



ACCU Training Courses
on Cultural Heritage Protection
in the Asia-Pacific Region 2024

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

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

ACCU Training Courses on Cultural Heritage Protection
in the Asia-Pacific Region 2024

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

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

Edited and Published by
Shaun Ian Mackey
Cultural Heritage Protection Cooperation Office,
Asia-Pacific Cultural Centre for UNESCO (ACCU)

437-3 Somanouchi-cho, Tenri city, Nara, 632-0032, JAPAN
Tel: +81(0) 743-69-5010
FAX: +81(0) 743-69-5021
e-mail: nara@accu.or.jp
URL: <https://www.nara.accu.or.jp>

Printed by MEISHINSHA

© Cultural Heritage Protection Cooperation Office,
Asia-Pacific Cultural Centre for UNESCO (ACCU) 2025

Preface

The 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. The 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, we continued the hybrid format for the Group Training Course established in 2023, welcoming the return of the first archaeology-themed programme to be held on-site since the Covid-19 pandemic. The International Conference also continued the hybrid format established last year for the International Workshop. The most significant change however, is to our International Correspondents programme. Previously, this was published as a separate report, but the format has been changed to an online presentation, allowing participants to engage directly with each other's work.

Outline of the training course in 2024

Group Training Course (Online/On-site)

- Target participants: young professionals with 5-7 years' experience
- Training period: 26 August – 10 September (Online)
20 September – 4 October (On-site)
- Theme: 'Conservation and Management of Archaeological Sites and Artefacts'
- Number of participants: 15 from 15 different countries
- Curriculum: (Online) video lectures, lecture summaries/Q&A sessions,
(On-site) presentations, Q&A sessions with lectures, on-site training, hands-on training

Thematic Training Course (Online)

- Target participants: mid-career professionals with 10-15 years' experience
- Training period: 18 November - 29 November (12 days)
- Theme: 'Digital Documentation and Management of Archaeological Artefacts'
*The theme is set based on the requests from the participants' country.
- Number of participants: 12 mid-career professionals from the Lao People's Democratic Republic (P.D.R.).
(Number of certificate recipients: 12)
- Venue : online platform (Lao P.D.R. – Nara, Japan)
- Curriculum: video lectures, online discussions/Q&A sessions, online demonstration lecture

Regional Workshop (On-site)

- Target participants: cultural heritage specialists
- Training period: 21 October - 26 October (6 days)

*The workshop normally takes place in the target country for about a week.

- Theme: “3D Documentation and Management of Archaeological Sites and Artefacts”

*The theme is set based on the needs of the host country.

- Number of participants: 15 from the Centre for Archaeology of the Southern Institute of Social Sciences (SISS) and other institutions engaged in cultural heritage in the Socialist Republic of Viet Nam (Number of certificate recipients: 15).
- Venue: Conference Room, The Southern Institute of Social Sciences (SISS), Ho Chi Minh City, and Cát Tiên Archaeological Site and its Museum, Lam Dong Province.

Training venue:

- Classroom-style lectures: Conference Room, The Southern Institute of Social Sciences (SISS), Ho Chi Minh City
- Venue for the work-sessions: Cát Tiên Archaeological Site and its Museum, Lam Dong Province
- Ceremonies: Conference Room, The Southern Institute of Social Sciences (SISS), Ho Chi Minh City
- Curriculum: classroom lecture, field exercise, group discussion, presentation and discussion

International Conference (Online/On-site)

- Target participants: senior professionals/ decision-makers
- Conference period: 17 December – 19 December
- Theme: “World Cultural Heritage and Authenticity”
- Number of participants: 19 from 9 countries
- Venue: Nara Prefectural Convention Hall/Online platform
- Curriculum: presentations and panel discussion

The international conference was open to observers (410 people from 25 countries registered).

International Correspondent (Online)

- Target participants: former ACCU Nara course participants
- Meeting time: 13:00-15:00, 29 November (Friday)
- Theme: “Trends and Needs in Heritage Conservation in the Asia-Pacific Region”
- Number of participants: 8 from 8 countries
- Venue: online platform
- Curriculum: presentations *and discussion*

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. Specifically, I would like to thank all related personnel from the Agency for Cultural Affairs, ICCROM, National Institutes for Cultural Heritage, Nara Prefectural Government, WHITRAP Shanghai, Archaeological Institute of Kashihara, Todai-ji Temple, Horyu-ji Temple, Kyushu National Museum, Fukuoka Prefectural Government, and Saga Prefectural Government for their continuing cooperation and support for cultural heritage protection in the Asia-Pacific region.

MORIMOTO Susumu

Director

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

Contents

Preface

I.	Group Training Course	
	1. General Information	9
	2. Course Summary	16
	3. Course Evaluation	39
II.	Thematic Training Course	
	1. General Information	51
	2. Course Summary	54
	3. Course Evaluation	62
III.	Regional Workshop	
	1. General Information	71
	2. Course Summary	73
	3. Course Evaluation	84
IV.	International Conference	
	1. General Information	91
	2. Course Summary	95
	3. Course Evaluation	103
V.	International Correspondent	
	1. General Information	109
	2. Abstracts	112
VI.	Appendix	
	1. Group Training Course	118
	2. Thematic Training Course	121
	3. Regional Workshop	122
	4. International Conference	125
	5. International Correspondent	127
	6. Staff Members of ACCU Nara	128



I. Group Training Course

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

1. General Information

Group Training Course for Young Professionals on Cultural Heritage Protection in the Asia-Pacific Region 2024

‘Conservation and Management of Archaeological Sites and Artefacts’ (Online/On-site)

1. Background

From 26 August to 4 October 2024, the 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 investigation, conservation, and management of cultural heritage 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 25th ACCU group training course focused on the Conservation and Management of Archaeological Sites and Artefacts. The course was open to young archaeologists and heritage practitioners who have been working for some years within the field of conservation, investigation, and management of archaeological sites, materials, or museums to expand their knowledge and skills, share experiences, and contribute to the sustainable conservation of archaeological sites, artefacts, 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: 26 August (Mon) – 10 September (Tue) 2024

On-site: 20 September (Fri) – 4 October (Fri) 2024

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 visit and presentation and discussion)

3. Organisers

- Agency for Cultural Affairs, Japan: Financial support and professional assistance of the course (including the participation of 3 experts providing online lectures for Units 2 and 5).
- 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 (contributions from 3 lecturers for Units 1, 2 and 5 of the online and on-site programmes).
- Tokyo National Research Institute for Cultural Properties: Professional assistance.
- Nara National Research Institute for Cultural Properties: Professional assistance (contributions from 10 experts for Units 3 and 4 of the online and on-site programmes).

Support

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

4. Objectives

The main objectives of this course were to provide participants with:

- Knowledge of cultural heritage protection and management systems globally and on Japanese examples.
- Knowledge of archaeological fieldwork methods, including survey, excavation, and documentation of sites.
- Knowledge and techniques for artefact analysis, documentation, and storage.

- Knowledge of site management and utilisation, collections care and museum work.
- Opportunities to share knowledge and build professional networks.

5. Course Curriculum

The course programme was designed so that participants could learn the conservation and management systems, and methodologies of investigation, documentation, and utilisation of archaeological sites as well as artefacts 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 heritage conservation and management. The course was structured into five interconnected units and involved online and on-site programmes. Learning through lectures and presentations were mainly conducted online, while practical training and working sessions were conducted in person (for a detailed programme, refer to the 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. These Zoom sessions were mainly devoted to discussions of the respective study units.

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 practical training at archaeological research institutes in Nara; study visits in Nara and other locations in Japan, and participant presentations.

Units:

1. Global Trends in Cultural Heritage Protection
 2. The Cultural Heritage Protection System in Japan
 3. Investigation and Documentation Methods for Archaeological Sites
 4. Artefact Analysis, Documentation and Storage
 5. Management and Utilisation of Archaeological Resources
- (For a detailed programme, refer to the course curriculum)

6. Participant

Announcement and Response

To apply to this course, applicants should be from one of the following 36 countries located in the Asia-Pacific region which have signed the 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, Tuvalu, Uzbekistan, Vanuatu, and Viet Nam.

Selection of Participants

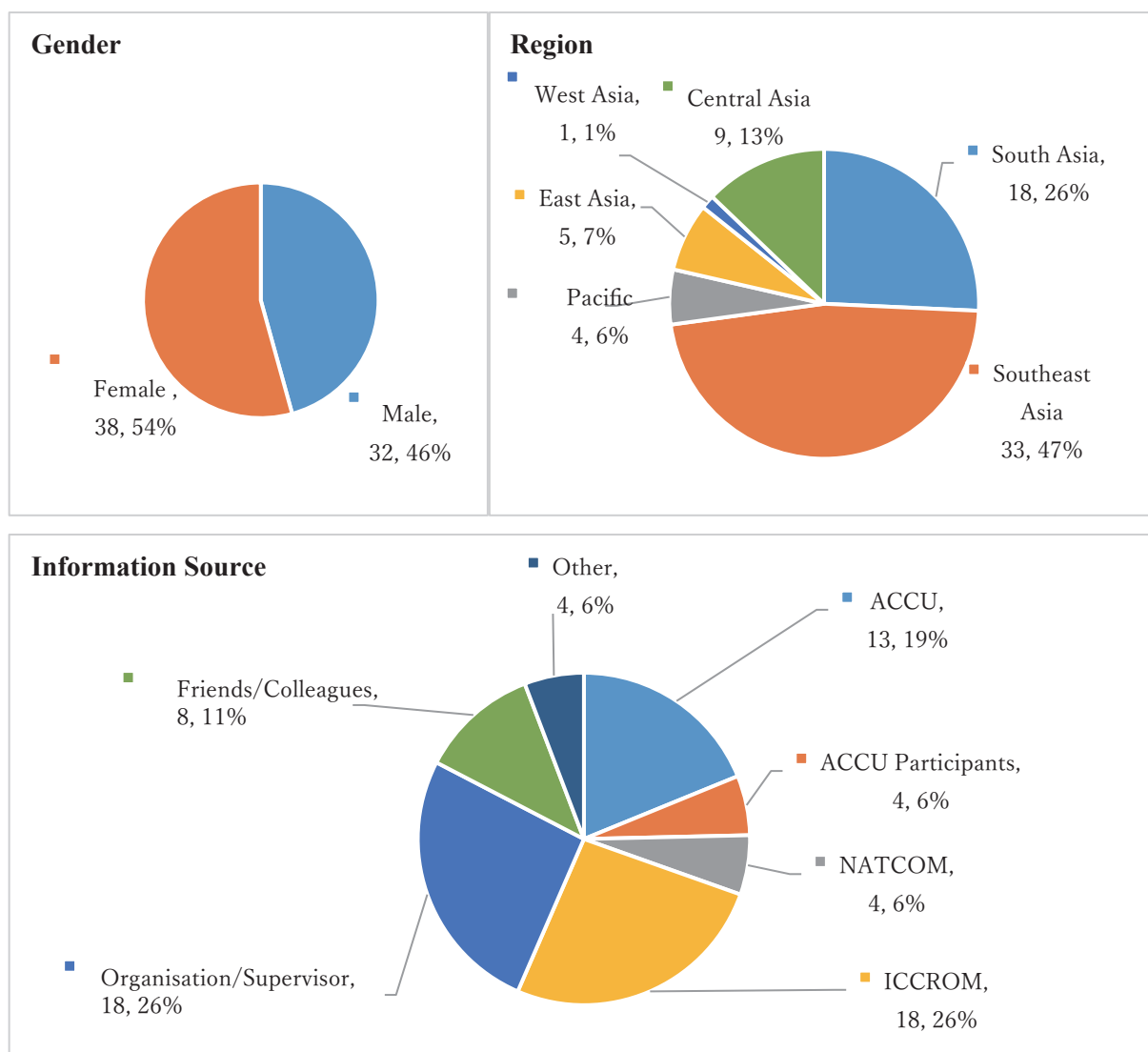
Training course is open to applicants who are:

- (1) Young heritage professionals **with 5-7 years of experience** working in the field of archaeology or heritage protection and have a 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 can speak, read, and write in English proficiently;
- (3) those able to participate in the entire training programme, both online and on-site;
- (4) those who are willing to continue to interact and exchange information with ACCU after completing the training course;
- (5) those who have not participated in the ACCU group training course under the theme of archaeology before (including the online training course).

The course announcement was published on the ICCROM and ACCU Nara Office websites in April 2024. By the

closing date for applications, 16 June 2024, **70** applications from **26** different countries were submitted. The number of applications was an increase of 75% when compared with 2023.

Applications (70 applicants from 26 countries)



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

The documents necessary for applying were as follows:

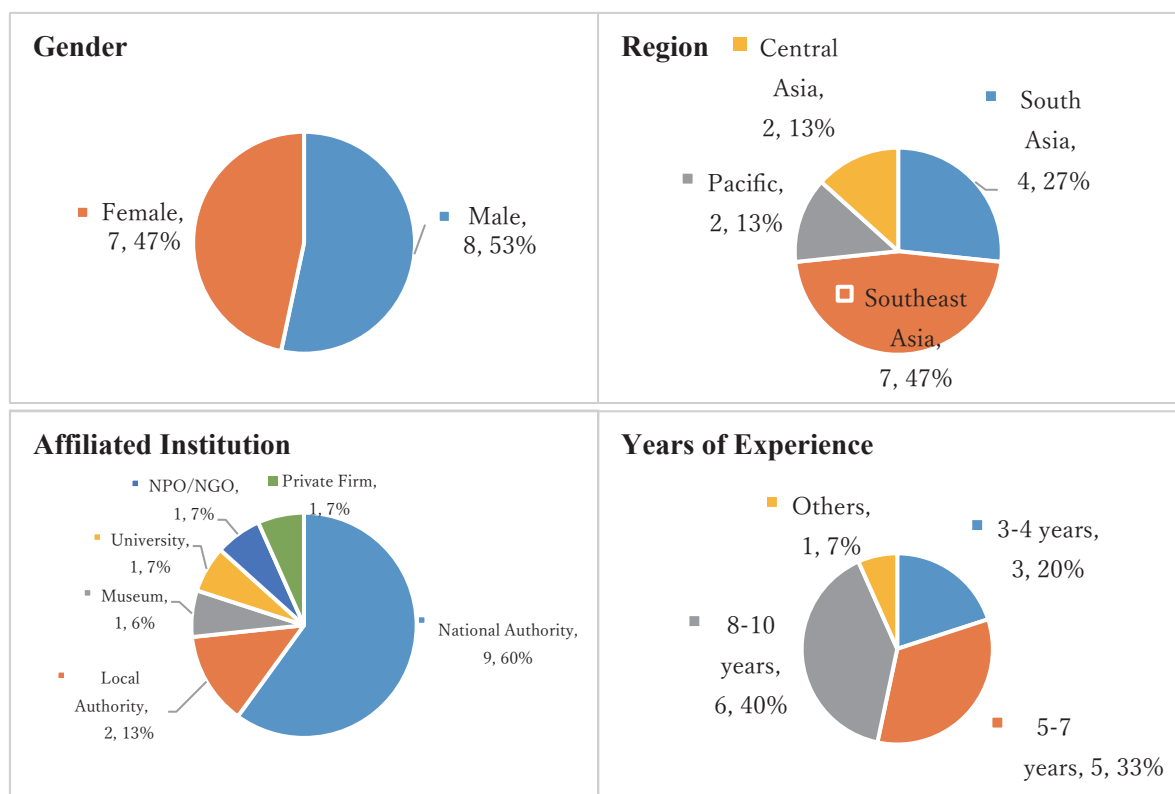
- (1) Application (online form)
 - (2) Personal Statement (Downloadable Word file)
- Personal Statement weighs heavily in the selection process. It should describe:
- Reason for application
 - Brief summary of the applicant's work related to the conservation or management of archaeological sites and artefacts;
 - 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)

The ACCU screened the applicants to make a preliminary selection and then consulted with ICCROM for the final decision. After ICCROM announced the information of evaluated applicants, ACCU and ICCROM selected 15 applicants from 15 countries, with 3 applicants placed on a waiting list. Where deemed necessary, ACCU also confirmed the English proficiency of the applicants. In July, ACCU notified the results to the successful candidates and respective NATCOMs.

The final group of participants consisted of:

- 15 participants from 15 different countries: Southeast Asia 7, South Asia 4, Central Asia 2, and the Pacific 2 (refer to Appendix).
- 13 participants had backgrounds in archaeology and/or worked with archaeological sites and materials, 1 was an architect, and 1 works in Museology and Conservation.
- 9 of the participants worked for a national authority, 2 for a local authority, 1 for a university, 1 with a museum, 1 with an NPO/NGO, and 1 from a private firm.
- The youngest participant was 28 years old, the oldest 44. The average age was 33.5.
- There were 8 male and 7 female participants.

Training Participants



Certificate of Completion

All participants submitted a final report and evaluation form 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, watch all lecture videos, write check-point reports related to the content of the lectures, and present a case study report describing the current state and issues of archaeological sites and artefacts in their respective countries, in addition to their understanding of how to utilise the outcomes and knowledge gained. They were also 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

Check-point reports were required by answering questions for each online lecture. They are a necessary method to let the participants deepen their understanding of the lectures after watching the videos.

Final Report

The participants submitted a report summarizing the following two subjects;

1. Long-term and short-term action plans developed from the training course 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, Programme Operation Department, with MELADZE Tamar and (later) Shaun MACKEY, Director of the International Cooperation Division, were responsible for the overall course planning arrangement and the moderating of the Live sessions and on-site sessions. YOSHIDA Machi, staff of the International Cooperation Division was responsible for disseminating the course information and creating the training materials. NAGANO Sekiroh, staff of the International Cooperation Division was responsible for logistical arrangements and other support services in Japan. Patricia Sun, project staff, supported participants and lecturers during the on-site sessions. HATA Chiyako was the 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 EJIMA Yusuke, Projector Manager, Programmes Unit, assisted ACCU with selection of participants and overall administration. Additionally, Gamini Wijesuriya, ICCROM Special Adviser, provided lecture videos and an online discussion for Unit 1, as well as attending the onsite training visit to Fukuoka, contributing lectures and feedback to the participants final reports in Nara. Rohit Jigyasu, Programme Manager, Sustainable Urban and Built Heritage Conservation, Disaster and Climate Risk Management and Post-Crisis Recovery, gave an opening message, as well as a lecture and commentary on the participants case-study reports on the first day of on-site training in Japan.

Group Training Course for Young Professionals on Cultural Heritage Protection in the Asia-Pacific Region 2024

Online Programme

			Time Commitment Video Lectures: 15 lectures (20 videos of about 10 hours in total) Zoom Meeting Times: 4 sessions (about 3 hours/session)
	26 August - 10 September		
Video Transmission	Unit 1: Global Trends in Cultural Heritage Protection	Lecturer	Lesson Format
26 August ~ Distribution of video lectures	Orientation	ACCU	Zoom 1 26 August (Monday) 14:00~15:00
	1-1. Evolution and Current Trends in Heritage Protection and Management	Gamini WIJESURIYA (ICCROM)	Lecture Videos PDF Documents
	1-2. Conservation and Utilization of Archaeological Sites		
	1-3. Impact Assessment for Cultural Heritage and Other Issues	Joseph KING (ICCROM)	
	UNIT 2: The Cultural Heritage Protection System in Japan		
	2-1. The Cultural Heritage Protection System in Japan	INABA Nobuko (University of Tsukuba)	Lecture Videos PDF Documents
	2-2. Protection of Cultural Properties in Japan (A history and overview of the legal system protecting Cultural Properties)	FUJII Koji (Agency for Cultural Affairs)	
	Unit 1 and Unit 2 Discussion Session	Gamini WIJESURIYA, INABA Nobuko	Zoom 2 30 August (Friday) 15:00~17:00
	UNIT 3: Investigation and Documentation Methods for Archaeological Sites		
	3-1. Archaeological Methods I (Excavation and Survey Methods)	HAYASHI Masanori (Nara National Research Institute for Cultural Properties (NNRICP))	Lecture Videos PDF Documents
	3-2. Archaeological Methods II (Dating Sites: Typologies and Stratigraphy)	SHODA Shinya (NNRICP)	
	3-3. Archaeological Methods III (Digital Documentation Methods in Archaeology)	YAMAGUCHI Hiroshi (NNRICP)	
	UNIT 4: Artefact Analysis, Documentation and Storage		
	4-1. Organising and Managing Archaeological Artefacts (Cleaning, Restoring, Measuring and Recording)	JINNO Megumi (NNRICP)	Lecture Videos PDF Documents
	4-2. Restoration of Pottery and Clay Figurines	ENO Tomoko (NNRICP)	
	4-3. Zooarchaeology	YAMAZAKI Takeshi (NNRICP)	
	4-4. Biomolecular Archaeology	SHODA Shinya (NNRICP)	
	4-5. Photographic Documentation of Archaeological Artefacts (Techniques and Photographic Settings)	NAKAMURA Ichiro (NNRICP)	
	Unit 3 and Unit 4 Discussion Session	SHODA Shinya, YAMAZAKI Takeshi, YAMAGUCHI Hiroshi, and NAKAMURA Ichiro (NNRICP)	Zoom 3 6 September (Friday) 14:00~17:00
	UNIT 5: Management and Utilisation of Archaeological Resources		
	5-1. Maintenance and Utilization of Archaeological Sites in Japan	NAKAI Masatsuga (Agency for Cultural Affairs)	Lecture Videos PDF Documents
	5-2. Heritage Impact Assessment for World Cultural Heritage	NISHI Kazuhiko (Agency for Cultural Affairs)	
	Unit 5 Discussion Session and Preliminary Lecture on the Study Tour to Okinishima Information Session	NISHI Kazuhiko (Agency for Cultural Affairs) and OKADERA Miki (Fukuoka Prefecture)	Zoom 4 10 September (Tuesday) 14:00~17:00
	Interim Training Meeting		

Group Training Course for Young Professionals on Cultural Heritage Protection in the Asia-Pacific Region 2024

On-site Programme

20 September - 4 October

Date	Day		Lecturer	Venue
UNIT 1: Global Trends in Cultural Heritage Protection				
UNIT 2: The Cultural Heritage Protection System in Japan				
9/20	Fri	[Opening Ceremony] (13:30) - Course Orientation - Reception	Organiser Representatives	Hotel Nikko Nara (Room "Fuji")
9/21	Sat	[Presentation & Discussion] Case study presentations by the course participants	INABA Nobuko (University of Tsukuba) and Rohit JIGYASU (ICCROM)	Nara Convention Center
9/22	Sun	[On-Site Training] World Heritage Sites Management in Japan (Todai-ji Temple)	TANAKA Izumi NAMBU Hiroki (Todai-ji Temple)	Historic Monuments of Ancient Nara (Todai-ji Temple)
9/23	Mon	Day Off		
UNIT 3: Investigation and Documentation Methods for Archaeological Sites				
9/24	Tue	[On-Site Training] Excavation Methods for Archaeological Sites in Japan	WADA Kazunosuke MEGURO Shingo (NNRICP)	Excavation site in Yakushi-ji Temple (World Heritage Site)
9/25	Wed	[Practical Training] Techniques for Excavating Archaeological Sites in Japan First Aid for Fragile Artefacts	MATSUDA Kazutaka (NNRICP)	Nara National Research Institute for Cultural Properties (NNRICP)
UNIT 4: Artefact Analysis, Documentation and Storage				
9/26	Thur	[Practical Training] Recording/Documentation of Artefacts I	YONEKAWA Yuji SUGIYAMA Takumi KITAI Toshiyuki (Archaeological Institute of Kashihara, Nara Prefecture)	Archaeological Institute of Kashihara, Nara Prefecture
9/27	Fri	[Practical Training] Recording/Documentation of Artefacts II		
9/28	Sat	[On-site Training] Practical approaches to the Conservation and Utilisation of Artefacts -Archaeological Museum and other cultural facilities in Nara)	SUGIYAMA Takumi SUZUKI Tomomi FUJIMOTO Shota (Nara Prefectural Government)	The Museum, Archaeological Institute of KashiharaNara/ Historical, Art and Cultural Village
9/29	Sun	Day Off		
UNIT 5: Management and Utilisation of Archaeological Resources				
Coordinator Gamini Wijesuriya (ICCROM)				
9/30	Mon	[Study Tour] Archaeological Site Maintenance and Museum Facilities I	FUCHINOUE Ryusuke (Saga Prefecture Cultural Affairs Division)	Yoshinogari Historical Park
10/1	Tue	[Study Tour] Management Issues of Okinoshima since Registration as a World Heritage Site	OKADERA Miki and SHODA Michihiko (Fukuoka Prefectural Government)	The Sacred Island of Okinoshima and Associated Sites in the Munakata Region
10/2	Wed	[Study Tour] Archaeological Site Maintenance and Museum Facilities II National Museum in Japan	KIGAWA Rika and SHIGA Satoshi (Kyushu National Museum)	Kyushu National Museum
10/3	Thur	Preparation for final presentations		Nara City
10/4	Fri	Courtesy visit to the Nara Prefectural Government Office [Presentations & Discussion] Final Presentations & Closing Ceremony	Gamini WIJESURIYA (ICCROM)	Nara Convention Center

2. Course Summary

During the COVID-19 pandemic, group training was held online for three years. The invitation-based training was reopened in 2023, using a hybrid format of online and in-person training. This year repeated the hybrid format and, after five years, welcomed back participants with the theme of archaeology. Before coming to Japan, participants received online training for 16 days, from 26 August to 10 September, during which they watched lecture videos and an interactive live discussion session was conducted three times in preparation for training in Japan. An orientation session was held online before visiting Japan.

The invitation-based training lasted two weeks, consisting of practical training, on-site training, and implementation of a 'case study' from each country in a face-to-face format. The case studies changed from online to face-to-face presentations, due to the results of the questionnaire survey conducted last year, which referred to internet connection issues.

26 August

■Orientation (Online)

An overview of the training and its curriculum, necessary procedures to visit Japan, and other matters was provided to 15 participants from 15 countries from 2 p.m. Japan time. In the explanation of the curriculum, the purposes of the units divided into five and assignments to the participants were shared. A total of 16 videos were streamed online (please refer to the video list). Subsequently, opinion-exchange with the lecturers of the respective units was conducted online in three separate sessions.

In the online training that started on 30 August, lecturers gave an approximately 10-minute summary of their respective video lectures, followed by a discussion session.



Initial meeting of the participants (Online Orientation)

30 August

■Discussion Session on 'Unit 1: Global Trends in Cultural Heritage Protection and Unit 2: Cultural Heritage Protection System in Japan' (Online)

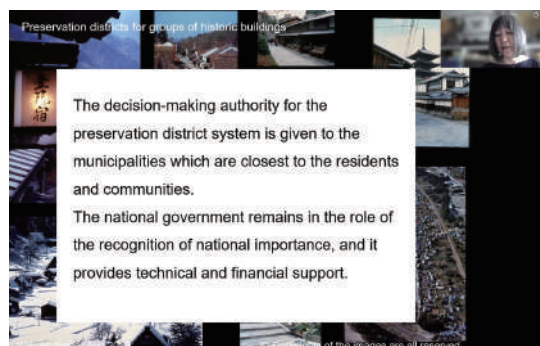
Lecturers: Gamini Wijesuriya (ICCRUM), INABA Nobuko (University of Tsukuba)

First, Mr Morimoto Susumu, Director, Cultural Heritage Protection Cooperation Office, Asia-Pacific Cultural Centre for UNESCO, Nara (ACCU Nara), gave a welcome speech and thanked Dr Wijesuriya and Prof Inaba for their many contributions to the training. Following a summary lecture on the video lectures by Dr Wijesuriya and Prof Inaba, a discussion session was conducted with the participants. They discussed the issue of cultural heritage protection in their respective countries and sought advice from the lecturers. Their questions focused on setting guidelines for cultural heritage protection and specific initiatives to enhance community participation in cultural heritage protection activities, for which they wanted the lecturers' advice. Prof Inaba explained the history of how the framework (laws and ordinances) of Japanese cultural heritage protection arose from community needs and stressed the importance

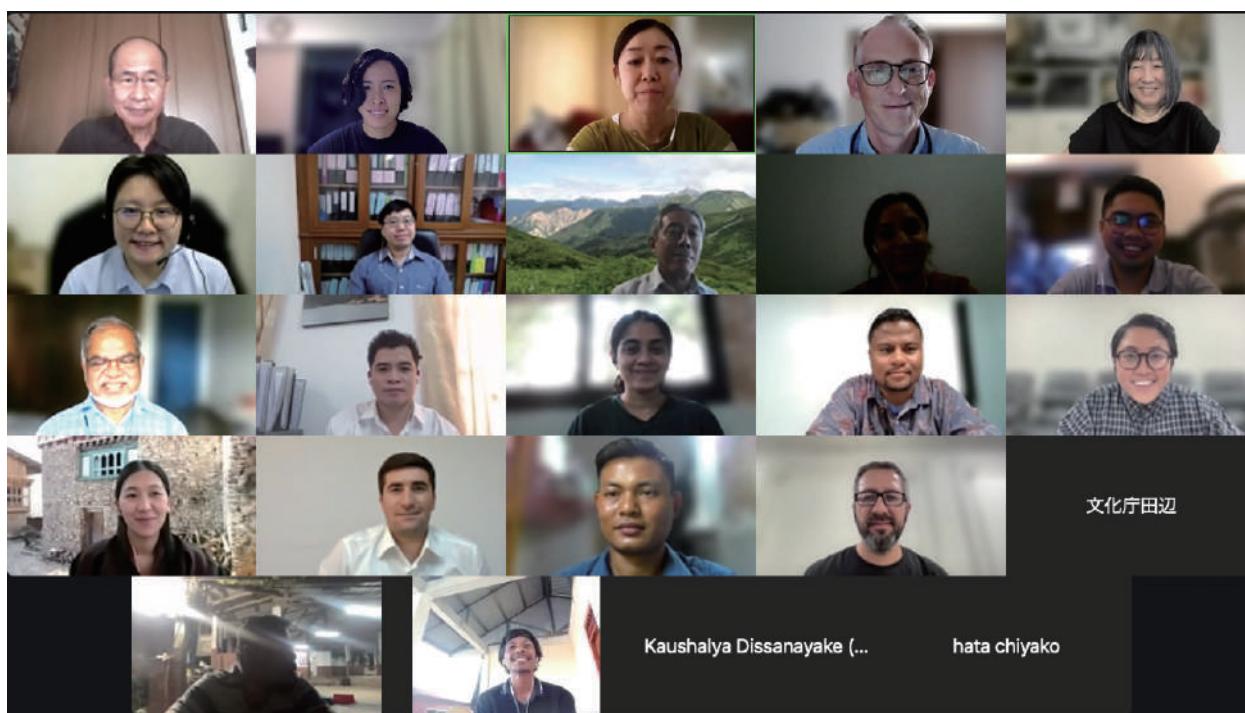
of creating a framework through a series of discussions between community members and administrative officers to determine what was necessary. As for the daily management of cultural assets, she provided an example in which the municipality took the initiative, and the officer who daily worked nearest to that specific cultural asset or community was in charge of its management. Dr Wijesuriya said that the participants would have a chance to see Japan's non-centralized heritage management system and cheered them on, encouraging them to ask many questions and learn a lot during their stay in Japan.



Dr Wijesuriya's Lecture Video



Prof Inaba's Lecture Video



Participants in the Online Discussion

6 September

■Discussion Session on 'Unit 3: Investigation and Documentation Methods for Archaeological Sites and Unit 4: Artefact Analysis, Documentation and Storage' (Online)

Lecturers: SHODA Shinya, YAMAZAKI Takeshi, YAMAGUCHI Hiroshi, NAKAMURA Ichiro (Nara National Research Institute for Cultural Properties)

The online session was hosted at the Nara National Research Institute for Cultural Properties (NNRICP), with four of the seven lecturers present to summarise their video lectures. The session began with Mr Morimoto Susumu, Director, Cultural Heritage Protection Cooperation Office, Asia-Pacific Cultural Centre for UNESCO, Nara (ACCU Nara), giving a short address that included the background and importance of the NNRICP in the context of Japan. Dr Shoda was the first to summarise his two video lectures. His first summary focused on dating sites by stratigraphy and typologies. A very active discussion followed which highlighted the diverse range of approaches and 'traditions' to excavating sites in the respective participant countries, with many of the questions focused on how to interpret soil stratigraphy. In his second summary, Dr Shoda, outlined his work in biomolecular archaeology and the use of residues to identify past dietary habits. This was the first time for many of the participants to be exposed to this

method of analysis and many of the questions asked about preservation conditions in their specific environmental and climatic conditions.

Dr Yamazaki, was next and spoke about zooarchaeology. He stressed the importance, and demonstrated methods, of thorough recording and documentation of zooarchaeological remains when found in situ during archaeological excavation. He assured the participants that even if they were unfamiliar with the specifics of identifying and treating bone remains (animal and human), sticking to the fundamentals of recording principles provided the best conditions for post-excavation analysis. The participants asked about treating fragile remains as well as larger-scale interpretations to identify human migration and animal domestication.

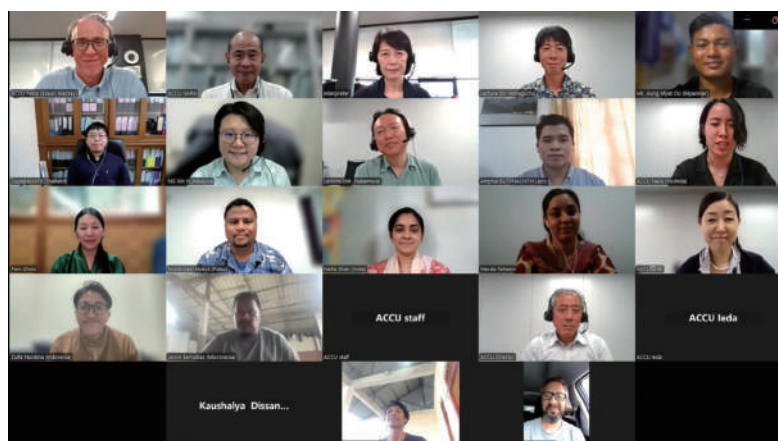
The final summaries were held jointly by Dr Yamaguchi and Mr Nakamura, specialists in 3D documentation and photography, respectively. The participants asked many questions concerning the basics of good photography, as well as the use of 3D software apps for smartphones and tablets. In response to the latter question, Dr Yamaguchi stated that apps were available and useful as an initial way to test the use of 3D methods. However, since it was impossible to obtain the raw data and know how the final imagery was created, they should not be used in an official capacity for cultural heritage documentation.



All the lecturers at the Nara National Research Institute for Cultural Properties presenting online.

