ACCU Training Courses on Cultural Heritage Protection in the Asia-Pacific Region 2023

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

Agency for Cultural Affairs, Government of 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 Japan's National Institutes for Cultural Heritage. We have also received generous support from regional organisations throughout Japan to conduct ACCU programmes.

This year, after a three-year Covid-19 period, we have resumed the previous training programme conducted by invitation (on-site). However, instead of reverting to invitation-only training, we have incorporated the benefits of online training and changed the format to a hybrid of Group Training Course and International Workshop. This report describes the first training project held as a hybrid of online and on-site training.

Outline of the training course in 2023

Group Training Course (Online/On-site)

- Target participants: young professionals with 5-7 years' experience
- Training period: 10 August – 31 August (Online)
  7 September – 21 September (On-site) * Submission deadline of course assignments: 30 September
- Theme: **'Conservation and Management of Wooden Built Heritage'**
  *Usually we set the theme 'Archaeology' and 'Conservation of Wooden Structures' every other year.
- Number of participants: 15 from 14 different countries
- Curriculum: (Online) video lectures, online presentation/Q&A sessions,
  (On-site) Discussion sessions, on-site training, hands-on training, study tours

Thematic Training Course (Online)

- Target participants: mid-career professionals with 10-15 years' experience
- Training period: 6 November - 20 November (for 15 days)
- Theme: 'Digital Tools for Recording, Conservation and Display of Archaeological Artefacts'
  *The theme is set based on the requests from the participants' country.
- Number of participants: 11 mid-career professionals from **Central Asian countries (Kazakhstan, Kyrgyz Republic, Tajikistan and Uzbekistan)** who belong to the national/private organisations in charge of research and preservation of cultural properties of respective countries (Number of certificate recipients: 8 from 4 countries)
- Venue : online platform (Kazakhstan, Kyrgyz Republic, Tajikistan and Uzbekistan – Nara, Japan).
- Curriculum: video lectures, online discussions/Q&A sessions, online demonstration lecture, practical training

Regional Workshop (On-site)

- Target participants: young professionals (depending on the request of the host country)
- Training period: 16 October - 21 October

  *The workshop normally takes place in the target country for about a week.
- Theme: 'Disaster Risk Management for Cultural Heritage'

  *The theme is set based on the requests of the host country.
- Number of participants: 18 from **Indonesia** who belong to the different regions of the Directorate General of Culture, Ministry of Education, Culture, Research and Technology, and Cultural Affairs of Yogyakarta Province (Number of certificate recipients: 18).
- Venue: City of Yogyakarta, Republic of Indonesia

  Training venue:

  · Classroom-style lectures: The Phoenix Hotel Yogyakarta

  · Venue for the work-sessions: Heritage sites along the Cosmological Axis of Yogyakarta *(**Tamansari** Royal Garden Complex and **Kauman**, Great Mosque Complex)*

  · Ceremonies: The Phoenix Hotel Yogyakarta
- Curriculum: Classroom lectures, field exercises, group work, presentation and discussions

International Workshop (On-site)

- Target participants: senior professionals/ decision-makers
- Training period: 13 December – 15 December
- Theme: "Disaster Risk Management for Cultural Heritage in the Asia-Pacific Region

  Current State and Issues (3): Disaster Mitigation and Preparedness for Resilience Building"
- Number of participants: 10 from 7 countries
- Venue: Nara Prefectural Convention Certer/Online platform
- Curriculum: presentations and panel discussion

The international conference was open to the observers.

Finally, I would like to express my profound appreciation to the distinguished lecturers who kindly shared their expertise and to the organisations that provided generous support. I also thank all participants for their active participation and interest in ACCU programmes. Lastly, I would like to thank all resourse personnel from the Agency for Cultural Affairs, ICCROM, National Institutes for Cultural Heritage, Nara Prefectural Government, Nara City Government, Todai-ji Temple, Takenaka Carpentry Tools Museum, Hyogo Prefecture, Kyoto Tachibana University, Wakayama Prefectural Government, Kyoto Institute of Technology, Shirakawa Village, Shiojiri City, Gunma Prefectural Museum of History, Ritsumeikan University, Hokkaido University, Kyoto University, Kokugakuin University, and Kashihara City for continuing their cooperation and support for cultural heritage protection in the Asia-Pacific countries.

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

Contents

I. Group Training Course

1. General Information

Group Training Course for Young Professionals
on Cultural Heritage Protection in the Asia-Pacific Region 2023

'Conservation and Management of Wooden Built Heritage' (Online/On-site)

1. Background

From 10 August to 30 September 2023 Cultural Heritage Protection Cooperation Office, Asia-Pacific Cultural Centre for UNESCO (ACCU Nara) held the annual group training course for young professionals involved in the cultural heritage preservation and conservation field in the Asia-Pacific region. Starting from 2000, in partnership with ICCROM, the Agency for Cultural Affairs, and the National Research Institute of Cultural Properties (Tokyo and Nara), ACCU Nara has initiated and conducted numerous thematic capacity-building and outreach programmes to equip course participants with theoretical and practical knowledge essential for the research and analysis, conservation and management of cultural heritage in the region.

The 24th ACCU group training course focused on the Conservation and Management of Wooden Built Heritage. The course was open to young professionals who have been working for some years within the field of conservation and management of wooden architecture and wish to expand their knowledge and skills, share experiences, and contribute to the sustainable conservation of wooden buildings, structures, monuments, or remains, which reflect the character and identity of the Asia-Pacific countries and are, therefore, important to preserve for future generations.

2. Dates and Method

Dates: Online: 10 August (Thu) – 31 August (Thu) 2023
On-site: 7 September (Thu) – 21 September (Thu) 2023
Assignments submission deadline: 30 September (Sat) 2023

Method: Online (self-learning by the educational resources offered by the lecturers of the training course and several online-discussions with the participants) and on-site (Q&A sessions, practical training, site visits and presentation and discussion)

3. Organisers

- Agency for Cultural Affairs, Japan: Financial support and professional assistance of the course (dispatch of 2 lecturers for Unit 2).
- Cultural Heritage Protection Cooperation Office, Asia-Pacific Cultural Centre for UNESCO (ACCU Nara): Overall course planning and administration
- International Centre for the Study of the Preservation and Restoration of Cultural Property (ICCROM): Support in information-sharing, selection of the participants, and professional assistance during the course (dispatch of 2 lecturers for units 1 and 5).
- Tokyo National Research Institute for Cultural Properties: Professional assistance (coordinating the sessions of Unit 2 and 3 and dispatch of 2 lecturers).
- Nara National Research Institute for Cultural Properties: Professional assistance

Support

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

4. Objectives

Inscribed on the Representative List of the Intangible Cultural Heritage of Humanity in 2020, traditional skills, techniques and knowledge for the conservation and transmission of wooden architecture are vast and deeply rooted in Japan. Here, nearly all traditional buildings, whether secular or sacred, World Heritage or local landmark, are made of wood. Hot and

humid climate, frequent natural or manmade disasters necessitated the continuous repair and restoration of these buildings, forming the foundation of solid principles, methods and skills for their preservation and continuity that are widely recognised and appreciated inside and outside the country.
Considering the above, the main objectives of this course were to provide participants with:

- Theoretical knowledge and skills-based techniques for the sustainable conservation and management of wooden built heritage in Asia-Pacific region based on Japanese know-how and experiences;
- Establish a platform where participants and lecturers can share their knowledge and practice, strengthen communication and build professional networks.

5. Course Curriculum

The course programme was designed so that participants can learn the protection systems, and overall process of survey and documentation, repair, and restoration methods, everyday management, and utilisation of individual buildings as well as historic districts based on Japanese examples. In addition to Japanese experts, resource persons from ICCROM delivered lectures and participated in discussions related to the international theory and practice for wooden architecture conservation and management.

The course was structured into five interconnected units and involved online and on-site programmes. Learning through lectures and presentations was mainly conducted online, while practical training and working sessions were conducted in person (for detailed programme refer to course curriculum below).

Contents and schedule:

5-1 Online Programme

The course digital platform (iPAGE) was set up to provide the participants access to relevant pre-recorded video lectures, textbooks, and other learning material to study before their arrival in Japan. Participants were able to log on and access course resources at any time that fit their schedules, post to discussion boards, exchange files, and chat with their peers.
Several online meetings were held via Zoom. Zoom sessions were mainly devoted to discussions and case-study presentations of participants.

5-2 On-site Programme (Nara, Japan)

After completing the online programme, participants were invited to Nara for on-site training.
On-site programme included work sessions at conservation sites, on-site studies, classroom discussions and presentations.

Units:

1. Global perspectives and challenges in conservation of wooden heritage
2. Protection systems for wooden built heritage in Japan
3. Conservation of wooden built heritage in Japan and in global context
4. Repair and restoration policies for especially high-value wooden structures in Japan
5. Management and utilisation of Historic Districts in Japan

(For detailed programme refer to course curriculum)

6. Participants

Announcement and Response

To apply to this course, applicants should be from one of the following 35 countries located in the Asia-Pacific region which have signed UNESCO World Heritage Convention and are eligible to receive Official Development Assistance (ODA). In addition, applicants shall also be officially endorsed by the National Commission for UNESCO (NATCOM)*.
The maximum number of participants is 15.
Eligible countries:
Bangladesh, Bhutan, Cambodia, Cook Islands, Fiji, India, Indonesia, Iran, Kazakhstan, Kiribati, Kyrgyz Republic, Lao P.D.R., Malaysia, Maldives, Marshall Islands, Micronesia, Mongolia, Myanmar, Nepal, Niue, Pakistan, Palau, Papua New Guinea, Philippines, Samoa, Solomon Islands, Sri Lanka, Tajikistan, Thailand, Timor-Leste, Tonga, Turkmenistan, Uzbekistan, Vanuatu, and Viet Nam.

Selection of Participants

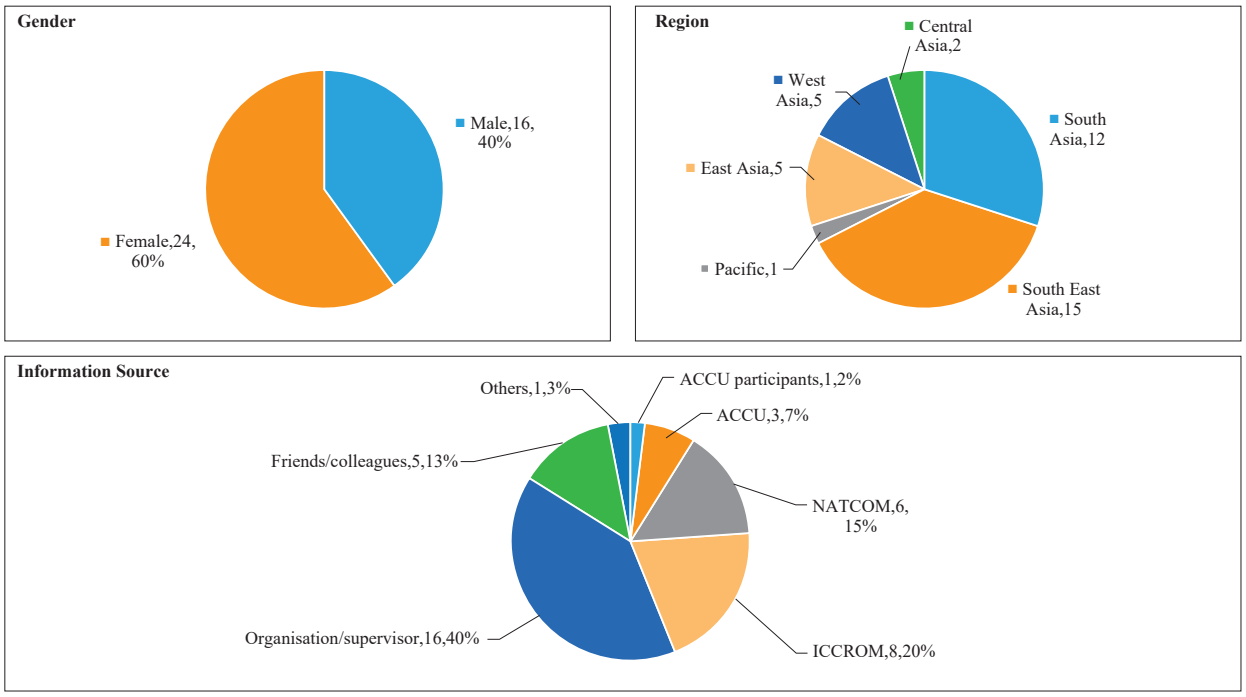
Training course is open to applicants who are:

(1) Young heritage professionals **with 5-7 years of experience** working in architectural conservation and/or cultural heritage protection domain, with strong determination to make effective use of the outcome of the training course in their respective countries;
(2) those who have a good command of English and are able to converse and write in English fluently;
(3) able to participate in the entire training programme; both online and on-site;
(4) able to submit all required documents listed below within the defined deadline;

(5) those who wish to continue to interact and exchange information with ACCU after the training course;
(6) those who have not participated in the ACCU group training course under the theme 'Preservation and Restoration of Wooden Structures' before;
(7) able to organise uninterrupted online learning environment during the course.

The course announcement was published on the ICCROM and ACCU Nara Office websites in April 2023. By the closing date for applications 10 June 2023, we received **40** applications from **17** different countries. The number of applications incresed companed to the last year's online course, although it was slightly fewer than the number of applicantions received prior to Covid-19.

Applications (40 applicants from 17 countries)



*ACCU/ICCROM: Websites
NATCOM: National Commission for UNESCO

The documents necessary for application were as follows:
(1) Application (online form)
To be submitted online from the following website:
https://www.nara.accu.or.jp/gtc/

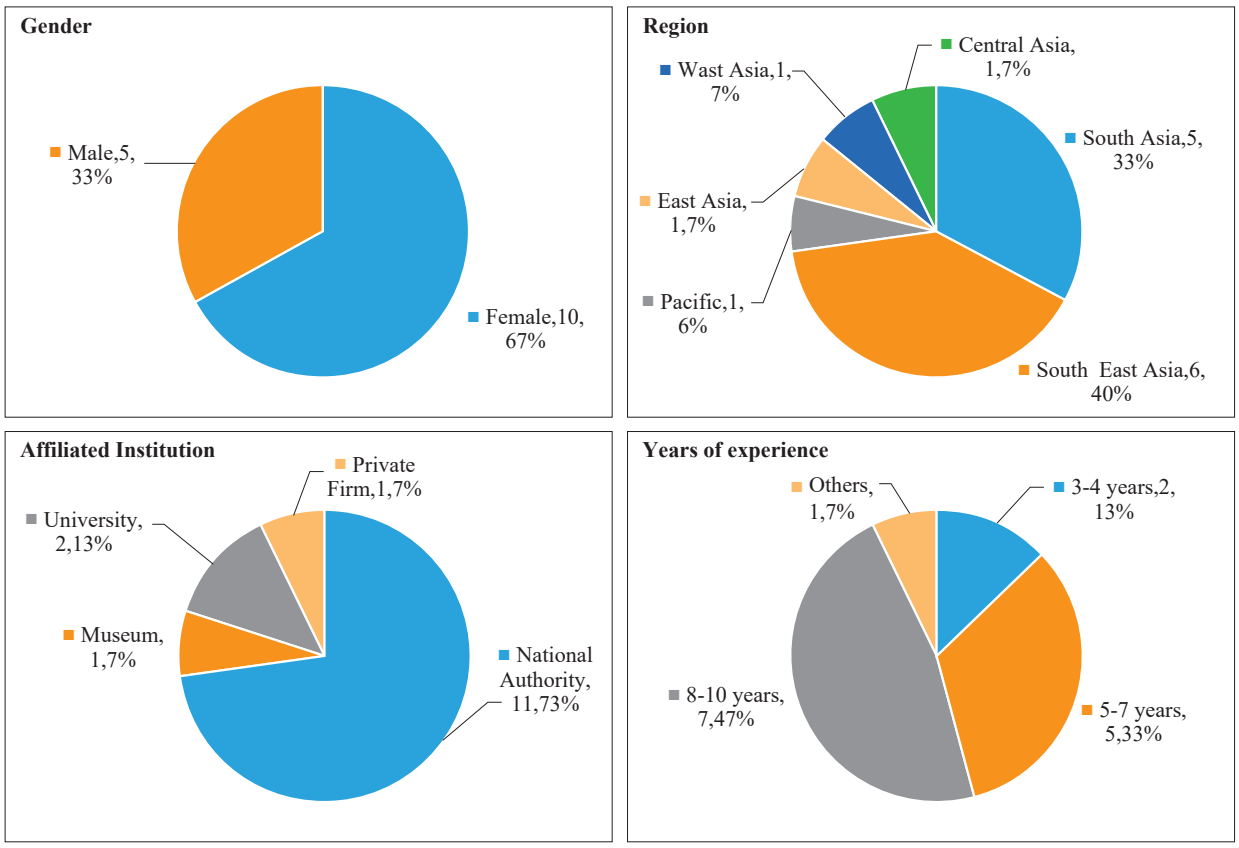
(2) Personal Statement (Downloadable Word file)
Personal Statement weighs heavily in the selection process. It should describe:
- Reason for application
- Brief summary of the applicant's work related to the conservation or management of wooden architectural heritage;
- Future plans to utilise and develop the outcome of the training course in the applicant's country.

(3) Recommendation Letter from the applicant's organisation (employer) (Downloadable Word file)
(4) Recommendation Letter from National Commission for UNESCO (NATCOM) (free form)
ACCU screened and made a preliminary selection and then consulted with ICCROM and Agency for Cultural Affairs (ACA) for the final decision. After ICCROM and ACA announced the results of evaluated applicants, ACCU and ICCROM selected 15 applicants from 14 countries and 3 applicants on the waiting list. Where deemed necessary, ACCU also confirmed the English proficiency of the applicants. In early July, ACCU notified the results to the successful candidates and respective NATCOMs.

The final group of participants consisted of:
- 15 participants from 14 different countries: East Asia 1, Southeast Asia 6, South Asia 5 Central Asia 1, the Pacific 1, West Asia 1 (refer to Appendix).

- 9 participants had backgrounds in architecture or architectural conservation and had worked on restoration sites. 3 participants were an archaeologists. Other's backgrounds include economy, geography, history, etc.
- 11 of the participants worked for national authority, 2 were affiliated to a university, 1 was from private firm and 1 from museum.
- The youngest participant was 25 years old, the oldest 47. The average age was 34.1.
- There were 5 male and 10 female participants.

Training Course Participants



Certificate of Completion

All participants submitted a final report and evaluation form by the deadline (30 Sep.) and were awarded a certificate upon completion of the course.

7. The role of the participants during the course

During the course period, each participant was required to attend all interactive sessions, present a case study report describing the current state and issues of wooden heritage conservation in their respective countries, watch all lecture videos, and write check-point reports related to the content of the lectures, in addition to their understanding on how to utilise the outcomes and knowledge gained. Finally, they were asked to submit a final report and evaluation form by the scheduled deadline.

English is the working language of the course and participants also need a high level of English proficiency.

Check-point report

After completing each unit, participants were asked to complete check-point report to deepen their understanding after studying material.

Final Report

The participants submitted a report summarizing the following two subjects;

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 Case Study Report (other than lack of budget and human resources).

8. Secretariat

ACCU Nara Office

WAKIYA Kayoko, Vice Director of Programme Operation Department and Meladze Tamar, Director of International Cooperation Division were responsible for the overall course planning, arrangement and the moderating of online and on-site sessions. YOSHIDA Machi, staff of International Cooperation Division was responsible for disseminating the course information and creating the training materials. Wang Zifan, project staff, supported participants and lecturers during the on-site sessions. HATA Chiyako acted as Japanese and English interpreter during the on-site course. The Planning Coordination Division of ACCU also assisted the course.

ICCROM

Valerie Magar, Unit Manager and IKAWA Hirofumi, Projector Manager, programmes Unit, assisted ACCU with selection of participants and overall administration. Additionally, Gamini Wijesuriya, ICCROM Special Adviser, gave opening message, lecture videos and a case study presentation in Nara, Japan. Rohit Jigyasu, Project Manager, Urban Heritage, Climate Change & Disaster Risk Management of programmes Unit, kindly attended the closing ceremony and also gave a lecture on the final day of the course.

Tokyo National Research Institute for Cultural Properties

TOMODA Masahiko, Deputy Director General, and KANAI Ken, Head, Resource and Systems Research Section, Japan Center for International Cooperation in Conservation, gave lectures of Unit 2 and 3 in Nara, Japan.

Group Training Course on Cultural Heritage Protection in the Asia-Pacific Region
-Conservation and Management of Wooden Built Heritage-

Online Programme

10 August (Thu) - 31 August (Thu)

DATE	CONTENT	Lecturers/Resource Persons	Method
10 August ~ Distribution of video lectures	**Course Orientation (closed session) 14:00 ~ 16:00 (JST)**	**ACCU**	**ZOOM Meeting**
	UNIT 1: Global Perspectives and Challenges in Conservation of Wooden Heritage		
	1-1: International Principles and Approaches to Heritage Conservation (Introduction to ICCROM, Evolution of Conservation Concepts, Principles and Charters) **1-2:** Diversity of Wooden Cultural Heritage in the Asia-Pacific Region and the Local Approaches to Conservation	**Gamini WIJESURIYA** (ICCROM)	Self-paced learning: Video lectures, reading material
	1-3: Principles, Practices, and Cultural Contexts in Conservation - How to develop qualifying systems, a case study in Japan **1-4:** Protection of Cultural Properties in Japan	**INABA Nobuko** (University of Tsukuba)	
	UNIT 2: Protection Systems for Wooden Built Heritage in Japan		
	2-1: Outline of the Current Legal Framework for the Restoration of Cultural Properties in Japan	**KANAI Ken** (Tokyo National Research Institute for Cultural Properties)	Self-paced learning: Video lectures, reading material
	2-2: History and Diversity of Japanese Architecture	**INAGAKI Tomoya** (Agency for Cultural Affairs)	
	2-3: Preservation of Wooden Structures in Japan I - *Disaster preparedness*	**INAGAKI Tomoya** (Agency for Cultural Affairs)	
	2-4: Preservation of Wooden Structures in Japan II - *Securing Traditional Techniques and Materials of Timber Buildings in Japan*	**KIYONAGA Yohei** (Agency for Cultural Affairs)	
	2-5: Preservation of Historical Environment and Townscape after Large Disaster	**ADACHI Hiroshi** (Kobe University)	
	UNIT 3: Conservation of Wooden Built Heritage in Japan and in Global Context		
	3-1: Wooden Architecture in Asia (Construction methods, examples of conservation and repair)	**TOMODA Masahiko** (Tokyo National Research Institute for Cultural Properties)	Self-paced learning: Video lectures, reading material
	3-2: The Conservation of Wooden Heritage Buildings in Japan from an International Perspective	**Alejandro MARTINEZ** (Kyoto Institute of Technology)	
	UNIT 4: Repair and Restoration Policies for Especially High-value Wooden Structures in Japan		
	4-1: Survey and Recoding of Individual Wooden Buildings Measurement, damage investigation, trace survey	**KONDO Mitsuo** (Japanese Association for Conservation of Architectural Monuments)	Self-paced learning: Video lectures, reading material
	4-2: Formulation of the Repair Policy		
	4-3: Repair Process of an Important Cultural Property in Japan - Case Study of Seki Family Residence		
	UNIT 5: Protection of Historic Districts in Japan		
	U5-1: Community Efforts to the Preservation of Shirakawa Historic Village (World Heritage Site)	**MATSUMOTO Keita** (Shirakawa Village Board of Education)	Self-paced learning: Video lectures, reading material
	5-2: Community-centered Townscape Preservation in Japan On the example of Narai post-town	**WATANABE Yasushi** (Shiojiri City Board of Education)	
23 & 24 August	**Participant Case Study Presentations (14:00 ~ 17:00)** (3 hour session for 2 days, 7-8 presentations (10-minute) per day)	Open to all lecturers and resource persons	Zoom Meeting
31 August	**Mid-term Meeting (14:00~15:00)**	**ACCU**	

* Case Study Reports (short paper and a 10 min. presentation) shall reflect each participant country's approaches and/or issues in conservation and management of wooden built heritage.

Group Training Course on Cultural Heritage Protection in the Asia-Pacific Region
-Conservation and Management of Wooden Built Heritage-

On-Site Programme

7 September (Thu) - 21 September (Thu)

Date	09:30-12:30	13:30-16:30	Venue	Lecturers / Organisations
9/7 Thu	Free Time	Opening Ceremony	1) Hotel Nikko Nara 2) Nara Prefectural Government Office	Organising Team (ACCU Nara)
UNIT 1: Global Perspectives and Challenges in Conservation of Wooden Heritage				
UNIT 2: Protection Systems for Wooden Built Heritage in Japan				
9/8 Fri	**【Discussion Session 1】** Interactive session with the lecturers of Unit 1 and Unit 2		Nara Prefectural Convention Center	Gamini Wijesuriya (ICCROM), INABA Nobuko (Univ. of Tsukuba) KANAI Ken (Tobunken(1)) KIYONAGA Yohei (Bunkacho(2)) INAGAKI Tomoya (Bunkacho)
	【Study Tour 1】		Kobe-city 1) Takenaka Carpentry Tools Museum 2) Kitano-cho, Yamamoto-dori district	NISHIYAMA Marcelo (Takenaka Carpentry Tools Museum) MURAKAMI Yasumichi (Kyoto Tachibana University)
9/9 Sat	Preservation of Traditional Carpentry Tools and Techniques	Disaster Risk Prevention and Post-disaster Recovery for Historic Districts (case of Kobe)		
UNIT 3: Conservation of Wooden Built Heritage in Japan and in Global Context				
UNIT 4: Repair and Restoration Policies for Especially High-value Wooden Structures in Japan				
9/10 Sun	**【Work Session 1】** Damage investigation, trace survey		Todai-ji Temple grounds (Jibutsu-do)	TAI Tadatsugu (Wakayama Prefecture Cultural Heritage Center) TANAKA Izumi (Todai-ji Temple)
9/11 Mon	**【Work Session 2】** Damage investigation, trace survey *(cont.)*, Formulation of repair policy		Todai-ji Temple grounds (Jibutsu-do)	
9/12 Tue	**【Work Session 3】** Formulation of repair policy		Todai-ji Temple grounds (Jibutsu-do)	
9/13 Wed	**【Discussion Session 2】**		Nara Prefectural Convention Center	TOMODA Masahiko (Tokyo National Research Institute for Cultural Properties) Alejandro MARTINEZ (Kyoto Institute of Technology)
	Participants' presentations on repair policy of Jibutsu-do	Interactive session with the lecturers of Unit 3 and Unit 4		
9/14 Thu	**【Study Tour 2】** Repair Process of Wooden Structures and Components		Nara Prefecture 1) Former Oda Residence (Kashihara Jingu Shrine precincts) 2) O-jinja Shrine 3) Nara Prefecture Historical and Artistic Culture Complex (Restorations and Exhibition Wing)	YAMASHIDA Hideki ONO Yusuke (Nara Prefecture Cultural Properties Conservation Office)
9/15 Fri	**【Study Tour 3】** Preservation, Maintenance and Management of Wooden World Heritage Sites		Horyu-ji Temple	YOSHIDA Mitsuyoshi IWANAGA Yuichiro (Nara Prefecture Cultural Properties Conservation Office)
9/16 Sat	Day off (preparation of final reports)			
9/17 Sun	Day off (preparation of final reports)			
UNIT 5: Management and Utilisation of Historic Districts in Japan				
9/18-19 Mon-Tue (National Holiday)	**【Study Tour 4】** Community Efforts to the Preservation of Shirakawa-go Historic Village (World Heritage Site)		Gifu Prefecture Shirakawa-go Village	KANADE Michiru (Tokyo University of the Arts) MATSUMOTO Keita (Shirakawa Village Board of Education)
9/20 Wed	**【Study Tour 5】** Community-centred Townscape Preservation in Japan		Nagano Prefecture Narai post-town, Kiso Hirasawa	KANEDA Michiru (Tokyo University of the Arts) WATANABE Yasushi (Shiojiri City Board of Education)
9/21 Thu	**【Discussion and Presentations 3】** General Discussion and Final Report Presentations **Closing Ceremony** (15:00 ~)		Nara Prefectural Convention Center	Rohit Jigyasu (ICCROM)

(1) Tobunken - Tokyo National Research Institute for Cultural Properties
(2) Bunkacho - Agency for Cultural Affairs, Government of Japan

2. Course Summary

Due to the impact of COVID-19, the training course has been held online for three consecutive years, but we were able to resume the on-site training for the first time in four years. This year, we organized the course in a first-ever hybrid format, leveraging the advantages of both online and face-to-face activities. Before coming to Japan, the participants took a three-week online course, which involved self-study using pre-recorded video lectures as well as a preparatory learning programme combining case study presentations on country-specific challenges with live interactive sessions. In addition, orientation and information session was held to know each other and let the participants familiarize themselves with ACCU's digital learning environment.

