021

Date	Contents	Materials/Mean
Nov.10-11 Online	1. Basic Knowledge of Cultural Properties Photography	Existing word file/video translated with Burmese Subtitle
	2. Mechanism and Types of Camera/Mechanism of How Images Are Captured by Camera	
	3. Types of Image Format: RAW, TIFF, JPEG	
	4. Three Vital Elements of Photography: Aperture, Shutter Speed, ISO Sensitivity	
	5. Camera Settings for Cultural Properties Photography	
	6. Understanding a Histogram	
	7. Basic Lighting Setups	Video translated with Burmese Subtitle
	8. How to Build a Photography Set for 3D Objects	
	9. Photography Techniques for 3D Objects	
	10. Photography Techniques for Flat Objects	
Nov.12 12:00-14:10	Demonstration/Q&A/Summary	Zoom session (Live)
Nov.21	Report Submission and Evaluation for the Lectures	

7. Working Language

Text materials: Burmese

Lecture and demonstration videos: Burmese subtitles

Interactive session: Burmese with consecutive interpretation

8. Instructor

NAKAMURA Ichiro

Official Research Photographer

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

9. Interpreters

Burmese-Japanese interpreters were arranged for the interactive session.

San San Soe, *Freelance interpreter*

KIKUCHI Taihei, *Freelance interpreter*

2. Course Summary

The theme of the training was ‘Photographic Documentation of Archaeological Artefacts’, and it focused mainly on providing practical skills. The training was conducted entirely in Burmese, and after the two days of video lectures, a simultaneous two-way question-and-answer session was held for about two hours. 10 videos delivered were subtitled in Burmese, and the two-way question-and-answer session following the viewing was conducted through serial translation in Burmese and Japanese. Department of Archaeology and National Museum were central in the preparations on the Myanmar side, recruiting the participants and arranging conditions for carrying out the program. The participants watched the lectures by connecting to the Internet from the separate locations of Nay Pyi Daw, Yangon, Bagan, Pyay, and Mrauk-U.

■ Recruitment of participants

The participants were recruited from the staff of the Department of Archaeology and National Museum of the Ministry of Religion and Culture of Myanmar, and the 15 applicants were selected as participants.

November 10–11

■ Video lecture viewing

Lecturer: NAKAMURA Ichiro (NNRICP)

Videos were delivered concerning the knowledge and skills needed when photographing the archaeological artefacts of Myanmar. All together there were 10 videos provided, totalling about 4 hours. The lectures topics were as follows.

Lectures:

1. Basic Knowledge of Cultural Properties Photography
2. Mechanism and Types of Camera/Mechanism of How Images Are Captured by Camera
3. Types of Image Format: RAW, TIFF, JPEG
4. Three Vital Elements of Photography: Aperture, Shutter Speed, ISO Sensitivity
5. Camera Settings for Cultural Properties Photography
6. Understanding a Histogram

Practical demonstrations:

1. Basic Lighting Setups
2. How to Build a Photography Set for 3D Objects
3. Photography Techniques for 3D Objects
4. Photography Techniques for Flat Objects

In addition, 6 texts of handout materials were delivered (as pdf files).



- When photographing artefacts indoors, you want to record information about the artefact to the greatest extent possible. First, choose an appropriate aperture size that is neither too big nor too small. It is important for the camera to be firmly fixed. The lower the ISO sensitivity, the better the image quality, so choose a low ISO value and adjust the focus accurately. The camera's fully automatic mode, in which the photographer has no control, is not suitable for cultural property photographs.
- In order to obtain adequate depth of field, it may be necessary to close down aperture when the camera is at a close distance to the object being photographed. Regarding the lighting for the artefact, keep in mind that the background gets darker as the distance between the artefact and background increases. As for the distance between the light and the object, worry about the three-dimensional effect after first deciding on the brightness of the background. Pay attention to three-dimensional effects in both the horizontal and vertical directions.



Simultaneous two-way Q&A session at NNRICP

Next, when questions were received in real time, there were the following queries. The instructor also answered while mixing in some demonstrations.

Q: How do we eliminate shadows with fill light, and when not to use backlight?

A: Use a diffuser, and add a reflector if necessary.

Q: What should we do about lighting when shooting outdoors?

A: It is important to select the time of day for shooting because you will be using sunlight.

Q: How should we take photos of murals indoors when they are on the ceiling or at a distant position?

A: The use of lighting is basic, but where external light can be obtained it is possible to shoot with a slower shutter speed.

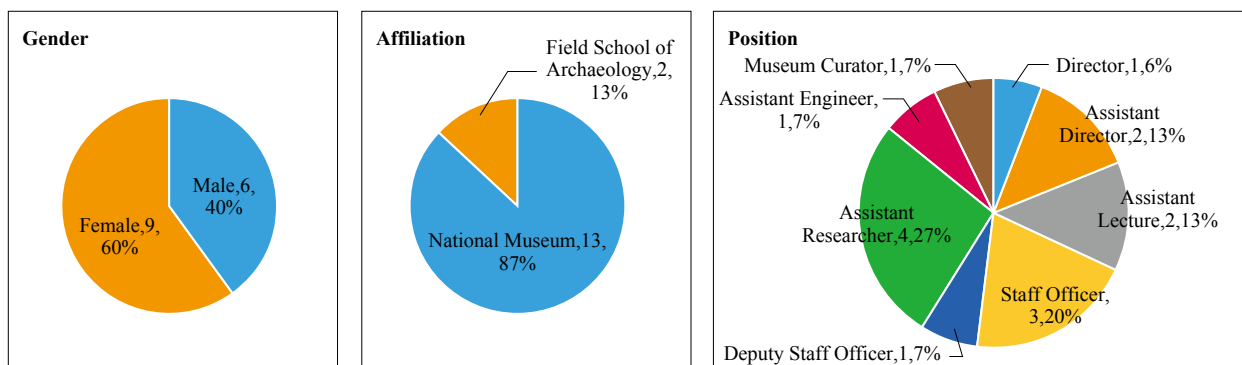
After the Q&A session, there was a statement of impressions about the training from Ms Aye Aye Thinn, Director, National Museum (Nay Pyi Daw), as representative for the participants. There were also greetings from Ms Mie Khaing, Director (International Relation Branch), who was in charge of arrangements for the training on the Myanmar side. Then ACCU Nara Director Morimoto gave some comments to close the training.

