

ECONOMIC AND SOCIAL COMMISSION FOR ASIA AND THE PACIFIC

Cultural Tourism Sites Management
A Training Manual for Trainers
in the Greater Mekong Sub-region



UNITED NATIONS

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BACKGROUND

The Transport and Tourism Division (TTD) of the Economic and Social Commission for Asia and the Pacific (ESCAP) has undertaken a series of activities to strengthen the teaching capacity of the six countries of the Greater Mekong Sub-region (GMS – Cambodia, People’s Republic of China, Lao PDR, Myanmar, Thailand and Viet Nam) in cultural tourism sites management. The main objective of these activities is to strengthen the teaching capacity of trainers of subjects related to cultural tourism sites management in the GMS countries to assist the trainers in raising the training standards of educational and training institutions offering tourism and hospitality management courses. The Training Manual has been developed with the intention of helping achieve this objective.

OBJECTIVES

The main goals of this Training Manual are to help trainers of cultural tourism sites management from GMS countries to acquire a basic understanding of related subjects and enhance their teaching capacity. The more specific objectives are to:

- Provide the core knowledge of the subjects related to cultural tourism sites management;
- Provide an understanding of the issues related to cultural tourism sites management in GMS;
- Help the trainers enhance their knowledge of the core subjects by developing a self-learning programme;
- Provide guidelines and tools to the trainers to develop and deliver a training programme on cultural tourism sites management appropriate for their respective countries.



INSTRUCTIONS ON HOW TO USE THE MANUAL

The Training Manual is intended to be used as a training guide and resource book by trainers of cultural tourism sites management. It is anticipated that the trainers already have some knowledge about cultural tourism in their respective countries. It is hoped that the trainers from each GMS country will eventually adapt the manual to their respective training contexts.

Organisation of the Manual

The Training Manual is divided into eight modules:

The first six modules are designed to help develop trainers' knowledge and understanding of cultural tourism; cultural heritage; management issues related to cultural tourism sites; facilities management; visitor management; community participation; and integrated management of cultural tourism sites. In addition to the core knowledge, these modules provide examples of various teaching methods, such as worksheets, workshops, group discussions, etc., that can be adopted by the trainers in their own training programmes.

Module 7 and 8 are designed to help develop the teaching capacity of the trainers. It provides guidelines on how a trainer can plan and run an effective training programme for cultural tourism sites management and how the trainer can enhance her/his knowledge of the subject.

Organisation of each Module

Each Module has three parts. The first part provides learning objectives of the module, a module overview and guidelines for trainers on how to prepare for teaching of the module.

The Core Knowledge is the second and main part of a module. This part provides the knowledge required to develop a basic understanding of the subjects pertinent to that module.

The last part of a module has several sub-sections entitled "My Notes", "Worksheets", "Key Reading", "Additional Reading" and "Module Summary". "My Notes" is a place where the user of the manual can write down her/his own notes regarding the module. The "Worksheets" section provides the worksheets required to complete the activities suggested in the Core Knowledge part of the



module. “Key Reading” provides excerpts from various sources that provide deeper insights to the subjects, while “Additional Reading” provides references of the other sources that can be consulted to have a better understanding of the subjects. The readings have been selected based on their usefulness and easy availability.

Symbols used in the manual

Five different symbols have been used in the manual.



This symbol draws your attention to related specific materials provided in the companion CD-ROM.



This symbol draws your attention to the source of additional information related to the topic.



This symbol denotes further explanation.



This is the place to write your own notes.



This symbol indicates a suggested classroom activity associated with the topic.

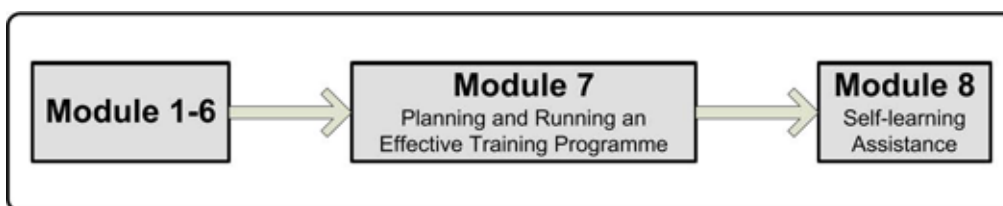
Learning Approach

The Training Manual can be used in various ways. It is recommended that the trainers with basic to intermediate level of knowledge of the subjects and little teaching experience start with Module 1 and go through it sequentially up to



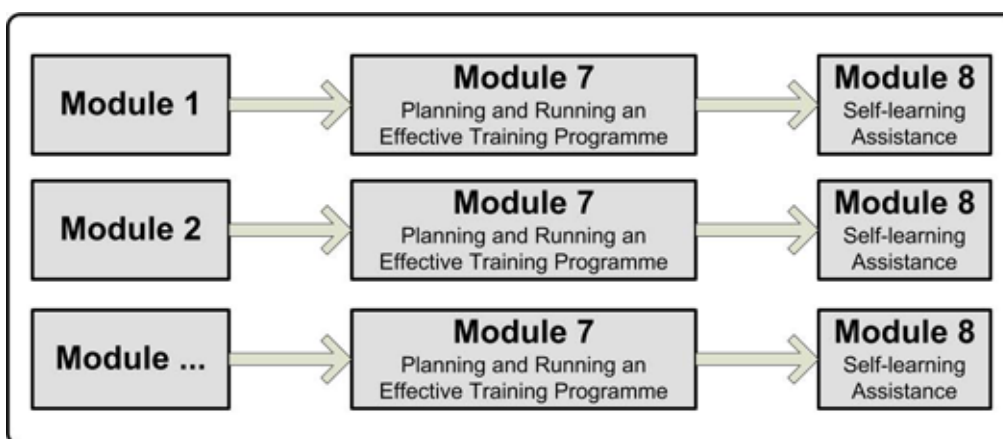
Module 8 (Approach 1). Guidelines on how to teach the first six modules are provided at the beginning of each module.

APPROACH 1



It is possible to pursue a second approach, in which Module 1 is studied first (Approach 2). Then, go to Module 7 where a training scheme to teach topics contained in Module 1 can be developed. Module 8 provides selected sources where additional information can be gathered. The same process can be applied to teach topics in other Modules.

APPROACH 2



Trainers with advanced knowledge and teaching experience can use this Manual as a resource book and can consult it as and when needed.



Inside CD-ROM

The companion CD-ROM includes all the materials provided in the hardcopy of the Manual plus additional supporting materials, such as, most of the readings recommended in the manual; printable versions of all Worksheets; direct web links to all websites mentioned in the Manual; key UNESCO World Heritage documents and maps; etc.

The contents of the Manual are presented in an interactive format for easy browsing and use. To use the CD-ROM effectively, one will need a computer with a CD drive that can run Internet Explorer 5 or above, or Mozilla Firefox 2.0 or above and has Adobe Acrobat 5.0 or above installed. Detailed information on how to use the CD-ROM can be found in the CD-ROM.



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Module

1

UNDERSTANDING CULTURAL TOURISM IN THE GMS

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ESCAP



1 UNDERSTANDING CULTURAL TOURISM IN THE GMS

LEARNING OBJECTIVES

At the end of this Module, students will be able to:

- Understand the meaning of Cultural Tourism and Cultural Heritage;
 - Understand the importance of managing a cultural tourism site; and
 - Identify key management issues of cultural tourism sites in the GMS.
-

MODULE OVERVIEW

This module discusses the meaning of cultural tourism and cultural heritage and the relationship between the two. By providing an overview of the major issues related to cultural tourism sites management in the GMS, this module provides the context for the study of the subject.



GUIDELINES FOR TRAINERS

The module discusses the meaning of cultural tourism and cultural heritage in a general way. It is important the meanings of these terms are understood within the context of cultural tourism in your country. To do this:

1. Use examples from your country to illustrate the topics.
2. Allow participants to discuss the topics in class.
3. Ask the participants to prepare a list of key issues related to sites they are familiar with.

Before the class

- Identify a site or two from your region that attracts many visitors.
- Gather information on the site's cultural significance, history and management system.
- Identify the major issues related to the site.
- Gather information on relevant heritage law of your country/region.
- Collect a good map of a heritage site. This map or an additional map should show its location within its larger context.
- Collect picture(s) of the site.
- Gather statistics related to cultural tourism, such as, number of visitor arrival, most visited tourism attraction(s), type of visitor.

After the class

- Record the outcomes from class discussions and other activities for future reference.
- Review the contents of the records as they might provide valuable insights into the issues the trainees experience in real life.
- Review the effectiveness of the teaching methods employed and modify the methods if necessary.

Read Module 7 for more on teaching methods and Module 8 for how to enhance the knowledge of local site related issues.



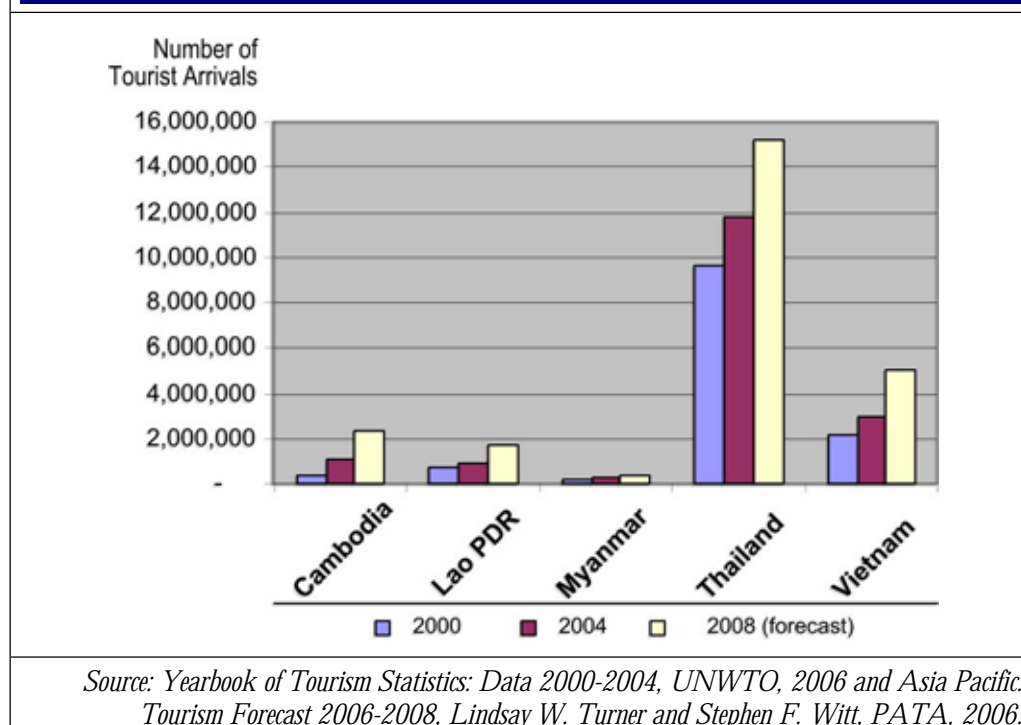
CORE KNOWLEDGE

1.1 Cultural Tourism in the GMS

The long and diverse history of the GMS and its rich cultural heritage has long been a major attraction for people from all over the world. With growing political stability and economic development, more international tourists are now coming to experience the rich culture of the region (Figure 1.1). Compared to 2004 figure, it is estimated that additional 46 million tourists will visit the five GMS countries (Cambodia, Lao PDR, Myanmar, Thailand and Vietnam, but excluding China) in 2008. Although different countries experience different rates of increase in tourist arrivals, it is clear the pressure from tourism on tourist attractions and facilities in these countries will increase significantly.

Tourism is now one of the biggest industries in many of these countries providing much needed economic benefits to the people. The GMS is also a region of ten cultural World Heritage sites¹, many of which are very popular tourist destinations attracting millions of visitors every year. As major tourism attractions, these sites and other related cultural tourism resources, warrant best possible management so as to ensure adequate protection of the precious resources and good visitor experience.

FIGURE 1.1: NUMBER OF TOURIST ARRIVAL IN THE GMS



¹ As of July 2006. The World Heritage sites in provinces of China other than Yunnan and Guianxi are not included.



However, new tourism-related development coupled with rapid urbanisation and infrastructure development is creating huge pressure on the cultural heritage sites. The ever increasing negative social, economic, physical and cultural impacts on the cultural resources and the host communities due to tourism are major concerns in almost all GMS countries. It is now globally acknowledged that good management of the cultural resources of the region is imperative to sustain the benefits from cultural tourism (CT) in the long run.



1. The list of all World Heritage sites in the world.

2. Map showing the location of World Heritage sites in the GMS and rest of the world.



“IMPACT: The effects of tourism on culture and the environment in Asia and the Pacific: Tourism and Heritage Site Management in Luang Prabang, Lao PDR” (Additional Reading 1) provides good examples of the challenges faced by a cultural tourism site.

1.2 Defining Cultural Tourism and Cultural Heritage

How we define CT and cultural heritage determines what we protect. The definitions of these terms dictate how we determine what constitutes CT sites and their boundaries and what the associated activities and social aspects are. Since all these have various management implications, it is important that the meaning of these terms is clearly understood.

1.2.1 WHAT IS CULTURAL TOURISM?

Experiencing different places and cultures has always been one of the main reasons for travelling. The travel stories of Italian traveller Marco Polo or the Chinese monks Xuanzang (also known as Hiuen Tsiang) or Faxian (or Fa Hien) clearly show how travelling helped people learn about people and places other than their own. However, not until recently has CT been discussed seriously. Increasing number of people is now travelling worldwide for various reasons. Many of them still travel for cultural reasons only. However, many travellers travel for business, recreation, education, etc., and they also experience other cultures by various means. So, what is the meaning of CT in the modern context?

The meaning and scale of CT has changed over the last two centuries. Between 1750 and 1850, CT was an aristocratic form of educational travel and it was motivated by the search for self-actualisation through being part of the high-culture at the destination. Today, the meaning of CT is very different. It is now considered that CT is a type of tourism that involves visits and participation at places of cultural heritage value. These places generally include, among others,



archaeological sites, museums, castles, palaces, historical buildings, historic cities and ruins. Places of cultural heritage value may include other forms of cultural heritage which are not physical entities, such as, festivals or other special events.

The **World Tourism Organization** (UNWTO) defines CT as a form of tourism motivated by representations of peoples and their cultures including monuments, sculptures, crafts, galleries, festivals, events, music, dance, theatre, religious places and towns and villages. Motivation alone, however, fails to capture the full scale and magnitude of CT. CT is also experiential, involving experiencing and interacting with the special social fabric, the layers of history and the unique character of the place visited.

DEFINITION: CULTURAL TOURISM

Cultural tourism is “the movements of persons, essentially for cultural motivations such as study tours, performing arts and cultural tours, travel to festivals and other events, visits to sites and monuments, travel to study nature, folklore or art, and pilgrimages”.

- World Tourism Organization

In most cases, cultural ideas are communicated through observing festivals and sometimes taking part in them or visiting monuments. It can also take place through responsible and meaningful interactions with host communities, heritage guides and site managers and in many other various ways. So, it can be called CT when any one or more of these takes place as part of tourism activities.

QUOTE

Cultural tourism can be seen to have a number of the following dimensions: handicrafts, language, gastronomy, art and music, architecture, sense of place, historic sites, festivals and events, heritage resources, the nature of the work environment and technology, religion, education, and dress.

- Walter Jamieson, *The Challenge of Cultural Tourism*



The article entitled “Cultural Tourism and Sustainable Development of Cultural Heritage” provides a good overview of cultural tourism in Asia and the Pacific region and of related issues. You can read the document @

<http://www.unescobkk.org/index.php?id=2752>



1.2.2 WHAT IS CULTURAL HERITAGE?

Heritage means something that has been received from the ancestors or past generations by the present generation. Heritage is, therefore, valuable and cannot be recreated. For the same reason the present generation has an obligation to take care of the heritage and pass it to future generations without decreasing its value.

Cultural heritage means aspects of culture that we have received from our ancestors. In the past, the meaning of cultural heritage included only monuments and great works of arts. Aesthetic and historic values were the main criteria that determined the significance of cultural heritage. This means, for example, if a cultural heritage deemed to have high aesthetic value or has association with important person or historic event, it would be considered to have high cultural importance.



“Cultural significance” is the professional and academic term for cultural importance of cultural heritage. From this point onward, we will use this term to denote cultural importance of a heritage site.

Like the meaning of CT, the meaning of cultural heritage has also changed over the past years. Now, in addition to aesthetic and historic values, social value, such as traditional practices or beliefs, is considered one of the main criteria for determining the cultural significance of a cultural heritage place.

Determining the cultural significance of a cultural heritage place is the most important first step for the protection and management of a site. Good understanding of the cultural significance informs us what we are protecting; this along with the knowledge of threats the site faces provide the basis for making good management decisions.

Different countries may use different methods to determine their cultural heritage and the type of culture may vary from country to country. Generally, the heritage law of a country spells out what constitutes cultural heritage for that country. It is, therefore, important to understand how and what is defined as cultural heritage by law. However, it is important to note that the legal definition in many countries are often very narrow and may not be applicable to all forms of elements of cultural significance. Let's take a look at different forms of cultural heritage.

The manifestations of cultural heritage can be grouped into the following two broad categories:

1. **Tangible heritage:** This is the physical manifestation or symbol of cultural expressions or traditions of the societies that are living or lived in

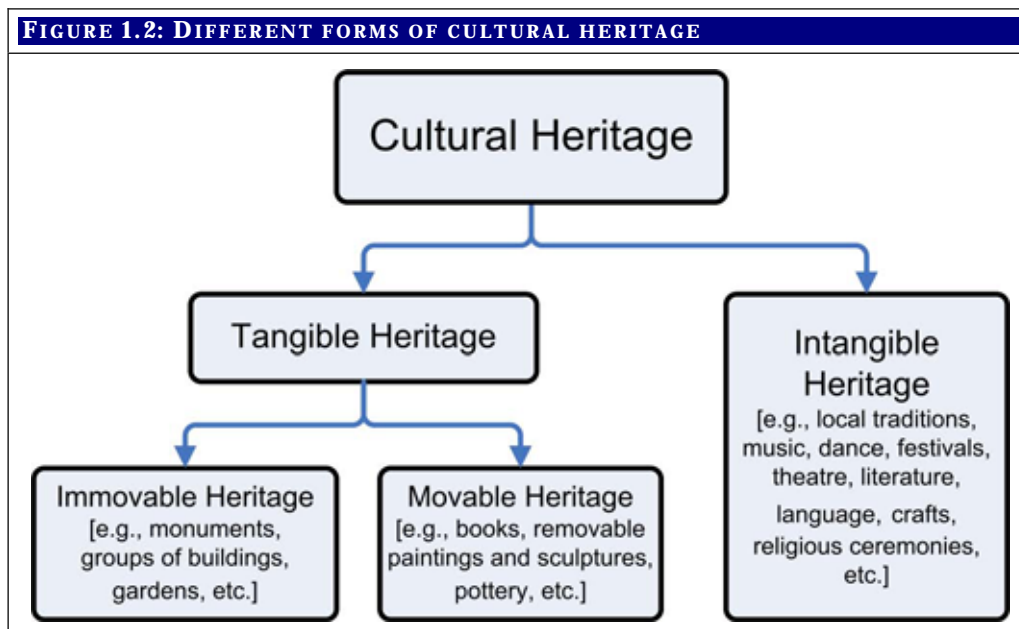


the area. Monuments, traditional buildings, archaeological sites, temples, historic cities, etc. are examples of tangible heritage.

2. **Intangible heritage:** This is the non-physical manifestation of cultural expressions and traditions of a society that has its roots in the cultural values and practices of the previous generations. Traditional ways of life, social practices, festivals, music, crafts, etc. are examples of intangible heritage.

This classification is useful for understanding different manifestations of cultural heritage, although in reality it is almost impossible to separate tangible heritage from intangible heritage.

Tangible heritage can be further classified as either **immovable** or **moveable** heritage (see Figure 1.2 for the classification and Figures 1.3, 1.4 and 1.5 for examples of different forms of cultural heritage).



Tangible heritage objects that cannot be moved are referred to as immovable heritage. Temples and archaeological sites are examples of immovable heritage. Moveable heritage are those heritage objects that can be moved from one place to another. Statues that are not fixed to a structure or other artefacts, such as furniture, musical instruments, etc. are examples of moveable heritage.



FIGURE 1.3: EXAMPLE OF TANGIBLE BUT IMMOVABLE HERITAGE



*Angkor Temple Complex, Cambodia
 Image source: UNESCO, Bangkok*

FIGURE 1.4: EXAMPLE OF TANGIBLE AND MOVABLE HERITAGE



*Tham Thing cave, Luang Prabang, Lao PDR
 Image source: S. S. Imon*

FIGURE 1.5: EXAMPLE OF INTANGIBLE HERITAGE



*Dongba traditional ceremony, Lijiang, China
 Image source: UNESCO, Bangkok*

In the past, cultural heritage meant only tangible heritage, especially monuments. Now the definition of cultural heritage is much broader and encompasses all creative expressions of people's existence in the past, near past and present that have been passed on to the present generation by past generations. These include intangible heritage as well as historic areas and **cultural landscapes**.



DEFINITION

A cultural landscape is a natural area or a territory where human intervention has created a unique landscape of traditional buildings or agricultural activities.

Cultural heritage tells us of the traditions, the beliefs and the achievements of a country and its people, and about the history, art, spiritual beliefs and social values of a particular group of people. By telling us about the past and by demonstrating the achievements and excellence of past generations, cultural heritage represents our identity and helps us appreciate the cultural diversity of humankind.

**Activity**

Worksheet 1-A: Definition of Cultural Heritage

Worksheet 1-B: Identification of types of heritage

1.3 What is a CT site?

By definition, CT depends on the existence of cultural heritage. As discussed in section 1.2, cultural heritage can have many forms and, depending on its associated dimensions, the actual definition of a CT site may vary greatly. For example, CT can be concentrated on a small site, such as a temple, or it can take place in a large place, such as a historic city. A CT site may include within its boundaries both human and natural features and it may include all (immovable, movable and intangible) aspects of heritage (Figure 1.6).

FIGURE 1.6: COMPONENTS OF A CT SITE

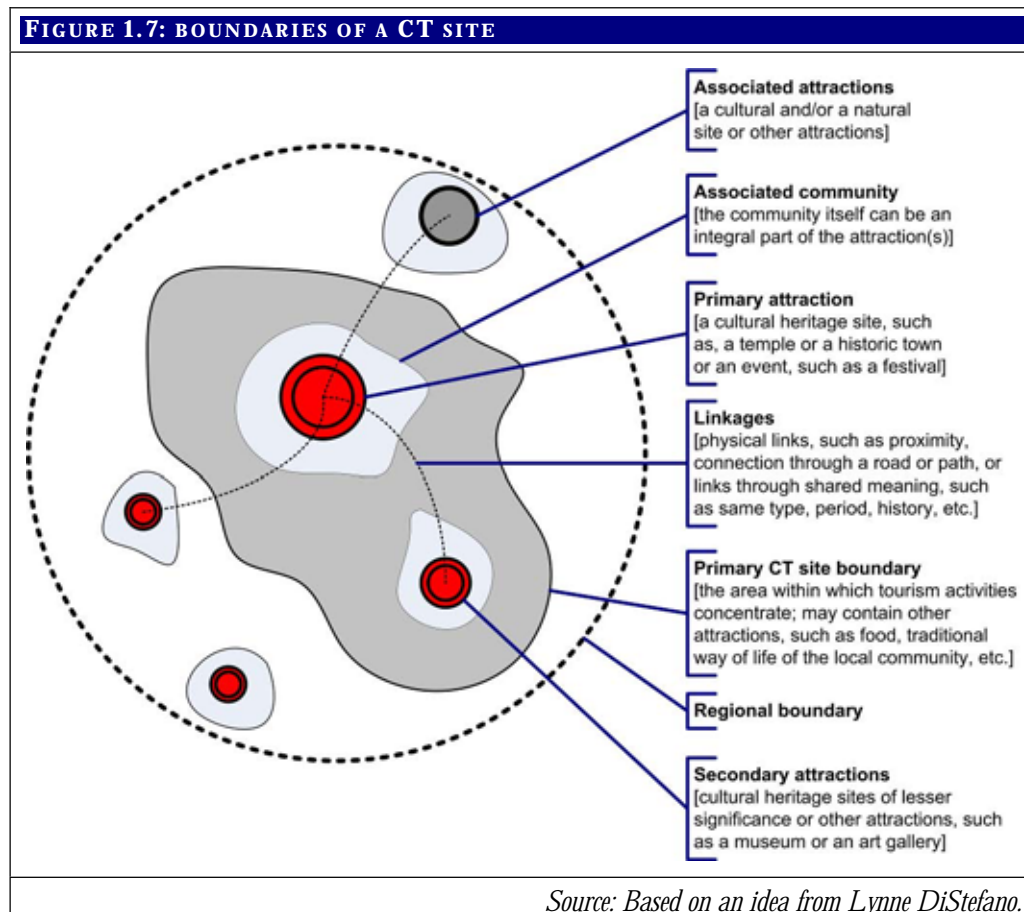


The image on the left from Luang Prabang World Heritage site shows how both human and natural features are important for a complete understanding of a place. The picture on the right from the historic core of Lahore, Pakistan shows how the traditional way of life (an intangible heritage) and the built form (in this case the Lahore Fort, a World Heritage site) provide a cultural experience to the visitors.

Image source: S. S. Imon



The exact boundaries of a CT site depend on any associated places as well. When visitors come to see a temple, for example, they also visit and interact with the community living around it. In this respect, the entire community, of which the temple is a part, is a CT site (Figure 1.7). The identification of associated communities is important because very often these communities are the cradles of intangible heritage in these sites.