The on-site training period was reduced to two weeks, making it half of the previous duration. Nevertheless, the opportunities were provided for on-site training, study tours, and face-to-face discussions with lecturers.

10 August

■ Course Orientation (online)

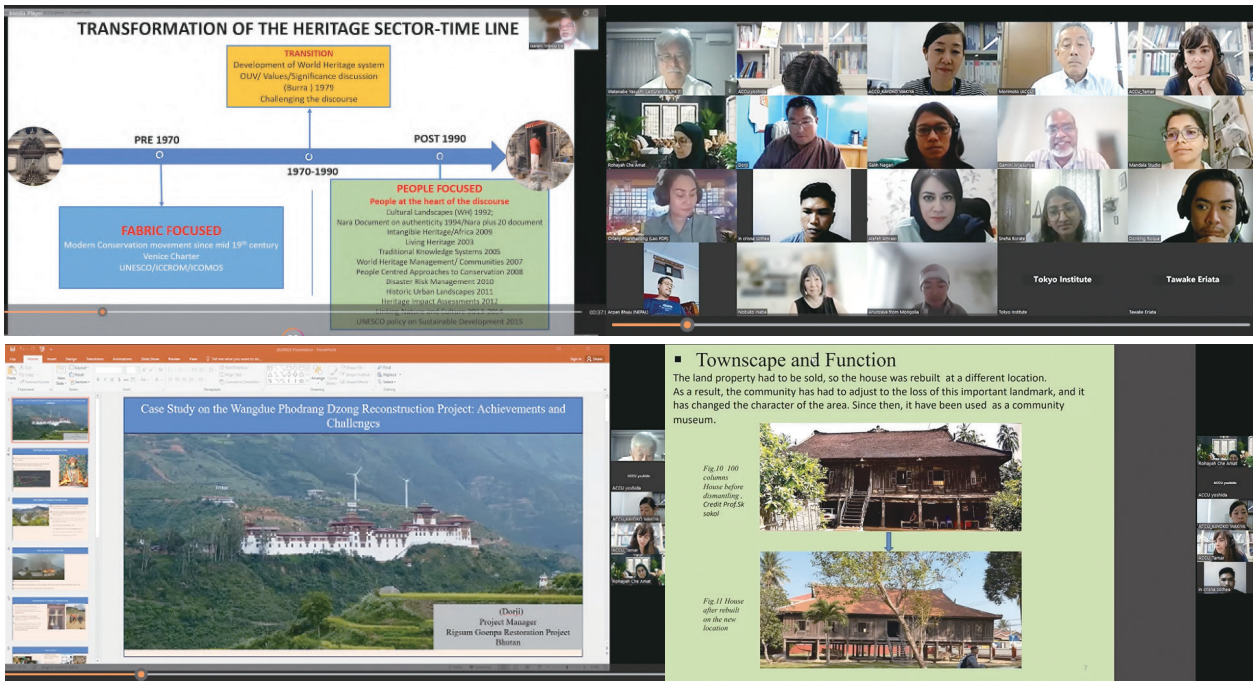
The orientation began at 2 p.m. Japan time for 15 participants from 14 countries. It provided an overview of the training course and curriculum, as well as explaining the procedures for entering Japan. We shared the aims of the individual units and the assignments to be given to the participants, while also checking the participants' knowledge and experience. 16 video lectures were distributed online (see the online programme, pg. 14).

23 & 24 August

■ Participant Case Study Presentations (online)

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

Participants shared the current situation and challenges of cultural heritage protection in their respective countries. In the Q&A session held after each presentation, a lively discussion took place between the experts (participants) who faced common challenges. The participants asked the lecturers how they address these challenges in Japan, and one of the lecturers, Professor Inaba, shared some initiatives carried out in Japan and offered information and advice for addressing the issues. There were some other topics which could not be addressed online so the facilitator, Dr Wijesuriya suggested that the discussion be continued a month later when the participants come to Japan so that everyone could have an equal chance to exchange views on the subjects they are most concerned about.



Top: Dr Wijesuriya's lecture video and the online discussion
Bottom: Participant case study presentations

6 September

■ Arrival and Welcoming of Participants to Nara

7 September

■ Opening Ceremony / Orientation

The opening ceremony took place from 1:30 p.m., attended by 15 participants from 14 countries as well as the representatives of the joint organisers and supporting organisations. First, on behalf of the organisers, Mr Morimoto Susumu, ACCU director, and Dr Yamashita Shin'ichiro, Councillor on Cultural Properties, Agency for Cultural Affairs, Government of Japan, greeted the participants and briefly talked about the background and purpose of the group training course. This was followed by greetings on behalf of the joint organisers by Dr Gamini Wijesuriya from ICCROM and Mr Seino Takayuki from the Nara National Institute for Cultural Properties, and greetings on behalf of the supporting organisations by Mr Morii Masayuki, director of the Nara Prefectural World Heritage Office, and Mr Matsuura Iwami, manager of the Nara City Cultural Property Division, in this order. The speakers warmly welcomed the participants and, as fellow researchers engaged in cultural heritage protection, talked about the key takeaways and experiences that they hoped the participants would gain through the training programme. Finally, the participants introduced themselves and shared their aspirations and expectations for the course. After taking a group photo, the opening ceremony was concluded. Afterwards, the participants paid a courtesy visit to the Nara Prefectural Government Office, the host and supporting organisation, where they were welcomed by Governor Yamashita and exchanged opinions.



Welcome address by the course organisers (Left: Dr Yamashita, middle: Mr Morimoto, right: Dr Wijesuriya)

Opening ceremony

Welcome address by Governor Yamashita at the Nara Prefectural Government Office

8 August

■Unit 1 & 2: Q&A Session

Lecturers: **Gamini Wijesuriya (ICCROM), INABA Nobuko (University of Tsukuba), KANAI Ken (Tokyo National Research Institute for Cultural Properties), KIYONAGA Yohei and INAGAKI Tomoya (Agency for Cultural Affairs, Government of Japan)**

Venue: Nara Prefectural Convention Center

On Day 2 of the training, the participants met the lecturers of the online programme for face-to-face interaction and exchanging opinions. The discussion centered around global perspectives and challenges in cultural heritage protection and cultural properties protection systems in Japan. Each lecturer provided a 10-minute summary about their online lectures

and did a review. Subsequently, the participants deepened their understanding through confirming and asking about the lecture content as well as carrying out groupwork on the assignments given by the lecturers.

In the morning, Dr Wijesuriya provided a recap of the principles of conservation, and Professor Inaba gave a concise summary of the protection systems for cultural property buildings in Japan, describing the framework and characteristics of Japanese building conversation that would help the participants to understand the essence of the upcoming training course. Finally, Professor Inaba explained the features of the systems for repair and maintenance of wooden structures in Japan, and concluded by asking the participants to use these as reference according to the specific circumstances in their respective countries.

Discussion with Professor Inaba

Lecture review by Mr Kanai

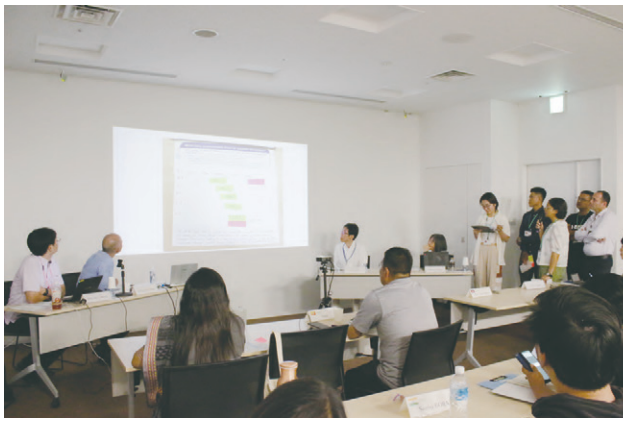
The lectures by Mr Kanai, Mr Kiyonaga, and Mr Inagaki took place in the afternoon. The lecturers presented two questions to the participants:

1) How would you describe the standing position of wooden structures in the heritage conservation of your country?

2) What aspects of wooden structures should we focus on when considering their conservation?

The participants formed three groups to discuss these questions. This gave them the opportunity to share information about each other's countries as well as their own thoughts. All groups agreed that their countries lacked experts in wooden structures, and that all countries shared the challenge of inheriting traditional materials and repair techniques to protect wooden structures vulnerable to the high temperatures and humidity of the subtropical environment. The lecturers provided additional information about initiatives in Japan to protect such structures.

Group discussion



Group presentation

9 September

■ Preservation of Traditional Carpentry Tools and Techniques and Preservation of Groups of Historic Buildings

Lecturers: **NISHIYAMA Marcelo (Takenaka Carpentry Tools Museum) and MURAKAMI Yasumichi (Kyoto Tachibana University)**

Venues: Takenaka Carpentry Tools Museum / Preservation District for Groups of Important Historic Buildings: Kitano Town, Yamamoto-dori district, Kobe City

In the morning, the participants were taken on a tour of Takenaka Carpentry Tools Muesum by Mr Nishiyama. Takenaka Carpentry Tools Muesum preserves traditional carpentry tools and is dedicated to recording, documentation, and display of tool-making techniques. Wooden structures cannot be preserved in the long run unless the tools and techniques

used to construct those buildings are also preserved and handed down. The participants had already learned about the governmental framework of systems to preserve wooden structures the previous day; this was an opportunity to learn about activities in the private sector. In the afternoon, the participants moved to Kitano Town, Yamamoto-dori district, a national Important Preservation District for Groups of Traditional Buildings, where they learned about examples of repair and restoration carried out after the Kobe earthquake, preparatory measures developed based on the natural disaster experience, and the registered cultural properties system that was established after the earthquake as a framework to protect the buildings. Since a number of the participants were engineers, they asked about how cultural property buildings were repaired after the earthquake, and the lecturers explained the seismic retrofitting methods used in Japan.

Left: Participants experiencing the techniques of wood joinery used at Japanese traditional buildings under the explanation of Mr Nishiyama
Right: Experiencing the use of a Japanese traditional tool 'Yariganna' plane with the guidance of Master Carpenter, Mr Kitamura

10–12 September

■ Damage Investigation, Trace Survey, and Formulation of a Repair Policy

Lecturers: **TAI Tadatsugu (Wakayama Prefecture Cultural Heritage Center) and TANAKA Izumi (Todai-ji)**

Venue: Todai-ji Temple grounds (Jibutsu-do)

The goal of the three-day on-site training was to develop a repair plan for a painted shrine architecture—the Jibutsu-do of the World Heritage Site Todai-ji. Todai-ji's Jibutsu-do formerly served as the main shrine building of Tanzan Shrine and has undergone relocation and modification many times in the past. The trainees investigated the architectural structure of this cultural property and explored the history of alterations to the building. They also observed and examined which architectural style would ultimately enhance the cultural heritage value of the building, and formulated a repair policy accordingly. On the final day, 12 September, a group work session was held in which each group discussed their individual and worked as a group to summarise what kind of repairs they would carry out, in preparation for a presentation the following day. In this three-day training, the lecturers drew the participants' attention to the points that are needed to understand the building (e.g. how to determine the period of a member based on differences in coating, how to date components based on traces left on nails and members, etc.), enabling the participants to develop skills and gain perspectives on building survey methods and the building's history.

On-site work session at Todai-ji's Jibutsu-do

Lecture by Mr Tai at Todai-ji Temple


Observation of Todai-ji World Heritage Site with the explanation of Mr Tanaka




Work session at Jibutsu-do under the supervision of lecturers, Mr Tai (left) and Dr Tomoda (right)


Participants doing group work

13 September

■ Participants' presentations on repair policy of Jibutsu-do

Lecturers: **TAI Tadatsugu (Wakayama Prefecture Cultural Heritage Center), TOMODA Masahiko (Tokyo National Research Institute for Cultural Properties) and Alejandro Martinez (Kyoto Institute of Technology)**

Venue: Nara Prefectural Convention Center

The participants formed five groups and presented their repair plans. The three lecturers asked questions about each of the repair plans, while offering their comments and advice. One of the main issues addressed in the presentations was how to develop a repair plan that strikes a balance between cultural heritage value and maintenance friendliness. Some plans involved restoring repaired parts to their original form, while others argued that the present tiled roof should be maintained because the material used in the original roof is too expensive to maintain. In addition, it became clear that members from different countries had diverse opinions about repair methods, such as structural reinforcement methods and paint restoration philosophy. Therefore, the group presentation preparation process served as an opportunity for the participants to learn about the various repair methods and philosophies in each country.

Repair plan presentation and discussion with lecturers

14–15 September

■ Repair Process of Wooden Structures in Japan

Lecturers: **YAMASHITA Hideki, ONO Yusuke, YOSHIDA Mitsuyoshi and IWANAGA Yuichiro (Nara Prefecture Cultural Properties Conservation Office)**

Venues: Former Oda Residence (Kashihara City), O-jinja Shrine (Tawaramoto Town), Nara Prefecture Historical and Artistic Culture Complex (Tenri City), Horyuji Temple (Ikaruga Town)

Conservation engineer from the Nara Prefecture Cultural Properties Conservation Office served as the lecturer for this session. The participants visited cultural property buildings in Nara Prefecture where repair work was ongoing. At the Former Oda Residence, they observed the conservation site where the foundation was being repaired in the *ageya* (jack-up) style without removing the pillars, beams, and other major structural components. They learned how to reinforce structures in the *ageya* style, as well as the specific measures to properly drain underground wastewater that causes ground softening. The next destination was the repair site at O-jinja Shrine. Participants were already familiar with such shrine structures from their work sessions at Jobutsu-do and therefore asked a lot of questions on various topics, including the paint repair process, procurement of repair materials, repair system, and seismic retrofitting. At the next destination, the Nara Prefecture Historical and Artistic Culture Complex *(Bunkamura)*, the participants observed how the components of the O-jinja Shrine were transported and repaired in the conservation laboratory. They learned about how traditional tools and modern tools are used for different purposes in the repair process, the species of wood used for rooting decayed parts, and had the opportunity to see carpentry in action up close and experience repair tools.

The following day the participants visited Horyuji Temple, where they listened to an explanation of the long-term repair plan for this World Heritage Site, observed the repair-completed building, and received an explanation from the lecturer on site as to why such a repair policy had been adopted. Over the two-day study tour, the participants visited four conservation sites and facilities. It served as an opportunity to learn about the entire Japanese repair process, from repair of the building foundation and roof to component repair methods and post-repair maintenance, as well as providing useful information for the participants to revise the repair plans they had created in the previous work sessions.

Left: Mr Yamashita explaining repair works of restoration
Right: Restoration site of the Former Oda Residence (Nationally designated property)

Study visits at O-jinja conservation site with the explanation by Mr Ono from Nara Prefecture Cultural Properties Conservation Office


Visit to the Nara Prefecture Historical and Artistic Culture Complex, where the O-jinja shrine wooden members are held for the repair
Left: The carpenter demonstrating the traditional tools used in the repair process
Right: Participants tried to adjust the blade of a traditional Japanese plane

With the lecturers from Nara Prefecture Cultural Properties Conservation Office


Left: Mr Yoshida explaining the restoration work at Horyu-ji Temple (World Heritage Site)
Right: Mr Iwanaga explaining how to identify the tiles that require replacement and their characteristics by period

18–20 September

■ Community Efforts to the Preservation of Shirakawa-go Historic Village (World Heritage Site)

***Lecturers:* KANADE Michiru (Tokyo University of the Arts) and MATSUMOTO Keita (Shirakawa Village Board of Education)**

Venue: Shirakawa Village, Gifu Prefecture (World Heritage Site)

■ Community-centred Townscape Preservation in Japan (Narai post-town, Kiso Hirasawa)

***Lecturer:* WATANABE Yasushi (Shiojiri City Board of Education)**

Once a cultural property is restored, the next important issue is how to manage and utilise it. The lectures themed around management and utilisation of historic districts in Japan began on 18 September and focused on the management and utilisation of cultural heritage. Whereas the previous units covered the practical aspects of preserving and restoring individual buildings, Unit 5 revolved around the preservation of groups of buildings, and in particular townscape preservation that is closely linked to people's lives. Townscape preservation efforts in Japan have more than 40 years of history, including the establishment of a preservation system (selection of Preservation Districts for Groups of Traditional Buildings) by the national government and ordinances by local governments, launch of community-based preservation committees, and many other examples. In this unit, the participants learned the process of creating preservation frameworks from the examples of three different types of settlements (Shirakawa-go Village: rural village, Narai post-town: post town, Kiso Hirasawa: townscape with deep-rooted traditional industry).

In the Shirakawa-go Village lecture, Mr Matsumoto talked about the efforts leading to World Heritage Site designation, as well as the subsequent impact of tourism and tourism management. Then he explained how Shirakawa Village is promoting sustainable preservation efforts together with residents, also touching on the issues and the measures taken to address them. Since the replacement of (thatched) roofing (procuring traditional materials), educating younger generations, and ways to address overtourism were challenges shared by the participants, a lively discussion ensued.

In Narai post-town and Kiso Hirasawa, Mr Watanabe talked about the past and present of two townscapes situated along the old highway, touching on examples of landscaping and designated historical buildings. He also explained how community-centred preservation efforts have been made based on carefully identifying the unique values of each town. The participants asked how to encourage the engagement of local communities which is a challenge faced by many Asian countries; the lecturer shared several efforts that were developed from many years of experience. Lastly, the lecturers, Mr Watanabe and Ms Kanade, encouraged the participants to tailor what they have learned in Japan to the situations in their respective countries and develop a preservation method that suits their specific needs, since the preservation method varies depending on the heritage.

The study tours provided an opportunity for the participants to gain a first-hand understanding and experience of the preservation framework, maintenance, and management of groups of buildings in Japan that they had learned about in the lectures by Professor Inaba, Mr Kanai, and the lecturers from the Agency for Cultural Affairs in the first half of the programme.

Lecturers and participants in Shirakawa Village, World Heritage Site


Left: Mr Matsumoto explaining about the structure of traditional building and its maintenance efforts
Right: Introduction of fire protection equipment


Guidance lecture of Narai Post Town at the community centre reconstructed under the landscaping project


Left: Townscape in Narai Post Town
Right: Guide tour of Narai, nationally designated preservation district, under the guidance of Mr Watanabe


Visiting a designated heritage building renovated into a hotel facility


Left: Welcome address by Mr Momose Takashi, Mayor of Shiojiri City
Right: Townscape of Kiso Hirasawa, the nationally designated preservation district


Observation of Japanese Lacquerware Production technique at ITO Kanji Lacquer Shop


Lacquered tableware experience at the studio

With the lecturers and owner of ITO Kanji Lacquer Shop


Left: Concluding discussion on Management and Utilisation of Historic Districts in Japan after the 3-day study tour
Right: Coodinator, Ms Kanade Michiru



■ Final Report Presentations
Lecturer: **Rohit Jigyasu (ICCROM)**
Venue: Nara Prefectural Convention Center

On the final day, the participants presented the results of their training. First, the lecturer, Dr Jigyasu, provided an overview of ICCROM, after which Ms Claudia Cancino, a guest from the Getty Research Institute, introduced the organization and various projects implemented by Getty. Next, each participant delivered a presentation on the results of their training. The participants talked about the new insights they gained, content that they found especially beneficial, and how they intended to utilise their findings and experience from the one-month course in their home countries. They also presented a short-term and long-term plan (action plan). Among other topics, the short-term plans included reviewing documentation, improvement of repair plan formulation methods, and development of preservation frameworks that involved local residents. For the long-term plan, several participants raised the need to make institutional improvements as a result of comparisons made between the Japanese system of cultural property protection, the concept of preservation districts and subsidisation with those in their respective countries. Some also expressed a desire to incorporate new systems learnt in Japan in the future, such as the creation of a system to preserve repair techniques. In the final discussion, based on the participants' presentations, the facilitator, Dr Jigyasu, summarised the challenges of cultural heritage protection in Asia-Pacific countries, and a general discussion was held regarding future directions and solutions. In addition, some attendees shared their expectations and requests for future ACCU training courses.


Lecture by Dr Jigyasu


Final presentation by participants

Closing Ceremony

Following the final session, the closing ceremony was held. The ACCU Director presented each participant with a certificate in recognition of their enthusiasm for learning and hard work during the one month training course. Ms Ariunzaya Batdorj from Mongolia and Dr Arpan Bhuju from Nepal each delivered a speech on behalf of the participants, expressed their gratitude to the lecturers and staff, and thanked all the participants for their encouragement and inspiration during the training course.

Awarding certificates of completion

Closing ceremony

22 September

■ Departure

The participants headed to Kansai International Airport and Osaka International Airport to return to their home countries.

30 September

■ Submission of Course Evaluation

All participants submitted the course evaluation, thus concluding the programme.

3. Course Evaluation

For the first time in 2023, ACCU designed and implemented the Group Training Course in a hybrid format, involving self-paced online learning followed by 2-weeks of intensive on-site programme. While all fifteen participants completed the course, the evaluation reflects the responses from fourteen participants.

Overall, the programme received a high evaluation. 12 participants said that fulfilment of their expectations was "excellent", while two evaluated it as "good". Online course and self-study before coming to Japan for on-site training yielded 100% satisfaction. Based on the comments received, we understood that pre-practical online training helps the participants to get familiarized with various topics and build the basic knowledge before coming to Japan, giving them possibility of reviewing the video lectures at their own pace.

One of our challenges this year was to effectively link the online and on-site programmes so that they are not repetitive or unrelated but rather complimentary to each other. It was very rewarding to see that the relation and interconnection between online and on-site programmes received high scores and that summaries provided by each instructor in person regarding their online lectures were beneficial for recalling the course content.

We also found that check-point reports and questions after each video lecture worked extremely well for participants. They observed that the questions encouraged them to consider their own country's context, draw from their personal experiences and reflect more on their country's current state and issues regarding their heritage system.

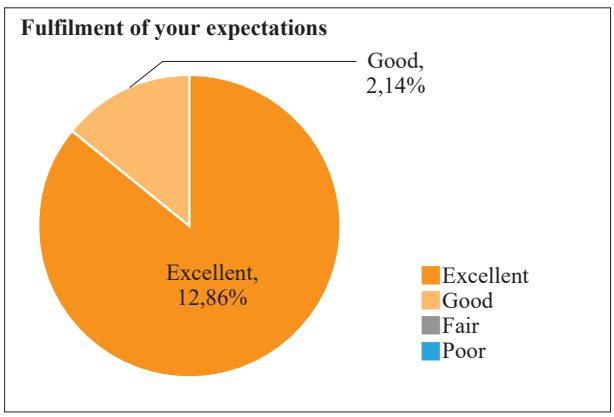
Regarding the on-site programme, the relevance and usefulness of study tours and work sessions were also highly assessed. The sites chosen for visits and practical training, as well as explanations provided by the lecturers on site, were evaluated with the highest score by all participants.

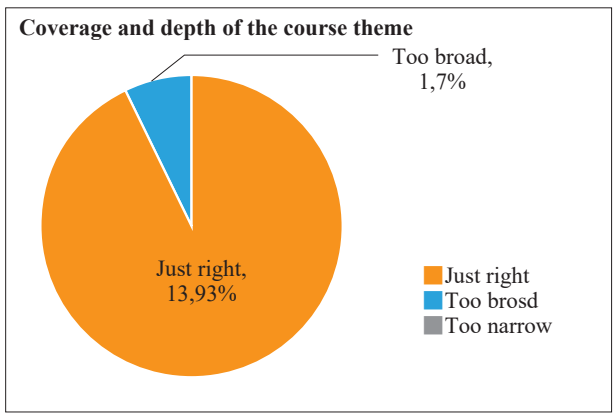
Based on the responses received, we can conclude that the hybrid format of the training course is efficient and works perfectly well for participants. 64% of them prefer a combination of online and on-site programmes to solely on-site training for various reasons, including the ability to study at one's own pace and the flexibility to adjust to their everyday work.

Yet, there have been some challenges and issues that need to be addressed. For example, the allocated time for the on-site programme was evaluated as "fair" by three participants and the number of days off during the on-site training received an 86% negative score. Most participants observed that the allotted time for the on-site programme was too tight and the schedule was too hectic. Another suggestion received from the participants was to reduce the number of sites to visit, and instead increase the time at each location. Also, many participants felt that they prefer to present their case study reports on-site, rather than online.

All suggestions and recommendations from the participants will be examined carefully, and efforts will be made to address them when planning for the next year's training course.