Top left: Dr Shoda Shinya; Top right: Dr Yamazaki Takeshi

Bottom left: Dr Yamaguchi Hiroshi; Bottom right: Mr Nakamura Ichiro



Participants in the online discussion

10 September

■Discussion Session on ‘Unit 5: Management and Utilisation of Archaeological Resources’ (Online)

Lecturers: OKADERA Miki (Fukuoka Prefectural Government), NISHI Kazuhiko (Agency for Cultural Affairs), Gamini Wijesuriya (ICCRUM)

The opening of this session was begun by Ms Okadera Miki, Fukuoka Prefecture, who presented on the World Heritage site of the ‘Sacred Island of Okinoshima and Associated Sites in the Munakata Region’, Kyushu. One of the sites to be visited by the participants while on-site in Japan. The presentation was an excellent overview of the component elements of the sites, giving their historical, archaeological, and cultural heritage backgrounds and establishing the many tangible and intangible qualities along with the complex management issues shared by all tiers of government across multiple agencies. Many of the participant questions picked up on issues concerning Heritage Impact Assessments (HIA) in their own countries and wondered if they were issues shared for Okinoshima. Dr Gamini Wijesuriya, ICCROM, also joined this session and commented on how the issues of treating archaeological sites in World Heritage sites through HIA’s has only occurred since around 2010/2011.

The next speaker was Mr Nishi Kazuhiko, Agency for Cultural Affairs, Government of Japan, who provided a summary of HIA’s and their use in Japan. He explained that the guidelines can be unclear and need to be reviewed, but also stressed that the importance of an HIA is in establishing the identified values for a site. He referred to the example of the HIA used by Ms Okadera for Okinoshima as an excellent one. Questions from participants also discussed the need for a review system with Mr Nishi reinforcing the need for a ‘values-based’ approach.

After these summaries, a short lecture was given to the participants by the ACCU, outlining travel details to, and what to expect, when in Japan for the on-site training.

19 September

■Participants’ arrival and acceptance into Japan

20 September

■Opening Ceremony/ Course Orientation

Location: Hotel Nikko Nara

Group Training Course for Young Professionals on Cultural Heritage Protection in the Asia-Pacific Region 2024 ‘Conservation and Management of Archaeological Sites and Artefacts’ started with the Opening Ceremony held in the ‘Fuji’ room in Hotel Nikko Nara. Mr Morimoto Susumu, Director, Cultural Heritage Protection Cooperation Office, Asia-Pacific Cultural Centre for UNESCO, Nara (ACCU Nara) and Organizer Representatives, Mr Yamashita Shin’ichiro, Councillor on Cultural Properties, Agency for Cultural Affairs, Government of Japan, Dr Rohit Jigyasu, Programme Manager, Sustainable Urban and Built Heritage Conservation, Disaster and Climate Risk Management and Post-Crisis Recovery, The International Centre for the Study of the Preservation and Restoration of Cultural Property (ICCRUM), Mr Kanai Ken, Head, Resource and Systems Research Section, Japan Center for International Cooperation in Conservation, Tokyo National Research Institute for Cultural Properties, and Dr Shoda Shinya, Head, International Cooperation Section, Department of Planning and Coordination, Nara National Research Institute for Cultural Properties, welcomed the 15 participants and stated that they expected them to take the newly-acquired knowledge back to their respective countries to contribute to cultural heritage protection and help create a network in the Asia-Pacific region. The speakers from the supporting organisations, Mr Kawakami Yoichi, Deputy Director, Archaeological Institute of Kashihara, Nara Prefecture, and Ms Imazato Mieko, Director of Cultural Properties Division, Tenri City Board of Education, stressed that training in Nara would be meaningful, as the Prefecture is rich in cultural heritage and expertise in its protection has long been accumulated. The participants then introduced themselves and expressed their gratitude, enthusiasm, and expectations for the training. In the afternoon, an orientation was conducted, the purpose and schedule of the curriculum were explained, and general information on the facilities in Nara City was provided. In the opinion exchange session in the evening, Mr Morii Masayuki, Director, World Heritage Office, Nara Prefectural Government, gave words of welcome, and the participants, together with the organiser representatives and lecturers, deepened their interactions, crossing the borders of nationality and social status.



Opening Ceremony

21 September

‘Units 1 and 2: Global Trends in Cultural Heritage Protection/Cultural Heritage Protection System in Japan’

■Report of case studies in participating countries

Venue: Nara Convention Center

Lecturers: Rohit Jigyasu (ICCROM), INABA Nobuko (University of Tsukuba)

The participants presented archaeological sites in their own countries as examples, as well as issues related to surveys, documentation, conservation, and utilisation. Various sites, including Drapham Dzong in the Kingdom of Bhutan, Lal Bagh Palace in India, and Fort Rotterdam in Indonesia, were presented and common issues such as insufficiency of expertise and funds, lack of legislation, and risks of urban development and climate change became apparent. The lecturers highlighted the importance of not only capacity building but also the role of the local community in creating a management and utilisation plan regarding the case studies presented by the participants. Moreover, as young professionals in the Asia-Pacific region, it was reconfirmed that group training would be an important opportunity for sharing information on common issues and countermeasures, and for network building. The content of the presentations is available on the website of ACCU Nara. Please refer to the website for further details.

The afternoon lecture by Dr Rohit Jigyasu (ICCROM) concerned the relationship between disaster risk management and cultural heritage. He proposed the integration of cultural heritage into the existing disaster management plan rather than the development of a new plan for heritage and stressed that, instead of discussing which was more ideal, a top-down or bottom-up approach, it was important to develop connections by incorporating these two approaches to cooperate in various fields.

In the discussion session, Aripdjanov from Uzbekistan raised the difficulty in helping the general public understand the significance of protecting cultural heritage. There is a tendency for urban and tourism development to be given priority over heritage conservation, and vandalism has been a problem not only in Uzbekistan but also in other countries. Prof Inaba, as an example in Japan, said that it had been customary to set up opportunities to regularly open archaeological excavation survey sites to the public to explain to the local people what kind of survey was conducted, what had been discovered, and how it would be used in the future. Thus, the understanding and support of the public can be obtained by allowing them to see and learn about heritage protection projects for which public funds are used. Furthermore, Dr Jigyasu emphasised the importance of not only ‘hardware’, or the improvement of technologies and increase of funds, but also an approach based on ‘software’, or an increase in the general public’s acknowledgement, being included in the conservation system, which concluded his lecture.



Case study presentations



Discussion with Prof. Inaba and Dr Jigyasu's lecture

22 September

■On-Site Training: World Heritage Sites Management in Japan

Lecturer: ACCU Nara Office

Venue: Todai-ji Temple, a World Heritage Site

Due to Typhoon No. 14, morning activities were cancelled, including a scheduled lecture by Mr Tanaka, the Conservation Architect of Todai-ji Temple. In the afternoon, the participants visited Todai-ji Temple and Nara National Museum, guided by an ACCU staff member. At the Nandaimon (Great South Gate) of the Todai-ji Temple with the rain falling, they listened to an overview of the UNESCO World Heritage site 'Historic Monuments of Ancient Nara' and the philosophy of repair and conservation of structures in Japan. A huge Japanese cypress that required several hundred years to grow was used as the pillar of the Great South Gate, and many materials are now impossible to obtain. A grafting technique is used for the repair of eroded areas, using the same species of cypress and lining-up grains while retaining the existing sections as much as possible. A question was asked about the fact that no repainting was conducted in the repair of Todai-ji and other temples, to which Japan's philosophy of repair was explained. The 'maintenance of the status quo' is how Japanese temples are repaired, but colours are applied in repairing some of the shrines. In such cases, the pigments are analysed, and the same pigments are used based on the collected evidence. A participant from Sri Lanka mentioned as an issue in her country how local people repair cultural assets as they like, without declaring their activity, and asked about the measures taken in Japan, to which it was explained that under the Law for the Protection of Cultural Properties of Japan, it is required to file an application for the 'alteration of the existing state'. In addition, a subsidy system is in place for the repair of designated cultural properties by the national or local government; thus, there is an administrative management and support system to prevent such issues.

Then, they visited the Nara Buddhist Sculpture Hall of Nara National Museum. Among the five national museums in Japan, the museum in Nara features permanent exhibitions of Buddhist statues. The building was the first authentic, Western-style architecture built in Nara Prefecture and has been designated as an Important Cultural Property of Japan. Buddhist statues are exhibited with high-quality devices such as special light-blocking walls installed inside the original building, glass cases made in Germany, and seismic isolation stands; maintenance using insect traps is conducted in cooperation with a private company. Every newly constructed section is removable; thus, renovation can be conducted without placing any burden on the building. Furthermore, temples and private collections are exhibited, along with those of the Nara National Museum in the Nara Buddhist Sculpture Hall. This is because there is a system of entrustment in the Nara National Museum, and there are cases where it is difficult

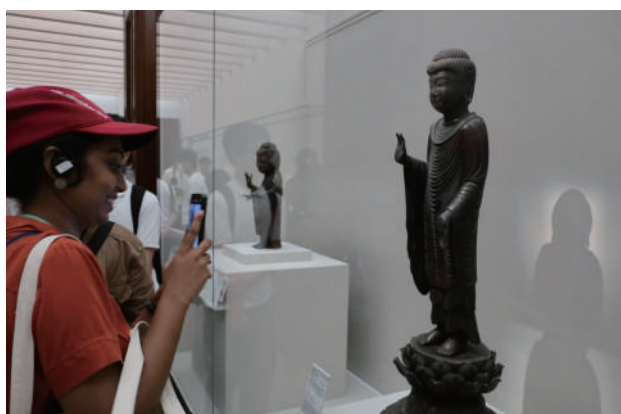
for temples and individuals to maintain an optimal conservation environment on their own. There is also a system to temporarily keep or repair Buddhist statues while the relevant temple is undergoing renovation. In such cases, when the repair is complete, the Hall offers visitors opportunities to appreciate relevant artwork from nearby. Thus, the system benefits the Museums, owners, and visitors. The above pieces of information made the participants agree that there were various noteworthy viewpoints that could be applied to their respective countries, and they carefully observed the details. Lastly, they moved to the Five-storied Pagoda of Kofuku-ji Temple, which is under repair, and received an explanation of the repair and facilities of the National Treasure Hall (for exhibition) owned by the temple.



Scenes of the training at Todai-ji Temple, a World Heritage Site



Group photo in front of the Daibutsu-den (Great Buddha Hall)



*Left: Observing the exhibiting Buddhist statues at Nara National Museum
Right: In front of the National Treasure Hall, Kofuku-ji Temple*

24 September

‘Unit 3: Investigation and Documentation Methods for Archaeological Sites’

■On-Site Training: Excavation Methods for Archaeological Sites in Japan (Techniques for Excavating Archaeological Sites in Japan)

Lecturers: WADA Kazunosuke, MEGURO Shingo (Nara National Research Institute for Cultural Properties), ACCU Nara Office

Venue: Toshodai-ji Temple, Excavation Site in Yakushi-ji Temple, Nara Palace Site Museum

With the guidance of an ACCU staff member, participants learned how first-class architecture with national treasures and cultural assets can be restored using modern technologies. The repair of the Kondo (Golden Hall) of the Toshodai-ji Temple was conducted over many years, starting in 1999. For the roof of the original building, built in the 8th century, only the *jidaruki* (base rafter) supported the deep eaves. However, since the renovation in the Edo Era and repair in the Meiji Era, the size of the framework and structure of the roof have changed significantly. The participants received an overview of the repairs conducted to improve and reinforce the structural weaknesses of the roof of the original building, which used to be low, giving a lightweight impression. A major construction company cooperated by conducting a structural analysis of the repair. Thus, modern building analysis technology was used and reflected in the repair. Additionally, technology to monitor inclination and subsidence on pillars was presented, and the participants were impressed by this idea.

In the Yakushi-ji Temple, they listened to an explanation of the total dismantlement restoration project of the East Pagoda (Toto), a National Treasure, regarding which a case example was presented. One of the reasons for the repair was the uneven subsidence of the podium base stones. After demolition, it was found that the durability of the podium of the East Pagoda that had been excavated and surveyed was insufficient, and accordingly, the Pagoda was restored on the original ruins with due protective measures. Subsequently, the participants visited the excavation site where the Nara National Research Institute for Cultural Properties conducted an academic survey on the maintenance of the precincts of Yakushi-ji Temple, a World Heritage Site. Mr Wada and Mr Meguro, the lecturers, explained the excavation techniques for the appropriate use of either machinery or hand-tools depending on the situation, and the surveying method that uses GPS to help the participants understand how efficiency-oriented activities are conducted. Mr Wada talked about the method of detecting ruins, survey tools used in Japan, the method of setting survey areas, and how to note survey numbers based on specific and practical information and the order of survey activities. An interview was conducted by the media on that day, and the training was reported in the evening and morning newspapers the following day.

They later visited the Nara Palace Site Museum (Heijokyu-seki Shiryo-kan), a museum of the Heijo Palace Site that is a Special National Historic Site of Japan. They were told that the site was maintained as a historic park through the cooperation of the Agency for Cultural Affairs and the Ministry of Land, Infrastructure, Transport and Tourism to present Japan’s initiative to protect cultural assets with limited budgets and cooperation between ministries and agencies.



Visiting the Golden Hall of the Toshodai-ji Temple and its precincts



Left: Observing Yakushi-ji Temple's East and West Pagodas; Right: Excavation site at Yakushi-ji Temple



*Left: Mr Wada, lecturer, providing an overview of the excavation survey of the Yakushi-ji Temple
Right: Mr Meguro, lecturer, presenting the GPS device used at the site*

25 September

■Practical Training: Techniques for Excavating Archaeological Sites in Japan

‘First Aid for Fragile Artefacts’

Lecturer: MATSUDA Kazutaka (Nara National Research Institute for Cultural Properties)

Venue: Nara National Research Institute for Cultural Properties

In the morning, the participants received a lecture on ‘First Aid for Fragile Artefacts’ at the NNRICP. Dr Matsuda presented three methods for digging up artefacts, using not only Japanese paper and cloth but also liquid nitrogen, casting tape, and polyurethane foam. With liquid nitrogen, artefacts can be rapidly removed from the soil to increase work efficiency. Casting tape is used to immobilise and support soil and artefacts and can be used alone or together with other methods. Polyurethane foam can also be used as a packing material for transportation. The method used depends on the state of the artefacts and the overall situation.

In the afternoon, the participants engaged in practical training using liquid nitrogen and tried to dig and pick up an ‘artefact’, assumed to be a fragile artefact, from the ground. There are times when ironware, bronzeware, and wood are so fragile that it becomes difficult to maintain their shapes when excavating them. The practical training involved digging them up and transporting them safely to a room for conservation treatment. Using liquid nitrogen and casting tape, all groups successfully completed the activities and deepened their understanding of urgent conservation activities at the excavation site. Practical training was performed using casting tape and liquid nitrogen because these materials are available as medical equipment in Asian countries. The session was evaluated highly because it was practical to use familiar and available materials.

Next, they saw the preservation equipment used at the Institute, including the large pool for preserving wooden products in water and the chemical impregnation device, and learned about well-thought-out features and technologies. In addition, they visited exhibits of excavation surveys in the Institute’s new building, showed interest in the exhibited cross-section of peeled soil that shows the traces of an earthquake, and obtained information on the coating and method of exhibition.

Through these lectures, the participants successfully obtained information on Japan’s conservation treatment technologies, philosophy, and knowledge of chemicals.



Classroom lecture by Dr Matsuda in Nara National Research Institute for Cultural Properties



Digging down around the artefact→Hydrating→Fixing the surrounding of the artefact with casting tape



*Left: Hardening the artefact and soil with liquid nitrogen
Right: Digging and removing the artefact out of the ground*



Posing for a commemorative photo with the artefact's each group dug out



Exchanging opinions



Visiting a facility of the Nara National Research Institute for Cultural Properties

Left: Impregnation device for wooden products,

Right: At the main entrance of the Institute, with Dr Matsuda, lecturer

26 September

‘Unit 4: Artefact Analysis, Documentation, and Storage’

■Practical Training: Recording/Documentation of Artefacts I

Lecturers: YONEKAWA Yuji, SUGIYAMA Takumi, KITAI Toshiyuki (Archaeological Institute of Kashihara, Nara Prefecture)

Venue: Archaeological Institute of Kashihara, Nara Prefecture

Lectures and practical training were conducted at the Archaeological Institute of Kashihara. In a lecture given in the morning, it was stated that the Institute, which is the only Prefectural archaeological institute in Japan, connects the history of Nara with the region through a variety of activities, such as administrative and academic excavation surveys, basic organising works of artefacts, and educational programmes. During the visit to the laboratory, the work process, which consists of washing with water, drying, numbering, and colouring, was explained. The participants showed interest in machines for printing artefact numbers and the colouring process.

In the afternoon practical training, the participants attempted to restore earthenware from broken pieces. Each group adopted its own approach and discussed how to observe the colour, texture, thickness, and shape of the rim. The approach used to estimate the overall shape of earthenware based on the rim was highly praised.

In the afternoon lecture, the reasons why keen observation and precise measurement of artefacts is emphasised in archaeology in Japan was explained. The recording of artefacts is essential in research, education, and dissemination. Even if the worst comes to the worst and an artefact is lost, the relevant record serves as an important way to prove its existence.



Visiting the laboratory guided by Mr Yonekawa



Practical training to restore earthenware



Practical training to restore earthenware



Practical training to restore earthenware



Groups showing their achievements and receiving comments from lecturers



Mr Sugiyama lecturing and answering questions



27 September

■Practical Training: Recording/Documentation of Artefacts II

Lecturers: YONEKAWA Yuji, SUGIYAMA Takumi, KITAI Toshiyuki (Archaeological Institute of Kashihara, Nara Prefecture)

Venue: Archaeological Institute of Kashihara, Nara Prefecture

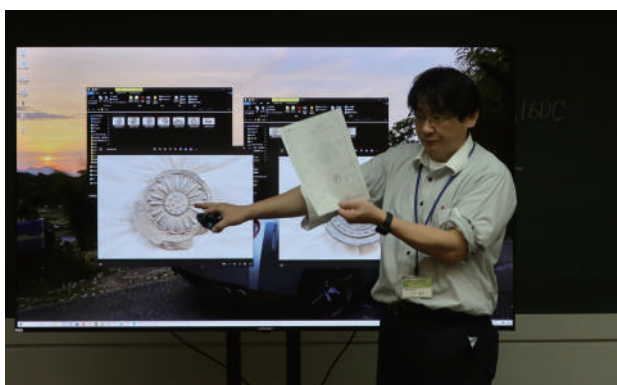
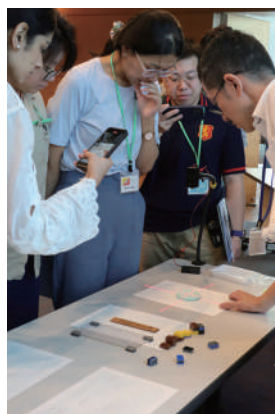
On the second day, Mr Sugiyama gave a lecture in the morning, in which he presented, using a typical dating method, the importance and possibility of applying ‘chronology’ in Japanese archaeology. In situations where the carbon dating method provides a date with a broad time range that can’t be specified, the method of estimating dates in smaller spans, based on typological features such as shape and thickness, is considered important in Japan. The participants practiced guessing chronological order using drawings of clay pottery and learned the correct chronological work (changes in form) and its reason. Moreover, a case study of information that can be obtained from artefacts with an example of *haniwa* (an ancient clay figure) was presented to emphasise the importance of observing how they were made and used.

In the afternoon practical training guided by Mr Kitai, the participants made a data card by observing clay pottery. The purpose of the activity was to observe artefacts and accurately record their features. They discussed the difficulty of describing the information they obtained correctly on the drawing. Specifically, when describing the features of an artefact, it is important to convey the observed facts (information that shows the manufacturing technique) and avoid subjective interpretation.

Lastly, Mr Kitai encouraged the participants, saying that taking advantage of the knowledge and skills they obtained in the practical training and making data cards for artefacts in their respective countries would lead to the protection of cultural properties and the development of research.



Lecture by Mr Sugiyama



Lecture by Mr Kitai and practical training regarding the observation of clay pottery





Practical training regarding the observation of clay pottery

28 September

■On-site Training: Practical approaches to the Conservation and Utilisation of Artefacts

Lecturers: SUGIYAMA Takumi, SUZUKI Tomomi (Archaeological Institute of Kashihara, Nara Prefecture), FUJIMOTO Shota (Nara Prefectural Government)

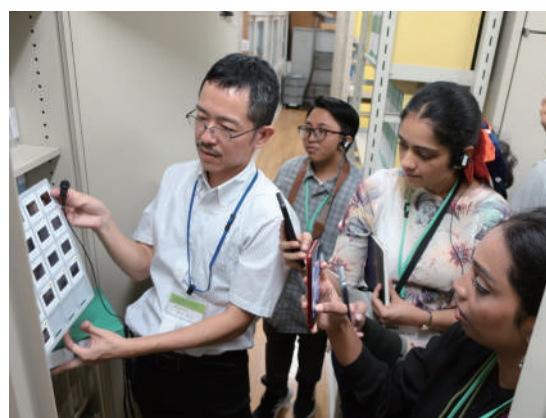
Venue: The Museum, Archaeological Institute of Kashihara, Nara Prefecture/Historical and Artistic Culture Complex

When the participants visited the museum of the Archaeological Institute of Kashihara Nara, they were impressed by exhibit panels that were friendly to children and wheelchair users, as well as advanced facilities that balanced preservation and exhibition. In the museum's storage room, data management and exhibit standards were explained and educational programmes for use in summer schools for local children were presented.

In the afternoon, they visited Nara Prefecture Historical and Artistic Culture Complex. Visitors to the facility can see the repair of cultural assets. As it is located next to a roadside station and a direct-from-farm vegetable sales area, the facility is freely visited by ordinary people. In the Archaeological Relics Workshop, restoration work and programmes to experience archaeology were presented, whereas in the Historical Buildings Workshop, a restoration technique using both new and old wooden materials was presented and the method of using a *yariganna* (spear-headed plane) was demonstrated. In the Paintings and Calligraphy Workshop, the traditional way of making paints and glue was presented, while in the Buddhist Statues and Sculptures Workshop, the fact that it was the only facility

open to the public in Japan where visitors could watch a Buddhist statue being repaired drew the participants' attention.

During these visits, the participants learned and were impressed by Nara Prefecture's philosophy of cultural property protection and the importance of collaborating with the private sector.



Visiting the Museum of the Archaeological Institute of Kashihara, Nara Prefecture guided by Ms Suzuki

(Below, middle: Experiencing 'Please Touch' exhibits)

Learning how photo dates are organised and stored at the Archaeological Institute (Lecturer: Mr Sugiyama)



With Mr Kawakami Yoichi, Deputy Director of the Institute, (Second row, fifth from the right) and Mr Yatomi, Vice Director of ACCU Nara (Second row, first from the left)



Left: Experiencing the exhibit in the Historical Building Repair Workshop at the Nara Historical, Art and Cultural Village
Right: Watching the work conducted in the Archaeological Relics Restoration Workshop

30 September

‘Unit 5: Management and Utilisation of Archaeological Resources’

■Study Tour: Archaeological Site Maintenance and Museum Facilities I

Lecturer: Gamini Wijesuriya (ICCROM), FUCHINOKAMI Ryusuke (Saga Prefecture, Cultural Affairs Division)

Venue: Yoshinogari Historical Park

Starting on 30 September the participants made a two-night, three-day trip to the Kyushu region in southern Japan to visit archaeological sites and a museum outside Nara Prefecture. On the first day of the trip, they visited Yoshinogari Historical Park, where one of Japan’s leading archaeological site maintenance projects is being conducted, and received training from lecturers invited from the Saga Prefecture Cultural Affairs Division and ICCROM. The theme was how to organise and exhibit ‘archaeological sites buried underground’ in Asian countries in an easy-to-understand manner. Yoshinogari Historical Park uses three ways to show sites to the public: 1. Displaying reconstructed buildings, 2. exhibiting excavated sites, and 3. making the excavation sites and surveys open to the public. The third method, making excavation sites open to the public, is one of the methods used by local governments to make cultural property protection widely known to the public, as Prof. Inaba spoke about in her lecture on the first day. Confirming the contents of the classroom lecture on the study trip and asking questions helped deepen the participants’ understanding.

The participants learned a variety of information found in the usage examples of Japan’s various archaeological site maintenance methods, including the method of showing archaeological sites to the public; the setting up of ‘parks’ by the Ministry of Land, Infrastructure, Transport and Tourism; an explanation of buses and their routes in a broad park; and volunteer guides’ activities. They listened to the advice of lecturers and Dr Wijesuriya, a coordinator, and obtained information they could use when they returned to their respective countries.



Left: Excavation and survey site being made open to the public
Right: Restored and exhibited underground remains (Kamekanbo: earthenware jar-coffin grave)



Left: Visiting a preserved excavation site at Yoshinogari Historical Park.
Right: Viewing the reconstructed buildings at Yoshinogari Historical Park.

1 October

■Study Tour: Management Issues of Okinoshima since Registration as a World Heritage Site (The Sacred Island of Okinoshima, Fukuoka Prefecture)

Lecturers: Gamini Wijesuriya (ICCROM), OKADERA Miki and SHODA Michihiko (World Heritage Division, Fukuoka Prefectural Government)

Venue: Munakata City, Fukuoka Prefecture (The Sacred Island of Okinoshima and Associated Sites in the Munakata Region, World Heritage Site)

The participants took a study tour to the World Heritage Site Okinoshima and Associated Sites to learn about the issue of managing World Heritage Sites in Japan and the response to the same, featuring lecturers from the World Heritage Division of the Fukuoka Prefectural Government and ICCROM. On the day of the training, a Shinto ritual of the Miare festival was performed to welcome deities from Okinoshima to the Hetsu-miya Shrine of Munakata Taisha (on the Kyushu mainland). By listening to Ms Okadera's explanation and watching 200 or more boats coming and going and rituals, the participants learned the aspect of intangible heritage as a place of religion as well as tangible heritage and deepened their understanding. They then took a ferry to Oshima Island to visit the Munakata Taisha Nakatsu-miya. On the island, they watched a video record and viewed exhibits about the local people's beliefs about Okinoshima; they were given a detailed explanation on how to communicate with local people and protect those heritage properties in collaboration with them and on the setting up of a framework of protection (establishment of ordinances) by the local government. The difficulty of how to convey and manage the value of Okinoshima, where people are not allowed to enter because it is worshipped as a dwelling place of deities, as well as various methods of making it open to the public, were conveyed to the participants, who found them helpful. Additionally, Dr Wijesuriya of ICCROM, who had been involved in the inclusion of Okinoshima on the list of World Heritage Sites, added an explanation of the value of the heritage site, the issue of its management that followed, and Fukuoka Prefecture's heritage site management activities to help increase the participants' understanding. Lastly, there was a discussion session with the lecturers where they also exchanged opinions on the management issues of the World Heritage Sites in their own countries that had been mentioned in the case study presentation on the first day of training. The training in Fukuoka, packed with various important factors, was evaluated highly, which was apparent in the questionnaire survey results.



Visiting the sites and facilities of the World Heritage listed site of 'Okinoshima and Associated Sites in the Munakata Region'. Top left: Ms Okadera Miki, Fukuoka Prefectural Government, and Dr Gamini Wijesuriya discuss the background of the sites and the process towards its listing, Top right: the Miare Festival.



Observation at Oshima with the explanation by lecturers.

2 October

■Study Tour: Archaeological Site Maintenance and Museum Facilities II

Lecturers: KIGAWA Rika and SHIGA Satoshi (Kyushu National Museum)

Venue: Kyushu National Museum

Kyushu National Museum is the fourth national museum in Japan. It is a museum that exhibits the cultural properties of various districts in Kyushu, which has prospered as a gateway to Asia since ancient times. As the museum has new facilities, the participants mainly visited these facilities. Japan is prone to earthquakes, and therefore, the entire structure of the museum is built on a base isolation device. It is also designed with the storage located at the centre of the structure so that a certain temperature and humidity can be maintained unaffected by the outside air temperature. A tour route has been established to view the storage areas, and there are facilities for insect-proof measures and survey equipment (CT, 3D scanner, etc.)—These were the focus of Dr Kigawa's classroom lecture. Subsequently, guided by the lecturers, the participants toured the various facilities. The study tour turned out to be an opportunity for the participants to learn information that is important in appropriately conserving and exhibiting cultural properties in their respective countries based on the activities conducted in Japan, as the lecturers, Dr Kigawa and Mr Shiga, are conservation science experts of the museum. They explained, that the management of temperature and humidity in the storage environment and light sources will avoid deterioration of exhibits and prevent damage from insects.

Opinion exchanges with the lecturers concluded the three-day training outside Nara Prefecture.



Visiting the Kyushu National Museum.

Top left: Dr Kigawa explains the Kyushu National Museum including the seismic mitigation controls of the building.

Top right: Mr Shiga explaining aspects of the museum's central storage rooms.

3 October

Preparation for final presentations

4 October

■Final Presentations and Discussion

Lecturer: Gamini Wijesuriya (ICCROM)

Venue: Nara Convention Center

On the last day of training, the participants, together with Dr Gamini Wijesuriya of ICCROM, paid a courtesy visit to the governor of Nara Prefecture and praised the importance of Nara's cultural properties. The governor prayed for their success and said that Nara Prefecture would continue to contribute to cultural heritage protection.

In the final presentations, the participants stated how they would use the knowledge and experience they obtained during training in their respective countries. All mentioned many viewpoints that they could apply to their countries based on examples from Japan, which made it clear that they had learned a variety of things. Below is a sample of what they said they had learned.

Ms Pem Choki from Bhutan said that although in her country the conservation of ruins was considered more important than that of artefacts, she had learned about the restoration and conservation of artefacts at the Archaeological Institute of Kashihara and came to recognise its significance; accordingly, she would like to recommend more conservation and restoration of artefacts in her country. **Ms Neha Suresh Shah from India** said that she was very impressed by the conservation, management, and restoration of temples, shrines, and archaeological ruins conducted in Japan and would like to introduce Japan's philosophy of conservation and restoration into her country's heritage protection system, which has been strongly affected by those of Western countries. **Ms Zulfa Nurdina Fitri from Indonesia** wanted to bring back to her country how cultural and intangible heritage was protected collaboratively with local communities that she saw in Okinoshima, while **Mr Amphai Butphachith from Laos** said that he would share what he had learned in the training with his colleagues and engage in public awareness-raising activities for the local community at the Plain of Jars in Laos. **Ms NG Xin Yi from Malaysia** remarked that she had learned about cooperation between the Ministry of Land, Infrastructure, Transport, and Tourism and the Agency for Cultural Affairs, and would like to think about the possibility of cooperation between ministries and agencies in her country. She further remarked that she found the technology to monitor the inclination of structures and exhibition ideas in museums friendly to people with disabilities and children helpful and useful. **Mr Jason Barnabas from Micronesia** stated that he wanted his country's local governments to include local communities in the heritage protection system, just like Japanese local governments, to cooperatively protect cultural properties. **Mr Aung Myat Oo from Myanmar** said that the Japanese case examples made him think it was necessary to positively engage in risk management, including disaster prevention, to protect cultural heritage sites. **Ms Warda Faheem from Pakistan** expressed her wish to establish a permanent laboratory to promote the organisation and documentation of artefacts that she had learned through the training at the Archaeological Institute of Kashihara Nara and Nara National Research Institute for Cultural Properties. **Mr McMichael Misech Mutok Jr. from Palau** stated that while he felt that all lectures and practical training sessions were significant and probably usable in the context of his country, the issue was how much could be realised with limited resources. **Mr Ian Carlos Villamor Lipardo from the Philippines** said that his country needed to work on educational and public awareness-raising activities to solve the problem of treasure hunting. **Ms Dissanayake Mudiyansele Kaushalya Gauthami Kumari Dissanayake from Sri Lanka** said that she was impressed by Japan's restoration philosophy of balancing cultural heritage and urban development, and the fact that various stakeholders and local communities were involved in the heritage protection system, which she believed would lead to problems in her country. **Mr Mirali Karimdodov from Tajikistan**, based on the case example of Okinoshima, said that the local community engaged in heritage protection together with the administrative authority because it understood its value; accordingly, he wanted to work on public awareness-raising activities, speaking of the importance of such heritage to local people. **Ms Supapassorn Hiruntianakul from Thailand** said that she wanted to work so that not only scholars and administrative staff but also local people living closest to the heritage sites would be able to take part in the decision-making process regarding such heritage sites, as in Japan. **Mr Francisco Moniz da Cruz from Timor-Leste** said that he learned about the storage environment of wooden products and expressed his wish to use the new knowledge to store a large number of artefacts in his country. Finally, **Dr Otabek Yusupdjanovich Aripdjanov from Uzbekistan** said he wanted to introduce the organising method of ruins, ideas, and practical technologies of digital tools he had learned at Yoshinogari Historical Park for monitoring and conservation activities in his country. Dr Wijesuriya stated that he was proud that the participants in this training course had successfully acquired significant knowledge and experience. Regarding awareness raising and participation of the local community in which many participants showed interest, he said that it was very important, as the participation of the local

community in the heritage protection process would be enhanced by making the community learn about its heritage and understand its value and significance. He concluded his lecture by saying that it was essential to incorporate the traditional way of thinking of the community into heritage protection activities in which the local community would take part.

Closing Ceremony

The closing ceremony was as follows: Each participant received a Certificate of Completion and a piece of *mizuhiki* (washi paper cord decoration) symbolising ‘*kizuna* (bonds and ties)’. The participants promised to share the knowledge they had learned and to keep working for inter-regional cooperation and cultural heritage protection. Thus, the training was successfully completed.



Governor of Nara Prefecture, Mr Yamashita Makoto, welcomes the participants to Nara.



Lecture by Dr Wijesuriya



A participant's presentation



A participant's presentation



Questions and discussion of the participant presentations



Participants receiving their Certificates of Completion from Mr Morimoto Susumu, Director, ACCU Nara.



Closing Ceremony.

Left: Participant representative, Otabek Aripdjanov, offers thanks to the ACCU Nara and other contributors to the training course

Right: Mr Morimoto Susumu, Director, ACCU Nara, makes the final remarks.



Group photo of all participants with their Certificates of Completion

5 October

■Returning home

The participants went to the Kansai Airport to fly back to their respective home countries.

3. Course Evaluation

The 2024 Group Training Course continued the hybrid format implemented in 2023. It was however, the first time to be applied to an archaeological-focused theme. The hybrid style of this year's course was identical to last year and began with two weeks of self-paced online learning and Zoom sessions followed by a two-week on-site programme in Japan. All 15 participants successfully completed the course and submitted an evaluation.

