Extending Conservation:
International Capacity Building

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Scope

- The Capacity Building document was the result of a long process, associated with the general international developments. It was started by the growing awareness of more systematic training targeting a wide range of professional, technicians as well as the general public. Indeed, with the evolving re-definition of what is intended by "heritage", practically everybody in the society should be involved in the care of his/her heritage.

- My intention is to think about the definition of heritage, and the relevant management processes. I will try to discuss the involvement of different disciplines in line with the Capacity Building principles. One of the questions is to clarify the relationship of what a property is that what it signifies, compared to the values that may be associated with it.

- This is important already in the context of World Heritage evaluations. With the increasing number of heritage sites, understanding their significance in the relevant cultural, social and environmental context becomes crucial. Furthermore, an increasing number of heritage properties, particularly urban areas, are at risk due to large-scale commercial and office developments.

- So, how should we deal with Capacity Building in face of these different challenges.

Creativity and Culture

- Henri Bergson (1859-1941)
  ÉLAN VITAL

    Chairman: *International Committee for Intellectual Cooperation*, founded by the League of Nations in 1922
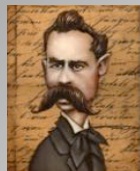
Bergson

Riegl

- Alois Riegl (1857-1905)
 analysis of heritage values:
  KUNSTWOLLEN

Recognition of Significance and Restoration

Viollet-le-Duc

JOHN RUSKIN

Quality is never an accident. It is always the result of intelligent effort

- Friedrich Nietzsche:
  "DEATH OF GOD"
    Human Value judgement
- Eugene Viollet-le-Duc:
  STYLISTIC RESTORATION
    Emphasis on form and design
- John Ruskin:
  CONSERVATION MOVEMENT
    Emphasis on material and substance
- Gustavo Giovannoni:
  SCIENTIFIC RESTORATION
    Emphasis on evidence and methodology

GUSTAVO GIOVANNONI
e l'architetto integrale
25- 26 novembre 2015
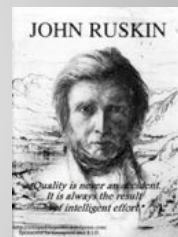
Theory of Restoration

Restoration consists of the **methodological** moment in which the work of art is recognized in its physical being and in its dual aesthetic and historical nature, in view of its transmission to the future.

Laocoön

International Recognition
Venice Charter, 1964

- Imbued with a message from the past, the historic monuments of generations of people remain to the present day as living witnesses of their age-old traditions.

- People are becoming more and more conscious of the unity of human values and regard ancient monuments as a common heritage.

- The common responsibility to safeguard them for future generations is recognized. It is our duty to hand them on in the full richness of their authenticity.

'Monument'

- **Latin, Italian**: derives from '*moneo*': to remind, admonish, warn.

- **English**: '*the historic monuments of generations of people'*

- **French**: '*les œuvres monumentales des peuples'* (i.e. the great works or important achievements of the peoples).

- **Chinese**: 'cultural relics', which had a very archaeological feeling. The 2015 'Principles for the Conservation of Heritage Sites in China', e.g. 'heritage site' is interpreted as a combination: ['culture + property + ancient + remains'].

- **Arabic**: '*turath',* corresponds to the notion of 'heritage', referred to intangible cultural heritage and living traditions. Instead, '*athar'*, also heritage, is understood to mean 'ruins'

Arch of Titus, Rome

1993 Training Guidelines (ICOMOS-CIF)
Guidelines on Education and Training in the Conservation of Monuments, Ensembles and Sites

- The object of conservation is to prolong the life of cultural heritage and, if possible, to clarify the artistic and historical messages therein without the loss of authenticity and meaning.

- Conservation is a cultural, artistic, technical and craft activity based on humanistic and scientific studies and systematic research.

- Conservation must respect the cultural context.