A) OVERALL:

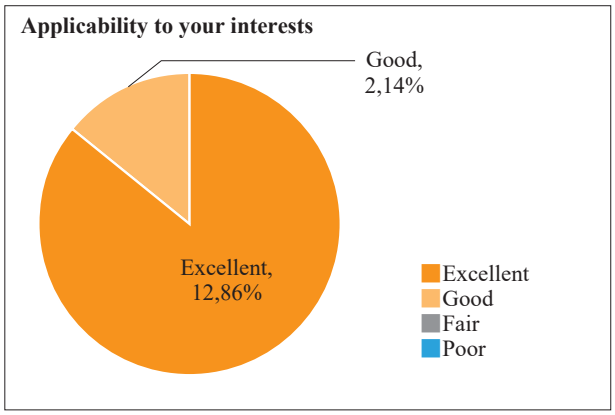


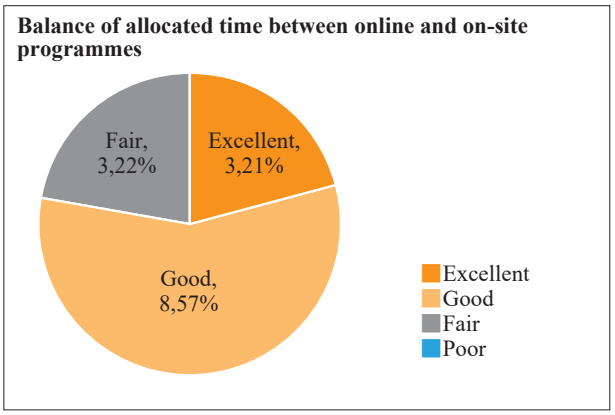


- This training course was beyond my expectation. I had no idea how much I would learn and how much I would enjoy the experience
- The fulfillment of expectations has been superb, exceeding my initial expectations. Thank you for your exceptional performance
- I've achieved a lot of things in terms of theory and practical as well based on my expectation

- It was right, but need some more times on conservation field

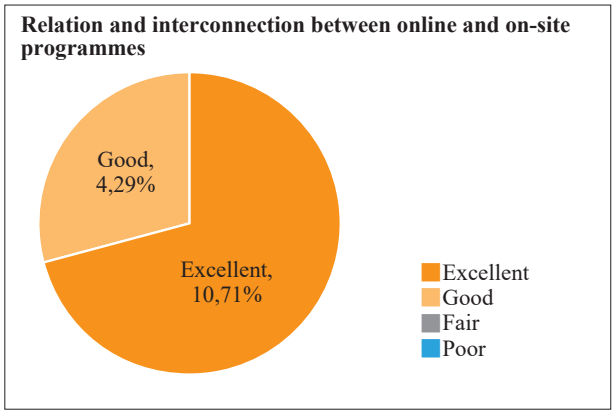
- Its rightly balanced between theory and practical
- For an almost 2-month program for both online and onsite, the course outline is just right and not too overwhelming

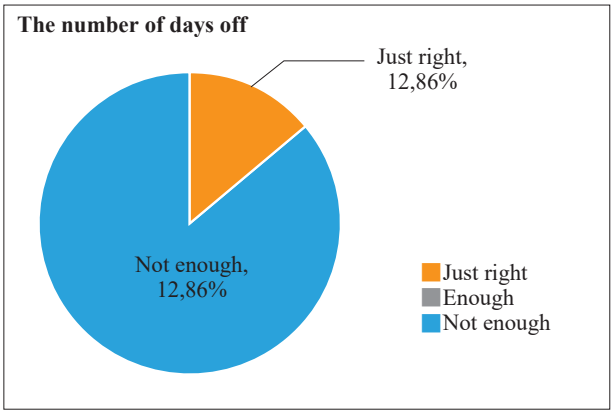




- The content was engaging and I learned a lot of valuable information that I can apply in my work
- Aligns perfectly with my passion for conserving and managing heritage
- More than I thought off. The opportunity to observe and witness the traditional architecture and its preservation by various efforts is very, very helpful

- I personally felt time allocated for on-site programmes was too tight
- Additional 2 days would be more helpful in understanding and absorbing the site studies (restoration sites). I believe absorbing the place is as important for which some time more should be allotted during the visits
- On-site programme was not sufficient
- For online course, the time given was enough. Most of us have a day job to attend to and having a flexible online schedule benefits us (trainees) to complete the modules





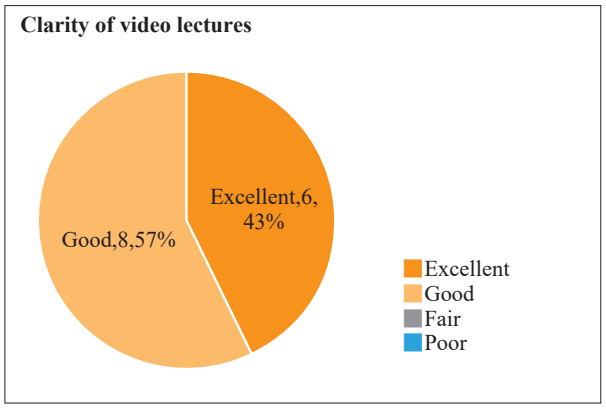
- The practical exercises conducted on-site complemented the online lectures well…However, I did encounter a minor challenge when it came to asking questions related to the online material during the on-site sessions. For instance, while watching the online lectures, I had taken note of certain points or statements that raised questions. Yet, during the on-site discussions, it felt a bit out of context to bring up these questions.
- Very GOOD
- Aside from the onsite lectures, the hands-on experience helps us further understand the online lectures we had which gives us a more in-depth knowledge about various aspects of Japanese system of conservation.

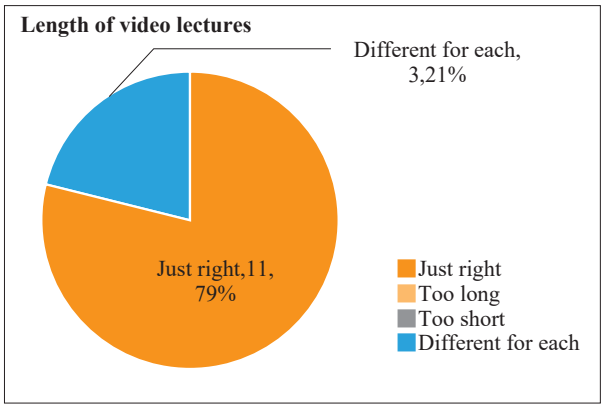
- Having an additional day off would have been beneficial, perhaps either between the three consecutive days of our study tour and the final presentation.
- Considering the intensive schedule of the training course, the addition of a 1-day break at the end of the program could be highly beneficial.
- Insufficient number of days
- It is truly not enough. We could've used an extra day off after the long schedule at Shirikawa-go and Narai.

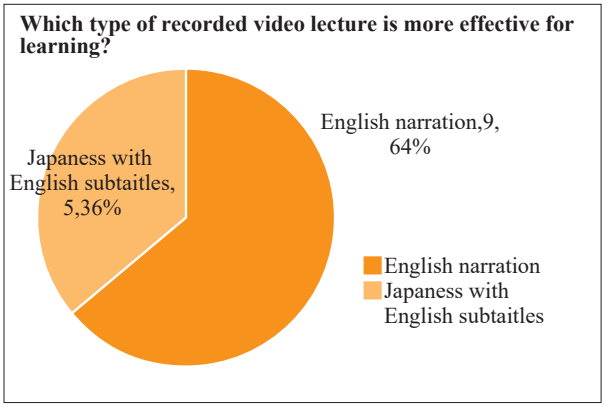
Any suggestions for any topics to be added to the present curriculum?

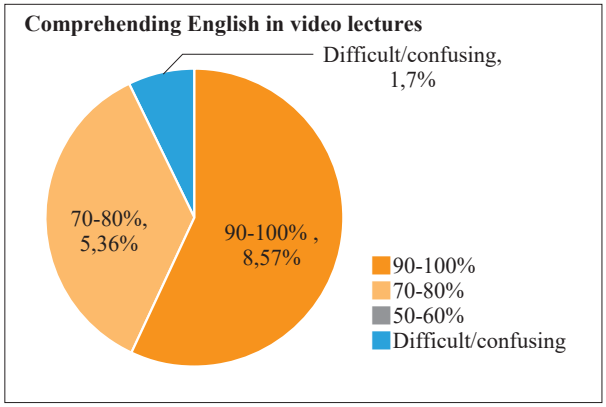
- It would be incredibly beneficial if certain lessons, such as ***digital documentation*** and ***disaster management*** of the heritage site, were incorporated
- I wish that laboratory practice with carpentry skills will be added in the future. Incorporating hands-on practical skills like carpentry would certainly be engaging and useful for the participants
- ***Processing of Wood:*** From Forest to Building Material: This could cover both traditional Japanese methods and modern techniques for processing wood into building materials. It would provide valuable insights into the entire journey of wood, from its origin in the forest to its transformation into construction materials; ***Scientific investigation, Identification of species***, scientific tests and technologies that can be used for characterization of wood, Non-destructive techniques especially for wood, Methods and technologies employed in scientific investigations related to wood; ***Wooden Surface Protection, Finishing, and Restoration***.
- ***Climatology*** and impact of weather on timber and damages related to it. One session of this would be helpful in relating contextually and co-relating it with climate condition in our countries and damage with respect to it
- One session for ***intangible heritage related to wood***
- More discussion about the ***heritage laws*** of Japan on National level

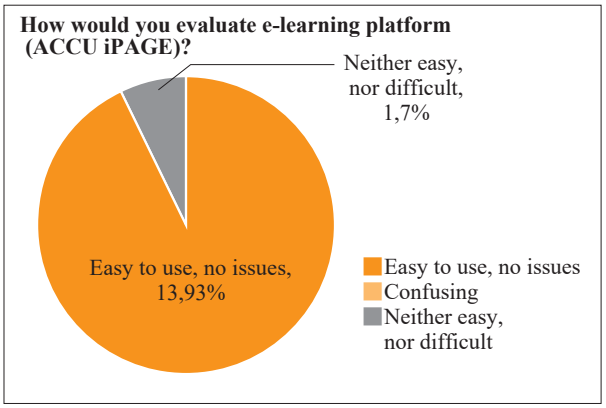
B) Online Programme:

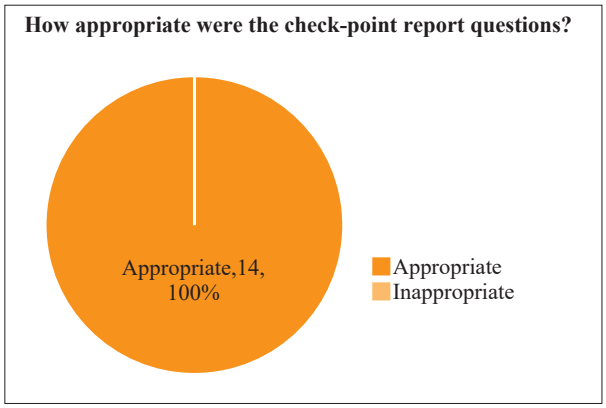








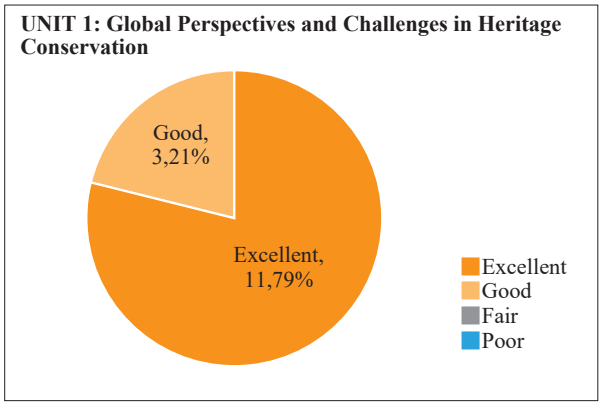


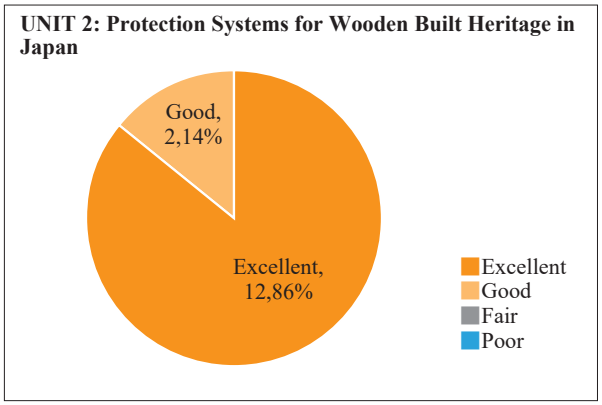


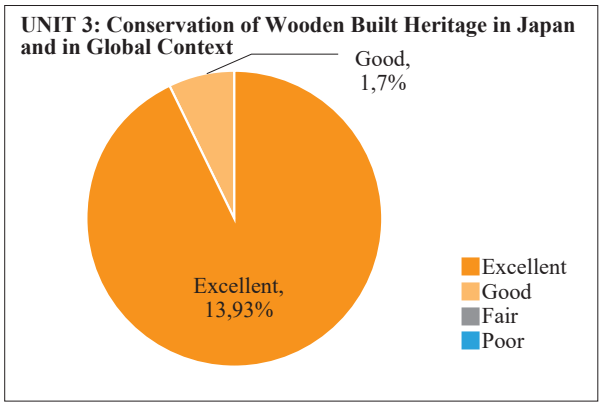
- Extremely organized, loved it
- Simple and nice
- It was user friendly
- Feedbacks to checkpoint reports would be helpful in improving
- If there is English CC under lecture, that would be more useful
- A live chat function to see who's online to ask real time questions
- All update videos lectures must be accessing for download

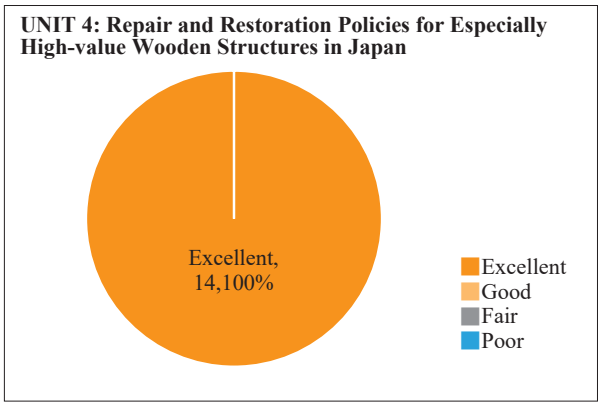
- I really appreciated the checkpoint report questions because they didn't allow us to simply copy answers directly from the online lectures. Instead, they encouraged us to consider our country's context, draw from our personal experiences, and challenged us to form our own opinions. These questions prompted critical thinking and encouraged us to question the material, which I found quite valuable
- Feedback comments would be welcome to learn and reflect upon
- The checkpoint questions help the trainees reflect more on their country's current status regarding their heritage system

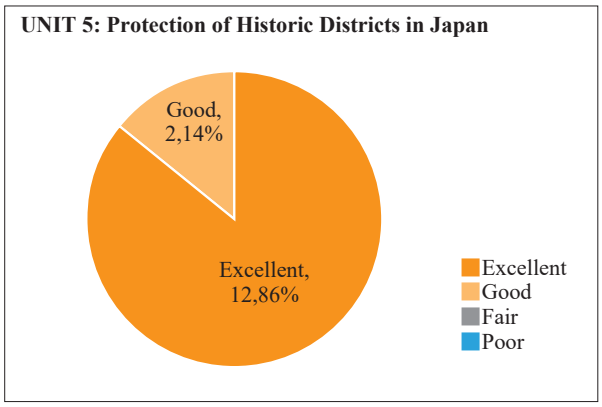
Satisfaction level for each Unit:

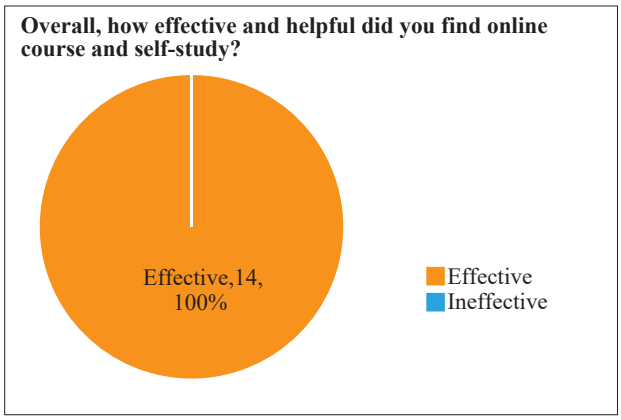




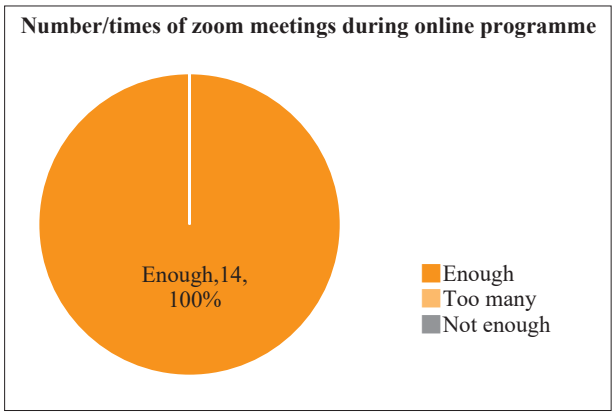


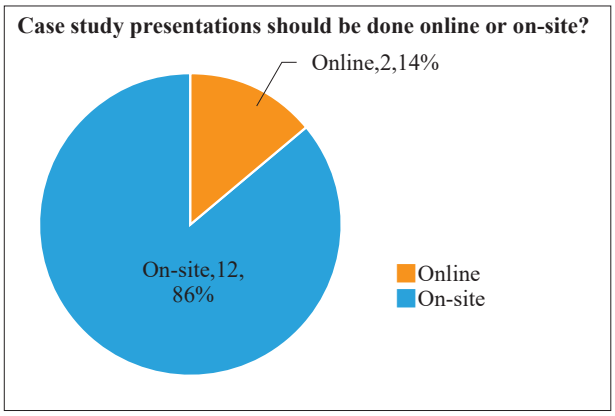






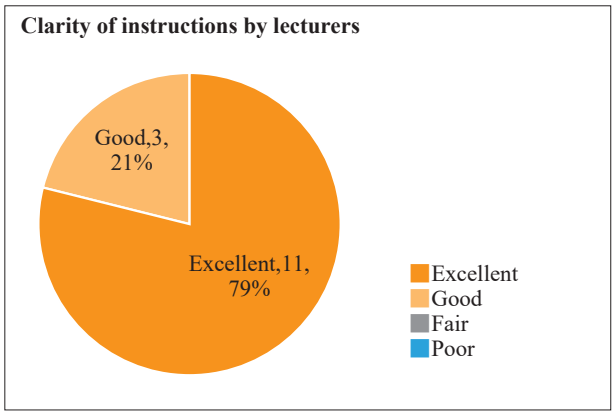
- I found it very effective
- I found online course and self-study very effective for following two reasons. 1. It was self-paced in limited time but also ensured that we didn't skip any lessons; 2. check point report questions made sure we critically thought about and applied what we learnt in lectures in our own context
- The online training program was very useful because it familiarized us with various topics before the on-site course and could create an overview of what is to be taught during the on-site course
- We can review our lecture during the course was most effective to me. If it was on-site lecture we can't review whenever or where ever we want
- I found the online course and self-study to be highly effective in enhancing my understanding and knowledge in the subject matter. The resources provided were well-structured and comprehensive, making the learning experience extremely valuable
- Deep more understanding before getting a practical session on site

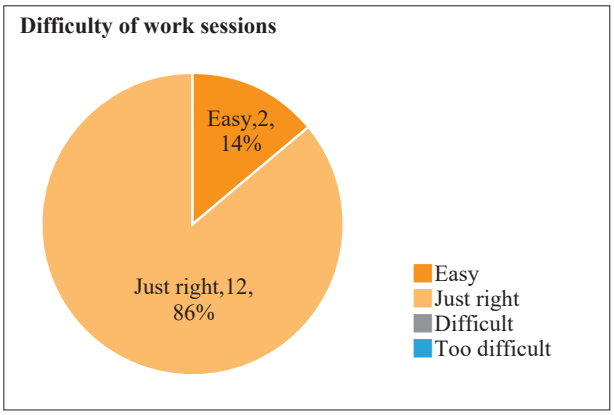


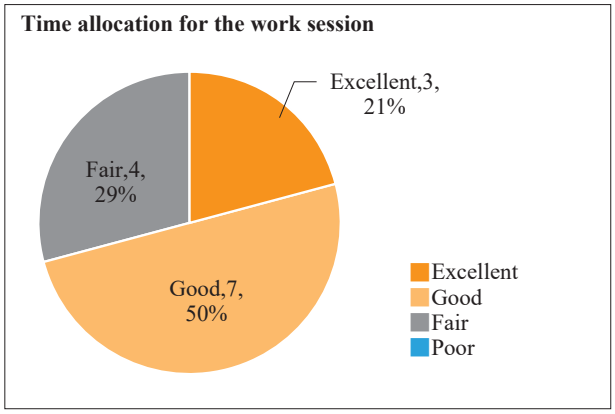


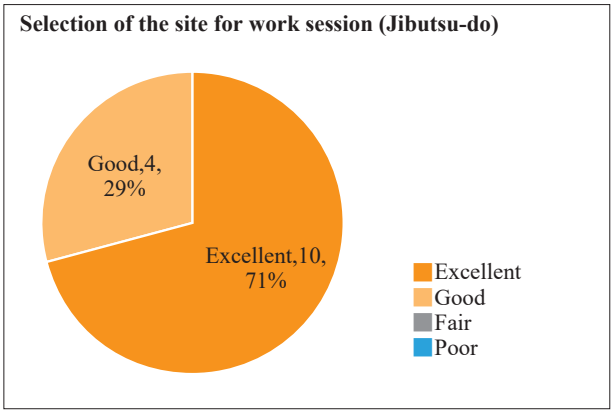
- I think presenting a case study in person is more effective because it allows for better discussion, exchange of ideas, and question and answer sessions among participants
- On-Site for better interaction
- There are some restrictions and limitations in presenting on-line main factor is the internet connection and sometimes, the participants tend to be shy in asking questions to the presented
- Because I couldn't attend some of the presentation that were caused by the poor internet connection

C) On-site Programme (work sessions)

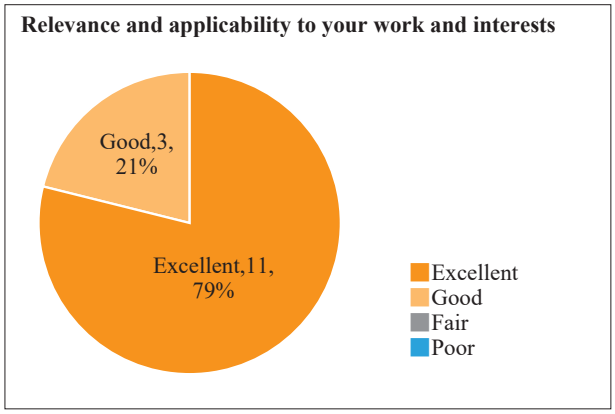




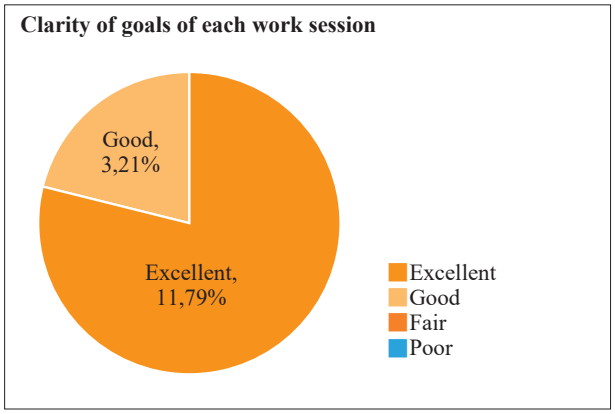


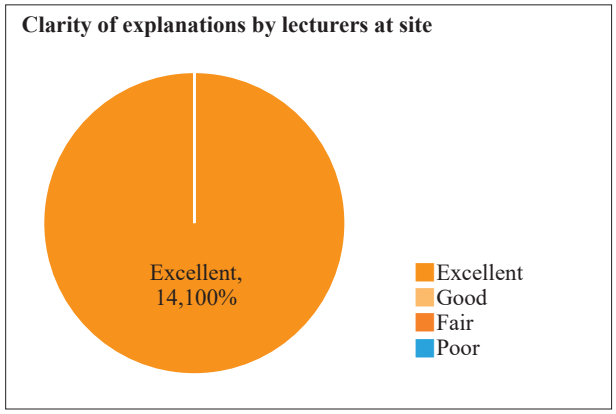


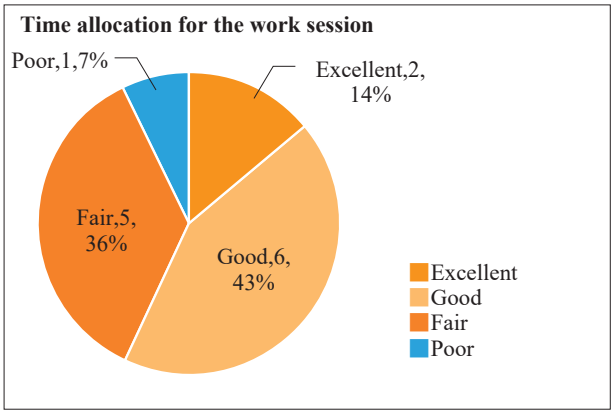
- I felt that there was limited time available for reflections or for processing the information and sometimes not enough time for questions and discussions. During the on-site work session, the schedule felt quite compressed, and it often seemed like we were rushing from one site to another
- One more day off would be good
- I think, the practical lesson in Jubutsu-do took a bit too much time, maybe 1 day of observation and brief explanation and 1 day for presentation and lecture is fine
- Special thanks to Tai Sensei for being so patient with us and making us understand every minute part that was important



D) On-site Programme (study tours)