The exact boundaries of CT sites vary from one site to another. The effectiveness of site management of a CT site depends largely on the correct identification of the site boundary. Complete *Worksheet 1-C* and find out how the determination of the boundaries of a CT site dictates what should be considered in the management of the site.



Activity

Worksheet 1-C: Determination of boundaries of a CT site



1.4 Tourism impact on cultural sites

Tourism can cause many different types of impacts on heritage sites. The economic contributions of CT are the easiest to identify. For example, CT can create employment and generate additional income for local businesses. In addition, CT can help conservation of cultural heritage by providing increased revenue and by helping with the revival of crafts.

However, CT can also have negative impacts. Some impacts are direct and immediate, such as increased pressure on cultural heritage resources and infrastructure in the form of overcrowding, congestion and higher demand, while some impacts are indirect and slow, such as a change in socio-cultural values, increased materialism, higher prices for housing and other commodities and deterioration of the natural environment. Case Studies 1-A and 1-B illustrate a few impacts tourism can have upon heritage sites.

CASE STUDY 1-A

Visitor Impacts: The Historic Centre of Macao World Heritage site

Following its inscription on the World Heritage List in 2005, Macao is witnessing a constant rise in tourism. Several popular World Heritage attractions are currently under great visitor pressure. The high level of tourist arrivals is taking its toll on the tourism infrastructure and the World Heritage attractions.

At the ruins of St Paul's, there is a severe lack of parking facilities. According to the police, the parking area near the site has spaces for 30 buses only. But very often, there are more buses than the parking area can accommodate. As a result, the roads leading to the attraction often experience huge traffic congestion.

In addition to the problem of traffic congestion, smaller automobiles also create problems for the site, which also have access to the roads just next to the site. The vibration caused by the vehicles very near the façade of St Paul's is a cause of much concern as it might affect the structure.

Tourism-related business activities are also a major concern. There is a bustle of souvenir shops and other commercial activities very close to the site. While the businesses contribute to the economic development of the people working there, uncontrolled growth of commercial activities near the site can severely undermine the historic character of the area.

1. What could be done to help mitigate some of the impacts highlighted?

2. Do you observe similar problems at the heritage sites in your home country?



CASE STUDY 1-B

Visitor Impacts: Town of Luang Prabang World Heritage site

The Town of Luang Prabang in Lao PDR was inscribed on the World Heritage List in 1995 for the unique blend of traditional and colonial architecture it represents. Luang Prabang also represents a traditional lifestyle based on religious beliefs and practices. However, recent increase in tourism related activities in the town are affecting its cultural heritage in a number of ways. The change of use of local buildings for tourism purposes and tourists' involvement in the morning alms giving to the Buddhist monks by local residents are two examples of such impacts.

With increased demand for tourist accommodation in recent years, many local residential buildings have been transformed into guesthouses. This caused the local populations to move out of the town. Many sold their properties to overseas investors who see investment in Luang Prabang a good business opportunity. Shops owned and run by non-local people are everywhere in the town. While tourism is contributing to the economic growth of the town, the local people are not getting its full benefit.

The displacement of local population is also affecting the alms giving ceremony. Traditionally, the local residents prepare alms very early in the morning and offer the alms to the monks living in many Buddhist temples in the town every day before sunrise. The decreasing number of local population means fewer local people are taking part in this ritual now. Contrastingly, many tourists who find the ritual an 'interesting' experience are now taking part in the alms giving. However, most of them do not know the Buddhist customs and do not have the time to prepare the alms themselves. In addition, many tourists come just to take pictures. Consequently, the sacred and local ceremony of alms giving is now losing its religious meaning and becoming a tourist event.



1. What could be done to help mitigate some of the impacts highlighted?





Read “Reading 1-A: Impacts of Cultural Tourism” for more on this topic.



Worksheet 1-D: Identification of Impact of Tourism

1.5 Importance of CT sites management

CT sites are very special places and these can get damaged easily. Since they are very valuable and irreplaceable, we need to take a good care of these sites so that their cultural significance is maintained for as long as possible. How a CT site can be protected is discussed in detail in Module 2. However, it is important to know what type of **threats** these sites face. Once we know the type of threats, it will be easier to determine the type of protection required.

The CT sites throughout the world are in constant danger from both natural and man-made threats. Natural causes of threats can range from natural disasters, such as earthquakes, floods, typhoons, etc. to humidity or dampness and even to insect attack.

The list of human causes of threats can be very long. The following list provides some of the major ones:

- **Ignorance:** Not knowing the cultural heritage sites or their values and ignorance about appropriate protection measures can have a devastating impact on cultural heritage. For example, many countries do not carry out regular and systematic studies to identify and prepare inventories of heritage sites. As a result, the public or even the site managers do not have any clear knowledge of their cultural heritage, which may lead to the second type of threat, neglect.
- **Neglect:** Neglect is often tied to ignorance. Neglect can slowly but irreversibly damage a site. For example, there are many cultural sites in almost every country that are not listed as protected sites. Consequently, people or the government do not pay much attention to their protection. Constant exposure to different kinds of threats and lack of care gradually damages the sites.
- **Illegal trade:** Illegal trade of heritage objects, such as paintings, statues or other artefacts, is a major problem causing the loss of cultural heritage in GMS countries. Archaeological sites are raided, temples are robbed and artefacts are stolen and taken out of a country to feed the illegal trade of heritage objects.



- **Theft:** Thefts are often encouraged by the illegal trade. But theft can occur for other economic reasons, such as the existence of an unregulated antique market.
- **Fire:** While ignorance and neglect inflict damage little by little, accidents, such as fire, can cause great damage to a site within a very short time. Timber structures, archival and museum collections, etc., are highly vulnerable to fire dangers.
- **Development work:** Construction of a new road or bridge can have a number of negative impacts on a site. Some impacts are purely visual and aesthetic, such as blocking the view of a heritage building by a new construction. But, in many cases public works may lead to demolition of historic buildings or separation between various parts of a site.
- **War:** A war can bring anarchy to a country, which then can allow damage to heritage sites to happen. The looting of Iraq's National Museum, which had the most complete collection of artefacts from Mesopotamian Civilisation (among others), during the 2003 war is an example of damage caused by war. But very often cultural heritage sites are targeted intentionally to demoralise opponents. The destruction of the Old Bridge of Mostar during the Bosnian war is an example of such intentional targeting.

A good site management system aims for prevention rather than cure. Through constant and good monitoring, good management can identify threats before they become a real problem and take corrective measures in time. However, in most cases, simple commonsense is enough to identify the types of threat a site might face.



Refer to Module 3 for more on monitoring of heritage sites.



Worksheet 1-E: Identification of threats to a heritage site.

1.6 Key management issues of CT sites in the GMS

While exposure to threats is a major problem for many sites, it is important the root cause of the exposure is identified so that the right treatment can be determined. For example, if a site is located in an area that is prone to regular flooding, a site manager should take measures to protect the site from flood damages. At the same time, a site manager may try to address the cause of flood and actively seek help of other agencies.



The root of most human causes of threats can be linked to one or more of the following:

- **Lack of good understanding of cultural heritage.** This may seem a simple problem, but it is perhaps the most significant aspect of CT sites management. This point is further discussed in Module 3.
- **Lack of public awareness.** To be effective, CT sites management needs the support of many people. A lack of awareness about the importance of CT sites and their management can make management difficult and some times ineffective.
- **Lack of conservation and management expertise.** Conservation and management of CT sites require knowledge and expertise from many disciplines. Even with all good intentions, efforts to protect and manage CT sites may not achieve their desired objectives if good conservation and management expertise are not available to support these activities.
- **Lack of supportive legal and administrative framework.** Legal provisions determine what can be protected under a government protection mechanism. However, if the legal definition of heritage is too narrow or does not provide adequate power to the site managers, and if the administrative framework is not strong enough to carry out the required tasks, enough protection of the sites may not be ensured.
- **Need for balancing economic development with heritage protection.** The GMS is going through rapid development in almost all sectors. Fast economic and tourism development mean additional pressure on the existing facilities and increased demand for new ones. Very often, heritage sites face pressure from development in the form of loss of settings, change in land use, change of historic functions and traditional activities, visual intrusion, etc.
- **Lack of adequate funding and lack of political vision for creating an integrated approach to protection of CT sites.** Since most CT sites are integral parts of the overall socio-cultural and urban systems, without enough financial support and an integrated approach, it is likely the heritage sites will not be able to address the challenges mentioned above.

These issues are discussed in detail in Modules 2-5.



CASE STUDY 1-C

Cultural Tourism in Bhutan

The Buddhist Kingdom of Bhutan in the Himalayas is an exceptional example of responsible CT development. Taking its cues from concepts of tourism carrying capacity and tourism impact assessment, Bhutan pursues a controlled CT development policy. As a result, tourist arrival is restricted in the Kingdom. In 2004, for instance, tourist arrivals numbered a mere 9,000 and the Kingdom is committed to keeping tourist figures below a cultural and environmental threshold. Keeping tourist arrivals below cultural and environmental thresholds is not the only enlightened approach the Kingdom undertakes to achieve its goal of a high Gross National Happiness (a Buddhism-inspired guiding concept for Bhutanese developments that de-centres the role of economic products).

The Kingdom has also placed a premium on visitor guiding, interpretation and management. Through provisions of well-trained heritage interpreters and the involvement of local stakeholders and traditional knowledge-bearers, the Bhutanese tourism industry has ensured a quality CT experience with minimal impact on the local culture and environment. This policy has enabled Bhutan to develop a unique brand of small-scale, indigenously-owned and high-quality cultural tourism.



Read “Reading 1-B: International Cultural Tourism Charter” for principles of CT sites management.



Worksheet 1-B



IDENTIFICATION OF TYPES OF HERITAGE

Can you identify the tangible and intangible cultural heritage resources in your region? If yes, write down the names of key heritage resources in the spaces below.

Student's name: _____ *Date:* _____

Tangible Heritage

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

Intangible Heritage

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____



Worksheet 1-C



DETERMINATION OF BOUNDARIES OF A CT SITE

Determination of the boundaries of a CT site is an important prerequisite for the site's management. Using Figure 1.7 as a reference, identify the following elements related to the site you know. Can you identify the associated community(ies) and the linkages, and draw a map similar to Figure 1.7 using the elements identified?

Student's name: _____

Date: _____

Attraction	Name of element and its type	Associated community (determine the boundaries and any intangible heritage elements)
Primary Attraction(s)	1.	
	2.	
	3.	
	4.	
	5.	
Secondary attraction(s)	1.	
	2.	
	3.	
	4.	
	5.	
Associated attraction(s)	1.	
	2.	
	3.	
	4.	
	5.	
Other elements	1.	
	2.	
	3.	

Hint: Refer Figure 1.7 on page 1-10.



KEY READING***Reading 1-A: Impacts of tourism***

[The following excerpt from the document *Sustainable Tourism and Cultural Heritage: A Review of Development Assistance and Its Potential to Promote Sustainability* (by the Nordic World Heritage Office, 1999, p.7) provides a good list of impacts of cultural tourism.]

Tourism's impacts are often grouped into economic, environmental, social and cultural categories; these categories are somewhat arbitrary and overlapping, and the latter two often are combined into one. Listing of these impacts is provided in numerous tourism reports, books and articles. The focus in this section is to briefly note common socio-cultural impacts and to stress some general concepts.

Potential positive impacts include:

- building community pride;
- enhancing the sense of identity of a community or region;
- promoting intercultural/international understanding;
- encouraging revival or maintenance of traditional crafts;
- enhancing external support for minority groups and preservation of their culture;
- broadening community horizons;
- providing funding for site preservation and management; and
- enhancing local external appreciation and support for cultural heritage.

Potential negative impacts include:

- commodification and cheapening of culture and traditions;
- alienation and loss of cultural identity;
- undermining of local traditions and ways of life;
- displacements of traditional residents;
- increased division between those who do and do not benefit from tourism;
- conflict over (and times loss of) land rights and access to resources (including to the attractions themselves);
- damage to attractions and facilities;
- loss of authenticity and historical accuracy in interpretation; and
- selectivity in which heritage attractions are developed.



Given the fundamental role that culture plays in society and individual lives, these positive and negative impacts can be profoundly important.

As noted, the grouping of impacts into categories is somewhat arbitrary and is used to convey basic issues. For example, positive economic impacts can ultimately lead to positive cultural heritage impacts.



Reading 1-B: International Cultural Tourism Charter

[The following text from the ICOMOS *International Cultural Tourism Charter* presents the principles of management of CT sites.]

INTERNATIONAL CULTURAL TOURISM CHARTER

(Managing Tourism at Places of Heritage Significance , 1999)

Adopted by ICOMOS at the 12th General Assembly in Mexico, October 1999

INTRODUCTION

The Charter Ethos

At the broadest level, the natural and cultural heritage belongs to all people. We each have a right and responsibility to understand, appreciate and conserve its universal values.

Heritage is a broad concept and includes the natural as well as the cultural environment. It encompasses landscapes, historic places, sites and built environments, as well as bio-diversity, collections, past and continuing cultural practices, knowledge and living experiences. It records and expresses the long processes of historic development, forming the essence of diverse national, regional, indigenous and local identities and is an integral part of modern life. It is a dynamic reference point and positive instrument for growth and change. The particular heritage and collective memory of each locality or community is irreplaceable and an important foundation for development, both now and into the future.

At a time of increasing globalisation, the protection, conservation, interpretation and presentation of the heritage and cultural diversity of any particular place or region is an important challenge for people everywhere. However, management of that heritage, within a framework of internationally recognised and appropriately applied standards, is usually the responsibility of the particular community or custodian group.

A primary objective for managing heritage is to communicate its significance and need for its conservation to its host community and to visitors. Reasonable and well managed physical, intellectual and/or emotive access to heritage and cultural development is both a right and a privilege. It brings with it a duty of respect for the heritage values, interests and equity of the present-day host community, indigenous custodians or owners of historic property and for the landscapes and cultures from which that heritage evolved.



The Dynamic Interaction between Tourism and Cultural Heritage

Domestic and international tourism continues to be among the foremost vehicles for cultural exchange, providing a personal experience, not only of that which has survived from the past, but of the contemporary life and society of others. It is increasingly appreciated as a positive force for natural and cultural conservation. Tourism can capture the economic characteristics of the heritage and harness these for conservation by generating funding, educating the community and influencing policy. It is an essential part of many national and regional economies and can be an important factor in development, when managed successfully.

Tourism itself has become an increasingly complex phenomenon, with political, economic, social, cultural, educational, bio-physical, ecological and aesthetic dimensions. The achievement of a beneficial inter-action between the potentially conflicting expectations and aspirations of visitors and host or local communities, presents many challenges and opportunities.

The natural and cultural heritage, diversities and living cultures are major tourism attractions. Excessive or poorly-managed tourism and tourism related development can threaten their physical nature, integrity and significant characteristics. The ecological setting, culture and lifestyles of host communities may also be degraded, along with the visitor's experience of the place.

Tourism should bring benefits to host communities and provide an important means and motivation for them to care for and maintain their heritage and cultural practices. The involvement and co-operation of local and/or indigenous community representatives, conservationists, tourism operators, property owners, policy makers, those preparing national development plans and site managers is necessary to achieve a sustainable tourism industry and enhance the protection of heritage resources for future generations.

ICOMOS, the International Council on Monuments and Sites, as the author of this Charter, other international organisations and the tourism industry, are dedicated to this challenge.

Objectives of the Charter

The Objectives of the International Cultural Tourism Charter are:

- To facilitate and encourage those involved with heritage conservation and management to make the significance of that heritage accessible to the host community and visitors.
- To facilitate and encourage the tourism industry to promote and manage tourism in ways that respect and enhance the heritage and living cultures of host communities.
- To facilitate and encourage a dialogue between conservation interests and the tourism industry about the importance and fragile nature of heritage



places, collections and living cultures, including the need to achieve a sustainable future for them.

- To encourage those formulating plans and policies to develop detailed, measurable goals and strategies relating to the presentation and interpretation of heritage places and cultural activities, in the context of their preservation and conservation.

In addition,

- The Charter supports wider initiatives by ICOMOS, other international bodies and the tourism industry in maintaining the integrity of heritage management and conservation.
- The Charter encourages the involvement of all those with relevant or at times conflicting interests, responsibilities and obligations to join in achieving its objectives.
- The Charter encourages the formulation of detailed guidelines by interested parties, facilitating the implementation of the Principles to their specific circumstances or the requirements of particular organisations and communities.

PRINCIPLES OF THE CULTURAL TOURISM CHARTER

Principle 1

Since domestic and international tourism is among the foremost vehicles for cultural exchange, conservation should provide responsible and well managed opportunities for members of the host community and visitors to experience and understand that community's heritage and culture at first hand.

1.1

The natural and cultural heritage is a material and spiritual resource, providing a narrative of historical development. It has an important role in modern life and should be made physically, intellectually and/or emotively accessible to the general public. Programmes for the protection and conservation of the physical attributes, intangible aspects, contemporary cultural expressions and broad context, should facilitate an understanding and appreciation of the heritage significance by the host community and the visitor, in an equitable and affordable manner.

1.2

Individual aspects of natural and cultural heritage have differing levels of significance, some with universal values, others of national, regional or local importance. Interpretation programmes should present that significance in a relevant and accessible manner to the host community and the visitor, with appropriate, stimulating and contemporary forms of education, media,



technology and personal explanation of historical, environmental and cultural information.

1.3

Interpretation and presentation programmes should facilitate and encourage the high level of public awareness and support necessary for the long term survival of the natural and cultural heritage.

1.4

Interpretation programmes should present the significance of heritage places, traditions and cultural practices within the past experience and present diversities of the area and the host community, including that of minority cultural or linguistic groups. The visitor should always be informed of the differing cultural values that may be ascribed to a particular heritage resource.

Principle 2

The relationship between Heritage Places and Tourism is dynamic and may involve conflicting values. It should be managed in a sustainable way for present and future generations.

2.1

Places of heritage significance have an intrinsic value for all people as an important basis for cultural diversity and social development. The long term protection and conservation of living cultures, heritage places, collections, their physical and ecological integrity and their environmental context, should be an essential component of social, economic, political, legislative, cultural and tourism development policies.

2.2

The interaction between heritage resources or values and tourism is dynamic and ever changing, generating both opportunities and challenges, as well as potential conflicts. Tourism projects, activities and developments should achieve positive outcomes and minimise adverse impacts on the heritage and lifestyles of the host community, while responding to the needs and aspirations of the visitor.

2.3

Conservation, interpretation and tourism development programmes should be based on a comprehensive understanding of the specific, but often complex or conflicting aspects of heritage significance of the particular place. Continuing research and consultation are important to furthering the evolving understanding and appreciation of that significance.

2.4

The retention of the authenticity of heritage places and collections is important. It is an essential element of their cultural significance, as expressed in the physical material, collected memory and intangible traditions that remain from the past. Programmes should present and interpret the authenticity of places and cultural



experiences to enhance the appreciation and understanding of that cultural heritage.

2.5

Tourism development and infrastructure projects should take account of the aesthetic, social and cultural dimensions, natural and cultural landscapes, biodiversity characteristics and the broader visual context of heritage places. Preference should be given to using local materials and take account of local architectural styles or vernacular traditions.

2.6

Before heritage places are promoted or developed for increased tourism, management plans should assess the natural and cultural values of the resource. They should then establish appropriate limits of acceptable change, particularly in relation to the impact of visitor numbers on the physical characteristics, integrity, ecology and biodiversity of the place, local access and transportation systems and the social, economic and cultural well being of the host community. If the likely level of change is unacceptable the development proposal should be modified.

2.7

There should be on-going programmes of evaluation to assess the progressive impacts of tourism activities and development on the particular place or community.

Principle 3

Conservation and Tourism Planning for Heritage Places should ensure that the Visitor Experience will be worthwhile, satisfying and enjoyable.

3.1

Conservation and tourism programmes should present high quality information to optimise the visitor's understanding of the significant heritage characteristics and of the need for their protection, enabling the visitor to enjoy the place in an appropriate manner.

3.2

Visitors should be able to experience the heritage place at their own pace, if they so choose. Specific circulation routes may be necessary to minimise impacts on the integrity and physical fabric of a place, its natural and cultural characteristics.

3.3

Respect for the sanctity of spiritual places, practices and traditions is an important consideration for site managers, visitors, policy makers, planners and tourism operators. Visitors should be encouraged to behave as welcomed guests, respecting the values and lifestyles of the host community, rejecting possible theft or illicit trade in cultural property and conducting themselves in a responsible manner which would generate a renewed welcome, should they return.



3.4

Planning for tourism activities should provide appropriate facilities for the comfort, safety and well-being of the visitor, that enhance the enjoyment of the visit but do not adversely impact on the significant features or ecological characteristics.

Principle 4

Host communities and indigenous peoples should be involved in planning for conservation and tourism.

4.1

The rights and interests of the host community, at regional and local levels, property owners and relevant indigenous peoples who may exercise traditional rights or responsibilities over their own land and its significant sites, should be respected. They should be involved in establishing goals, strategies, policies and protocols for the identification, conservation, management, presentation and interpretation of their heritage resources, cultural practices and contemporary cultural expressions, in the tourism context.

4.2

While the heritage of any specific place or region may have a universal dimension, the needs and wishes of some communities or indigenous peoples to restrict or manage physical, spiritual or intellectual access to certain cultural practices, knowledge, beliefs, activities, artefacts or sites should be respected.

Principle 5

Tourism and conservation activities should benefit the host community.

5.1

Policy makers should promote measures for the equitable distribution of the benefits of tourism to be shared across countries or regions, improving the levels of socio-economic development and contributing where necessary to poverty alleviation.

5.2

Conservation management and tourism activities should provide equitable economic, social and cultural benefits to the men and women of the host or local community, at all levels, through education, training and the creation of full-time employment opportunities.

5.3

A significant proportion of the revenue specifically derived from tourism programmes to heritage places should be allotted to the protection, conservation and presentation of those places, including their natural and cultural contexts. Where possible, visitors should be advised of this revenue allocation.



5.4

Tourism programmes should encourage the training and employment of guides and site interpreters from the host community to enhance the skills of local people in the presentation and interpretation of their cultural values.

5.5

Heritage interpretation and education programmes among the people of the host community should encourage the involvement of local site interpreters. The programmes should promote a knowledge and respect for their heritage, encouraging the local people to take a direct interest in its care and conservation.

5.6

Conservation management and tourism programmes should include education and training opportunities for policy makers, planners, researchers, designers, architects, interpreters, conservators and tourism operators. Participants should be encouraged to understand and help resolve the at times conflicting issues, opportunities and problems encountered by their colleagues.

Principle 6

Tourism promotion programmes should protect and enhance Natural and Cultural Heritage characteristics.

6.1

Tourism promotion programmes should create realistic expectations and responsibly inform potential visitors of the specific heritage characteristics of a place or host community, thereby encouraging them to behave appropriately.

6.2

Places and collections of heritage significance should be promoted and managed in ways which protect their authenticity and enhance the visitor experience by minimising fluctuations in arrivals and avoiding excessive numbers of visitors at any one time.

6.3

Tourism promotion programmes should provide a wider distribution of benefits and relieve the pressures on more popular places by encouraging visitors to experience the wider cultural and natural heritage characteristics of the region or locality.

6.4

The promotion, distribution and sale of local crafts and other products should provide a reasonable social and economic return to the host community, while ensuring that their cultural integrity is not degraded.



ADDITIONAL READING

1. “Luang Prabang Today”, pp. 8-10, in *IMPACT: The effects of tourism on culture and the environment in Asia and the Pacific: Tourism and Heritage Site Management in Luang Prabang, Lao PDR*, UNESCO, Bangkok, 2004.
2. ICOMOS. *International Cultural Tourism Charter: Managing Tourism at Places of Heritage Significance*, Mexico: ICOMOS, 1999. Available from http://www.international.icomos.org/charters/tourism_e.pdf.
3. McKercher, Bob, and Hilary du Cros. “Cultural Heritage Management.” Chap. in *Cultural Tourism: The Partnership between Tourism and Cultural Heritage Management*. New York: Haworth Hospitality Press, 2002, pp.43-63.
4. Robinson, Mike and David Picard. *Tourism, Culture and Sustainable Development*. Paris: UNESCO, 2006.
5. UNESCO Bangkok. “Culture Heritage Management and Tourism: Models for Co-operation among Stakeholders”. Available from <http://www.unescobkk.org/index.php?id=2362>.



MODULE SUMMARY

- The cultural heritage resources in the GMS are the main tourist attractions for visitors from all over the world.
- It is estimated that the pressure from tourism on these resources will increase manyfold in coming years.
- The cultural heritage resources include both tangible and intangible heritage.
- Cultural tourism includes experience of all types of cultural experiences and is not limited to heritage sites alone.
- CT sites are under constant threats from both nature and humans.
- Good management of CT sites is essential for adequate protection from any threats and for a good visitor experience.





Module

2

INTEGRATED APPROACH TO CT SITES MANAGEMENT

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ESCAP

2 INTEGRATED APPROACH TO CT SITES MANAGEMENT

LEARNING OBJECTIVES

At the end of this Module, students will be able to:

- Understand the need for an integrated approach to CT sites management; and
- Identify the key requirements to achieve integrated management of CT sites.

MODULE OVERVIEW

This module focuses on how to achieve the objectives of CT sites management laid out in Module 1. It presents a broad picture of CT sites management and shows why an integrated approach to management is essential. Emphasis is placed on taking a holistic and coordinated approach in which cooperation from various sectors is sought.



INSTRUCTIONS FOR TRAINERS

Module 2 calls for a holistic approach to CT sites management. The teaching of this module will require in-class review and synthesis of the concepts presented in the Modules 1-6.

It is important to first review the concepts followed by a presentation of the synthesis. Since the relationship between various components of CT may vary between different sites, the students should be given opportunities to discuss these variations in class.