Sir Bernard FEILDEN

Competence in Heritage Conservation
1993 Guidelines, article 5

A. Recognise Heritage Resource within its Context

a) read a monument, ensemble or site and identify its emotional, cultural and use significance;

b) understand the history and technology of monuments, ensembles or sites in order to define their identity, plan for their conservation, and interpret the results of this research;

c) understand the setting of a monument, ensemble or site, their contents and surroundings, in relation to other buildings, gardens or landscapes;

d) find and absorb all available sources of information relevant to the monument, ensemble or site being studied;

B. Undertake Survey and Documentation

e) understand and analyze the behaviour of monuments, ensembles and sites as complex systems;

f) diagnose intrinsic and extrinsic causes of decay as a basis for appropriate action;

g) inspect and make reports intelligible to non-specialist readers of monuments, ensembles or sites, illustrated by graphic means such as sketches and photographs;

C. Understand and Apply International Doctrine

h) know, understand and apply UNESCO conventions and recommendations, and ICOMOS and other recognized Charters, regulations and guidelines;

i) make balanced judgements based on shared ethical principles, and accept responsibility for the long-term welfare of cultural heritage;

D. Collaborate in Conservation Management

j) recognize when advice must be sought and define the areas of need of study by different specialists, e.g. wall paintings, sculpture and objects of artistic and historical value, and/or studies of materials and systems;

k) give expert advice on maintenance strategies, management policies and the policy framework for environmental protection and preservation of monuments and their contents, and sites;

l) document works executed and make same accessible.

m) work in multi-disciplinary groups using sound methods;

n) be able to work with inhabitants, administrators and planners to resolve conflicts and to develop conservation strategies appropriate to local needs, abilities and resources;

Aims of Courses

- The practice of conservation is interdisciplinary; it therefore follows that courses should also be **multidisciplinary**.

- Professionals, including academics and specialized crafts persons, who have already received their normal qualification will need further training in order to become *conservationists*; equally those who seek to act competently in historic environment.

Scotland, 2014

Heritage Environment

- **1990s** Cultural Landscape
  - World Heritage 1992
  - Council of Europe 1995
- **2000** Earth Charter
- **2003** Intangible Cultural Heritage
- **2005** Diversity of Cultural Expressions
- **2005** ICOMOS, Setting of Heritage
- **2011** HUL, Historic Urban Landscape

Heritage Community
Faro Convention, 2005

- **CULTURAL HERITAGE** is a group of resources inherited from the past which people identify, independently of ownership, as a reflection and expression of their constantly evolving values, beliefs, knowledge and traditions. It includes all aspects of the environment resulting from the interaction between people and places through time;