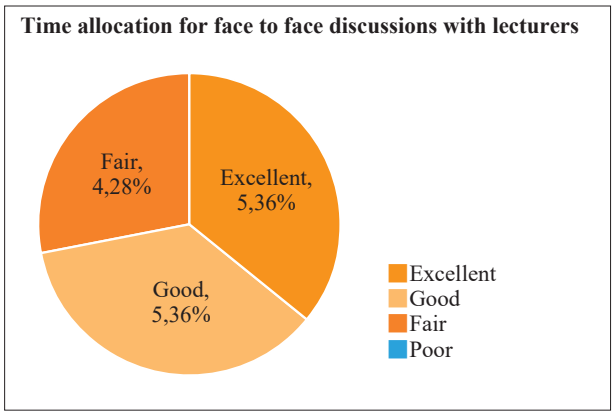


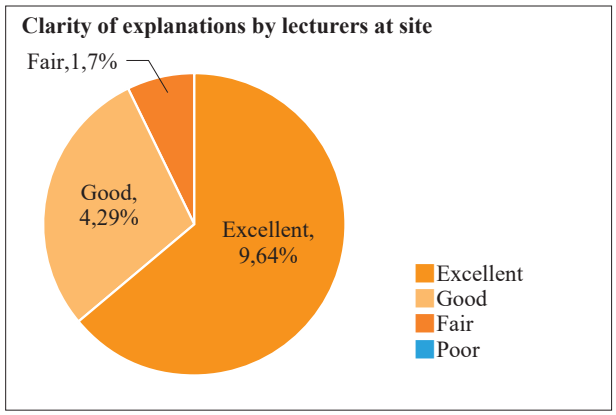


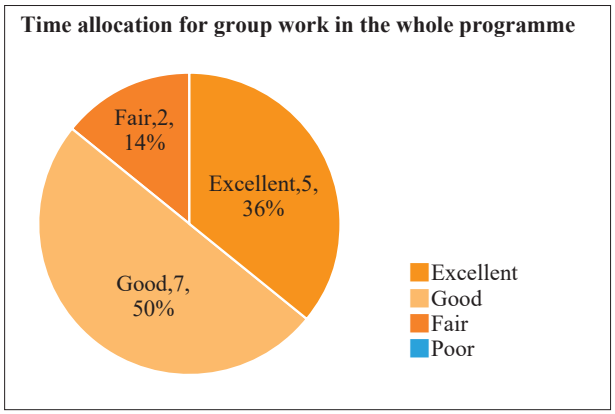


- A little more eased out schedule would be better for making better observations and understanding
- I recommend that ACCU consider allocating more time for site observations during the study tour, to allow participants ample opportunity for exploration
- I think Only Jibutsudo's presentation preparing time should be more long enough. Specially it was group work and 2 observation day was more like individual work so if we had more time to make presentation, result could be better and networking through group work would be more effective
- I recommend a longer site visit especially on active conservation sites

E) Presentation, Discussions, Groupwork





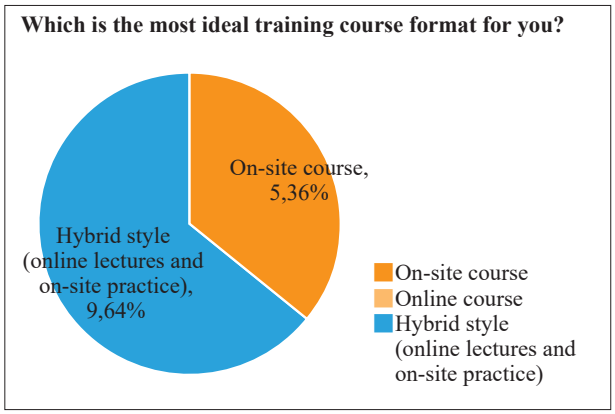


- Better if we can engage with lecturers from the beginning, in the online programme
- I really like that every end of the lecture, we allotted an ample time to answer the participants questions

- For group work, time pressure is good it is just that longer time equates to a more detailed output from the collaborators

Any suggestions/opinions for On-site Programme

- There should have been more work sessions
- I felt that there was limited time available for reflections or for processing the information and sometimes not enough time for questions and discussions. During the on-site work session, the schedule felt quite compressed, and it often seemed like we were rushing from one site to another
- One more day off would be good
- Extending the time for completing group projects
- Longer time for each location
- I think the study tour duration seemed to be well-planned. However, I wish we could visit more places
- I would have loved a site visit to one of the forest areas which are protected for building materials and/or wood processing units or lumber yards
- The time for each site visit is too tight, maybe it is better if the number of the site is reduced but give more time for participant to explore and interact with the lecturers in the site
- Extending the time for completing individual visits and observations



- I think that on-site training offers a more personalized and interactive experience compared to online training
- Hybrid style I think is the most cost effective and flexible training course format since we are able to focus first on the documentary requirements and submissions so that we can focus on the trainings on site and not be bothered by any other pending requirements

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 2023
Digital Tools for Recording, Conservation and Display of Archaeological Artefacts

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

2. Cooperation
International Institute for Central Asian Studies (IICAS)

3. Background
Every year since 2000, ACCU Nara holds Thematic Training Course for mid-career cultural heritage professionals coming from the Asia-Pacific countries. This course is designed to address particular needs and issues related to cultural heritage protection in the target countries, empower the course participants with practical skills and theoretical knowledge, and foster international cooperation in the cultural heritage field.

In 2023, jointly with the International Institute for Central Asian Studies (IICAS), which is a scientific organisation leading various research projects on historical and cultural issues in Central Asia, ACCU Nara implemented an online training course for mid-career archaeologists and heritage professionals coming from Central Asian countries.

As a result of consultation with IICAS, the theme of the training was decided "Digital tools for recording, conservation, and display of archaeological artefacts" with a particular focus on digital applications and modern technologies used in the conservation science field, and museum storage and display of archaeological objects. It was aimed that the fresh knowledge and skills gained through this training assist the participants in advancing their research projects and heritage protection initiatives in Central Asia.

4. Dates and Method
November 6 – November 20 2023
The training course took place **online** and included self-study through ACCU's digital platform as well as several live sessions for practical training delivered from ACCU Nara Office and Nara National Research Institute for Cultural Properties.

5. Participants
Eleven mid-career archaeologists and cultural heritage specialists from the heritage organisations in Central Asian countries who are currently engaged in research, conservation, and management of cultural heritage, and have 10-15 years of working experience in this field applied for the course. Eight participants were awarded certificate of completion.

6. Theme
Digital Tools for Recording, Conservation and Display of Archaeological Artefacts

7. Programme
The course programme was designed based on the requests of the IICAS and therefore taught the 3D documentation methods of the archaeological sites and artefacts. The desired outcomes of the course was that the participants be able to document archaeological sites and artefacts in a way that later allows for the creation of 3D models, on their own. Theoretical and technical support (video lectures) was available on ACCU online platform. The practical part of the course focused on the discussions related to the use and limitations of digital tools in archaeological research, photography, and 3D recording.

Full programme is below:

Thematic Training Course for Mid-Career Professionals
on Cultural Heritage Protection in the Asia-Pacific Region 2023 (Central Asia)
Digital tools for recording, conservation, and display of archaeological artefacts
6 November - 20 November
(Online)

Nov-6 (Mon)	· Opening Ceremony and welcome addresses · Course orientation and access to online platform	**Live session ①** **14:00-15:00**	ACCU (1) Nabunken (2) IICAS (3)
	· Live- lecture on SfM-MVS and how to take photographs for creating 3D models during the practical session	**15:00-17:00** ***all times are given in JST**	*YAMAGUCHI Hiroshi* (Nabunken) *NAKAMURA Akiko* (Independent researcher)
Theme 1 Digital Technologies in Archaeological Research: use and limitations based on case studies Theme 2 3D Recording in Archaeology (using SfM-MVS method)			*YAMAFUJI Masatoshi* *YAMAGUCHI Hiroshi* (Nabunken) *NAKAMURA Akiko* (Independent researcher)
Nov-8 (Wed)	【Assignment Submission】photo data for 3D models		
Nov-9 (Thu)	· Discussion and Q/A session on lectures 1 and 2 · Demonstration (building a 3D model using sample data)	**Live session ②** **14:00-17:00**	
Theme 3 Digital Technologies in Cultural Heritage Conservation Science			*WAKIYA Soichiro* *YANAGIDA Akinobu* (Nabunken)
Nov-14 (Tue)	Discussion session on lecture 3 · Live-lecture on environment control for storage of archaeological artefacts	**Live session ③** **14:00-17:00**	
Nov-15 (Wed)	【Assignment Submission】photo data for 3D models		
Theme 4 **The use of 3D imagery in museums - on the example of Gunma Prefectural Museum of History**			*FUKASAWA Atsuhito* (Gunma Prefectural Museum of History)
Nov-17 (Fri)	Discussion and Q/A session	**Live session ④** **14:00-15:00**	
Theme 5 **3D Recording in Archaeology (using SfM-MVS method) ~ continued**			*YAMAGUCHI Hiroshi* (Nabunken) *NAKAMURA Akiko* (Independent researcher)
Nov-20 (Mon)	Discussion and Q/A session · Practical Training (creating 3D models individually) · Closing of the course	**Live session ⑤** **13:00-17:00**	
Nov-25 (Sat)	**Final Report / Course Evaluation Submission**		

(1) ACCU Asia-Pacific Cultural Centre for UNESCO
(2) NABUNKEN Nara National Research Institute for Cultural Properties
(3) IICAS International Institute for Central Asian Studies

【Lectures】
- Digital Technologies in Museum: use and limitations based on case studies
- The Use of 3D Imagery in Museums - on the example of Gunma Prefectural Museum of History
- Digital Technologies in Cultural Heritage Conservation Science
- 3D Recording in Archaeology (using SfM-MVS method)

【Interactive sessions and practical training】
- 3D recording of archaeological artefacts and museum objects using the SfM-MVS method

8. Lecturers

♦YAMAGUCHI Hiroshi
Researcher, Archaeological Research Methodology Section, Center for Archaeological Operations, Nara National Research Institute for Cultural Properties

♦NAKAMURA Akiko
Independent researcher

♦**YAMAFUJI Masatoshi**
Senior Researcher, Archaeology Section 2, Department of Imperial Palace Sites Investigations, Nara National Research Institute for Cultural Properties
♦**WAKIYA Soichiro**
Head, Conservation Science Section, Center for Archaeological Operations, Nara National Research Institute for Cultural Properties
♦**YANAGIDA Akinobu**
Senior Researcher, Conservation Science Section, Center for Archaeological Operations, Nara National Research Institute for Cultural Properties
♦**FUKASAWA Atsuhito**
Chief Curator, Gunma Prefectural Museum of History

9. 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 since then.

10. Certificate
A certificate of completion is awarded to participants who satisfactorily complete the course programme and submit a final report.

11. Working Language
The course was conducted in Russian (consecutive translation from Japanese).

12. Interpreters
Kobijaeva Mariya, *Freelance Interpreter*
Rustemova Aktolkyn, *Freelance Interpreter*

13. Requirements
Participants were asked to arrange:
1. Uninterrupted internet connection during the live sessions
2. 1 personal computer for practical training
3. 1 device (PC or tablet) to attend the live sessions
4. 1 digital camera

14. Secretariat
ACCU Nara
WAKIYA Kayoko, *Vice Director*, Programme Operation Department
MELADZE Tamar, *Director*, International Cooperation Division
YOSHIDA Machi, *Staff*, International Cooperation Division
International Institute for Central Asian Studies (IICAS)
Dmitriy Voyakin (PhD), *Director*
Director General of Archaeological Expertise Scientific Organization
Nara National Research Institute for Cultural Properties
SHODA Shinya, *Head*, International cooperation Section, Department of Planning and Coordination
KASAHARA Tomoyo, *Associate Fellow*, International cooperation Section, Department of Planning and Coordination

2. Course Summany

The fifteen-day training course themed around digital tools for recording, conservation and display of archaeological artefacts was held online from 6 November to 20 November for professionals engaged in cultural heritage protection in Central Asian countries. The course was conducted using ACCU's e-learning platform, iPAGE. Over the course period, seven video lectures were distributed in Russian, and five interactive sessions (ten hours in total) were held (see the schedule for details).

In deciding the course's content, we consulted the International Cooperation Section, Nara National Research Institute for Cultural Properties, which has recently carried out a project in Central Asia, about the conditions surrounding cultural heritage protection in Central Asian countries, and held an online preliminary discussion with Dr Dmitriy Voyakin, Director of the International Institute for Central Asian Studies (IICAS), the project counterpart. Dr Voyakin noted that although 3D recording and other techniques have been actively adopted in archaeological site surveys in the region, there are issues with the methods and utilisation of 3D recording for documentation and display of museum artefacts, and he requested us to provide an opportunity to learn about specific examples in Japan. Upon deliberation with the Nara National Research Institute for Cultural Properties, the co-organiser, we decided to ask for the dispatch of Japanese experts to address these issues and deliver the following four lectures on digital documentation:

1. Digital Technologies in Archaeological Research: use and challenges based on case studies
2. 3D Recording (using SfM-MVS method)
3. The Use of 3D Data in Conservation Science
4. The Use of 3D Imagery in Museums

Each lecture involved watching a video lecture, followed by an interactive session, including a Q/A session, demonstration, and practical training, with the lecturer(s) in charge. The participants engaged in practical training where they created 3D images from the photo data they took themselves.

6 November

■Opening Ceremony / Orientation (14:00-15:00 JST)

First, Mr Morimoto Susumu, director of ACCU Nara (the organiser), and Dr Shoda Shinya, Head of International Cooperation Section at Nara National Research Institute for Cultural Properties (the co-organiser), delivered opening speeches and briefly talked about the course's purpose. Then, the participants introduced themselves, followed by a self-introduction by Ms Nakamura Akiko, one of the lecturers. Lastly, a course orientation was held by ACCU, after which the lecturers, Dr Yamaguchi Hiroshi and Ms Nakamura Akiko, carried out an introductory lecture in an interactive session format.

Opening remarks by organisers (left: Dr Shoda from NNRICP, right: Mr Morimoto, Director of ACCU Nara)

Live session 1 (15:00-17:00 JST)

■ *SfM-MVS and how to take photographs for creating 3 D models during the practical session*

***Lecturers:* YAMAGUCHI Hiroshi (Nara National Research Institute for Cultural Properties (NNRICP))**
NAKAMURA Akiko (Independent researcher)

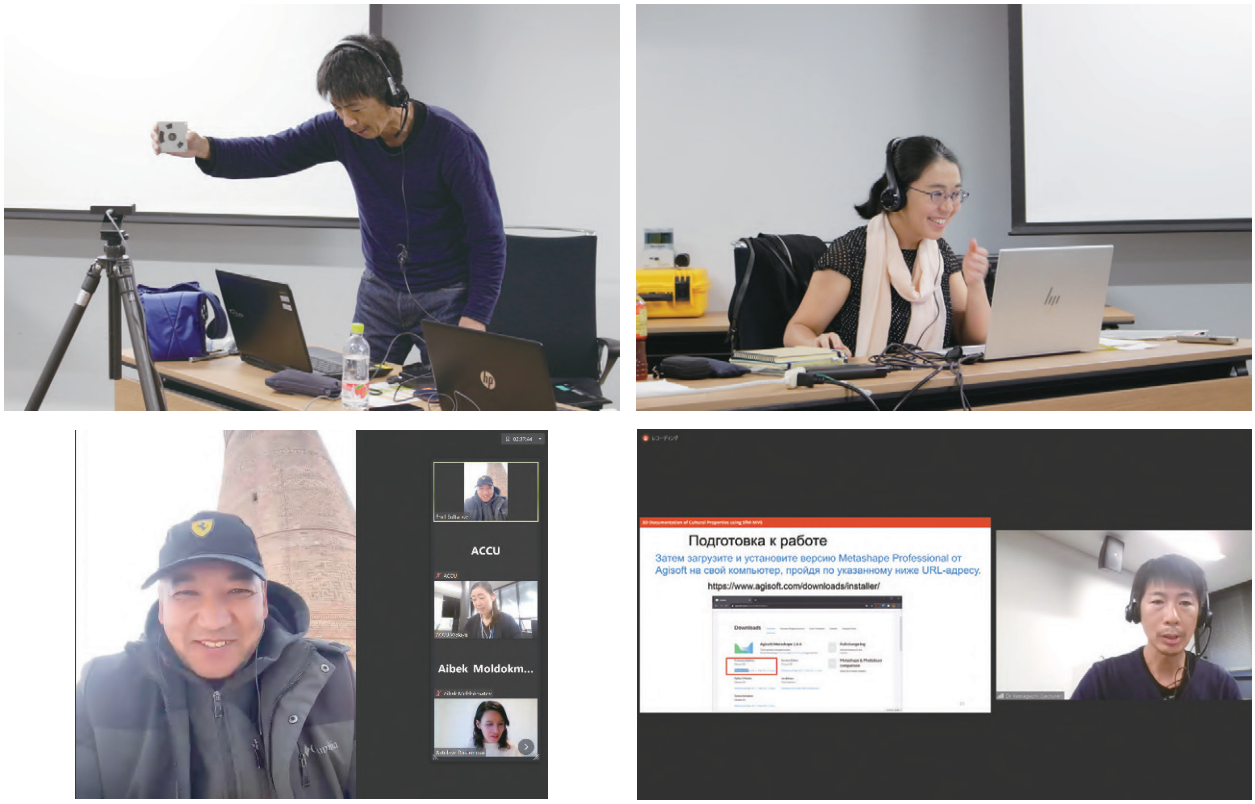
This lecture provided an overview of the knowledge and procedures of SfM-MVS documentation methods that would be necessary in the subsequent practical training, and involved a Q/A session too. The participants who use SfM-MVS on site asked many questions related to the issues in their daily work. Laser scanning, LiDAR (smartphones, tablets), and SfM-MVS are used regularly in Kazakhstan, and the participants raised questions about the issues associated with these methods.

- When creating 3D data of artefacts with automatic photography, how many pictures do you need to take for each artefact?

- Are smartphone apps for creating 3D data (LiDAR) adequate in terms of documentation performance?
- How to add positional information (XYZ coordinates) to 3D data?
- How to add positional information (XYZ coordinates) in tombs?

In response to these questions, the lecturers explained the appropriate solutions in detail based examples from Japan.

On the same day, distribution of all video lectures began on ACCU's e-learning platform, iPAGE. The participants made time to watch the video lectures during their regular work and prepare questions for the Zoom session, and also began preparations for the practical training, such as taking pictures of artefacts for which they wanted to create 3D data as part of an assignment given by the lecturers.



Live lecture and Q & A session by Dr Yamaguchi and Ms Nakamura

9 November

■Theme 1: *Digital Technologies in Archaeological Research: use and limitations based on case studies* (Video Lecture)

***Lecturer:* YAMAFUJI Masatoshi (Nara National Research Institute for Cultural Properties (NNRICP))**

The lecture in Unit 1 introduced 3D measurement technology, which has been rapidly implemented in the cultural heritage industry in recent years. The lecturer touched on its potential application and issues. The lecture consisted of the following three major topics:

- Examples of 3D measurements of archaeological artefacts in Japan
- Advantages and disadvantages of documenting archaeological artefacts in 3D
- Implementation of 3D measurement and its application (case study: mapping and listing)

The lecturer talked about how 3D measurement is becoming widespread and an essential item in the field of cultural heritage. He also mentioned that there are advantages and disadvantages and that those who use it need a proper understanding of both. He emphasised that 3D measurement technology is only to be used by cultural heritage specialists, and useful documentation cannot be created unless it is based on expert knowledge. Participants took note of considerations for conducting 3D measurements and proceeded to undergo practical training in the next lecture in Unit 2, where they were required to create 3D documentation.

Dr Yamafujii's lecture: Lecture on Digital Technologies in Archaeological Research

Live sessiom 2-1 (9 November/ 14:00-15:00 JST)

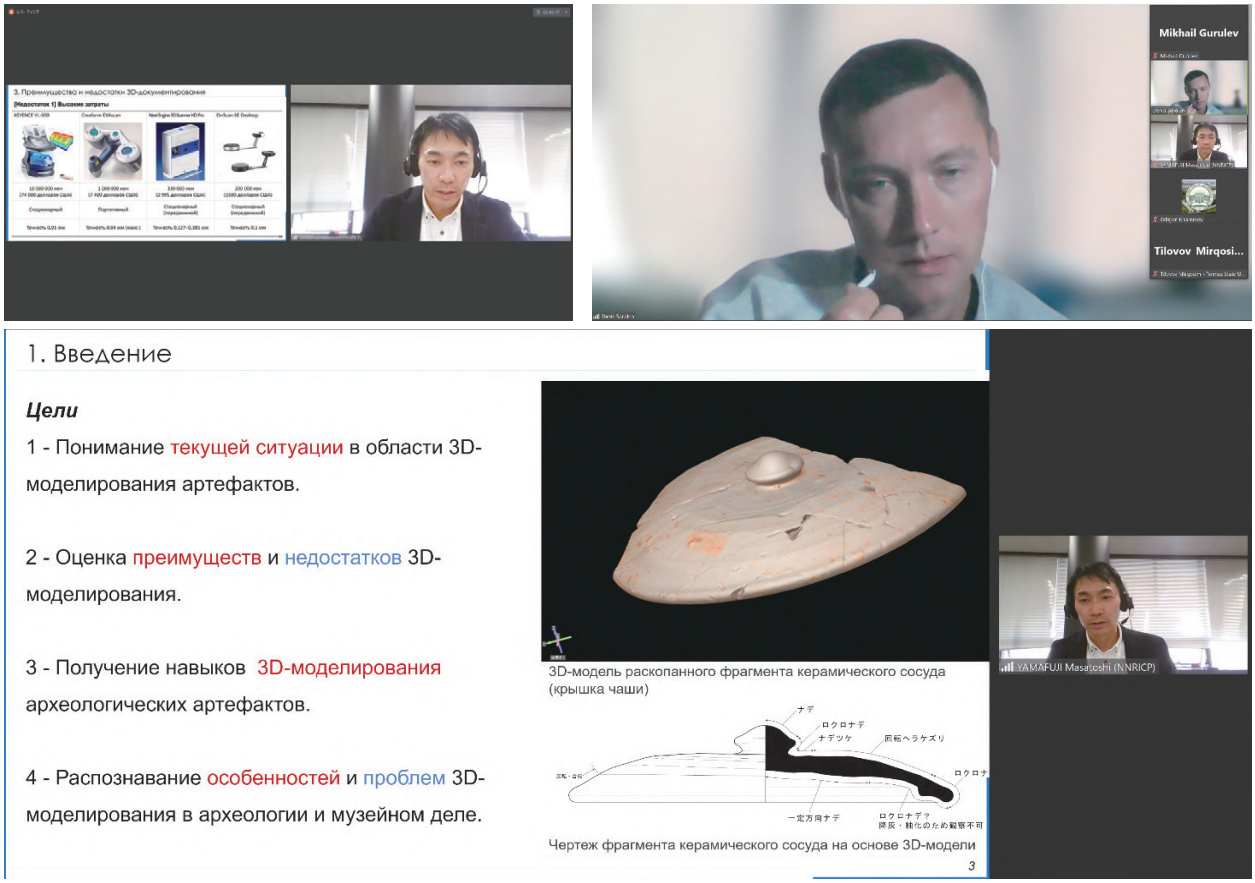
■Discussion and Q/A session on theme 1

***Lecturer:* YAMAFUJI Masatoshi (Nara National Research Institute for Cultural Properties (NNRICP))**

First, Dr Yamafuji summarised the advantages and disadvantages of the digital technology covered in the video lecture. The pros include: 1) it enables precise documentation, 2) it has high reproducibility, and 3) 3D printers can be used to create models of fragile or large-sized cultural properties, which can be held by hand and utilised. The cons include: 1) the equipment is expensive, 2) the work method needs to be reorganised because it is different from the conventional workflow, and 3) long-term storage is challenging due to the large data volume.

The lecturer reiterated that the participants should consider in which areas to utilise this technology in their own country with the above merits and demerits in mind, the ultimate need for researchers to thoroughly examine artefacts remains a key aspect as before, and researchers should not place too much confidence in digital technology. Finally, the lecturer shared some examples to show how 3D data can be utilised in museums for making databases.

The lecture served as an opportunity for the participants to gain answers to questions they had related to the specific challenges and problems they face in their daily work, such as "how long does it take to create 3D data of a single artefact?", and "what is the ideal distance between artefact and scanner when creating 3D data of an artefact with a handy scanner?".



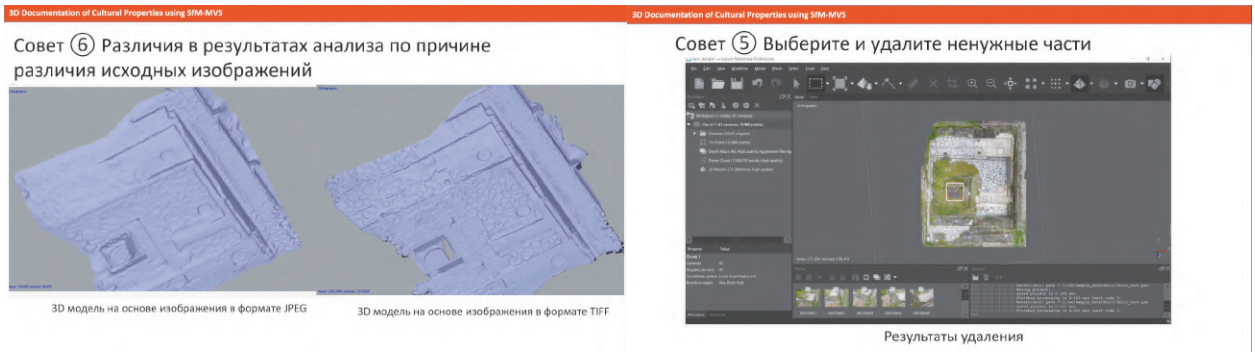
Live lecture and Q & A session by Dr Yamafuji

■Theme 2: *3D Recording in Archaeology (using SfM-MVS method)* (Video Lectures)
***Lecturers:* YAMAGUCHI Hiroshi (Nara National Research Institute for Cultural Properties (NNRICP)) NAKAMURA Akiko (Independent researcher)**

The first part of Theme 2's programme consisted of two separate video lectures. The first lecture provided an overview of various types of digital equipment used in Japan, explaining the pros and cons of each type of equipment as well as the kind of archeological site that each type is suitable for from a documentation perspective. Specifically, the lecture explained how to create a 3D recording without expensive or special equipment by using the SfM-MVS method. The second video lecture outlined the procedures involved in creating a 3D recording with SfM-MVS. The participants conducted the following practical training while following these procedures:

i. Each participant took pictures of the excavation site or cultural heritage that they wanted to create a 3D recording of and submitted the data to ACCU.
ii. 8 November: The lecturers analyse the submitted photo data. Based on the data, they reviewed the points to note and potential improvements to be made during the in Live Session 2, and the participants retook the photos with the lecturers' guidance.
iii. 15 November: The participants submit the photo data again.
iv. 20 November: Practical training on 3D data creation with the lecturers (Live Session 3).