Since finding the connections between different components of CT site management is the main objective of this module, discussion should be the key teaching mode for teaching it.

Read Module 7 for more on teaching methods and Module 8 for how to enhance the knowledge of local site related issues.



CORE KNOWLEDGE

2.1 The need for an integrated approach to CT sites management

Management of CT sites is a dynamic process through which the cultural heritage resources are protected and the needs of various stakeholders are addressed. In this process, the protection of cultural heritage resources gets higher priority, especially because of the vulnerability of the cultural resources. Overall, CT site management includes interactions of the following three key groups of actors with a diverse range of interests:

1. The first group of actors are the heritage managers. A heritage manager, who generally works within a government system, is responsible for the safekeeping of cultural heritage resources. The main objective of the heritage manager is to protect and manage the resources under her/his control. Public access to these resources is a problem for the manager as this can damage the heritage. However, the manager needs to provide visitor facilities. The area over which the manager has control is governed by law and s/he has no legal power to do anything outside the site boundaries.
2. Members of the local community are the second group of actors. Local heritage sites are important to them but they do not know how to take care of it. They feel it is the responsibility of government to protect the heritage. However, they are aware of the economic potential of having heritage resources in their community and they would like to maximize the benefits. Tourism is seen as a business opportunity but they do not want tourism to have negative impacts on their way of life.
3. The people and organizations involved in tourism industry, including the visitors, is the third group of actors. Although the business of tourism operators may include various things, one of the main business resources for them is cultural heritage. As a business, the tourism industry is profit oriented. The tour operators prefer better on-site facilities for the visitors so that the visitors enjoy better services. Although they understand the importance of cultural heritage, they do not have a clear idea about conservation goals or the process involved. On the other hand, visitors, through various tourism operators want to satisfy their diverse interests.

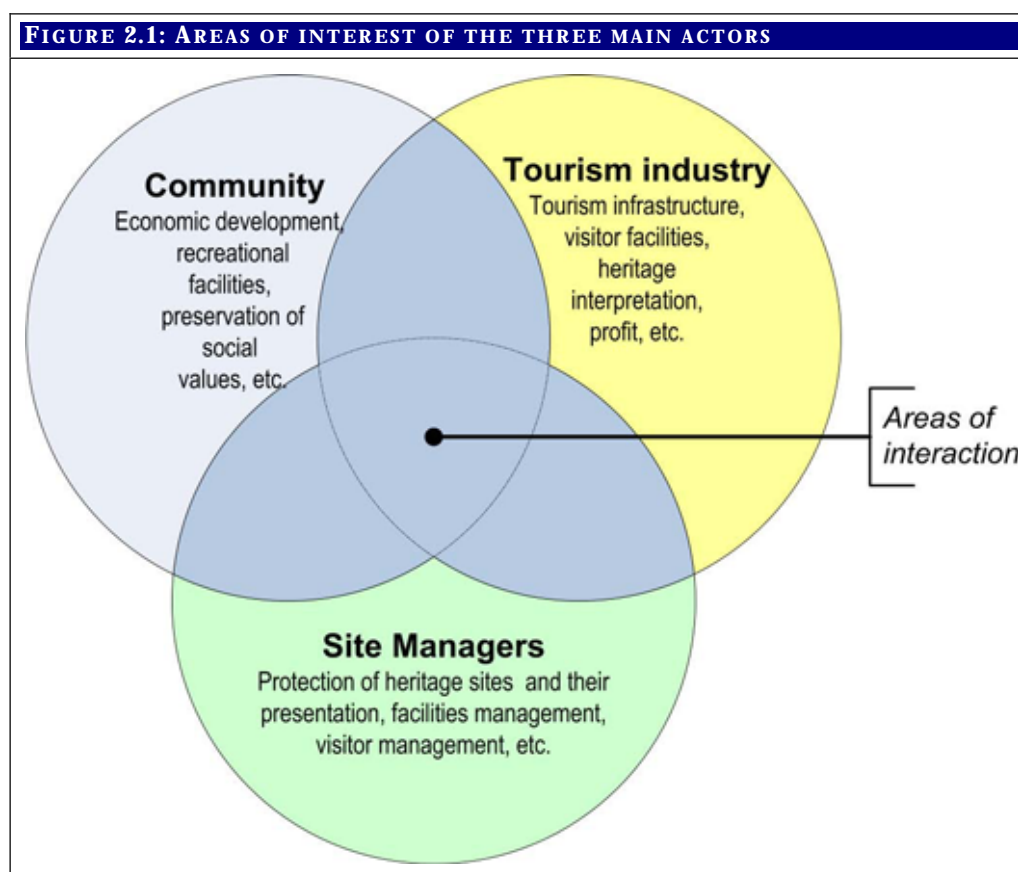
For all three groups, heritage sites are the centre of most activities.

There are other actors outside this scenario, whose actions directly or indirectly affect the management of a CT site. For example, decisions related to infrastructure development or urban development, such as construction of a major road or a dam, may have negative impacts on the site. Sometimes lack of



coordination between government departments can lead to undesirable development near a heritage site. For example, when the Public Works Department of Macao gave permission to construct a high-rise office block right next to the Guia Light House, a heritage site which is part of the Historic Centre of Macao World Heritage Site, it did not realize that the new construction would hide the Lighthouse completely from public view. Had there been some coordination between the Public Works Department and the Cultural Affairs Bureau, the main body in charge of cultural heritage in Macao, the construction of the office block would not have been permitted.

The above scenario has a message for all: while everyone has some degree of understanding about the importance of cultural heritage, no one has the ability to address the multitude of issues alone. This means that an integrated effort is necessary where all these factors are considered together. Figure 2.1 graphically illustrates the interaction by the three main groups.



2.2 The site managers' role in integrated management

While a site manager may have many limitations in terms of controlling the actions of others, s/he has a number of measures at her/his disposal which can be used for better integration and coordinated actions.



Developing a holistic view of CT sites management. The inability to see the connections between various components of a CT site and its greater setting is a major cause of problems faced by CT sites today. This inability often leads to fragmented and inappropriate actions by the sites' management. By developing a holistic view, a site manager can have a better understanding of the interconnectedness of various components and thus help achieve an integrated approach.

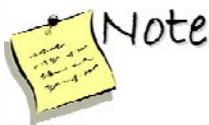
Interacting and communicating with other actors. As one of the key actors, a site manager can play a very important role in developing a good relationship with other actors. By working with other partners and developing various channels of communication, s/he can ensure one's action does not hurt others' interests and vice versa. Many of the measures discussed in section 4.4 are appropriate for this purpose.



Online inventory of National Historic Sites of Canada by Parks Canada (http://www.pc.gc.ca/progs/lhn-nhs/index_E.asp) is a good example of how communications with various actors can be established through a good website.

Coordinating decisions and actions with others. As the centre of interests of all actors, a heritage site is a shared but most important resource for all. As the manager of this important resource, a site manager should take an active and lead role in the coordination of her/his actions with those of others.

Using tools that facilitate integration. To have an integrated approach to CT sites management, it is important that the relevant information is collected, processed, managed, presented and shared in an integrated manner. Access to information by other actors is also a key factor to achieve this. By sharing information with others and making decision-making transparent and inclusive, site managers can ensure their actions are coordinated and they incorporate the concerns of others. Among the many tools available for such purposes, the Geographic Information Systems (GIS) is the most comprehensive one. However, maintaining a GIS may prove to be difficult in places where funding is a major problem.



See "Geographic Information Systems and Cultural Resources Management" by UNESCO Bangkok @ <http://www.unescobkk.org/index.php?id=471> for how GIS can be used in the management of cultural resources.



The other two actors, the community members and the people related to the tourism industry, also have important roles in the integrated management of CT sites. By extending support to the management process and by taking active part in various related activities, they can help make the measures adopted by site managers effective. The role of community in the management of cultural heritage is discussed as part of Module 3. These issues along with the roles of tourism industry are further discussed in Modules 4 and 5.



The UNESCO project entitled “Culture Heritage Management and Tourism: Models for Co-operation among Stakeholders” presents strategies for cooperation among various stakeholders in eight historic towns from Asia and the Pacific. The highlight of the project is a model entitled “Lijiang Models for Co-operation Among Stakeholder”, which can be applied throughout the Asia-Pacific region. Details of the project can be found @ <http://www.unescobkk.org/index.php?id=2111>.



Cultural Heritage Management and Tourism: Models for Cooperation and Tourism (Lijiang Model).



KEY READING

Reading 2-A

[The following paper, *Integrated Conservation: An Introduction* by Sharif Shams Imon, provides a basic understanding of the interrelationships between different development and conservation-related components of the government and the public.]

Integrated Conservation: An Introduction

Integrated conservation (IC) means integration of concern for and protection of cultural heritage within the general process of planning and management of cities and regions. It seeks sustainable development by transforming cultural heritage into an asset that contributes to the cultural, social, political, economic, environmental and physical dimensions of the development process (*Zancheti, ITUC lectures, 2003*). By taking conservation beyond the realm of cultural policies, IC makes protection of cultural heritage an integral part of the development process.

Why Integrated Conservation

In the last two decades, conservation emphasis has changed from monuments to living historic towns. The definition of cultural heritage now not only includes single monuments and works of art but also historic areas and cultural landscapes. There are also changes in the approach to conservation – social elements are now equally weighed with architectural and historical elements. Qualities to be preserved (among other things) now include the various functions that a town or urban area has acquired over time (*Washington Charter*). These new developments have broadened the conservation horizon and necessitated conservation to be included in broader regional and urban development programmes. IC solves this problem by making conservation a part of the sustainable development strategy.

How to Integrate?

Integrated conservation can be attained at three levels – policy level, planning level and project level. Integration is, however, also important across levels as the number of sectors involved at each level are, in many instances, more than one.

At the policy level, IC can be achieved by incorporating conservation in development strategy and by promoting conservation as one of the means to achieve economic and socio-cultural sustainability. Support from legislative, executive and judiciary departments of the government are very important for integration at this level. Sectors at this level include economic, socio-cultural, tourism, environmental and different fields of knowledge (history, architecture, geography, archaeology, economics, sociology and anthropology).



At the planning level, coordination between government departments and adequate development control mechanisms are important for effective integration. Also important is the participation of stakeholders in the planning process to gain acceptance and support from the public. The spheres of planning include housing, education, culture, infrastructure and tourism.

At the project level, identifying the supportive elements such as local culture, economic activities, environmental quality, physical setting, etc., and including them in the project, can help achieve integration. It is also important that appropriate planning and design measures are applied to ensure continuity of heritage elements. Again, stakeholders' participation at both the design and management stage is vital to ensure continuity.

The Challenges

By making protection of cultural heritage a part of overall development strategy, integrated conservation puts heritage in a position where it can establish its own place among many other competing development interests. To ensure that heritage gets its rightful place, political support in the government and among the public is imperative. This can only be achieved if the general population is aware of the value of protecting cultural heritage not only as a link to the past but also as a means of shaping the future.

ADDITIONAL READING

1. Hall, C. M. and McArthur, S. *Integrated Heritage Management: Principles and Practice*, London: The Stationery Office, 1998.
2. Nordic World Heritage Foundation. "World Heritage and Tourism" in *Sustainable Tourism*. Available from <http://www.nwhf.no/index.cfm?oa=content.display&con=140>
3. Zancheti, Silvio Mendes. "Urban Sustainable Development". In *Management of the Integrated Cultural Heritage*. Informal English translation of *Gestão do Patrimônio Cultural Integrado – Gestão del Patrimonio Cultural Integrado*. Interim reference paper prepared for the ITUC/AL Programme, The Cathedra of UNESCO at the UFPE, Recife, Brazil, 2003.



MODULE SUMMARY

- Integrated management means integration of the concerns of all actors and coordination of actions by all parties in the management process.
- A site manager can help achieve the objective of integrated management by developing a holistic view and by making the management more participatory.





Module

3

MANAGING CULTURAL TOURISM SITES

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ESCAP

3 MANAGING CULTURAL TOURISM SITES

LEARNING OBJECTIVES

At the end of this Module, students will be able to:

- Identify the key components of CT sites management;
- Describe how a CT site is protected;
- Identify and describe conservation and development needs of a CT site; and
- Understand how to manage a CT site.

MODULE OVERVIEW

This module discusses how CT sites can be managed.

Depending on the nature of the tasks involved, management of a CT site generally includes the following three key components:

- Protection of cultural heritage resources
- Management of facilities for users of and visitors to the site
- Visitor management

By focussing mainly on the first component, Module 3 discusses how good management can ensure adequate protection for a CT site and at the same time provide satisfying experiences for the visitors.



GUIDELINES FOR TRAINERS

The module discusses protection of cultural tourism, facilities management and visitor management – the three important components of CT sites management – and presents the ways a site manager can achieve conservation objectives and help provide satisfying visitor experience. To make the study of these topics more meaningful, it is important to contextualize the topics. To do this:

1. Use a heritage site from your country to illustrate the topics.
2. Allow participants to discuss the topics in class.
3. Ask the participants to use the site as a case for all activities related to the module.

Before the class

- Identify a site in your region that attracts many visitors.
- Collect a good map of the site.
- Gather information on the site's cultural significance, history and management system.
- Study the official documents related to the management of the site (if available).
- Gather information about available site facilities.
- Identify the major issues related to the site.
- Collect pictures showing specific issues, such as, overcrowding, improper management, lack of visitor facilities, etc.
- Collect statistics related to number of visitor arrival, and type and origin of visitors.
- Read all relevant heritage laws of your country/region.

After the class

- Record the outcomes from class discussions and other activities for future reference.
- Review the contents of the records as they might provide valuable insights into the issues the trainees experience in real life.
- Review the effectiveness of the teaching methods employed and modify the methods if necessary.

Read Module 7 for more on teaching methods and Module 8 for how to enhance the knowledge of local site related issues.

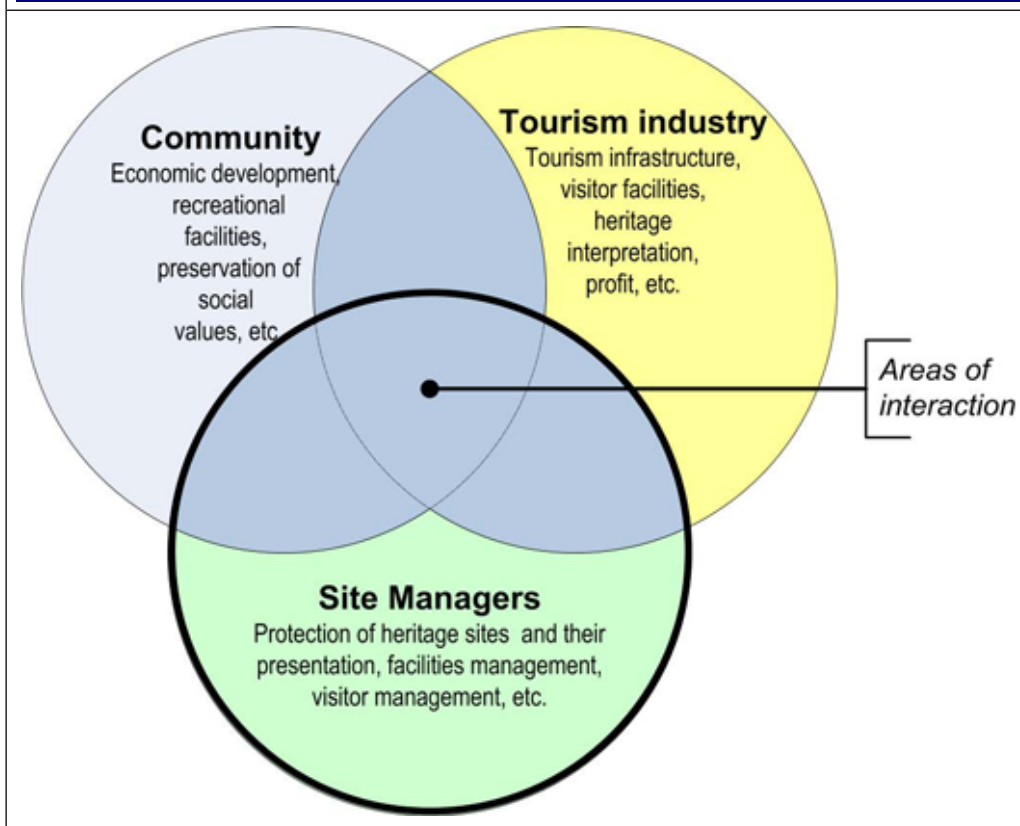


CORE KNOWLEDGE

3.1 Introduction

The need for an integrated approach to CT sites management, in which better integration and coordination of actions by various actors is emphasised, has been discussed in Module 2. The focus of this module is how the actions by site managers, the people responsible for the safekeeping of cultural heritage resources, can help better CT sites management (Figure 3.1).

FIGURE 3.1: AREAS OF INTEREST OF THE THREE MAIN ACTORS



3.2 Key components of CT sites management

Management is about effective and coordinated use of resources to achieve some predefined objectives. For good management it is essential to identify what we are dealing with and what we want to achieve.

While the availability of funds is the most recognizable form of resource for effective management, there are other important resources needed for good management of CT sites. In addition to money, the resources for CT management generally include:



- (a) Cultural resources. Heritage resources are one of the main components of this type of management resources, which can include monuments, places of worship, historic cities, museums, local festivals, traditional markets, etc. Usually these resources are scarce and fixed and cannot be created or recreated. Protection and management of these resources is the main focus of CT sites management.
- (b) Expertise from such fields as conservation, tourism, urban planning, transport, engineering, management, etc. Requirement and availability of these resources may vary from place to place and from time to time. However, any lack of these resources can be made up in the short-term by importing foreign expertise or in the medium and long-term by training local experts.
- (c) Technological abilities, such as technical knowledge, availability of required equipment, etc.
- (d) Information and knowledge of the cultural resources, tourism needs, available infrastructure, etc. Good knowledge of these help determine what is available and what needs to be done.

As discussed in Module 1, the boundaries of a CT site can be much larger than those of a cultural heritage site and may include both natural and human elements that are not direct components of a heritage site. Clearly, a site manager may not have the authority to deal directly with everything. However, by identifying the relationship between different components and having a holistic view, a site manager can determine what actions are appropriate and effective for the site s/he is responsible for.

3.3 Objectives of CT sites management

There are three related and interdependent components of CT sites management:

- Protection and management of cultural heritage resources;
- Management of facilities for users of and visitors to the site; and
- Visitor management.

Together, these three components attempt to achieve the following objectives:

- Protection of the cultural significance of a heritage site.
- Communication of heritage values to both local communities and visitors.
- Adequate facilities for proper visitor enjoyment.



- Enhancement of positive impacts of tourism on both heritage sites and local communities.
- Minimization of negative impacts on both heritage sites and local communities.
- Sharing of benefits of tourism with local communities.

The three components of CT sites management are discussed in the following sections.

3.4 Protection of cultural heritage resources

Cultural heritage resources are the main attractions of cultural tourism. However, as discussed in Module 1, cultural heritage resources can take many forms and may have their own unique management challenges. Several factors affect the protection of a cultural heritage resource.

1. Type of cultural heritage. Depending on the type, the protection of cultural heritage may take place at one of the following levels:
 - a single artefact, such as a statue
 - a building, such as a house or a temple
 - a complex of buildings, a streetscape or an area, such as a group of buildings including their physical settings (e.g. Angkor Wat complex in Cambodia)
 - a town or city (e.g. Hoi An in Vietnam or Lijiang in China)
 - a region/landscape (e.g. Plain of Jars in Lao PDR)

Clearly, the area to be managed for a single artefact is much smaller than that of a town or a city. As discussed in Module 1, a heritage manager deals with a heritage site that may have connections with elements outside the boundaries of the site. In addition, larger sites, such as a streetscape or town, etc. may include various types of small and big heritage elements, which may add to the complexity of site management. The level of complexity and the issues related also vary between different sites, and especially between tangible and intangible heritage. World Heritage sites demand special attention because of their outstanding universal value and special management requirements.

2. The nature of problems a site faces. From the point of view of heritage protection, different sites may encounter different problems, which create different protection requirements. Some of the problems may be inherent to the materials used for the site. For example, a wooden structure may need to be protected from termites. However, some problems may be caused by outside factors. Wear and tear to a heritage site, for example, due to a high number of tourists is an example of such problems, which



may require putting protective layers on the surfaces or restrictions on visitor access to the site or a part of it.

3. The type of resources available. Like management of anything else, the management of cultural heritage resources requires different resources. The different kinds of management resources discussed in section 2.1 are also applicable here.

In the following sections the general process of the protection of cultural heritage resources is discussed.



Activity

Worksheet 2-A: Identification of heritage components of a site.

3.4.1 THE GENERAL PROCESS OF PROTECTION OF CULTURAL HERITAGE RESOURCES

Although cultural heritage sites can take many different forms, the **conservation** of all heritage sites aims for one thing – protection of the unique qualities of the sites. This may seem a straightforward concept; however, good understanding of the concept of **cultural significance** of a heritage site is very important for the proper and adequate protection of these qualities.

Conservation of cultural heritage is more than conservation of just bricks or stones. The main objective of conservation is to protect the cultural significance of the cultural heritage. It is, therefore, imperative that the cultural significance of a cultural heritage resource is determined first.

DEFINITION

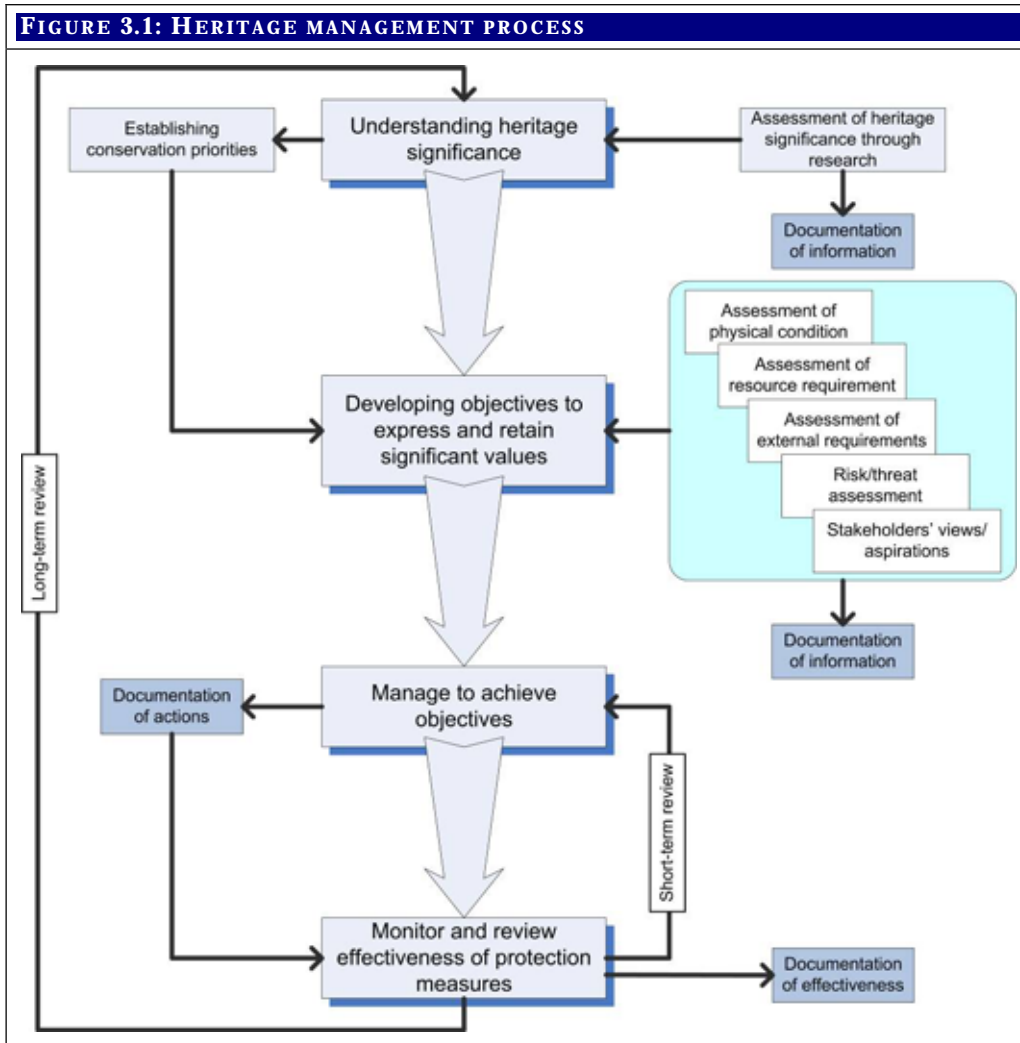
Conservation means all the processes of looking after a place so as to retain its cultural significance.

Cultural significance means aesthetic, historic, scientific, social or spiritual value for past, present or future generations.

Cultural significance is embodied in the place itself, its fabric, setting, use, associations, meanings, records, related places and related objects.

Source: Australia ICOMOS Burra Charter, 1999.





Source: Adapted from

“Basic Elements of Heritage Conservation”, Australian Heritage Commission
 (http://www.heritage.gov.au/protect-places/scr99_08.htm) and

Stovel, Herb. A Significance-Driven Approach to the Development of the Historic Structure Report,
 APT Bulletin, Vol. 28, No. 1, Historic Structure Reports, 1997, p. 45.

Assessment of cultural significance

Different countries use different methods to determine the cultural significance of a site. While some countries have detailed systems of determining this, many countries do not have any specific system. In an established system, the cultural significance of a heritage site is generally considered to lie in the site’s aesthetic, historic, scientific, social or spiritual value. A site may have one or more of these values.