- **A HERITAGE COMMUNITY** consists of people who value specific aspects of cultural heritage which they wish, within the framework of public action, to sustain and transmit to future generations.
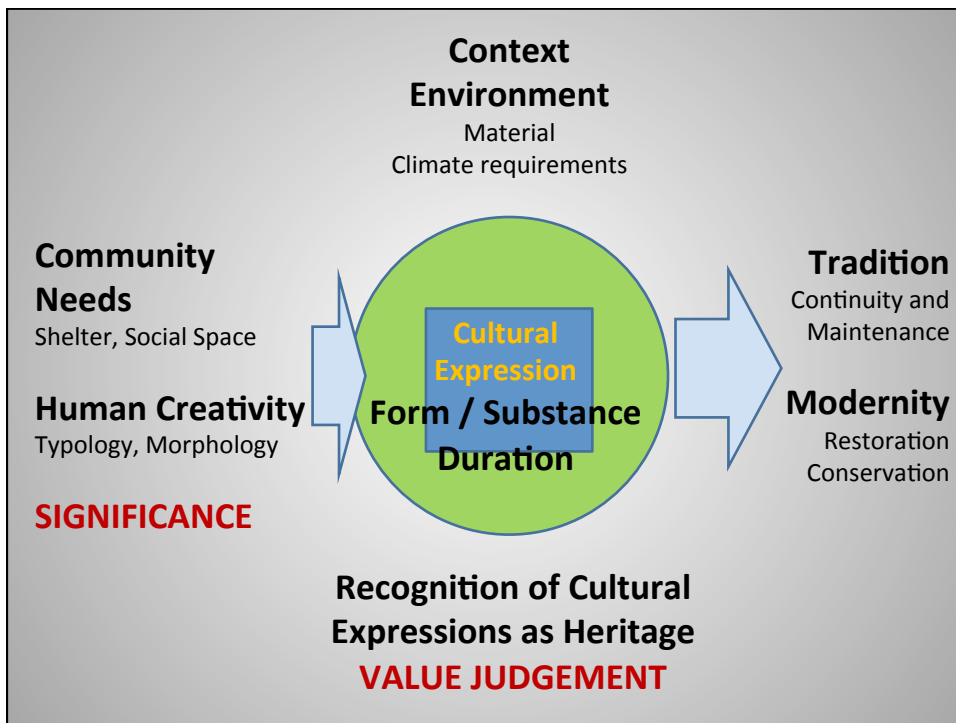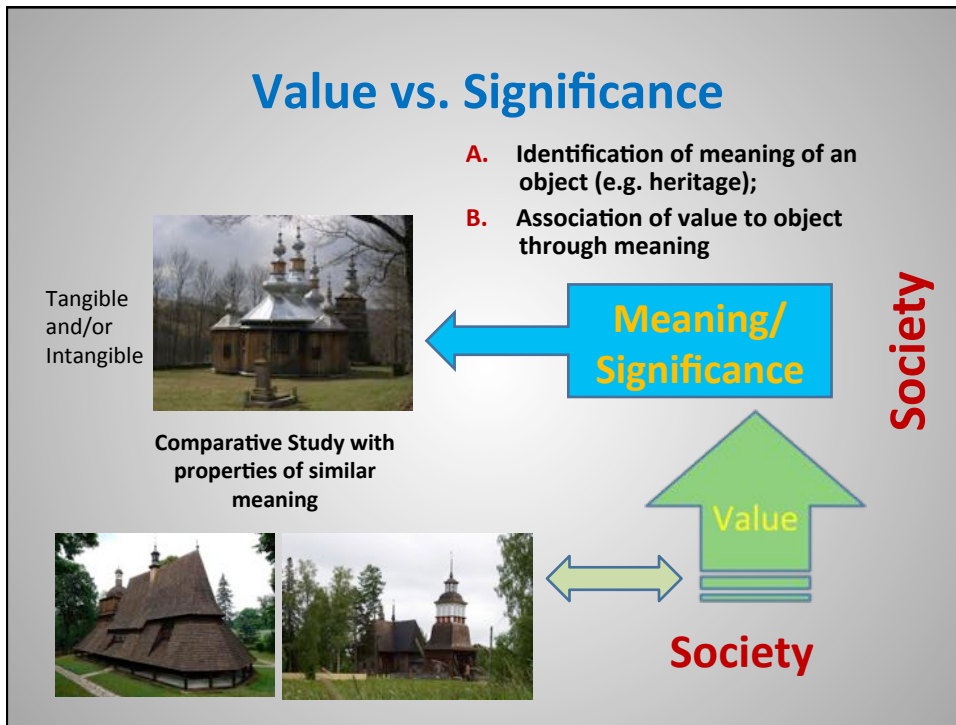
Kyoto Vision
UNESCO-WH, 2012

- Only through strengthened relationships between people and heritage, based on respect for cultural and biological diversity as a whole, integrating both tangible and intangible aspects and geared toward sustainable development, will the 'future we want' become attainable.

Value

- **Value means recognition of qualities and significance in reference to comparable sources**

- 2005, *Council of Europe Framework Convention on the Value of Cultural Heritage for Society*, 'Faro Convention'

- Cultural heritage is referred to:
  - *"--resources inherited from the past which people identify, independently of ownership, as a reflection and expression of their constantly evolving values, beliefs, knowledge and traditions. It includes all aspects of the environment resulting from the interaction between people and places through time."*

- **In our contemporary society, values have become a product.**

Value vs. Significance

A. Identification of meaning of an object (e.g. heritage);
B. Association of value to object through meaning

Tangible and/or Intangible

Meaning/ Significance

Comparative Study with properties of similar meaning

Value

Society

Society

Context Environment
Material
Climate requirements

Community Needs
Shelter, Social Space

Human Creativity
Typology, Morphology

SIGNIFICANCE

Cultural Expression
Form / Substance
Duration

Tradition
Continuity and Maintenance

Modernity
Restoration Conservation

Recognition of Cultural Expressions as Heritage
VALUE JUDGEMENT

Capacity Building

- **The process by which individuals, organisations, institutions and societies develop abilities to**
  - **perform functions,**
  - **solve problems and**
  - **set and achieve objectives.**

- **3 inter-related levels:**
  INDIVIDUAL, INSTITUTIONAL AND SOCIETAL

- **POLICY CHOICES AND MODES OF IMPLEMENTATION**
  among development options, based on an understanding of
  heritage/environment potentials and limits and of needs
  perceived by the *community*/country concerned.