In this simultaneous two-way session, there was an interpreter assigned separately on the Myanmar and Japanese sides, and it was possible for them to work while complementing each other. The 15 participants accessed the session while located separately, with 7 from Nay Pyi Daw, 2 from Yangon, 2 from Bagan, 3 from Pyay, and 1 from Mrauk-U. We would like to thank Myanmar for its efforts in arranging smooth access.

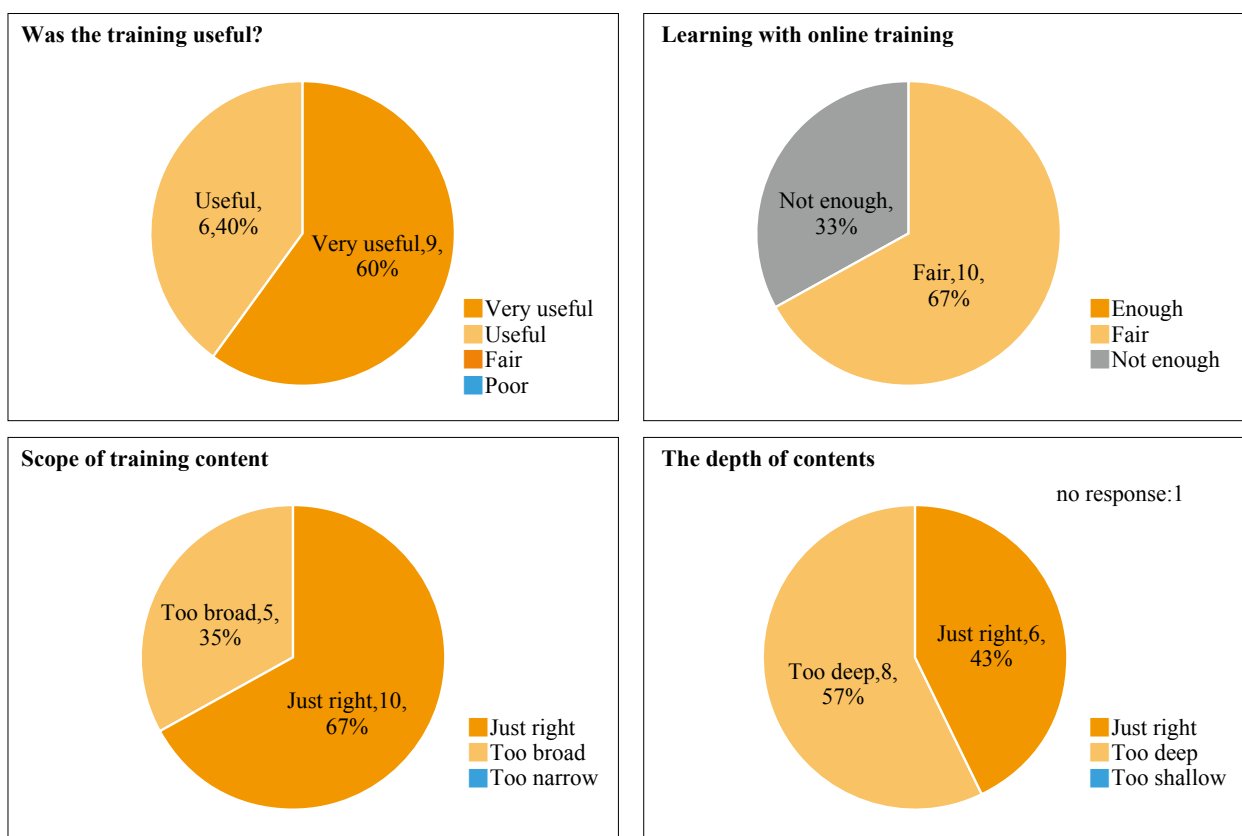
3. Course Evaluation

Fifteen participants filled in the course evaluation. 60% of participants mentioned the training was extremely useful and 40 % said it was useful. However, there were some opinions that they could not learn deeply because they did not have offline practical session. The Live Zoom session was set up for two hours, but many participants feel that they did not have enough time. We consider such issues / requests and improve the programme next year.

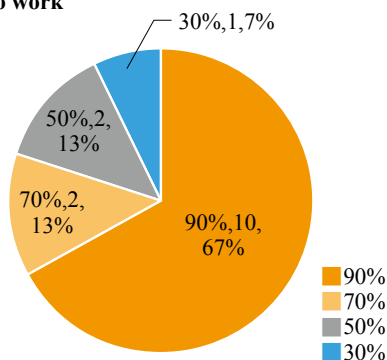
1. Participants



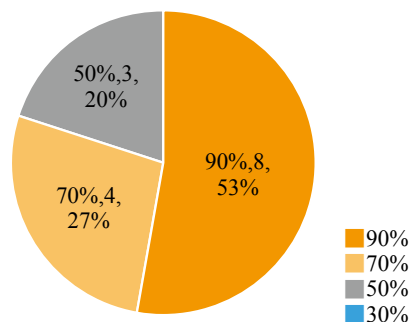
2. Overall



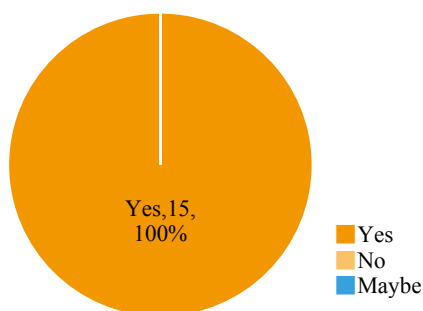
Relevancy to work



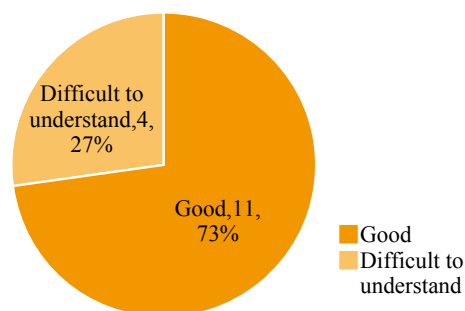
Application to work



Would you recommend this training to an acquaintance?