- 1. Read “Reading 3-B: How is heritage significance assessed?” for a more detailed discussion of how to assess the cultural significance of a heritage site.**
- 2. Cultural significance can include many different types of values. The five values mentioned above are the most common types. The assessment of cultural significance should see if a site has any values other than these. Read pages 18-21 of the “Management Guidelines for World Cultural Heritage Sites” by Bernard Feilden and Jukka Jokilehto for examples of other types of values.**
- 3. The cultural significance of a World Heritage site is called its “outstanding universal value”, which is assessed using the criteria set out in the Operational Guidelines for the Implementation of the World Heritage Convention.**



- 1. Full text of the World Heritage Convention.**
- 2. Full text of the Operational Guidelines for the Implementation of the World Heritage Convention.**

Proper assessment of cultural significance should seek information from all possible sources to ensure a sound and comprehensive basis for all conservation decisions. It is also important to ensure the collected information is authentic.

Sources of information

The sources of information that lead to an understanding of cultural significance can vary greatly. The first source of information should be the site itself. Much information about the site can be obtained by careful observation of the site. Additional but useful information can be obtained by talking to the owners, users or local communities. Documentary research, such as research at local libraries or archives, local newspaper offices, relevant government departments, etc. can reveal information regarding the history of the structure. Experts or professionals, such as architects, engineers, historians and urban planners can help provide in-depth understanding of matters related to their respective subjects.

Recording and documentation

Collected information should be verified, categorized and collated to have a good understanding of the relationship between different types of information. At this stage, additional information may be required to have a complete understanding.

Detailed analysis of the information should be accompanied by interpretation of the data. Interpretation of data helps understand the importance of the data in relation to the cultural values of the old structure.



The entire process of collecting, analyzing and interpreting data is called research. Every step of a research process should be carefully recorded and clearly documented. Good documentation (1) helps easy identification of a problem in the process (if one is suspected); (2) can help support justification of the decisions, made either during the assessment stage or during any subsequent period; (3) helps others understand how the research was carried out and allows others to apply the process in similar cases; and (4) can help carry out further research. Well-documented research work can be a good source of information for future researchers and can be used as educational material.



Record the contact details of the experts, stakeholders and communities contacted. This is important for future reference.

Based on the understanding of different cultural values, a Statement of Significance expresses why the structure is culturally important. The statement of significance is a short value statement and does not restate the “facts”.

There is no standard format for the statement of significance. However, it should preferably be succinct and easy to understand so that everyone, not just the conservation professionals, can refer to it for all decision-making related to the site.

Assessment and analysis of conservation needs

Once the cultural significance is determined, the next step is to understand what is needed in terms of conservation interventions. It is also important, at this stage, to identify what is possible to do and, in that sense, what is not. Several factors influence the final decision (generally called conservation objectives or policies) regarding conservation of the site in question.

1. **Physical condition of the site.** The first and most important factor is the physical condition of the site. A sound physical condition, for example, may warrant little structural intervention whereas an unstable structure may require extensive intervention.
2. **Availability of materials.** This factor is related to the first factor. For conservation work, the use of original material is preferred over new materials. However, in some cases original material may not be available any more. In that case, an alternative but suitable material may need to be found. Choice of materials has direct implications for the type of intervention possible as each material has its specific properties and construction requirements.



3. **Availability of resources.** More than one type of conservation intervention may be suitable for a certain problem. However, the cost of implementation can be different for different types of interventions. A related factor, therefore, is how much money is available for the intervention as budget limitations may warrant a completely new and innovative approach to the problem. Availability of expertise is an important factor for conservation decisions as well. For example, some traditional construction techniques may not be practised today and the artisans who painted the walls of old temples may not be alive now. Under these circumstances, alternative solutions should be sought for treating problems in which traditional techniques are involved.
4. **External requirements.** These may include, among others, constraints imposed by legal requirements. Providing access for disabled persons to a public building or providing adequate fire exits are examples of such requirements. Urban planning or infrastructure development needs may impose similar constraints as well.
5. **Risk/threat assessments.** Threats caused by nature and humans, existing, imminent or potential, may require additional/special protection measures for a heritage site. For example, if burning of incense inside a historic temple made of timber is a common practice, then making arrangements to prevent fire caused by accidents or negligence should be considered in the conservation decisions.



Note

Reading 3-C: Risk-Preparedness for Different Forms of Cultural Heritage discusses the planning concerns for disasters for different forms of cultural heritage.

6. **Views/aspirations of the stakeholders.** The final factor is the views and aspirations of the stakeholders. Stakeholders can come from one or more of the following groups:
 - Owner(s)
 - Users (e.g. worshippers in a temple who may not be community members)
 - Local communities (note: community members may not be direct users of a heritage resource)
 - Related government departments
 - Interest groups (e.g. heritage professionals or conservation activists)
 - Funding agencies



Acceptance and success of a conservation decision depend largely on the extent to which the decision reflects the needs and aspirations of the stakeholders. Therefore, it is important that all stakeholders are consulted and included in the decision making related to conservation. For privately owned sites, the clients' needs may be critical in some cases.

Development of the conservation policy needs to consider all these factors. However, do not forget that the main purpose of conservation is to retain or enhance the cultural significance of the structure, not to diminish it.

Once the conservation policy is established, the next step is to adopt conservation measures to protect the site (section 3.4.2).

3.4.2 PROTECTION MEASURES²

Conservation policy is implemented through a combination of the following means:

- Legal measures
- Conservation interventions
- Management measures

Generally, all three components are necessary for a comprehensive site protection system.

Legal Measures

Legal measures are taken under existing international, national and/or local legislation, and conservation and management are carried out following national and/or local legislation and international and/or local conservation principles and guidelines.



Various international, regional and local documents present conservation principles and guidelines covering different aspects of heritage conservation. These documents are generally referred to as conservation charters. Refer to Module 6 for a selected list of conservation charters.



Charters section under Key Documents includes various key conservation documents, including charters.

² Most of the text appearing in this section has been adapted from the text in Module 3, *Cultural Heritage Specialist Guide Training and Certification Programme for UNESCO World Heritage Sites: A Training Manual for Heritage Guides*, UNESCO and Institute For Tourism Studies, 3rd Edition, 2006.



The formal process of a site's protection starts with its legal recognition as a heritage site. This is commonly done by including the site in a type of legal instrument, such as a decree, a by-law, etc. Such an official recognition gives a site legal protection and allows government authorities to secure resources for its protection (Figure 3.2).

Official recognition systems vary from region to region. In China, for example, heritage sites are classified according to their importance at different administrative levels, such as national level, provincial level, etc. In the UK, sites are listed according to their types and then graded according to their importance. The countries in the GMS also have their own systems of classification and it is important to understand what system is followed in your country.

FIGURE 3.2: MOST PROTECTED HERITAGE SITES ENJOY SOME FORM OF LEGAL PROTECTION



A legal notice, such as the one in the picture, can be put up at a heritage site to inform everyone that the site is protected by law. Salimgarh Fort, Delhi, India

Image source: S. S. Imon



Name the law(s) of your country providing legal protection to heritage sites at the national level.

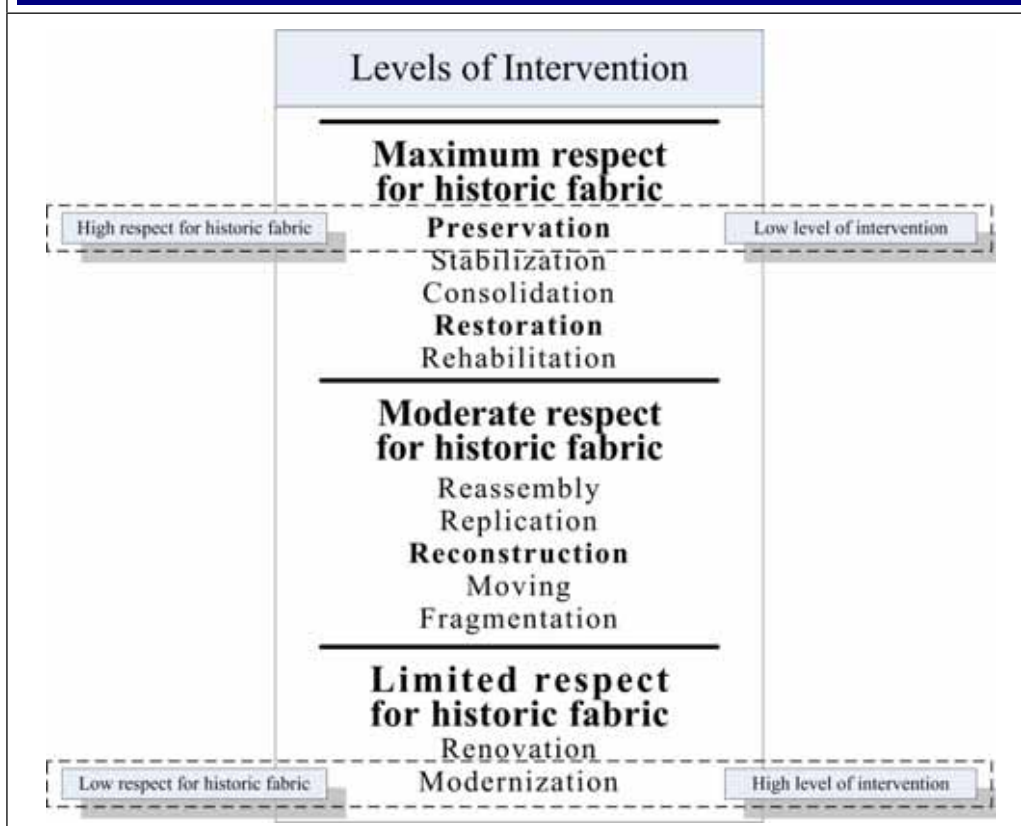


Conservation Interventions

Protection of tangible heritage

Physical measures to care for the heritage values of a site are called **conservation interventions**. Conservation interventions can be of many types and are classified according to their **levels of intervention**. Levels of intervention correspond to the amount of change introduced to a heritage site – the more the change, the higher the level of intervention. (Figure 3.3 shows the relationship between levels of intervention and respect for historic fabric.) The choice of conservation intervention for a site is governed by the conservation policies established through the process mentioned in section 3.3.1.

FIGURE 3.3: RELATIONSHIP BETWEEN LEVELS OF INTERVENTION AND RESPECT FOR HISTORIC FABRIC



Source: Based on Oberlander, July, Harold Kalman and Robert Lemon. Principles of Heritage Conservation. Victoria: British Columbia Heritage Trust, 1989, p. 9

QUOTE

Conservation interventions are technical measures for the treatment of damage and deterioration to a site and its setting. Treatment includes the following four categories: regular maintenance; physical protection and strengthening; minor restoration; and major restoration.

- China Principles, The China ICOMOS, 2002



Depending on the level of intervention, conservation work may involve many different types of actions. The following are the most commonly-used terms for conservation interventions:

- Preservation
- Restoration
- Reconstruction
- Adaptation

The meaning of these terms may vary from culture to culture. However, the following definitions by the Australia ICOMOS Burra Charter are most commonly accepted:

- Preservation means maintaining the fabric of a place in its existing state and retarding deterioration.
- Restoration means returning the existing fabric of a place to a known earlier state by removing additions or by reassembling existing components without the introduction of new material.
- Reconstruction means returning a place to a known earlier state and is distinguished from restoration by the introduction of new material into the fabric.
- Adaptation means modifying a place to suit the existing use or a proposed use, which may involve a number of different types of interventions.

Very often, conservation of a cultural heritage site includes more than one type of intervention. The decision to choose a particular type of action is normally based on the principle of minimum intervention. According to this principle, the best type of intervention is the one that protects the most by doing the least. This principle helps reduce the risk of causing irreversible damage to a cultural heritage site and loss of its cultural values through unnecessary work.

Since the main purpose of conservation is to express and retain cultural significance, any conservation effort must ensure that the cultural values are, at the least, not diminished. This is ensured by maintaining authenticity in every step of the conservation process.



Read section 3.3.4 for more on authenticity in conservation.

Protection of intangible heritage

The levels of interventions discussed above are applicable to tangible heritage only. The protection of intangible heritage is much more complex than the



protection of tangible heritage. Very often, intangible heritage is associated with tangible objects and places. For example, a certain ritual may take place in a particular temple only or a traditional opera may use a certain type of physical setting. However, intangible heritage has strong social and religious dimensions as well. For example, a ritual will continue to take place only when there are people who believe in that religion and practise it. Similarly, if the people from a traditional society do not want to wear their traditional costumes and prefer to wear western dresses, then one needs to address the social and economic causes of such changes. But protection measures should not be based on the principle of stopping any changes, either of the physical fabric or of social values, since change is an important characteristic of the culture of a living society.

Protection of such intangible heritage as traditional way of life, festivals and other special events, etc., therefore, must go beyond physical measures and address all the factors that may have an impact on these. However, this does not mean a site manager, who is responsible for the management of a tangible heritage site only, cannot contribute to the protection of intangible heritage. Rather, by developing a broad understanding of the meaning of heritage and by identifying the connections between different heritage elements, a site manager can take actions that make a positive impact on intangible heritage. For example, to repair the wooden parts of a historic structure, a site manager can employ a local craftsman. If a local craftsman is not available to carry out such tasks, the site manager, instead of employing modern tools, can train local joiners to perform these jobs. These kinds of actions by a site manager not only help sustain a traditional craft, they can also help revive lost skills.



UNESCO Convention for the Safeguarding of the Intangible Heritage provides the principles for the protection of intangible heritage.



UNESCO Convention for the Safeguarding of the Intangible Heritage.



The UNESCO webpage on Intangible Heritage @ http://portal.unesco.org/culture/en/ev.php-URL_ID=2225&URL_DO=DO_TOPIC&URL_SECTION=201.html discusses various issues related to intangible heritage.

Very often, international tourism is blamed for changes in the social values and cultural preferences of traditional societies or of the communities living in and around heritage sites. While irresponsible and unmanaged tourism can and does cause such problems in many CT sites, there are also other factors, such as globalization, increased exposure to foreign cultures, lack of community identity, lack of adequate knowledge of local cultural heritage, etc. that can have similar



negative impacts. Site managers, through various site presentation and interpretation methods, can create awareness and address many of these issues.

Management measures



Before reading this section, read “Reading 3-B: What Do Heritage Managers Do?” on page 3-40.

Legal measures provide site managers with the power to carry out protection measures and to employ conservation interventions to protect a site from deterioration. However, conservation interventions are specific measures to address specific problems and may be considered a reactive approach. Good management ensures protective measures are taken before problems become threatening and can, to some extent, reduce or eliminate threats to a CT site.

Management measures for a heritage site can be both short-term and long-term. Repairing a broken fence or replacing a broken glass pane is an example of short-term management. Regular day-to-day maintenance, such as cleaning and watering plants, and protecting a site from threats, such as guarding against theft or managing visitors, are examples of continuous or long-term management. Risk preparedness is also a part of heritage site management.



Risk preparedness refers to planning and implementing measures that can help eliminate or reduce the chance of a threatening situation from occurring and, in case such situation arises, minimise the impacts on.

Management plan

Different countries have different approaches to cultural heritage management. The most common tool for such management is to prepare a management document that describes the management objectives and the management process. Depending on the legal and management systems of a country, this document may have one of the following names:

- Master Plan
- Conservation Plan
- Conservation Management Plan
- Management Plan

The term **Management Plan** is commonly used for management documents for World Heritage sites. This Training Manual uses this term to refer to all types of management documents.



A management plan for a heritage site generally serves the following purposes:

- Establishes and shares the overall vision for the long-term management of the site;
- Informs everyone involved/related about the management needs of the site; and
- Provides guidance on how to protect and manage the site.

The content of a management plan may vary greatly between sites and between different countries. However, the most common components of a management plan include the following:

- Site description
- Location, boundaries, components, users/owners, etc., of the site
- Historical development
- Existing management system
- Cultural significance of the site
- Conservation and management issues
- Conservation and management needs
- Expertise needed to manage the site
- Funding
- Training
- Management vision and objectives
- Maintenance schedules



The article entitled “Conservation Management Plans: A Guide” from the United Nations Institute for Training and Research (UNITAR) website discusses various key issues related to management plans, and also provides a suggested list of contents for such plans. You can read the document @

<http://www.unitar.org/hiroshima/world%20heritage/Background%20Material%20by%20F.LeBlanc/Management%20Plans/Conservation%20Management%20Plans%20-%20A%20Guide.pdf>



Worksheet 3-B: Identify the short-term and long-term management needs of a site you know well.



Monitoring

Monitoring the effectiveness of protection measures is an important component of management. Monitoring provides management with valuable information regarding the effectiveness of the protection system and helps identify areas that require improvements.

Monitoring requires regular or periodic collection of information from various sources. However, mere collection of information is not useful unless the information is analyzed and interpreted and checked against the management objectives to identify the effectiveness of the management measures. For example, most heritage sites gather information about the number of visitors to the site. A good analysis of the figures can reveal which months or days of the year attract most visitors. Moreover, it can also inform a site manager about which time of the day the pressure from visitors is high.

If a good monitoring measure is employed, it can yield even more in-depth information related to visitation, such as the visitors' gender, age, education, level of satisfaction, etc. With the help of this information and some interpretation, a site manager can then determine how much resources s/he needs to employ to manage the visitors on a peak day, how to meet the need of a certain type of visitor, etc.

Monitoring can also inform a site manager about what or if an intervention is required. For example, a monitoring device over a crack on a wall (Figure 3.4) can reveal if the crack is stable or expanding. Depending on the information revealed by the monitoring, the site manager will be able to determine what action is necessary.

FIGURE 3.4: MONITORING A CRACK



*Monitoring a crack on a column in Former Marine Police Headquarter, Hong Kong
Source: S. S. Imon*



Development of a monitoring system involves the following steps:

- **Development of a set of performance indicators** based on the management objectives set earlier. Section 2.2 provides a broad set of goals of CT sites management. The management objectives for monitoring purposes should be based on these broad goals but should be detailed enough so that the achievement of these objectives can be measured against the indicators.
- **Development of baseline data** through detailed research. Since the main purpose of monitoring is to measure if there is any change from the existing condition, it is essential that a good record of existing conditions is prepared.
- **Development of performance standards.** Standards can be both qualitative and quantitative. While baseline data provides information on the existing condition, performance standard informs a manager about what to achieve.

Table 3.1 provides an example of how performance indicators can be linked to broad management objectives:

TABLE 3.1: EXAMPLE OF MONITORING SYSTEM (USING ONE INDICATOR AS A SAMPLE)			
Broad management objective: <i>Provide adequate facilities for proper visitor enjoyment.</i>			
Specific objectives for the above management objective	Monitoring indicator(s)	Performance standard	Required component(s) of monitoring system
Adequate number of toilets for visitors.	Average waiting time per visitor for the use of a toilet facility. [quantitative indicator]	The maximum waiting time for a visitor for the use of a toilet facility during peak periods is five minutes.	Determine average waiting time for a visitor for the use of a toilet facility through observations and by recording waiting time for each visitor during all peak periods.
	Physical environment inside the toilets. [qualitative indicators]	The toilet facility should be free from bad odour.	Peak hour: Inspection by a site staff every 30 minutes. Off-peak hour: Inspection by a site staff every two hours.

In the above example, if it is found that the average waiting time for a visitor during peak periods is more than the performance standard set earlier, the site manager should provide additional toilet facilities for the visitors. Failing to do so



may lead to visitors' discomfort or endanger a site's physical environment. If the site condition does not allow additional toilet facilities, the site manager may decide to limit or control the number of visitors entering the site during peak periods.

Other specific objectives for the above broad management objective may include such facilities as ticketing, interpretation, first aid, signage, etc. for each of which detailed monitoring indicators and performance standards should be developed for the monitoring system.

While monitoring can inform a site manager about whether a management measure is adequate or not, it can also inform the manager if a facility is underutilized or redundant.

A monitoring system may include manual checks by a site staff member or can include installation of a piece of equipment. In addition, it should clearly specify whether monitoring should be continuous or should take place periodically. In the latter case, the frequency of monitoring should also be mentioned.

Management system

A management plan provides details of what are needed for good management of a site and how to implement various management measures. However, unless a management system is established, a management plan is nothing more than a good document.

Establishment of a management system ensures the management measures prescribed in the management plan are implemented. For example, if in a management plan the cleaning of the surface of a marble structure is recommended to take place every three months, an effective management system will ensure that adequate human resources are employed and adequate technical and financial resources are allocated for the job.



Worksheet 3-C: Assessment of current management system.

3.4.3 PROTECTION OF WORLD HERITAGE SITES³

Protection of World Heritage Sites requires special attention. The following sections, which are reproduced from *Cultural Heritage Specialist Guide Training and Certification Programme for UNESCO World Heritage Sites: A Training Manual for*

³ The text of this section has been taken from Unit 2 of *Cultural Heritage Specialist Guide Training and Certification Programme for UNESCO World Heritage Sites: A Training Manual for Heritage Guides*, UNESCO and Institute For Tourism Studies, 3rd Edition, 2006.



Heritage Guides, provide an overview of issues that are specific to the protection of World Heritage sites.

Understanding World Heritage sites

Throughout the world, there are cultural and natural heritage sites that are considered to have special importance to humankind. Among these sites, some are considered to be of outstanding value to humanity. A site becomes a World Heritage site when it is inscribed on the United Nations Educational, Scientific and Cultural Organization's (UNESCO) World Heritage List for its outstanding universal value.

According to the *Operational Guidelines for the Implementation of the World Heritage Convention*, "Outstanding universal value means cultural and/or natural significance which is so exceptional as to transcend national boundaries and to be of common importance for present and future generations of all humanity."

Types of World Heritage

According to the *Operational Guidelines for the Implementation of the World Heritage Convention*, a World Heritage site can be classified into one of the following categories:

- Cultural site, such as, the Temple of Preah Bihear in Cambodia; or
- Natural site, such as, Ha Long Bay in Vietnam; or
- Mixed site, such as, Mount Emei Scenic Area, including Leshan Giant Buddha Scenic Area in Sichuan Province, China.

World Heritage sites are testimony to the natural wealth of the earth and the cultural excellence of humankind. They represent the best and most important examples of our cultural and natural heritage. By focussing on World Heritage sites, we are protecting our most valuable heritage.

Criteria for the Assessment of Outstanding Universal Value

Inscription of a site on the World Heritage List follows the guidelines set out by the World Heritage Convention. The most important step of the inscription process is to establish the outstanding universal value of the site.

The World Heritage Convention sets out the criteria for the assessment of outstanding universal value of a site. There are a total of ten criteria. A site is considered to have outstanding universal value if it meets one or more of these criteria.

Paragraph 77 of the *Operational Guidelines for the Implementation of the World Heritage Convention* states the following:



“The Committee considers a property as having outstanding universal value if the property meets one or more of the following criteria.

Nominated properties shall therefore:

- (i) represent a masterpiece of human creative genius;
- (ii) exhibit an important interchange of human values, over a span of time or within a cultural area of the world, on developments in architecture or technology, monumental arts, town-planning or landscape design;
- (iii) bear a unique or at least exceptional testimony to a cultural tradition or to a civilization which is living or which has disappeared;
- (iv) be an outstanding example of a type of building, architectural or technological ensemble or landscape which illustrates (a) significant stage(s) in human history;
- (v) be an outstanding example of a traditional human settlement, land-use, or sea-use which is representative of a culture (or cultures), or human interaction with the environment especially when it has become vulnerable under the impact of irreversible change;
- (vi) be directly or tangibly associated with events or living traditions, with ideas, or with beliefs, with artistic and literary works of outstanding universal significance. (The Committee considers that this criterion should preferably be used in conjunction with other criteria);
- (vii) contain superlative natural phenomena or areas of exceptional natural beauty and aesthetic importance;
- (viii) be outstanding examples representing major stages of earth’s history, including the record of life, significant on-going geological processes in the development of landforms, or significant geomorphic or physiographic features;
- (ix) be outstanding examples representing significant ongoing ecological and biological processes in the evolution and development of terrestrial, fresh water, coastal and marine ecosystems and communities of plants and animals;
- (x) contain the most important and significant natural habitats for in-situ conservation of biological diversity, including those containing threatened species of outstanding universal value from the point of view of science or conservation.”

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.

3.4.4 ISSUES OF AUTHENTICITY AND INTEGRITY OF A HERITAGE SITE

Authenticity, in the context of World Heritage sites, refers to the genuineness or originality of a site. In other words, if a site – or part of a site – is not original, then the site loses its authenticity. Although this sounds very simple, in reality authenticity is a complex concept that requires special attention.



QUOTE

Depending on the nature of the cultural heritage, its cultural context, and its evolution through time, authenticity judgements may be linked to the worth of a great variety of sources of information. Aspects of these sources may include form and design, materials and substance, use and function, traditions and techniques, location and setting, and spirit and feeling, and other internal and external factors. The use of these sources permits elaboration of the specific artistic, historic, social and scientific dimensions of the cultural heritage being examined.

- Nara Document on Authenticity, 1994

All conservation interventions induce some sort of changes to the original condition of a heritage site, which are a natural part of the conservation process. However, the acceptability of the change depends on whether the intervention passes the condition of authenticity.

The authenticity of a site can be affected in a number of ways. For a monument, for example, conditions of authenticity may not be met if the monument – or a part of it – is restored or reconstructed without paying respect to its original material, design, workmanship or setting.

Although it is sometimes necessary to introduce new materials or techniques to safeguard a heritage site, it is important that this kind of intervention is clearly documented and expressed either through the properties of materials or through different interpretation methods so that visitors or future generations are not misled. For obvious reasons, copies or replicas are not considered authentic. Examples of copies can be found in many theme parks or casinos where copies of famous historic landmarks are constructed to increase their attractions.

For a historic city or a cultural landscape, authenticity may depend on its use and function, traditions, techniques, setting, different forms of intangible heritage, etc.