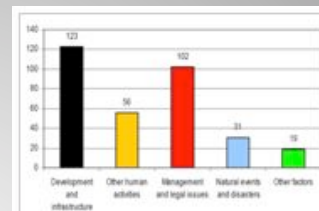# World Heritage Capacity Building Strategy (2011)

Fig. 1. An analysis of problems cited in 2008 World Heritage State of Conservation Reports

- **The First Paradigm Shift: From Training to Capacity Building**
  - strengthen the knowledge, abilities, skills and behaviour of people with direct responsibilities for heritage conservation and management,
  - improve institutional structures and processes through empowering decision-makers and policy-makers, and
  - introduce a more dynamic relationship between heritage and its context and, in turn, greater reciprocal benefits by a more inclusive approach,

- **The Second Paradigm Shift: Connecting Capacity Building for Cultural and Natural Heritage**

2013, ICOMOS CIF

Principles for Capacity Building through Education and Training in Safeguarding and Integrated Conservation of Cultural Heritage

- *The present document should be seen as a framework document providing overall guidance for the principles of Capacity-Building in the safeguarding and conservation of the cultural heritage.*

- *Additional documents could be attached providing a more in-depth guidance for specific types of heritage and target audiences, as well as for different types of Capacity-Building activities, or safeguarding and conservation actions.*

- *These principles extend but do not replace the ICOMOS-CIF 1993 Guidelines. It is addressed, in the first place, to the members of ICOMOS, inviting them to diffuse the messages therein to the broader international community of heritage conservationists and beyond.*

Capacity Building Requires:

- **Building a network of qualified teachers**, and identifying necessary didactic facilities;

- **Identifying sponsors** and regional and national partner organisations;

- **Directing financial and administrative support** to heritage management;

- **Organising collaborative networks** of individuals and institutions for the exchange of ideas and opinions on approaches to education and training;

- **Expanding the market** for conservation, research and training, and encouraging the creation of opportunities for qualified, trained conservationists; as well as,

- **Ensuring that the necessary legal and regulatory frameworks** enable organisations, institutions and agencies at all levels and in all sectors to enhance their capacities, developing frameworks and communication systems.