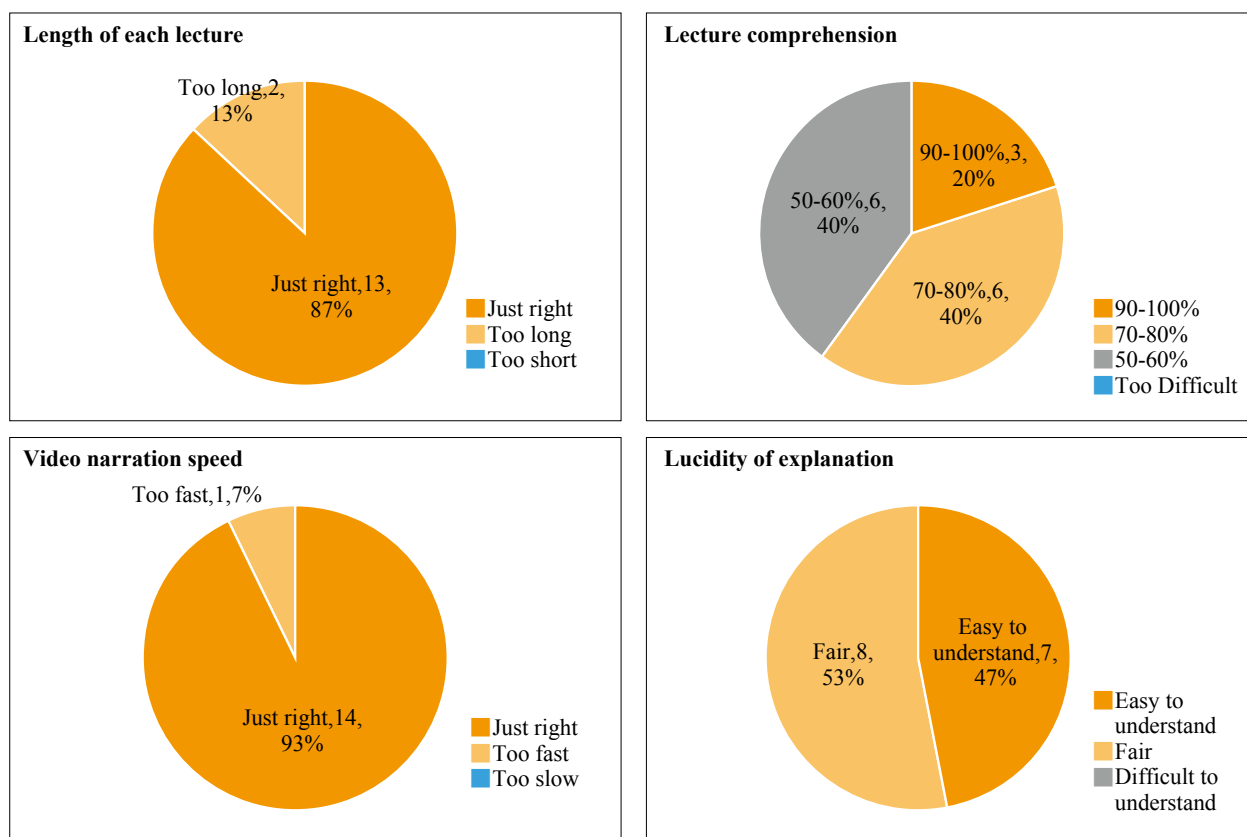
Are there any issues about interpreter?



Comments from the participants

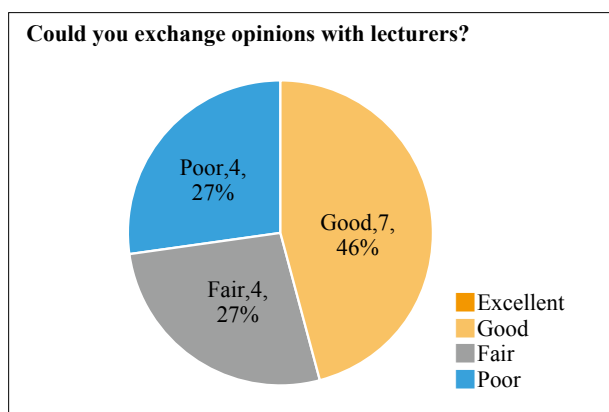
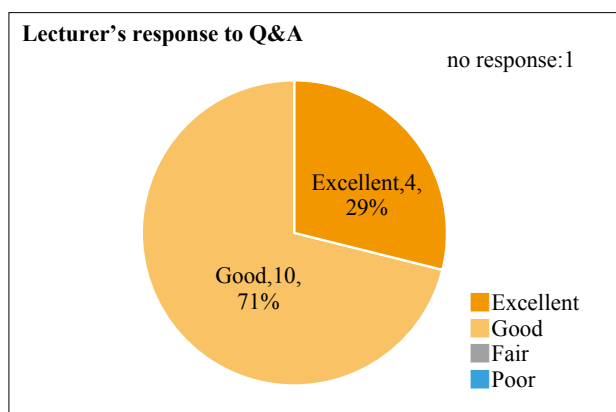
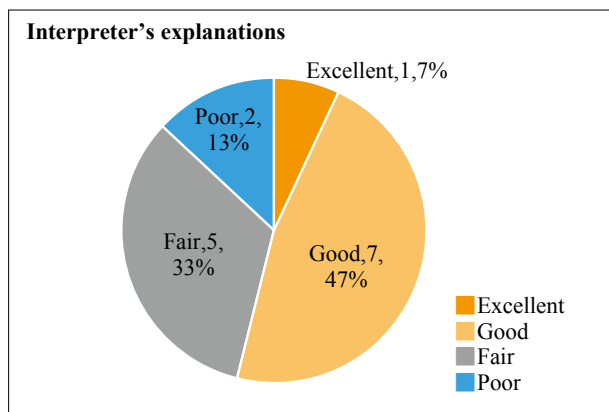
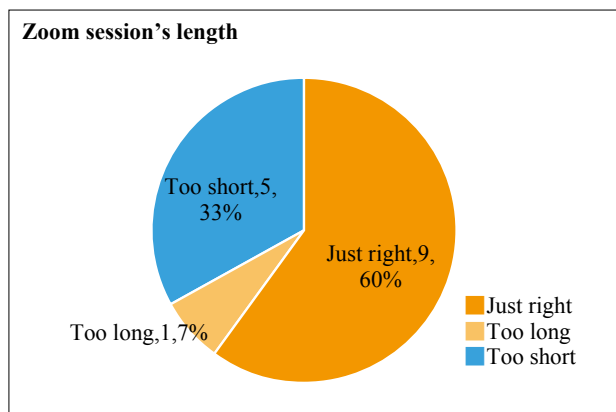
- The lessons were too short to learn about photography. However, the lecturer explained the contents in very-easy-to-understand ways and we could study how to take the good photographs for the artefact at the museums.
- I don't think the training was short because we could learn the techniques by watching the videos over and over.
- It will be more efficient training if on-site training is possible.
- Few contents of the training are related to my job. However, 90% of them are useful for the department. And for the group I was with, they will be able to put 90% of them to use.
- The training is very useful and we could learn the new knowledge.
- The materials and the lecturer's explanation for the techniques are very easy to understand and memorable.
- It was valuable training because we could learn lighting system, photographic recording, recording system, etc. It is better if we can learn them through practical training.
- We will be able to use the photographic techniques when conservating artefacts because we learned them in detail.
- Both Japanese interpreter and Myanmar one are excellent.
- The teacher's explanation was very thoughtful.
- If you could provide desk study and the on-site training outside instead of online one, I think it will be more effective.
- It was more effective, if we learned while actually using a camera.
- Online training is not enough because we could not practice on the techniques actually (many participants answered).
- I have had a certain degree of knowledge of photographic techniques, but it is difficult to set up the camera at the sites.