The perception of authenticity varies between cultures and has direct implications for how conservation works are carried out in these cultures. In some cultures, for example, the authenticity of material is regarded as more important, therefore, keeping original materials will be regarded as more important than replacing them with new but the same type of material. However, in some cultures, especially those from Asia and Africa, authenticity in traditional practice is considered more important than keeping the original materials. Replacing damaged structural components of a temple made of timber is an example of such practice. While this is acceptable in almost all GMS countries, other cultures might prefer to keep the original materials over replacing them. Therefore, a judgement of authenticity must consider the cultural context of the site.





Read Section II.E of the Operational Guidelines for more on Authenticity and Integrity. You may access the document @ <http://whc.unesco.org/en/guidelines/>.



Operational Guidelines for the Implementation of the World Heritage Convention.

3.4.5 SITE PRESENTATION AND INTERPRETATION

One of the most important purposes of protecting a heritage site is to connect present generations with the past and ensure that the message of a heritage site is passed on to future generations. However, if a cultural heritage site is not presented well and its interpretation is inadequate, even if the site is well-protected, visitors may not have a complete understanding of its cultural significance. Site interpretation is also important for the enjoyment of the site by the visitors.

FIGURE 3.4: WELL PRESENTED SITES HAVE CLEAR AND WELL-DESIGNED INSTRUCTIONS



FIGURE 3.5: ON-SITE INTERPRETIVE MATERIALS HELP VISITORS UNDERSTAND THE CULTURAL SIGNIFICANCE OF A SITE



*Wat Pho, Bangkok, Thailand
Image source: S. S. Imon*



See Module 5 for more on how good interpretation can help site protection.

Interpretation methods can take many forms, some of which can be produced by the site managers and provided on-site while some can be produced by the tourism industry.



Brochures, guidebooks and maps are printed forms of interpretation methods. Narrated visual presentations in the form of *Sound and Light* shows are very popular as an interpretation method at many sites. Guides, whether site employed or outside guides, provide an opportunity to have an interactive interpretation for visitors. In all forms of interpretation methods, it is imperative that the authenticity of the information is respected and visitors are encouraged to help with the protection of the site.

QUOTE

All World Heritage sites have more than one important story to tell about their history; the way they were constructed or destroyed, the people who lived there, the various activities there and the happenings, the previous uses of the site and perhaps tales of the notable treasures. In presenting and interpreting the historical story of the heritage site, it is necessary to be selective and to decide which elements will be of most interest to the kind of people that the site will attract; human interest stories are often the most popular.

- Management Guidelines for World Cultural Heritage Sites, 1998, p. 100

3.5 Facilities management

3.5.1 CONCEPTS AND OBJECTIVES OF FACILITIES MANAGEMENT

Facilities at heritage sites refer to the provisions and services that cater for the various needs of users, visitors and host communities. Facilities at CT sites are finite. These limited facilities are generally shared by the host communities and their visitors. Some facilities such as maintenance vehicles and conservation staff do not benefit host communities directly. CT can benefit host communities by sharing facilities through coordination and management. The goal of facilities management is to guide various stakeholders and facilities providers toward a common vision of supporting the sustainable use of CT sites. Through coordination of resources and planning for potential risks and threats, facilities management at CT sites must strive for the creation of secure visitor experiences, sustained conservation efforts and the improvement of the standards of living for host communities.

DEFINITION

Facilities management is defined as 'the integration of processes within an organisation to maintain and develop the agreed services which support and improve the effectiveness of its primary activities'

- British Institute for Facilities Management, 2006



3.5.2 KEY ISSUES AND CHALLENGES

The current management of facilities at CT sites generates some key issues. The first concerns the partnership between public and private sectors.

Very often conservation and management of CT sites are public sector-managed while the tourism industry tends to be private sector-driven. This trend generates some potential conflicts and opportunities. Privately-owned agencies are generally more dynamic and respond to CT development opportunities much faster than the public sector. They can help the public sector and site managers identify tourism development opportunities. However, some of these private firms could be overly profit-driven and could be myopic to long-term sustainability issues. The public sector should regulate and control its private partners particularly in areas and aspects of the collaboration that relates to and impacts upon the cultural heritage resources. In short, public-private partnerships for CT sites should be private-sector led but public-sector regulated.

Another challenge for facilities management at CT sites is the cyclical nature of visitation and tourism. This tends to bring about high and low season visitor traffic. Facilities could be over-burdened in the high season and 'idle' in the low season. Site managers can increase facilities to meet high season demand so that site management standards and tourism experience are not compromised. In the low season, site managers can lease the facilities to the host community for a nominal fee. One example of this is the local use of tourist buses in low seasons.

Sustainable development at CT sites is also a key challenge. Site managers are tasked with the mission of ensuring optimal levels of transport-related infrastructure provision, visitor services, facilities and accommodation while at the same time ensuring that all these demands do not overburden the cultural and natural environment of the site. This is an extremely difficult task. CT development should be done in phases and the host community's views and feelings must be incorporated into the overall plan. Environmental impact assessments (EIA) by external and third party consultants are to be conducted before new facilities such as hotels are built.



Worksheet 3-D: Identification of facilities management requirements.

3.6 Visitor management

3.6.1 CONCEPT AND OBJECTIVES OF VISITOR MANAGEMENT

The role of the CT site manager is multi-faceted. In addition to protecting cultural heritage resources and managing facilities, managing visitors to the CT



site is also very important. The objective of visitor management for the site manager is two-fold. First, the CT site manager seeks to prevent irresponsible visitor behaviour and encourage meaningful behaviour. Insensitive visitor behaviour can threaten conservation and disrupt other visitors' experience at the CT site. Purposeful visits based on motivations to learn, appreciate and promote cultural significances of the CT site are encouraged. Second, the CT site manager should also aspire to engage visitors and seek visitors' commitment to the site and its management. As the relationship between site manager and visitor is a symbiotic one, the site manager needs visitors to support and justify conservation of the cultural heritage resources while the visitor relies on the site manager to conserve and manage the site without which the visitor would not be able to experience a quality CT experience.

FIGURE 3.6: VISITORS AT HERITAGE SITES



Angkor Wat, Cambodia

Image source: S. S. Imon

Hence, visitor management can be defined as the management of visitors in such a way as to bring about optimization of visitor experience while supporting the realization of the site's over-arching and long-term management goals. Implementing visitor management then is in every site manager's interest. So how does one approach planning and developing CT programmes that fit the framework of visitor management? By working closely with the tourism industry, a site manager can ensure the effective and quality management of visitors (see Module 5 for more on this).

DEFINITION

Visitor management is “the management of visitors in a manner which maximises the quality of the visitor experience while assisting the achievement of an area’s overall management objectives”.

Hall, C. M and Mc Arthur, S. Heritage Management in Australia and New Zealand: the Human Dimension, Oxford University Press, Melbourne, 1998, pp. 74-87.



3.6.2 KEY ISSUES

Despite greater awareness and greater international assistance, some issues continue to plague visitor experiences at many CT sites. Site interpretation is poorly done at many sites leading to interpretations that are not authentic, overly simplistic or even sensationalized. Sometimes, site interpretations are done by guides or even bus drivers who do not belong to the community. As such, they may not be able to express the complex cultural values of folklores, traditions, ethnic music and other forms of intangible heritage in an authentic and moving way.

As some sites become popular, particularly upon World Heritage inscription, carrying capacities become a source of concern as busloads of mass tourists arrive at these often very fragile sites. In addition to stressing the structural components of the site, mass tourism also burdens the limited guiding and interpretation resources. Furthermore, at many cultural sites, mass tourism creates a host of problems. These include transformation of a site for purposes that are more commercial, displacement of traditional businesses by tourism related businesses and displacement of local resident population by wealthier people from other places.

Congestion and lack of visitor control can also endanger tourists and increase the likelihood of damage to the cultural heritage resources. Proper pavements, shelters, medical help, waiting areas and ample fire escape points and exits are crucial for visitor safety. Furthermore, as some acts of violence have taken on a religious extremist turn, visitors at sites of religious value could be exposed to acts of violence. Site managers should plan possible mitigation measures and map out contingencies.



Worksheet 3-C



ASSESSMENT OF CURRENT MANAGEMENT SYSTEM

Select a cultural heritage site that you know well. By comparing it against the list of management-related items in the left column, try to identify what is lacking in the current management system of the site.

Key management component	Tick if available
Clearly identifiable site boundaries	
Detailed documentation of the site	
Statement of significance for the site	
Assessment of physical condition of the site	
Assessment of resource requirements for the management of the site	
Assessment of external requirements	
Risk assessment for the site	
Stakeholders' view about the management of the site	
Clear management vision developed through consultation with stakeholders	
Clearly defined long-term and short-term management objectives	
Qualified staff for the site's management	
Adequate number of staff to take care of all management needs	
Adequate funds to carry out all management tasks	
Regular and systematic communications with the community	

Hint: Refer to section 3.3.1.



KEY READING

Reading 3-A: How is heritage significance assessed?

[The following excerpt from the book *Protecting Local Heritage Places: A Guide for Communities* (Australian Heritage Commission, 2000, pp. 55-73) provides information about the process of assessing the heritage significance of natural and cultural sites. *The full-text of the book is included in the companion CD-ROM.* Copyright: Australian Heritage Commission. Reproduction is always permitted as long as complete reference is provided.]

Heritage professionals have developed ways of formally assessing the significance of natural and cultural heritage places. The following documents may provide some assistance:

- Natural Heritage Places – A handbook for conservation: Implementing the Australian Natural Heritage Charter for conservation of places of natural significance, 1998, Lorraine Cairnes, Australian Heritage Commission in association with the Australian Committee for IUCN.
- Draft Guidelines for the Protection, Management and Use of Aboriginal and Torres Strait Islander Cultural Heritage Places, 1997, Department of Communications and the Arts.
- ‘Guidelines to the Burra Charter’ (cultural heritage significance) in *The Illustrated Burra Charter: Making good decisions about the care of important places*, 1992, Australia ICOMOS.

The general steps involved in a heritage significance assessment are outlined in these documents and described briefly below.

Step 1 Describe the place

Compile the information that you have gathered and organize it according to individual places. If assessing a very large area or a place with a number of different types of values, you may need to look at elements such as natural, indigenous or historic features separately, and then bring them together at the end to tell the story of the place.

Step 2 Consider the significance of the place

There are many perspectives and views in considering the significant values of a place. For instance, some indigenous communities may wish to define the significance of a place very broadly. Methodologies for assessing significant values constitute a rapidly evolving set of ideas. The following categories and questions are a guide to considering significance.



Why is this place important?

The following definitions of social, aesthetic, historic and scientific values are from the *Australia ICOMOS Charter for the Conservation of Places of Cultural Significance (the Burra Charter) (1992)* and the *Draft Guidelines for the protection and management and use of Aboriginal and Torres Strait Islander cultural heritage places (1998)*. The definitions of biological diversity, ecosystems and geological values are from the *Australian Natural Heritage (Charter Standards and principles for the conservation of places of natural heritage significance) (1996)*.

Social values

Social value to the community embraces the qualities for which a place is a focus of spiritual, traditional, economic, political, national or other cultural sentiment to the majority or minority group.

- Is the place important to the community as a landmark or local signature? In what ways, and to what extent?
- Is the place important as part of community identity? In what ways, and to what extent?
- Is the place important to the community because an attachment to it has developed from long use? What is the length and strength of that attachment?
- Which community values the place?
- What is the relative importance of the place to the group or community (compared to other places important to it)?
- Is the place associated with a particular person or group important in your community's history? What is the importance of the association between this place and that person or group?
- Is the place valued by a community for reasons of religious, spiritual, cultural, educational or social associations? In what ways, and to what extent?

Aesthetic values

Aesthetic value to the community includes aspects of sensory perception (sight, touch, sound, taste, smell) for which criteria can be stated. These criteria may include consideration of form, scale, colour, texture and material of the fabric or landscape, and the smells and sounds associated with the place and its use.

- Does the place have natural or cultural features which are inspirational or evoke strong feelings or special meanings? What are those features, and to what extent are they evocative?
- Does the place have a distinctive feature that is a prominent visual landmark?



- Does the place evoke awe by its grandeur of scale? To what extent is this important?
- Does the place evoke a strong sense of age, history or time depth? How does it do this, and to what extent?
- Is the place symbolic for its aesthetic qualities? Has it been represented in art, poetry, photography, literature, folk art, folklore mythology or other imagery?
- Does the place have outstanding composition qualities involving any combinations of colour, form, texture, detail, movement, unity, sounds, scents, spatial definition and so on? To what extent is this important?

Historic values

Historic value to the community encompasses the history of aesthetics, science and society, and therefore could be used to encompass a range of values. A place may have historic value because it has influenced, or has been influenced by, an historic figure, event, phase or activity. It may be the site of an important event. History can describe the 'story' of a place or its people and can apply to any period, though not usually the current period.

- Is the place important in showing patterns in the development of the history of the country, state or territory where your community lives or a feature of your local area? How does it show this?
- Does the place have indigenous plant species that have historic significance?
- Does the place show a high degree of creative or technical achievement? How does it show this?
- Does the place have geological features that have historic significance?
- Is the place associated with a particular person or group important in your history? What is the importance of the association between this place and that person or group?
- Does the place exemplify the works of a particular architect or designer, or of a particular design style? In what ways, and to what extent?
- Is the place associated with a particular event in the history of your area, or the state, territory or nation? What is the relationship between this place and those events?
- Does the place demonstrate ways of life, customs, processes, land use or design no longer practised, in danger of being lost, or of exceptional interest? How does it demonstrate these things?
- Does the place exemplify the characteristics of a particular type of human activity in the landscape, including way of life, custom, process, land use, function, design or technique? In what ways, and to what extent?
- Does the place reflect a variety of changes over a long time? In what ways, and to what extent?



Scientific values

Scientific value to the community will depend upon the importance of the data involved, on its rarity, quality or representativeness, and on the degree to which the place may contribute further substantial information.

- Is the place important for natural values in showing patterns in natural history or continuing ecological, earth or evolutionary processes? In what ways, and to what extent?
- Is there anything about the place or at the place which is rare or endangered, for example, plant or animal species, geological features, a type of construction method or material used, or a particular form of archaeological evidence?
- Is the place important in helping others to understand this type of place? In what ways, and to what extent?
- Is the place a good example of a particular type of place, that is, undisturbed, intact and complete? Why is this?
- Can the place contribute to research understanding of natural or cultural history? In what ways, and to what extent?
- Can the place contribute to scientific understanding of biodiversity or geodiversity? In what ways, and to what extent?

Special values

Special values to the community can be considered as part of other values but are particularly important for some places and some communities.

- Does the place have important values relating to spiritual beliefs?
- Is the place spiritually important for maintaining the fundamental health and well-being of natural and cultural systems?
- Are there wilderness or wild river values recognised at the place?

Biodiversity values

Biological diversity (intrinsic) value is the importance of the variety of life forms: the different plants, animals and micro-organisms, the genes they contain, and the ecosystems they form.

- Is the place important for its species diversity, ecosystem diversity or community diversity?
- Is the place important for its rare or endangered elements?
- Is the place important for particular species?

Ecosystem values

Ecosystems (intrinsic) value is the importance of the interactions between the complex of organisms that make up a community with their non-living environment and each other.



- Is the place an important example of intact ecological processes at work?
- Does the place contribute to important ecological processes occurring between communities and the non-living environment?

Geodiversity values

Geodiversity (intrinsic) value is the importance of the range of earth features including geological, geomorphological, palaeontological, soil, hydrological and atmospheric features, systems and earth processes.

- Is the place important as an example of particular earth processes at work in soil, water or atmosphere?
- Is the place important for its diversity in fossils, land systems or geological features?
- Is the place important for its rare or endangered elements?
- Is the place important for particular phenomena?

Step 3 Order your information

After assessing the significant values of the place, it is useful to order this information, particularly if a number of places are involved.

This is important if a comparative significance assessment is done (see Step 4).

Heritage criteria provide a common method of describing the different types of values of heritage places and can be used with small or large areas, and natural and cultural heritage.

Step 4 If needed, conduct a comparative assessment

For a number of similar places, it may be necessary to do a comparative heritage significance assessment.

This can be done by asking:

- How many other places like this are there in this area?
- How important is this place compared to similar places in this area or other areas of the country?
- How important is this place to your community or group compared to other similar places in the area of your community?
- What is the physical condition of the place relative to other similar places?
- Note that this step is not necessary if the place in question is the only place of its type or one of few similar places existing. Comparing the



significance of places may not be appropriate for places of indigenous heritage significance.

Step 5 Write a statement of significance

The above steps will have identified the significant values of the place.

A statement of significance sets out why a place is important and explains the values the place holds for the community or groups within the community.

Tips for writing a statement of significance

The statement should be a succinct, clear and comprehensive statement of the major reasons why a place is significant.

- Focus on answering the question: Why is this place significant?
- Word the statement carefully to reflect the values of the place. Refer to heritage criteria if appropriate.
- For a large or complex area, present overall significance as a summary statement, supported by subsidiary statements for specific features.
- The statement should indicate any areas where there are known gaps in knowledge. For instance, it should state whether the place has been assessed for both natural and cultural heritage (indigenous and historic).
- The statement should be accompanied by evidence supporting the judgement of significance expressed in the statement, for example, documents, results of studies or workshops, or oral statements.



Reading 3-B: What do heritage managers do?

[The following excerpt from the book *Management Guidelines for World Cultural Heritage Sites* (by Bernard Feilden and Jukka Jokilehto. ICCROM, Rome, 1998, pp. x-xi) provides a good overview of the roles of a heritage manager at a World Heritage site. Nevertheless, these roles are equally applicable to managers at any cultural heritage site.

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Who has the day-to-day, hour-by-hour responsibility for the management of a World Cultural Heritage site? The site may be chock-a-block with visitors, but who is responsible? There may be a Director-General, but, unless he or she has delegated adequate authority, no local person is in effective charge. Without local management control, anything can happen. The preventive actions needed to protect cultural heritage must be taken by specially trained staff who understand its significance.

The designation of a site as World Heritage implies changes. Increased numbers of visitors demand new facilities and bring in more traders. Shops that encroach on the site in a few days may take years to remove, even if their presence is totally illegal. A government may seek to enhance its site by over-restoration. The landscape and setting of the site may be damaged by intrusive development, such as engineering works or mineral extraction, and so on. Management should focus on risk assessment.

Management is essential, and can only be exercised at the site. What are the responsibilities of a site manager? A visitor has a serious accident: someone has to deal with it. A school party arrives unexpectedly without having booked, it is raining heavily and there is no shelter. There has even been a case where a dry riverbed flooded and a party was swept away by a sudden storm. Continuous erosion of the site causes floors with inscriptions to become worn. Even the rocks of the Acropolis need protection. Crowding of visitors leads to frustration and this may promote vandalism. Litter has to be cleared, paths repaired, plants protected and the needs of wild animals respected. The site manager has constantly to monitor security and be on guard against arson. All this strain on the management is to enable the citizens of the world to enjoy their cultural heritage.



Reading 3-C: Risk-Preparedness for Different Forms of Cultural Heritage

[The following excerpt from the book *Risk Preparedness: A Manual for World Cultural Heritages* (Herb Stovel. ICCROM, Rome, 1998, pp.28-33) discusses the planning concerns for disasters for different forms of cultural heritage. Copyright: ICCORM. Reproduction permitted by the copyright owner]

[T]his section attempts to define both the common elements to be taken into account in planning appropriate risk-preparedness measures for different types of heritage and also their essential distinguishing characteristics.

The World Heritage Convention offers a definition of cultural heritage useful for distinguishing among various forms of cultural heritage:

- *monuments*: architectural works, works of monumental sculpture and painting, elements of structures of an archaeological nature, inscriptions, cave dwellings and combinations of features, which are of outstanding value from the point of view of history, art or science;
- *groups of buildings*: groups of separate or connected buildings which, because of their architecture, their homogeneity or their place in the landscape, are of outstanding universal value from the point of view of history, art or science;
- *sites*: works of man or the combined works of nature and of man, and areas including archaeological sites which are of outstanding universal value from the historical, aesthetic, ethnological or anthropological points of view.

The categories of *buildings*, *groups of buildings* and *sites* can be understood to roughly correspond to the categories examined below, namely monuments (single structures, buildings or complexes), historic settlements, and cultural landscapes. This Manual also separates out archaeological sites (a special case of monument) as deserving particular attention.

The particular planning concerns held in common in seeking to improve risk-preparedness for cultural heritage are noted below first, followed in turn by particular planning concerns applicable to monuments, archaeological sites, historic settlements and cultural landscapes.

Cultural Heritage

Disaster Planning

Effective disaster planning for cultural heritage should be characterized by the following:

- Emphasize preparation, and be positive in tone and content.



- Use a phased approach to planning: develop the plan, test the plan, adjust and re-test until satisfactory, and confirm the plan.
- Raise awareness and appreciation of the values of cultural heritage among community members and the officials involved.
- Adopt only the highest principles of good conservation practice.
- Develop in the community a good understanding of significant hazards and the related vulnerability of cultural heritage.
- Balance risks against heritage values when determining acceptable levels of risk and in defining priorities for response.
- Try out plans, including through regular use of simulations and drills involving all those who might be affected; test scenarios should be realistic and reflect known patterns of disaster response in populations, e.g., during disasters, urban and rural populations tend to have different responses – the former cluster, the latter flee – and similar responses are probably predictable in relation to specific sites.
- Anticipate, be aware of and update appropriate line-of-command relationships, among, for example, Ministries of Culture, of Defence, of Planning and of Transport (to form an Emergency Council at national level, for instance), and between local, regional and national contexts, since these are often unclear and therefore difficult to establish during a disaster.
- Establish a single point of authority, and links between that focal point and different sources of aid that may be needed in emergency situations (e.g., technical services, civil security, social support for the community).
- Give priority to investing in people, awakening their understanding of values, needs and possibilities; do not just plan for structures.
- Take care to develop policies and approaches that attempt to maintain a balance between heritage, lives and livelihood in planning response and recovery.
- Provide risk-preparedness professionals with a clear picture of the nature of heritage goals in tangible terms (e.g., maintaining material authenticity).
- Use mechanisms that are realistic and focus on achievable objectives.

International support is also important, but rarely at the moment of disaster; international links are best used to develop and improve longer-term approaches and measures, through comparative studies of risk-preparedness tools and mechanisms (e.g., recording, monitoring, risk assessment, etc.) elsewhere.

Emergency-Response Planning

- Emergency response plans must be location specific, based on the particular physical and cultural circumstances of the heritage being cared for.
- An important part of building an emergency response plan for cultural heritage is that of integrating community support: improving social and cultural awareness, and community vigilance and security. Structuring and



planning community support requires considerable finesse in building sustained social support for initiatives.

Monuments

- While having a single identifiable ownership offers some advantages in the care of monuments – providing a centre of expertise and a focus for operations – it is still important to ensure that the planning process places management of risk-preparedness measures for a monument in its larger geographical and political contexts, and ensures adequate links to national and regional support networks and mechanisms.
- Disaster planning for monuments should integrate understanding of, and respect for, their particular heritage values, and the various elements and patterns which carry these values.
- Special concerns for monuments include the need to focus attention on the interest and capacities of private owners (who do not necessarily share the resources or experiences of public-sector owners), the need to deal with single sites managed in partnership (horizontal integration), and the need to ensure that proposed measures link all the individuals and entities involved with monuments, from top to bottom, from maintenance staff to directors (vertical integration).
- Planning for monuments should make reference to the principles contained in relevant conservation charters and doctrinal texts, including the 1964 Charter of Venice and the many subsequent ICOMOS national and scientific texts, ICOM Guidelines and documents of other international and regional organizations, e.g., the Council of Europe.

Archaeological Sites

- Archaeological sites may best be understood to be in their present condition as the result of past disasters or neglect, and so their care should be seen in a long-term perspective.
- Planning should concern itself particularly with site security (potential for vandalism and arson, potential for looting and illicit removal of heritage objects or fragments, safety of visitors and residents).
- Planning should be guided by respect for the heritage values of a site and its various constituent elements in ways which can guide response during times of disaster. For example, analysis should distinguish between documentary values and presentation values; it should clarify existing site integrity and it should focus on remedial action in appropriate ways to maintain desired integrity and authenticity.
- Planning should focus on establishing acceptable levels of risk for particular threats, in specific conditions (e.g., the stability of ruins, prevalent climatic conditions, the impact of fire, water or other agents on the particular materials of the resources (clay, masonry, wood, etc.), vulnerability to flooding, etc.).



- Planning should focus on preventive aspects, including public education; in some cases where human settlements exist within archaeological sites, such as Ayutthya (Thailand), the possibility for 'neighbourhood watch' involvement exists.
- Planning for archaeological sites should make reference to the principles contained in applicable conservation documents, including the UNESCO Recommendations for Archaeological Sites (New Delhi, 1956, but currently under revision); the 1972 Council of Europe Convention on the Protection of the Archaeological Heritage; and the ICOMOS Charter for Archaeological Heritage Management (Lausanne, 1990).

Historic Settlements

- Management planning must address overlapping responsibilities and potential competition to avoid conflict in response situations; it should be recognized that the tension between development and conservation which characterizes every-day planning in historic settlements is also present in disaster recovery, and that the development community, without guidance, can easily exploit disasters; the best way to avoid needless conflicts with those entrusted with recovery is to establish clear recovery guidelines before the event, trying to anticipate the dilemmas that might accompany a disaster.
- Disaster planning in historic settlements should acknowledge the heritage values of the settlement and the particular elements, traditions and uses through which these values are manifest.
- Disaster planning in historic settlements needs to reflect different economic and legal contexts (market economy, transition economy, centrally planned economy) and particular ownership and responsibility patterns, traditions and mechanisms.
- In working closely with individual owners, it is important to recognize that individual owners may not initially share heritage values important to a community; efforts should be made to avoid expert vs. owner conflicts.
- Planning efforts should involve all potential actors with a stake in a community, including tourism companies, the media, insurance companies, etc.
- Disaster planning for historic settlements should take into account the direction given by appropriate conservation charters and doctrinal texts, including the ICOMOS Charter on Historic Towns (Washington, 1978).