Dr Yamaguchi's video lecture: Digital documentation surveys using various types of equipment



Dr Yamaguchi's lecture: Lecture on SfM-MVS preparation procedures

Live session 2-2 (9 November/ 15:00-17:00 JST)
■Discussion and Q/A session on theme 2/ Demonstration (building a 3D model using sample data)
***Lecturers:* YAMAGUCHI Hiroshi (Nara National Research Institute for Cultural Properties (NNRICP)) NAKAMURA Akiko (Independent researcher)**

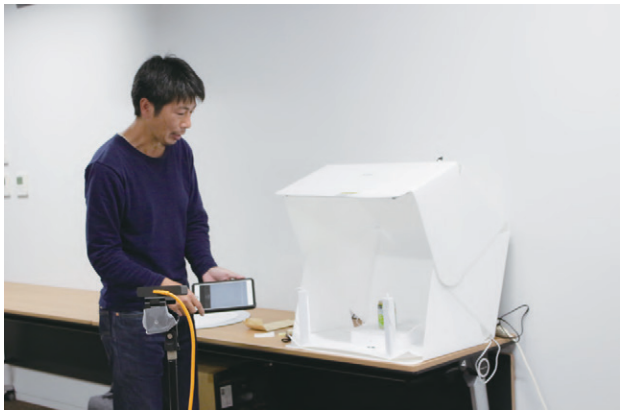
Ms Nakamura reviewed the data submitted by the participants on 8 November, and responded to questions from them. One participant asked a question about the colour correction technique using a grey card, and the lecturer did a demonstration. Next, she screen shared the photo data submitted by the participants on screen, pointing out the issues and providing tips to improve the data creation process. Ms Nakamura shared 3D images she had created in advance using the submitted data to illustrate how the defects in taking photographs affect on completing the task.

The lecturer provided the following tips to avoid these issues:

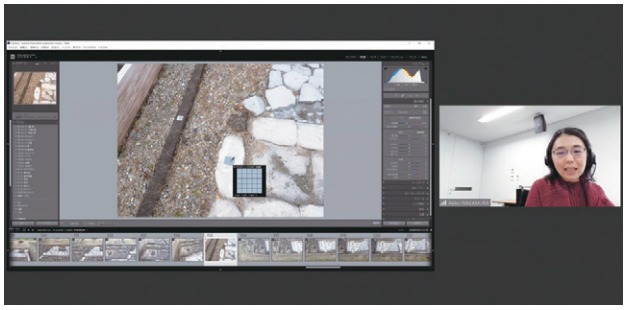
- Take pictures consecutively so that numerous pictures overlap each other
- Ensure proper focus
- Maintain a consistent focal distance (Fix the zoom lens before shooting)
- Fix the aperture value
- Input information on the scale and size

The lecturer instructed the participants to improve the issues pointed out by the next assignment submission date, and the lecture was concluded.

Next, Dr Yamaguchi introduced the participants to the various types of 3D measurement equipment used at the Nara National Research Institute for Cultural Properties and provided an additional explanation on the photography process used in SfM-MVS, followed by questions from the participants regarding challenges associated with artefact photography. Specifically, the participants asked how to take pictures of side surfaces of small-size and thin artefacts such as mirrors and coins. Both lecturers shared tips for creating 3D images of such artefacts, and they decided to provide some actual examples in the next lecture. Using this live lecture as reference, each participant practiced to prepare for the next session.

Dr Yamaguchi demonstrating the photography process used in SfM-MVS: Explanation of photographic equipment using a rotating stand




Left: Ms Nakamura explains how to reproduce colors correctly using gray cards
Right: Discussion with participants about the 3D data creation of very thin archaeological artifacts

14 November

■Theme 3: *Digital Technologies in Cultural Heritage Conservation Science* (Video Lectures)

***Lecturers:* WAKIYA Soichiro, YANAGIDA Akinobu (Nara National Research Institute for Cultural Properties (NNRICP))**

Exhibition/storage conditions or conservation treatment may promote the deterioration of archaeological artefacts. Therefore, it is important to: 1) create an appropriate environment (e.g., temperature, humidity) and 2) constantly monitor artefacts for any signs of deterioration. Deterioration of archaeological artefacts can be identified mostly by the change of colour and shape. Documenting the artefacts in 3D is extremely effective in identifying minute changes that cannot be observed by the naked eye. In paticular technologies such as SfM, which can easily record both surface image information and shape information, are very useful in preservation of archaeological artefacts. The lecture introduced usage examples of digital technology, such as 3D measurement and X-ray CT, conducted in Japan for monitoring archaeological artefacts for preservation purposes.

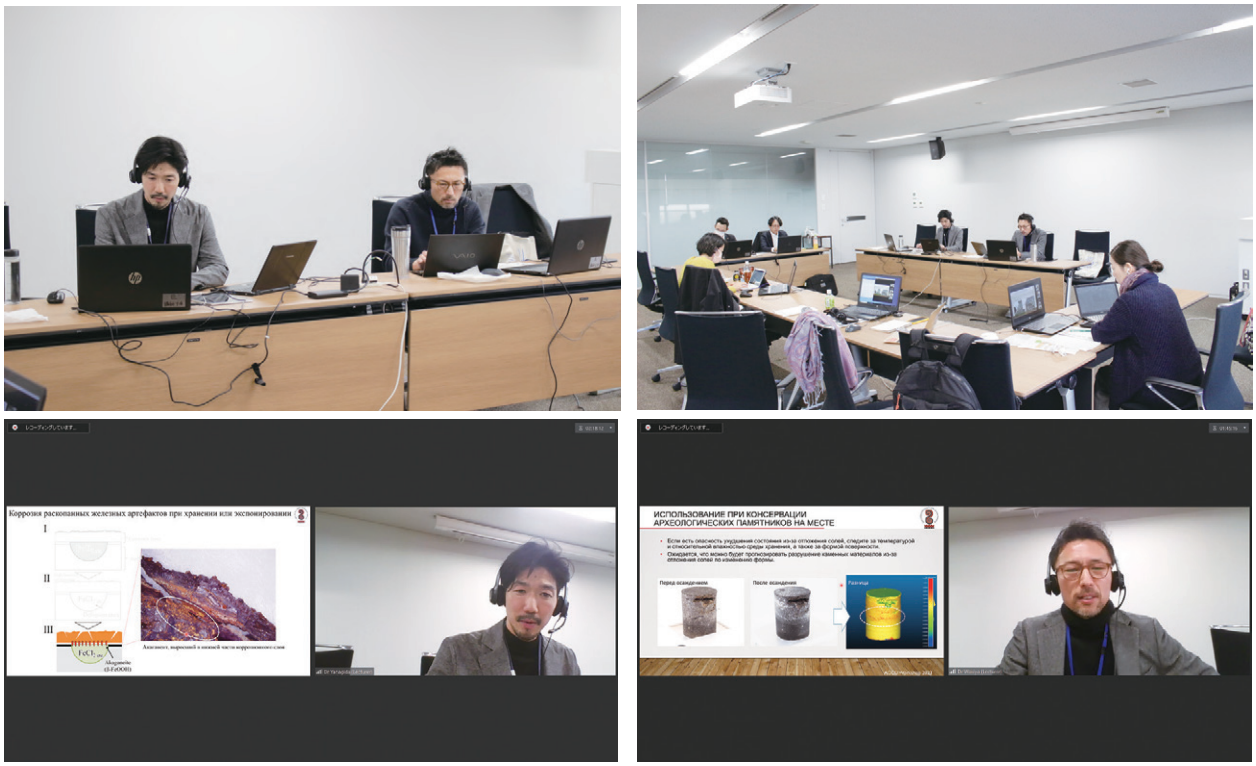
Live session 3 (15:00-17:00 JST)

■Discussion session on theme 3/ Live-lecture on environment control for storage of archaeological artefacts

***Lecturers:* WAKIYA Soichiro, YANAGIDA Akinobu (Nara National Research Institute for Cultural Properties (NNRICP))**

The lecturers provided supplementary information to the video lecture, explaining how to periodically monitor deterioration of sites and artefacts with SfM-MVS. Sites and artefacts change in form as they deteriorate. For instance, the surface peels off or cracks become bigger. By examining these changes with 3D data, it is possible to identify deterioration early or monitor objects that have undergone preservation processing. In addition to the use of SfM-MVS, the lecturers explained a method for examining changes in the forms of sites and artefacts that involves creating 3D models of them with x-ray computed tomography.

The participants asked about how to remove salt from sites, since salt weathering is a problem shared across Central Asian countries. The lecturers explained a method used in Japan that involves sticking pulp to remove salt from surfaces while controlling the temperature/humidity. The lecture served as an opportunity for the Japanese lecturers to learn about the environmental control on heritage conservation in Central Asia, such as that damage to sites and buildings due to salt is a problem in Uzbekistan and Kazakhstan, and to share information about solutions to these issues.



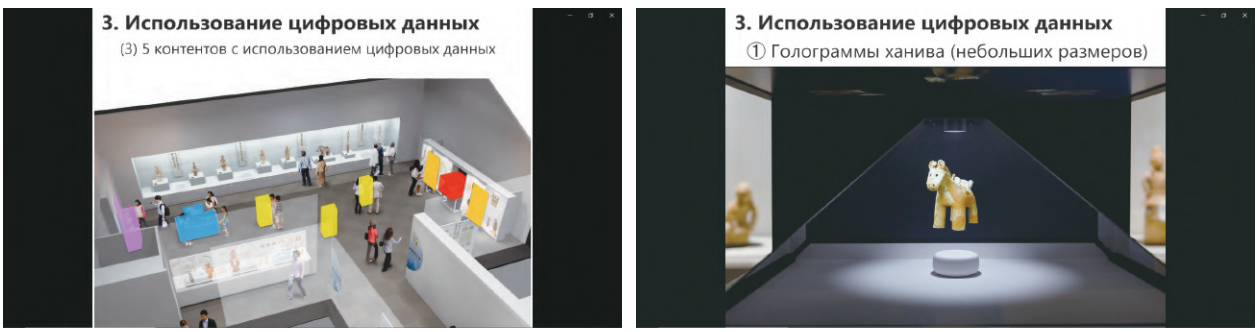
Left: Lecture by Dr Yanagida on the use of 3D in the observation of iron artifacts before/after conservation treatment
Right: Lecture by Dr Wakiya on the case study of 3D application in the observation of the progress of deterioration of the stone chamber of an ancient tomb

17 November

■Theme 4: *The use of 3D imagery in museums - on the example of Gunma Prefectural Museum of History* (Video Lectures)

***Lecturer:* FUKASAWA Atsuhito (Gunma Prefectural Museum of History)**

Many clay figures designated as national treasures are displayed at the Gunma Prefectural Museum of History. Digital data is created for these items and used for management and effective use of the figures. The lecture explained the necessity of digitalisation, method of digitalisation, and utilisation of digital data. In the section about necessity, the lecturer mentioned that even if artefacts go through changes such as aging deterioration, storing accurate and high-definition 3D data will allow us to reproduce them to the state before the change. He also explained that the data can be used for various content, such as digital archives, without moving the actual artefact. The lecture also touched on the balance between volume of data and price as a challenge and a point to note regarding digitalisation. He talked about how he created two types of data for different purposes, which were data for documentation and storage (high cost) and data for use (low cost), at the museum. He added that it is important to think about the purpose of the use of data before introducing digitalisation to a museum.



Left: The digital exhibition room (3D exhibition is performed in the colored part)
Right: 3D hologram image of artefacts in the digital exhibition room

An hour-long expository tour was given after the museum closed. Mr Fukasawa explained the digital exhibition room and the method of utilising data. The following exhibitions were introduced:

1. Clay figure hologram exhibition: digital content using 3D data where clay figures look as though they are floating and keep appearing and disappearing
2. Clay figure scope section: digital content using 3D data where visitors can rotate 3D models of clay figures in any direction and can view them from various angles
3. AR clay figure photo spot: digital content using 3D data where visitors can take a photo with the AR clay figure
4. Hands-on clay figure section: section where several 3D-printed clay figure replicas are displayed for visitors to touch and hold

After the tour and explanation, a live Q/A session was held.

Entrance of the digital exhibition room

Clay figure hologram exhibition

Left: Clay figure scope section, Middle: AR clay figure photo spot, Right: 3D-printed clay figure replica

Live session 4 (14:00-15:00 JST)

■Discussion session on theme 4

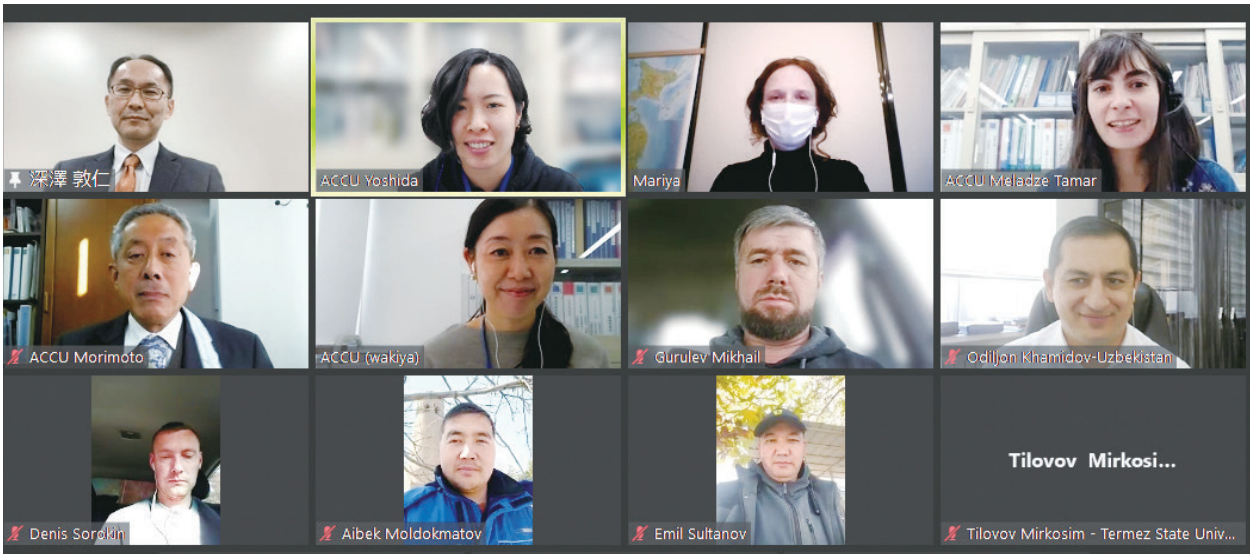
***Lecturer:* FUKASAWA Atsuhito (Gunma Prefectural Museum of History)**

First, the lecturer talked about the four objectives of museum artefact digitalisation.

i. To create accurate documentation in case the actual artefact is damaged.
ii. Digital data can be used to widely disseminate/share information on museum artefacts online.
iii. To provide opportunities for utilisation outside the museum (e.g. stations, schools) by creating artefact replicas with 3D printing.
iv. Museum artefacts can be shown online, which allows people from all over the world to see them.

The lecturer summarised the takeaways as follows: digitalisation of museum artefacts enables both the protection and diverse utilisation of museum artefacts.

The participants noted that the lecture was very thought provoking, and they were especially interested in how to create and utilise 3D hands-on models. One of them suggested that 3D models could provide opportunities to showcase artefacts to people who cannot visit regional museums or sites themselves. The discussion between the participants and lecturer served as an opportunity to share their thoughts about the various potential applications of 3D technology (e.g. projects with private companies, ways to utilise models created with 3D printing, digital museums). None of the participants had used 3D printing before, but were keen to try it going forward.



Group photo with lecturer, Mr Fukasawa (top left)

20 November (13:00-17:00JST)

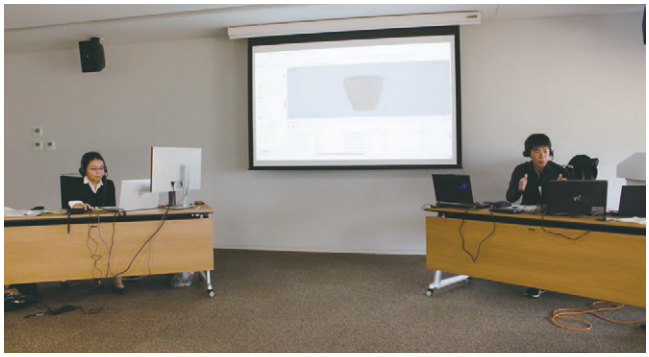
■Live session 5

***Lecturers:* YAMAGUCHI Hiroshi (Nara Research Institute for Cultural Properties), NAKAMURA Akiko (Independent Researcher)**

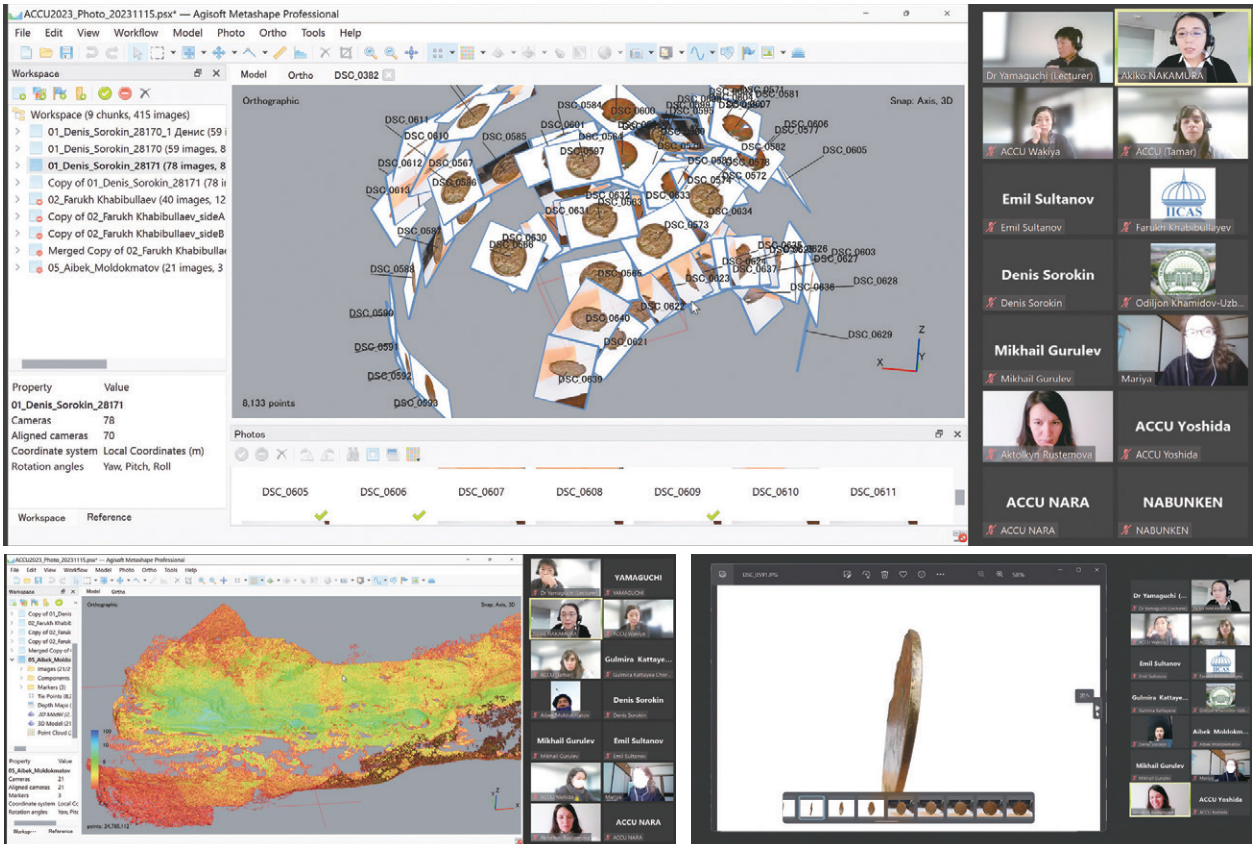
First, Ms Nakamura reviewed the data submitted by the participants. The lecturers had analysed the participants' data and created 3D recordings in advance; they screen shared the analysed images to explain the information missing from the images as well as some points to note and tips for improving the photography process. The common issues, solutions to those issues, and examples covered in the lecture included the following:

- An accurate 3D image could not be created because not enough pictures were taken
  → Take many pictures from different angles
- There were not enough points when adding positional information to photos → Set the points so as they surround the object
- Input direction information when handling archaeological site data
- For archaeological sites one needs to take a picture of an area larger than the object itself, whereas for artefacts one should try to take a picture of just the object. Items other than the artefact, such as a table or stand, that appear in the pictures, can interfere with the 3D data creation process.
- How to indicate the size of artefacts and sites → One can show the length on a PC by including two points in the picture and measuring the distance between them beforehand.
- When taking pictures of artefacts, use a bright light and make sure that the focus is right.
- How to synthesise images of upper and lower parts of an artefact
- How to take pictures of thin artefacts

The course served as an opportunity for the lecturers to gather information about the conditions and issues surrounding digital technology in Central Asia, and for the participants to find solutions to the specific practical issues they face in their daily work.

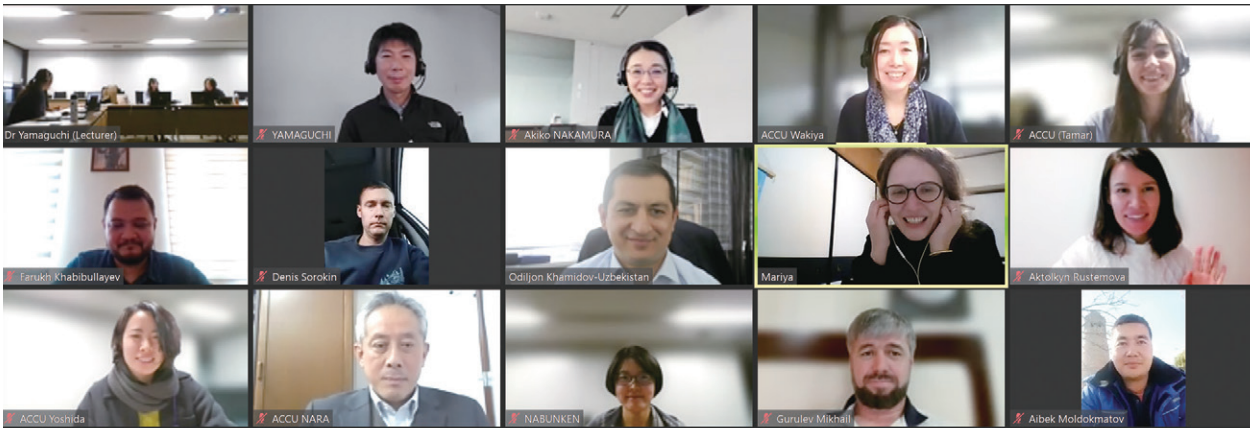


Question and answer session at the Nara National Research Institute for Cultural Properties



Ms Nakamura creates 3D data from photographs taken by the participants

Following the conclusion of the live session, the closing ceremony was held. The participants were instructed to submit a final report at the end of November in order to complete the course, and the two-week online session was concluded. In the closing ceremony, Mr Morimoto Susumu, director of ACCU, delivered a closing speech. He praised the participants for their great enthusiasm and lively discussions with the lecturers, and expressed his hopes that they would utilise what they have learned in their work. After taking a commemorative photo, the course was concluded.



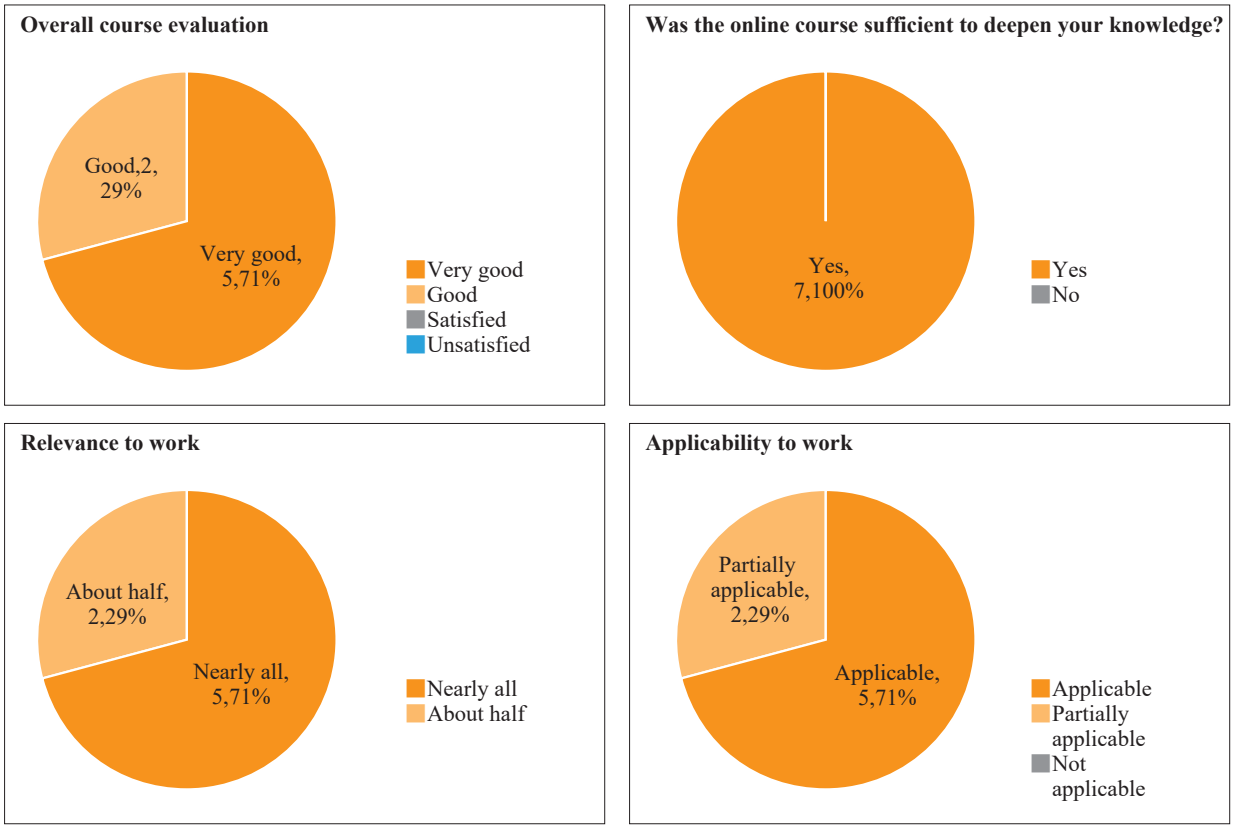
Group photo at the closing ceremony

3. Course Evaluation

We held an approximately two-week online training course for mid-career professionals coming from Central Asian countries (Uzbekistan, Kazakhstan, Kyrgyz Republic, Tajikistan). After the course, we asked the participants to submit a course evaluation. Of the 11 applicants, eight completed the course. All participants rated the advanced lectures as "Very good" or "Good". Over 70% of participants said that the course was relevant and applicable to their work. The curriculum was created based on extensive discussion with the Nara National Institute for Cultural Properties, which carries out exchange projects in the Central Asia region; this likely contributed to the high evaluation of the course. In addition, the course served as an opportunity for information sharing among the participants from various Central Asian countries. Based on the results of last year's course evaluation, we increased the duration and frequency of practical training and interactive sessions with lecturers. While all participants said they had sufficient time to interact with the lecturers, some felt the sessions were too long. We will review this point for next year's course.