3. Lecture Video



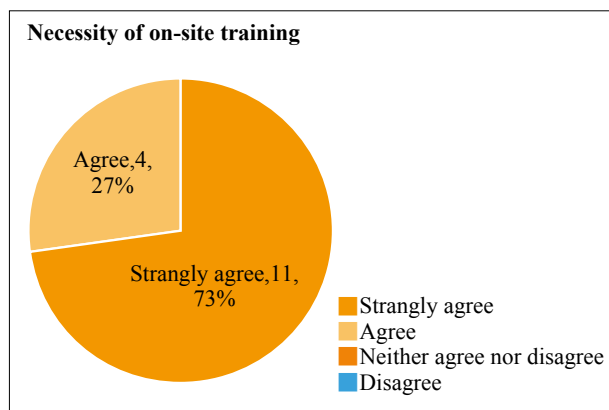
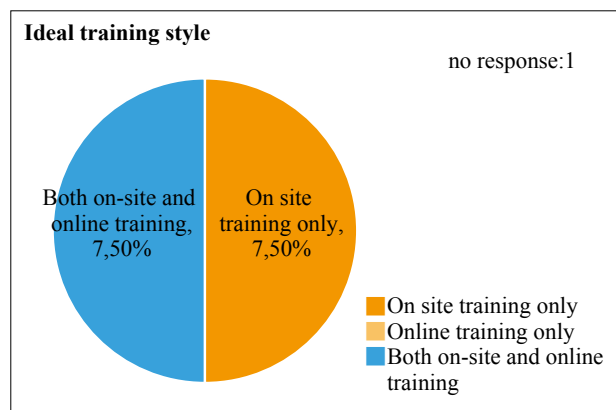
- All of the videos are related to each other.
- The length of video time was appropriate. It was easy to understand.
- I have not understood some of the lectures yet because it was my first time to participating in the training and I have not used a camera for my work except a smart phone.
- We attended this kind of training for the first time and we would like ACCU to provide the same types of ones in the future.
- Translated sentences were easy to understand.
- The lecturer has given a heartfelt lecture. He masters the camera and photographic techniques and has the ability to teach us to be interested.
- I felt three hour lecture was too short. It might be better if we have two 1.5 hr sessions.
- I would like to learn 3D photographic techniques for stone monuments in the future.
- The practical training was not enough because it was online. I think on-site training will be more effective for us.
- It is suitable for us to learn beforehand through the video prepared in advance and participate in the Zoom session. I could ask some detailed questions to the lecturer at the Q&A session because I could learn the contents beforehand.
- Participants could learn the contents only from the videos. It is better for the participants to study on-site for being able to use the techniques at the job sites.
- Regarding the videos for the camera settings, I had to look over them slowly and carefully to understand the meaning because I am not used to doing the settings.

4. Zoom Sessions



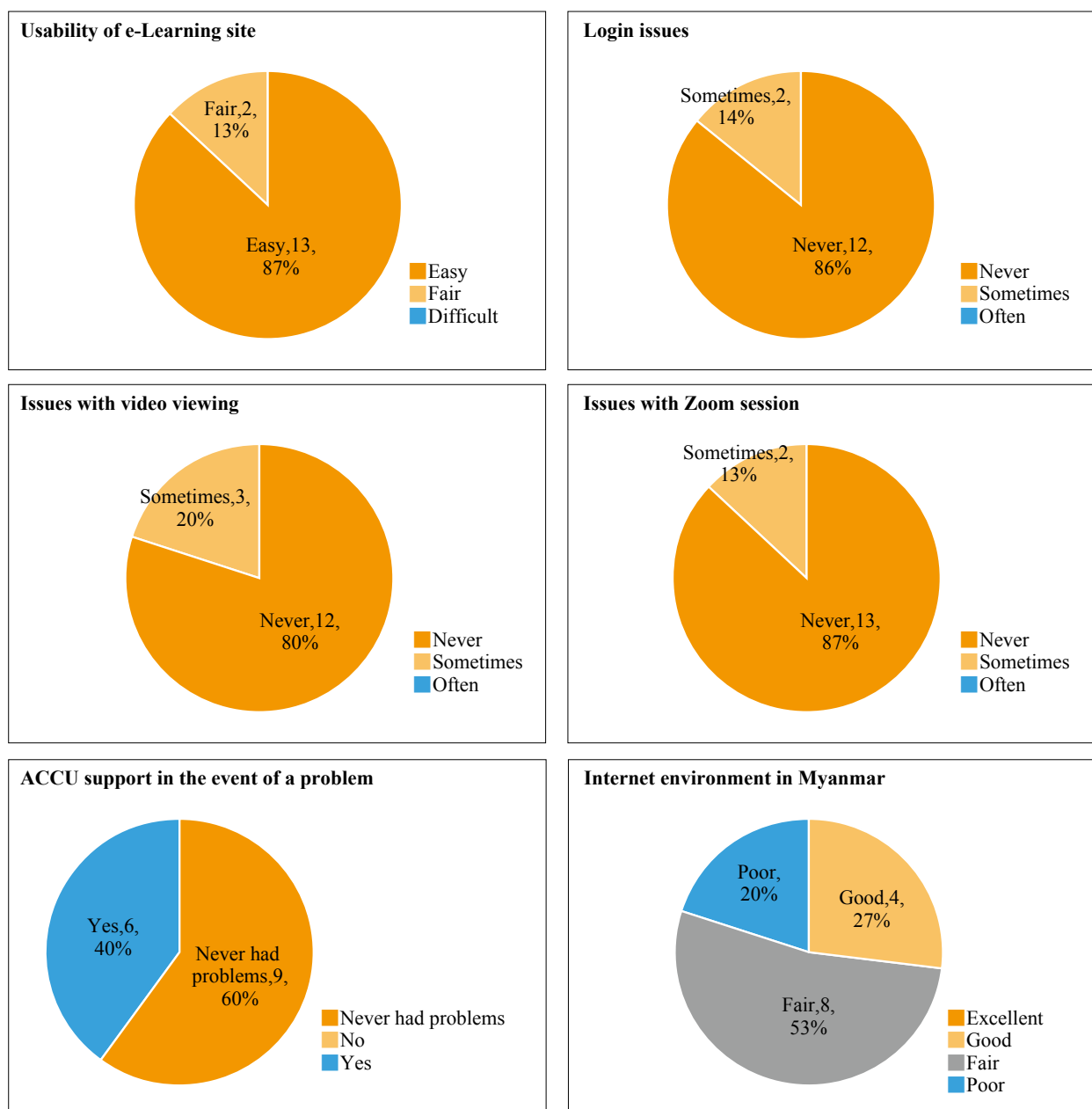
- If it is possible to take more time for on-site training, we will be able to learn more effectively.
- The interpreters were excellent. There was no issue.
- It seemed that it is easier for us to confirm the meaning of the translated sentences to Burmese person.
- It will be better if the lecturer answers the questions from the participants, one by one, for the each video on Zoom sessions.