Overall, the course was highly regarded with all participants rating their fulfillment of expectations, and the coverage and depth of the course as “excellent”. The other questions relating to the overall assessment received an overwhelming response of “excellent” (73-93%) or “good” (7-27%).

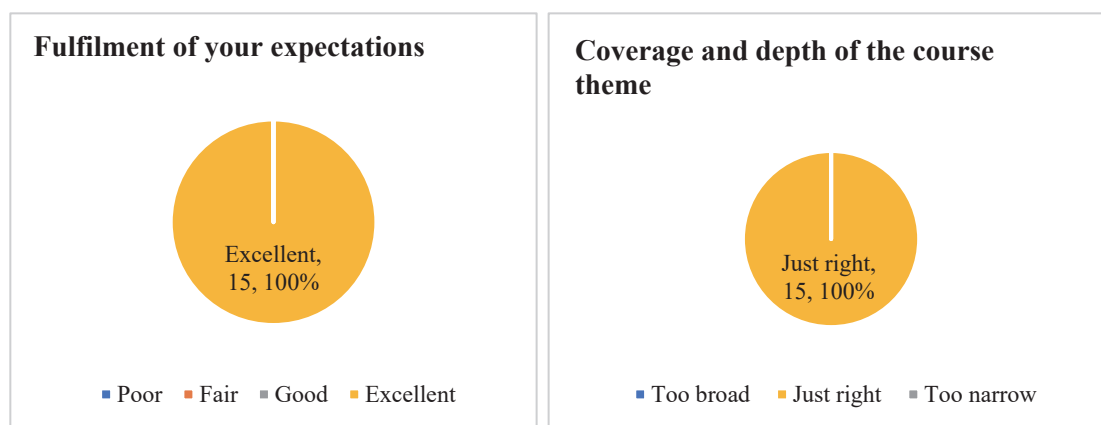
The online course was a mix of pre-recorded lectures and several live sessions for discussions of relevant units. The online training was well-received with 14 participants saying that it was effective (the other participant did not answer). The lecture videos were presented in English, or in Japanese with English narration, and comprehension of these lectures ranged from 70-100%. However, 10 of the participants answered that they would like to see these videos delivered in Japanese, with English subtitles. Twelve participants regarded the number of zoom meetings and times as enough while two answered it was not enough.

Feedback to the ACCU from participants appreciated the flexibility of the online self-study and accessibility to the recorded materials. However, some experienced difficulties with internet connections and would like the materials to be easier to download in bulk. The lack of personal interaction with many of the lecturers in this format was also raised by several participants. Overall, the participants stated that the online course provided good preparation for the on-site training.

The on-site programme held in Japan was a mix of lectures, discussions, practical training, and study visits to archaeological sites, museums, facilities and institutions in Nara and Kyushu. The work sessions and study tours were well regarded by the participants. For example, 14 participants assessed the relevance and applicability of the on-site programme to their work and interests as “excellent”. In comments provided by the participants, several said they would have liked more practical training experiences as well as extra discussion time with the lecturers and specialist experts.

The comments and suggestions provided by the participants will be further examined and considered when planning the next training course.

A) Overall

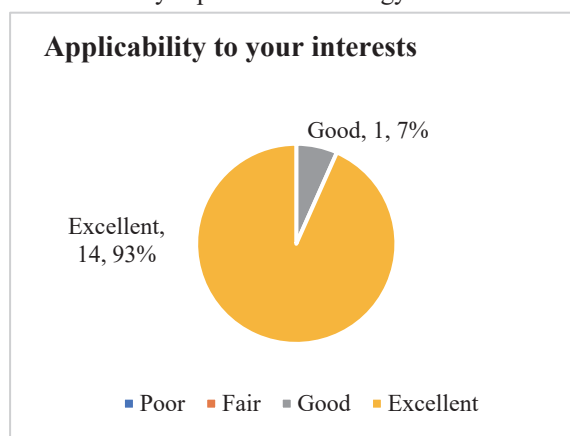
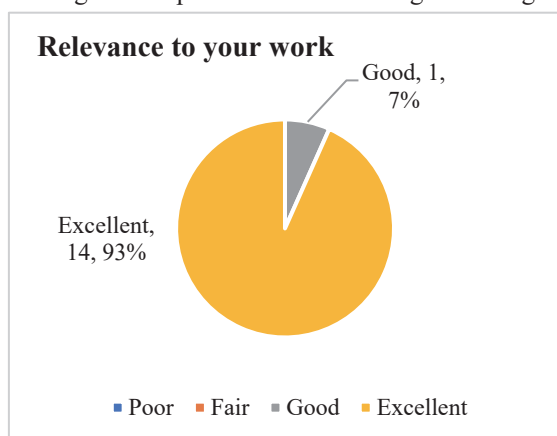


Fulfilment of your expectations:

- The training program and its content is solid and beyond my expectation.
- My expectation was fulfilled to gain practical skills in archaeological site management, learn best practices in conservation, and foster collaboration with peers across the Asia-Pacific to protect cultural heritage effectively.
- This training provides essential knowledge and skills for effective heritage preservation. The course covers various topics, including site assessment, conservation techniques, and management strategies.
- Field exposure was expected, but the program went beyond that because of the engagement with the people working at the sites. The lectures are not mere lectures but discussions and an exchange of ideas between practitioners.
- This is the very first training course that I attended and I am very happy that I gained so much.

Coverage and depth of the course theme:

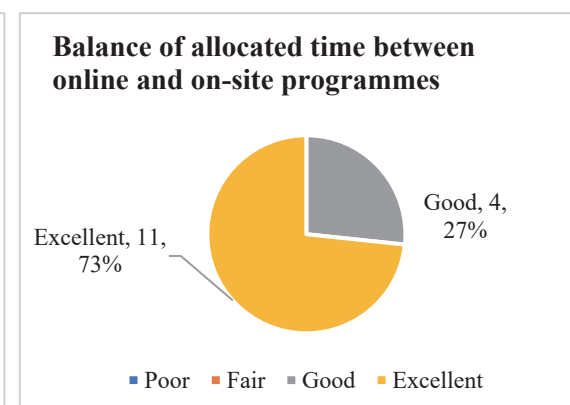
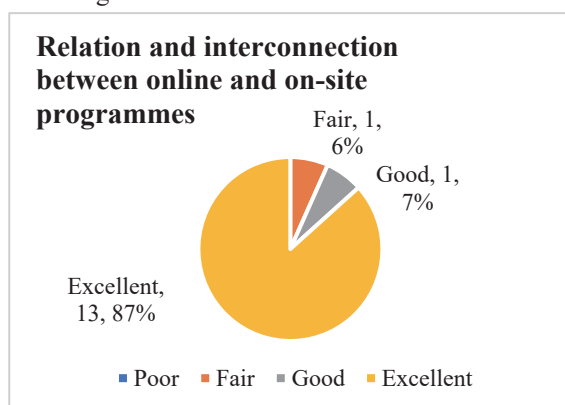
- The depth of the course theme allows for an in-depth understanding of challenges in heritage preservation.
- Coverage and depth of the course was good enough. It touched every aspect of archaeology.

**Relevance to your work:**

- In general, it is very relevant to my work in a site management office because our work involves different aspects of heritage management from artifact care to education.
- This training is directly applicable to my work.
- Given that my work is on policy-making, law-enforcement, and rescue archaeology it is only fitting for me to be exposed to different types of practice of archaeology.
- Very, very important. Especially, it is important to compare the work differences and similarities between two countries.

Applicability to your interests:

- This training aligns perfectly with my interests in cultural heritage protection, offering practical strategies for archaeological site management that I can directly apply to my work and initiatives in Indonesia.
- I am particularly interested in learning about new conservation techniques and site management strategies. This training provides valuable insights that I can apply directly to my work with archaeological sites and artefacts.
- Though I specialize in zooarchaeology, my main interest is general archaeology. Everything that was taught is all interesting to me.

**Balance of allocated time between online and on-site programmes:**

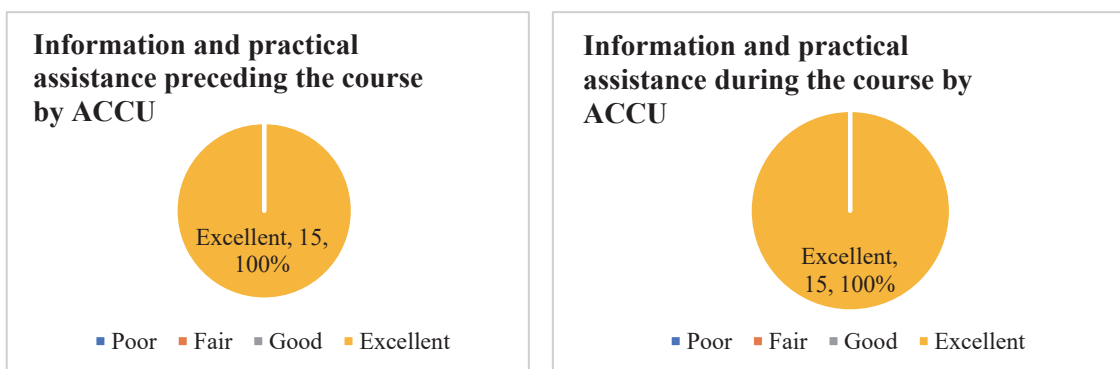
- The balance of allocated time between online and on-site programs is excellent, allowing for effective learning and engagement while accommodating diverse needs and enhancing overall participation.
- The programme strikes a perfect balance between online and on-site sessions, ensuring effective learning.
- The time of onsite training should be increased.
- I had a little bit of difficulties while joining the zoom meeting during office time, still it gives an idea about the field before we come to Japan.

Relation and interconnection between online and on-site programmes:

- The relation and interconnection between online and on-site programs are excellent, fostering a cohesive

learning experience that enhances collaboration and enriches our understanding of cultural heritage management.

- I find that the content of the online training and the on-site programme is not very closely linked, eg. the 3D documentation, animal archaeology and the restoration of castles are not reflected at the on-site training. Anyway, I see the online training and the on-site training as complementary to each other.
- The online lecture did its job as the introductory lessons for each topic presented in the practical and face-to-face classes.



Information and practical assistance preceding the course by ACCU:

- The information and assistance provided by ACCU before the course were immensely helpful. They ensured a smooth transition and equipped us with essential resources to maximize our training experience. (4 people)
- Organizers were very reachable and quickly tends to our needs and queries.

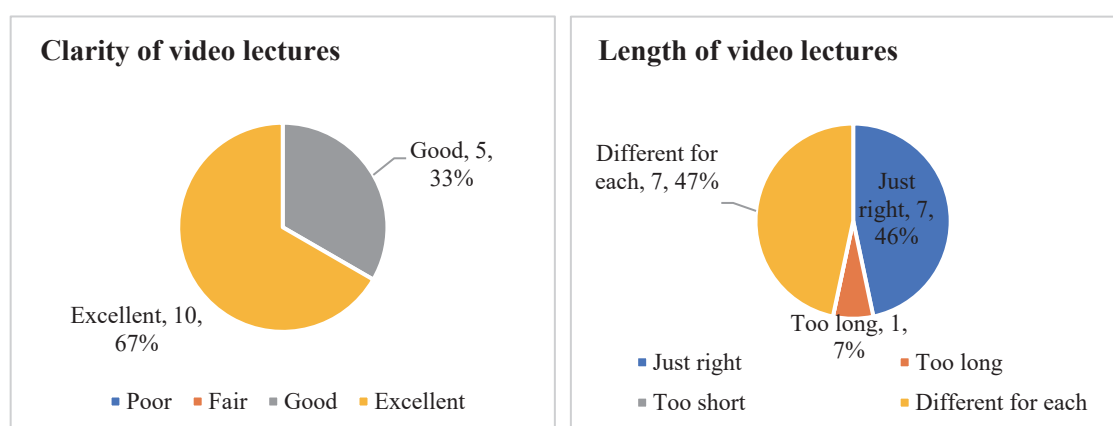
Information and practical assistance during the course by ACCU:

- They facilitated our learning experience, enabling us to engage more effectively with the training activities and resources. (3 people)

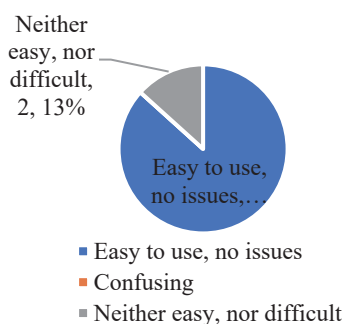
Any Suggestions for any topics to be added to the present curriculum?

- Practical experience of **restoring the artefacts** could be added for all to have a hands-on experience. The training can be extended for a few days more to cover more topics practically. Restoration work of various materials can be added in detail.
- I suggest adding **community involvement in heritage conservation**.
- **International Convention on Cultural Heritage Management**.
- **Archaeological data management**, or general **heritage data management system in Japan**.
- Create **3D Modeling of Artefacts**, **Photogrammetry** and **3D scanning**, especially with hands-on exercises. (2 people)
- Practical handling of **animal** and **human remains**.
- I would like to experience a small **excavation** to identify soil layers and do an **artefact photography** lesson.
- **Documentation in museums**, protection of exhibits, and the funding and management of ancient monuments.

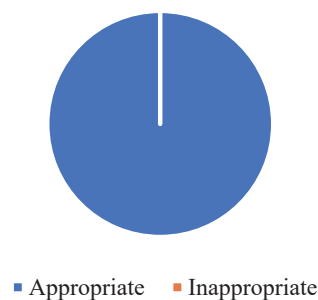
B) Online Programme



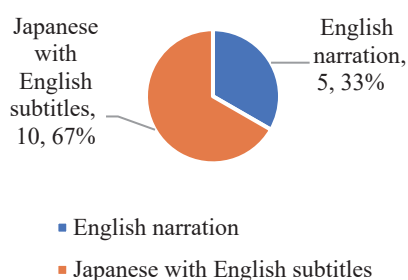
How would you evaluate e-learning platform (ACCU iPAGE)?



How appropriate were the check-point report questions?



Which type of recorded video lecture is more effective for learning?



Clarity of video lectures:

- It would be helpful if subtitles were added to the online lectures to improve clarity, especially for participants who may not be native speakers.

Length of video lectures:

- Some of the video lectures were quite long and could benefit from being shorter or divided into more digestible sections.

How would you evaluate e-learning platform (ACCU iPAGE)?:

- The platform is quite intuitive and clean, and the instruction is clear.

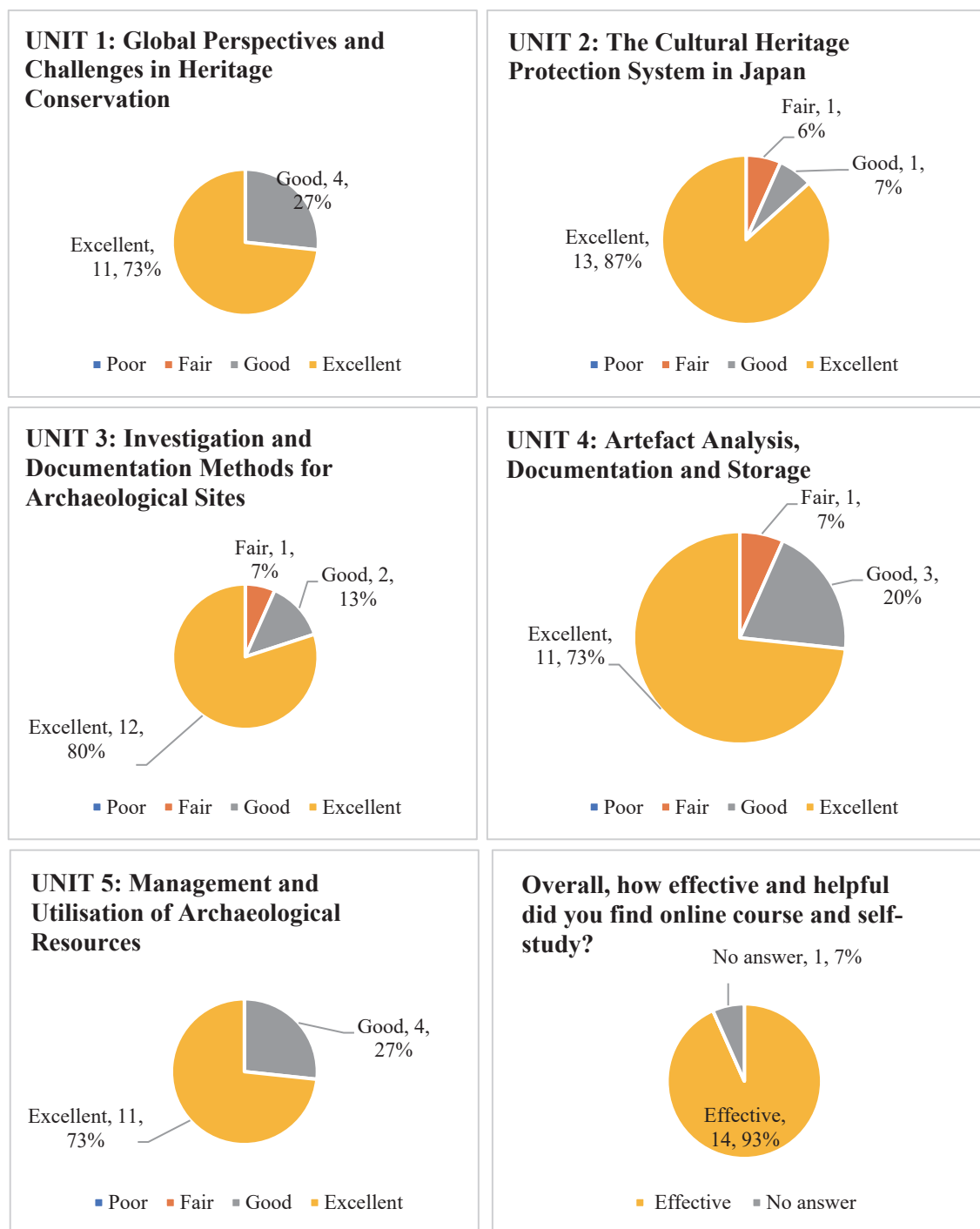
How appropriate were the check-point report questions?

- It really guided me well to the things I need to pick-up from the lecture.

Which type of recorded video lecture is more effective for learning?

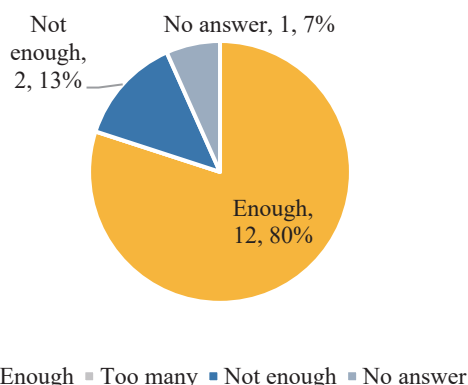
- Both works for me. It depends on the nature of the video lecture, if it is a moving video, then subtitles are good, but if it is a presentation slide, subtitles might block the screen.
- English narration is more effective because instead of focusing on subtitles we can focus on the lecture more easily.
- Presenting in Japanese (with subtitles) is more effective. (3 people)

Satisfaction level for each Unit:

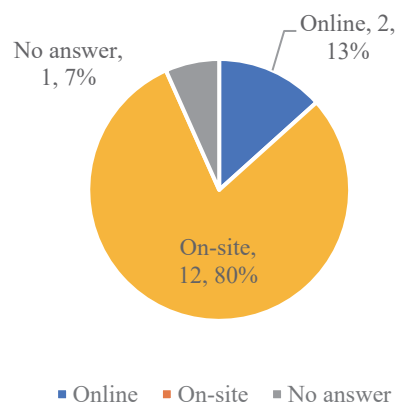
***Overall, how effective and helpful did you find the online course and self-study?:***

- An effective preparation for the practical classes (i.e. on-site training). (3 people)
- It is effective because I can replay the video when it is unclear or I want to double-check. However, it would be good if there was also a handout attached to the course.
- Being able to watch the lectures and look at materials anytime helped me understand the content better. (2 people)
- The convenience and flexibility were noted by 4 participants.

Number/times of zoom meetings during online programme



Case study presentations should be done online or on-site?



Number/times of zoom meetings during online programme:

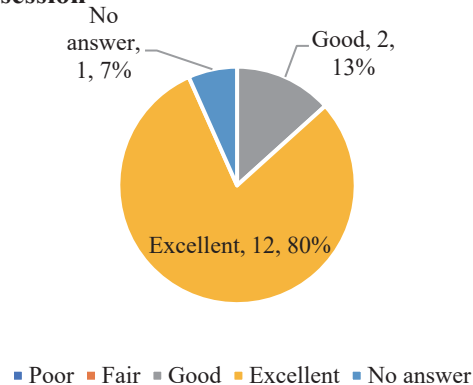
- It is a practical arrangement, but I think it might be more interactive if the Zoom meeting is unit-specific (if manageable).

Case-study presentations should be done online or on-site?:

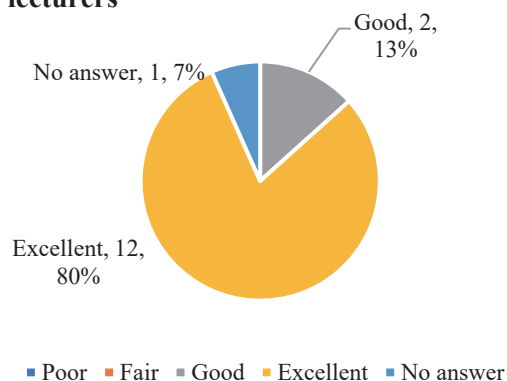
- On-site since we can engage and discuss among ourselves without any issues from poor internet connection. (5 participants)
- I would prefer the presentation to be done online so that we have more time for on-site experiences.

C) On-site Programme (work sessions)

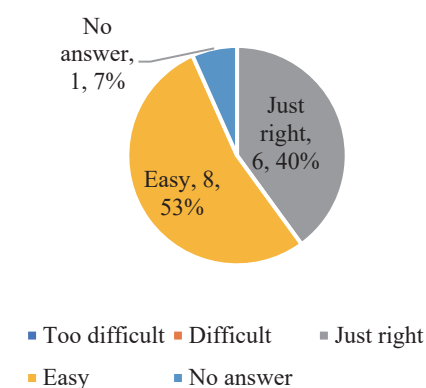
Clarity of goals of each work session



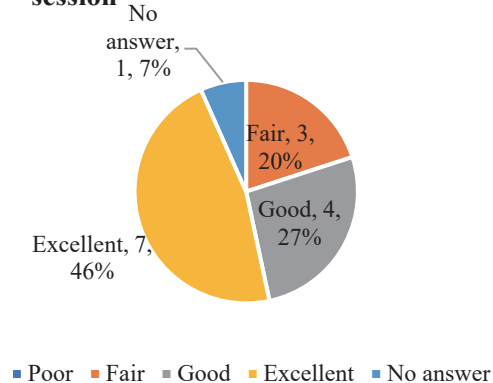
Clarity of instructions by lecturers

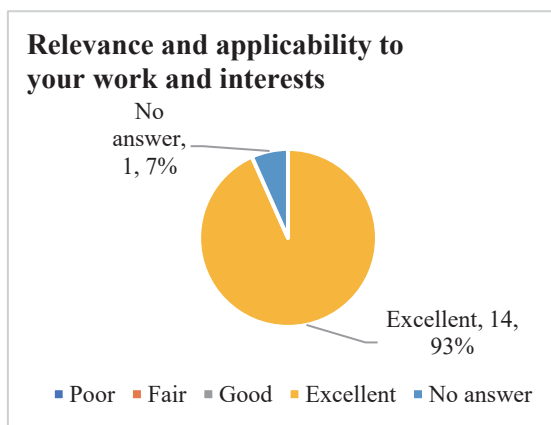
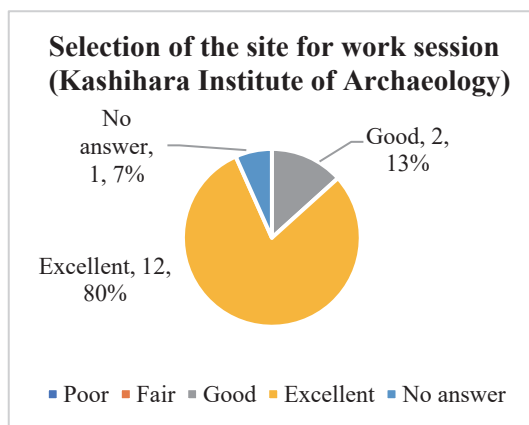


Difficulty of work sessions



Time allocation for the work session





Clarity of instructions by lecturers:

- The lecturers were very patient and considerate.
- There were times when we could not understand but our clarifications were easily answered.

Difficulty of work sessions:

- The practical work session could be completed, even for someone without any previous training.
- The only difficult part is getting to understand new techniques or methods. However, generally the work sessions were challenging enough.

Time allocation for the work session:

- Time should be increased for group sessions because the practical work helps us to understand more.
- Sometimes, you want to work more or perfect a task, but time does not allow it just like the session in pottery reconstruction and drawing. But the allotted time was enough for us learn.

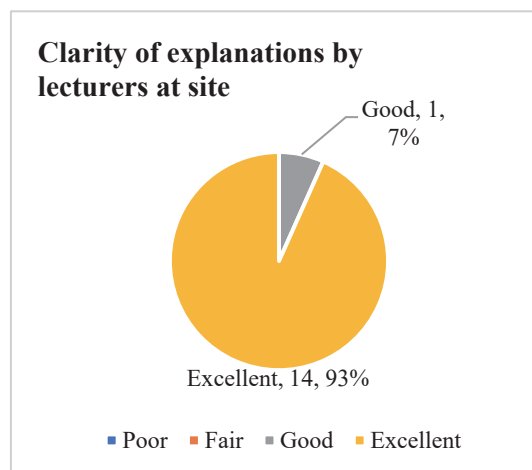
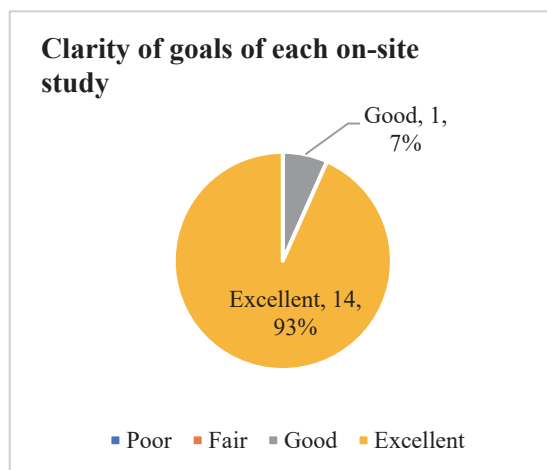
Selection of the site for work session (Kashihara Institute of Archaeology):

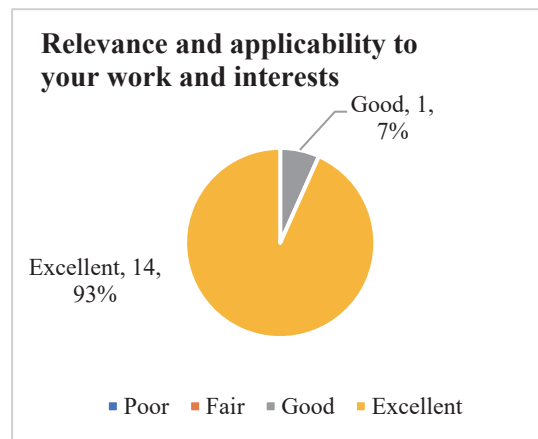
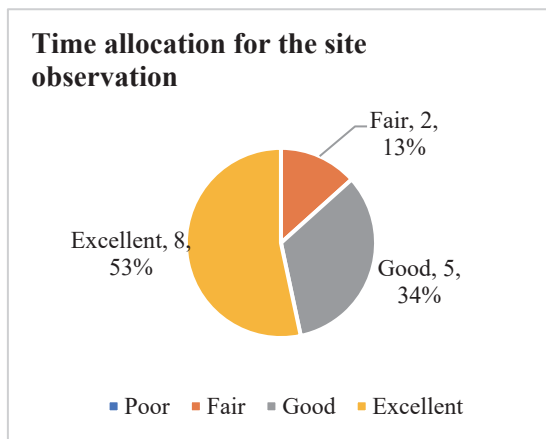
- It was a great opportunity to visit the facilities.

Relevance and applicability to your work and interests:

- Though I am an archaeologist that works mostly in the office, there are still times that I need skills in the field and for artefact analysis.

D) On-site Programme (study tours)





Clarity of goals of each on-site study:

- ACCU staff gave a very concise explanation before each site visit.
- Had a very valuable experience in Okinoshima for understanding intangible and tangible heritage.

Clarity of explanations by lecturers at site:

- In general, the explanations were very organized and clear.

Time allocation for the site observation:

- Site observation needs more time.

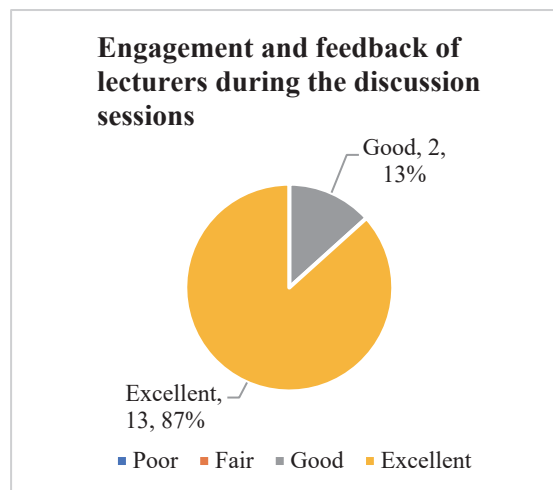
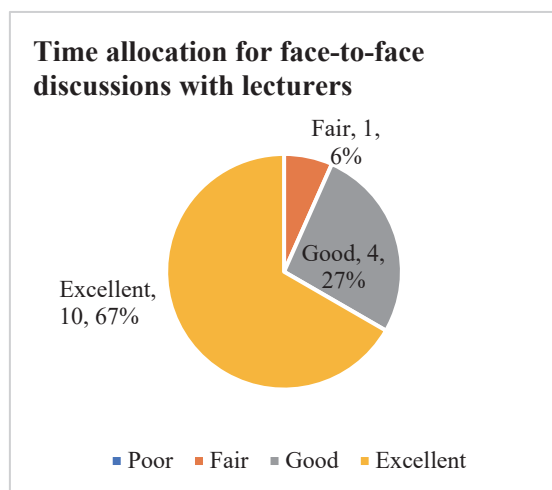
Relevance and applicability to your work and interests:

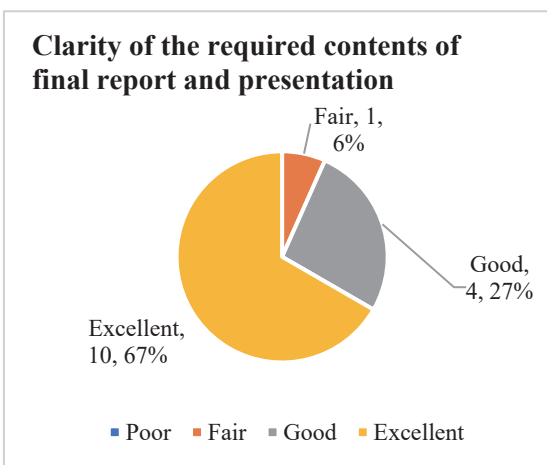
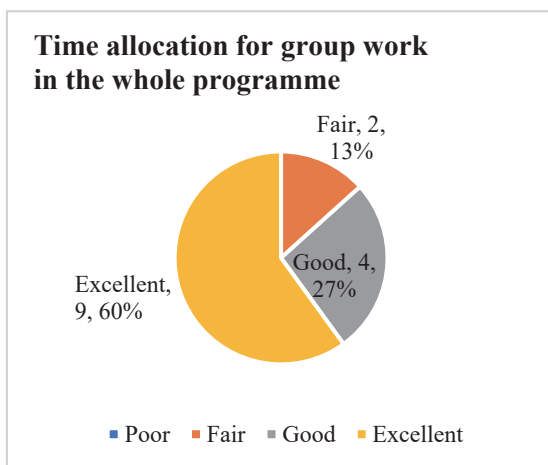
- Sri Lanka also has similarities in balancing values so this is very relevant.
- All the sites we visited were relevant and enhanced my knowledge and skills for the management and preservation of archaeological sites as well as the importance of artefacts. (5 people)
- We were able to observe and compare different types of conservation approaches and methods by visiting different temples.
- These tours helped me to understand the importance of conservation and preservation of religious site. In my region there are many religious sites, and the restoration and preservation of these sites will help the region in many ways. Museum visits were really helpful and will help me to redesign museums in my region.

Any suggestions and opinions for work sessions

- The study tours and the program were well-managed and outstanding, providing valuable insights and experiences. (6 people)
- Study tours needed more time.
- A day off during the study tour would be good to explore the place.

E) Presentation, Discussions, Groupwork





Time allocation for face-to-face discussions with lecturers:

- More time for discussion. (2 people in the comments specific to this question, but it was raised by several others elsewhere).

Engagement and feedback of lecturers during the discussion sessions:

- Most lecturers were passionate about their work and willingness to share.
- There was so much to do and learn. Working in a group gave more knowledge about the different techniques.
- This was my favourite part. Discussion is important to understanding.

Time allocation for group work in the whole programme:

- Not too many group-work sessions is good for me.
- Time should be increased for group work.

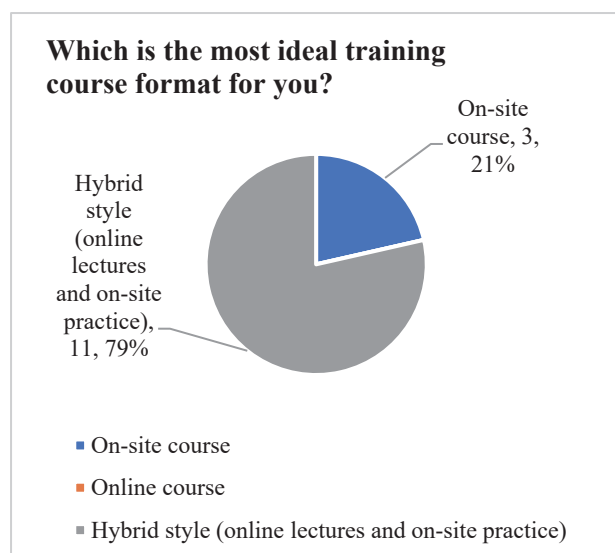
Any suggestions/opinions for On-site Programme?