As for the challenges, even though the participants seem to have acquired a certain amount of knowledge through the online lectures, none of them said they were happy with an online-only format in contrast to the previous year, and more of them wanted online lectures to be combined with on-site training. We feel that demand for on-site training has increased with the end of the Covid-19 pandemic. These comments will be reflected when we develop the next course's curriculum and in the on-site workshop activities.

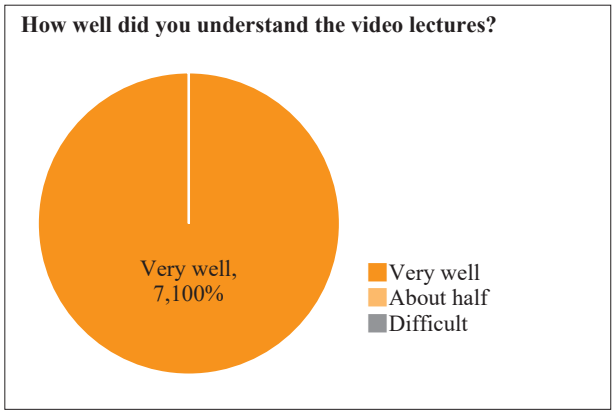
1. Overall evaluation

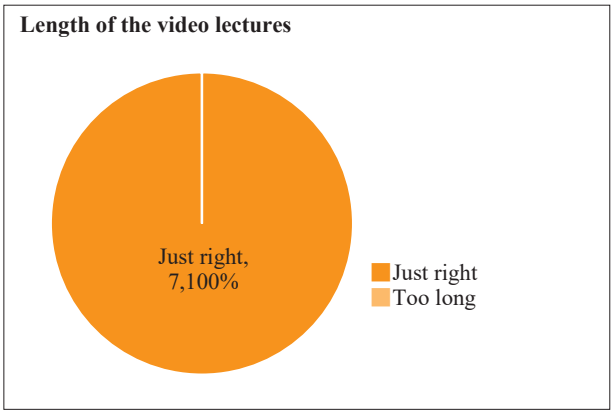


Are there any topics you would like to learn that were not covered in this workshop??

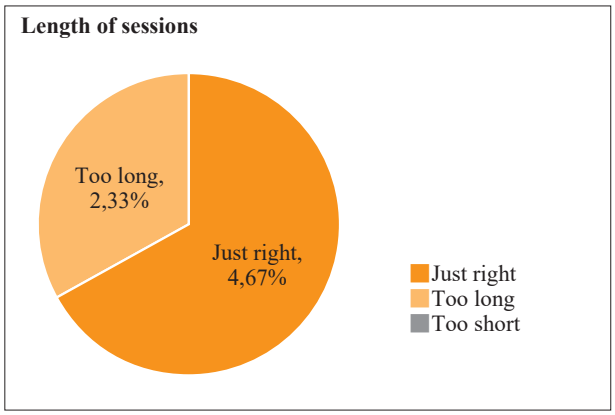
- Mapping in ArGIS, Augmented and Virtual Reality and other methods of 3D documentation Course on using LIDAR-equipped UAVs
- Course for creating detailed maps
- Using 3D printers (practical training), using laser scanners (practical training), combining SfM-MVS with laser scanning (practical training)
- Terrestrial magnetic scanning
- I want to participate in practical training in Japan using the latest facilities and equipment.
- It would be great if more in-depth courses on cartography were organised.

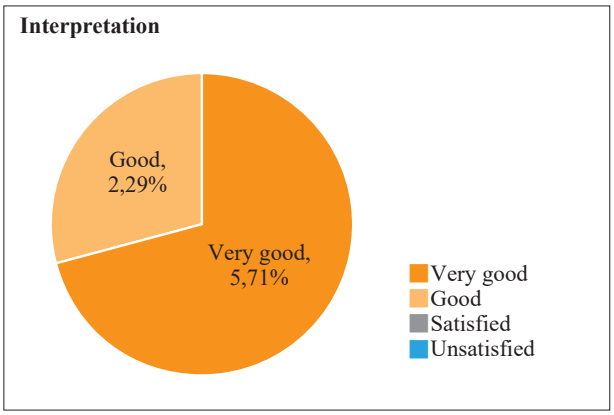
3. Course materials (video lectures)

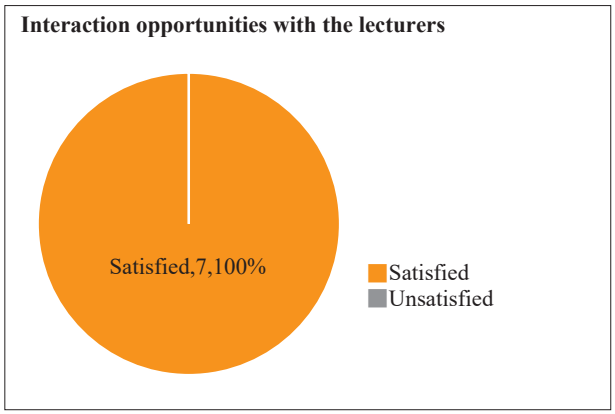


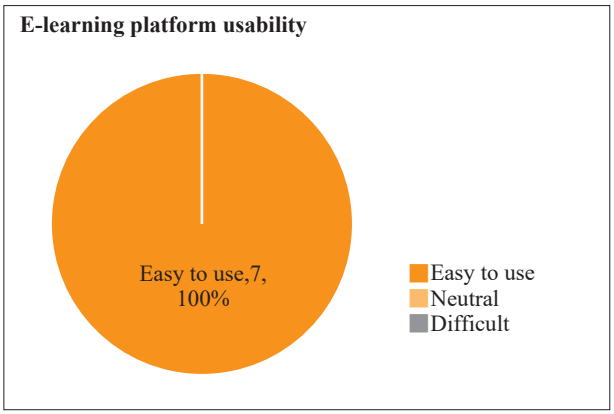


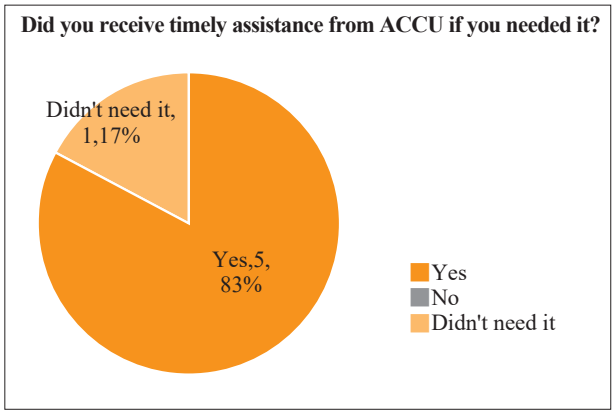
4. Interactive (Zoom) sessions

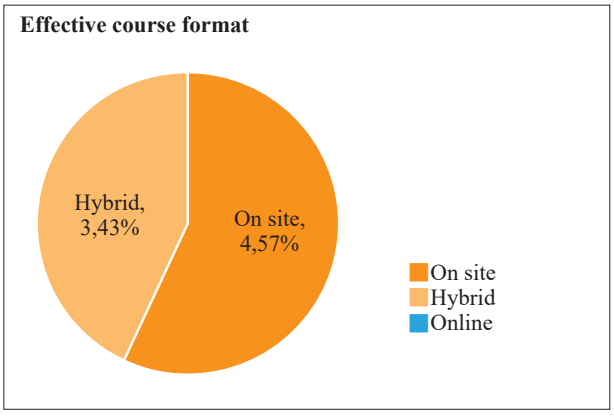












III. Regional Workshop

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

1. General Information

Workshop for Cultural Heritage Protection in Yogyakarta,
Republic of Indonesia
'Disaster Risk Management for Cultural Heritage'

1. Organisers
This course was jointly organised by the Agency for Cultural Affairs, Government of Japan (Bunkacho); Cultural Heritage Protection Cooperation Office, Asia-Pacific Cultural Centre for UNESCO (ACCU); Directorate of Cultural Heritage Protection, Ministry of Education, Culture, Research, and Technology, Republic of Indonesia in cooperation with the Provincial Government of Yogyakarta.

2. Background
Since its establishment in 2000, ACCU Nara has hosted more than fifty cultural heritage practitioners from different parts of Indonesia for various training and capacity-building programmes. This has created a solid network between ACCU and heritage specialists in Indonesia which enables active information sharing on ongoing issues, needs, and new initiatives in the cultural heritage protection field in both countries.

The Directorate of Cultural Heritage Protection, Ministry of Education, Culture, Research, and Technology, Republic of Indonesia together with the Provincial Government of Yogyakarta has been working on a comprehensive disaster risk management (DRM) plan for the cultural heritage of Yogyakarta which had registered on the World Heritage List under the title The Cosmological Axis of Yogyakarta and its Historic Landmarks last year just before this workshop. Although after the devastating earthquake of 2006, a number of disaster mitigation efforts for Prambanan Temple Compounds and historical buildings of Yogyakarta have been put in place, a comprehensive Disaster Risk Management Plan is on the process of development, for which the training of stakeholders involved in the management of cultural heritage is needed.

To respond to this need and request from the Indonesian counterparts, ACCU Nara dispatched the lecturers to organise an on-site workshop on 'Disaster Risk Management for Cultural Heritage'. The workshop aimed to create basic capacities for risk preparedness and response and enable participants to deal with various challenges related to disaster risk management for cultural heritage within their local context.

3. Dates
16 October – 21 October 2023
Three Japanese experts were dispatched for conducting the workshop on-site in Yogyakarta.

4. Venue
City of Yogyakarta, Republic of Indonesia
Training venue:
· Classroom-style lectures: The Phoenix Hotel Yogyakarta
· Venue for the work-sessions: Tamansari and Kauman area which are the sites along the Cosmological Axis of Yogyakarta
Ceremonies:
The Phoenix Hotel Yogyakarta

5. Participants
Eighteen young and mid-career cultural heritage professionals working at the Directorate General of Culture, Ministry of Education, Culture, Research and Technology; Yogyakarta Special Region Cultural Service, Division of Cultural Heritage Maintenance and Development and other heritage research and protection institutions in Indonesia.

6. Theme
Disaster Risk Management for Cultural Heritage

7. Curriculum
The training programme was designed based on the request from the Indonesian counterparts and therefore, focused on disaster risk management for cultural heritage. The key objectives of the course were to provide the participants with basic

knowledge on managing the risks for cultural heritage, on fundamental operational procedures pre, during, and post-disaster, and to equip them with the capacities of developing appropriate disaster risk management plans within their local context. The course included classroom-style lectures and on-site work sessions along the Cosmological Axis of Yogyakarta and its Historic Landmarks (see Schedule for details).

8. Resource Persons
JAPAN
(Coordinator)
TASHIRO Akiko
Associate Professor,
Graduate School of International Media, Communication and Tourism Studies
Hokkaido University

(Instructor and lecturer)
KIM Dowon
Associate Professor,
Institute of Disaster Mitigation for Urban Cultural Heritage, Ritsumeikan University

(Lecturer)
MAKI Norio
Professor,
Disaster Prevention Research Institute, Kyoto University

INDONESIA
(Lecturers)
Dian Lakshmi Pratiwi
Head
Office of Cultural Affairs
Special Region of Yogyakarta

Khaerunnisa
Head Master of Architecture Program,
Universitas Atma Jaya Yogyakarta

9. Working Language
Bahasa Indonesia with consecutive translation from Japanese

10. Interpreters
Urara Numazawa, *Freelance Interpreter*
Dina Mardiana, *Freelance Interpreter*

11. Secretariat
♦ACCU Nara
WAKIYA Kayoko, *Vice Director*, Programme Operation Department
MELADZE Tamar, *Director*, International Cooperation Division, Programme Operation Department
YOSHIDA Machi, *Staff (Project Planning)*, International Cooperation Division, Programme Operation Department
♦Directorate of Cultural Protection, Ministry of Education, Culture, Research and Technology
Judi Wahjudin, *Director*
Anton Wibisono, *Head*, Division of World Cultural Heritage Nomination
Galih Sekar Jati Nagari, *Cultural Analyst*, World Cultural Heritage Working Group
Putri Sekar Ayu, *Cultural Analyst*, World Cultural Heritage Working Group

WORKSHOP FOR CULTURAL HERITAGE PROTECTION IN THE REPUBLIC OF INDONESIA

"Disaster Risk Management for Cultural Heritage"

Yogyakarta, 16 - 21 October 2023

Programme

Time	Programme		Person in charge	Venue
16 October (Monday)				
9:00	**Opening Ceremony**	Welcome Address	**Mr Judi Wahjudin** *Director* Directorate of Cultural Protection, Ministry of Education, Culture, Research and Technology	The Phoenix Hotel Yogyakarta
		Opening Remarks	**Mr Morimoto Susumu** *Director* Asia-Pacific Cultural Centre for UNESCO (ACCU Nara)	
		Welcome Address	**Ms Dian Lakshmi Pratiwi** *Head of Office* Cultural Affairs, Special Region of Yogyakarta	
		Self-introduction	Course participants	
		Commemorative Photo	All members	
10:00	Break			
10:30	**Course Orientation & Information session**		ACCU	
11:00-12:00	【Lecture 1】 **The Cosmological Axis of Yogyakarta and its Historic Landmarks: values, previous disasters and their impact on cultural heritage**		Ms Dian Lakshmi Pratiwi *(Head of Office of Cultural Affairs)*	
12:00	Break for Lunch			
13:00-14:45	【Lecture 2】 **Disaster Risk Management for Cultural Heritage: introduction, core principles, key terminology**		Prof. Kim Dowon *(Ritsumeikan University)*	
14:45	Break			
15:00-16:00	【Lecture 3】 **Disaster Risk Management for Cultural Heritage in Indonesia: current situation and issues**		Dr Khaerunnisa *(Universitas Atma Jaya Yogyakarta)*	
16:00-17:00	【Lecture 4】 **Standards of Disaster Risk Management for the World Heritage Sites**		Prof. Tashiro Akiko *(Hokkaido University)*	
17 October (Tuesday)				
9:00-10:30	【Lecture 5】 **Pre-disaster Recovery Planning for Urban Settlements**		Prof. Maki Norio *(Kyoto University)*	The Phoenix Hotel
10:30	Break			
10:45	【Lecture 6】 **Heritage Values Assessment for DRM & Explanation of the Field Exercise**		Prof. Kim Dowon	
12:00	Break for Lunch			
13:00-15:30 *(incl. moving time)*	· Visit to Kraton 【Field exercise 1】 **Values Assessment Field Exercise** · Divide into two groups · Move to fieldwork venues by car		Prof. Kim Dowon Prof. Tashiro Akiko	1.Kraton 2. Kauman area 3. Tamansari and the surrounding settlement
15:30-16:30	【Group Discussion】			The Phoenix Hotel
18 October (Wednesday)				
9:00	【Lecture 7】 **Disaster Risk Assessment for Cultural Heritage**		Prof. Kim Dowon	The Phoenix Hotel
12:00	Break for Lunch			
13:00-15:30	【Field exercise 2】 **Disaster Risk Assessment Exercise** · Divide into two groups · Move to fieldwork venues by car		Prof. Kim Dowon Prof. Tashiro Akiko	1. Kauman area 2. Tamansari and the surrounding settlement
15:30-16:30	【Group Discussion】			The Phoenix Hotel
19 October (Thursday)				
9:00	【Lecture 8】 **Disaster Imagination Game**		Prof. Kim Dowon Prof. Tashiro Akiko	The Phoenix Hotel
12:00	Break for Lunch			
13:00-15:30 10:30 ~10:45	【Field exercise 3】 **Disaster Imagination Game** · Divide into two groups · Move to fieldwork venues by car			1. Kauman 2. Tamansari
15:30-16:30	【Group Discussion】			The Phoenix Hotel

20 October (Friday)			
9:00	【Lecture 9】 **DRM Planning and Implementation - examples from different countries**	Prof. Tashiro Akiko	The Phoenix Hotel
10:00	【Lecture 10】 **Emergency Response and Recovery through DRM Plan**	Prof. Kim Dowon	
13:00- 16:30	【Group Discussion and Preparations for Presentation】	Prof. Kim Dowon Prof. Tashiro Akiko	
21 October (Saturday)			
9:00	**【Presentation and discussion session】I** *-Pilot Plan of Disaster Risk Management*	Training participants, lecturers	The Phoenix Hotel Yogyakarta
12:00	Break for Lunch		
13:00	**【Presentation and discussion session】II** *-Pilot Plan of Disaster Risk Management*		
15:00	【Closing Session】 - Summary by Prof. Kim Dowon - Remarks by Prof. Tashiro Akiko - Remarks by ACCU - Certificate Handover Ceremony	Prof. Kim Dowon, Prof. Tashiro Akiko, Dr. Khaerunnisa, ACCU	

2. Course Summary

The course was held in Yogyakarta, Republic of Indonesia, on the theme of disaster risk management for cultural heritage from 16 October to 21 October. The venues were the Tamansari and Kauman areas, which are parts of the Cosmological Axis of Yogyakarta and its Historic Landmarks, designated as a World Heritage Site last year. The on-site training course combined fieldwork and classroom-style lectures (see the programme for more details).

Upon deliberation with the Directorate of Cultural Heritage Protection, Ministry of Education, Culture, Research, and Technology, Republic of Indonesia, the co-orgainser, we decided to implement a human resources training course on disaster risk management for cultural heritage. Following this request, upon consulting with the coordinator, Prof. Tashiro Akiko, associate professor at Hokkaido University, we requested Prof. Kim Dowon, associate professor at the Institute of Disaster Mitigation for Urban Cultural Heritage, Ritsumeikan University who has experience in organising international training programmes on disaster mitigation for cultural heritage in Japan, and Prof. Maki Norio, professor at the Disaster Prevention Research Institute, Kyoto University who has carried out disaster mitigation projects in Indonesia, to deliver lectures for a one-week workshop around the following themes:

1. Heritage values assessment
2. Risk assessment for cultural heritage
3. Disaster imagination game
4. Disaster risk management plan for cultural heritage (presentation)

The eighteen heritage practitioners from different regions of Indonesia formed four groups, and participated in on-site training which involved developing disaster mitigation plans for two districts that have received World Heritage designation.

16 October

■Opening Ceremony / Orientation

First, the organisers, Mr Morimoto Susumu, Director of ACCU Nara, and Mr Judi Wahjudin, Director of Directorate of Cultural Protection, Ministry of Education, Culture, Research and Technology, made opening remarks. This was followed by a welcome address by Ms Dian Lakshmi Pratiwi, Head of Office of Cultural Affairs, Special Region of Yogyakarta, in which she expressed her gratitude to the organisers, ACCU and the Agency for Cultural Affairs, Japan, and encouraged the participants to make the most of this training opportunity and leverage what they learn to promote cultural heritage protection.

Opening speeches by organiseres (Left: Mr Judi Wahjudin, right: Mr Morimoto Susumu (ACCU))


Left: Opening address by Ms Dian Lakshmi Pratiwi, Head of Office of Cultural Affairs, Special Region of Yogyakarta
Middle: Commemorative photograph of organisers at the opening ceremony, Mr Wahjudin and Mr Morimoto
Right: Address by Mr Anton Wibisono, Head, Division of World Cultural Heritage Nomination

■Lecture 1: The Cosmological Axis of Yogyakarta and its Historic Landmarks: values, previous disasters and their impact on cultural heritage
Lecturer: Dian Lakshmi Pratiwi (Head of Office of Cultural Affairs)

The first lecture provided a detailed explanation regarding the value of, and individual heritage sites comprising the Cosmological Axis of Yogyakarta and its Historic Landmarks, the World Heritage Site where the course was to take place. Ms Dian Lakshmi Pratiwi talked about the worldview that forms the city of Yogyakarta (centred around the royal palace, with the south gate, a tower called the Tugu Monument to the north, and Mt Merapi that lies beyond all aligned in a straight line, which represents Javanese philosophical thoughts on human life (from birth to death)), the learnings gained from past disaster experiences, and Yogyakarta's disaster mitigation plan, among other things, providing the participants with the local information necessary for the field exercises.

Lecture by Ms Dian Lakshmi Pratiwi (Head of Office of Cultural Affairs)

■Lecture 2: Disaster Risk Management for Cultural Heritage: introduction, core principles, key terminology
Lecturer: Prof. KIM Dowon (Ritsumeikan University)

The lecture covered examples of cultural heritage sites around the world that were damaged due to disasters such as fire, earthquakes, and flooding, provided a basic overview of disaster mitigation for cultural heritage, and presented the 11 principles that should be considered. The lecturer explained the need to come up with a separate cultural heritage disaster mitigation plan for each of the three phases of 1) before disaster (prevention), 2) during disaster (response), and 3) after disaster (recovery), as well as the need to learn from past disaster experiences and reorganise disaster mitigation plans to make them more robust. He also explained the key terminology related to disaster mitigation that would frequently be used in the course; of these, *hazard*, *vulnerability*, and *exposure* mutually impact one another, causing great damage to cultural heritage. Therefore, the lecturer highlighted the importance of identifying the 1) various hazards, 2) various vulnerabilities, and 3) degree of exposure of the cultural heritage in question, as well as the potential impacts, before risk management measures can be considered. This was followed by a Q&A session with the lecturer.

Lecture by Prof. Kim Dowon (Ritsumeikan University)

■Lecture 3: Disaster Risk Management for Cultural Heritage in Indonesia: current situation and issues
Lecturer: Dr Khaerunnisa (Universitas Atma Jaya Yogyakarta)

Dr Khaerunnisa provided an overview of the types of cultural heritage in Indonesia and the evolution of the legal frameworks to protect them, shared some examples of cultural heritage sites that have been damaged due to natural disasters in Indonesia (which are a frequent occurrence in the country), and outlined the development process and content of the disaster management principles for the Indonesian World Heritage Site Borobudur. Lastly, she summarised the issues with, and features of, disaster risk management (DRM) in Indonesia.

Based on the lesson from the earthquake that hit the Kotagede district in 2006, when numerous heritage buildings were lost because they were hastly rebuilt immediately after the disaster—Dr Khaerunnisa stressed the crucial importance of advance preparation and planning. She also emphasised how damage to cultural heritage can be reduced by enhancing the disaster response capabilities of local residents through regular education and training, among other measures. She noted that DRM plans must be feasible to be implemented, and asked the participants to consider the importance of executing such plans. The participants gained understanding of the challenges that needed to be addressed in Indonesia.

Lecture by Dr Khaerunnisa (Universitas Atma Jaya Yogyakarta)

■Lecture 4: Standards of Disaster Risk Management for the World Heritage Sites
Lecturer: Prof. TASHIRO Akiko (Hokkaido University)

Prof. Tashiro talked about the establishment of the World Heritage programme, the types of heritage, and the details of the nomination process, criteria, and nomination/operation guideline. In the Operational Guidelines for the impremention of the World Heritage Convention, the UNESCO Committee recommends that State Parties include disaster, climate change and other risk preparedness as an element in their World Heritage Site management plans and training strategies. UNESCO has recently issued a manual for DRM measures as well. Through this lecture, the participants acquired a basic understanding of the World Heritage Site designation procedure, and learned there is a need to formulate DRM plans before and after World Heritage Site designation and about the importantce of DRM in the monitoring and management of heritage.


Lecture by Prof. Tashiro Akiko (Hokkaido University)

17 October

■Lecture 5: Pre-disaster Recovery Planning for Urban Settlements

Lecturer: Prof. MAKI Norio (Kyoto University)

Prof. Maki delivered a lecture focused on urban disaster mitigation. The training venue, Yogyakarta, is a cultural heritage situated in an urban area, and there are areas where people actually live in heritage sites. With reference to the example of urban disaster mitigation in Kyoto City, Prof. Maki provided an overview of the 'recovery image training' conducted for officials of Kyoto City Government. First, two goals were set as a framework for this project: 'early rebuilding of life' from citizens' perspective, and 'safe and secure recovery of urban areas' from the local government's perspective. Specifically, the following tasks were involved: adding local information (e.g. townscape preservation conditions, road width, parks, densely built-up areas, house types (wooden structure, flat, etc.) to a map, assuming various degrees of damage (totally destroyed, partially destroyed, completely destroyed by fire) to individual buildings, and creating a plan detailing the recovery work after the disaster. A notable feature is that interviews were conducted with individual residents to grasp their family structure, occupation, dwelling history, etc. and to find out what sort of community recovery the residents wanted before a disaster occurrence. These preparations lead to swift recovery in the event of a disaster. Interacting with residents and visualising information were tasks included in the scheduled workshop, so this example from Japan enabled the participants to gain a good idea of the practical aspects of such projects and to understand the goals that lie ahead.



Lecture by Prof. Maki Norio (Kyoto University)

■Lecture 6: Heritage Values Assessment for DRM & Explanation of the Field Exercise
Lecturer: Prof. Kim Dowon
The field exercise involved the following tasks:
1. Heritage Values Assessment
2. Disaster Risk Assessment
3. Disaster Imagination Game
4. DRM Planning and Implementation
In the first lecture, Prof. Kim outlined the workflow of the tasks above and explained the lecture's topic, value assessment. Value assessment is a process to clarify what it is that we want to protect. The lecturer explained that it is possible to identify various types of values by viewing a heritage from multiple angles: the first step in DRM is to consider what values the heritage has—historical, social, artistic, religious, etc.—and to understand where these elements are present. In addition, as information about the disaster mitigation-related values of a heritage (such as the availability of an open space for evacuation or of waterways, ponds, or other resources necessary for fire extinguishing), is beneficial from a disaster mitigation perspective,the lecturer instructed the participants to add this kind of information to their maps. The participants learned what on-site information to record, and how to record it, on a map prior to the field exercise.



【Field exercise 1】 Values Assessment Field Exercise
Lecturers: Prof. KIM Dowon and Prof. TASHIRO Akiko
After the lecture, in the afternoon, the participants formed two teams to work on-site. The field exercise took place in two areas within the World Heritage Site: Tamansari Royal Garden Complex and the residential area surrounding it, and the Kauman area that is home to the Great Mosque Complex. On the first day, the participants visited the royal palace area, an essential part in any consideration of the value of Yogyakarta's World Heritage Site, learned the story of the heritage, and gathered information relevant to their respective areas.



Participants visited the royal palace area, an essential part of the value of Yogyakarta's World Heritage Site

The participants walked around the allocated area for about two hours, plotting the heritage values on the maps of their respective areas and summarising what types of value they identified. They interviewed local residents in the process of determining the values.

The participants returned to the lecture venue at 4 pm. to organise the information they gathered and share their results in a team presentation. They had formed four teams in total, two teams working on each area. The teams that worked on the same area made presentations from different perspectives, which enabled their members to deepen mutual understanding. The

Value assessment work at Tamansari (left) and Kauman area (right)

lecturers advised the participants to include in their consideration the value of not only immovable properties but also movable cultural properties held in museums and intangible heritage such as festivals, and to consider economic value as well.