5. Future Workshop



- On-site training should be done after the pandemic.
- Putting the training into actual practice is very important.
- We need practice (on-site training) for the actual usage for the learned techniques.
- We had the online training with visual image and documents. I think it is not enough for the training contents. To practice of the techniques learned in the training is necessary and effective for the actual usage.
- If we combine online and offline training, the training will be more efficient and we will be able to reduce the training time and expenses.
- We will be able to understand in detail if we have the on-site training.

6. Online Technical Issues



- Zoom Session

- The internet speed decreased because the electricity will often stop.
- The internet was sometimes cut off.
- It is very valuable to learn camera and photographic techniques. Please take more time for Q&A in Zoom session to be able to discuss the subjects.

- ACCU e-Learning platform (iPAGE): Useful functions & Requested functions

- The function that shows the degree of completion of learning is useful.
- We can watch learning materials anytime and anyplace if we can connect to the internet.
- It was better if we could download the videos.
- We can learn whenever we want over and over. The sign of the percentage at the e-Learning site is nice since we know how much we have accomplished the task. Preparing the questions to the lecturer before the session was also good system.
- The participants could learn easily because the videos and reference were uploaded at the website.



IV. International Workshop

1. General Information
2. Course Evaluation

1. General Information

International Workshop for Senior Professionals 2021 ‘Disaster Risk Management for Cultural Heritage in the Asia-Pacific Region —Current State and Issues (1): Emergency Response Case Studies’

General Information

1. Background and Objective

Each year in the Asia-Pacific region there are disasters caused by floods, landslides, typhoons/cyclones, earthquakes, tsunami, storm surges, volcanic eruptions, and so forth. How to protect cultural heritage from such natural disasters is a common issue for all countries in the Asia-Pacific region. While we cannot control natural phenomena such as typhoons and earthquakes, disaster mitigation—namely reducing the damage from those natural disasters—is indeed possible.

It goes without saying that most important thing is to undertake proactive measures for disaster mitigation on an everyday basis. But when cultural heritage is nevertheless damaged due to natural disasters, it is also vital to think about disaster risk management through the cycle of activities involving the rescue and restoration of damaged heritage, and linking those experiences with renewed efforts at mitigation.

In this year’s International Workshop, issues were extracted and further considered through an exchange of opinions and the sharing of case studies from the Asia-Pacific region of emergency responses for cultural heritage at times of natural disasters, to serve as a foothold for further initiatives in disaster prevention. At the same time, the workshop was aimed at contributing to the development of leaders in this area and the construction of a network among the responsible personnel.

2. Organisers

This workshop was jointly organised by the Agency for Cultural Affairs, Japan (Bunkacho); the Asia-Pacific Cultural Centre for UNESCO (ACCU); and National Institute for Cultural Heritage, Cultural Heritage Disaster Risk Management Center, Japan. Support was provided by the National Research Institute for Cultural Properties (Tokyo and Nara) and the Nara Prefectural Government, with cooperation from the International Centre for the Study of the Preservation and Restoration of Cultural Property (ICCROM) and the Japan Consortium for International Cooperation in Cultural Heritage (JCIC-Heritage).

3. Dates and venue

Dates: 10-15 December 2021

Venue: The workshop was hosted online.

Two-day online symposium was held at the Nara Prefectural Convention Center (14-15 December).

The symposium was broadcasted live to observers through the Internet.

4. Schedule

All papers of the keynote speeches and the case study reports were delivered via ‘iPAGE’ on ACCU’s e-Learning platform from December 10 to 15. The online symposium was held on December 14-15 as an interactive session. The symposium was delivered simultaneously to the pre-registered observers. For the recruitment of observers, we created a leaflet before the event and distributed it to the cultural heritage organs in Japan and overseas. A total of 114 observers from 10 countries participated. There were 43 observers from 9 countries including Yemen, Bhutan, India, Cambodia, Pakistan, Morocco, Myanmar, Philippines, Thailand.

【Leaflet of 2 days symposium】

ACCU International Symposium for Senior Professionals 2021 - Online -

Disaster Risk Management for Cultural Heritage in the Asia-Pacific Region

Current State and Issues (I) : Emergency Response Case Studies

Date and Time
15:00 - 18:00 (JST)
on 14 December
and 15 December 2021

Advance Application System

Free Admission

Online Session, 14 December

Keynote Speech
Topic: Current State and Issues of Disaster Risk Management for Cultural Heritage
KOHDZUMA Yohsei
(Director, National Institutes for Cultural Heritage, Cultural Heritage Disaster Risk Management Center)

Case Study I - Japan
Topic: Damage Inspection of Historical Architecture and Rescue Operations in Japan
NAGAI Yasuo
(Professor, Department of Architecture and Design, Yamagata University, Japan)

Case Study II - Indonesia
Topic: Disaster Risk Management for Cultural Heritage in Indonesia
Agurni Tardian
(Senior Researcher, National Institute of Archaeology, Indonesia)

General Discussion
Topic: Challenges of Emergency Response for Cultural Heritage at the Time of Disasters in the Asia-Pacific Region
Agurni Tardian
(Moderator: National Institute of Archaeology, Indonesia)

Online Session, 15 December

Keynote Speech
Topic: Disaster Risk Management for Cultural Heritage in the Asia-Pacific Region
Agurni Tardian
(Senior Researcher, National Institute of Archaeology, Indonesia)