- I suggest incorporating more structured feedback sessions after presentations and group discussions.
- I believe there should be more opportunities for practical work in groups to enhance collaborative learning and hands-on experience. (3 people)
- I would like practical training on **artefact conservation**, such as: pottery, copper, iron.
- There is little time allotted for preparing the final report, and the specialist cannot present all of their opinions during this period.

F) Suggestions and future collaboration

Were there any issues in the overall training course that you'd suggest to be improved?

- All training course are excellent, I would like to add my opinion to engage more with practical training on artefact conservation such as: pottery, copper, iron.



- It is not an issue. But I actually thought this will be a more in-depth and hands-on training. However, I do enjoy this relatively broad and eye-opening training.
- Incorporating more hands-on activities could further enhance the learning experience. (5 people)
- Practical sessions with chemicals.
- Have 2 representatives from each country since there are archaeologists with separate administrative/enforcement or field/research roles.
- Recorded video lessons accompanied by subtitles would be very effective for those who have problems understanding difficult vocabulary.

Which is the most ideal training course format for you?:

- On-site training is beneficial for hands-on skills, team building, and real time interaction. It allows for

immediate feedback and engagement. It also helps to learn about different techniques from the participants from other regions. (3 participants)

- I prefer the hybrid style (online lectures and on-site practice) as it allows us to engage with the program before arriving in Japan and provides a general overview of what to expect. (5 participants)
- I appreciated the online training course since because it covered more topics than were able to be completed during the visit to Japan.

If ACCU Nara implements the workshop on cultural heritage protection in your country, what theme/topics do you wish to be addressed?

- Bhutan: Workshop on **Cultural Landscapes**, for example, “Integration of Culture and Economy for Sustainable Community Development”.
- India: **Conservation of wooden built heritage and artefacts** (archaeology as the conservation perspective); **site management and detailed documentation systems**; the **disaster management systems**, especially related to earthquakes; **traditional restoration techniques**.
- Indonesia: **Heritage Impact Assessment and Policy Enhancement, Disaster Risk Management** for heritage sites, **Sustainable Heritage Management Models**, and strategies for **Engaging Local Communities**. Additionally, **the integration of Intangible Cultural Heritage into World Heritage Management**.
- Lao PDR: general **Cultural Heritage Management**, recording and documentation.
- Malaysia: The **cultural heritage management and protection system**. For example, how laws and regulations play a crucial role in heritage management systems, especially the types of incentives provided, the cooperation among different agencies, heritage education, and forward thinking in heritage management.
- Micronesia: the **cultural heritage protection system**.
- Myanmar: **Digital documentation methods in archaeology**, such as 3D scanning, GIS mapping, and digital archival software.
- Pakistan: The most important topics are **conservation and utilization of sites and restoration of artefacts**. A workshop on **site investigation and documentation** would also be helpful.
- Palau: **Disaster Risk Management for Cultural Heritage; Site Restoration and Registration; Artefact Restoration**; and, **Museum Exhibitions**.
- Philippines: **Built structures/heritage as archaeological sites**.
- Sri Lanka: A special topic for museum curators.
- Tajikistan: **Museums**: documentation and the proper protection of exhibits. The **funding and management of ancient monuments**.
- Thailand: “**global trends in cultural heritage protection**”.
- Timor-Leste: The ideal topic would be “**preservation management of archaeological sites and wooden artefacts**”.
- Uzbekistan: I would like to see the following themes addressed: *first*, **guidance on monitoring and management of archaeological sites**; *second*, topics related to **museum practices** (such as planning exhibitions, engaging with visitors, preparing artifacts for display, and creating condition reports).



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 2024 'Digital Documentation and Management of Archaeological Artefacts'

1. Organisers

This course was jointly organised by the Agency for Cultural Affairs, Government of Japan (Bunkacho); the 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

Department of Heritage, Ministry of Information, Culture and Tourism, Lao People's Democratic Republic.

3. Background

Every year since 2000, ACCU Nara has held the Thematic Training Course for mid-career cultural heritage professionals from the Asia-Pacific region. This course was 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 2024, jointly with the Department of Heritage, Ministry of Information, Culture and Tourism, Lao People's Democratic Republic (P.D.R.), ACCU Nara implemented an online training course for mid-career archaeologists and heritage professionals from the Lao P.D.R.

As a result of consultation with the Department of Heritage, the training theme created was 'Digital Documentation and Management of Archaeological Artefacts.' The training focused on digital technology to record and register archaeological objects using the latest digital techniques to exhibit archaeological objects in museums. Through this training, the aim was to acquire theoretical and practical knowledge for the promotion of research projects and heritage conservation in the Lao P. D.R.

4. Dates and Method

November 18 – November 29 2024

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 the ACCU Nara Office and Nara National Research Institute for Cultural Properties.

5. Participants

Twelve mid-career archaeologists and cultural heritage specialists from heritage organisations in the Lao P.D.R. who are currently engaged in research, conservation, and management of cultural heritage, and have 10-15 years of working experience in this field.

6. Theme

Digital Documentation and Management of Archaeological Artefacts

7. Programme

The course programme was designed based on the requests of the Department of Heritage and therefore taught 3D documentation methods for archaeological sites and artefacts. The aim of the course was that participants should 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 the 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.

Video lectures:

- Basic knowledge of cultural properties photography

- Types of photographic equipment and their features
- Lighting techniques for photographing artefacts
- Methods of photographing three-dimensional artefacts (demonstration lecture)
- Methods of photographing two-dimensional artefacts (demonstration lecture)

Live lectures:

- The use of the SfM-MVS method for 3D recording of archaeological artefacts and its applications
- The basics of 3D filming of archaeological artefacts
- Question and answer session

Full programme was as below:

Thematic Training Course for Mid-Career Professionals on Cultural Heritage Protection
in the Asia-Pacific Region 2024 (Lao People's Democratic Republic)
'Digital documentation and management of archaeological artefacts'
18 November (Monday) - 29 November (Friday) 2024

18 November (Monday)	Opening remarks Introduction to the course Lecture video distribution	[Online Session 1] 15:00-15:30	ACCU Nara National Research Institute for Cultural Properties
	[Video Lecture 1] Basic knowledge of cultural properties photography (No. 1) *** [Video Lecture 2] Types of photographic equipment and their features (No. 2-5) [Video Lecture 3] Lighting techniques for photographing artefacts (No. 6) [Video Lecture 4] Methods of photographing three-dimensional artefacts (No. 7-8) [Video Lecture 5] Methods of photographing two-dimensional artefacts (No. 9)		NAKAMURA Ichiro Nara National Research Institute for Cultural Properties
	[Zoom Lecture 1] Methods of photographing two-dimensional artefacts	15:30-17:00	
22 November (Friday)	[Zoom Lecture 2] Methods of photographing three-dimensional artefacts Discussion and Q&A session on the lecture video	[Online Session 2] 15:00-17:00	
25 November (Monday)	[Zoom Lecture 3] The use of the SfM-MVS method for 3D recording of archaeological artefacts and its applications	[Online Session 3] 15:00-17:00	NAKAMURA Akiko Independent Researcher
27 November (Wednesday)	[Zoom Lecture 4] The basics of 3D filming of archaeological artefacts; Q&A session; Closing Ceremony	[Online Session 4] 15:00-17:00	
29 November (Friday)	[Submission Deadline] Final Report and Training Evaluation		

*** Please refer to the Video List for a description
of the video lecture titles

8. Lecturers

◆NAKAMURA Ichiro, *Specialist*, Photography Office, Planning and Coordination Department, Nara National Research Institute for Cultural Properties

◆NAKAMURA Akiko
Independent researcher

9. Others

The Thematic Training Course (former Individual Training Course) was held in 2000 for the first time and has accepted 146 participants from 26 countries since then.

10. Certificate

A certificate of completion is awarded to participants who satisfactorily complete the course programme and submit a final report and evaluation. All twelve participants were awarded a certificate of completion.

11. Working Language

The course was conducted in Lao (consecutive translation from Japanese).

12. Interpreters

Bounthanom VONGSAMPHANH, *Freelance Interpreter*

13. Requirements

Participants were expected to arrange:

- Internet connection (including equipment)
- One PC for practical training
- 1 PC or tablet for live sessions
- 1 digital camera

14. Secretariat

ACCU Nara

WAKIYA Kayoko, *Vice Director*, Programme Operation Department

Shaun MACKEY, *Director*, International Cooperation Division

YOSHIDA Machi, *Staff*, International Cooperation Division

NAGANO Sekiroh, *Staff*, International Cooperation Division

Department of Heritage, Ministry of Information, Culture and Tourism, Lao P.D.R.

Manila KHAMPHOUMY, *Division Deputy*,

Information and Administration Division

2. Course Summary

An online training course focused on digital documentation and management of archaeological artefacts was provided to twelve participants responsible for protecting cultural heritage in the Lao People's Democratic Republic (Lao P.D.R.). The course took place over a 12-day period from 18–29 November. The ACCU's iPAGE e-learning site was used to carry out the training, which consisted of streaming nine lecture videos in Lao and hosting four interactive sessions that totalled 8 hours (for details, see the course schedule).

The theme was set in response to a request from the Lao government's Department of Heritage, responsible for cultural properties. Specialists experienced in digital documentation were selected as the lecturers based on discussion with the Nara National Research Institute for Cultural Properties (NNRICP). The topics listed below were identified as the major challenges for archaeological administration in Laos, and we were asked to provide training opportunities for learning about case examples of how such challenges are addressed in Japan.

- Acquisition of documentation/management methods for preventing the dispersal of archaeological artefacts
- Acquisition of skills in digital technologies (3D documentation, etc.)
- Building a database to catalogue the collections of the new national museum (approx. 100,000 artefacts)
- Ideas for how to present exhibit information at the national museum (explanatory panels, video commentary, narration, etc.)
- Improvement of skills in operating photographic equipment, PCs, and other devices that will be utilised going forward

Following a review of these challenges in light of the situation in Laos, we decided to provide training centred on the two themes below. After consulting with our co-organiser, NNRICP, we requested the dispatch of Japanese experts in tackling the challenges of those themes.

1. Techniques for photographing cultural properties (museum collection cataloguing techniques)
2. Creation of 3D images from photographic data, and cases examples of their use at museums

The lectures on photographic techniques were streamed to the participants as pre-recorded videos. Interactive sessions were held after the viewings to answer participant questions and provide demonstrations. The participants took part in the training at a meeting room of the Lao government's Heritage Department. All participants completed the course.

18 November

■Opening Ceremony / Orientation (15:00-15:30 JST)

The course was kicked off with an opening ceremony featuring remarks by Morimoto Susumu, Director of the ACCU Nara, and Phouhueng Souvannalath, Deputy Director of the Department of Heritage, Ministry of Information, Culture and Tourism, Lao P.D.R. After Mr Morimoto delivered a welcome message, Mr Souvannalath expressed gratitude for the ACCU's hosting of the training. Next, the ACCU secretariat explained how to watch the e-learning lectures, outlined the webcasting schedule, gave an introduction to the secretariat, and shared other information. Lastly, the twelve participants introduced themselves and described their aspirations for the course.



Online opening ceremony (Heritage Department, Lao Government)

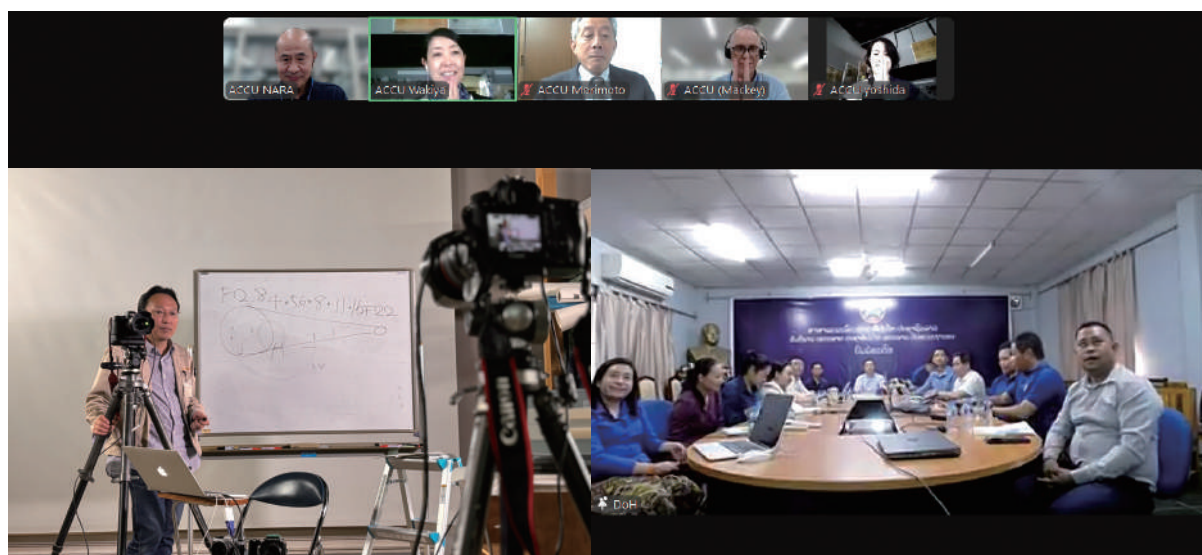
■Live- lecture 1 (15:30-17:00 JST)

‘Methods of photographing two-dimensional artefacts’

Lecturer: NAKAMURA Ichiro (Nara National Research Institute for Cultural Properties (NNRICP))

Interpreter: Bounthanom VONGSAMPHANH

The first part of the training began with a live lecture by Nakamura Ichiro, an NNRICP specialist in cultural property photography. As some participants had earlier indicated that their Wi-Fi environment made it difficult to watch the self-study videos, the original live lecture programme was modified to include the content of the video lecture, so as to enhance everyone’s understanding. Mr Nakamura began by explaining how to select and properly set up a camera to meet the important goal of achieving accurate documentation in cultural property photography. With regard to camera selection, he noted that sensor size was vital for high resolution, and recommended the use of cameras with a large sensor, such as single-lens reflex models. Next, he said that the camera’s aperture control function is a critical element of photography, and discussed how to choose a camera with adjustable aperture settings, as well as the need to use a tripod. He recommended that the participants use a camera with aperture priority mode, noting that this feature is called different names depending on the camera, such as “A mode” or “Av mode.” He also talked about shutter speed and ISO settings.



Live lecture by Nakamura Ichiro streamed from the NNRICP studio

22 November

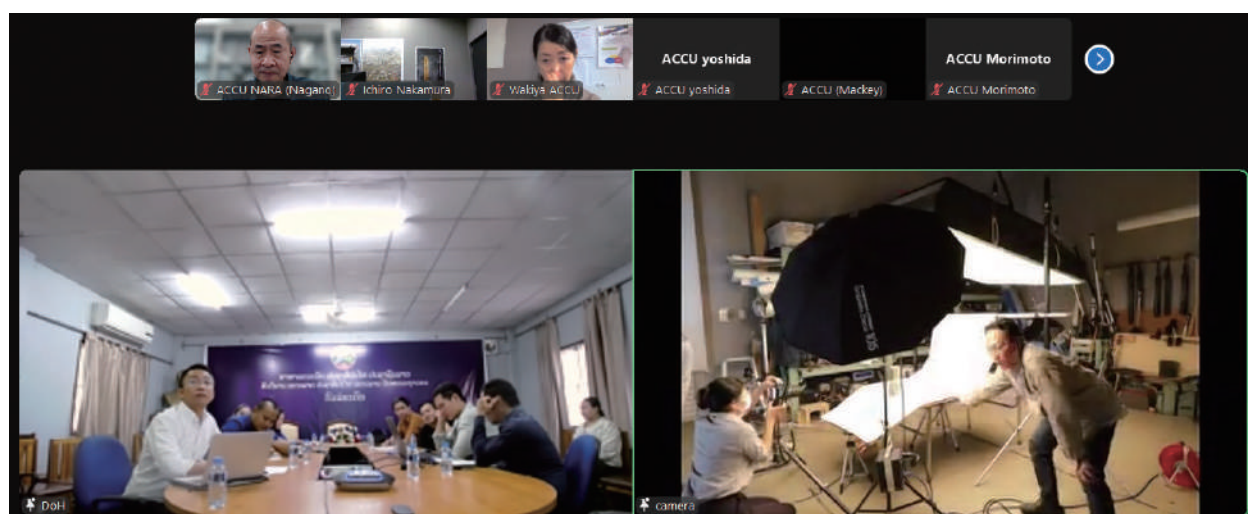
■Live- lecture 2 (15:00-17:00 JST)

‘Methods of photographing three-dimensional artefacts/ Discussion and Q&A session on the lecture video’

Lecturer: NAKAMURA Ichiro (Nara National Research Institute for Cultural Properties (NNRICP))

Interpreter: Bounthanom VONGSAMPHANH

Before beginning his demonstration lecture, Mr Nakamura asked the participants about their photographic experiences and environment, prompting an exchange of opinions about the camera models used regularly and the challenges experienced in photography. A participant who uses a single-lens reflex camera said that not having access to a photography studio was a problem because it was not possible to achieve sufficient lighting, resulting in photos that were either too dark or too light. Since the participants indicated that much of their photography was of earthenware, ceramics, and bronzeware, Mr Nakamura demonstrated the techniques for photographing these subjects, including how to set up the equipment.



Live lecture with demonstration and explanation of how to set up a photo shoot for earthenware

Demonstration lecture

Mr Nakamura also demonstrated how to fashion a photography stand using a regular desk available in Laos, how to use tracing paper as a diffuser film to soften the light source, and how to use a tripod to prevent blurring. To aid the participants' understanding, he showed his own photos as he discussed photography tips, and paused occasionally to make sure that everyone was able to follow his explanations.

The following are questions asked by the participants and Mr Nakamura's responses.

- Can black background paper be used?

White or grey backgrounds are the best choice. If you use a coloured background, that colour will bounce off the artefact, making it impossible to accurately recreate the object's actual colour. Black backgrounds obscure the artefact's shadows, which blurs its profile and prevents you from capturing a natural image.

- Can cloth be used as the background instead of paper?

Yes, that's fine as long as the cloth is large enough. However, avoid using cloth that is coloured.

- If you photograph an artefact with the caption placed close to it, would the caption's colours reflect off the artefact?

That's a possibility, so be sure to place the caption slightly apart from the object.

- What photographic mode should I use on my camera?

To capture a crisp image, you need a fixed aperture setting, so A mode or Av mode is a suitable choice. Also, you'll want to set an F-stop number that's in the middle of the range. This range varies with the lens used, but the full set is F1.4, F2, F2.8, F4, F5.6, F8, F11, F16, F22, and F32. If your lens ranges from F4 to F22, then the appropriate choice is either F8 or F11 in the middle.

- What about the amount of light?

The amount of light will decrease a lot when you use A mode to control the aperture setting, but the camera will automatically choose an appropriate light setting.

- How should I photograph paper artefacts?

If the artefact is prone to damage from exposure to UV light, you need to use a low-UV light source. If you don't have one, get a commercially available UV filter and use it in tandem with a light diffuser.

- How do I photograph outdoors?

With outdoor photography, you can't place your lights where you need them. The sun is your only light source, so you need to time your shoot such that the sun is in the right direction.

Next, Mr Nakamura demonstrated how to do a shoot with a setup he put together. This included presenting a way to prevent too much light from reflecting onto the artefact when photographing in a large white space—placing black sheets on the white surface, out of frame. He also showed how to digitise black-and-white photos and photograph flat artefacts such as ancient texts. After explaining methods for storing digital data, he concluded the session by taking questions from the participants. Below are questions that they asked in relation to their day-to-day work.

- Is there a way to digitally photograph black-and-white photos so that they can be saved as data? Laos has many black-and-white photos that have yet to be digitised.

There is a method for shooting digital photos of black-and-white prints and then using an app to fine-tune the images. Various apps are available, but let me explain the need to adjust the histogram by using a monochrome photo as an example.

- Demonstration of technique for photographing ancient texts and other flat artefacts

The lighting technique for flat artefacts is to place two lights of the same intensity on both sides. You can capture the subject beautifully if you set the lights at the same distance, height, and angle. Normally, I station the camera directly above the artefact, but sometimes I use a stand angled at 30 degrees when there is a risk of something falling and damaging the artefact.

- What distinctions should be made in using red light (incandescent coloured) versus white light (daylight coloured)?

In digital photography you can use either type of light.



Demonstration of how to shoot flat artefacts like paper materials



Q&A and further explanation, using screen sharing to show how a monochrome image is adjusted



The lecturer, Mr Nakamura Ichiro, and all participants

25 November

■Live- lecture 3 (15:00-17:00 JST)

‘The use of the SfM-MVS method for 3D recording of archaeological artefacts and its applications’

Lecturer: Nakamura Akiko (Independent Researcher)

Interpreter: Bounthanom VONGSAMPHANH

The lecture by Nakamura Akiko built on the previous week’s photography lessons with an applied look at how SfM-MVS technology is used to create 3D data from photographic data. For the first day, she explained the terminology and the pros and cons of various 3D devices, using visual aids to help build the participants’ understanding. With regard to devices, she noted that SOMA is a 3D scanner that can create 3D recordings of many artefacts in one pass, LiDAR is effective for measuring archaeological sites in dense forests and jungles, SfM-MVS is a convenient tool for producing various 3D data from photographic data, and an iPhone 3D scanning app is good for capturing 3D data simply, but does not ensure accuracy.

Next, Ms Nakamura talked about the history and current state of the use of 3D technology in archaeology. Noting that this technology was first used to achieve accurate plotting and recording of artefacts, she explained that it is now also applied to research, and is gaining attention for another purpose as well—namely, a tool for creating “digital museums” that make artefacts more accessible to the public. She also presented other applications, including tracking of cultural property repair/restoration work and fabrication of replicas. To further enhance the participants’ learning experience, she showed actual examples of her use of 3D technology while discussing its many uses.

She noted that 3D technology is also used at excavation sites not only to document archaeological features, but also to add locational data through the use of GPS- or GNSS-equipped devices. As another example, she talked about how 3D printers were being used in Japan to produce museum replicas of excavated artefacts. Her lecture ended with an explanation of one challenge that still needs to be resolved: how to manage the vast quantities of data generated by these technologies.

The talk also included the following case examples, presented using PowerPoint and video clips.

○ Example of using 3D technology for accurate recording

Documentation of large earthen jars can be a laborious, time-consuming job when using conventional methods.

SfM-MVS enables the production of 3D data without the need to manually measure the artefact.

○ Studying archaeological features

3D visualization of the burial positions of excavated artefacts enables researchers to recreate how pillars were buried.

○ Research on how roof tiles were produced

3D technology has made it possible to objectively determine if certain roof tiles came from the same mould or if some came from a newer mould, a task that previously was done solely through visual inspection. Also, CloudCompare can be used to determine the match rate of samples based on the data.

○ Introduction to digital museums

Sketchfab is a website that provides the world's largest platform for publishing and sharing of 3D data. The British Museum has published 3D data for 269 artefacts on its website. Some of the website's content can be downloaded for free. Ms Nakamura explained how museums can use tools like this to broadly publish the 3D data that they generate on artefacts in their collections.

○ Introduction to virtual museums

Ms Nakamura took the participants on an online tour of the Karako-Kagi Archaeological Museum's virtual museum.

① 3D Scanner

3D Scanner ມີຢູ່ຫຼາຍປະເພດ, ເຊິ່ງເຄື່ອງວາງແຕ່ລະຊະນິດກໍ່ມີຂັ້ນສູງຂອງຄວາມຖີ່ແຕ່ກໍ່ມີກຳລັງໃຊ້ຢ່າງຫຼວງຫຼາຍ.

ນອກຈາກປະເພດເຄື່ອງທີ່ເອີ້ນວ່າແກ້ວໄດ້ ຍັງມີປະເພດທີ່ໃຊ້ເຕັກໂນໂລຢີ ສະບັບຫຼາຍຈະມີລະຫວ່າງແກ້ວໄດ້ ແຕ່ໃນຊຸມປັດຈຸບັນນີ້, ເຄື່ອງທີ່ມີລະຫວ່າງແກ້ວໄດ້ ເຊິ່ງມີຄວາມຈຳລັງໃນການເຮັດວຽກເຄື່ອງວາງແຕ່ລະຊະນິດກໍ່ມີຂັ້ນສູງຂອງຄວາມຖີ່ແຕ່ກໍ່ມີກຳລັງໃຊ້ຢ່າງຫຼວງຫຼາຍ.



NextEngine 3D scanner

Artec Space Spider

ACCU 2024 ການສຶກສາ ມາດຕະການ ປະຕິບັດ ປະຕິບັດ ປະຕິບັດ

11

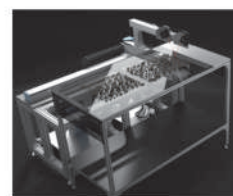
Introduction to various tools for creating 3D data

ເຄື່ອງສະແດງ 3D ທີ່ພັດທະນາສຳລັບວັດຖຸບູຮານທີ່ຖືກຂຸດຄົ້ນຂຶ້ນມາ

SOMA (ບໍລິສັດ LANG)

ເຄື່ອງສະແດງ 3D ທີ່ວັດແທກວັດຖຸບູຮານໃຫຍ່ໄດ້ ເຊັ່ນ: ຊາກຫີນ ແລະ ຊາກເຄື່ອງປັ້ນດິນເຜົາທີ່ສຳຄັນໃນສະໄຫມ ນວນຫຼວງຫຼາຍໃນສະຖານທີ່ໂບຮານຄະດີ.

ເຖິງຈະບໍ່ສາມາດໄດ້ຍ້ອນຂອງສິ່ງ ແລະ Texture ແຕ່ ບໍ່ດຽວຈາກນັ້ນສາມາດຖືກປຸງປັບໃຫ້ເປັນແຜນການ 3D ໃນເວລາສັ້ນໆ.



ເວັບໄຊບໍລິສັດ LANG
<http://www.lang.co.jp/corner/380513/pg2501450.html>

ACCU 2024 ການສຶກສາ ມາດຕະການ ປະຕິບັດ ປະຕິບັດ ປະຕິບັດ

12

① ເພີ່ມປະສິດທິພາບຂອງວິທີການບັນທຶກຮູບພາບ

ການສ້າງແບບຈຳລອງ 3D ແລະ ແຜນວາດຂອງວັດຖຸບູຮານໃຫຍ່ທີ່ສຳຄັນໃນການວັດແທກວັດຖຸບູຮານ



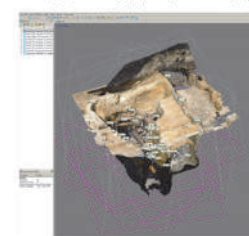
Yanagisaki, H., Nakamura, A., & Iwano, M. (2017). The Utility of Three-dimensional Measurement of Large-scale Artefacts. Bulletin of National Research Institute for Cultural Properties, Nara, 2017.

ACCU 2024 ການສຶກສາ ມາດຕະການ ປະຕິບັດ ປະຕິບັດ ປະຕິບັດ

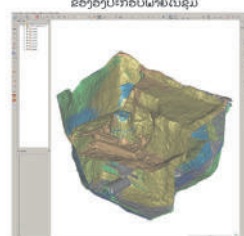
21

Measurement of large artefacts

ແຕ່ລະສິ່ງທີ່ຖືກຂຸດຄົ້ນຖືກຈັດເປັນ, ພວກມັນຖືກປຸງເປັນ 3D



ການສະແດງໃຫ້ເຫັນການພັດທະນາຂອງວັດຖຸບູຮານໃນຊຸມ

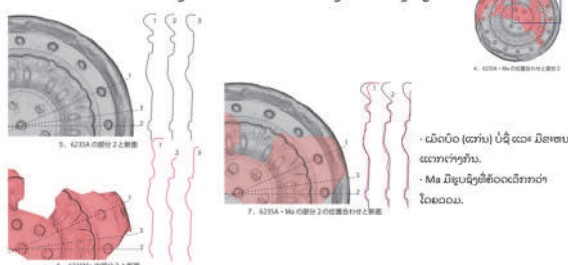


ACCU 2024 ການສຶກສາ ມາດຕະການ ປະຕິບັດ ປະຕິບັດ ປະຕິບັດ

22

Recording of archaeological features at excavation site

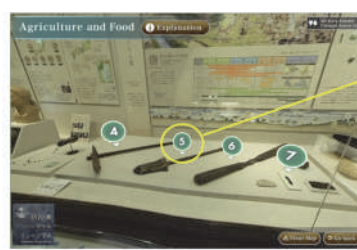
ຂະຫຍາຍ ແລະ ສ້າງຕາມໂມເດວ 3D ຂອງກະບົ້ອງດຽວກັນ



ACCU 2024 ການສຶກສາ ມາດຕະການ ປະຕິບັດ ປະຕິບັດ ປະຕິບັດ

29

Research on same-mould castings



ຄວາມໝາຍຂອງຈຸດຕັ້ງຢູ່ເທິງພື້ນທີ່ທີ່ກວມເອົາ

ACCU 2024 ການສຶກສາ ມາດຕະການ ປະຕິບັດ ປະຕິບັດ ປະຕິບັດ

43

Introduction to examples of a digital museum



ສະຖານທີ່ເປັນຈຸດປະສານ ຂໍ້ຄວາມ ແລະ ສຽງ

27 November

■Live- lecture 4 (15:00-16:45 JST)

‘The basics of 3D filming of archaeological artefacts; Q&A session; Closing Ceremony’

Lecturer: NAKAMURA Akiko (Independent researcher)

Interpreter: Bounthanom VONGSAMPHANH

After providing a detailed look at the use of 3D technology in her first lecture, Ms Nakamura used her second lecture to explain and demonstrate how SfM-MVS is used to create 3D data. Specifically, she discussed four points: 1) What SfM-MVS is, 2) Metashape and RealityCapture software, 3) Photographic technique for SfM-MVS, and 4) The workflow for using Metashape to create SfM-MVS data. The participants learned that SfM-MVS is a method of creating 3D data for voluminous photographic data captured on digital cameras or other devices, using a computer program to process the data, and that it would enable them to use their own computers and cameras to produce 3D data. They were also introduced to other advantages and features of the technology, including the ability to produce 3D models of artefacts of all sizes, to capture colour and texture information, and to reprocess using the photographic data and a 3D image editing tool that she presented.

Afterwards, she discussed the pros and cons of Metashape versus RealityCapture, and outlined the operating requirements. She then went over photographic techniques, emphasizing the following five pointers: 1) Use a set aperture (AF), 2) Shoot in either aperture priority mode (A/AF) or manual mode (M/MF), 3) Avoid using a zoom lens, 4) Use a camera that can store RAW data, and 5) Use a tripod.

This was followed by an in-depth explanation of the various camera settings, including practical tips directly related to the participants’ work, such as using suitable F-stop numbers (around F8–F12) and ISO settings (100 or 200 are recommended, but a somewhat higher value can also be used), overlapping photos by at least 50%, and using grey cards to reproduce colours.

A participant asked the following question.

- I think that 3D files are big. Is there some way to reduce data size?

The data can be compressed into downloadable files for posting on Sketchfab or other platforms. File size will vary depending on what the 3D data will be used for; namely, if you want to save it for documentation purposes or for some application. Files for documentation will be large, while those for active use will be smaller and easier to handle.



Extract from live lecture materials: Explanation of SfM-MVS photography method



Introduction to colour/texture information and 3D image editing software

■Closing Ceremony 4 (16:45-17:00 JST)

Ms Nakamura's lecture was followed by an online closing ceremony that began with remarks by ACCU Nara Director Morimoto Susumu, who urged the participants to put into practice the skills and techniques they learned from the ACCU course and the Q&A with Ms Nakamura. Next, Deputy Director of the Department of Heritage, Lao P.D.R., Phouhueng Souvannalath emphasised that the course provided important insights for protecting cultural heritage, and expressed his hope that the participants would make good use of that knowledge. This marked the end of the training, and the participants later submitted training reports to complete the course.



Lecturer Akiko Nakamura and the participants at the closing ceremony

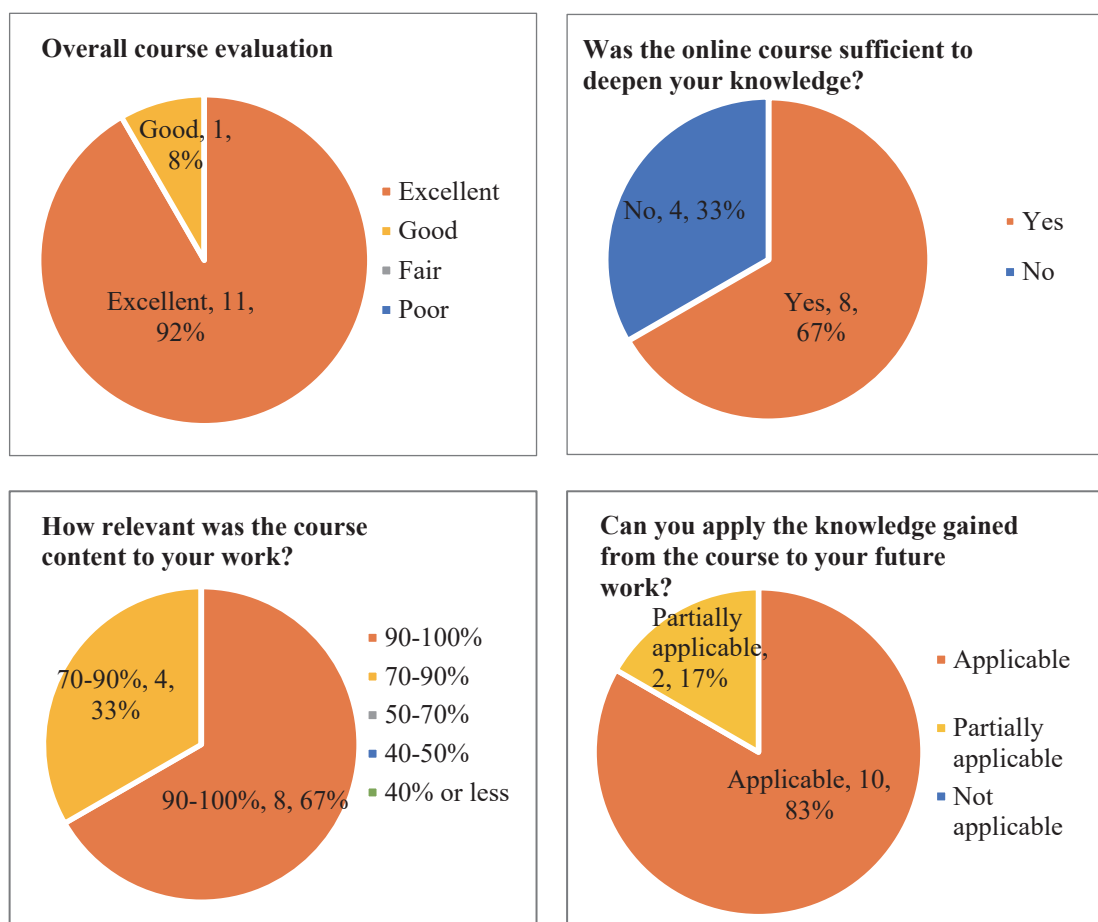
3. Course Evaluation

The online Thematic Training Course was targeted at mid-career cultural heritage personnel from the Lao P.D.R. Twelve participants were part of the nearly two-week long programme with all completing the course evaluation. The overall course was rated as “excellent” by 11 of 12 participants, and “good” by the remaining individual. “Relevance of the course content to their work” was rated at between 70-100% by all. Further, all video and Zoom lectures, as well as the assessment of the 3D training scored highly with “excellent” and “good” selected in all cases. However, despite the overwhelmingly positive feedback, when asked “was the online course sufficient to deepen your knowledge?” four participants (33%) said “no.”