18 October

■Lecture 7: Disaster Risk Assessment for Cultural Heritage

Lecturer: Prof. KIM Dowon

The lecturer first explained the objectives of risk assessment. Risk assessment allows one to make an informed judgment on the nature of the risks to the cultural heritage site during the pre-disaster, emergency, and post-disaster phase, assess the level/extent of risk, and prioritise actions for risk mitigation. In addition, it gives an idea of the goals of the DRM plan. On-site surveys conducted in risk assessment involve gathering the following information: 1) information on damage dealt in past disasters, 2) whether the existing disaster mitigation plan is effective, and 3) whether the local area has a risk reduction system. The participants needed to conduct fieldwork to find out what kind of hazards and vulnerabilities existed with respect to the values plotted in the field exercise on the first day. The participants had heard of risk but were not familiar with hazard and vulnerability, so the lecturer explained these concepts. Based on examples, the lecture rexplained that there are two types of hazards: those that occur suddenly, such as natural disasters and accidents, and those that occur gradually due to temperature and humidity. With examples given, he explained vulnerability from environmental factors such as three perspectives: 1) structural issues with cultural heritage, 2) those caused by environmental factors such as the ground conditions, and 3) those caused by human factors such as lack of maintenance.

Group work of risk assessment by each group

Evaluation of risk assessment categories by Prof. Kim and additional explanation about the on-site work

【Field exercise 2】
Disaster Risk Assessment Exercise
Lecturers: Prof. KIM Dowon and Prof. TASHIRO Akiko

For the field exercise, the lecturers instructed the participants to identify hazards and vulnerabilities, including their negative impact, through interviewing the local residents. They were given about two hours. Each team member was assigned a role, e.g. taking pictures, filling in the map, interviewing residents. Prof. Kim and Prof. Tashiro provided instructions on-site as necessary.

The participants returned to the lecture venue at 4 pm. Each team added the information they had gathered in the field exercise to their maps in different colours (for example, pink for hazards, orange for vulnerabilities, and blue for negative impacts) and then shared their results. They filled in the listed items (primary hazard, secondly hazard, vulnerability, attribute, loss of value) based on their survey and then made a presentation on the heritage values that were expected to suffer in a disaster situation.

The lecturers remarked that the Tamansari group had presented the following important observations and risks: the need to educate residents who are not aware of the values, the risk of fire in a scenario where the numerous power cables in the area are damaged, and the lack of signs in this densely built-up area showing the evacuation route in the event of fire. As for the Kauman group, the lecturers pointed out the following important observations made by participants: the risk of movable cultural heritage theft as the area is home to a museum, the fact that the waterways running through the area could be used in the event of a disaster, and that the history of past incidents had been researched and included in the risk. As advice the lecturers added that it is important to organise the heritage attributes, as this will highlight the hazards to be prioritised in the mitigation process.


On-site work at Tamansari. Participants asked residents about past earthquake memories.


On-site work at Kauman. Participants checked possible disaster risks and existing vulnerabilities.

19 October
■Lecture 8: Disaster Imagination Game
Lecturers: Prof. KIM Dowon and Prof. TASHIRO Akiko

The Disaster Imagination Game (DIG) implemented in this lecture is a training activity where a disaster occurrence is assumed to identify the issues associated with disaster mitigation measures. First the lecturers explained the DIG Workflow based on implementation examples from Japan; then they presented the following disaster scenario:

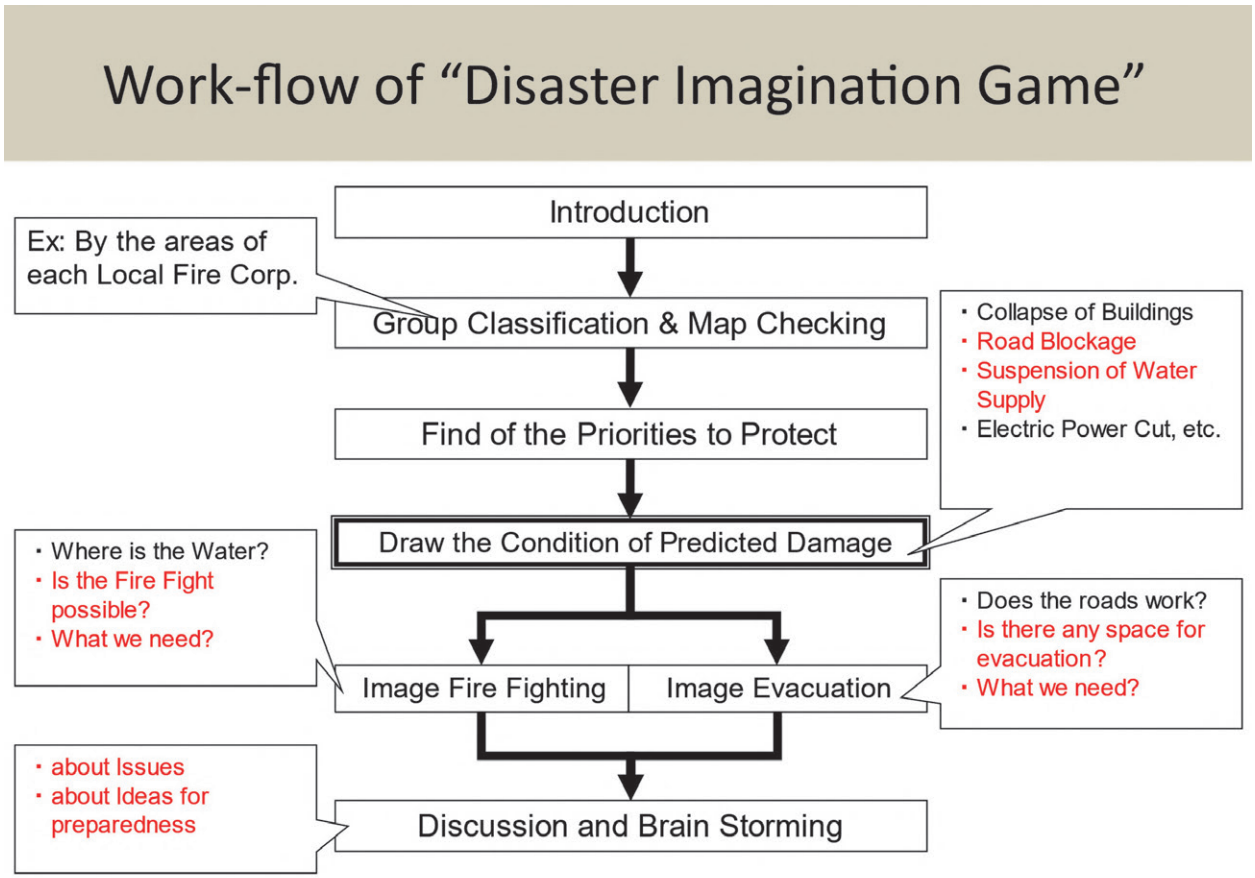
"At 5 pm on DD/MM, an earthquake of magnitude 10 occurs in Yogyakarta. Wind is blowing from the west at 6 to 7 metres/hour."

The participants were asked to imagine the collapse of buildings, the outbreak and spread of fire, the movement of local people in the early evening, and other factors to get an idea of the preparations necessary to minimise damage.

To implement DIG, the participants first needed to write down the local information they had gathered on a map. Therefore, in the morning, they went to their respective survey areas to confirm the following: 1) attributes, 2) risks, 3) mitigation measures (water sources, extinguishers, etc.), 4) places with a high concentration of tourists, 5) places where people who can direct others to evacuation routes, such as tour guides, are stationed, and 6) classification of road width (A: less than 4 m, B: 4–8 m, C: 8 m or more). After this, they wrote down each piece of information on tracing paper placed on their maps to organise their findings.

In the afternoon, each team made a presentation on the estimated damage and mitigation measures, and the lecturers offered specific advice regarding each point. Each group organised all this information and prepared for the disaster mitigation plan presentation scheduled for the following day.

Work in groups to put survey results on a map



20 October

■Lecture 9: DRM Planning and Implementation - examples from different countries

Lecturers: Prof. KIM Dowon and Prof. TASHIRO Akiko

Prof. Tashiro began her lecture by outlining the current state and issues of planning and implementation of disaster risk management, based on examples from Yemen, Japan, and Indonesia. Next, she talked about the emergency survey and recovery process in Padang, West Sumatra that sustained huge damage due to the earthquake of September 2009. In the research she conducted in Padang, Prof. Tashiro classified the buildings by their function and created a map showing the distribution of buildings that were damaged. This map enabled to identify which type of building suffered the most damage, as well as the reasons for this. Prof. Tashiro explained that the research revealed a change in townscape that occurred in the recovery process during the period from year one to year eight after the earthquake. She emphasised that although the restoration of historical buildings was completed within two years, many small, undesignated structures had been urgently restored using temporary, and inappropriate repair methods. Lastly, Prof. Tashiro raised the issue of how to deal with buildings that have cultural heritage value but are not designated as conservation areas in Indonesia.

In the second half of the morning lecture, Prof. Kim talked about emergency measures to protect cultural heritage in disaster situations and post-disaster needs assessment (PDNA). The participants asked questions such as: "Do overseas rescue teams that perform emergency measures after a disaster occurrence have knowledge about local cultural heritage?" "Do you have a disaster mitigation network for cultural heritage in Japan?" "Are there cases where historical buildings that suffered severe damage due to an earthquake lose their designated status as a culture heritage?" and "In the recovery process, how do you strike the balance between the intangible and tangible heritage values?"

In the afternoon, the participants were given the following assignments: 1) create a disaster scenario for the Kauman and Tamansari areas, where they had already conducted hazard and vulnerability assessment, and 2) develop disaster mitigation measures for cultural heritage. As these assignments were to form part of the final presentation scheduled for the following day, each group worked on them until 4:30 pm.

Lecture by Prof. Tashiro

Q&A session with the participants

Prof. Kim giving a lecture and explaining the assignments


Prof. Kim giving a lecture and explaining the assignments

Participants working on an assignment

21 October

【Presentation and discussion session】Pilot Plan of Disaster Risk Management

Lecturers: Prof. KIM Dowon and Prof. TASHIRO Akiko

In the morning, Prof. Kim delivered a summary lecture, after which each group prepared for the final presentation.

Summary lecture by Prof. Kim

In the afternoon, each team made a presentation on their DRM plan within their respective groups. First, they set a scenario, and then explained the type and extent of damage and how to mitigate it with existing resources. Furthermore, they identified areas that could not be mitigated and shared perspectives to be incorporated in future disaster mitigation plans. Each presentation lasted 10 minutes, followed by a 20-minute Q&A session in which the four teams had a lively discussion.

Below are some of the perspectives presented in the groups' disaster mitigation plans:

Kauman Teams:

Kauman is home to many places where people gather, such as a museum and mosque, and a settlement with narrow alleys is formed around the mosque. The team took these local characteristics into account when identifying the hazards, which included the following: the roads are narrow (fire engines cannot enter, the evacuation route is blocked), the power cables are exposed (risk of fire), the museum has large trees (damage to museum artefacts due to collapse), there is a petrol station within the settlement (fire), presence of mosque (increased risk due to people gathering for festivals or prayers). The team predicted that a fire would occur after the earthquake, and that damage would spread unless appropriate preparations are put in place. Existing resources that could be used included fire extinguishing equipment and waterways, and the square in Kraton (royal palace) was identified as a potential evacuation site. The team placed particular emphasis on the need for signs indicating the evacuation route, as well as the need for fire prevention measures in narrow alleyways, such as regular inspections of fire extinguishing equipment and training for residents in using the equipment. The lecturers suggested considering measures to prevent theft from the museum, what to do in case the curators are absent (after 5 pm), and short- to long-term disaster mitigation plans, and commended the team for taking road width into account.

Group presentation of Kauman teams

Tamansari Teams:

Tamansari is home to cultural heritage such as the gardens and bathing facility of the royal palace, and a settlement situated around the palace dotted with restaurants and souvenir shops. Based on these local characteristics, the team predicted that valuable heritage buildings would collapse due to the earthquake, and identified hazards such as tourists getting injured due to the debris, tourists panicking in the heritage sites, and people not knowing the evacuation route due to the absence of maps, as well as the risk of fire due to the exposed power cables. Therefore, mitigating the risk to human life posed by the collapse of buildings and guiding tourists were identified as issues to be addressed. The team pointed to site guides and the community around the heritage sites as resources that could help guide tourists to the evacuation route, and raised the need to educate, and clarify the roles of, guides and residents; create a tourist management plan, and develop laws and other frameworks to support these activities. Specifically, one of the teams which included a member of the Provincial Government of Yogyakarta raised the need to review the current framework to create a cooperative framework between the national, provincial, and municipal governments. The lecturers made the following suggestions: include the perspective of utilising existing community networks, and examine what kind of repairs were done to buildings that collapsed when the earthquake hit Tamansari in 2006. Additionally, they noted that training heritage site guides is a good perspective.

Group presentation of Tamansari teams

Finally, the lecturers offered the following advice: after creating a DRM plan, it is crucial to implement, revise, and continuously improve it.

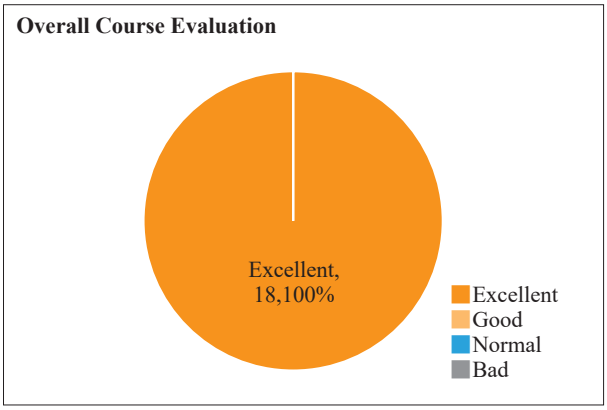
The closing session was held from 4 pm. The ACCU director handed a certificate of completion to all participants who had completed the assignments. Additionally, the participants received souvenirs from ACCU staff and the Provincial Government of Yogyakarta that cooperated with the programme. A commemorative picture was taken, and the programme was concluded.

Group photo of all participants and guests

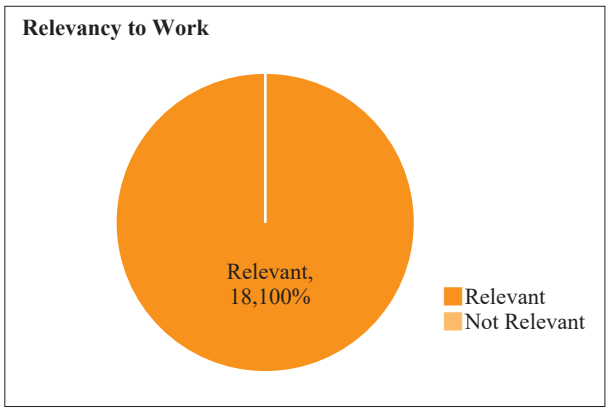
3. Course Evaluation

Eighteen participants completed the training course and submitted the course evaluation. Participants were cultural heritage practitioners who had gathered from different regions of Indonesia. The Workshop on the theme of *Disaster Risk Management for Cultural Heritage* was the first time for ACCU to implement, but it was very well received overall. It was observed that the implementation of training courses on the same theme in disaster-prone areas can be highly beneficial for the participants, as they can receive training in their own countries and on the examples of cultural properties, which they are familiar with. On the other hand, there were many comments that there was not enough time, both for on-site work sessions and classroom-style lectures. The duration of the training course is an issue that must be considered in the future. We would like to reflect on the information obtained from the following questionnaire in the next curriculum development.

(1) Overall

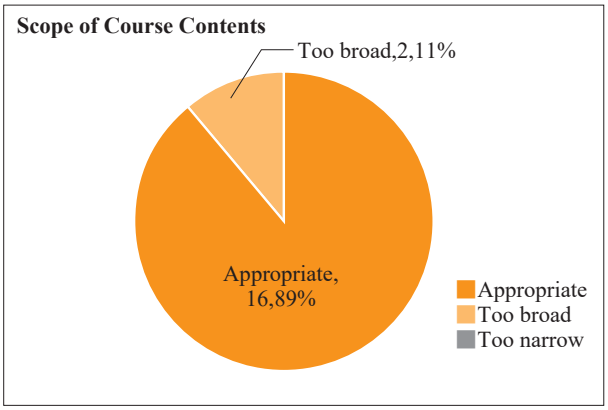


- The training course was very interesting, and I am satisfied because I could go through it with clear understanding (4 participants).
- The instructions of the teaching material and on-site practical sessions were very good throughout the training. On-site observation was a very good experience for learning how to imagine an actual disaster occurring (2 participants).
- This was a very valuable experience in learning about dealing with disasters at World Heritage Sites.
- The lecture structure of classroom-style lectures and work-sessions was outstanding, both being interrelated to existing situations, and the whole training course was widely applicable (2 participants).
- The explanations of the lecturers were clear and easy to understand (2 participants).
- The theme of the training course was very suitable for the protection of Indonesian cultural heritage, and this was a very important and beneficial training course for those involved in cultural heritage in Indonesia (3 participants).

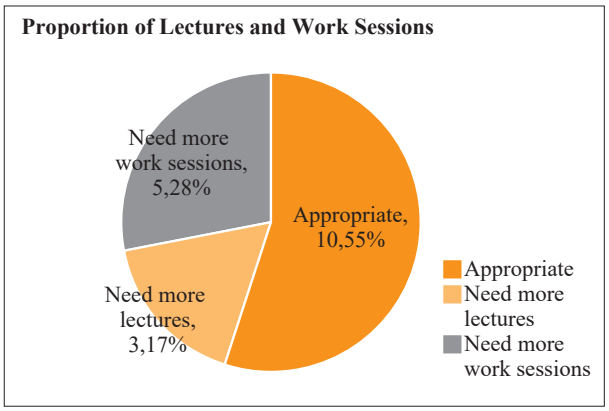


- Indonesia is a disaster-prone area, as is my place of work, so the theme was very appropriate (almost all participants).
- My place of work is in a disaster-prone area, and I was able to gain basic knowledge on handling and preparing for disaster mitigation of cultural heritage sites in this course.
- The theme is closely related to my work as a Cultural Analyst at the Directorate of Cultural Protection. As part of our initiatives to protect cultural heritage, this course helped me understand how to imagine and think about disaster prevention of cultural heritage.

- This theme was relevant to my specialised duties and roles that are related to the building maintenance of the Yogyakarta Palace.
- This training course was very beneficial to executing, and essential to the management of the *Management* Plan we prepared for the World Heritage *the Cosmological Axis of Yogyakarta and its Historic Landmarks*. This workshop is also beneficial in helping decide future management policy for world heritage sites.
- My place of work is on the western coast of the island of Sumatra, which is extremely vulnerable to earthquakes, so the knowledge I have gained from this course is extremely valuable to creating disaster mitigation plans for cultural heritage sites in this area.
- The workshop theme was relevant to my work, which involves evaluating cultural heritage site mapping and zoning, as it was the basis for incorporating the concept of disaster risk management.
- This was a very beneficial theme as many cultural heritage sites are located near a volcano in Ternate, North Maluku Province (Gamalama Mountain on Ternate Island, Kie Matubu Mountain in North Maluku).
- The course materials were very helpful for my work in protecting and maintaining cultural heritage sites.



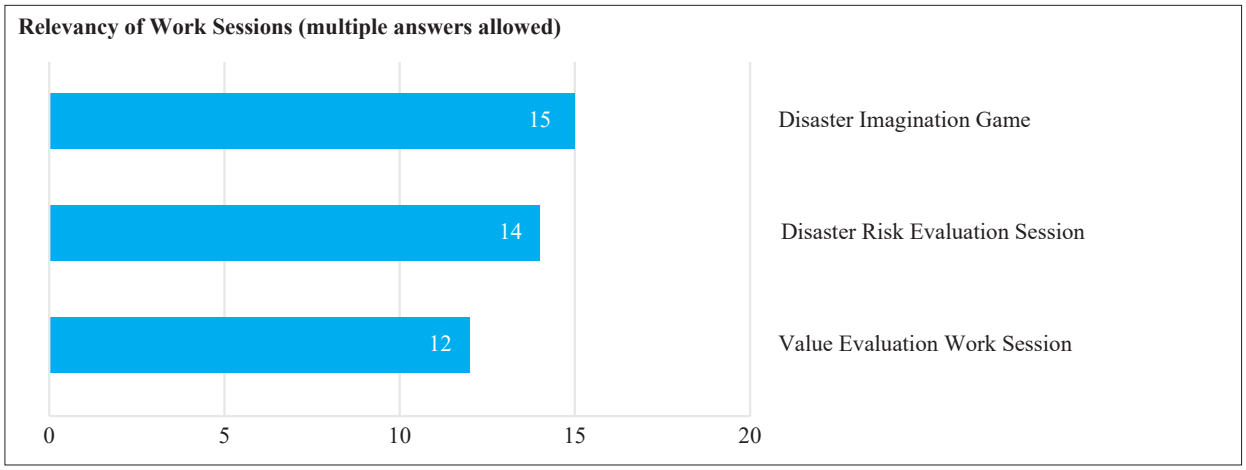
- The course scope was set appropriately.
- Each step of the course was consistently communicated in full to participants. The content was good, clear and easy to understand (3 participants).
- The workshop content covers all important points that a person working with cultural heritage sites needs to know (from methods to DRM practices in other countries).
- The materials provided were more than adequate in providing knowledge related to risk mitigation management of cultural heritage, especially basic yet important concepts.
- The scope of the materials was very broad.
- It was really wonderful and very helpful in understanding DRM.
- The contents of this workshop were appropriate for the conditions of the people involved, the restrictions, and heritage sites of Indonesia where DRM is yet to be developed.
- The contents of this workshop were appropriate as they explained the required actions at each of the stages of before, during and after a disaster.
- The workshop was important as it placed significance on the steps before a disaster in an urban heritage area, and on planning preparatory action through the Disaster Imagination Game.



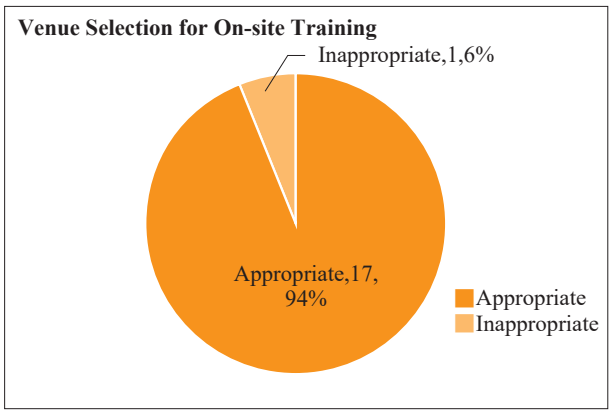
- There was not enough time for work sessions (5 participants). There was not enough time for data collection on-site and, as we were in a bit of a hurry, the data collected was not very detailed neither in terms of references nor writing.
- There was not enough time for lectures (3 participants). If it could be a little longer, I think it could be made more in depth, including technical issues such as quantified disaster impact assessment methods.
- Instructions using materials both in lectures and in on-site work sessions were very well balanced, with theories/concepts being well-correlated with the reality on the ground (5 participants).
- As the lectures are rich in content, and practices in the field are very broad, it requires more time. According to Professor Kim, his workshops usually take 3 weeks, but I think 2~3 weeks is enough.
- I think if more time was spent on the session for understanding basic ways of thinking about disaster risk management (the course on the first day), it would be even better.
- Materials and practice are well-balanced, but it would be optimal if it was held for a longer period of time.

Lectures that were Interesting

- All lectures are relevant and important. The whole course was very interesting (4 participants).
- All materials shown were very interesting, and relevant to application (2 participants).
- I thought that Professor Kim's materials, especially the evaluation section, were very good because I believe that material can be practiced best by Indonesian cultural heritage professionals.
- The presentations of lecturers' materials were interesting as they were accompanied by case studies that aided understanding of the materials provided.
- As almost all participants were taking part in DRM courses for the first time, it was a very important resource for participants to have as a basis for their thinking in future discussions of disaster issues. They were very useful lectures.
- The lecture on the basic concepts of DRM is very important, and not just in terms of understanding implementation of DRM in the framework of heritage conservation.
- I was very interested in the materials regarding disaster risk management standards for World Heritage sites. Through this material, I was able to understand the importance of World Heritage sites, its conservation and management, and in particular about disaster risk management in World Heritage sites.
- I found the training session on risk assessment and its application to cultural heritage to be the most interesting session.



- I enjoyed to learn with the Disaster Imagination Game as it covered all concepts that were being taught, and was well visualised on the map.
- As my job involves managing World Heritage sites, the *value evaluation work session* is indispensable. It was a session for measuring what sort of values the attributes of cultural heritages would have.
- Basically, everything was interesting and relevant.
- As my place of work is on the western coast of the island of Sumatra, which is extremely vulnerable to earthquakes, it is very important to immediately undertake training to evaluate disaster risks against the cultural heritage sites in my workplace.
- All three are a series, which begins with the Value Evaluation Work Session, then the Disaster Risk Evaluation Session, followed by a simulation with the Disaster Imagination Game. Therefore, all three are relevant.
- The work session regarding value evaluation of cultural heritage was interesting. The Disaster Imagination Game was also very interesting as it facilitated the understanding of the possibility of disasters occurring in cultural heritage areas, and rescue operations. The Disaster Imagination Game material is particularly very unique (2 participants).
- The all lectures were very interesting.



- I would like it to be held in a different area in Indonesia (in order to learn about characteristics of heritage sites outside of urban areas). It would be better if there were other options such as heritage sites in urban areas, and heritage sites in rural or semi-urban areas (3 participants).
- The venue selection was appropriate. Tamansari and Kauman are areas with tightly knitted narrow streets and alleyways that are densely populated, which provided examples of cultural heritage sites that were highly vulnerable to disasters.
- Tamansari, a cultural heritage site visited by many tourists, as well as being a residential area (densely populated area), was an appropriate venue as it is an attribute that characterises the World Heritage *the Cosmological Axis of Yogyakarta and its Historic Landmarks* site, and a place where disaster risk management needed to be undertaken, from disaster mitigation planning (precautionary measures) as part of disaster prevention, to the evacuation phase during, and the disaster recovery phase after a disaster (7 participants).
- Since the Tamansari site became a part of the World Heritage Site, a lot of visitors come to see it. There are also both tangible and intangible cultural heritages due to the presence of the community around it. There are various vulnerabilities in this area, most notably the increase in space requirements due to the high population density and the narrow roads which make it a relatively high-risk area in the event something dangerous happens. Therefore, selecting Taman Sari as the venue may represent the importance of disaster risk management in cultural heritage areas and surrounding residential areas.
- The venue selection for the training course was appropriate. However, it may have been a good idea to provide opportunities for all participants at the beginning of the course to visit two different venues so that everyone could clearly grasp the values and environmental characteristics of two different venues.
- As two different areas have different characteristics, their DRM also differ. It is very useful in broadening the knowledge of participants.