Cultural Landscapes

- Effective risk-preparedness for cultural landscapes involves collaborative strategies that bring together private land owners; government agencies responsible at municipal, regional and state levels; business leaders; and others. In all likelihood, effective risk-preparedness among so many partners will require creation of a strong coordinating mechanism:



perhaps a coordinating committee or commission with a mandate to develop and support implementation of an effective response plan.

- Effective planning requires efforts to strengthen appreciation of the particular values of cultural landscapes among residents and users of the landscape, and also among officials responsible for risk-preparedness.
- Effective planning should define in tangible ways the particular attributes and practices important in sustaining the values of the cultural landscape so that these may be respected and maintained as much as possible in planning response and recovery.
- Effective planning should make reference to accepted conservation principles and practices in the cultural landscape field, including the results of UNESCO's Expert Meetings on the subject and the commentaries and definitions presented in Paragraph 24 of the Operational Guidelines.



ADDITIONAL READING

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3. Hankey, Don. "The Management of the Historic Environment." Unpublished paper prepared for ICOMOS UK, 2002.
4. Kerr, James Semple. "Stage II: Conservation Policy." Chap. in *Conservation Plan, The Fifth Edition*. New South Wales: The National Trust of Australia, 2000.
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8. Graefe, A. R.. "Visitor impact management: an integrated approach to assessing the impacts of tourism in national parks and protected areas", in A. J. Veal, P. Jonson and G. Cushman (eds). *Leisure and Tourism: Social and Environmental Change*, Papers from the World Leisure and Recreation Association Congress, Sydney: Sydney University of Technology, 1991, pp. 74-83.
9. Grimshaw, B. "Facilities Management: The Wider Implications of managing Change", *Facilities*, 17(1): 24-30, 1999.



MODULE SUMMARY

- The key resources of CT sites include cultural resources, various professional expertise, technological abilities and knowledge about the site.
- Protection of cultural heritage resources, facilities management and visitor management are the three main components of CT sites management.
- The main objective of CT site management is to provide adequate protection of cultural heritage resources while ensuring quality visitor experience.
- Protection of cultural heritage resources aims for protection of both tangible and intangible aspects of heritage.
- Maintaining the authenticity of a heritage site in all conservation and management efforts is the most important factor in determining the type and level of an intervention.
- A quality visitor experience depends on the quality of site presentation, interpretation and visitor facilities.
- Good visitor management measures can ensure equal opportunities for all to enjoy a heritage site.





Module

4

INVOLVING LOCAL COMMUNITIES IN CT SITES MANAGEMENT

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4 INVOLVING LOCAL COMMUNITIES IN CT SITES MANAGEMENT

LEARNING OBJECTIVES

At the end of this Module, students will be able to:

- Understand the importance of community involvement;
- Understand how to identify the stakeholders for the management of CT sites; and
- Identify appropriate methods for community involvement in CT sites management.

MODULE OVERVIEW

Successful management of a CT site largely depends on the support of the local community. The local community's support can be ensured by involving it in the management process. However, other stakeholders' needs and aspirations are important as well and must be addressed in the management decisions.



INSTRUCTIONS FOR TRAINERS

Understanding the community at the CT site you are discussing is the first step in preparing for teaching community involvement in the management of the CT site. The process of understanding process involves such methods as community mapping, identification of stakeholders, etc. You may use the worksheets presented in this Module to carry out your own mapping and analysis.

Before the class

- Identify a site from your region that attracts many visitors. It is preferable to use the same site you discussed in the previous units.
- Identify cases of successful community involvement initiatives in CT site management (if available).

After the class

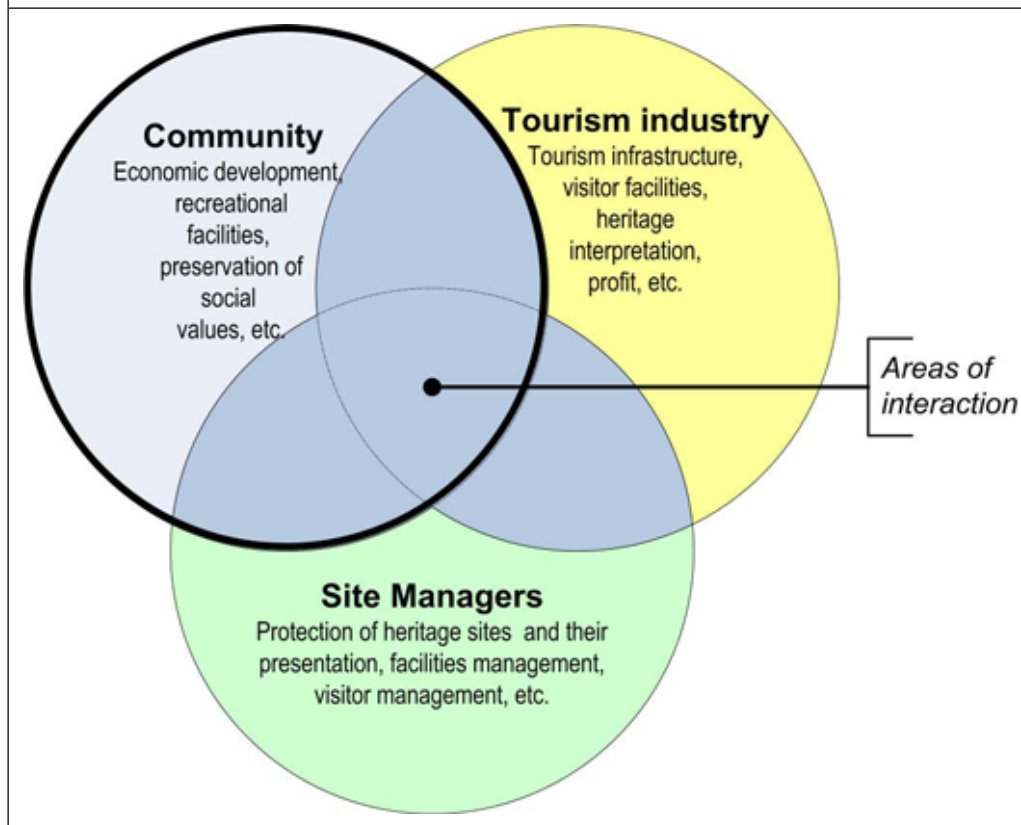
- Record the outcomes from class discussions and other activities for future reference.
- Review the contents of the records as they might provide valuable insights into the issues the trainees experience in real life.
- Review the effectiveness of the teaching methods employed and modify the methods if necessary.

Read Module 7 for more on teaching methods and Module 8 for how to enhance the knowledge of local site related issues.



CORE KNOWLEDGE

FIGURE 4.1: AREAS OF INTERACTION OF THE THREE MAIN ACTORS



4.1 Communities at or near CT sites

Almost all CT sites have one or more communities living in or around the sites. The type and level of association of the communities with the sites may vary between sites. For example, the communities can be related to the tangible components of the sites as owners or users (including past, current or future users), or through individual or social memories, etc. Some sites, such as a temple or a mosque, are in constant use by the local community. Larger sites, such as a historic town, are inhabited by more than one community. The intangible elements of a CT site, such as, traditional way of life, crafts, rituals, festivals, etc., are integral parts of the social lives of the communities. This means, local communities have important roles to play when it comes to protection and management of CT sites.



FIGURE 4.1: MANY CT SITES ARE PART OF THE EVERYDAY LIFE OF LOCAL COMMUNITIES



Hoi An, Viet Nam

Image source: UNESCO Bangkok

As heritage sites are always embedded in some community, sustainable protection of these sites is possible only when it is done through and with the commitment of local communities. On the one hand, communities can play an important role in the identification of heritage elements within a CT site, help carry out conservation and management measures, or manage the site or a part of it. On the other hand, a community which is not aware of the value of its heritage, or which is not supportive of conservation activities, can damage a site more than anybody else. Communities generally have different kinds of interests regarding management of these sites, which, if they feel are not addressed or are under any real or perceived threat, they may oppose and prevent from working. The needs and aspirations of multiple communities therefore need to be addressed in matters related to CT sites to ensure their support. One of the ways of addressing these needs and aspirations is to share the benefits of tourism with communities and other stakeholders. Development of partnerships with local communities will make community members more aware of the values of a heritage site. This can also bring economic benefit to the local community.

In many places, the people living in or near heritage sites are most often the direct descendents of the original builders and inhabitants of the sites themselves. They, through community participatory activities, can act as local community interest groups and help assess the unique characteristics, strengths and economic potential of the elements of both physical and intangible cultural heritage and design a community action plan to self-develop.

Community participation can ensure transparency in decision-making in matters that affect the lives of members directly. This also helps ensure equitable economic development and thus contributes to poverty alleviation. However, the



most notable contribution of participation is empowerment and capacity-building, which can have far-reaching positive effects on the nature of CT sites management.

FIGURE 4.1: MANY CT SITES ARE PART OF THE EVERYDAY LIFE OF LOCAL COMMUNITIES



Hoi An, Viet Nam

Image source: UNESCO Bangkok

In addition to direct users of a CT site, attention should be paid to the needs of such groups as the indirect users, the people who live nearby or the people who live elsewhere but enjoy the existence of the site, or even future generations. This leads to the question of identifying the stakeholder.



Managing Tourism at World Heritage Site, Section 4: Involving Stakeholders: The benefits and challenges of public participation, p.37.

4.2 Community mapping

Community mapping is a process through which the social, cultural and economic characteristics of a community are identified, recorded and mapped. It helps understand the community in terms of its strengths and weaknesses and the variations within it and their distribution within a geographic area and it helps to identify the cultural elements within the community. The outcomes of cultural



mapping can be used in developing a basis for stakeholder identification and community participation.

Various methods can be employed to carry out community mapping. Depending on the type of resource available, the mapping may include photography, questionnaire survey, interviews, etc. Many of the methods mentioned in Table 4.1 (section 4.5.1) can be also adapted to collect information about community characteristics.



Cultural mapping, which is a sub-set of community mapping, focuses on cultural attributes of a community. Refer to “Cultural Mapping” @ <http://www.unescobkk.org/index.php?id=2630> for methodologies and examples of cultural mapping.

The final product of community mapping can take various forms – it can be a hand-drawn map with community attributes presented on it or a chart showing relationships between different aspects of a community, or it may involve satellite imagery and use of a sophisticated computer-based Geographic Information System (GIS). Like all other management decisions, the selection of a method should be based on the objectives of the exercise and the availability of resources.

4.3 Identifying the stakeholders

While people living in or near a CT site can be defined as the community, when it comes to participation in the management of a CT site, a closer look at the issue is warranted.

The best way to identify the pertinent people for participation is to use the concept of stakeholders. A stakeholder is a person or group who has an interest or stake in an issue, as either affected by the issue or affecting the issue, and whose support is essential for the success of an initiative. A general idea about the stakeholders concerning various activities related to CT sites management can be developed by asking the following questions:

- Who is affected by the initiative?
- Who can affect the outcome of the initiative?
- Whose support is needed to succeed in the initiative?

Since a community is not a homogeneous body and is composed of many different sub-groups, it is necessary to scrutinize its composition carefully so as to ensure equitable representation of all. The scrutiny should consider economic, social, demographic and political factors as these may have direct implications for community composition. For example, at a project level the group of people



affected may be the main concern of the project authority. However, within the community, there can be the rich and the poor, men and women, young and old, property owners and tenants, business owners and the unemployed; and each of these groups can have different concerns, needs and aspirations in terms of development in the community.

Depending on the type of CT site and nature of the problem, the following framework can be used to identify the exact community groups:

- *Class*: individuals of similar social status, income and occupation;
- *Communal group*: individuals of similar race, religion, language or ethnicity;
- *Neighbourhood*: individuals residing in geographical proximity to each other;
- *Party*: individuals who identify with the same formal organization attempting to win or maintain control of the executive and legislative branches of government; and
- *Faction*: individuals united by sustained or intense personal interaction with each other.

In addition to community members, relevant government departments, tourism operators, transport operators, or local shop owners (who may or may not be a local person) can be the stakeholders.

4.4 Selecting an appropriate method for community involvement



Before reading this section, read “Reading 4-A: Choosing appropriate techniques and methods: a checklist of questions” on page 3-16.

A community can be involved in the management of CT sites for various reasons and can employ various methods. The following sections discuss different forms of community involvement.

4.4.1 COMMUNITY INVOLVEMENT THROUGH AWARENESS CREATION

In many places, the general indifference of the public concerning cultural issues is the main obstacle to public participation in CT sites management. Lack of awareness is considered one of the main reasons for such indifference. Lack of awareness is also responsible for neglect of and unintentional damage to CT sites.



A site manager can help create awareness among the community members in various ways. Table 4.1 provides a list of selected methods a site manager can adopt for such purpose. Please note that the outcomes of employing these methods can go beyond the creation of public awareness and trigger greater public participation in CT sites management.

TABLE 4.1: PUBLIC AWARENESS METHODS

Objective	Methods
Informing	<ul style="list-style-type: none"> ▪ Publishing newsletters, brochures, press releases, annotated maps, etc. ▪ Organizing news conferences ▪ Publishing website and posting facts, figures and news on the website ▪ Providing information panels ▪ Establishing interpretation/information centre(s)
Collecting opinion	<ul style="list-style-type: none"> ▪ Conducting regular surveys ▪ Interviewing visitors
Public education	<ul style="list-style-type: none"> ▪ Organizing events for children ▪ Organizing exhibitions/fairs both on-site and in schools and community centres ▪ Involving community members in community mapping programmes ▪ Providing special arrangements for student groups
Creating an atmosphere for dialogue and partnership	<ul style="list-style-type: none"> ▪ Arranging community meetings ▪ Arranging focus group meetings ▪ Including community members in site management bodies ▪ Developing partnership(s) with community organizations ▪ Developing partnership(s) with local NGO's

4.4.2 COMMUNITY INVOLVEMENT BY SHARING BENEFITS

Cultural tourism can bring many benefits to a CT site. Because of the close relationships between the CT and local communities, it is important that the benefits are shared with the communities. When the benefits are shared with the communities, people will develop a stronger attachment to the site and will take



care of it. Receiving benefits from cultural tourism at a place that belongs to the people is also a right of the locals and this should be respected.

Benefits from cultural tourism can be shared by either direct or indirect means. The direct means include the creation of employment opportunities for the locals. However, many communities may not be ready to take up many of the cultural tourism related job opportunities, as they may not have the required training. The site managers can provide on-job training facilities for locals to increase their capacity to participate in these activities (see section 4.5.3 for more on capacity building). A more useful but indirect approach is to allow/encourage only those businesses/activities that provide greater employment opportunities for locals. Allowing a food kiosk that is run by local people and that serves local traditional food is an example of such an approach. Providing services in the form of improved infrastructure and recreational facilities can also benefit local communities.

4.4.3 COMMUNITY INVOLVEMENT THROUGH CAPACITY BUILDING

While many components of CT sites are owned and/or managed by different community members, there are also many components owned and controlled by public bodies. The management of a CT site, therefore, requires good cooperation between the two parties. However, the local communities may not have the capacity to participate in the decision-making concerning site management meaningfully, which may lead to non-participation by the locals. Community mapping can help identify the areas that need capacity building efforts.

The examples of areas that a site manager needs to address to increase the decision making capacity of a community are: the lack of adequate conservation knowledge; inability to assimilate the contents of a project report; inability to understand the impacts of a management decision on the site and on the community; and others. Most of these inabilities can be reduced or eliminated by careful planning and effort by site managers. For example, the issue of lack of adequate conservation knowledge can be addressed by the methods mentioned in section 4.5.1; the inability to understand projects reports and project impacts can be overcome by conscious efforts on the part of site managers to make the reports user-friendly and allowing more time to explain the contents.

Sometimes, the lack of opportunity for participation is also a major cause for non-participation. In some places, the existing administrative systems and institutional frameworks may not be favourable for community participation. The site managers can actively seek ways to improve the system, for example by making community participation a required component in certain aspects of the management process, so that more avenues for community participation can be opened up.



Providing training on matters relating to the management of CT sites components in private hands can allow the communities to take charge of the management of these components. The UNESCO assisted training programme in Luang Prabang, in which the monks are trained to maintain the temples and create quality artefacts required for rituals, is a good example of capacity building through training programmes (Figure 4.2).

FIGURE 4.2: CAPACITY BUILDING THROUGH TRAINING PROGRAMMES



UNESCO Training Centre for Laotian Traditional Temple Arts and Building Crafts at Vat Xieng Mouane provides practical training to Buddhist monks in traditional temple art and temple maintenance. This project is a good example of how locals can be involved in site management.

Vat Xieng Mouane, Luang Prabang, Lao PDR

Image source: S. S. Imon, 2006

4.4.4 COMMUNITY INVOLVEMENT THROUGH EMPOWERMENT

Empowerment refers to taking charge of management of CT sites by the communities themselves. As mentioned earlier, many components of CT sites are owned and managed by community members. However, because of administrative and legal systems of a country that do not allow extension of direct government support to these sites and because of lack of capacity of the locals to manage the sites effectively, many sites are not adequately managed. Many of the methods discussed in the preceding sections can eventually lead to the empowerment of the local communities. The following case studies (Case Studies 4-A and 4-B) from two GMS countries demonstrate how communities can become effective partners in the management of CT sites.



CASE STUDY 4-A**Community involvement in Thailand**

The training and technology transfer programme in Klong Khwang, a village in Thailand, is an example of a community-centred tourism plan. The plan, based on village life, Thailand's oldest stone reclining Buddha and an excavated archaeology city, increased income generating activities such as handicrafts and food vending for community members.

The programme focuses on the recognition of the importance of co-operation and collaboration between communities, public and private sectors, and NGOs in effective urban environmental management. The programme team members provide technical assistance through some activities such as assisting officials in a capacity building process in such areas as site management, marketing and social and environmental impacts. These are done in terms of how they relate to the community-defined tourism objectives. To facilitate this process the following have been undertaken:

- Preparation of visual representation of strategic village sites as a guide to physical development possibilities and encouraging participation;
- Design of brochures and signage, with local officials supplying data (e.g., the “story” of Klong Khwang);
- Compilation of tourism themes and alternatives (including a “no-tourism” option); and
- Identifying essential components of the final plan.

The above processes need strong community commitment and participation. To facilitate this, a full-scale mock “tourism day” is conducted, which had the following objectives:

- Provide the community with an opportunity to experience a flow of visitors into their community;
- Provide residents with the opportunity to assess if this level of tourism was something they were prepared to accept over a long period of time;
- Test the community's infrastructure from a visitation perspective; and
- Evaluate the attractiveness of the message that the community wishes to transmit to the visitor.

Although some critical issues, such as maintaining the traditional and authentic character of the products, are yet to be completely resolved, the programme demonstrates how a community-centred programme can help capacity-building of the local community members.

Source: Nordic World Heritage Office. Sustainable Tourism and Cultural Heritage: A Review of Development Assistance and Its Potential to Promote Sustainability, 1999, pp. 90-91



CASE STUDY: 4-B

Community-based CT management in Lao PDR

The Plain of Jars, located in the Lao PDR's northeastern province of Xieng Khouang, has been nominated to become a World Heritage Site for its hundreds of giant stone jars scattered throughout the land. Although made of stone and having survived for centuries in the open elements of the rugged plain, the jars are threatened by a variety of sources.

There are many hundreds of jars. The jars are located not in one manageable group or collection but in various locations, thus requiring a great deal of manpower to properly monitor them. Due to budgetary restrictions which severely limit the number of staff who can be placed at the jar sites, UNESCO and the Provincial Department of Information and Culture decided to try something new and different to protect the jars. An agreement of cooperation was forged between the Department of Information and Culture and villages located at various jar sites, giving the villagers the responsibility for the jars and an economic stake in taking care of them. The goals of the agreements are two-fold:

- To conserve and protect the national cultural, historic and natural heritage found within lands administered by XXX Village for the present and future enjoyment, pride and common benefit of XXX Village, the Lao people and international visitors.
- To assist the people of XXX Village to improve their standard of living in a step-by-step manner by creating socio-economic opportunities that are linked to the conservation, protection and management of the cultural, historic and natural heritage (with special attention to the prehistoric stone jars) which falls within lands administered by XXX Village.

The contract, signed by both the Department of Information and Culture and village representatives, provides that villages have the responsibility to protect the jar sites in return for a share of the economic benefits brought by tourism. Specifically, village cooperative partners are responsible for “assisting with surveys, monitoring, patrols, and erecting signage and fencing (when necessary)” as well as “to conserve, protect and maintain the prehistoric stone jars and cultural, historic and natural heritage found within lands administered by XXX village.” They are also responsible for monitoring impacts from tourism and must “ensure that when tourists visit the village they have an educational and enjoyable experience, and do not cause negative cultural and environmental impacts.”

In return for taking on these responsibilities and helping the Department of Information and Culture to meet its goals and objectives, communities are given “the opportunity to increase family income from tourism operations, for instance, by selling food, guiding services, accommodations and handicrafts to tourists. In addition, the community is also entitled to a share of revenue from permit charges, entrance fees or other concessions ... arising from tourism development.”



This model is particularly applicable in large areas, have many surrounding communities and lack the financial resources to hire adequate numbers of staff to manage the entire area. It is also a good example of how local people can take part in both tourism and conservation in a positive and constructive role.

Source: Paul Eshoo, Lao National Tourism Administration



Additional
Information

The UNESCO project entitled “Culture Heritage Management and Tourism: Models for Co-operation among Stakeholders” presents strategies for cooperation among stakeholders in eight historic towns from Asia and the Pacific. The highlight of the project is a model entitled “Lijiang Models for Co-operation Among Stakeholder”, which can be applied throughout the Asia-Pacific region. Details of the project can be found @ <http://www.unescobkk.org/index.php?id=2111> .



Activity

Worksheet 4-A: Determining participation strategy



Activity

Worksheet 4-B: Discussion



WORKSHEETS

Worksheet 4-A



DETERMINING PARTICIPATION STRATEGY

Identify an issue related to the management of a site you know well. Now, using the table below as a framework, determine the strategy(ies) for participation for different stakeholders.

Main Issue:

Stakeholders	Role ¹	Capacity ²	Interest in the issue ³	Strategies for participation ⁴

Notes: 1. Identify the role(s) the stakeholder can play in the management process.
 2. Identify if the stakeholder holds information critical for addressing the issue, or controls or influences implementation instruments relevant to the issue.
 3. Identify whether the interest is high or low. High interest means less effort to make the stakeholder participate, low means much effort.
 4. Determine an appropriate strategy for participation by using the strategies discussed in section 3.4.

Source: Adapted from UNCHS HABITAT, Tools to Support Participatory Urban Decision Making. Nairobi: UNCHS HABITAT, 2001, p.25



KEY READING***Reading 4-A: Choosing appropriate techniques and methods: a checklist of questions***

[The following excerpt from the book *Community participation in local health and sustainable development: Approaches and techniques* (World Health Organization, 2002, p.22) presents a checklist of questions for choosing appropriate techniques and methods for community participation. Reproduction is permitted by the copyright owner.

The full-text can be accessed at <http://www.euro.who.int/document/e78652.pdf>

Before techniques and methods are outlined, it is useful to set out a checklist of questions that can assist individuals and organizations involved in community participation in choosing the techniques and methods that are most appropriate to their particular situation.

What is the motivation for engaging in community participation?

Why are you engaging in community participation? Is it because you want stakeholders' views on a specific planning proposal, because you want to review service delivery or because you want to identify community concerns and agree on an action plan for health and/or sustainable development as a whole? Again, different methods are likely to be effective for different purposes.

Who is the community?

What is the nature of the community itself? Is your focus a specific geographical neighbourhood, a particular population group, the whole local authority population or a range of stakeholders affected by a planned development? Different methods are better suited to working with different sizes and types of community. For instance, methods that rely on a written questionnaire or complex discussion may be inappropriate for engaging community members who are less articulate, educated or confident. By contrast, methods that use arts media (such as video, drama or drawing), modelling or diagrams are likely to be more accessible to a greater range of people.

What level of participation is appropriate?

Community participation can operate on several different levels, as discussed in Chapter 2. The desired level – and therefore the specific technique or method – may differ depending on who is included in the community and their motivation for participation.



How important are quantity and quality?

Some techniques emphasize involving a relatively small number of representative community members, while others give priority to and, indeed, gain their legitimacy from the participation of a large proportion of a given community. Deciding how important the quantity and quality of involvement are can guide the choice of techniques.

How much time and how many resources have you got?

It has been stressed that community participation, when practised as part of a comprehensive strategy for community development, is resource-intensive and long-term. The available time and resources should influence the techniques and methods chosen.

ADDITIONAL READING

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3. UNESCO. *Cultural Heritage Management and Tourism: Models for Co-operation Among Stakeholders*. Available from <http://www.nwhf.no/files/File/projectreport.pdf>.
4. World Health Organization. *Community participation in local health and sustainable development: Approaches and techniques*, European Sustainable Development and Health Series: 4, 2002. Available from <http://www.euro.who.int/document/e78652.pdf>.



MODULE SUMMARY

- Community involvement is important for meaningful and effective management of CT sites.
- The first step in involving a community in the management of a CT site is to identify who the stakeholders are.
- Community mapping can help develop a good understanding of a community in terms of its strengths and weaknesses, cultural dimensions, etc.
- Success of community participation depends on the appropriate selection of a participation strategy.





Module

5

WORKING WITH THE TOURISM INDUSTRY

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5 WORKING WITH THE TOURISM INDUSTRY

LEARNING OBJECTIVES

At the end of this Module, students will be able to:

- Understand the need for working with tourism industry;
- Identify the areas of cooperation with tourism industry;
- Plan and develop visitor management programmes; and
- Identify ways to enhance the quality of visitors' experience.