Course materials were said to be well understood and comprehension of the translations from Japanese into Lao were judged with “excellent” and “good” ratings. The length of the video lectures was viewed generally as “good”, but 3 people viewed them as “too long”. Meanwhile, two participants rated the Zoom meetings as “short.” When asked “which method of training on cultural heritage protection do you think is most effective?”, 11 participants chose “on site” and one chose “hybrid.”

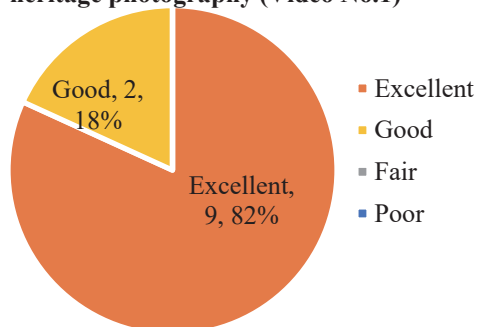
Participant feedback concerning the ACCU was very positive. All participants found the ACCU e-learning platform easy to use and, the ACCU organisation, logistics, and support was regarded as timely. Each participant would recommend any future ACCU courses to their friends and colleagues. Numerous suggestions were made by the participants concerning the theme of future workshops. This feedback, will be considered when developing future courses.

1. Overall evaluation

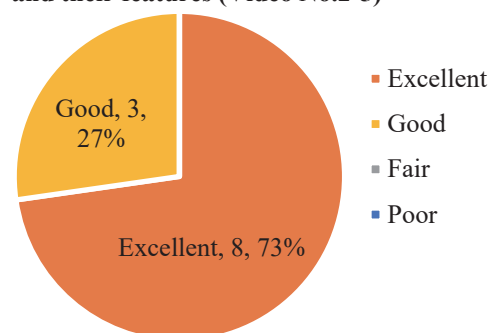


2. Video lectures

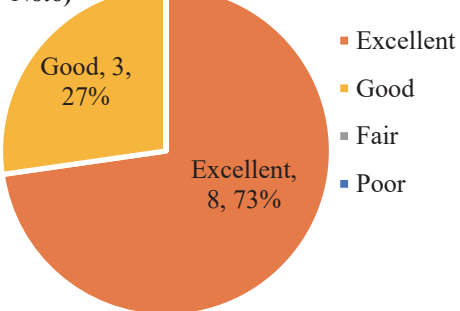
Basic knowledge of cultural heritage photography (Video No.1)



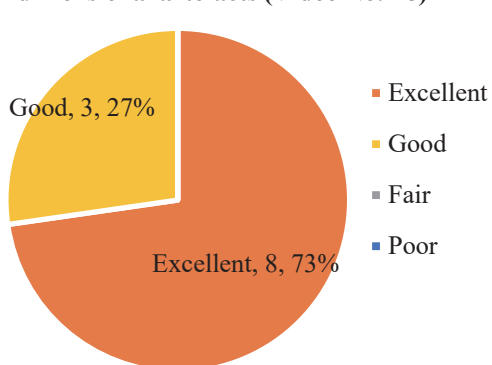
Types of photographic equipment and their features (Video No.2-5)



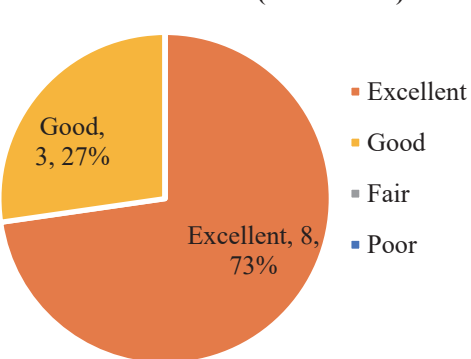
Lighting techniques for photographing artefacts (Video No.6)



Methods of photographing three-dimensional artefacts (Video No.7-8)

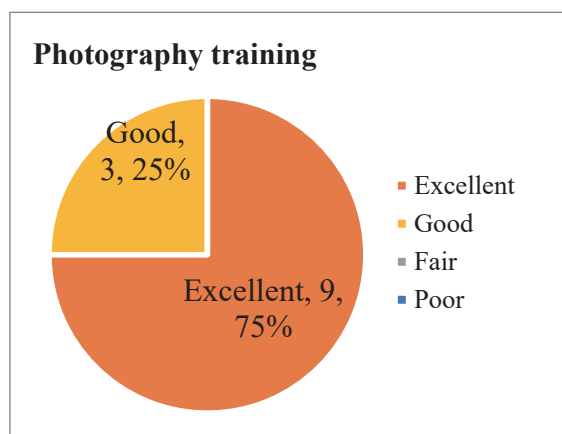


Methods of photographing two-dimensional artefacts (Video No. 9)



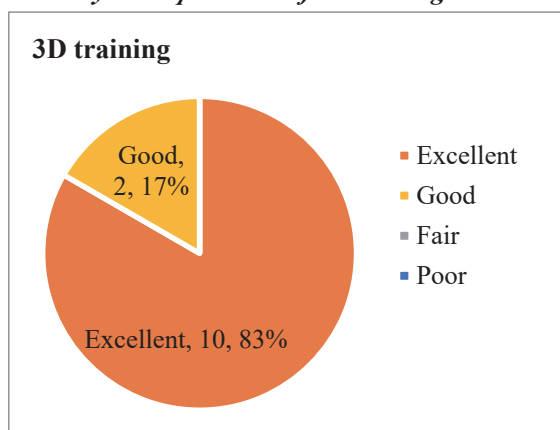
3. Zoom lectures

What is your evaluation and feedback on the Zoom demonstration training



- Very good, and difficult to receive this type of training opportunity again.
- Easy to understand, detailed and clear in demonstrating and explaining the basics of photography. (2 people)
- This training provided knowledge and techniques for taking photos and answering questions on photographing in the field.
- After listening to your lecture, I gained a deep understanding of the importance of photographing objects, the principles and techniques to produce beautiful and suitable images for our work. (2 people)
- Although some of your videos are limited in terms of filming assistants, overall, you created technically sound tutorials.

How is your impressions of 3D training?



- It's a very detailed study, but it would be better if it was implemented practically.
- Detailed and clear explanation of the various steps in creating 3D cultural property documents and helped to learn and understand the lessons more easily.
- Your lecture was very impressive and thank you for your dedication to teaching so that we can gain knowledge, a detailed understanding, and see the importance to cultural heritage. We are very happy to have the opportunity to learn from you, and gain many different lessons to apply what we have learned to our actual work. (3 people)
- Akiko Nakamura, you teach in detail, answering all questions in detail.

4. Overview of lectures

What lecture was the best? Raise one. Also indicate any topics not covered in this workshop that you would like to learn about.

- Collecting and recreating archaeological data and photographing historical sites.
- All topics are good because they all provide new knowledge that can be applied to real work.
- The topic that needs to be learned is the building of a database.
- The lectures need to be learned more by practice.
- Photography [was the best] and would like to know more about techniques of photography.
- Techniques for using equipment to photograph objects and techniques for removing images of objects to create 3D

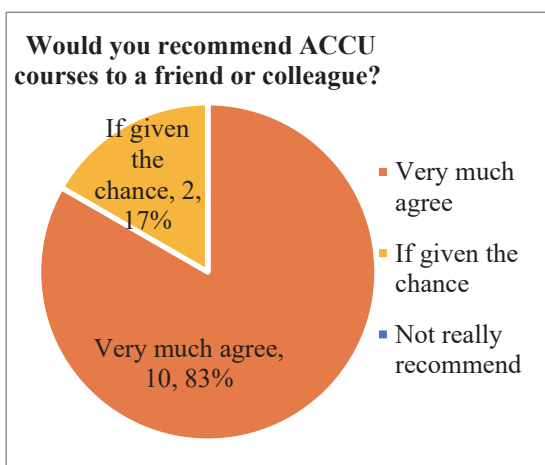
models.

- The topic of lighting adjustments requires learning to use a photo storage program that can be searched quickly.
- Good in every aspect, whether it's explaining photography or creating 3D images, because it provides knowledge on every topic. (2 people)
- It is difficult to train 3D methods for detailed archaeological excavations.
- Currently, it is not possible to document cultural information in 3D. In the future, people need to be trained in the better use of 3D methods to record cultural heritage and archaeological information.

How you would apply what you have learnt on this course to your work?

- The lessons learned from this study will be used on the collections.
- I will apply what I have learned in this course to my own work, especially in object photography. (3 people)
- I will share the methods with the other staff I work with and use them in the work of the National Museum.
- For the conservation of cultural property. (2 people)
- Use it to the maximum benefit of the community.
- Use it to develop my professional work appropriately. (4 people)
- We will use this training to apply to our work, which requires a lot of learning before creating 3D images.
- Recognize and understand the appropriate equipment for conservation, preservation of cultural heritage, especially for registration and archaeology work. When the opportunity arises, I will use that knowledge to select and purchase such equipment to support actual tasks with high efficiency and effectiveness.
- Use photographic techniques to photograph and register ancient artifacts into an official database for the Lao PDR.
- When the opportunity arises, I will create a virtual museum like yours because I see that in the future this system should be used.

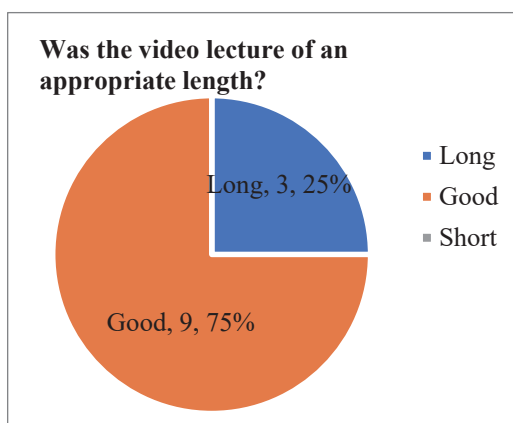
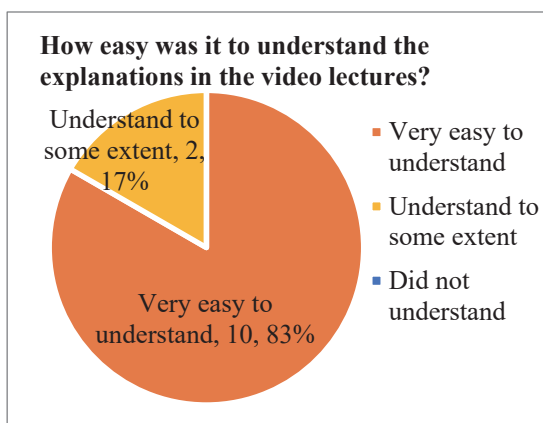
Would you recommend ACCU courses to a friend or colleague?



If you have any additional matters or suggestions for organising training courses, we would love to hear from you.

- The training topic is related to museum work. We would like more museum workers to participate, both at the National Museum and other museums throughout Laos, because it will build the skills of the personnel who work there.
- I want to have more practical training. (4 people)
- I would like to add more equipment. (2 people)
- I would like to extend the training time. (2 people)
- In the future, I would like to participate more. I would like ACCU to organize practical training or bring teachers to teach in real places so that we can gain more knowledge and understanding.

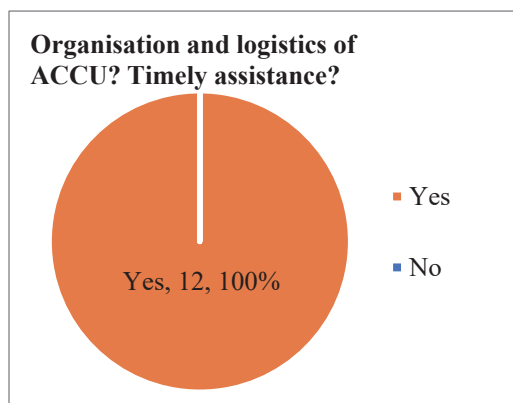
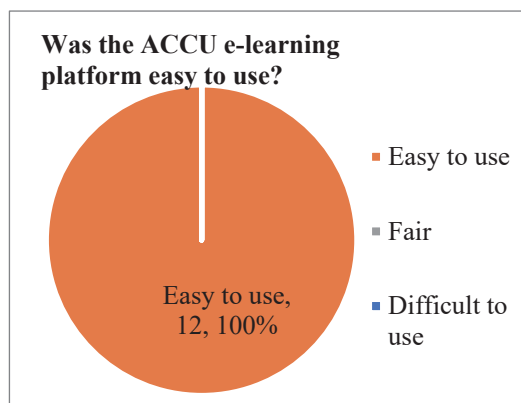
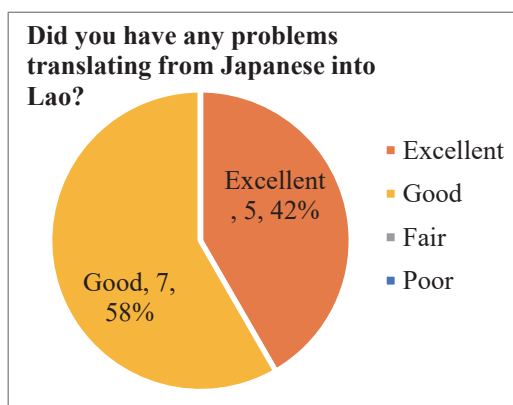
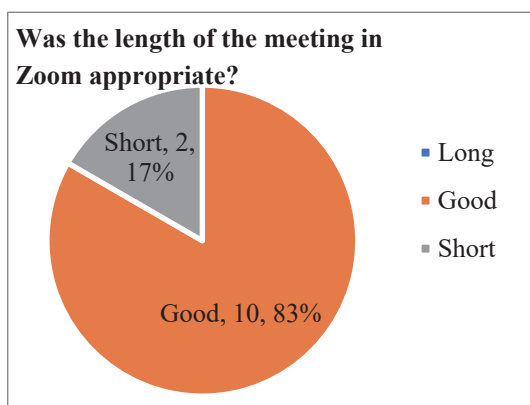
5. Course materials



Please answer any other comments about the lecture materials.

- It would be good to make a booklet of the lessons so the participants can understand the lessons more quickly.
- The lecture materials are good and easy to understand. (2 people)
- I would like to organize another training course like this next time.
- Easy to understand, detailed, and clear in presentation. (4 people)
- The documentation is comprehensive, but some of the information is difficult to understand in terms of how to use the programs and some information is inaccessible.

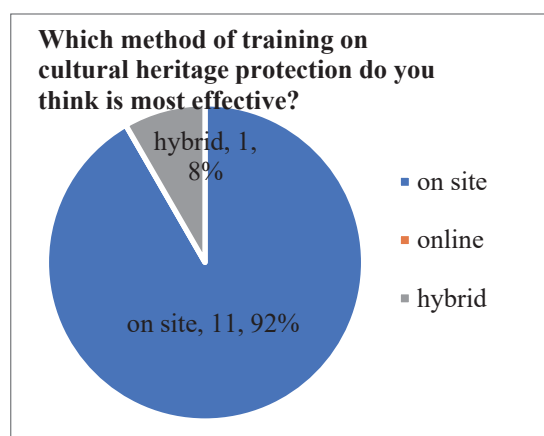
6. Zoom lecture and e-learning platform



Was the ACCU e-learning platform easy to use?

- Accessible and easy to learn. The instructions are very good. (2 people)
- Have a good understanding of coordination and good guidance of implementation.

7. Others



If ACCU were to organise a training workshop in your country, on which topic would you like it to be held?

- Want to learn about creating databases and storing data. (2 people)
- Want to learn how to preserve various types of ancient artefacts (including paper, metal). (2 people)
- Conservation of cultural property, or museology. (3 people)
- Photography of information, photography of large objects.
- All topics of 3D cultural documentation. (2 people)
- Using image data capture software to make finding information convenient and easy.
- Starting from surveying, registration, inheritance at each stage according to the laws of the Lao PDR.

8. Course theme

Describe the new knowledge you have acquired in the lectures of Mr Ichiro Nakamura.

- New technology and data collection.
- Learned the basics of photographing ancient artifacts, such as the use of light and how to use various equipment to take pictures appropriately. Learned how to create 3D cultural property documents, especially the basics of manipulating 3D data, verifying and publishing 3D data. (10 people)
- What lighting techniques did the Mr Nakamura explain were necessary when photographing uneven artefacts? (Mr Nakamura's Video lecture and Zoom lecture).
- Photographing objects must be on a single-colour background.
- The technique for using light when photographing convex objects is to adjust the camera settings and use devices to increase or decrease the light. (4 people)
- Use key lighting and use glass to support the subject so that shadows are not visible and it is necessary to use fill lights on the darkest points of the subject. (3 people)
- Using lights with white, reflective cloth and a small reflector when there is fog. (3 people)

Describe what you have learnt about photographic methods that you should be aware of when photographing three-dimensional objects. (Mr Nakamura's Video lecture and Zoom lecture)

- Avoid direct sunlight and casting of shadows. (3 people)
- A precaution when taking 3D photos is to take clear photos. Each part of the object being photographed must be even and detailed. This will prevent any problems when converting it into a 3D image. (2 people)
- Items such as the tripod, your own legs, and other things that should not be in the picture. (3 people)
- Assess the surface area of the tripod to prevent it from falling.
- Arrange the position of the background so that objects do not move through.
- Clean the shooting area and remove any materials that may fall on the object.
- Be careful when taking pictures of three-dimensional objects, such as not taking pictures with reflections, and not taking pictures from too far away.
- The most important thing to remember when shooting 3D is to create a model using the data from the camera. Do not use a zoom lens. It is recommended to use a single focus lens and the device can record the required data.
- There was an introduction to four methods by which 3D data could be obtained.



III. Regional Workshop

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

1. General Information

Workshop for Cultural Heritage Protection 2024 in Ho Chi Minh City and Cat Tien Archaeological Site, The Socialist Republic of Viet Nam “3D Documentation and Management of Archaeological Sites and Artefacts”

1. Organisers

This course was jointly organised by the Agency for Cultural Affairs, Government of Japan (Bunkacho); the Cultural Heritage Protection Cooperation Office, Asia-Pacific Cultural Centre for UNESCO (ACCU Nara); and, the Southern Institute of Social Sciences (SISS), the Socialist Republic of Viet Nam, in cooperation with Nara National Research Institutes for Cultural Properties, and Nara Prefectural Government.

2. Background

Since 2000, when the ACCU started the International Training Programme for Cultural Heritage, it has hosted 53 cultural heritage protection officers from various parts of Viet Nam for various training and capacity-building programmes. Through its training programmes, the ACCU has built good relations over the years with cultural heritage protection departments in Viet Nam, and has shared information on issues, requests and new initiatives between the two countries.

Currently, the Southern Institute of Social Sciences (SISS) is aiming to create a database of archaeological sites and artefacts using digital methods, which requires a knowledge of 3D technology. Archaeological excavations in Viet Nam face challenges when recording brick architecture with digital technology. To accurately and quickly record items within the limitations of time and human resources, the technology and knowledge of 3D recording is useful, and the training of staff in the use of such technology in the country is an urgent issue.

In view of this situation, a cultural heritage workshop on “3D Documentation Methods for Archaeological Sites”, was held jointly with the Centre for Archaeology of the Southern Institute of Social Sciences (SISS) of Viet Nam to provide support for issues and requests. The workshop aimed to improve the skills of participants from various parts of Viet Nam in 3D recording, and its use on archaeological sites and museum collections, by sending lecturers from Japan to the country.

3. Dates and Venue

21 October – 26 October 2024

Two Japanese experts were dispatched for conducting the workshop on-site in Viet Nam.

Venue

Ho Chi Minh City and Cát Tiên Site, Lam Dong Province, Viet Nam

Training venue:

- Classroom-style lectures: Conference Room, The Southern Institute of Social Sciences (SISS), Ho Chi Minh City, and Cát Tiên Archaeological Site and its Museum, Lam Dong Province
- Practical Training: Cát Tiên Archaeological Site and its Museum, Lam Dong Province

Ceremonies:

- Conference Room, The Southern Institute of Social Sciences (SISS), Ho Chi Minh City

4. Participants

Fifteen cultural heritage specialists belonging to the Centre for Archaeology of the Southern Institute of Social Sciences (SISS) of the Government of Viet Nam and other institutions, who are engaged in the duties of research, conservation and utilisation of cultural heritage in Viet Nam.

5. Theme

3D Documentation and Management of Archaeological Sites and Artefacts

6. Curriculum

The training programme was designed according to the requests from Vietnamese counterparts and therefore focused on a comprehensive knowledge of, and practical skills in, 3D recording methods and its utilisation.

The key objectives of the course were to provide participants with the knowledge and practical training to document archaeological sites and artefacts. The primary aim being that participants should be able to record archaeological sites and artefacts in a way that later allows for the creation of 3D models on their own.

The curriculum consisted of learning advanced-level knowledge and skills, since the basic knowledge should have been acquired from previous training courses conducted in the past. The content of the course was designed to enable participants to apply these practical skills across the various regions of Viet Nam.

The course was a mix of classroom-style lectures and on-site work sessions. The practical teaching component was conducted at the Cát Tiên Archaeological Site and Museum. The course details can be viewed in the programme below.

7. Lecturers

(1) YAMAGUCHI Hiroshi

Senior Researcher, Research Office for Archaeological Site Investigation Techniques, Nara National Research Institute for Cultural Properties

(2) SUZUKI Tomomi

Curator, Curatorial Division, Archaeological Institute of Kashihara, Nara Prefecture

8. Working Language

Vietnamese with consecutive translation from Japanese

9. Interpreters

NGUYEN Anh Phong, *Freelance Interpreter*

NGUYEN Chi Cuong, *Freelance Interpreter*

10. Secretariat

◆*ACCU Nara*

MORIMOTO Susumu, Director

WAKIYA Kayoko, Vice Director, Programme Operation Department

Shaun MACKEY, *Director*, International Cooperation Division, Programme Operation Department

YOSHIDA Machi, *Staff (Cultural Heritage)*, International Cooperation Division, Programme Operation Department

◆*The Southern Institute of Social Sciences (SISS), Socialist Republic of Viet Nam*

NGUYEN Khanh Trung Kien, *Vice Director*

2. Course Summary

From 21 to 26 October, a training course titled ‘3D Documentation and Management of Archaeological Sites and Artefacts’ was held in the Socialist Republic of Viet Nam’s Ho Chi Minh City and at the Cát Tiên Archaeological Site in Lam Dong Province.

The workshop’s central focus on personnel training in 3D recording methods was chosen following discussions with the Southern Institute of Social Sciences (SISS) in Viet Nam, and due to strong demand for training in skills enabling efficient and precise documentation of archaeological sites and artefacts in Viet Nam. Two experts were invited to serve as instructors for the workshop: Dr Yamaguchi Hiroshi, Senior Researcher of the Nara National Research Institute for Cultural Properties, an organization that conducts 3D recording research and has a rich array of experience both in Japan and abroad in practical applications of the technique; and Ms Suzuki Tomomi, Curator of the Archaeological Institute of Kashihara, Nara Prefecture, an organization with experience in 3D recording and utilization of the results for museum exhibits and the like. The training course was structured around the following activities:

1. Utilization of 3D data from archaeological sites and museum collection items
2. Hands-on practice in 3D recording at archaeological sites
3. Hands-on practice in 3D recording for items in museum collection
4. Group presentations for hands-on practice results and evaluations

Fifteen participants from various parts of southern Viet Nam split into five groups and took part in onsite training using archaeological features from the Cát Tiên Archaeological Site and museum collection artefacts.

This was the first-ever workshop by the Cultural Heritage Protection Cooperation Office, Asia-Pacific Cultural Centre for UNESCO (ACCU Nara) to focus on 3D measurements, and the two instructors on loan from the Nara National Research Institute for Cultural Properties and the Archaeological Institute of Kashihara provided thoroughgoing support and easy-to-understand explanations throughout, resulting in all fifteen participants giving the highest possible ratings in their post-workshop satisfaction surveys. The workshop was a great success, and in the future, we plan to implement it on a continual basis while making improvements based on what we have learned this time around.

Monday, 21 October

■ Opening Ceremony and Orientation

Dr Nguyen Quoc Manh, Vice Director of the Centre for Archaeology, SISS served as master of ceremonies. Dr Vu Tuan Hung, Director of SISS and Mr Morimoto Susumu, Director of ACCU Nara—the joint host organizations for the workshop—kicked the event off by delivering greetings to all in attendance and expressing their gratitude for the cooperation of both organizations’ support and this valuable training opportunity. This was followed by some words of welcome by Dr Bui Chi Hoang, Former Vice Director of SISS, who is also a member of the Viet Nam National Cultural Heritage Council, and then a greeting by Mr Ono Masuo, Consul General of the Consulate General of Japan in Ho Chi Minh City.

An official signing ceremony for the memorandum of understanding was then held, followed by greetings from the participants and then a commemorative photograph. Finally, this portion of the itinerary was concluded with an orientation on upcoming training activities.



Group photo of attendees at the Opening Ceremony.



Dr Vu Tuan Hung (left), Director, SISS, and Mr Morimoto Susumu (right), Director, ACCU Nara, deliver welcome greetings.



Dr Bui Chi Hoang (left), former Vice Director of SISS, and Mr Ono Masuo (right), Consul General of the Consulate General of Japan in Ho Chi Minh City, deliver welcome greetings.



Signing of the Memorandum of Understanding between SISS and ACCU Nara.

■ Lecture 1: '3D Recording of Archaeological Sites'

Lecturer: YAMAGUCHI Hiroshi (Nara National Research Institute for Cultural Properties)

Dr Yamaguchi Hiroshi gave an overview of the training course and described various characteristics unique to the 3D recording method which would be used. He also talked briefly about the history of actual measurement applications. Dr Yamaguchi explained how the equipment used for structure-from-motion and multi-view-stereo (SfM-MVS) techniques is relatively inexpensive compared with approaches such as laser scanning and LiDAR (light

detection and ranging), emphasizing the importance of considering the characteristics of each approach and the appropriate usage situations for each equipment type when deciding upon the best approach. He went over examples of results for unearthed sections of the Nara Palace Site, structures and features for which model creation is difficult, and modelling of wall carvings. In addition, he presented an example of a diagram-based reproduction for a broken stone monument in Mongolia measured with 3D recording. Dr Yamaguchi explained that form data for artefacts measured in this manner could be used to easily reproduce features and artefacts using 3D printing, while showing examples of this procedure using earthenware, mirrors, coins and *mokkan* wooden tablets.

He emphasized the importance of such documentation as a means of protecting and preserving remains and mentioned that mapping changes over time via 3D recording is relatively simple, and that multiple types of software are available for comparing 3D data sets and easily identifying sections that have changed.

The SfM-MVS approach can be applied to objects and structures both large and small. The software RealityCapture was used for this workshop, and participant groups were instructed to install the necessary software on their assigned computers.

In response to participant questions, Dr Yamaguchi talked about the importance of photographic quality for image files used in this documentation process. While smartphones make it easy to take pictures anytime, he said, they often have small sensors which are unable to obtain the needed raw image data. Therefore, Dr Yamaguchi recommended against smartphone photography, explaining that photographing with a fixed-focus lens camera with aperture and fixed-focus capabilities was ideal. He stated that an overlap of between 40 and 60 percent is necessary, as is shake-free, steady shooting.

Dr Yamaguchi concluded his lecture by going over the basics of RealityCapture and its usage process.



Lecturer Dr Yamaguchi Hiroshi.



Dr Yamaguchi helps participants with software installation and initial practical exercises.

Tuesday, 22 October

Participants travelled by car from Ho Chi Minh City to the Cát Tiên Archaeological Site, which took about four hours—this long travel time was partly due to road congestion in Ho Chi Minh City. After dropping their luggage off at the hotel, the participants gathered their supplies, headed over to the Museum of Archaeology at the Cát Tiên Archaeological Site via car, which took about 20 minutes. They had lunch at the site before the day's lecture commenced.



The Cát Tiên Archaeological Site Museum.

■ Lecture 2: ‘Practical Training Orientation’ / Exercise 1: ‘3D Recording of Archaeological Sites (1)’

Lecturers: YAMAGUCHI Hiroshi (Nara National Research Institute for Cultural Properties), SUZUKI Tomomi (Archaeological Institute of Kashihara)

The instructors reminded participants again of the importance of image quality when carrying out 3D recording based on three factors: no shaking, no blurring, and optimal image overlap. Consideration of distance to the photographic subject would also be key: researchers who are not yet accustomed to this approach tend to get in too close, making it difficult to obtain the optimal overlap. The ideal distance from the subject is four to five meters. Ms Suzuki and Dr Yamaguchi also reminded participants that photography session planning is necessary prior to actual shooting operations.

The participants were to confirm camera settings by taking two to three shots, then start by covering a set area using between 40 to 60 shots before moving on to larger areas as they grew accustomed to the recording approach.

Participants left the classroom and headed outside to get hands-on practice, starting out by learning how to use a monopod for photography and how to take photos in dark conditions as they conducted practice shots.

The Cát Tiên Archaeological Site, the site used for this workshop, is covered by a protective roof structure. As a result, the upper portions of the brick-structure are very close to the roof, making it difficult to take high-angle shots from above for purposes of viewing the overall forms of the archaeological features. The Vietnamese participants were curious about how to take photos under such conditions, in response to which the instructors explained how to extend the monopod for high-angle photography and thus capture the structure’s top portions without any blind spots left out. Participants learned that, in such narrow spaces, it is not necessary to use drones for photography.

After finishing their shooting, they left the site and returned to the classroom to work with the photographic results.

When participants asked how to use the camera when taking additional shots for insufficiently covered sections, they were told to leave all settings except the ISO unchanged and simply continue taking more shots. Because the cameras used collected raw image data had fast shutter speeds exceeding 1/100 (one one-hundredth of a second), the instructors reminded participants that they should leave the focal distance setting unchanged. Moreover, they warned that, because removal and transfer of memory cards by hand may result in data loss due to static electricity discharge, such handling of cards was prohibited. Certain participant groups ended up producing blurry photos, in response to which the instructors told them to reconfirm their camera settings and use a monopod. In response, groups requiring re-shooting went back to the archaeological site for additional photography.

Once all members had returned from the site, the instructors reviewed what they had done and learned that day. They explained to participants that, in cases where the markers had not been included in photographs, it would be impossible to determine where on the planet they are located or their size, thus making completion of orthoscopic images impossible. If coordinate information for photographed objects and structures is not provided by markers, then size and geographic position can only be determined relatively. The instructors told participants that, the following day, they would re-shoot while making sure to include the markers in their shots.

They concluded by eating dinner in a corner of the archaeological site before returning to the hotel, where they arrived at around 6:30 p.m. It began to rain thereafter, making everyone thankful for the clear weather during the day’s photography operations.



Lecture by Dr Yamaguchi.



Dr Yamaguchi shows the monopod for demonstration



Group prepares to take photographs of the archaeological ruins at Cát Tiên Archaeological Site

Wednesday, 23 October

■ Exercise 2: ‘3D Recording of Archaeological Sites (2)’

Lecturers: YAMAGUCHI Hiroshi (Nara National Research Institute for Cultural Properties), SUZUKI Tomomi (Archaeological Institute of Kashihara)

Dr Yamaguchi started out by answering a question regarding the necessity of using raw image data, telling participants that raw data comprises the original, unaltered information on light captured by the camera—the most thorough form of information possible. As the term ‘raw’ implies, this is unchanged, basic data and thus cannot be used in its original form, meaning image processing (‘exposure’) is needed to produce visual images. Because such image processing software is available, all basic information contained in the raw format should be preserved to the greatest extent possible.

It was already drizzling in the morning, but the weather forecast predicted increased rain from the afternoon onward, so the instructors decided participants should conduct their photography first thing. Once onsite, the instructors explained how to place markers: first place the markers slightly outside the four corners of the subject area, then add more markers in the spaces between. Marker measurement was to be carried out using the total station.

One problem encountered during today’s work was insufficient explanation, prior to shooting, of marker meaning and significance by the instructors. Therefore, Ms Suzuki and Dr Yamaguchi explained how markers are unique for each photograph and serve to assigned identification numbers, and also the importance of avoiding any mix-ups among markers. Moreover, they reminded participants to firmly affix these markers to the ground or the subject.

Each group returned to the classroom after finishing with photography. Dr Yamaguchi used a video to go over the Kofukuji Temple bell tower excavation as an example from Japan, showing footage of shooting procedures at increased playback speed. This proved to be very informative to participants.



Dr Yamaguchi and Ms Suzuki explain the importance of geo-reference markers.



Dr Yamaguchi demonstrate how to place a marker on the site.



Markers being recorded by Total Station survey.



Dr Yamaguchi shows the results of 3D imagery from archaeological sites in Japan.

■ Exercise 3: '3D Recording of Archaeological Sites (3)'

Lecturers: YAMAGUCHI Hiroshi (Nara National Research Institute for Cultural Properties), SUZUKI Tomomi (Archaeological Institute of Kashihara)

In the afternoon, the instructors carried out individual checks on each group, dividing their time in accordance with their needs. In general, many were doing well with side-view shots, but not producing satisfactory results for some of their top-down and high-angle shots, in response to which instructors explained that it is most efficient to take a round of top-down shots from all sides at a single height and then do the same from different heights. The instructors reminded participants that failure to take effective top-down shots can result in insufficient photographic data to connect the exterior and interior elements of subjects, thus making it impossible to create good models. They explained that, if this type of separation resulting from poor continuity in models were to occur, participants should take additional photographs to rectify the issue. The instructors also pointed out that, when making recordings for buildings' exterior walls, many groups did not have enough wall-interior photographs and needed to fix this; participants responded by returning to the site to take additional photographs.