Case Study III - China
Topic: Disaster Risk Management for Cultural Heritage in China
Agurni Tardian
(Senior Researcher, National Institute of Archaeology, Indonesia)

Case Study IV - Fiji
Topic: Disaster Risk Management for Cultural Heritage in Fiji
Agurni Tardian
(Senior Researcher, National Institute of Archaeology, Indonesia)

Case Study V - Nepal
Topic: Disaster Risk Management for Cultural Heritage in Nepal
Agurni Tardian
(Senior Researcher, National Institute of Archaeology, Indonesia)

Case Study VI - The Philippines
Topic: Disaster Risk Management for Cultural Heritage in the Philippines
Agurni Tardian
(Senior Researcher, National Institute of Archaeology, Indonesia)

General Discussion
Topic: Challenges of Emergency Response for Cultural Heritage at the Time of Disasters in the Asia-Pacific Region
Agurni Tardian
(Moderator: National Institute of Archaeology, Indonesia)

ACCU International Symposium for Senior Professionals 2021 - Online -

Disaster Risk Management for Cultural Heritage in the Asia-Pacific Region

Current Issues (II) : Emergency Response Case Studies

Various disasters such as floods, landslides, typhoons, cyclones, earthquakes, tsunamis, storm surges, volcanic eruptions, etc. have occurred in the Asia-Pacific Region every year. Finding out the process to protect cultural heritage from these disasters is the common challenge for countries in the Asia-Pacific Region.

The ACCU International Symposium 2021 will provide opportunity for disaster risk management experts to exchange opinions and share case studies of emergency response for cultural heritage in their continuous efforts in working on the process of disaster prevention.

Programme

Two-day Online Sessions

Tuesday, 14 December 2021

15:00 Opening Speech
15:10 Keynote Speech
15:40 Case Study I - Japan
16:00 Case Study II - Indonesia
16:10 Case Study III - China
16:30 Case Study IV - Fiji
16:50 Case Study V - Nepal
17:10 Case Study VI - The Philippines
17:40 General Discussion
18:00 Closing for first session

Wednesday, 15 December 2021

15:00 Opening (Day 2)
15:10 Keynote Speech
15:40 Q&A
16:00 General Discussion
16:10 General Discussion
16:30 General Discussion
16:50 General Discussion
17:10 General Discussion
17:30 General Discussion
17:50 General Discussion
18:00 Closing

Outline / Registration

Date Tuesday, 14 December 2021 and Wednesday, 15 December 2021 | 15:00 - 18:00 JST
Venue Online
Capacity 80 People
Registration Please apply for the symposium by accessing to the website, or scanning the QR code below.

<https://us06web.zoom.us/join/register?u=2x1458h1TjwORhN1K0Rjg>

Due date Friday, 10 December 2021
Inquiry accuws2021@event-convention.com

【Online Platform】

10-15 December

ACCU International Symposium for Senior Professionals 2021 - Online -

International Workshop 2021

Course attendance information

Course category ACCU International Workshop
Course period 10/11/2021 15:00-18:00 JST
Course of recording 15:00-18:00 JST
Attendance status 15:00-18:00 JST (15:00-18:00 JST)

GENERAL INFORMATION

Day 1
Day 2
Evaluation
Recorded Zoom Video (Day 1) - ENGLISH
Recorded Zoom Video (Day 1) - JAPANESE
Recorded Zoom Video (Day 2) - ENGLISH
Recorded Zoom Video (Day 2) - JAPANESE

The digital platform 'ACCU IPAGE'

【Online Symposium (two-way online participation)】

14-15 December (15:00-18:00 [JST])

14 December 15:00-18:00

Keynote Speech 1: KOHDZUMA Yohsei (Director, National Institutes for Cultural Heritage, Cultural Heritage Disaster Risk Management Center)

‘Activities and Issues in Cultural Heritage Disaster Risk Management in Japan’

Case Studies:

1) **Japan**

NAGAI Yasuo (Professor, Department of Architecture and Design, Yamagata University, Japan)

‘Damage Inspection of Historical Architecture and Rescue Operations in Japan’

-Activity to Dispatch the Investigators for Cultural heritage after the Great East Japan Earthquake-’

2) **Indonesia**

Hari Setyawan (*Heritage Preservation Practitioner, Borobudur Conservation Office, Ministry of Education Culture Research and Technology, Republic of Indonesia*)
 ‘Borobudur Temple Compounds Disaster Mitigation’

3) China

Kou Huaiyun (*Associate Professor, College of Architecture and Urban Planning, Tongji University, China*)
 ‘Post-Disaster Reconstruction of Xijie Historic Block in Dujiangyan, Sichuan Province, China’

4) Fiji

Melaia Tui Tikoitoga (*Acting Senior Research Officer, Development Services Division, Ministry of iTaukei Affairs, Republic of Fiji Islands*)
 ‘Traditional Knowledge on Disaster Mitigation: A Fijian Case Study’

5) Nepal

Suresh Suras Shrestha (*Joint Secretary and the head of Culture Division, Ministry of Culture, Tourism and Civil Aviation, Government of Nepal*)
 ‘Nepal Earthquake 2015: Post Earthquake Response’

6) Philippines

Maileen Rondal (*Senior Museum Researcher, Geology and Paleontology Division, National Museum of the Philippines, Republic of the Philippines*)
 ‘The Impacts of the Tropical Cyclone Jolina to the Building, Exhibitions, and Collections of the National Museum of Natural History, National Museum of the Philippines, Manila, Philippines’

15 December 15:00-18:00

Keynote Speech 2: Aparna Tandon (*Senior Programme Leader, International Centre for the Study of the Preservation and Restoration of Cultural Property (ICCROM)*)

‘Managing Disaster Risk for Tangible and Intangible Heritage’

General Discussion

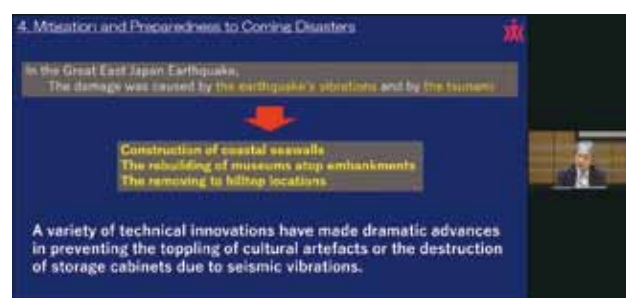
‘Challenges of Emergency Response for Cultural Heritage at the Time of Disasters in the Asia-Pacific Resion’