MODULE OVERVIEW

Good management of CT sites depends heavily on the cooperation between site managers and tourism industry.

The main areas of cooperation between the two actors are:

- Visitor management
- Facilities management



INSTRUCTIONS FOR TRAINERS

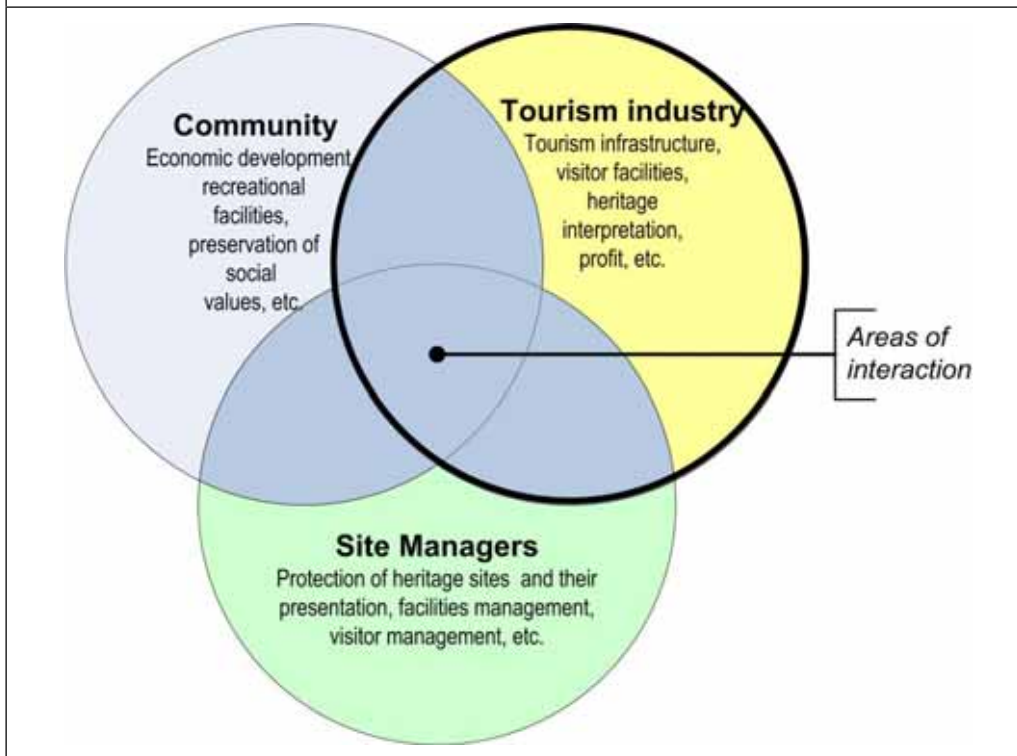
The focus of Module 5 is on the cooperation between site managers and different components of the tourism industry. Therefore, the teaching of this module will require good understanding of the different components of the tourism industry applicable to the CT site in question. Again, the teaching should focus on highlighting the roles of the two parties in the management of CT sites.

Read Module 7 for more on teaching methods and Module 8 for how to enhance the knowledge of local site related issues.



CORE KNOWLEDGE

FIGURE 5.1: AREAS OF INTEREST OF THE THREE MAIN ACTORS



5.1 Understanding visitors

As discussed in Module 3, site managers are responsible for providing adequate facilities for the visitors to the sites they manage. Site managers are also responsible for proper management of the visitors to the sites. One of the key steps for effective facilities management and visitor management is to understand the type of visitors the sites attract so that the site managers can take more targeted actions. While various management decisions (discussed in the following sections) can alter the type and nature of visitors a site attracts, a good understanding of existing visitors provides the basis for such decisions.

5.1.1 IMPORTANCE OF VISITOR SURVEY

Visitor survey is a general term to describe all types of activities that help understand the nature of visitation (e.g. number of visitors, peak and off-peak period of visitation, duration of visitations, key visitor attractions, size of visitor groups, etc.), types of visitors (e.g. gender, age, education level, income,



nationality, interest, motivation for visiting a site, etc.), and the quality/effectiveness of site presentation, interpretation and visitor facilities (i.e. visitor satisfaction, learning, comfort, safety, etc.). Information on each of these can help the site managers make appropriate management decisions.

For example, the nature of visitation can help site managers determine the preferred time or day of visitors to visit the sites. Based on the information, the site managers can mobilise additional resources during the peak periods.

The knowledge of types of visitors is useful for planning and designing site presentation and interpretative measures. For example, if the sites receive many tourists from, e.g. Japan, then the on-site signage or interpretative materials should include texts in Japanese. On the other hand, if most visitors visit the sites for educational purposes only (e.g. student groups or scholars), then the site management should provide enough and appropriate sources of information for these groups.

The site managers also need to know if the on-site measures employed are sufficient or effective. Visitor survey aiming at understanding visitors' satisfaction level with particular facilities can inform site managers if they need to change/improve anything.

5.1.2 VISITOR SURVEY METHODS

Site managers can collect visitor information in various ways, which may include a very simple and inexpensive method, such as observation, or more complex and expensive methods, such as electronic visitor counter or Geographical Information System (GIS). Naturally, the selection of methods is linked to resource (money and expertise) availability. However, site managers must consider the usefulness of the collected data first before conducting any survey.

While most visitor surveys can be carried out on-site, site managers can also conduct off-site surveys. Off-site surveys refer to surveys conducted out the site boundaries and are useful to learn about those who do not visit CT sites or who might visit the sites in future. For example, site managers can carry out surveys at local schools to know what the students want to see at CT sites or what prevents them from visiting one. Surveys of local population can help the site managers learn about local people's view on tourism at the sites within their locality.

Among all the methods used in visitor survey, the use of ticketing is the most common form of visitor data collection method. An intelligent ticketing system can provide such data as number of visitors by time and day; duration of visit, age group (e.g. child, adult, elderly, etc.); type (e.g. individual, family, large group, etc.); origin (e.g. local or foreigner); and interest (e.g. educational, pilgrimage, etc.). The data processing can be done manually (suitable for less visited and small sites) or through an automated system using computer (suitable for heavily



visited and/or large sites). Questionnaire survey is another very survey technique, which can be carried out randomly or on regular intervals.

Depending on the methods selected and the type of data needed, the collection of visitor data, its analysis and interpretation may require some technical and in all cases require some statistical knowledge. Site managers, therefore, may need to seek expert advice when planning a visitor survey.

5.2 Facilities management

The roles of the CT site manager and the tour manager are to complement each other in facilitating quality CT experiences without compromising site management standards. The site manager attends to issues pertaining to cultural attraction and the tour manager deals with the concerns of visitors. For the benefit of CT, communication between the two is of paramount importance. Site managers should give feedback to tour managers regarding tourist behaviour observed and vice versa. They should also collaborate on the development and improvement of key components of facilities management.

Depending on the needs and demands, the general process of facilities management involves the provision and coordination of the following key components:

Transport-related infrastructure provisions

- Roads for maintenance vehicles
- Car parks for tour buses
- Trams for visitors
- Pedestrian walkways
- Accessibility
- Disabled access and wheelchair-friendly facilities
- Garbage removal and disposal

Visitor facilities and services

- Shelters, rest areas and seats
- Emergency medical services and healthcare
- Post and telecommunication
- Commercial retailing and souvenir markets
- Public services: potable drinking water, litter bins and toilets
- Information booths and visitor centres
- Food services and catering
- Professional photography



Accommodation

- Hotels
- Guest houses and hostels
- Camping

Risk preparedness

- Risk management plans
- Evacuation plans
- Special shelters

Intermediaries

- Tour agents and tour managers
- Cultural heritage presenters, volunteers, guides and interpreters
- CT site managers

Clearly, site managers are not the direct providers of all these visitor facilities. However, by identifying the needs and working with the appropriate providers (as many of the facilities may need to be located near or on the site), site managers can ensure adequate provision of visitor facilities.

5.3 Visitor management

The most important cooperation between the CT site manager and the tour manager takes place in the area of visitor management. Many of the visitors management measures by site managers discussed in section 3.6 are also applicable to tour operators and heritage guides.

5.3.1 PLANNING AND DEVELOPMENT OF CT PROGRAMMES

Planning and developing CT programmes entail a detailed and systematic consideration of some of the existing visitor management techniques that could be adopted:

- Regulating access, visitation, behaviour, equipment and imposition of entry fees
- Modification or 'hardening' of site
- Audience research and visitor tracking, monitoring and behavioural research
- Marketing
- Interpretation and public education



Regulating access, visitation, behaviour and equipment and imposition of entry fees

This involves controlling who can go where, which areas are restricted to visitors and which are open. Usually, religious events in CT sites warrant a careful planning if they are to be open to visitors. The alms-giving ceremony in Luang Prabang is one such religious event (see Case Study 1-B for earlier discussion on this). It is seen as a key attraction in the historic town of Luang Prabang and appeals to pilgrims, religious tourists and cultural tourists. However, their mass visitation has brought about some serious problems which warrant urgent attention on part of CT site managers.

First, the event has attracted mass tourist who mostly do not understand the religious significance of the ritual. Without a basic understanding of the Buddhism underpinning the ceremony, these tourists engage in superficial touristic activities that disrupts the solemn ritual. In addition to disrupting the ritual by talking loudly and not showing respect to devotees, monks and their rituals, tourists' use of cameras and photography is also intrusive. Participation by certain segments of tourists also generated a group of sticky-rice vendors and hawkers. As tourists and visitors on short-term stays rarely have time and equipment to prepare the sticky rice necessary for the ritual, many would purchase these from these street-side hawkers. Interviews with local community leaders revealed that some of these sticky rice hawkers have sold bad sticky rice to unknowing visitors and tourists who, in turn, have offered them to monks (Figure 5.2). This is an insult to the monks and the religious structure and requires urgent attention by CT site managers. This may prompt CT site managers to consider regulating certain equipment. For example, camera, hawking wares, commercial items, motorcycles and large tour coaches could be regulated to help preserve the sacredness of the ritual.

FIGURE 5.2: HAWKING DURING THE ALMS-GIVING CEREMONY IN LUANG PRABANG

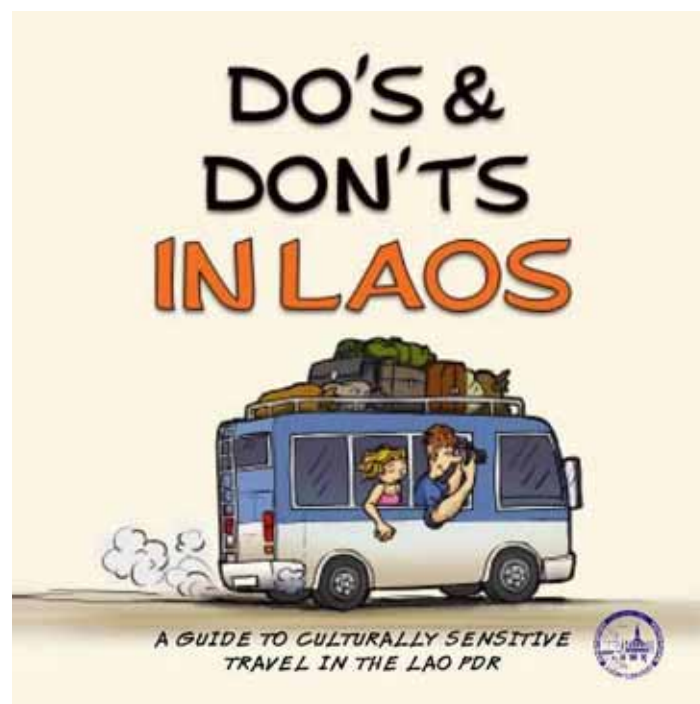


Image source: Chin Ee Ong, 2006



Visitor management also seeks to reduce negative and irresponsible visitor behaviours that offend and hurt local people's feelings or disrupt their cultures. Improper behaviour can also damage a site physically. CT site managers should work on deterring such acts through proper guiding and introduction of the cultural significance of the monuments and cultures and by enforcing strict management control. An illustrated book on appropriate visitor code of conduct or 'Dos and Don'ts' (Figure 5.3) can also help educate the visitors and promote appropriate behaviour.

FIGURE 5.3: VISITOR EDUCATION PROGRAMMES CAN HELP REDUCE IMPROPER BEHAVIOUR DUE TO IGNORANCE



Source: Lao National Tourism Authority, 2006

The use of entry fees as a means of visitor regulation has taken place in many CT sites in GMS region (Figure 5.4). Admission tickets are sold in Hoi An and includes the appreciation of cultural and musical performances. In Siem Reap, Cambodia, the "Angkor Pass" is created to serve as an entrance ticket for all the temples and monuments in the Angkor World Heritage. The Angkor Pass comes with a photograph of the visitor and helps to ensure that the right to enter is not passed on to other visitors, thereby increasing the effectiveness of regulating visitor numbers.



FIGURE 5.4: VISITOR ADMISSION TICKET FOR MY SON WORLD HERITAGE SITE

Image source: Chin Ee Ong, 2006

In principle, admission charges help encourage visitation by purposeful visitors rather than their accidental and sightseeing counterparts. To allow for better equity, CT site managers can consider charging higher admission rates (or 'premium pricing') to their CT sites only on peak days and weekends for it is the economically better-off and the working population who are most likely to visit on weekends and keep weekdays and other off-peak times free or lowly-priced to allow the retired, unemployed and school-children to appreciate the CT experience.

Modification or hardening of site

This commonly involves strengthening (or 'hardening') the site to reduce visitor impacts and provide ease of access to the CT site. Walkways are often built over fragile flooring of historic buildings (Figure 5.5). As this would commonly result in diminished visual and aesthetic values of the site, this method should be used with caution. CT site managers should harden and strengthen a site only when it reduces visitor impacts significantly and improves visitor access and comfort while, most importantly, not affecting heritage values in the process. CT site managers should not see this as an easy way to accommodate greater visitor numbers.



FIGURE 5.5: WOODEN STEPS OVER ORIGINAL STONE STEPS IN ANGKOR WAT, CAMBODIA



Wooden boards have been placed over the original stone steps at Angkor Wat complex to protect the original material from wear and tear from visitor movement.

Image source: S. S. Imon, 2007

Audience research and visitor tracking, monitoring and behavioural research

Section 5.1 discusses the need for understanding visitors to CT sites. By extending various measures employed to study existing visitors, site managers can gain useful insights into the behavioural aspects of the visitors. This would allow site managers to see the visitor profile, motivation and practices. It also allows site managers to understand the actual visitor experience. For instance, recent tourist behaviour in Angkor suggests the influence of Hollywood blockbuster movies and videogames on visitor behaviour, particularly the young (see also Case Study 5-B). Angkor's Ta Prohm Temple (Figure 5.6) has become a key attraction for tourists as many remember it as the film location for Hollywood movie Lara Croft Tomb Raider.



FIGURE 5.6: TA PROHM TEMPLE, ANGKOR, CAMBODIA

Image source: S. S. Imon, 2007

Marketing

Marketing can be used to influence visitor expectations, shift visitation from one site to another, attract specific target visitors and promote a preferred time to visit. For example, a CT site that has been suffering the effects of mass tourism can attempt to fine-tune its marketing strategies in countries from which the mass-tourists originate. Mass-tourists from Macao Special Administrative Region, China to Vietnam, for instance, visit the Notre Dame Cathedral as part of their package tour (see Figure 5.7). Such Macao tourists spend very little time at the Notre Dame Cathedral for the red brick French-styled cathedral is one of the four attractions the mass-tourists visit on their arrival day. Given the need to preserve the sacredness of the living heritage place for its devotees, the CT site manager may want to work with Vietnamese tourism authorities to promote other sites and reduce pressure on Notre Dame from mass-tourism.

In addition, CT sites in GMS receiving large numbers of package tourists can include a larger number of CT sites in their tourism marketing to allow tourist arrivals to spread over a larger number of sites and to alleviate congestion at a few landmark sites. This is particularly useful if most of the visitors arriving at the CT sites are mainly interested in visiting cultural sites. Where the visitor arrivals to CT sites are large but mixed (for example, comprising many visitors who are not interested in cultural tourism and heritage), the CT management can use marketing to take the pressure off CT sites by highlighting other forms of tourism. For example, GMS countries with attractive coastlines and beaches (for example, Vietnam and Thailand) can remarket themselves or strengthen their marketing of adventure, spa and wellness and beach and other forms of nature-based tourism. Shopping tours and nature-based tourism can also serve to



diversify the destination's tourism offerings. It can also help to suggest group size, give advice on a code of responsible visitor conduct and recommend appropriate clothing and gear.

FIGURE 5.7: MARKETING OF HERITAGE SITES

惠海 旅遊服務有限公司
WORLDWIDE TRAVEL SERVICES CO. LTD.

總行: 澳門美蘭橋大馬路19號A-B地下 Tel: 28706918 Fax: 28706919
分行: 澳門宋玉生廣場皇朝巴黎街大層商業大廈77/9 Tel: 28757505 Fax: 28757515
分行: 澳門新口岸北京街174號廣發商業中心8樓B室 Tel: 28706910 Fax: 28706911
分行: 氹仔布拉干蓮街11-15號華貴花園A樓0號樓 Tel: 28853229 Fax: 28855050

越南【胡志明、西貢、頭頓、美拖】四天超值抵玩團

航線: 澳門直航往返 航程詳情請參閱, 如有更改以航空公司公佈為準

逢星期五: 澳門→胡志明 去程: 09:15/11:45 胡志明→澳門 回程: 13:00/16:30
逢星期日: 澳門→胡志明 去程: 09:30/11:00 胡志明→澳門 回程: 13:00/16:30

【紅教堂】
是越南胡志明市最老的地標, 它是1877年所留下的古老建築, 經過時間的洗禮, 留下的是歷史的紀念品。這座教堂完全由石磚所建造, 建築本身非常雄偉、壯麗, 教堂外觀的雕飾更精細美觀, 而且建築所用的紅磚都沒有褪色或損壞。其實, 像紅教堂這樣美麗的法國建築還很多, 例如位於紅教堂不遠處的統一宮, 市中心醒目的市政廳、白色鐘樓的博物館、高而清瀾的胡志明紀念館、第一區的銀行區, 以及分散在各角落的教堂、飯店等等, 您會發現「小巴黎」的豪華繁榮美, 不虛傳。

越南【胡志明市】
越南最大城市, 1976年前名為西貢, 按公路計面積內1730公畝, 面積2065平方公里, 人口700多萬, 300年前還是一片荒蕪的沿海地, 如今已成為發達繁榮的城市, 是越南和地區最重要的經濟、商業中心, 這裏有許多高聳雲天的高樓大廈商場, 豪華的娛樂、旅館系統, 有東亞式的寺廟建築, 也有許多歐洲建築風格的別墅、教堂。本市有不少吸引人們的現代化娛樂區, 生活節奏緊張, 街道無時無刻, 在這裏要找地址, 您要注意路名和路旁, 因為一條街道往往經過許多個目的地, 市中心為一區, 行政機關、銀行、旅館、大商場集中之地。

越南地道美食安排:
順化 宮廷料理, 美拖酒泡象魚餐, 蜜汁烤乳豬

行程特點:
◎ 保證澳門直航, 早機出發, 方便舒適。
◎ 遊覽越南必到景點:
【聖母大教堂(紅教堂)、統一宮【前總統府(包門票)】】
◎ 離起碼商店, 工藝品百貨公司、湄公河三角洲
◎ 品嚐當地美食:
【順化 宮廷料理, 美拖酒泡象魚餐, 蜜汁烤乳豬】

出發日期: 逢星期五、日 出發
成人團費: **HK\$2299 / MOP2373**
小童團費: **HK\$2199 / MOP2270**

早報名有著數
最高勁減**600**
所有早報名優惠, 以即時報名為準

原價: **HK\$2299**
早報名價: **HK\$1699**

Travel promotion brochure from a travel agent in Macao, China
Image source: Ong Chin Ee, 2008

Interpretation and public education

Interpretation can be used to raise awareness and understanding of the cultural values and uses of heritage. It can also highlight issues facing the management of heritage (possibly to advise visitors on responsible cultural tourism practices). Like marketing, it has the potential to guide and shape visitor behaviour. Interpretation and public education can also solicit public input and involvement.

This range of techniques is best used in combination. However, in spite of the success of visitor-based and interpretation-based methods, many site managers are still heavily reliant on access regulation, site modification and site presentation methods. Site managers should consider broadening their range of visitor management techniques to address different facets of visitor management.



FIGURE 5.8: ON-SITE INTERPRETATION BY A GUIDE

Wat Pho, Bangkok, Thailand

Image source: S. S. Imon

Three key paradigms and models guide the planning and development of many CT programmes. These include:

- The Carrying Capacity Model
- The Visitor Impact Management Model
- Interpretation as a Visitor Management Model

The Carrying Capacity Model

Sustainable CT often entails the setting of limits to growth. This limit should be set by the CT management in consultation with heritage experts, various stakeholders and the host community. The underlying principle of the carrying capacity model is that thresholds exist for all sites. The model then necessitates the identification of that threshold in bio-physical, socio-cultural, psychological and managerial environments. It is commonly used in tourism planning and often entails the location of an optimum level of use for specific sites. Environmental and cultural impact assessments (CIA) should be carried out before visitor centres, visitor accommodation, roads, waste treatment and disposal, heritage trails, tourist shops and other CT facilities are constructed.

In the event that an EIA and CIA or other forms of impact and feasibility studies are not conducted prior to the establishment of the CT site as a tourist attraction, the CT site manager is advised to do the following in consultation with host community, heritage professionals and tourist industry (this checkpoint is adapted from CIDA):



Physical: Is there enough space for development without harming the CT site (including preserving the visual setting and cultural fabric of the site) or the livelihoods, quality of life and character of the host community?

Ecological: Will growth or CT development destroy the natural system that help give the CT site its character and help ensure the host community lead healthy and environmentally secure lives?

Cultural: Are local customs, practices and traditions threatened by CT development? Do host communities have resilience and capacity to negotiate external cultural influences without losing their unique characters? Will immigration of tourism and heritage workers from places of origins external to the CT site and host communities permanently and severely alter the local cultural fabric and structure?

Social: Is the community able to assimilate new residents and their demands for more, new and better services? Will rising crime or health issues threaten the local community? Is there fear of losing control to new immigrants and external investors?

Economic: Can the local monetary system finance additional infrastructure needed for tourism? Are local funds available? Are national funds available? Is there a potential for other sources of funding? If so, is there a legal and practical framework for ensuring that funding be used in ways that maintain a sustainable CT industry and not for political or personal gain (for example, monetary leakages to external investors and minimal 'trickling' of economic benefits).

The determination and enforcement of a visitor threshold is extremely difficult but important. Although it is technically very difficult to establish limits or thresholds for the acceptable use of vital resources at CT sites, a good estimate and approximation should be established based on a resource review conducted professionally at a local level. Such threshold and limits imply that CT use beyond these levels (based on current management and use parameters) could severely harm and damage the mid and long-term survival of the CT site and the standards of living and quality of life for the host communities. For some CT sites, the carrying capacity limits can be relatively rigid. For others, they may change over time. Visitor management actions can also affect this. Good visitor management practices (for example, ensuring that visitors walk on designated trails or wear special shoes on fragile flooring materials) can increase the carrying capacity limits. Better conservation practices can also increase the limits.



CASE STUDY 5-A**Watchmen, Ninstints and Carrying Capacity**

The village of Ninstints in Gwaii Hanaas (Queen Charlotte Islands) inherits the most significant collection of thirty-two carved mortuary and totem poles produced by the Haida Native American people. The Haida, who once dominated western British Columbia, were a powerful trading nation with extremely sophisticated cultural and artistic tradition. Ninstints is the most significant spiritual site for their descendants who still live in Gwaii Hanaas. They see Ninstints role as a key site for conservation, education and cultural-awareness purposes and that it needs to be sensitively managed. Ninstints, is located on Skungwai (Anthony) Island and is only accessible by sea kayak or boat. The stakeholders have won battles against the use of helicopter or float-boat landings.

Carrying capacity as a means of visitor management comes in the form of the regulatory and interpretive work of Haida Watchmen. These native people guard the site and their work is funded by Parks Canada. Watchmen keep a visitor-utilization record and have the powers to limit visitors to twenty at a time and to evict or exclude irresponsible visitors.

Excerpted from Shackley, M. (1998), Ninstints (Canada): 'A Deserted Haida Village in Gwaii Hanaas National Park Reserve (Queen Charlotte Islands)', in m. Shackley (ed.) Visitor Management: Case Studies from World Heritage Sites, Oxford: Butterworth Heinemann.



CASE STUDY 5-B

ZEMP, *Tomb Raiders* and Carrying Capacity at Angkor World Heritage

As part of a broader zoning and environmental planning strategy at Angkor World Heritage, preliminary assessment was conducted to determine the site's carrying capacity.

To help the local community and national government with their management of the site, UNESCO conducted The Zoning and Environmental Management Plan (ZEMP) between 1992 and 1994 and suggested that Angkor Wat has a capacity of 300-500 visitors at any one time (Wager, 1995: 518). This gives a daily total of 1800 to 3000 visitors (Aderhold, 1993). Based on the assumption that visitors would make two visits to Angkor Wat during their stay at Siem Reap, the annual maximum visitor arrival at this site would be 500 000. According to the ZEMP team, other sites have lower capacities.