As they finished up onsite work, participants began to trickle back into the classroom and pose new questions for Dr Yamaguchi and Ms Suzuki. The two instructors explained that markers should be made from material that resists deformation, which occurred in some cases, and that manual control points should be added if automatic recognition is not possible. Regarding shots of archaeological features containing standing water in the foreground, they recommended photographing during dry times of the year or using a drone. Furthermore, they told participants that calculation times during model creation are affected by both image sizes and quantities, while adding that changing ISO settings results in grainier images.

Next, in response to a question regarding methods of fixing 3D models to view them from just one angle, the instructors told participants to specify this when exporting data from RealityCapture to other software. When asked if it were possible to accurately set wall thickness when creating wall-interior and -exterior models, they answered that, yes, this is possible if one uses SfM for the connecting portions, but that it is necessary to take a sufficient number of photographs with very gradually altered angles between each for curving portions of the wall in question. They added that, in some cases, a laser scanner is more suited to this application.

A representative from the secretariat wrapped things up for the day by explaining the next day's activities.



Dr Yamaguchi and Ms Suzuki review the results of each group.



Groups re-photograph their features to complete the photo-capture for 3D creation of archaeological remains.

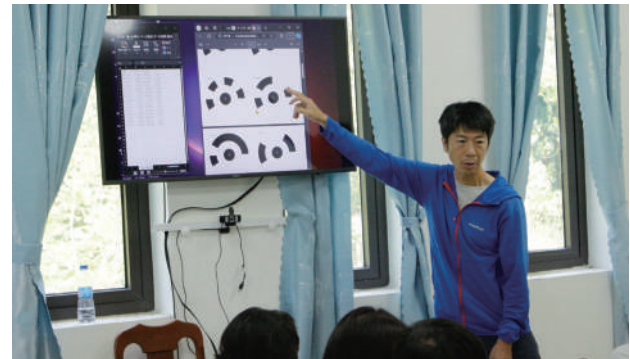
Thursday, 24 October

■ Exercise 3: ‘3D Recording of Archaeological Sites (3)’—Continued

Lecturers: YAMAGUCHI Hiroshi (Nara National Research Institute for Cultural Properties), SUZUKI Tomomi (Archaeological Institute of Kashihara)

Participants were assigned coordinates to the data they had collected, starting out by reading information from Excel files. They discovered various problems with their data and spent time fixing them. For example, some cells containing numbers were set to display standard strings of alphanumeric characters (set to a ‘General’ cell format) rather than numeric data, while others seemed to adopt the French convention of using a comma rather than a period as the decimal point.

The instructors explained that the Cát Tiên Archaeological Site control points had not been adjusted based on local coordinate information, and distributed adjusted coordinate data files to participants. At this point, some began to suspect the accuracy of their marker coordinates and proceeded to re-measure for a portion of them. The instructors reminded participants that each marker’s name value must be unique, and that no two markers can share the same name.



Left: The lecturers prepare to explain the marker coordinates for re-measurement on site.

Right: Dr Yamaguchi discusses markers.

■ Lecture 3: ‘3D Documentation of Museum Collections (Orientation)’

Lecturers: YAMAGUCHI Hiroshi (Nara National Research Institute for Cultural Properties), SUZUKI Tomomi (Archaeological Institute of Kashihara)

The instructors explained the photography plan for the artefacts in question, making sure to mention that failure to print markers in their originally intended sizes would make it difficult for the software to properly detect object sizes.

■ Exercise 4: ‘3D Recording of Museum Collections (1)’

Lecturers: YAMAGUCHI Hiroshi (Nara National Research Institute for Cultural Properties), SUZUKI Tomomi (Archaeological Institute of Kashihara)

Participants began by photographing a replica of a large-sized artefact. Groups photographing artefacts started by launching RealityCapture and taking side A readings in order to create a model. The instructors told participants to refrain from running any other software at this time to ensure that maximum processing power was freed up for RealityCapture, and to take other measures such as clearing RealityCapture’s cache and freeing up hard drive space wherever possible.

When measuring the artefact, participants set the measuring precision to 0.1 millimetres. Instructors explained that, when adding distance, measuring from a distant point rather than a nearby point results in smaller error. They also told participants that, when creating artefact models, extraneous elements such as the base used for holding the artefact will also be included in the model and must be cut out from the final product.



Participants photograph architectural elements, now museum artefacts (replicas).

Afternoon Session

■ Lecture 3: ‘3D Documentation of Museum Collections’—Continued

Lecturers: YAMAGUCHI Hiroshi (Nara National Research Institute for Cultural Properties), SUZUKI Tomomi (Archaeological Institute of Kashihara)

The instructors explained how to approach side B of the artefacts. Participants started with side B sections that were not captured during side A photography. The instructors explained processing procedures, such as processing range settings and flash removal.

For small artefacts, the camera was mounted in a fixed position and 24 shots taken of each item as it was repositioned 15 times on a rotating base. They also explained how to use the photography light boxes they had brought in for this session.

Participants posed various questions regarding precautions and considerations during photography. The artefacts were photographed from a relatively close distance, making focal changes challenging and necessitating frequent adjustments. Because cameras were mounted on tripods and lighting was provided, no problems with shaking occurred, even when the ISO was set to between 100 and 200. Participants were instructed to photograph their artefact from all sides at a nearly horizontal position, to do the same from a slightly top-down view, from an even higher position, and then to re-shoot with a different top position. Participants were careful to avoid moving the artefacts in between shots.

Participants were then told how they should photograph large artefacts at the bottom of staircases and cautioned regarding the need to prevent shadows and people (including themselves) from being included in photographs when revolving around the artefact to shoot from all sides. They were told that a digital shutter release was the optimal type to use. After photographing from all sides, they changed the height and continued shooting the large artefacts. Then, once they had created an artefact model based on side A photography, they repositioned the artefact and move on to side B.

In addition to the classroom lecture, they verified marker measurement values during onsite photography.



Participants photographing smaller artefacts placed on the rotating base.



■ Exercise 5: ‘3D Recording of Museum Collections (2)’

Lecturers: YAMAGUCHI Hiroshi (Nara National Research Institute for Cultural Properties), SUZUKI Tomomi (Archaeological Institute of Kashihara)

Everyone set up their rotating base units and made other preparations for photographing the small artefacts. Outside, within the building’s shadow, three groups shot lintels and a round pillar, while two groups shot Panchen earthenware and a Ganesha statue (both replicas) indoors. For the group with large artefacts, chalk markings were made on the ground according to the photography plan to facilitate correct shooting.

Participants were given tips and feedback regarding shooting procedures. It was necessary for them to change the markers between side A and side B shooting for the small artefacts, and they were warned against altering focus settings or any other camera setting during operations. Instructors had them re-shoot the round pillar from a low angle, as this was necessary to carry out the inversion process.

For the remainder of the day, participants were tasked with making complete models for the artefacts photographed. The next day, the groups who photographed the large artefacts were instructed to photograph the smaller ones, and vice versa. Additionally, participants were instructed to carry out data corrections for the markers in preparation for the next day.



Dr YAMAGUCHI helps a group photograph small artefacts in the light box.

Friday, 25 October

■ **Exercise 6: ‘3D Recording of Museum Collections (3)’**

Lecturers: YAMAGUCHI Hiroshi, Tomomi SUZUKI

Because some markers and marker IDs were duplicated in archaeological feature photography, revised data was passed out to each group. Participants then set out to the site, with some groups taking additional photographs for areas whose recording was insufficient and other groups picking up where they had left off the previous day.

The instructors answered individual questions from each group, including those on means of connecting side A and side B data when creating artefact models. They also explained the reasons for using markers: to assign coordinates for purposes of creating top-down images and preparing for output to other software.

The instructors evaluated the results from each group. The small artefacts had been photographed well, with care taken to capture even the finest details. Instructors explained that taking additional photographs of pots and the like from high angles would enable the creation of better models.

Everyone departed from the Cát Tiên Archaeological Site at 3:32 p.m. for Ho Chi Minh City and arrived at their hotel at 7:55 p.m.



Participants take additional photographs to fully record their archaeological feature.



Final on-site review of participants photographic data



Group photo prior to departing Cát Tiên Archaeological Site.

Saturday, 26 October

Lecturers: Dr YAMAGUCHI Hiroshi, Ms SUZUKI Tomomi

At SISS, each group had its progress checked and received an explanation of the coming day's work. All groups completed x, y and z assignments. They were told how to output texture-added data and delete excess data portions. As a result of these efforts, they were able to complete the 3D data with colour information similar to the original objects.

Next, they were taught how to use CloudCompare, and how to import data into QGIS and create ground plans. During the afternoon, each group presented their results.

Group 1:

This group had photographed Site No. 2C, whose artefacts included a cooking stove, a Ganesha statue and a decorated pillar. They experienced problems with focus fixing when adjusting camera settings. This group was reminded that simply taking large numbers of photographs is not the goal; carefully planned photography is key. Instructors also emphasized the importance of marker information.

Group 2:

This group was assigned Site No. 3 and found it quite challenging to photograph the central section. Their artefacts included Panchen earthenware and lintels. Certain sections of the ornamentation were not captured properly. Instructors reminded them that careful considerations are needed when photographing deep engravings. They also cautioned them to take measures to prevent misreading of letters and numbers when recording and gave advice regarding photography of surfaces with few distinguishing characteristics. Group 2 made ambitious use of CloudCompare.

Group 3:

This group's site had many dark areas, making photography difficult. Their shots of the Ganesha statue mistakenly included the colouring of the box used as a base for the artefact; instructors reminded them that a colourless base was ideal. They took four rounds of shots from all sides for the decorated pillar. This group was warned that their understanding of software specifications was not yet sufficient in response to the ways in which they made data storage folders and the like.

Group 4:

This group reworked their plan and re-shot the site. Their artefacts included lintels and a cooking stove. The instructors pointed out that maintaining shooting distance can ensure consistent overlap rates, and that adjusting and optimizing shooting coverage enables faster processing.

Group 5:

This group had their camera settings wrong in some regards, which necessitated re-shooting. The problem was rooted in certain areas being exposed to sunlight and others not. The artefacts at their site included a decorated pillar and handle-attached pots. Instructors told them that they must take three rounds of shots around the pillar near the top, middle and bottom without moving the pillar at all during these operations.

Ms Suzuki showed participants how she is using Illustrator to create diagrams for orthoscopic images taken of the Maqaba tomb in Bahrain as an example of 3D data usage. Dr Yamaguchi told participants that they should make clear work procedure charts to enable the same results no matter who was carrying out the work in question.



Dr Yamaguchi reviews participant group data.



Selection of some of the group presentations discussing their work on archaeological sites and artefacts.

■ Lecture 4: ‘Use of 3D Data on Archaeological Sites and Museum Collections (Demonstration)’

Lecturers: SUZUKI Tomomi

Ms Suzuki Tomomi showed a PowerPoint presentation made in Vietnamese, explaining its content in both Japanese and Vietnamese. She showed sample cross-sectional diagrams of deep-and-narrow trenches from a tumulus excavation, records displaying the state of unearthed pottery, and other fascinating content. As an example of 3D research, Ms Suzuki also showed some examples of 3D data conversions for bronze mirrors being used at the Archaeological Institute of Kashihara. She then went on to introduce viewers to uses of artefact transport bases for exhibitions, 3D data usage examples from model-creation workshops at public institutions, and a wide range of other application examples from Japan.

Participants gave highly positive feedback on their post-workshop satisfaction surveys, stating that they had learned many potential ways to apply the techniques and knowledge acquired through the workshop in future research and excavation site work.

Training concluded at 4:40 p.m. Commemorative photographs were taken of all in attendance, first by group and then with everyone together.

Closing Ceremony

Mr Morimoto Director of ACCU Nara delivered a closing address, after which Dr VU Tuan Hung, Director of SISS and Mr Morimoto signed Certificates of Completion. The director then said some final words, after which all present came together for a group photo before officially bringing the event to an end.



Ms Suzuki Tomomi gives a lecture on the Use of 3D Data on Archaeological Sites and Museum Collections.

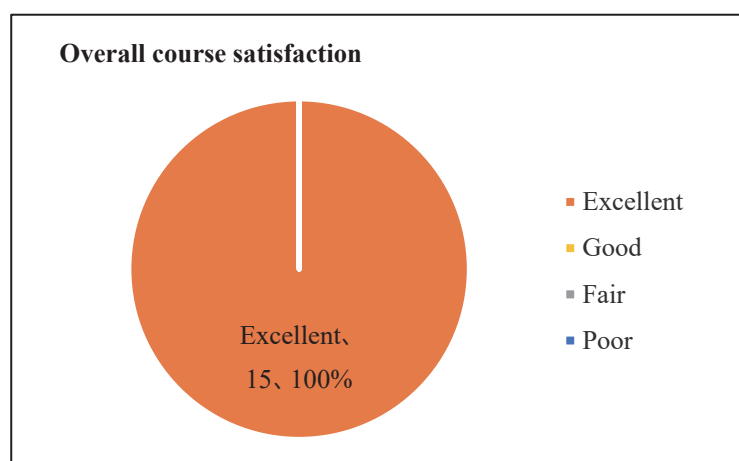


Group photo

3. Course Evaluation

Fifteen participants attended the workshop and submitted the course evaluation. All participants were cultural heritage practitioners from different regions of Viet Nam. The Workshop theme on “3D Documentation Methods for Archaeological Sites” was well-received with 100% of people rating the course as “excellent” and “relevant” to their work. The course content was considered “just right” for 86% (13 people) of the group while 14% (2 people) thought it “too broad”. The balance between the lectures and field exercises received the most diverse response and was considered “appropriate” by 53% (8 people), while 27% (4 people) wanted more field practice, and 20% (3 people) wanting more lectures. The selection of Cát Tiên Archaeological Site and Museum received 100% approval by the participants with many stating that the ability to record archaeological monuments and artefacts near each other was practical, suitable, and convenient. Many participants stated how well organized the workshop was. Most comments on improvements to the effectiveness of the course were dominated by requests for more practical training. A smaller number of people recommended that relevant training software and other computer-related components be downloaded and/or highlighted before the course begins to prevent loss of time during the lecture and training sessions. All feedback will be considered when developing future workshops on this topic.

1. Overall course satisfaction



- The course gave me a lot of information on 3D conservation techniques and analysis. (2 people)
- Attending this course, I learned about image processing skills and 3D modeling for monuments and archaeological relics. The requirements for the processing stages helped me to better understand photography skills, standardize the construction of documents suitable for creating 3D models for objects, and determine the specific requirements for objects when taking photos.

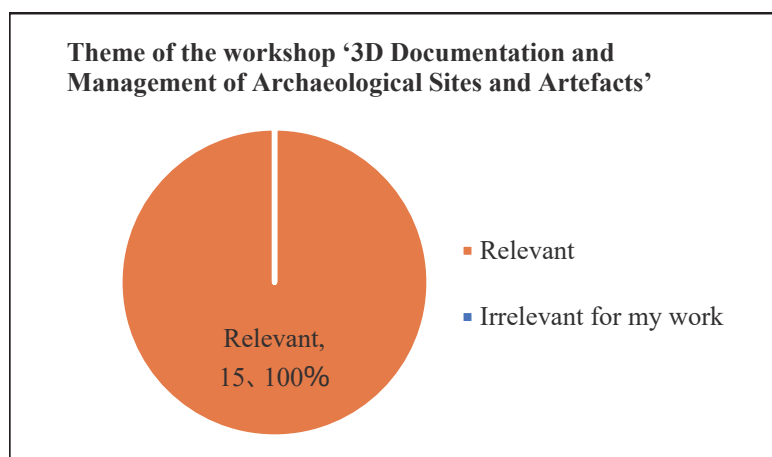
Creating an implementation plan and a marker system plan also helped me gain more experience in building the workplan. The more detailed the organization of the plan, the more that errors will be limited, work efficiency higher, and the implementation time more reasonable.

The coordination between appropriate equipment and appropriate work group assignment were closely related to each other.

The dedicated guidance of the teachers, especially in working together, and exchanging detailed explanations about the problems for each stage of processing, helped me feel more confident to absorb knowledge and perform the operations more accurately.

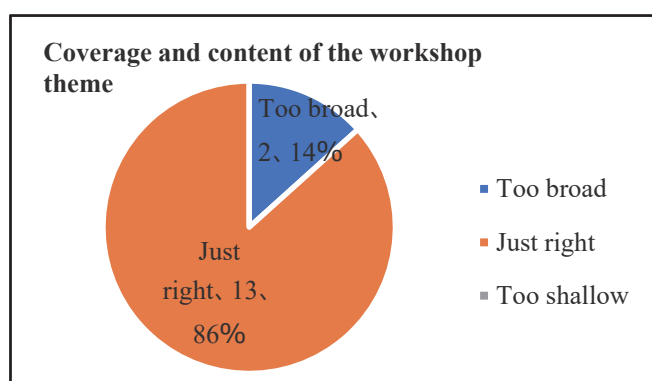
- It is very convenient to be able to view relics and artefacts in 3D, which can be shown to many people
- In addition to learning 3D scanning skills, I also received enthusiastic support from experts.
- The course is very useful and practical for work (2 people).
- Many thanks to ACCU for organizing an effective course, bringing a lot of knowledge and skills to Vietnamese researchers.
- The course provides a new 3D method for monuments and relics. The teachers and departments in the course are very dedicated to conveying the content. Students can build 3D models for monuments and relics themselves.
- The course is well organized and the instructors very dedicated and cheerful.

2. Theme of the workshop ‘3D Documentation and Management of Archaeological Sites and Artefacts’



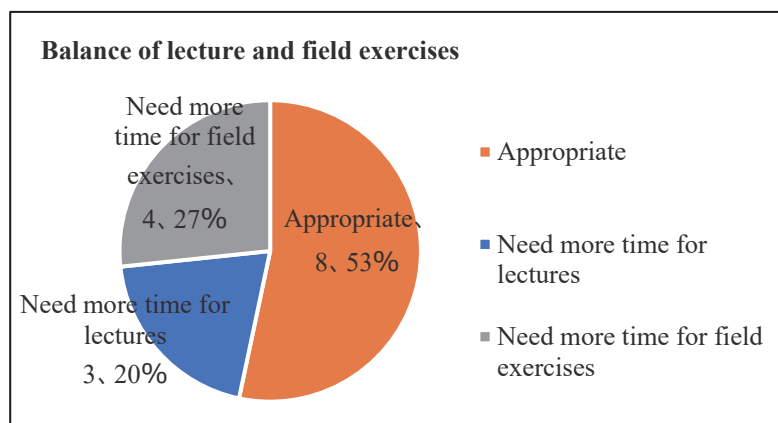
- The program's topics are directly related to the training and seminar work, and are highly applicable to my current and future work practice.
- My museum work is well suited to using 3D digitization of monuments and relics
- The knowledge in the workshop is directly related to my daily work of digitizing artefacts.
- The 3D Documentation and Management of Archaeological Sites and Artefacts course has been very useful for my work, and the knowledge can be immediately applied to our upcoming archaeological excavations in the field as well as the processing of artefacts recovered from excavations.
- Directly related to my work and after the course I will continue to study more to be able to use this method in professional work.
- By taking the course, I learned how to create 3D models of archaeological relics and artefacts. I can apply them to my work at the museum.
- I am very satisfied with this course because afterwards it will help me apply it to practical work on the Monuments.
- It takes a long time to implement what has been learned.

3. Coverage and content of the workshop theme



- The scope of the workshop was broad but appropriate, helping me absorb and expand knowledge about the issues being trained and at the same time see broader applicability in fields related to my research activities, such as building a database of monuments through each stage, assessing the current status of monuments, and applying them to restoration, conservation, and promotion of monument values.
- The course content covers the scope of our work, including working with archaeological sites, excavation sites and artefacts recovered from excavations and in museums.
- The workshop topic is appropriate, closely following the 3D method and going into specific content.
- The course subject and location are very suitable.

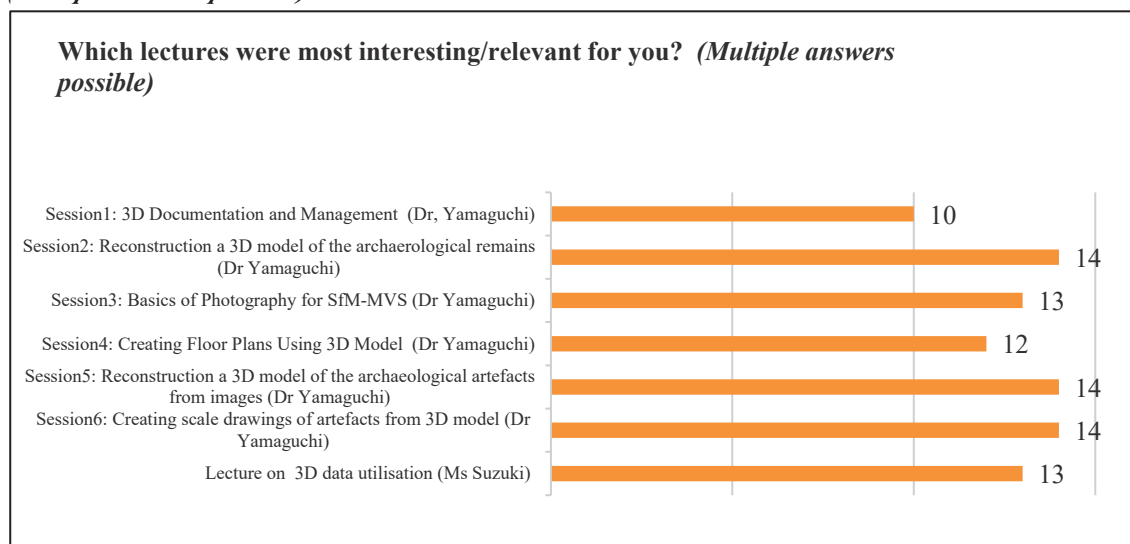
4. Balance of lecture and field exercises



- The lecture content is very detailed, so during the practice process in accordance with field work, it can be deployed smoothly even though the content I learned in this program is almost completely new.
- With a dense volume of monuments and unique architecture, it is necessary to have at least 5 additional days for fieldwork.
- The course has a reasonable time allocation between practice and theory. The instructor closely follows the class and had detailed, clear instructions and answers.
- During the filming process at the relics, problems will arise that need to be solved so that students can gain more experience. So, choosing many different relics for groups to handle in different situations like this course is very useful and should continue in other ACCU programs.
- The amount of teaching and practice is very suitable, especially the stages of teaching and practicing, then drawing on that experience, and continuing to practice. This method saves time and helps students easily grasp the content as well as overcome mistakes made during the practice process. However, if there is more time, increasing the amount of practice will be very good.
- Reasonable scope and content, easy to listen to and understand.

5. Which lectures were most interesting/relevant for you?

(Multiple answers possible)



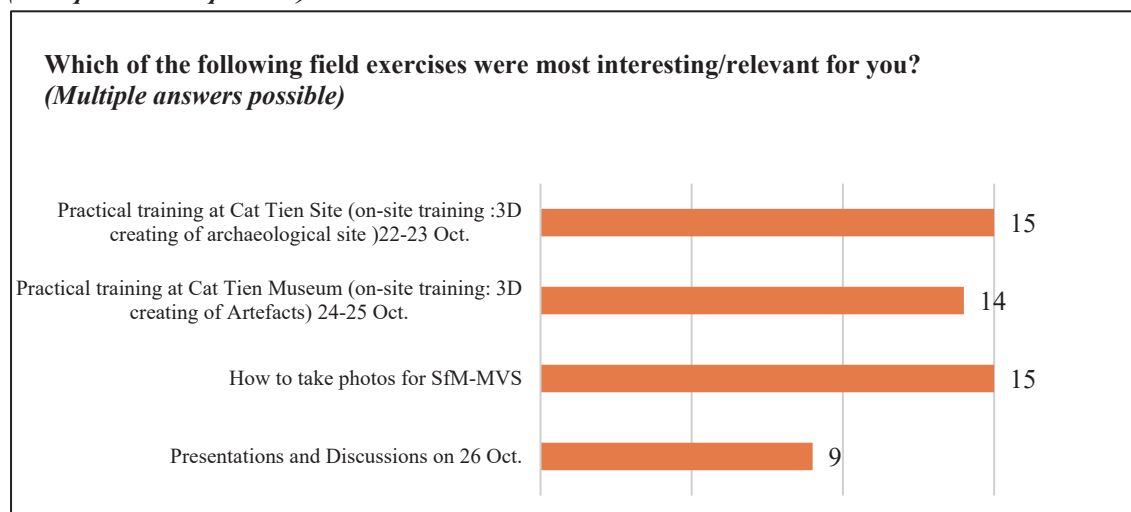
- The most special lecture is lesson 4, which helps to understand the importance of taking photos so that 3D model reconstruction can be used. Especially the importance of planning and positioning marker points combined with coordinates, to be able to obtain a 3D product that meets the requirements.
- The teachers' lectures are all useful and necessary. In addition to the steps followed in the lectures, the teachers also share practical experiences when taking photos and 3D rendering, which is very helpful to the students.
- Of all the options, I like session 4 the most because it is the most relevant to my work
- All the teachers' lectures are useful, interesting and provide us with new knowledge. At the same time, the

teachers also taught us many lessons about practical experience during the working process.

- All lectures and comments are very useful for professional work. (2 people)

6. Which of the following field exercises were most interesting/relevant for you?

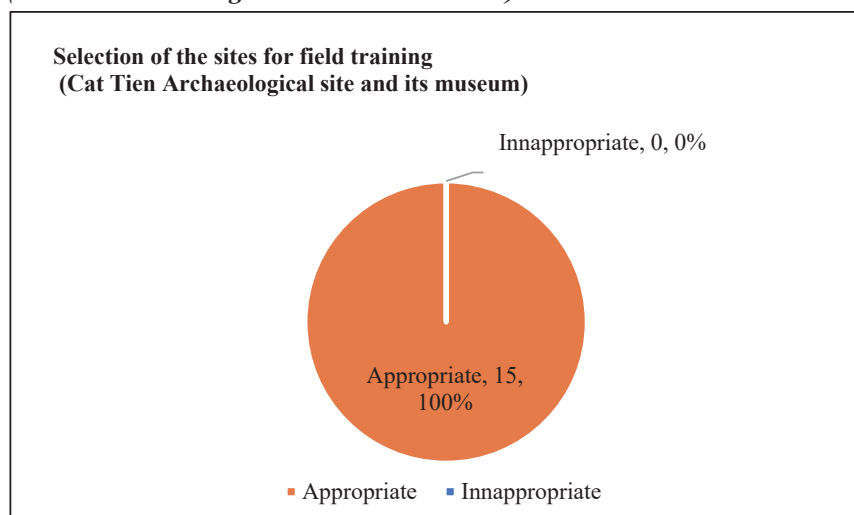
(Multiple answers possible)



- For me, each lecture has new content or helps me add knowledge to the skills I have previously learned. The most special lectures were lessons 4 and 5, which helped me better understand the overall 3D modeling operation, especially the importance and skills of handling the connection of markers and local coordinates as the basis for connecting to national landmarks.
- Choosing the training location at Cat Tien archaeological site and museum is very practical and very suitable for our needs.
- These hands-on exercises help me improve my operational skills step by step
- All the study days were interesting and useful, every day we learned new lessons, not only from the lecturer but also from other students through sharing experiences with each other during the study process. (2 people)
- All the practical training courses on creating 3D models of the Cat Tien relics, creating 3D models of artefacts at Cat Tien Museum, how to take SfM-MVS photos, presentations and discussions are all useful, interesting and very suitable for the course, helping archaeologists to quickly practice 3D construction for relics as well as artefacts.
- Practical exercises to understand how to photograph and 3D render monuments and artefacts, and discussions can help students discuss the difficulties they are facing and find ways to solve them.

7. Selection of the sites for field training

(Cat Tien Archaeological site and its museum)



- Cat Tien Relic meets basic requirements for field practice. The practical exercises can serve as models for the

first product on 3D modeling of monuments, and when completed, the product can be applied in practice.

- The location is suitable, but it has not yet been practiced taking pictures inside a monument's interior
- Cat Tien relic is suitable because this location has both architectural relics and archaeological relics with many different materials, allowing 3D access and digitization suitable for archaeological work and cultural heritage preservation.
- Choosing the practice location for the course is very suitable, Cat Tien relic is a green, beautiful relic, diverse in architecture, well excavated and preserved, rich in relics, all these factors contribute to the success of the course. (5 people)

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

- Getting data from a monument with all the architectural and structural parts (floors, walls, ceilings, roofs...)
- I hope to be able to 3D digitize more materials and artefacts in the museum such as fabric, wood...
- At this point, I feel that what I've learned has enriched my knowledge, and I have no further questions. (2 people)
- How to manage 3D digitized data and share digital heritage.
- Want to learn more about 3D rendering methods for small, thin artefacts like coins.
- How to take pictures of large, fixed objects.

9. How well has the workshop been organized and implemented? What should be done to improve its effectiveness?

- The workshop was very well organized and highly effective. (9 people)
- The workshop has helped me understand and build 3D physical and analytical models, greatly supporting my work and research.
- The conference was carefully planned, the members of the organizing committee coordinated closely, implementing everything in detail. Serious working spirit, professionalism, high level of organization and unity. To improve training effectiveness, we can pre-deploy conceptual documents and descriptions of the importance of setting landmarks, the meaning of markers, or prepare coordinate landmarks for practice. We don't lose more time than necessary.
- Teachers can instruct on how to install software, or other tasks that can be prepared on the computer before the workshop takes place, so that they can lecture or practice more. This would avoid wasting time when problems with data or operations occur during practice.
- The teachers and students were all passionate and wanted to do their best work. Teachers and students cooperated well, so the course went quickly and the students absorbed it well. If the course is improved, I would expect more time for field practice and 3D rendering.
- The relics chosen for practice were suitable for the needs of the course. (2 people)
- I think more time is needed to do photography exercises.
- This time, although we had prepared very carefully, we encountered some unexpected minor problems during the process such as locating markers, coordinates, and the laptop running out of space on the C drive (OS partition) due to having to process a large number of images. In future courses, we may have to remind students of this experience in advance to avoid wasting time dealing with arising problems.
- The workshop has done a good job of preparing for the implementation of the workshop content according to the expected schedule and ensuring full content, the lecturers and related departments are very dedicated, enthusiastic in answering questions, students grasp the necessary skills. The equipment is carefully prepared and complete, good quality. For the workshop to be more successful, in my opinion, I would increase the capacity of 3D construction practice for relics and artefacts.
- The workshop did a great job in all stages from surveying and choosing a suitable location to organizing it properly. The process of imparting knowledge was easy to understand, and the theory and practice were suitable.

1. General Information

International Conference on Cultural Heritage 2024 “World Cultural Heritage and Authenticity”

Part 1: “Examining the Issues of Authenticity in World Heritage Practice”

Part 2: “Examining the Challenges of Authenticity in the Post-Disaster Recovery Process”

1. Background and Objectives

In 1994, the *Nara Conference on Authenticity in Relation to the World Heritage Convention* (hereafter Nara Conference) was held, marking its 30th anniversary this year. The Nara Document on Authenticity, adopted during the conference, continues to significantly influence the field of cultural heritage protection three decades later. However, it has also given rise to various interpretations across different countries. Therefore, it is necessary for World Heritage practice to reconsider the meaning of ‘authenticity’ as understood in the Nara Document. In response to this, the conference aims to clarify the original intentions and objectives of the creators of the Nara Document, and to provide a platform for participants to share insights on what has been accomplished and what challenges remain since the Nara Conference.

Authenticity addressed in this context refers to the “essential qualifying factor concerning values,” as discussed in the Nara Document. The Nara Document is also cited in the Operational Guidelines for the Implementation of the World Heritage Convention, where the concept of “authenticity” was intended to serve as a tool for value assessment in conservation practices. However, specific guidelines for its implementation remain unclear, hindering the fulfilment of its original purpose.

To explore the various interpretations of authenticity across different countries, the second part of this conference will focus on the restoration and reconstruction of National Treasure-class historic sites and buildings during post-disaster recovery. The reason for focusing on cultural heritage classified as national treasures lies in the fact that, during the processes of restoration and reconstruction, it becomes evident what each country considers to be the “most important value” of its cultural heritage. This “most important value” ultimately reveals the notions of “authenticity” as understood by different countries. Furthermore, the focus on restoration and reconstruction in post-disaster recovery is significant because such efforts require rapid assessments of the cultural heritage’s value, while also necessitating consideration of structural reinforcements to prepare for potentially similar disasters in the future. Additionally, this includes the role of cultural heritage as a source of comfort for people affected by disasters. This situation requires us to assess value from various perspectives, allowing for a broad discussion about “authenticity.”

Through this discussion, we hope to effectively share the extensive knowledge and examples from Japan, a country frequently affected by disasters, while also providing an opportunity to exchange thoughts on the actual situation related to the “theory” and “practice” in different countries.

2. Organisers

This conference was organised by the Agency for Cultural Affairs, Government of Japan (Bunkacho), the Cultural Heritage Protection Cooperation Office, Asia-Pacific Cultural Centre for UNESCO (ACCU Nara), and the World Heritage Institute of Training and Research for the Asia and the Pacific Region under the auspices of UNESCO (WHITRAP Shanghai), in collaboration with the International Centre for the Study of the Preservation and Restoration of Cultural Property (ICCROM), the National Research Institute for Cultural Properties (Tokyo and Nara), Institute of Disaster Mitigation for Urban Cultural Heritage, Ritsumeikan University, the Nara Prefectural Government and Nara City. Support is provided by the Japan Consortium for International Cooperation in Cultural Heritage.