Attendees : All panellists and Prof. OKUMURA Hiroshi (Kobe University)

Moderator: MORIMOTO Susumu, ACCU Nara



The online symposium at the Nara Prefectural Convention Center



Keynote Speech 1: KOHDZUMA Yohsei



Keynote Speech 2: Aparna Tandon



Case Study from Japan: NAGAI Yasuo



Case Study from Indonesia: Hari Setyawan



Case Study from China: Kou Huaiyun



Case Study from Fiji Islands: Melaia Tui Tikoitoga



Case Study from Nepal: Suresh Suras Shrestha



Case Study from Philippines: Maileen Rondal



Group photo of all panellists

5. Working Language

English (Simultaneous interpretation between English and Japanese)

6. Secretariat, co-operators and cooperating organisations

ACCU Nara was responsible for the overall management of the workshop. We obtained cooperation from Ms Hata Chiyako, Mr Walter Edwards, for making materials, from Mr Kurihara Yuji, Deputy Director of the Kyoto National Museum, Ms Li Hong from WHITRAP Shanghai, ICCROM, Nara National Research Institute for Cultural Properties (Tokyo and Nara), and Japan Consortium for International Cooperation in Cultural Heritage for publicising the online symposium.

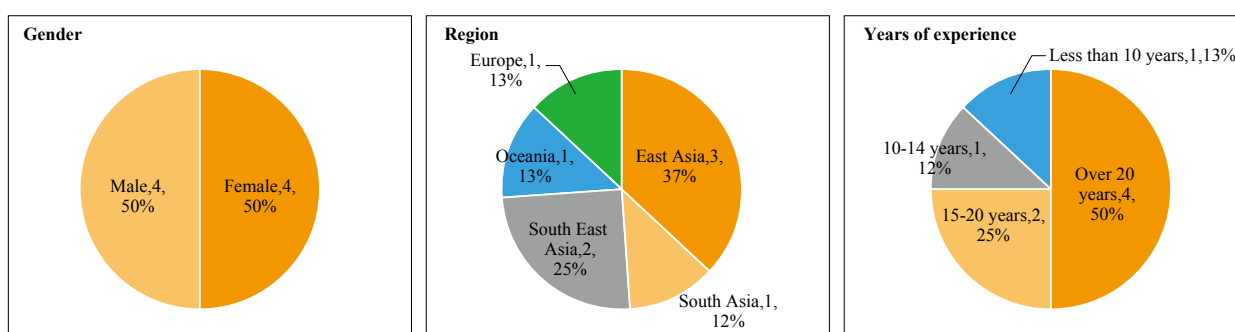
2. Course Evaluation

2 keynote and 6 case study reports were distributed via 'iPAGE' on ACCU's e-Learning platform from December 10 to 15. The online symposium was held for the last two days, on December 14 and 15, where the participants made presentations and joined the general discussion. Three Japanese panellists participated from a venue in Nara, with the others joined online, through the digital platform.

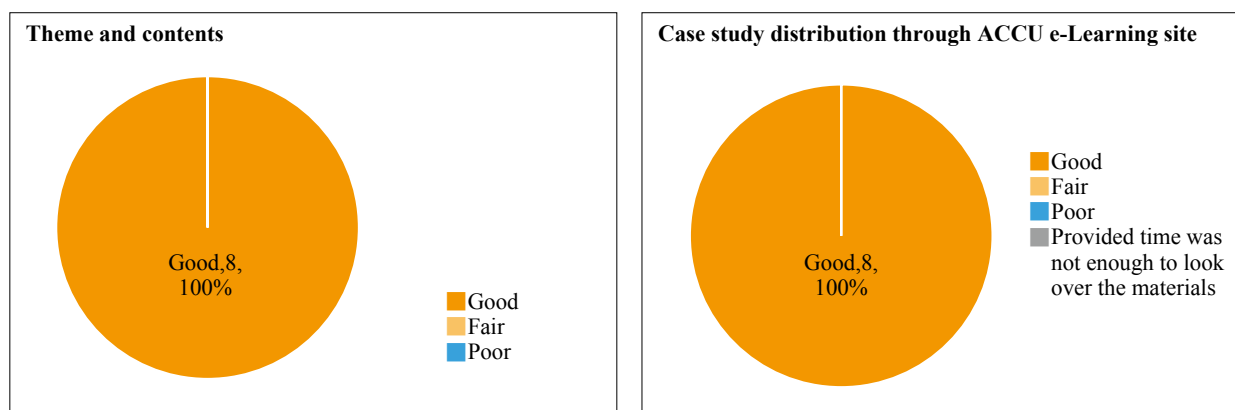
All panellists filled in the questionnaire. According to the last year's evaluations, the online session time allocated for 2 hours was short, therefore, this year, we increased the online session to 3 hours each for two days. As a result, the evaluations have changed for the better.

This year, we received many opinions regarding the management of the workshop. Since this theme will continue for three years, we would like to fully consider the opinions of this year's panellists when planning the next year's symposium.