Historic Urban Areas

Urban historical sites are part of a wider totality, comprising the natural and the built environment and the everyday living experience of their dwellers as well. Within this wider space, enriched with values of remote or recent origin and permanently undergoing a dynamic process of successive transformations, new urban spaces may be considered as environmental evidences in their formative stages.
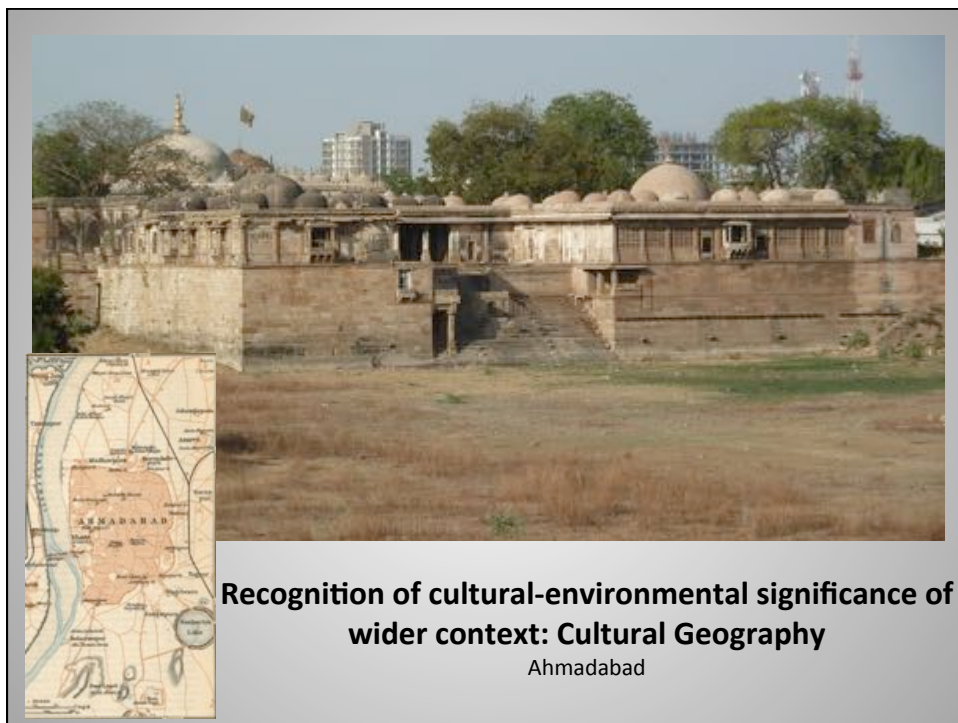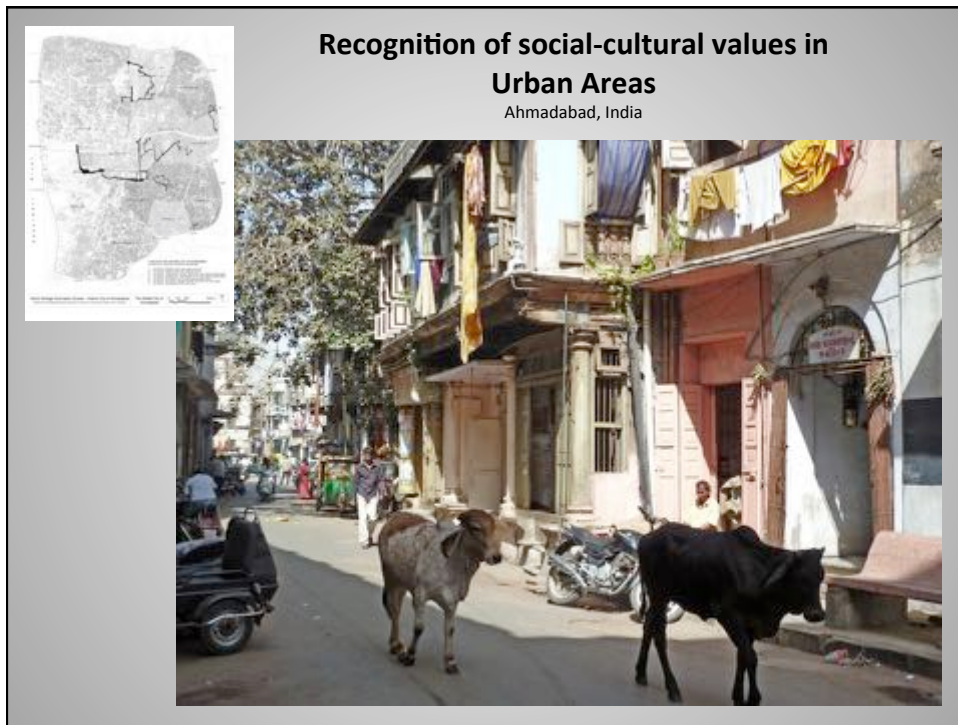
Shiraz, Iran

## Recognition of historical and architectural values of monuments
Ahmadabad, India

Recognition of social-cultural values in Urban Areas
Ahmadabad, India

Recognition of cultural-environmental significance of wider context: Cultural Geography
Ahmadabad