3. Dates and Venue

17 December (Tue) – 19 December (Thu)

Nara Prefectural Convention Center, Nara City, Japan

17 December: Excursion (Site visits to Horyu-ji Temple: World Heritage Site)

18 December: Opening Ceremony, Keynote Address, Presentations, Panel Discussion

19 December: Presentations, General Discussion

4. Participants

I. Japan:

Coordinator

INABA Nobuko (*Emeritus Professor, University of Tsukuba*)

Speaker

MOTONAKA Makoto (*Director General, Nara National Research Institute for Cultural Properties*)

Commentators

NISHI Kazuhiko (*Chief Senior Specialist for Cultural Properties, Office for International Cooperation on Cultural Heritages, Agency for Cultural Affairs, Government of Japan*)

EJIMA Yusuke (*Project Manager, Programmes Unit, ICCROM*)

KANAI Ken (*Head, Resource and Systems Research Section, Tokyo National Research Institute for Cultural Properties*)

Alejandro MARTINEZ (*Associate Professor, Kyoto Institute of Technology*)

UENO Kunikazu (*Emeritus Professor, Nara Women's University*)

MASUDA Kanefusa (*ICOMOS-ICORP, ICOM-DRMC*)

NAITO-AKIEDA Yumi Isabelle (*Member (former Board member), ICOMOS Japan*)

MORIMOTO Susumu (*Director, ACCU Nara*)

II. Overseas: Listed in order of presentation

Christina CAMERON (*Emeritus Professor, University of Montreal*)*

Kristal BUCKLEY (*Honorary Fellow, Deakin University and former Vice-President of ICOMOS*)

Gamini WIJESURIYA (*Special Advisor to the Director, WHITRAP Shanghai*)

Rohit JIGYASU (*Programme Manager, Sustainable Urban and Built Heritage Conservation, Disaster and Climate Risk Management and Post-Crisis Recovery, ICCROM*)

KOU Huaiyun (*Associate Professor, Tongji University, WHITRAP Shanghai, China*)

Eric PALLOT (*Chief Architect of Historic Monuments and President, ICOMOS France*)

Amanda OHS (*Senior Heritage Advisor, Heritage Team, Christchurch City Council, New Zealand*)*

JO Sangsun (*Director, Jungwon National Research Institute of Cultural Heritage, the Republic of Korea*)*

SHAO Yong (*Professor, Tongji University, and Director, WHITRAP Shanghai, UNESCO Category 2 Centre*)

*Online lecture

5. Programme

17 December (Tue) [Excursion]

Horyu-ji Temple and the storage warehouses (World Heritage Site in Nara Prefecture)

Lecturer:

ONO Shobo (*Archdeacon Priest, Horyu-ji Temple*)

OBAYASHI Jun (*Special Research Chair, Department of Cultural Heritage, Nara National Research Institute for Cultural Properties*)

IWANAGA Yuichiro (*Nara Prefectural Cultural Properties Preservation Office, Nara Prefectural Government*)

18 December (Wed) [Part 1] Examining the Issues of Authenticity in World Heritage Practice

Keynote Address **Christina CAMERON** (*Professor Emeritus, University of Montreal, Canada*) *

INABA Nobuko (*Professor Emeritus, University of Tsukuba, Japan*)

Presentation I **Gamini WIJESURIYA** (*Special Advisor to the Director General, ICCROM*)

Presentation II **Kristal BUCKLEY** (*Professor Emeritus, Deakin University and former Vice-President of ICOMOS*)

Presentation III **Rohit JIGYASU** (*Programme Manager, Sustainable Urban and Built Heritage Conservation, Disaster and Climate Risk Management and Post-Crisis Recovery, ICCROM*)

Panel Discussion (Moderator: **INABA Nobuko**; Rapporteur: **Rohit JIGYASU**)

19 December (Thu) [Part 2] Examining the Challenges of Authenticity in the Post-Disaster Recovery Process

Presentation IV (Japan) **MOTONAKA Makoto** (*Director General, Nara National Research Institute for Cultural Properties*)

Presentation V (France) **Eric PALLOT** (*Chief Architect of Historic Monuments and President, ICOMOS France*)

Presentation VI	(China) KOU Huaiyun (<i>Associate Professor</i> , Tongji University, WHITRAP Shanghai)
Presentation VII	(New Zealand) Amanda OHS (<i>Senior Heritage Advisor</i> , Heritage Team, Christchurch City Council) *
Presentation VIII	(Republic of Korea) JO Sangsun (<i>Director</i> , Jungwon National Research Institute of Cultural Heritage) *
Panel Discussion	(Moderator: INABA Nobuko ; Rapporteur: Rohit JIGYASU)
* Online lecture	

For full details and times, please see the Conference Schedule below.

ACCU International Conference 2024 “World Cultural Heritage and Authenticity”
PROGRAMME

【Part 1】 10:00 - 17:00, 18 December

Examining the Issues of Authenticity in World Heritage Practice

10:00 - 10:20	Opening Remarks by Organisers and Supporting Organisations
10:20 - 10:30	Introduction of Guests and Participants
	Keynote Speech I (Online Lecture)
10:30 - 11:15	Revisiting the Nara Document on Authenticity Christina Cameron (University of Montreal)
	Presentation I
11:15 - 11:55	Reflections on Authenticity: 30 Years after the Nara Document Gamini WIJESURIYA (WHITRAP Shanghai)
11:55 - 13:20	Break for lunch
	Presentation II
13:20 - 14:00	The Fascinating Present: Thinking about Authenticity in Contexts of Convergence, Memorialisation and Loss Kristal BUCKLEY (Deakin University · ICOMOS)
	Presentation III
14:00 - 14:40	Revisiting the concepts of authenticity in the Light of Risks due to Disasters and Climate Change Rohit JIGYASU (ICCROM)
	Wrap Up of Part I
14:40 - 15:00	Examining the Issues of Authenticity in World Heritage Practice] INABA Nobuko (University of Tsukuba)
15:00 - 15:30	Break
	Panel Discussion
15:30 - 17:00	[Moderator] INABA Nobuko [Rapporteur] Rohit JIGYASU [Commentators] NISHI Kazuhiko (Agency for Cultural Affairs, Government of Japan) SHAO Yong (Tongji University, WHITRAP Shanghai) EJIMA Yusuke (ICCROM) KANAI Ken (Tokyo National Research Institute for Cultural Properties) Alejandro MARTINEZ (Kyoto Institute of Technology) UENO Kunikazu (Nara Women's University) NAITO-AKIEDA Yumi Isabelle (ICOMOS Japan) and All Presenters
17:00	Closing

ACCU International Conference 2024 “World Cultural Heritage and Authenticity”

PROGRAMME

【Part 2】 9:30 - 17:00, 19 December

Examining the Challenges of Authenticity in the Post-Disaster Recovery Process

9:30 - 9:40	Opening Remarks
9:40 - 10:20	Presentation IV
	Restoration (Reconstruction) and Authenticity of the Value of Wooden Architectural Monuments MOTONAKA Makoto (Nara National Research Institute for Cultural Properties)
10:20 - 11:00	Presentation V
	Cultural Heritage and Authenticity: Examining the Challenges of Post-Disaster Recovery The Case of "Notre-Dame de Paris" Eric PALLOT (ICOMOS France)
11:00 - 11:40	Presentation VI
	Authenticity in Post-Disaster Recovery - A case of Xijie Historic District in Dujiangyan KOU Huaiyun (Tongji University · WHITRAP Shanghai)
11:40 - 13:00	Break for lunch
13:00 - 13:40	Presentation VII (Online Lecture)
	Keeping Authenticity Alive Post-Earthquake in the City's 'Public Living Room' - Christchurch Town Hall Amanda OHS (Christchurch City Council)
13:40 - 14:20	Presentation VIII (Online Lecture)
	The Sungnyemun Restoration and Debates on its Authenticity JO Sangsun (Jungwon National Research Institute of Cultural Heritage)
14:20 - 14:40	Wrap Up of Part II
	Examining the Challenges of Authenticity in the Post-Disaster Recovery Process] INABA Nobuko (University of Tsukuba)
14:40 - 15:00	Break
15:00 - 16:50	Panel Discussion
	[Moderator] INABA Nobuko [Rapporteur] Rohit JIGYASU [Commentators] All Commentators and Presenters
17:00	Closing

2. Course Summary

The International Conference on Cultural Heritage 2024 examining the theme of “World Cultural Heritage and Authenticity” was held in Nara to commemorate the 30th anniversary of the *Nara Document on Authenticity*. Held in Nara from 17-19 December, the three-day programme consisted of the following:

17 December, Excursion to the World Heritage Site of Horyu-ji Temple and its storage facilities.

18 December, Conference, Part 1: Examining the Issues of Authenticity in World Heritage Practice.

19 December, Conference, Part 2: Examining the Challenges of Authenticity in the Post-Disaster Recovery Process.

17 November

■Excursion (15:00-15:30 JST)

Excursion to the World Heritage Site of Horyu-ji Temple and storage facility for original architectural members

Before the commencement of the conference, a tour of the World Heritage Site of Horyu-ji Temple, and the storage facility containing the remains of original architectural members burnt by fire in 1949, occurred. Located in Nara Prefecture, it was chosen as an appropriate example of the conference theme on ‘authenticity’.

Iwanaga Yuichiro, Nara Prefectural Office for the Conservation of Cultural Properties, began the tour at the To-in Raido (Worship Hall). He gave an overview of the planned repairs at the World Heritage Site of Horyu-ji Temple and explained how Nara Prefecture carries out planned cultural property repairs under its own system, which includes specialist staff (such as building repair technicians and carpenters), and training for its technicians from the national government to maintain the technical standards required to repair national treasures and other important cultural properties in Japan. Specific technical information concerning the To-in Raido restoration included the installation of reversible earthquake-proofing equipment, structural reinforcement, and aspects relating to the selection of roof tiles for repairs.

The tour continued to the precincts of the Saiin Garan to view the Kondo (Main Hall), damaged by fire in 1949, and the Hozoin. Ono Shobo, Archdeacon Priest of Horyuji Temple, and Obayashi Jun, Special Research Chair, at the Nara National Research Institute for Cultural Properties, Japan, conducted this portion of the tour which continued to the storehouse containing the burnt architectural elements of Horyu-ji Temple. The fire of 1949 had extensively damaged the Kondo’s first-floor inner sanctum and wall paintings. The second-floor, which had been evacuated in the Second World War, survived untouched. Within the storage vaults the burnt-out inner sanctum is preserved in its original state with the pillars and murals assembled, and is a rare example of a facility storing burnt-out cultural property in such condition. The tour was followed by a visit to the storage room for repair materials, with Obayashi explaining the process. The participants learned that Horyu-ji Temple understands the value of original materials and keeps all of them in its custody, and that experts from the Nara National Research Institute for Cultural Properties are carrying out ongoing research.

The excursion helped to deepen discussions during the conference. In particular, the case of Horyu-ji Temple was introduced in the presentation by Motonaka, Director General of the Nara National Research Institute for Cultural Properties, and was at the centre of the discussion on authenticity, which enabled everyone to share the same image of the temple.



Explanation by Mr Iwanaga.



Explanation of roof repairs at the restoration site by Mr Iwanaga.



*Left: Mr Ono Shobo, Horyu-ji Temple.
Centre: Ms Obayashi Jun, Nara National Research Institute for Cultural Properties.
Right: Mr Ono giving an explanation to the participants.*

18 November

■Opening Ceremony (10:00-10:30 JST)

10:00 Greetings from the Organisers and relevant organisations

YAMASHITA Shin'ichiro

Councillor for Cultural Properties, Agency for Cultural Affairs, Government of Japan

MORIMOTO Susumu

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

SHAO Yong

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

Aruna Francesca Maria GUJRAL **Video Greeting*

Director-General, ICCROM (International Centre for the Study of the Preservation and Restoration of Cultural Property)

EJIMA Yusuke

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

Introduction of guests and conference participants; Explanation of the purpose of the conference, schedule, etc.

■Keynote Speech (10:30-11:15 JST)

Revisiting the Nara Document on Authenticity

Lecturer: Christina CAMERON (Professor Emeritus, University of Montreal, Canada)

■Presentation I (11:15-11:55 JST)

Reflections on Authenticity: 30 years After the Nara Document

Lecturer: Gamini WIJESURIYA (Special Advisor, WHITRAP Shanghai)

■Presentation II (13:20-14:00 JST)

The Fascinating Present: Thinking about Authenticity in Contexts of Convergence, Memorialisation and Loss

Lecturer: Kristal BUCKLEY (Professor Emeritus, Deakin University and former Vice-President of ICOMOS)

■Presentation III (14:00-14:40 JST)

Re-examining the Concepts of Authenticity in the light of Risks due to Disasters and Climate Change

Lecturer: Rohit JIGYASU (Programme Manager, Sustainable Urban and Built Heritage Conservation, Disaster and Climate Risk Management and Post-Crisis Recovery, ICCROM)

■Panel Discussion (15:30-17:00 JST)

Moderator: INABA Nobuko (Emeritus Professor, University of Tsukuba)

Commentators: NISHI Kazuhiko (*Chief Senior Specialist for Cultural Properties, Office for International Cooperation on Cultural Heritages, Agency for Cultural Affairs, Government of Japan*); EJIMA Yusuke (*Project Manager, Programmes Unit, ICCROM*); KANAI Ken (*Head, Resource and Systems Research Section, Tokyo National Research Institute for Cultural Properties*); Alejandro MARTINEZ (*Associate Professor, Kyoto Institute of Technology*); UENO Kunikazu (*Emeritus Professor, Nara Women's University*); NAITO-AKIEDA Yumi Isabelle (*Member (former Board member), ICOMOS Japan*), SHAO Yong (*Director, WHITRAP Shanghai*), MORIMOTO Susumu (*Director, ACCU Nara*).



Left: Opening Address by YAMASHITA Shin'ichiro. Right: Opening Address by MORIMOTO Susumu.



Left: Opening Address by SHAO Yong. Right: Video Greeting from Aruna Francesca Maria GUJRAL.



Left: EJIMA Yusuke. Right: Conference presenters and commentators .



Group photograph of conference presenters and commentators present in Nara.



Left: Keynote speaker, Christina CAMERON, delivering her presentation online.



Right: Gamini WIJESURIYA delivering Presentation I.



Left: Kristal BUCKLEY delivering Presentation II.
Right: Rohit JIGYASU delivering Presentation III.



Conference participants.

19 November

■Presentation IV (9:40-10:20 JST)

Restoration (Reconstruction) and Authenticity of the Value of Wooden Architectural Monuments

Lecturer: MOTONAKA Makoto (*Director General, Nara National Research Institute for Cultural Properties*)

■Presentation V (10:20-11:00 JST)

Cultural Heritage and Authenticity: Examining the Challenges of Post-Disaster Recovery, the Case of 'Notre Dame de Paris'

Lecturer: Eric PALLOT (*President, ICOMOS France*)

■Presentation VI (11:00-11:40 JST)

Authenticity in Post-Disaster recovery – A case of Xijie Historic District in Dujiangyan

Lecturer: KOU Huaiyun (*Associate Professor, Tongji University and WHITRAP Shanghai*)

■Presentation VII (14:00-14:40 JST)

Keeping Authenticity Alive Post-Earthquake in the City's 'Public Living Room' – Christchurch Town Hall

Lecturer: Amanda OHS (*Senior Heritage Adviser, Christchurch City Council, New Zealand*)

■Presentation VIII (14:00-14:40 JST)

The Sungnyemun Restoration and Debates on its Authenticity

Lecturer: JO Sangsun (*Director, Jungwon National Research Institute of Cultural Heritage, Republic of Korea*)

■Panel Discussion (15:00-16:50 JST)

Moderator: INABA Nobuko (*Emeritus Professor, University of Tsukuba*)

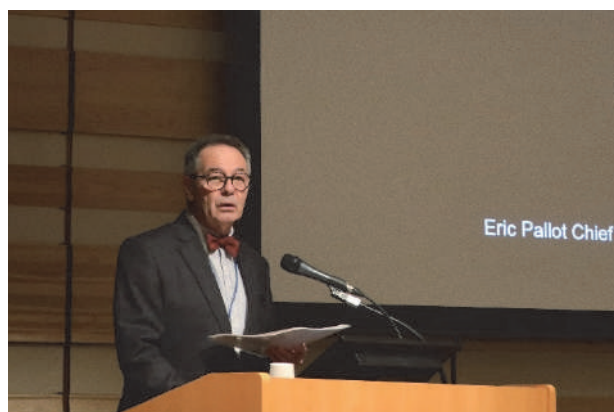
Commentators: NISHI Kazuhiko (*Chief Senior Specialist for Cultural Properties, Office for International Cooperation on Cultural Heritages, Agency for Cultural Affairs, Government of Japan*); EJIMA Yusuke (*Project Manager, Programmes Unit, ICCROM*); KANAI Ken (*Head, Resource and Systems Research Section, Tokyo National Research Institute for Cultural Properties*); Alejandro MARTINEZ (*Associate Professor, Kyoto Institute of Technology*); UENO Kunikazu (*Emeritus Professor, Nara Women's University*); MASUDA Kanefusa (*ICOMOS-ICORP, ICOM-DRMC*); NAITO-AKIEDA Yumi Isabelle (*Member (former Board member), ICOMOS Japan*), SHAO Yong (*Director, WHITRAP Shanghai*), MORIMOTO Susumu (*Director, ACCU Nara*).

■Closing Ceremony 4 (16:45-17:00 JST)

Following the Panel Discussion, a short closing ceremony was held with remarks by ACCU Nara Director, Morimoto Susumu. He thanked all the presenters, commentators and observers, and remarked on the complexities of the issues raised over the two days of the conference. This marked the end of the conference.



Left: MOTONAKA Makoto delivering Presentation IV.
Right: Eric PALLOT delivering Presentation V.





Left: KOU Huaiyun delivering Presentation VI.
Right: Amanda OHS delivering Presentation VII.



Left: JO Sangsun delivering Presentation VIII.
Right: Commentator, UENO Kunikazu asks JO Sangsun a question.



Left: Conference Moderator, INABA Nobuko.
Right: Conference Rapporteur, Rohit JIGYASU.



Presenters and commentators, both on-site and online, join the Panel Discussion 2.

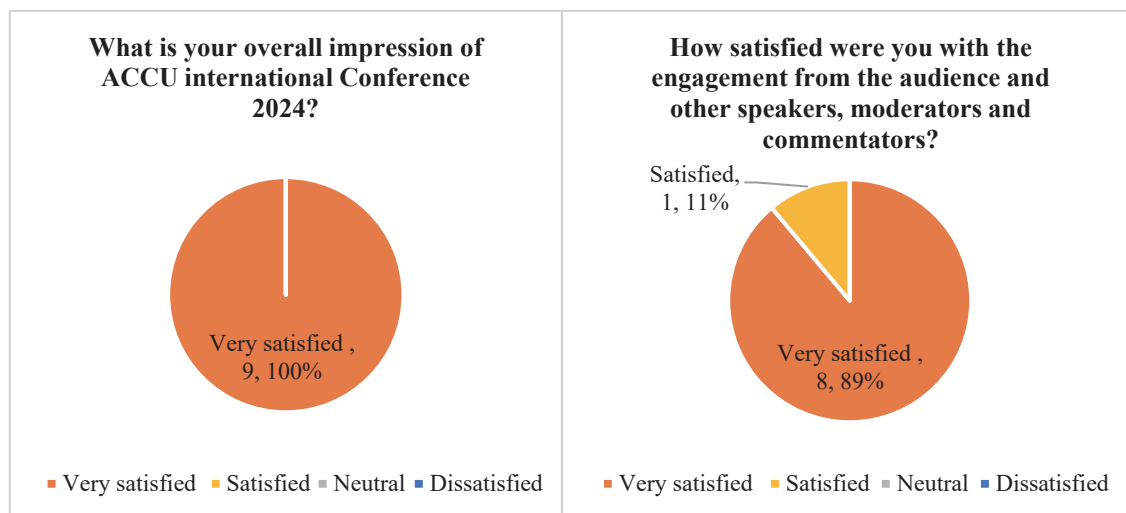


ACCU Nara Director, MORIMOTO Susumu, makes the closing address to mark the end of the conference.

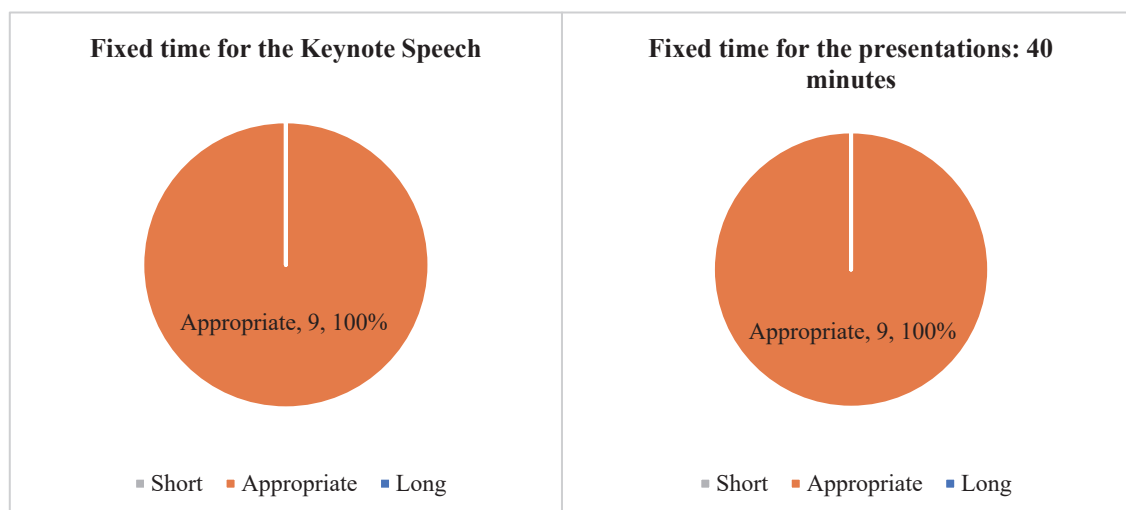
3. Course Evaluation

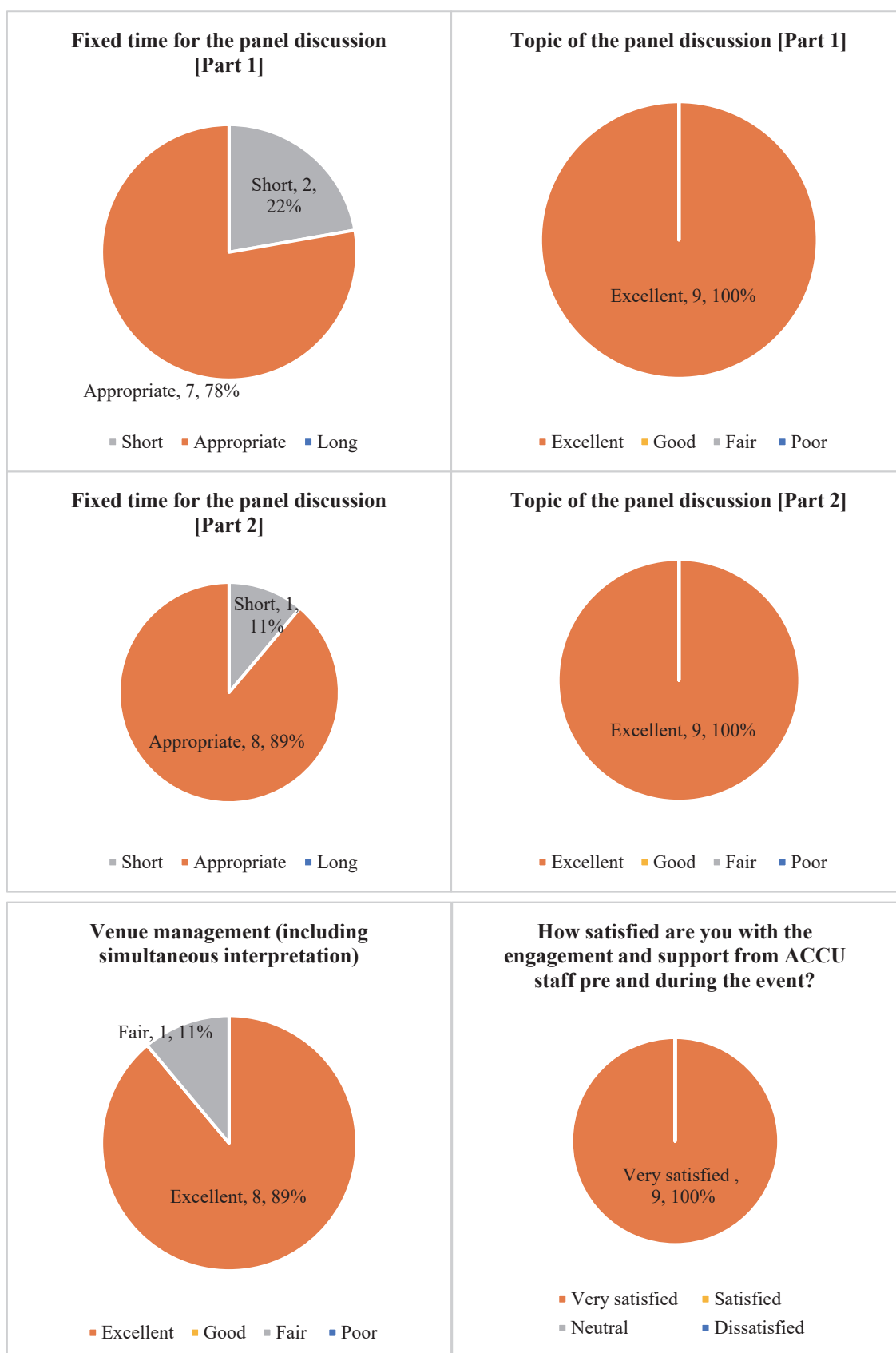
The conference was held from 17-19 December, 2024. There were 9 presenters, including one keynote speaker, seven commentators and one moderator. Of these 17 participants, 9 submitted evaluations. The overall assessment was regarded highly in all categories by the participants. However, some felt that the time for the panel discussions for Part 1 and Part 2 were too short. The site visit to Horyu-ji Temple and the associated storage facilities were also given the highest ratings by all participants. The ACCU's engagement and support before and during the conference was assessed by 100% of the respondents of the evaluation as "very satisfied", the highest rating. The results of the evaluation and the additional comments will be considered in the creation of future conferences.

1. Overall Evaluation



2. Keynote Speech and Presentations: 18-19 December





- I feel that the keynote speech, each of the lectures and all the discussions were a full programme with a variety of initiatives and perspectives. It was an honour to participate in person, thank you very much.
- May include more cases on living heritage.
- All the speeches were very high quality, but I especially appreciated the exceptionally well-presented case studies [i.e. Part 2].

Did you experience any difficulties in meeting the paper submission requirements?

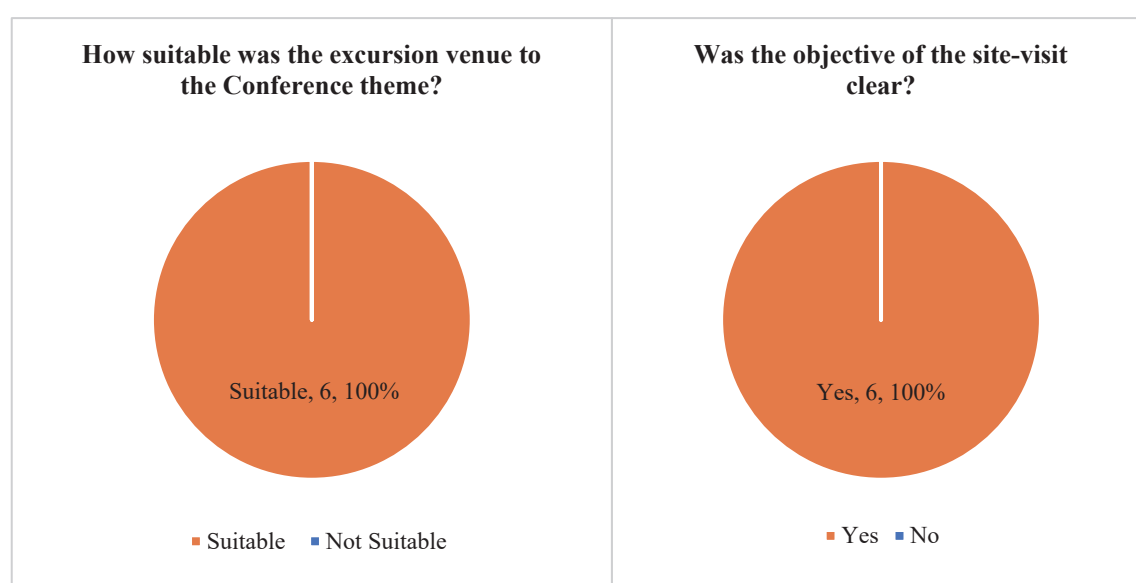
(e.g., deadlines were tight, requested submissions were a lot, etc.,?)

- There was nothing. Everything was really good.
- Deadlines were very tight, but achievable. Also, the end of year/Christmas can be a busy time in my country. Organisers were very understanding of this.
- I found it difficult to meet the deadline, but this was due to my own congested calendar at the end of the year. I think the requests were reasonable.

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

- I hope I can download the presentation book through the website of ACCU Nara.
- We were a little disappointed that the participation and reactions of the online audience were a bit difficult to see in real time, but this was not a particular problem.
- The inclusion of a greater variety of practices would be highly valuable.
- I'm hoping that there might be a summary outcomes document that could be shared at some stage.

3. Site-visit: 17 December



Any additional comments or thoughts about the site-visits?

- The content setting and management were both very good.
- Very thoughtful arrangement.
- The site visit was excellent and relevant for the topic.

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

- Conservation of traditional building techniques in Asia.
- Further reflection on Authenticity in the light of climate change.
- The definition of tradition from the perspective of Authenticity
- Outstanding Universal Values (OUV)
- Discussion on Authenticity in different heritage types and context
- Disaster risk management of heritage on a city-wide scale - risk identification, reduction and response planning in advance of events.
- Although not a topic for an international conference, we would like to see the issues of post-World Heritage management in Asian countries addressed, with the aim of sharing information and promoting networking on the situation and initiatives in Asian countries, as well as the challenges of conservation, local livelihoods and tourism 10, 20 and 30 years after World Heritage listing, and how local communities can be involved and ongoing. We would like to see the involvement of local communities in the decision-making process as one perspective.
- Living heritage.



V. International Correspondent

1. General Information
2. Abstracts

1. General Information

International Correspondent on Cultural Heritage Protection in the Asia-Pacific Region 2024 ‘Trends and Needs in Heritage Conservation in the Asia-Pacific Region’

1. Organisers

This programme is organised by the Cultural Heritage Protection Cooperation Office, Asia-Pacific Cultural Centre for UNESCO (ACCU Nara).

2. Background

To promote disseminating and exchanging the news and latest information on cultural heritage protection in the Asia-Pacific region and maintain a connection with the former training course participants, ACCU Nara invites candidates annually to submit applications for the International Correspondent programme.

This programme allows the ACCU to learn from our former participants about the activities they are currently involved in, the principal challenges they face, and how we can support ongoing heritage protection efforts in the Asia-Pacific region.

Previously, the programme involved collecting correspondent's written reports and publishing them in a separate volume. This year the programme has been changed. Now, the format is an online presentation with Abstracts collated and published in this report detailing the full range of the ACCU Nara's training courses and other programmes.

3. Dates and Method

13:00-15:00, 29 November 29, 2024

The International Correspondent programme occurred online on 29 November (Friday), 2024. It involved a two-hour session of presentations with time for questions and discussion.

4. Participants

Former participants of ACCU Nara's various training programmes were invited to submit applications. **Eight participants from eight countries** were selected.

5. Theme and Content

Theme: Trends and Needs in Heritage Conservation in the Asia-Pacific Region.

Content: The presentation contents should be related to cultural heritage in the author's country and introduce research or conservation/management projects conducted inside it. The report should be related to cultural heritage protection in which the author is/has been involved.

The main focus of the International Correspondents' reports should be on the following:

- Efforts and achievements by individuals and organizations in the Asia-Pacific region to protect, transmit and utilize cultural heritage in all its forms and expressions for the benefit of societies.
- Persisting challenges, practical needs and issues that heritage conservation professionals in Asia-Pacific countries face today.

6. Requirements

Participants were expected to prepare and deliver:

- 10-minute PowerPoint presentation
- Abstract of up to 300 words

7. Programme

There were eight correspondents from eight countries covering the Asia-Pacific region between New Zealand and Iran. Due to the 8-and-a-half-hour time difference between the participant-correspondents, the programme was designed so that the order generally followed an east to west sequence of country representatives.

All correspondents submitted Abstracts of their papers which were shared with the participants prior to the event. Due to last-minute work commitments, two correspondents (Dorji Dorji, Bhutan, and Atefeh Amraei, Iran) could not present on the day. However, video recordings of their PowerPoint presentations were provided.

The full programme was as below:

- 13:00 – 13:05 Opening Remarks
Mr MORIMOTO Susumu, *Director*
Cultural Heritage Protection Cooperation Office,
Asia-Pacific Cultural Centre for UNESCO (ACCU Nara)
- 13:05 – 13:15 Presentation 1: **Jethro Tulupul STALEN**, *Doctoral Student*, World Heritage
Studies Program, University of Tsukuba * TTC2017
“Threats to Museum Collections in Papua New Guinea and Areas in Need of Improvement”
- 13:15 – 13:25 Presentation 2: **Matthew SCHMIDT**, *Senior Heritage Advisor*, Kaitohu
Matua Taonga Tuku Iho, Southern South Island, Department of Conservation * GTC2008
“The Department of Conservation & Heritage in the Southern South Island – Conservation projects 2024-2025”
- 13:25 – 13:35 Presentation 3: **Donking O. ROQUE**, *Architect II*, National Historical Commission of the
Philippines (NHCP) * GTC2023
“Sustaining Historical Legacy: Five Years after the Restoration of Lazi Church, A National Cultural Treasure”
- 13:35 – 13:45 Presentation 4: **Rohayah binti CHE AMAT**, *Senior Lecturer*, Malaysia-Japan International Institute
of Technology, Universiti Teknologi Malaysia Kuala Lumpur * GTC2023
“Preserving Stories and Spaces in Promoting Kuala Lumpur as a Historic City”
- 13:45 – 13:55 Presentation 5: **Dorji**, *Project Manager*, Rigsum Goenpa Restoration
Project, Rigsum Goenpa Restoration Project, Department of Culture and Dzongkha Development,
Ministry of Home Affairs * GTC2023
“Sustainable Architectural Heritage Conservation – the Bhutanese Approach”
- 13:55 – 14:05 Presentation 6: **Suresh Suras SHRESTHA**, *Joint Secretary/ Head*, Culture Division, Ministry of
Culture, Tourism and Civil Aviation * GTC2009
“Trends and Needs: Cultural Heritage Conservation in Nepal”
- 14:05 – 14:15 Presentation 7: **Tatyana TRUDOLYUBOVA**, *Researcher/ Master’s Student*,
Brandenburg University of Technology Cottbus-Senftenberg, Germany * GTC2022
“Documentation of cultural heritage: applying international standards to Uzbekistan’s heritage sites”
- 14:15 – 14:25 Presentation 8: **Atefeh AMRAEI**, *Executive Advisor*, World Heritage
Department, Iranian Ministry of Cultural Heritage, Tourism, and Handicrafts * GTC2023
“Heritage Conservation in Iran: Trends, Challenges, and Future Directions”
- 14:25 – 14:50 Discussion session (includes Q and A)
- 14:50 – 15:00 Wrap-up and closing remarks
* GTC···Group Training Course Participant * TTC···Thematic Training Course Participant

8. Overview

This was the first time that the International Correspondent was held online. Accordingly, there were numerous advantages and challenges for this format in the planning and execution of the event.