1. Parnellists



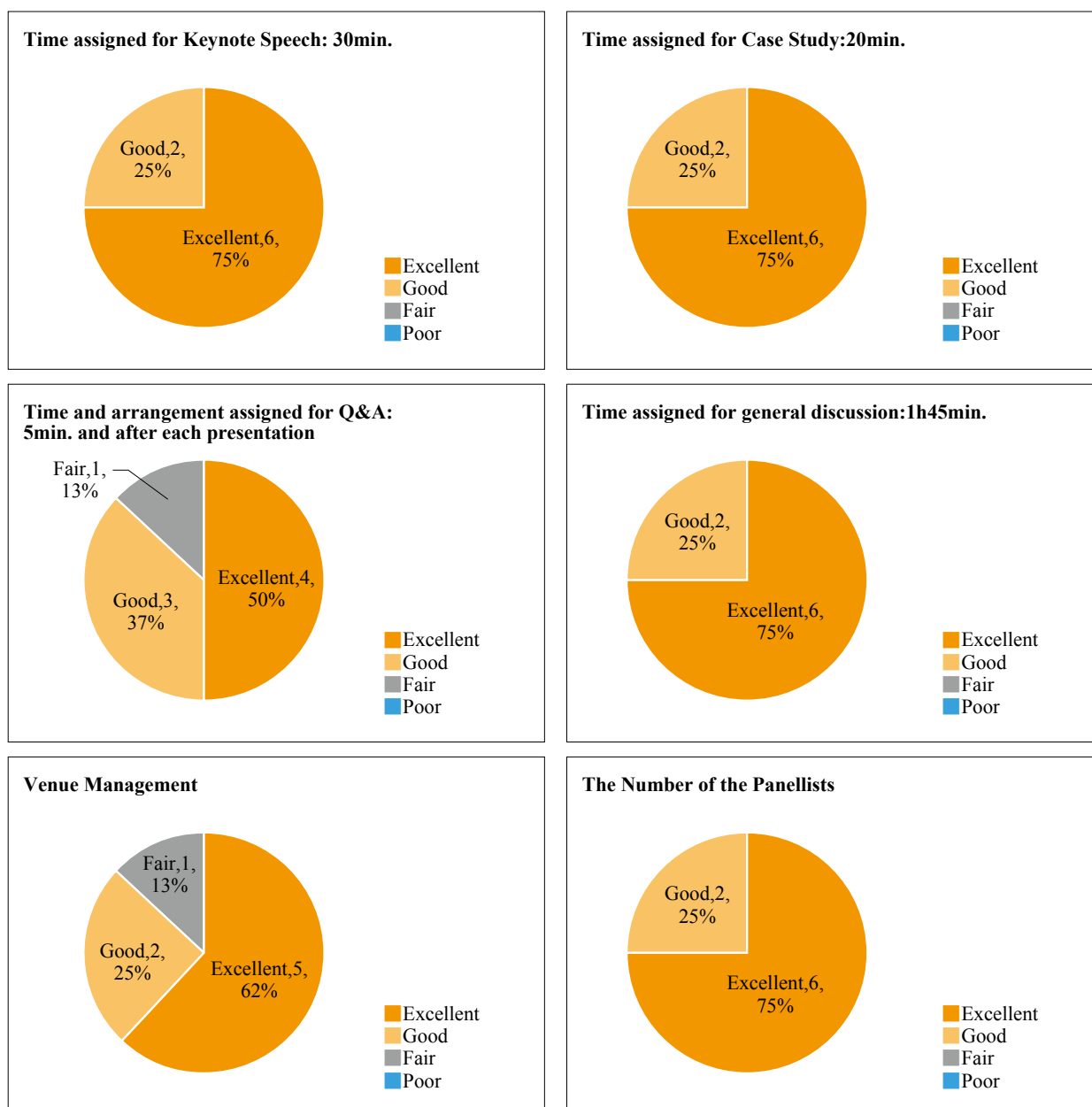
2. Overall



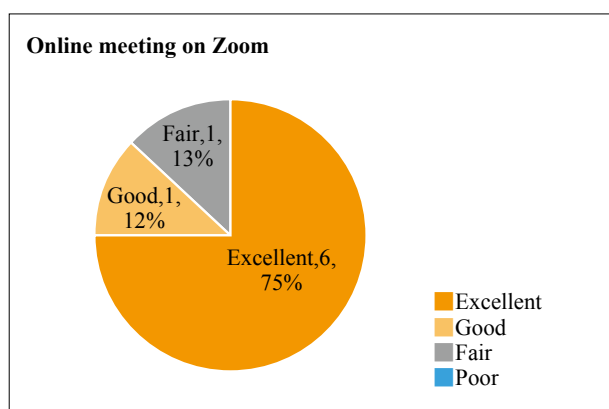
Comments from the panellists

- Comments/Questions by observers should also be taken into consideration.
- The symposium can be followed up with direct case studies on problem solving in the countries that still need technical assistance.
- It would be better to consider inviting not only to experts in the cultural sector but also people who directly handle the actual emergency situations in their own countries, like the police and military forces, and leaders of the communities.
- Providing keynote speakers and participating experts' both slides and texts as provided earlier this time (10 December).
- The distribution of documents is just right for everyone to browse or review.
- The contents and themes were well organised.

3. Symposium: Keynote Speeches and Case Studies on 14-15 December, 2021



4. Advanced Notice, Materials and Tools





V. Appendix

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

1. Group Training Course

A. List of Participants

Australia

Matilda Finley Steelcliff

Cultural Heritage Officer, South Coast Region, Department of Transport and Main Roads,
Queensland Government



Bangladesh

Md. Shahin Alam

Field Officer, Antiquities & Protection/Regional Directorate, chattogram and sylhet,
Department of Archaeology, Ministry of Cultural Affairs



Bhutan

Ugyen Dorji

Engineer, Division for Conservation of Heritage Sites, Department of Culture,
Ministry of Home and Culture Affairs



Cambodia

Chum Phirum

Technical Staff, Office of Archaeology and data, Department of Monument and Archaeology,
National Authority for Preah Vihear



India

Davangi Pathak

Executive Conservator, Department of Collection, Research and Management,
Delhi Art Gallery



India

Mauli Mishra

Architect/Co-Founder/Researcher
Artefacts and Habitats Sustainable Solutions LLP



India

Jiten Desai

Associate Architect, Heritage Conservation Division, Department of Architecture,
aDRG(Architecture Design Research Guild)



Indonesia

Ghilman Assilmi

Assitant Professor, Historical Archaeology, Department of Archaeology,
Universitas Indonesia



Indonesia

Dwi Astuti

Conservator, Institute for Preservation of Cultural Heritage in Central Java,
Ministry of Education, Culture, Research, and Technology



New Zealand

Sarah Phear

*Archaeologist, Mid Northern Regional Office, Archaeological Authorities,
Heritage New Zealand Pouhere Taonga*



Sri Lanka

Buddakoralelage Janani Namal Seneviratne

*Archaeological Research Officer, Conservator, Conservation Division, Department of Archaeology,
State Ministry of National Heritage, Performing Arts and Rural Arts, Promotion*



Sri Lanka

Mallika Athukoralalage Diveesha Rukmal Athukorala

*Archaeological Research Officer, Chemical Conservation Division, Department of Archaeology,
State Ministry of National Heritage, Performing Arts and Rural Arts, Promotion*



B. List of Lecturers

Unit 1

Gamini Wijesuriya

*Special Advisor, International Centre for the study of the
Preservation and Restoration of Cultural Property (ICCROM)*

Unit 2

INABA Nobuko

Emeritus Professor, University of Tsukuba

Unit 3

HAYASHI Masanori

*Head, Archaeology Section 3, Asuka/Fujiwara,
Department of Imperial Palace Sites Investigations, NNRICP*

SHODA Shinya

*Head, International Cooperation Section, Department of
Planning and Coordination, NNRICP*

YAMAGUCHI Hiroshi

*Researcher, Archaeological Research Methodology Section,
Archaeological Operations, NNRICP*

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