Cultural Landscape

Cultural Landscape: "--illustrative of the evolution of human society and settlement over time, under the influence of the physical constraints and/or opportunities presented by their natural environment and of successive social, economic and cultural forces, both external and internal."
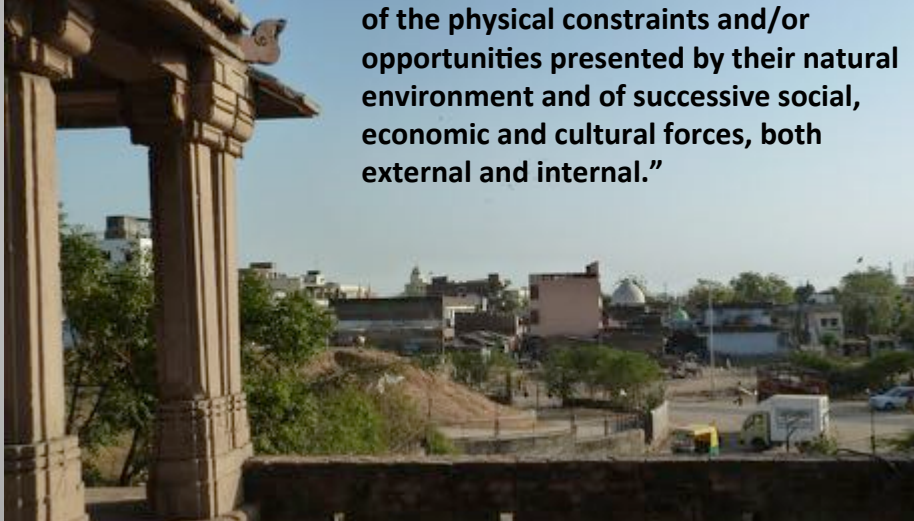
HUL, Historic Urban Landscape
UNESCO 2011

This Recommendation addresses the need to better integrate and frame urban heritage conservation strategies within the larger goals of overall sustainable development, in order to support public and private actions aimed at preserving and enhancing the quality of the human environment. It suggests a landscape approach for identifying, conserving and managing historic areas within their broader urban contexts, by considering the inter-relationships of their physical forms, their spatial organization and connection, their natural features and settings, and their social, cultural and economic values.

UNESCO: Historic Urban Landscape (HUL)
Assisi, PhD by Viviana Martini, 2013

Old Rauma, Finland (founded 15c; total population 40,000; centre 800)

General Target Groups

- **Communities and the General Public**
- **Non-Governmental Organisations (NGOs)**
- **Governmental Authorities and Institutions**
- **Property and Site Managers**
- **Conservation Project Managers**

Target Groups of Specific Professions

- **Conservation Architects**, Planners, Landscape Architects, Engineers
- **Conservators/Restorers**
- **Conservation Technicians**, Technologists and Heritage Recording Specialists
- **Conservation Scientists**
- **Art / Architectural Historians**, Archaeologists, and other Heritage Researchers
- **Architects, Planners**, Landscape Architects, Engineers, Surveyors, Geographers, Topographers, etc. not specialised in Conservation
- **Professionals responsible for Environment** and Sustainable Development, Nature and Natural Heritage Conservators
- **Economists, Sociologists**, Anthropologists, Social Geographers, Lawyers and other supporting professionals
- **Crafts persons and Artisans**
- **Planners and Engineers of Infrastructure**
- **Technicians of Building Utilities and Commodities**

Planning and Implementing

- The approach would normally involve making a critical assessment of the needs and the existing resources and, developing solutions in order to prepare a Strategic Plan while recognising that emerging strategies need to be adaptable to changing conditions.

- The Strategic Plan should aim to define individual responsibilities, and lead to the creation of an Action Plan that could be pursued, monitored and updated at regular intervals.

Involvement

- A variety of institutions may be involved in Capacity Building initiatives – including universities, training centres, and related NGOs and IGOs including ICCROM, each with a specific mandate for Capacity Building. Others may engage in a more limited or ad-hoc manner.

- The necessary specific resources will vary with the type of institution, target group and identified activity.

- Each of the planned activities must be designed for the competent appropriate audience.

- It is important to consider that, at the strategic level involving a number of institutions; there may already be sufficient financial and human resources to carry out the identified activities.

OUV

The outstanding universal value of cultural and natural properties is defined by Articles 1 and 2 of the Convention. These definitions are interpreted by the Committee by using two sets of criteria: one set for cultural property and another set for natural property. (e.g. 1992)

To be deemed of **Outstanding Universal Value**, a property must also meet the conditions of **integrity** and/or **authenticity** and must have an adequate **protection** and **management** system to ensure its safeguarding. (2005)

THANK YOU