An initial obstacle was the 8-and-a-half-hour time difference and accommodating the correspondents various work commitments and personal schedules when selecting a time and date for the event. A second difficulty occurred on the day with some participants encountering unreliable internet connections. Added to this were technical issues, with sound problems for one of the PowerPoint presentations causing significant delays to the schedule. The impact of this delay meant that we could not show the two pre-recorded videos prepared by Dorji (Bhutan) and Atefeh Amraei (Iran), and the discussion and question time component was significantly shortened. These videos, along with the recording of the Zoom event, will be uploaded to the ACCU Nara YouTube channel for the correspondents to watch.

Despite the above challenges, the correspondents expressed their gratitude for participating in the event. Regular and repeat correspondents, such as Matthew Schmidt (New Zealand) and Suresh Suras Shrestha (Nepal), stated that they preferred the online format since they could meet and engage directly with other correspondents.

This opinion was widely shared by the other participants and encourages the continuation of the programme via this format.

There are many factors to consider for future events and the format will require modifications to maximise the benefits to both the correspondents and audience. Universally, more time was requested for questions and discussions. Several options therefore exist, and include: a longer programme schedule on the day of at least 3 hours length (minimum); or, a regular symposium-style event where 2 to 3 presenters will speak each month, over a period of time covering, for example, August-December. This symposium-style format could be structured so that the speakers in each session are selected from the same region, eliminating some of the scheduling issues of a single-event programme. The programme could also be opened to a wider audience. The balance of these issues will be considered in future planning.

9. Secretariat

ACCU Nara

Shaun MACKEY, *Director*, International Cooperation Division,

2. Abstracts

All eight participants of the International Correspondents programme provided abstracts for the presentations prior to the event on 29 November.

The Abstracts are presented in the order of the programme talks.



Group photo of the International Correspondents along with ACCU Nara staff and observer.

■Jethro Tulupul STALEN, Papua New Guinea

Doctoral Student, World Heritage Studies Program, University of Tsukuba

Title: *Threats to Museum Collections in Papua New Guinea and Areas in Need of Improvement*

Abstract:

Papua New Guinea is a country in the Pacific with the largest land mass within the region (excluding Australia). Despite its diverse culture, preservation efforts through the museum context are very slim. For instance, the current number of museums is fewer than five. However, only the Papua New Guinea National Museum and Art Gallery and the JK McCarthy Museum can be regarded as museums proper based on the building structure, staff structure, and laws.

We conducted surveys regarding some threats to museum collections in the Papua New Guinea National Museum and Art Gallery, such as pests, mould, relative humidity (RH), temperature, etc. The problems with pest activities were overwhelming; relative humidity was high, and temperature was also high. The issue of mould was a concern for the museum collections.

We discovered that the main issues are the ‘unorthodox threats,’ which are issues such as lack of funding, staff capacity, knowledge capacity in conservation, and data and monitoring equipment.

Current solutions: It is important to improve situations such as unorthodox threats because issues such as lack of staff capacity, lack of funding, lack of conservation knowledge, etc., can be addressed through proper planning and effort. Improving on the unorthodox issues is vital to address the primary agents of deterioration in the museums. However, what is more important is using skills learned through courses, such as the ACCU, and utilizing that knowledge with local resources.

■Dr Matthew SCHMIDT, New Zealand

Senior Heritage Advisor, Kaitohu Matua Taonga Tuku Iho, Southern South Island, Department of Conservation

Title: *The Department of Conservation & Heritage in the Southern South Island - Conservation projects 2024-2025*

Abstract:

The Department of Conservation | Te Papa Atawhai (“DOC”) manages a third of the land in New Zealand and is also responsible for the conservation of vast areas of ocean and their associated islands. The Southern South Island.

Region of DOC is the largest region in New Zealand and contains thousands of recorded heritage sites and thousands of sites yet to be recorded or discovered. These sites range in age from the first Polynesian explorers who arrived ca. 1250AD to the later Pakeha (European) and Chinese settlers from the close of the 18th century onwards. Heritage sites can be eroding middens on a beach front, gold mining sites in the centre of the island or Māori or Pakeha fortifications on the coast. The variety of heritage sites is extensive and is spread across numerous cultural groups. This provides a depth of history which is both challenging and satisfying to conserve and manage. This presentation provides a snapshot of new and ongoing conservation projects to provide an understanding of the complexity of heritage DOC manages in the Southern South Island of New Zealand.

■ **Donking O. ROQUE, Philippines**

Architect II, National Historical Commission of the Philippines (NHCP)

Title: *Sustaining Historical Legacy: Five Years after the Restoration of Lazi Church, A National Cultural Treasure*

Abstract:

The San Isidro Labrador Parish, commonly known as Lazi Church, is a declared National Cultural Treasure in the Municipality of Lazi, Province of Siquijor of the Visayas Region, Philippines. This study revisits the restoration program undertaken by the National Historical Commission of the Philippines (NHCP), and its post-restoration condition five (5) years after its completion. Further, the study evaluates the restoration efforts' effectiveness in ensuring the structure's preservation.

Siquijor Island is known for its mystical folklore and natural beauty. When the Augustinian Recollects arrived in the late 19th century, they built several churches on the island as part of their evangelization. The Lazi Parish was founded in 1857, and the church was completed in 1884, while its bell tower was finished the year after. The design of the church is of Baroque influence. As one example of the Spanish Colonial Period's architecture on the island, this edifice serves as a religious center for the local community and a symbol of the island's vibrant culture and heritage.

This study focuses on a mixed-method approach, incorporating on-site assessment, and interviews with stakeholders, including the Diocese of Dumaguete, the local government, and the parishioners who are the primary users of the church. The NHCP's restoration works conducted from 2018 to 2019 focused on addressing structural concerns, the use of modern sustainable methods, and site improvement while respecting the church's historic character. It also discusses the key challenges that were encountered during the restoration works, including the sourcing of original materials and the long-term preservation of workmanship by local craftsmen. Additionally, the restoration aims to strengthen the structure to mitigate various environmental risks like typhoons and earthquakes, which continue to threaten its stability. Finally, by revisiting the restoration of Lazi Church, this study can contribute to the discussions on heritage conservation practices in the Philippines.

■ **Rohayah binti CHE AMAT, Malaysia**

Senior Lecturer, Malaysia-Japan International Institute of Technology, Universiti Teknologi Malaysia Kuala Lumpur

Title: *Preserving Stories and Spaces in Promoting Kuala Lumpur as a Historic City*

Abstract:

Kuala Lumpur is Malaysia's capital city which is both rich in tangible and intangible heritage. However, some parts of the historical centre of the city (downtown area) is in economic decline as it is home to the lower classes, including the homeless and immigrants. Such a growth poses a direct threat to the character of the town and its potential as a historical and vibrant capital. And these issues must be addressed in order to retain the heritage of Kuala Lumpur while ensuring economic and social viability. This presentation emphasizes key challenges in promoting Kuala Lumpur as a historic city that include the two strategies which are: urban heritage revitalization and community engagement. Areas at risk of urban decline as a result of the neglect of heritage sites and socio-economic inequalities are also highlighted, calling for equitable urban policies that put people, heritage and vulnerabilities at the center of urban development and planning. There is an opportunity for Kuala Lumpur to regain its identity as a city that cherishes its heritage and history whilst looking forward to being sustainable in the future.

■Dorji, Bhutan

Project Manager, Rigsum Goenpa Restoration Project, Department of Culture and Dzongkha Development, Ministry of Home Affairs

Title: *Sustainable Architectural Heritage Conservation – the Bhutanese Approach*

Abstract:

Introduction

Architectural heritage is vital for cultural identity and community well-being but faces threats from rapid urbanization and changing lifestyles. Short-sighted urban development often prioritizes economic growth, leading to the demolition of historic buildings. Sustainable urbanization practices and economic models are needed for preservation, with tourism and public education playing key roles.

Factors Contributing to Bhutan's Preservation

Bhutan's architectural heritage remains well-preserved due to delayed modernization, isolation, and the Gross National Happiness policy. Key features include living heritage like fortresses, temples, stupas, and traditional bridges, which remain functional and culturally significant.

Bhutan's Sustainable Conservation Approach:

1. **Use of Local Materials:** Locally sourced materials, such as stones and timber, reduce carbon emissions and support the economy. Traditional techniques, like mud mortar and wooden structures, ensure eco-friendliness and authenticity.
2. **Timber and Joinery:** Timber, a renewable resource, is used extensively with traditional joinery to preserve craftsmanship and minimize the use of factory-made materials.
3. **Natural Paints:** Locally prepared natural paints maintain traditional aesthetics without synthetic substances.
4. **Craftsmen:** Local artisans are prioritized for heritage projects, ensuring the transfer of skills, employment opportunities, and community pride.
5. **Community Engagement:** Communities actively contribute free labor and resources for heritage conservation, driven by religious faith and shared values.
6. **Modern Facilities:** Heritage sites are equipped with improved water, sewerage, and drainage systems to enhance functionality for residents like monks.
7. **Fire Safety:** Firefighting systems are integrated to protect against fire hazards.

Challenges

Maintaining authenticity, especially of wooden components, is challenging due to stakeholder preferences for modern replacements and limited understanding of conservation importance. Insufficient funding further hinders education and awareness initiatives.

■Suresh Suras SHRESTHA, Nepal

Joint Secretary/ Head, Culture Division, Ministry of Culture, Tourism and Civil Aviation

Title: *Trends and Needs: Cultural Heritage Conservation in Nepal*

Abstract:

Cultural heritage conservation in Nepal has had significant evolution and growth over the years, shaped by traditional practices, global trends and modern interventions. It is evolving to balance traditional practices and modern development. Historically maintained through community-led initiatives like the *guthi* system, conservation efforts have progressively incorporated systematic approaches under governmental and international frameworks.

Numerous trends highlight Nepal's efforts in preserving both tangible and intangible cultural heritage. It reflects a growing recognition of the importance of preserving its diverse and significant heritage. There is a notable shift toward community-based conservation, emphasizing the involvement of local communities and the use of traditional techniques and materials. Recent trends emphasize community participation, the integration of modern technologies and the rehabilitation of earthquake damaged structures using traditional techniques and materials. The integration of modern technology, such as digital and scientific documentation and compatible seismic retrofitting, is helping to address vulnerabilities and adapt to contemporary challenges. The focus on sustainable development has further highlighted the role of cultural heritage in fostering identity, preserving traditional customary systems and economic growth.

Nepal faces challenges such as rapid urbanization, limited resources and vulnerability to natural disasters. Addressing these needs requires strengthening institutional frameworks, increasing funding and enhancing disaster

preparedness. Capacity-building initiatives, including the training of artisans, conservation and other areas of cultural heritage professionals, are essential to maintain traditional skills and knowledge. Moreover, raising awareness and incorporating heritage education into the curriculum will foster a deeper appreciation for conservation among future generations.

By aligning conservation efforts with sustainability and fostering collaboration between local communities, national authorities and international organization, Nepal can safeguard and ensure its cultural heritage is preserved as part of its identity and legacy.

■ **Tatyana TRUDOLYUBOVA, Uzbekistan**

Researcher, Master's Student, Brandenburg University of Technology Cottbus-Senftenberg, Germany

Title: *Documentation of cultural heritage: applying international standards to Uzbekistan's heritage sites*

Abstract:

Introduction: Uzbekistan is rich in cultural heritage, with approximately 8,000 registered historical sites. Most of these sites have not been documented for more than 40-50 years. Further, this documentation no longer meets modern or international standards and needs to be updated.

Challenges: Most of Uzbekistan's World Heritage sites are active, living cities with vibrant, multicultural communities. Over the years, numerous development projects have been planned and implemented within the core and buffer zones of these properties. This uncontrolled development has raised concerns and the World Heritage Centre has frequently requested clarifications from the Uzbek government regarding these construction activities. There is currently no updated framework or approach for documenting historic sites, particularly within World Heritage properties. This lack of up-to-date documentation poses a challenge to the effective management of these sites.

Proposed solution: To ensure a comprehensive record of each site, including its current condition, and towards planning for sustainable development, a more modern and comprehensive set and systems of documentation is required. In particular, the documentation of all development projects within the World Heritage Sites and their buffer zones - especially those that may have a negative impact on the Outstanding Universal Value (OUV) of the sites - needs to be carefully assessed and provided with appropriate Heritage Impact Assessments.

Research methodology: Based on existing approaches of documentation in Uzbekistan and international standards and research, the aim is to develop a comprehensive set of documentation that is carefully planned to preserve the integrity and cultural significance of sites.

Conclusion: Proper documentation is critical to overcoming key challenges in the planning and budgeting of rehabilitation works. It ensures a thorough assessment of the current condition of historic sites and supports the development of effective conservation projects. In addition, comprehensive documentation facilitates the approval process by Advisory Bodies for proposed developments within World Heritage properties, while improving the overall management and conservation of these sites.

■ **Atefeh AMRAEI, Iran**

Executive Advisor, World Heritage Department, Iranian Ministry of Cultural Heritage, Tourism, and Handicrafts

Title: *Heritage Conservation in Iran: Trends, Challenges, and Future Directions*

Abstract:

Heritage conservation in Iran faces numerous challenges and opportunities in protecting its rich cultural and natural legacy. This presentation highlights key efforts and achievements in safeguarding Iran's invaluable heritage, alongside the pressing challenges that professionals face today.

Several significant restoration projects illustrate Iran's commitment to preserving its heritage. The complex restoration of the Imam Mosque and Sheikh Lotfollah Mosque in Isfahan involved intricate work to restore damaged tiles and stabilize the structures. Similarly, the Bam Citadel's revitalization after the devastating earthquake showcased a meticulous reconstruction process, emphasizing both structural integrity and historical accuracy. The conservation efforts at Gonbad-e Qabus and the Sheikh Safi Complex demonstrate Iran's dedication to protecting its historic sites and enhancing visitor experiences. Additionally, the joint excavation at Persepolis with Italian collaboration highlights the value of international partnerships in archaeological research and restoration.

Despite these successes, Iran faces significant challenges, including climate change, which has led to floods,

droughts, and land subsidence affecting sites like Yazd and Persepolis. Urban development pressures threaten historic areas, while illegal excavations endanger archaeological sites. Financial constraints, exacerbated by sanctions, and a shortage of skilled artisans pose further obstacles.

Addressing these issues requires a multi-faceted approach: strengthening international collaborations, involving local communities in preservation efforts, leveraging modern technology, and promoting sustainable tourism. Improved policies and legal frameworks are essential to balance development with conservation needs. By implementing these strategies, Iran can protect its heritage while fostering economic growth and community engagement, ensuring that its cultural treasures are preserved for future generations.

3. CURRENT SITUATION IN PNG MUSEUMS.

Current situation 1: Visible presence of the common agents of deterioration in PNG Museum.

- Based on the preliminary assessment/ survey (before 2019 and 2020), including previous encounters of the issues such as presence of termites, cockroaches, rats, and even cobwebs.

Current situation 2: Persistent occurrence of the issues of agents of deterioration such as mold, pest proliferation, high RH, etc.

- Since the preliminary studies or prior, the same issues continued until the recent assessment in 2023.

Current situation 3: Slow efforts in addressing the issues that are affecting the collections.

- This has indicated through the persistent occurrence of agents of deterioration.
- The collections have very important significance with oldest collections dating back to 1800s.
- Is the slow responses are unintentional?

A: Mold growth on a wasted blade in the gallery 2022. B: Mold on bird specimen in storeroom 5 in 2023.

Presentation by Jethro Tulupul Stalen (Papua New Guinea)



Presentation by Matthew Schmidt (New Zealand)

3. Restoration Overview:

Corrected Days: 455 Calendar Days (1 year and 3 months)

Budget:

PH\$ 203,317.23 Philippine Pesos
 3,89,385.96 IN Indonesian Rupiah
 \$648,154.79 US Dollars

Presentation by Donking O. Roque (Philippines)

Introduction

Kuala Lumpur's rich heritage faces challenges from urban decline and socio-economic inequalities in its historic center. This presentation explores how urban heritage evaluation and community engagement can preserve its stories and spaces, ensuring a vibrant and sustainable future for the city.

Presentation by Rohayah binti Che Amat (Malaysia)

Timber, a renewable resource, is being used extensively as structural members such as beams and columns.

Utilized traditional joinery techniques for timber components- Ensures the authenticity and pass on the valuable craftsmanship skills to the future generation.

Made an effort to reduce the use of factory-made materials, such as wire nails, concrete, aluminum products, etc.

Presentation by Dorji (Bhutan)

Conclusion

- Nepal's cultural heritage is a vital component of its identity, reflecting centuries of artistic, architectural and spiritual achievements
- However, it faces significant challenges due to natural disasters, urbanization, climate change and inadequate resource allocation
- Recent trends in cultural heritage conservation emphasize community involvement and integration of modern technologies like scientific and digital documentation
- While these approaches are promising, there is critical need for capacity building, policy reform, increased funding to ensure long-term preservation
- Strengthening collaboration between many agencies, local communities and international organizations is essential
- By balancing conservation with development and fostering a deeper sense of ownership among stakeholders, Nepal can protect its invaluable heritage for future generations, which will be the best example or a piloting for the Asia Pacific region in this regard

Presentation by Suresh Suras Shrestha (Nepal)

Information for future actions, new information

Presentation by Tatyana Trudolyubova (Uzbekistan)

1. Climate Change and Natural Disasters:

Presentation by Atefeh Amraei (Iran)

VI. Appendix

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

1. Group Training Course

A. List of Participants

Bhutan

Pem Choki

Architect/P4B, Department of Culture and Dzonghka Development/HSAD, Ministry of Home Affairs



India

Neha Suresh Shah

Conservation Projects Manager, Anupam Heritage Lab (India) Pvt. Ltd.



Indonesia

Zulfa Nurdina Fitri

Cultural Analyst, Directorate of Cultural Protection, Ministry of Education, Culture, Research and Technology



Laos

Amphai Butphachith

World Heritage Management/Technical Staff, Department of Heritage, Ministry of Information, Culture and Tourism



Malaysia

Ng Xin Yi

Senior Cultural Heritage Officer, George Town World Heritage Incorporated



Micronesia

Jason Barnabas

Historic Preservation Specialist, Pohnpei State Historic Preservation Office



Myanmar

Aung Myat Oo

Researcher/Junior Officer, Division of World Heritage Site (Sri Ksetra), Department of Archaeology and National Museum, Ministry of Religious Affairs and Culture



Pakistan

Warda Faheem

Field Archaeologist, Culture, Tourism & Archives Department, Government of Balochistan



Palau

McMichael Misech Mutok Jr.

Palau Registrar/Historic Preservation Specialist III, Bureau of Cultural and Historical Preservation (Ministry of Human Resources, Culture, Tourism and Development)



Philippines

Ian Carlos Villamor Lipardo

Administrative Officer IV, National Commission for Culture and Arts (Cultural Properties Regulation Division - Enforcement Section)



Sri Lanka

Dissanayake Mudiyanelage Kaushalya Gauthami Kumari Dissanayake

Assistant Director, Department of Archaeology



Tajikistan

Mirali Karimdodov

Deputy Head (Fund and Registration Department), National Museum of Tajikistan



Thailand

Supapassorn Hiruntiaranakul

Archaeologist, Ministry of Culture, The Fine Arts Department



Timor-Leste

Francisco Moniz da Cruz

Professional Technician, Department of Archaeology and Ethnography, The State Secretary of Art and Culture



Uzbekistan

Otabek Yusupdjanovich Aripdjanov

Senior Researcher, Associate Professor, Institute of Art Studies Academy of Sciences of Uzbekistan



B. Lecturers and Resource Persons

Unit 1 and Unit 2

Gamini WIJESURIYA

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

INABA Nobuko

Emeritus Professor, University of Tsukuba

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)

TANAKA Izumi

Conservation Architect, Chief Engineer, Todaiji Temple (World Heritage Site)

NAMBU Hiroki

Director, Historic Site Development Planning Office, Todaiji Temple (World Heritage Site)

Unit 3 and Unit 4

SHODA Shinya

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

YAMAGUCHI Hiroshi

Senior Researcher, Archaeological Research Methodology Section, Archaeological Operations, Nara National Research Institute for Cultural Properties

YAMAZAKI Takeshi

Head, Environmental Archaeology Section, Centre for Archaeological Operations, Nara National Research Institute for Cultural Properties

NAKAMURA Ichiro

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

WADA Kazunosuke

Head, Archaeological Section 1, Department of Imperial Palace Sites Investigations, Nara National Research Institute for Cultural Properties

MEGURO Shingo

Researcher, Architecture and Archaeological Feature Section, Department of Cultural Heritage, Nara National Research Institute for Cultural Properties

MATSUDA Kazutaka

Senior Researcher, Conservation Science Section, Centre for Archaeological Operations, Nara National Research Institute for Cultural Properties

YONEKAWA Yuji

Section Director, Archaeological Institute of Kashihara, Nara Prefecture

SUGIYAMA Takumi

Senior Researcher, Archaeological Institute of Kashihara, Nara Prefecture

KITAI Toshiyuki

Senior Researcher, Archaeological Institute of Kashihara, Nara Prefecture

SUZUKI Tomomi

Curator, Curatorial Division, Archaeological Institute of Kashihara, Nara Prefecture

FUJIMOTO Shota

Senior Researcher, Nara Prefecture Historical and Artistic Culture Complex, Nara Prefectural Government

Unit 5**NISHI Kazuhiko**

Chief Senior Specialist for Cultural Properties, Office for International Cooperation on Cultural Heritages, Agency for Cultural Affairs, Government of JAPAN

OKADERA Miki

Assistant Counsellor, World Heritage Division, Fukuoka Prefectural Government, Japan

SHODA Michihiko

Senior Technical Staff (Landscape Architect), World Heritage Division, Fukuoka Prefectural Government, Japan

FUCHINOKAMI Ryusuke

Section Chief in charge of the Yoshinogari Site, Office for the Protection and Utilisation of Cultural Property, Cultural Affairs Division, Saga Prefectural Culture and Tourism Bureau

KIGAWA Rika

Director, Museum Science Division, Kyushu National Museum

SHIGA Satoshi

Head, Conservation and Restoration Section, Museum Science Division, Curatorial Department, Kyushu National Museum

C. Interpretation and Translation of Materials**HATA Chiyo**

Freelance Interpreter

D. Narration of Materials**Shaun Ian MACKEY**

Division Director, International Cooperation Division, ACCU Nara

E. Co-organisers and Cooperation Bodies

(Co-organisers)

YAMASHITA Shin'ichiro

Councillor for Cultural Properties, Agency for Cultural Affairs, Government of Japan

KANAI Ken

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

SEINO Takayuki

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

SHODA Shinya

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

MORII Masayuki

Director, World Heritage Office, Regional Development Department, Nara Prefectural Government

MATSUURA Iwami

Director, Cultural Properties Division, Nara Municipal Board of Education

IMAZATO Mieko

Director, Cultural Properties Division, Tenri City Board of Education

F. Assistant

Patricia Sun

Master Program in World Heritage Conservation, University of Tsukuba

G. Acknowledgements for Cooperation

■Nara Prefectural Government

YAMASHITA Makoto

Governor

■Todai-ji Temple

■Archaeological Institute of Kashihara, Nara Prefecture

KAWAKAMI Yohichi

Deputy Director

2. Thematic Training Course

A. List of Participants

Bounpheng Chanthavong

Officer, Department of Heritage, Division of Management of Fine Art, Ministry of Information, Culture & Tourism



Bounthan Khanthaly

Technical Officer, Conservation and Storage Division, Lao National Museum



Ketlihsamy Sithilith

Technical Officer, Research and Exhibition Section, Lao National Museum



Khanmala Singkhamlom

Technical Staff, Department of Heritage, Division of Management of Fine Art, Ministry of Information, Culture & Tourism



Khonnida Khamphondee

Technical Officer, Conservation and Storage Division, Lao National Museum



Nitixay Khamphoumy

Officer, Department of Heritage, Ministry of Information, Culture & Tourism



Phan Khantiphongsavanh

Technical Staff, Department of Heritage, Ministry of Information, Culture & Tourism



Sam Keoduongta

Deputy Manager of Division, Database and Management Division, Department of Heritage, Ministry of Information, Culture & Tourism

**Soudavanh Manichan**

Technical Staff, Department of Heritage, Ministry of Information, Culture & Tourism

**Vonepasith Simorakoth**

Research and Exhibition Staff, Research and Exhibition Section, Lao National Museum

**Wilay Saysena**

Technical Staff, Department of Heritage, Ministry of Information, Culture & Tourism

**Khamphet Souvannalath**

Vice Section Manager, Education Section, Lao National Museum

**B. Lecturers and Resource Persons****NAKAMURA Ichiro**

Specialist, Photography Office, Planning and Coordination Department, Nara National Research Institute for Cultural Properties

NAKAMURA Akiko

Independent researcher

C. Interpreter**Bounthanom Vonsampanh**

Freelance Interpreter

D. Acknowledgements for Cooperation

Department of Heritage, Ministry of Information, Culture and Tourism, Lao P.D.R.

Phouhueng Souvannalath

Deputy Director

Manila Khamphoumy

Division Deputy, Information and Administration Division

3. Regional Workshop

A. List of Participants**Ho Chi Minh City****Au Y Nhien**

Collaborator, Center of Archaeology, Southern Institute of Social Sciences



Ho Chi Minh City

Cao Thu Nga

Director, Museum of History - Culture, The University of Social Sciences and Humanities, Vietnam National University Ho Chi Minh City



Ho Chi Minh City

Dang Huynh Thao

Museum Staff, Inventory and Preservation Department, The History Museum in Ho Chi Minh City



Ho Chi Minh City

Dang Ngoc Kinh

Researcher, Center of Archaeology, Southern Institute of Social Sciences



Ho Chi Minh City

Dang Thi Be Chau

Collaborator, Center of Archaeology, Southern Institute of Social Sciences



Ho Chi Minh City

Lam Kiem Loi

Collaborator, Center of Archaeology, Southern Institute of Social Sciences



Ho Chi Minh City

Le Hoang Phong

Researcher, Center of Archaeology, Southern Institute of Social Sciences



Ho Chi Minh City

Nguyen Khanh Trung Kien

Vice Director of Southern Institute of Social Sciences (SISS), Center of Archaeology, Southern Institute of Social Sciences



Ho Chi Minh City

Nguyen Nhut Phuong

Researcher, Center of Archaeology, Southern Institute of Social Sciences



Rach Gia City, Kien Giang Province

Nguyen Quang Khanh

Deputy Director, Kien Giang Museum



Ho Chi Minh City

Nguyen Quoc Manh

Vice Director of Center for Archaeology, Center of Archaeology, Southern Institute of Social Science



Ho Chi Minh City

Nguyen Thi Truc Phuong

Collaborator, Center of Archaeology, Southern Institute of Social Sciences



Bien Hoa City, Dong Nai Province

Nguyen Thi Tuyet Trinh

Museum Staff, Relics Department, Dong Nai Museum



Cát Tiên District, Lâm Đồng Province

Nguyen Viet Tuan

Deputy Head of Department, Management and Preservation of Monuments Department, Lam Dong Museum



Ho Chi Minh City

Tang Sen

Collaborator, Center of Archaeology, Southern Institute of Social Sciences



B. Lecturers and Resource Persons

YAMAGUCHI Hiroshi

Senior Researcher, Research Office for Archaeological Site Investigation Techniques, Nara National Research Institute for Cultural Properties

SUZUKI Tomomi

Curator, Curatorial Division, Archaeological Institute of Kashihara, Nara Prefecture

C. Interpreter

Nguyen Anh Phong

Freelance Interpreter

Nguyen Chi Cuong

Freelance Interpreter

D. Co-organiser

Southern Institute of Social Sciences

Vu Tuan Hung

Director

Bui Chi Hoang

Former Director of SISS

Nguyen Khanh Trung Kien

Vice Director of Southern Institute of Social Sciences (SISS)

E. Acknowledgement for Cooperation

■ **Consulate General of Japan in Ho Chi Minh City**

ONO Masuo

Consul-General

YUMIOKA Haruna

Consul

■ **Nara National Research Institute for Cultural Properties**

■ **Nara Prefectural Government**

4. International Conference

A. Panellists

■Moderator

INABA Nobuko (Japan)

Emeritus Professor

University of Tsukuba



■Keynote Speaker

Christina CAMERON (Canada)

Emeritus Professor; Canada Research Chair in Built Heritage,

University of Montreal



■Presenters

Gamini WIJESURIYA (Sri Lanka)

Special Advisor to the Director, WHITRAP Shanghai



Kristal BUCKLEY (Australia)

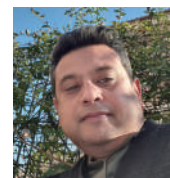
Honorary Fellow, Deakin University

Former Vice-President of ICOMOS



Rohit JIGYASU (India-Italy)

Programme Manager; Sustainable Urban and Built Heritage Conservation, Disaster and Climate Risk Management and Post-Crisis Recovery, ICCROM



MOTONAKA Makoto (Japan)

Director General

Nara National Research Institute for Cultural Properties

Independent Administrative Institution National Institutes for Cultural Heritage



Eric PALLOT (France)

Chief Architect of Historic Monuments

President (Architect)

ICOMOS France



KOU Huaiyun (China)

Associate Professor

College of Architecture and Urban Planning, Tongji University,

WHITRAP Shanghai



Amanda OHS (New Zealand)

Senior Heritage Advisor, Christchurch City Council



JO Sangsun (Korea)

Director, Jungwon National Research Institute of Cultural Heritage



■Commentators

NISHI Kazuhiko(Japan)

Chief Senior Specialist for Cultural Properties

*Office for International Cooperation on Cultural Heritages, Cultural Resources Utilization Division,
Agency for Cultural Affairs, Government of Japan*



SHAO Yong (China)

Director, WHITRAP Shanghai

Professor, College of Architecture and Urban Planning, Tongji University



EJIMA Yusuke (Japan)

Project Manager, ICCROM



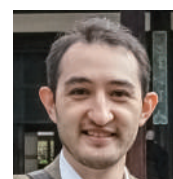
KANAI Ken (Japan)

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



Alejandro MARTINEZ (Spain/Japan)

Associate Professor, Kyoto Institute of Technology



UENO Kunikazu (Japan)

Emeritus Professor, Nara Women's University



NAITO-AKIEDA Yumi Isabelle (Japan)

Member (former Board Member), ICOMOS Japan



MASUDA Kanefusa (Japan)

ICOMOS-ICORP

ICOM-DRMC



MORIMOTO Susumu (Japan)

Director, Cultural Heritage Protection Cooperation Office,

Asia-Pacific Cultural Centre for UNESCO (ACCU)



B. Lecturers and Interpreter (Excursion)

(Lecturers)

IWANAGA Yuichiro

Nara Prefectural Office for the Conservation of Cultural Properties

ONO Shobo

Chief, Horyu-ji Temple

OBUYASHI Jun

Special Research Chair, Department of Cultural Heritage, Nara National Research Institute for Cultural Properties

(Interpreter)

HATA Chiyako

Freelance Interpreter

C. Acknowledgements for Cooperation

■ **Horyu-ji Temple**

■ **Nara Prefectural Office for the Conservation of Cultural Properties**

■ **Nara National Research Institute for Cultural Properties**

D. Co-organisers and Cooperation Bodies

■ **Agency for Cultural Affairs, Government of Japan**

YAMASHITA Shin'ichiro

Councillor for Cultural Properties

■ **Tokyo National Research Institute for Cultural Properties**
KANAI Ken

Head, Resource and Systems Research Section, Japan Center for International Cooperation in Conservation,

■ **Nara National Research Institute for Cultural Properties**

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

LI Hong

Programme Specialist

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

EJIMA Yusuke (Japan)

Project Manager

■ **Nara Prefectural Government**

MORII Masayuki

Director, World Heritage Office, Regional Development Department

■ **Nara City Government**

MATSUURA Iwami

Director, Cultural Properties Division, Nara City Board of Education

■ **Institute of Disaster Mitigation for Urban Cultural Heritage, Ritsumeikan University**

■ **Japan Consortium for International Cooperation in Cultural Heritage**

5. International Correspondent

A. List of Participants

Bhutan

Dorji

Project Manager, Rigsum Goenpa Restoration Project, Department of Culture and Dzongkha Development, Ministry of Home Affairs



Iran

Atefeh Amraei

Executive Advisor, World Heritage Department, Iranian Ministry of Cultural Heritage, Tourism, and Handicrafts



Malaysia

Rohayah binti Che Amat

Senior Lecturer, Malaysia-Japan International Institute of Technology, Universiti Teknologi Malaysia Kuala Lumpur



Nepal

Suresh Suras Shrestha

Joint Secretary/ Head, Culture Division, Ministry of Culture, Tourism and Civil Aviation



New Zealand

Matthew Schmidt

Senior Heritage Advisor, Kaitiaki Matua Taonga Tuku Iho, Southern South Island, Department of Conservation



Papua New Guinea

Jethro Tulupul Stalen

Doctoral Student, World Heritage Studies Program, University of Tsukuba



Philippines

Donking O. Roque

Architect II, National Historical Commission of the Philippines (NHCP)



Uzbekistan

Tatyana Trudolyubova

Researcher, Master's Student, Brandenburg University of Technology Cottbus-Senftenberg, Germany



6. Staff Members of ACCU Nara

**Cultural Heritage Protection Cooperation Office,
Asia-Pacific Cultural Centre for UNESCO (ACCU)
Nara Prefecture Historical and Artistic Culture Complex,
Restorations and Exhibition Wing 2F; 437-3, Somanouchi-cho,
Tenri, 632-0032, Japan,
TEL: +81-743-69-5010
FAX: +81-743-69-5021
URL: <https://www3.pref.nara.jp/bunkamura/>
Email: nara@accu.or.jp**

MORIMOTO Susumu

Director

YATOMI Naoki

Vice Director

■Planning Management Department

HORIKAWA Kazuko

Division Director of General Affairs

Planning and Coordination Division

IEDA Akiko

Staff

Planning and Coordination Division

■Programme Operation Department

WAKIYA Kayoko

Vice Director of Programme Operation Department

Shaun MACKEY

Division Director

International Cooperation Division

YOSHIDA Machi

Staff (Project Planning)

International Cooperation Division

NAGANO Sekiroh

Assistant Staff

International Cooperation Division