Are there any topics which you would like to learn but were not covered in this workshop??

- The frameworks of foreign government in relation to dealing with disasters, particularly disasters related to cultural heritage sites.
- Topics related to coordination and network building methods between the relevant parties (international organisations, central government, local government, academics, the conservation community, heritage related associations, and general public) related to DRM of cultural heritage sites.
- Topics about technical planning when implementing disaster prevention of cultural heritage sites.
- SOP (technical) that explains in detail who should do what, when, where and how for each stage (prevention/mitigation, preparation, emergency response, post-disaster) of disaster risk management.
- A management plan regarding disaster management that is actionable by all stakeholders that outlines who does what, and a comprehensive process that deals with all of these.
- Utilising geospatial data from historical disasters in the DRM process.
- Topics related to technology and methods for collecting information from communities around heritage sites.
- Disaster risk management for underwater sites (2 participants)
- Disaster recovery management for undesignated cultural properties (buildings)
- Success indicators for risk management of cultural heritage sites and their restrictions
- Topics related to the nomination, creation of explanatory texts, recommendation of importance, designation, and conservation of World Heritage Sites.

IV. International Workshop

1. General Information
2. Evaluation

1. General Information

International Workshop for Senior Professionals 2023
Disaster Risk Management for Cultural Heritage in the Asia-Pacific Region
Current State and Issues (3): Disaster Mitigation and Preparedness for Resilience Building

1. Background and Objectives

Each year the countries of Asia and the Pacific face disasters caused by natural hazards such as floods, landslides, typhoons (cyclones), earthquakes, tsunamis, storm surges, volcanic eruptions, and so forth. How to protect cultural heritage from these disasters is a common issue for all the countries throughout the region.

In 2021, a three-year project International Workshop on Disaster Risk Management for Cultural Heritage in the Asia-Pacific Region was initiated to promote the sharing of experience, expertise, and case studies on the issues created by natural disasters in the Asia-Pacific countries, and to discuss the ways of minimising the damage to cultural heritage by undertaking measures on an everyday basis.

In the first year of the workshop, case studies of emergency response in the Asia-Pacific region were shared, and issues of cultural heritage relief during the disasters were brought to attention. In 2022, the second year of the project, the efforts and difficulties in cultural heritage restoration and regional recovery were examined under the theme of post-disaster recovery and resilience-building. The final year of the workshop aimed to reflect the issues raised during the past two years and stimulate the discussion on disaster mitigation and preparedness for cultural heritage in normal times, through day-to-day initiatives and efforts. Such initiatives include two main elements: disaster mitigation efforts to reduce the damage caused by natural disasters, and advance preparations for rapid and effective rescue operations and emergency treatment in the event of damage. We examine disaster mitigation efforts that can be undertaken during normal times from these two perspectives.

Each country in the Asia-Pacific region has a different cultural heritage context, natural environment, customs and policies. Yet, the establishment of partnerships between organisations and local communities, as well as the initiatives to implement various training and awareness-raising activities, are common concerns to all countries. This year's international symposium invited the speakers to present the current thinking in the field as well as various examples – from different regions of Asia-Pacific – of how heritage can be better protected from disasters while contributing to the resilience of societies. At the same time, the workshop sought to support the development of leaders in this field and establish networks among the professionals in charge of Disaster Risk Management for Cultural Heritage in the Asia-Pacific Region.

2. Organisers

This workshop was organised by the Agency for Cultural Affairs, Government of Japan (Bunkacho); Cultural Heritage Protection Cooperation office, the Asia-Pacific Cultural Centre for UNESCO (ACCU Nara) and National Institute for Cultural Heritage, Cultural Heritage Disaster Risk Management Center, Japan in partnership with the International Centre for the Study of the Preservation and Restoration of Cultural Property (ICCROM). Support was provided by the National Research Institute for Cultural Properties (Tokyo and Nara); Nara Prefectural Government; Nara City; and Institute of Disaster Mitigation for Urban Cultural Heritage, and Ritsumeikan University in collaboration with Japan Consortium for International Cooperation in Cultural Heritage.

3. Dates and Venue

13-15 December 2023 at Nara Prefectural Convention Center, Nara City, Japan

DAY1: 13 December (Wed): Opening Ceremony, Keynote Speech (1), Case Study Reports
DAY2: 14 December (Thu): Keynote Speech (2), Panel Discussion
DAY3: 15 December (Fri): Site visits in Nara Prefecture

4. Programme

Day 1 | WEDNESDAY, 13 December 2023
Opening Ceremony
Organisers' Welcome and Opening Address
Keynote Speech (I)
SHIMOTSUMA Kumiko
Professor, Department of Tourism and Community Development, Kokugakuin University, Japan
Preparing for a Large-scale Disaster

Case Studies
Yuhan GUO (*Project Manager*, CONSERVISION Consulting Co., Ltd, **China**)
Disaster Risk Management in Kulangsu after Typhoon Meranti

Hari SETYAWAN (*Cultural Heritage Preservation Advisor, Conservation Technician*, Museum and Cultural Heritage, Unit of Borobudur World Heritage, Ministry of Education, Culture, Research, and Technology, **Indonesia**)
Borobudur Temple Compounds Disaster Risk Management Plan

TOH Takahiro (*Chief Documentation Specialist*, Wakayama Prefectural Archives, **Japan**)
Efforts for the "Disaster Memories Project" in Wakayama Prefecture

ANG Ming Chee (*General Manager*, George Town World Heritage Incorporated, **Malaysia**)
Community-Based Disaster Risk Management in George Town UNESCO World Heritage Site, Malaysia

SHAKYA Lata (*Associate Professor*, Kinugasa Research Organization, Institute of Disaster Mitigation for Urban Cultural Heritage, Ritsumeikan University, *Japan*)
Disaster Memory for Disaster Mitigation Planning: Focused on the Spontaneous Emergency Evacuation Shelters in Historic City of ***Nepal***

Amanda OHS (*Senior Heritage Advisor*, Heritage Team, Planning and Consents, Christchurch City Council, **New Zealand**)
Strengthening Disaster Resilience for the Heritage Resource after the Canterbury earthquakes in Ōtautahi – Christchurch, Canterbury Region, Aotearoa-New Zealand

Day 2 | THURSDAY, 14 December 2023

Keynote Speech (II)

Aparna TANDON (*Senior Programme Leader*, ICCROM)

Navigating the Climate Poly Crisis and Mitigating Overlapping and Cascading Risks to Heritage

Panel Discussion Summary

Moderator: SHIMOTSUMA Kumiko

Panellists: Aparna Tandon, Yuhan Guo, Hari Setyawan, TOH Takahiro, Ang Ming Chee, Shakya Lata, Amanda Ohs

Commentators:

KOHDZUMA Yohsei (Cultural Heritage Disaster Risk Management Center, Japan)

MORIMOTO Susumu (ACCU Nara)

Guest Speakers:

IKAWA Hirofumi (Cultural Resources Utilization Division, Agency for Cultural Affairs)

SHODA Shinya (International Cooperation Section, Nara National Research Institute for Cultural Properties)

KODANI Ryusuke (Cultural Heritage Disaster Risk Management Center, Japan)

DAY 1: Opening Address by Organisers (Top: Yamashita Shin'ichiro (Agency for Cultural Affairs), Bottom left: Morimoto Susumu (ACCU Nara), Bottom middle: Kohdzuma Yosei (Disaster Risk Management Center))

DAY1: Keynote Speech 1: Shimotsuma Kumiko (Kokugakuin University)

Case Study 1: Yuhan Guo (China)

Case study 2: Hari Setyawan (Indonesia)

Case Study 3: Toh Takahiro (Japan)

Case Study 4: Ang Ming Chee (Malaysia)

Case Study 5: Shakya Lata (Nepal)

Case Study 6: Amanda Ohs (New Zealand)

DAY 2: Keynote Speech 2: Aparna Tandon (ICCROM) via Zoom

DAY 2: Panel Discussion with all participants and guest speakers

DAY 2 : Summary and Conclusion

Townscape of Imai-cho

Lecture by Mr Hayashi at Hanairaka

At the front of Hanairaka traditional building

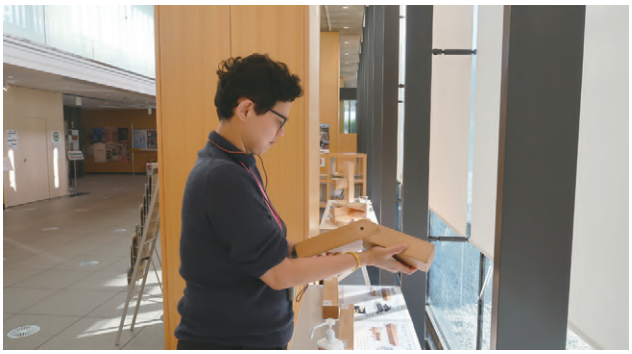
Visitor map inseted in the road

Each house equipped with fire fighting equipment

Disaster prevention plaza (left) and its facilities (right)

At the entrance of Imanishi Family House in Imai-cho; National Important Cultural Property

Nara Prefecture Historical and Artistic Culture Complex



Hands-on woodworking experience

Day 3 | Friday, 15 December 2023

Lecture by **Mr HAYASHI Yoshihiko** (Former *Head of Cultural Heritage Department*, Nara National Research Institute for Cultural Properties)
Introduction to Japan's Townscapes and Preservation Districts, examples of townscape disaster mitigation measures and community involvement in Japan

Lecture by **Mr NAKAGAWA Tomoyuki** (*Assistant Director*, Kashihara Municipal Board of Education, Imai-cho Townscape Preservation and Development Office)
History, Protection and Disaster Risk Management of Imai-cho Townscape

5. Secretariat, cooperators and cooperating organisations

ACCU Nara and the National Institute for Cultural Heritage, Cultural Heritage Disaster Risk Management Center, Japan were responsible for the overall management of the symposium. We obtained cooperation from Ms Li Hong from WHITRAP Shanghai, Mr IKAWA Hirofumi, Project Manager, Programmes Unit, ICCROM, for recommending panellists. We received cooperation from ICCROM, National Institutes for Cultural Heritage, Ritsumeikan University, Japan Consortium for International Cooperation in Cultural Heritage for publicising the symposium.

Excursion to Imai-cho Townscape Preservation Area / Nara Prefecture Historical and Artistic Culture Complex *(Bankamura)*

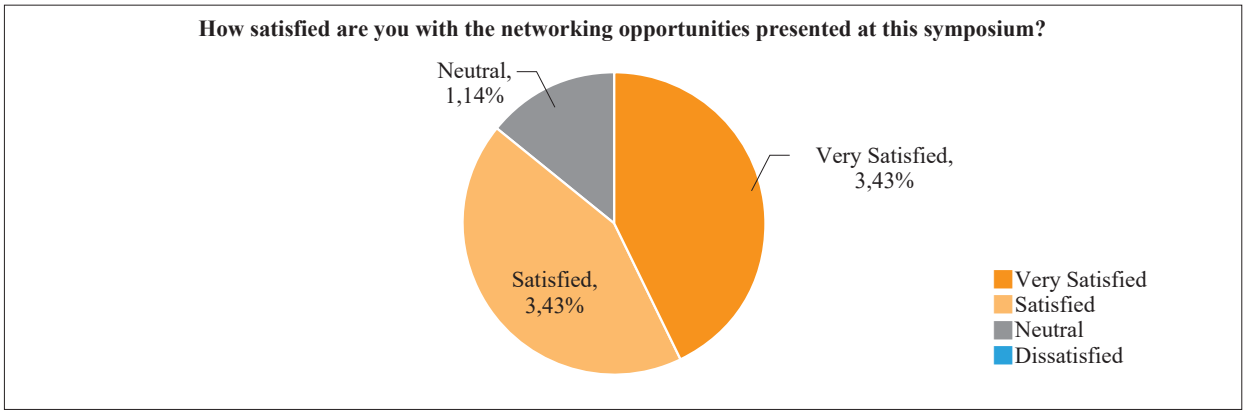
After the two-day symposium, the panellists visited Imai-cho Townscape Preservation Area in Nara Prefecture and a newly opened facility — Nara Prefecture Historical and Artistic Culture Complex, that exhibits and displays the repair and restoration of cultural heritage.

Mr Hayashi Yoshihiko, expert of townscape preservation, provided lecture on System of Preservation Districts for Groups of Traditional Buildings in Japan at the lecture room in a traditional building named *Hanairaka*, in Imai-cho town. Mr Nakagawa Tomoyuki, Vice Director of Imai-cho Townscape Preservation and Development Office, briefed the history of Imai-cho townscape protection with the efforts of residents, while also introducing the disaster prevention plan. After the lecture, the participants toured the townscape and observed the disaster prevention facilities installed in each house and the disaster prevention plazas planned for each area. The plaza is equipped with a quake-resistant water tank hydrant and evacuation facilities.

2. Evaluation

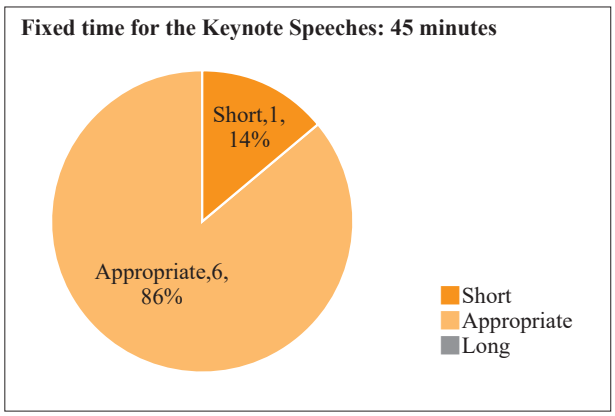
The workshop took place from 13-15 December, 2023. Two keynote speeches and six case studies were presented, followed by a panel discussion. Nine panellists participated from the venue in Nara, and one keynote speaker joined in via Zoom.
Seven out of ten participants filled in the questionnaire.

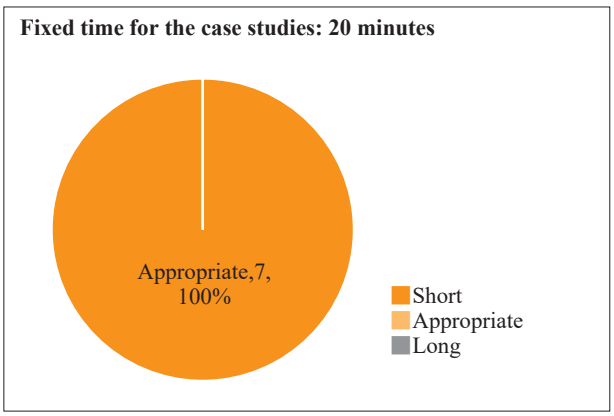
1. Overall

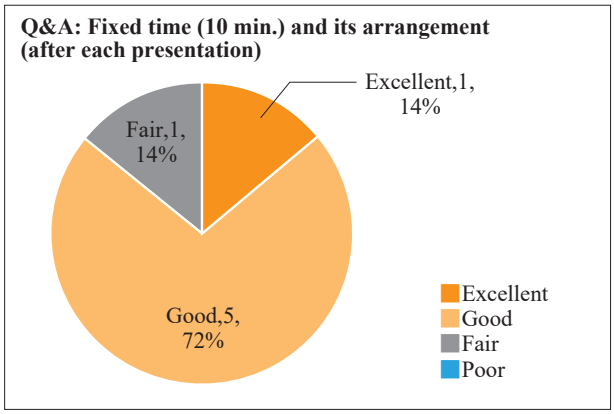


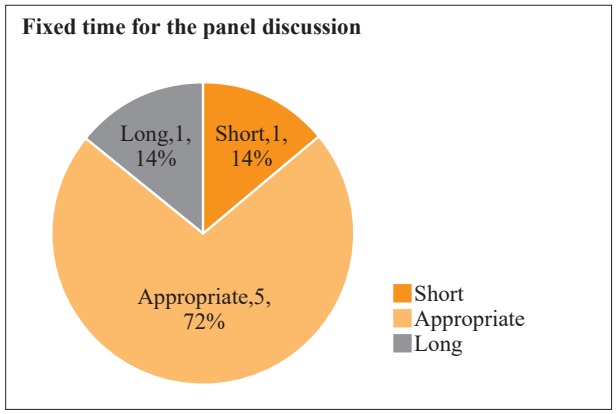
- This symposium enhanced my knowledge in dealing with disasters that have not yet occurred and are likely to occur on my sites, due to climate change issues.
- While the previous two years sessions (2021 and 2022) covered technical matters to some extent, it was meaningful to exchange opinions on the common concerns of participants as local site managers.
- It was a very meaningful conference. It made me think about how to go about thinking about the situation since the advanced efforts in Japan and the situation in other countries are different.
- Great opportunity to know how different countries deal with threats with different concerns and methods, especially how people and heritage live with disasters memories. Really inspiring.
- It was a good opportunity to reflect on our current work from a fundamental perspective relative to our current work.
- Very useful, and we have developed strong friendship through this event.
- Attending the symposium in person was a highly valuable experience, as I developed my international network, and broadened my understanding of international approaches, as well as developing my perspectives on collaboration and shared issues and opportunities in the Asia Pacific region. The experience has increased my resolve to improve risk preparedness and reduction in line with international best practice in my local context.

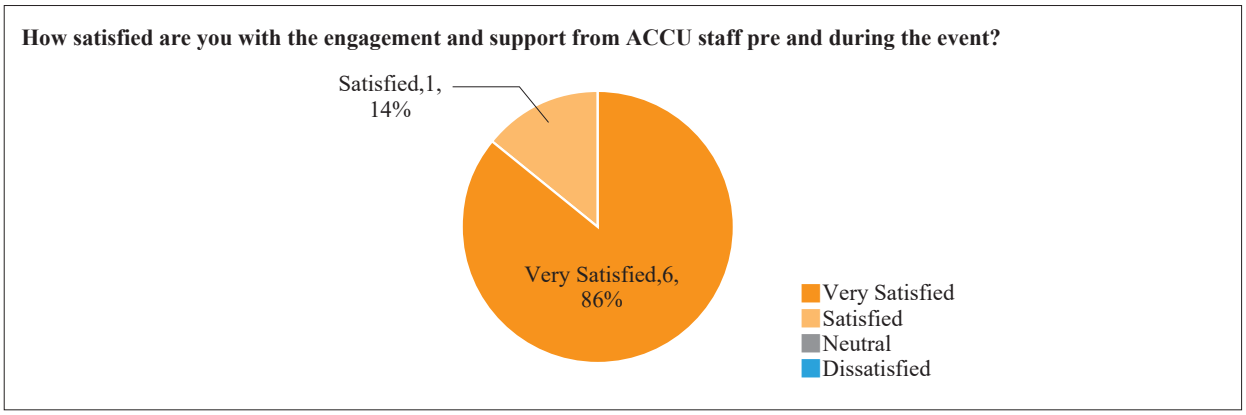
2. Event Organisation

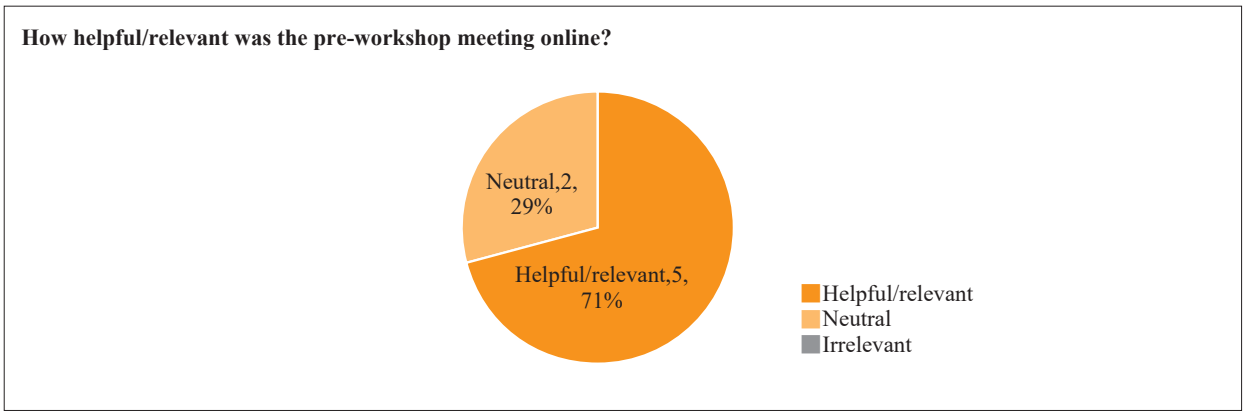








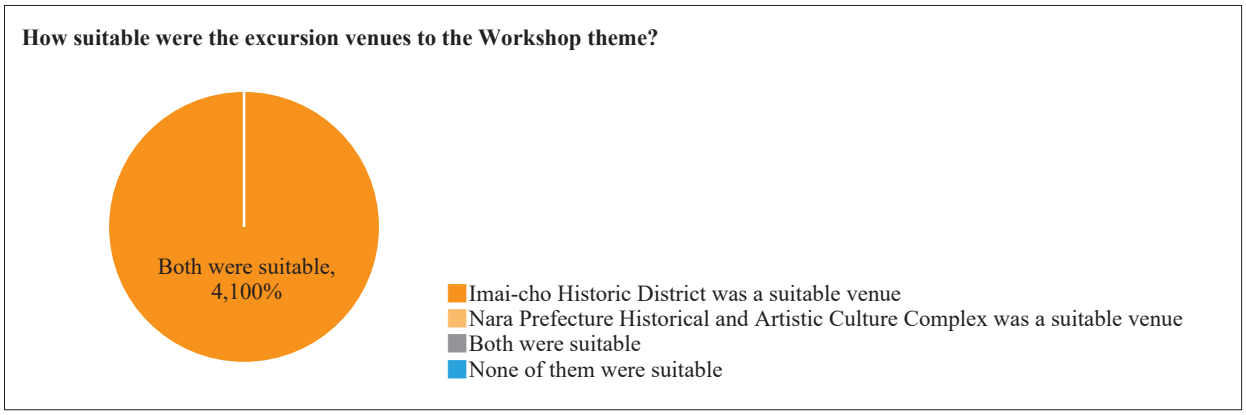


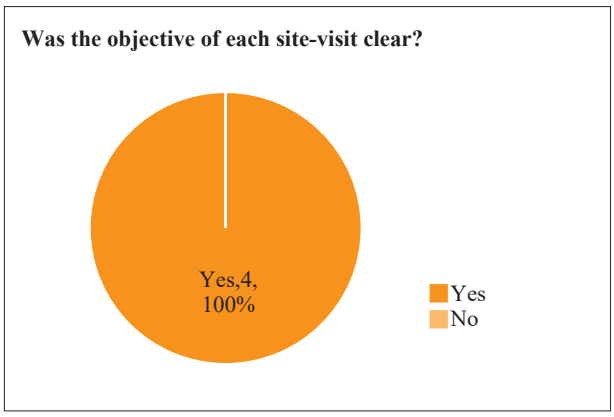


Any final thoughts or suggestions on how to improve the symposium in future?

- Need more time for general discussion as there was not enough time to exchange ideas with the observers in the audience.
- Wish to have more time to review and discuss the whole program and its outcomes of the three years.
- May be try to do it in early December, as mid December have a lot of work to be completed back home.

3. Site-visits: 15 December





Are there any topics you would like to see covered in future international symposium?

- Sustainable and self-financing site management in the face of infrastructure development and policy changes.
- Cultural Landscape
- Sustainable Cultural Heritage Disaster Prevention and Recovery for owners (governments and individuals), local communities (users?), and local communities (users?, managers?) and professionals in sustainable cultural heritage disaster prevention and restoration.
- Community was one of the most frequent word in this symposium. I would like to see more discussion and shared case studies about the practice of community involvement and leadership.
- Discussion dedicated to disaster prevention and conservation of movable cultural properties
- The implementation of the proposed strategy
- Climate change

V. Appendix

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

1. Group Training Course

A. List of Participants

Bangladesh
Tania Sultana
Assistant Director, Department of Archaeology, Ministry of Cultural Affairs

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India
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Principal Architect, Studio MANDALA; Artefacts and Habitats Sustainable Solutions LLP

India
Sneha Borate
Consultant Architect, World Heritage, Archaeological Survey of India, Ministry of Culture

Indonesia
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Data Processor /Archaeologist, Directorate of Cultural Protection,
Directorate General of Culture, Ministry of Education, Culture, Research, and Technology

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Executive Advisor/ Head of International Affairs,
World Heritage Office, Ministry of Cultural Heritage, Tourism, and Handicrafts

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Assistant Cultural Officer, Culture and Museum Division, Ministry of Internal Affairs

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Orlany Phanthavong
Technical Staff, Monuments and Sites Division, Department of Heritage, Ministry of Information, Culture and Tourism

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Senior Lecturer, Science,Management and Design Department, Universiti Teknologi Malaysia

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Architectural drafting specialist for architectural monument,
Historical building and architectural monuments, National Center for Cultural Heritage

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Joanita do Rêgo Soares
Archaeologist, Archaeology Historia and Ethnography (DAHE), Secretariat of State for Art and Culture (SEAC)

Uzbekistan
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B. Lecturers and Resource Persons

Unit 1

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

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

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Head, Resource and Systems Research Section, Japan Centre for International Cooperation in Conservation, Tokyo National Research Institute for Cultural Properties

INAGAKI Tomoya
Senior Cultural Properties Specialist, Agency for Cultural Affairs, Government of Japan

KIYONAGA Yohei
Licensed Architect-1st Class, Senior Specialist for Cultural Property in charge of architecture, Agency for Cultural Affairs, Government of Japan

ADACHI Hiroshi
Professor Emeritus, Kobe University

MURAKAMI Yasumichi
Professor, Kyoto Tachibana University

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TOMODA Masahiko
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Unit 4
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Conservation Architect, Technical Advisor, The Japanese Association for Conservation of Architectural Monuments (JACAM)

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Chief Engineer, Wakayama Prefecture Cultural Heritage Center

TANAKA Izumi
Conservation Architect, Chief Engineer, Todai-ji Temple

YOSHIDA Mitsuyoshi
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YAMASHITA Hideki
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ONO Yusuke
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IWANAGA Yuichiro
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Rohit JIGYASU
Project Manager on Urban Heritage, Climate Change and Disaster Risk Management, International Centre for the study of the Preservation and Restoration of Cultural Property (ICCROM)

C. Interpretation and Translation of Materials

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D. Narration of Materials

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Cultural Property Officer
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■Tezuka Family Residence
TEZUKA Takuro
Owner
■BYAKU Narai
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2. Thematic Training Course

A. List of participants

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Kazakhstan
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Kazakhstan
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Kyrgyz Republic
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3. Regional Workshop

A. Participants

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Ariesta Sicilia
Cultural Analyst, World Cultural Heritage Working Group

4. International Workshop

A. Panellists

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B. Lecturers and Interpreter (Excursion)

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