Carrying capacity levels are determined by ZEMP via preliminary field research and predictions of visitor arrivals by ZEMP were carried out via comparisons with other key Southeast Asian World heritage sites such as Boroboudour and Sukothai. Visitor arrival at Angkor has been seen by the Cambodian National Tourism Organisation to make tremendous increase (from about 50 000 in 1995 to 700 000 in 2006) ('*Cambodian Tourism Statistical Report, 2000*', Phnom Penh: Ministry of Tourism, 2000). Despite the 1997 political coup, Cambodia's tourism industry growth has been accelerating steadily from its 'exploratory stage' in the early 1990s and around 85% of all tourists entering the country visit Angkor (Winter, 2002: 326). Recent ticket sales also indicate a "staggering 30% growth year on year" (ibid).

Clearly, visitation levels have exceeded optimal levels determined by the ZEMP team at UNESCO and in addition the site management's failure to arrest rocketing visitation rates, the site is also plagued by other problems the carrying capacity model is not well-positioned to tackle. The carrying capacity model when pursued in relative isolation is not suitable to tackle the many irresponsible tourist behaviours as the model is unable to distinguish between a sensible/sensitive visitor from an irresponsible one. According to the work of Winter (2002), on top of the usual (but still frowned upon) insensitive and mindless tourists, Angkor has attracted film-makers who are not reflexive and conscious of the negative implications of their filmic messages. They had subverted the conservation message of the Angkor World Heritage site and replaced that via top-quality special effects and celebrity appeal and Hollywood's branding, marketing and distributive channels - with a message of looting and mindless adventure.

The inability of the management to cope with and respond nimbly to the *Tomb Raider* film and filming has resulted in the sending of a very wrong 'heritage site-as-adventure-playground' and brought about a mega-projection of demonstration effects. For instance, the iconic status of Angkor ironically has



attracted the filming of a Hollywood movie with a monument looting theme. Winter (2002: 333) has observed tourists climbing over the temple structure at Preah Khan, one of the two sites at Angkor actively conserved as ruins. When interviewed about her inappropriate tourist behaviour, one Canadian tourist explained that it “made her feel like Lara Croft exploring the jungled ruins of Angkor” (Winter, 2002: 334)!

The Visitor Impact Management Model

Developed by the United States National Parks and Conservation Association, this model incorporates visitor management principles within the framework for assessing, and methods for reducing, visitor impacts which may threaten the quality of heritage assets or visitor experiences.

Although it was originally developed for use in sites of natural heritage, its central guiding principles could be adopted for use in CT sites. These principles are:

- The relationship between the quality of the visitor experience and visitor impact is complex and influenced by more than one level of use;
- Visitors and environments vary in their capability to tolerate impacts;
- Visitors are not the only cause of impacts;
- Effective management must move beyond carrying capacities and limits on use to involve both scientific and judgemental considerations.

(Loomis and Graefe, 1992, in Hall and McArthur, 1998)

In this sense, the Visitor Impact Management Model Framework moves away from the tendency in the carrying capacity model to focus on visitor numbers (rather than types and severity of impacts). It also highlights the reality that visitors and tourists are not the only source of negative impacts on sites. In many CT sites, uninformed local residents do vandalize and damage monuments and historic buildings. Theft and sale of sacred and precious objects from CT sites do, in some cases, involve members of local communities.

In essence, the Visitor Impact Management Model (VIMM) Framework is designed to deal with three basic issues inherent in impact management (Graefe, 1991):

- The identification of problem conditions (i.e. unacceptable impacts)
- The determination of potential casual factors affecting the occurrence and severity of the unacceptable impacts



- The selection of potential management strategies for mitigating the unacceptable impacts

To achieve its objectives, the VIMM is proactive and explicit in outlining its management objectives and calls for a range of management strategies.

Ten steps could be taken to implement the Visitor Impact Management Model to CT sites:

1. Review and summarize what is known about the situation at the CT site.
2. Review management objectives to ensure they define clearly the type of experience to be provided and the type of CT resource and asset to conserve.
3. Identify measurable indicators to reflect the degree to which the management objectives are being met.
4. Determine standards for each indicator.
5. Undertake research or monitoring.
6. Evaluate data.
7. Determine probable causes of discrepancy.
8. Identify a range of alternative management strategies and select the preferred option in consultation with stakeholders and host communities.
9. Implement the preferred management strategy/strategies with participation from stakeholders and host communities.
10. Report and update management results with stakeholders and host communities.

The VIMM is particularly suited for small localized sites willing to take proactive steps towards managing visitors and impacts at CT sites.

Interpretation as a Visitor Management Model

Interpretation has also been put forward by tourism scholars and heritage professionals as a possible framework for managing visitors. As “an educational activity which aims to reveal meaning and relationship through the use of original objects, by firsthand experience and by illustrative media, rather than simply to communicate factual information” (Tilden, 1977, p. 9), interpretation as management model is a visitor-oriented method whose central focus is on creating responsible, purposeful and ‘mindful’ visitors at CT sites. It has the potential to become a more appropriate long-term technique to manage both heritage and visitor experience as it is based on positive aspects of self-transformation via heritage (learning, appreciating and sharing) rather than regulative (limits and carrying capacity) and the rather ‘negative’ notion of visitor impacts in the VIMM. Although this model has seen successes in some CT sites in Australia (for example, Fremantle Prison, Perth), it has not, until recently, been widely implemented. The development of cultural heritage specialist guides at UNESCO World Heritage Sites by UNESCO Asia Pacific and the Asian Academy of Heritage Management, for example, is guided by this common goal of managing visitors through effective interpretation.



Mindful Visitors

Tourism academic Moscardo (2000) argues that visitor management should be able to shape and make “mindful visitors”. Mindful visitors are visitors who are constantly aware of the situation and environment and are always in an active state of mind and ready to learn. In the face of rampant and unguided CT, CT site managers may find the opposite concept more familiar. As a way of illustration, consider this invented account of a trip:

My wife asked me to bring her on a tour outside the country. We booked a ‘free and easy’ tour to Laos. The plan was to have a good time vacationing away from the family and children; I don’t really care where we are going. I don’t usually travel to historic places but since we’re already here, I thought “why not?” So, anyway, we left the hotel’s mini-van and took a walk around the historic town of Luang Prabang. I heard it was a nice heritage place and some kind of World Heritage. Maybe I can see something new? But once we started walking, we just followed our usual routine and ended up shopping and eating. We did not really check out the attractions or learn about the history of the town. It wasn’t until it was about time for the hotel to pick us up from the bus park that I realized I was on a tour and away from home!

The account is fictitious but it is representative of many mindless visitors at heritage places. The mindless visitor and his wife visited the historic town of Luang Prabang without learning much from the place except for interaction with the local gift shop and textile sellers. While textile and local crafts constitute a part of Luang Prabang’s lively atmosphere, more could be learnt if the visitor had been “mindful”. As CT site managers, we must strive to create CT sites that are conducive to mindful CT visits and seek to transform mindless visitors into mindful ones.

The following are characteristics of mindful visitors:

- Mindful visitors actively think about where they are and what they are doing.
- Mindful visitors create new routines for their behaviour and they are more likely to learn new information, change their attitudes and behaviour and to enjoy themselves.
- Mindful visitors think about the world around them.
- Mindfulness is the key ingredient to learning new information.
- Mindfulness is a way of thinking, not an amount of thinking!



TABLE 5.3: FEATURES, CONDITIONS AND OUTCOMES OF A MINDFUL AND MINDLESS VISITATION

Mindfulness	Mindlessness
<i>Key Features</i>	
Open to learning, attention to the setting, development of new routines	Use of existing routines, little attention to the setting, no learning
<i>Conditions</i>	
New and different settings, varied and changing situations, control and choice, personal relevance	Familiar settings, repetitive situations, little control, few choices, no personal relevance
<i>Outcomes</i>	
Learning and recall, feelings of control, ability to deal with problems, feelings of achievement, feelings of satisfaction	No learning, poor recall, feelings of helplessness, limited ability to deal with problems, feelings of incompetence, feelings of dissatisfaction

To create mindful visitation and shape mindful CT experiences, CT site managers should support the use of thematic interpretation, and interpretation in general, at their CT site. Thematic interpretation is a good way of designing an interpretation programme. Organizing interesting and real human stories and relevant historic facts around a central theme helps make the interpretation focused.

A thematic interpretation also opens avenues to more role-playing and participation for the visitors. For example, the ‘Be a Buddhist for a Day’ theme allows visitors to participate in Buddhist ceremonies and learning about them during a temple or monastery visit. A CT site may have many stories to tell. The monastery for example may have interesting artwork to show visitors and it would be good to have that designed as a Buddhist Monastery Art Cultural Tour rather than have the artwork marginalized in a general tour of the monastery.

The CT site manager can help by providing research capacity for thematic interpretation, planning a heritage tour schedule (for example, 14:00 ‘Be a Buddhist for a Day Tour’, 15:30 ‘Monastery Art Tour’ and 17:00 ‘Temple Architecture Tour’), marketing and making provisions for specialist guide training.

The following are other methods that a CT site manager can use to create mindful visitors:

Variety

A variety of experiences will encourage mindfulness in visitors while repetition encourages the reverse. Hence, it is important for heritage guides to vary their



interpretive talks and tours. It is important to find destinations that would allow us to use a variety of activities to engage our visitors for one good way to vary your interpretive talk and tour is to vary the types of activities. Some of the ways we can do this include (Lew 1987):

- Where they are conducted (interpretive talks on small wooden boat at Halong Bay are very different from one given on conventional tour bus!)
- When they are conducted (heritage walks at night are very different from those conducted in the day)
- The level of physical effort required
- The level of mental effort required (an interactive activity where visitors have to find answers to questions or to perform specific roles are different from listening to a guide talk)
- Who they are with, and
- The themes they pursue (a heritage walk at historic fortresses focusing on military architecture and technologies is very different from one which talks about exploitation, war crimes and sufferings)

The above are only some suggestions on how this can be achieved. Depending on your individual style, you can craft your very own interpretive activities that depart from other “run-of-mill” mass-produced heritage tours.

Interaction and participation

Giving visitors a chance to participate directly in the interpretive process is both a way to encourage mindfulness and a way to reduce negative impact on-site. By designing appropriate activities which would benefit the site and getting visitors to do it, we would be quite sure the visitors have little or no time to engage in irresponsible behaviours!

Here, we recommend some activities that could be useful for your heritage tours:

Audience	Activity
Young children	<ul style="list-style-type: none"> ▪ Photography competition using one-time use cameras
Older children	<ul style="list-style-type: none"> ▪ Role-play: young heritage ambassadors and young conservationists ▪ Quiz, artwork (be sure the children do not vandalise), digital photography, web-blog and website making competition ▪ Photography competition using one-time use cameras
Teenager	<ul style="list-style-type: none"> ▪ Simple oral history fieldwork



	<ul style="list-style-type: none"> ▪ Journal-writing ▪ Role-play: young heritage ambassadors and young conservationists ▪ Quiz, artwork (be sure the children do not vandalise), digital photography, web-blog and website making competition
Less mobile people	<ul style="list-style-type: none"> ▪ Quiz, artwork, digital photography, web-blog and website making competition ▪ Oral history interview and recording (esp. of peoples of fast-vanishing traditional trades) ▪ Journal-writing ▪ Participation in some local rituals and customs that that less physically demanding if the local community and the visitor are comfortable with participation
Adults (heritage amateurs)	<ul style="list-style-type: none"> ▪ Participation in some local rituals and customs if the local community and the visitor are comfortable with participation and that visitor participation does not lead to commercialisation and touristification of the event ▪ Simple oral history fieldwork ▪ Quiz, artwork, digital photography, web-blog and website making competition ▪ Role-play: amateur heritage ambassadors and young conservationists
Adults (heritage experts and related professionals)	<ul style="list-style-type: none"> ▪ Heritage advocacy work ▪ Participation in some local rituals and customs if the local community and the visitor are comfortable with participation and that visitor participation does not lead to commercialisation and touristification of the event ▪ Preliminary heritage research work ▪ For teachers and professors: help with collection of case studies, pictures, interviews and contacts for research and teaching ▪ For other professionals: help with collection of other niche interests, for example: specific architectural photography, postcards and ethnic food recipes. ▪ Getting to know and interact with community – to know how to appreciate their cultures deeply and if applicable, how to help benefit their heritage



	conservation and community
Seniors	<ul style="list-style-type: none"> ▪ Simple heritage advocacy work ▪ Participation in some local rituals and customs if the local community and the visitor are comfortable with participation and that visitor participation does not lead to commercialisation and touristification of the event ▪ Simple oral history fieldwork

The activities suggested above serve as a simple guide. Heritage guides can use these as a starting point to think about and devise their own range of interesting and meaningful activities for their dedicated visitor groups

Personal connection

As often as possible, heritage guides must help visitors find a personal link to the heritage sites they are visiting. For example, when guiding visitors from overseas Chinese communities, heritage guides can make use of the ethnic/national connections to establish a personal link between the site and the visitors. An overseas Chinese visitor from Canada with ancestral links in Fujian Province in China, for instance, would find the Fujian Clans in Georgetown, Malaysia. He/she may also find the Kun Iam Temple (site of the signing of the Mong-Ha Treaty between United States and China after the Opium War) and built by Fujian immigrants personally relevant.

With a personal connection established visitors would be able to see:

- many interesting and personally-relevant stories shape the monuments
- many important historical events that shape the heritage place and their place/country of origin
- that there are lots to learn and experience
- culture and heritage are not just attractions but a part of life

The mindful visitor we create through our varied, participatory and personally-relevant interpretation would have minimal negative impacts on the cultural tourism site as the mindful visitor will, together with their heritage guide, constantly and conscientiously learn about the cultures. However, it would be unrealistic to expect visitors to become mindful upon arrival. How then can we guide and advice visitors on responsible visitor conduct when they first encounter cultural tourism site? In the next section, we discuss the ways of creating a code of responsible conduct – a simple but important checklist crafted based on local communities preferences on the appropriate behaviours of their guests and visitors.

All in all, the Carrying Capacity Model, the Visitor Impact Management Model and the Interpretation as a Visitor Management Model provide theoretical



frameworks and operational guidelines for planning and developing CT programmes. However, modifications and fine-tuning are required for actual implementation at sites for CT.



Worksheet 5-A: Identification of characteristics of a good cultural tour.



Worksheet 5-B: Identification and Evaluation of CT site interpretation practices.

5.3.2 PRINCIPLES OF VISITOR GUIDING AT CT SITES

CT site managers' support is imperative for guides, the tourism industry and the local communities to host and guide visitors at CT sites and manage them. Therefore, CT site managers should provide a clear and secure framework for effective guiding to take place at CT sites. To use a theatre analogy, a CT site manager is a stage manager and promoter for the show the guides are putting on for the visitors and the host community. In essence, the CT site manager 'sets the stage', plans and maintains it.

For effective guiding at CT sites, the CT site manager can support the guiding professionals and the host communities by providing the following:

- *Visitor Centres:* Ensure the visitor centre has the capacity to accommodate and orientate visitors to the heritage site. In the case where visitor centres are not available, CT site managers should provide a sheltered area with basic facilities. These facilities should include maps, models and informational panels. Washrooms and litter bins should also be provided so that visitors can be comfortable before they embark on their heritage experience. If site and finances permit, visual and other communication aids would help the foreshadowing process.
- *Managing and leveraging visitor anticipation:* To allow for foreshadowing and mystery especially during transition from visitor centre to cultural heritage resources, CT site managers must ensure that guides and interpretive materials in the visitor centre and tourist information booths (outside the CT) do not 'give the plot away'. To do this, CT site managers must be in constant collaboration with the national and local tourism organizations. They can also ensure that the visitor centre does only a preview of the CT site and have some sights and sites hidden from the visitor at the start of the visit.
- *Non-intrusive rest points and shelters:* Management guidelines permitting, non-intrusive shelters, sheds and seats should be set up to allow heritage



guides and docents to incorporate short activities during the transition from visitor centre to cultural heritage resources or during other waiting or travelling times.

- *Provide framework and support for thematic interpretation:* Design several thematic interpretations. These thematic interpretations can illustrate several aspects of the site. A war site, for example, can highlight themes ranging from 'post-colonialism', 'acts of valour', 'a day in the life of a soldier/war-time common folk'. They can also be tailored to different age groups, interests and scholarly and professional backgrounds. A historic town can organize thematic walking tours with themes ranging from 'guided photo-taking and drawing heritage tour' for children 7-12 years of age, 'local craft and product shopping' for the beginning adult heritage guide to 'art history of heritage towns' for architectural postgraduate students.
- *Promoting other CT sites:* CT site management should also promote other CT sites in the locality to visitors. CT site managements should work with one another to jointly promote and improve transport links.
- *Linking your CT site with others in a broader thematic tour:* Thematically-linked sites should exploit the unifying themes to help design heritage tours that would be more appealing to visitors. This is particularly true for non-iconic and secondary sites. This has the potential of increasing visitation at less popular sites and easing congestion at primary CT attractions by 'spreading' the visitors over a greater number of sites with common themes.
- *Local research for interpretive materials:* Staff in the visitor centre should work with the national or local libraries and amateur heritage organizations and student groups to craft and collect interesting snippets and stories of the CT site.
- *Expert validation:* The accuracy of the information collected can be validated by expert reviewers from local universities and heritage professionals.
- *Story-cards and local history and folklore library on-site:* CT site staff can then organize these snippets and stories into 'story-cards' or design thematic interpretations their lecturers and heritage guides can use. The information collected and validated should be kept in a CT site library.
- *Guides Toolkit:* These story-cards can also be further organized into a heritage guide or interpretation toolkit. The toolkit will be made up of activity sheets suggesting activities and picture cards (to help 'zoom-in' on details, for example on specific motifs of a monument or building) for visitors of varying profiles. It should also contain orientating devices (maps highlighting heritage sites and compasses, pocket binoculars) and basic first-aid. At solemn or sacred sites, the toolkit should also contain wireless ear-phones or headsets for visitors. The heritage guide can speak to the visitors using a cordless microphone tuned to the frequencies of the visitor's ear-pieces.



- *Help visitors pledge commitment:* CT site managers should ensure that visitors are given the chance, and are encouraged, to pledge commitment to heritage conservation and protection. The CT site should encourage visitors to join local, national or international heritage bodies and societies.
- *Helping visitors stay committed:* The CT site manager should ensure that visitors stay in touch with the site and its management staff via newsletters (paper or electronic) and updates of events. This is particularly useful for sites supported largely by domestic visitors.
- *On-site heritage club:* The CT management should also establish a heritage club to facilitate heritage discussions and promote heritage awareness. The heritage club can also be an active part of the CT and community by serving as a training base for interpreters, guides and docents. Members with less professional background and training in heritage can start by volunteering their services as greeters, ambassadors, librarians and research assistants for the CT management.
- *Helping volunteers get ahead:* The CT management should reward young and less educated volunteers with training in heritage guiding and foreign languages so as to create a pool of budding heritage talents. With foreign language and guiding skills, these young volunteers can then find better jobs when they enter the workforce. This would also enable the CT management to help improve standards of living in the community and garner sustained support for heritage conservation at local level.



Worksheet 5-C: Identification of visitor management strategies.





IDENTIFICATION OF CHARACTERISTICS OF A GOOD CULTURAL TOUR

What are the characteristics of a good cultural tour? Make a list of five characteristics and present the list to your class.

Characteristic 1:

Characteristic 2:

Characteristic 3:

Characteristic 4:

Characteristic 5:



Worksheet 5-B**IDENTIFICATION AND EVALUATION OF CT SITE INTERPRETATION PRACTICES**

Identify aspects of interpretation at your CT site. Write a short description of that aspect (which thematic tour addresses that, which interactive exhibit is a good example of that aspect, etc.) and evaluate these on a point system of 1-5 (1-very poor, 2-poor, 3-moderate, 4-good, and 5-very good).

Aspects of Interpretation as Visitor Management	Brief description of aspect	Evaluation (1-5)
Availability of new routines for visitors		
Control and choice (visitor)		
Personal relevance		
New and different settings		



Worksheet 5-C



IDENTIFICATION OF VISITOR MANAGEMENT STRATEGIES

In the “Matrix to evaluate alternative visitor management strategies” (adapted from Graefe, 1991) identify some of the visitor management strategies available at the CT site you are managing. Evaluate these using scores of 1-5 (1-very poor, 2-poor, 3-moderate, 4-good, 5-very good) and calculate the average score of each strategy. Discuss your findings with you course mates.

Potential management strategies	Consistency with management objectives	Difficulty of implementation	Effects on visitor freedom	Effects on other impact indicators	Average score
Indirect strategies					
Physical alterations to CT site/ 'hardening'					
Information dispersal/marketing					
Economic constraints					
Direct strategies					
Enforcement					
Zoning					
Rationing use					
Restricting activities					



ADDITIONAL READING

4. Hall, C. M. and McArthur, S. *Integrated Heritage Management: Principles and Practice*, London: The Stationery Office, 1998.
5. Nordic World Heritage Foundation. "World Heritage and Tourism" in *Sustainable Tourism*. Available from <http://www.nwhf.no/index.cfm?oa=content.display&con=140>
6. Zancheti, Silvio Mendes. "Urban Sustainable Development". In *Management of the Integrated Cultural Heritage*. Informal English translation of *Gestão do Patrimônio Cultural Integrado – Gestión del Patrimonio Cultural Integrado*. Interim reference paper prepared for the ITUC/AL Programme, The Cathedra of UNESCO at the UFPE, Recife, Brazil, 2003.



MODULE SUMMARY

- By cooperating with each other, the site managers and various components of tourism industry can help effective management of CT sites.
- The key activities related to visitor management includes
 - Regulating access, visitation, behaviour, equipment and imposition of entry fees
 - Modification or 'hardening' of site
 - Audience research and visitor tracking, monitoring and behavioural research
 - Marketing
 - Interpretation and public education
- Three key models guide the planning and development of CT programmes:
 - The Carrying Capacity Model
 - The Visitor Impact Management Model
 - Interpretation as a Visitor Management Model.





Module

6

INTERNATIONAL SUPPORT IN CT SITES MANAGEMENT

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ESCAP

6 INTERNATIONAL SUPPORT IN CT SITES MANAGEMENT

LEARNING OBJECTIVES

At the end of this Module, students will be able to:

- Understand the role of international support in the management of CT sites;
- Identify areas of CT sites management where the support of others is needed; and
- Determine how to develop cooperation with others in the management of CT sites.

MODULE OVERVIEW

This Module focuses on the importance of international support in the management of CT sites. It discusses different forms of international and regional cooperation and illustrates how a site manager can identify the areas of cooperation and the organizations that can provide them. Special attention is paid to the international cooperation in the protection of World Heritage sites.



INSTRUCTIONS FOR TRAINERS

Teaching of this Module requires good understanding of the type of international assistance available and of the organizations that provide them. Develop a good acquaintance with the missions and objectives of these organizations.

Before the class

- If available, identify a CT site that received some form of international support in its management.
- Find which organization(s) provided the support and how.
- Find why the site needed the support and if the site could adopt other means to address the issue.

If you are unable to identify a CT site that has sought international support, then do one of the following:

- Identify a CT site that is facing a problem that cannot be solved locally.
- Find why the problem(s) cannot be solved locally.
- Identify what type of international support is required.
- Identify who can help.

After the class

- Record the outcomes of class discussions and other activities for future reference.
- Review the contents of the records as they might provide valuable insights into the issues the trainees experience in real life.
- Review the effectiveness of the teaching methods employed and modify the methods if necessary.

Read Module 7 for more on teaching methods and Module 8 for how to enhance the knowledge of local site related issues.



FIGURE 6.1: UNESCO SUPPORTED TRAINING CENTRE IN LUANG PRABANG

UNESCO Training Centre, Vat Xieng Mouane, Luang Prabang, Lao PDR

Image source: S. S. Imon

CORE KNOWLEDGE

6.1 The role of international communities in CT sites management

As discussed earlier, the management of CT sites requires various kinds of resources. Most heritage places receive various forms of government support for their management, visitor facilities can be established with support from the tourism industry, and communities can take care of sites that are part of their daily use. Yet, there are sites that face problems so complex that the budget allocated by the government is not enough to tackle the problems adequately. Sometimes, the technical expertise to solve a problem may not be available locally. This normally leads to the seeking of help from international communities.



International communities, through various international, regional or bilateral agreements, extend financial and technical support to different countries or projects that need these.

6.2 International support for heritage protection

The protection of UNESCO World Heritage sites offers very good examples of international cooperation in the protection of cultural heritage sites. UNESCO World Heritage sites are the best, and unique, examples of the human creative genius. However, these sites are not free from dangers – caused by both nature and humans. Fortunately, because of their UNESCO World Heritage status, these sites draw immediate attention from the international communities if they face a danger and if the governments are unable to provide adequate protection. For issues like this, the involvement of international communities occurs mainly through organizations such as UNESCO, ICCROM (International Centre for the Study of the Preservation and Restoration of Cultural Property) or ICOMOS (International Council on Monuments and Sites).



The World Heritage Committee consists of 21 representatives elected from the State Parties who have ratified the World Heritage Convention.

ICCROM, an intergovernmental institution that provides technical advice to the World Heritage Committee, contributes to the protection of cultural heritage through training, research, cooperation and advocacy. Website: www.iccrom.org

ICOMOS is a non-governmental organization which advises the World Heritage Committee on matters related to cultural sites: it is a professional body comprising professionals related to cultural heritage. Website: www.icomos.org

The **World Heritage Fund**, a fund established through mandatory and voluntary contributions made by the State Parties, allows UNESCO to mobilize financial resources to support various activities related to the protection of UNESCO World Heritage sites. This type of support is called International Assistance, which can be mobilized upon the request from a State Party.

International Assistance can take the following five different forms:

1. Preparatory assistance. This type of assistance is provided to support various activities related to the nomination of a site for inscription on the World Heritage List.



2. Technical cooperation. This type of assistance is provided for the conservation and management of World Heritage sites by carrying out technical studies, providing expertise and supplying equipment, or by providing loans.
3. Training. This type of assistance aims to capacity building related to the management of World Heritage sites through various training programmes.
4. Emergency assistance. This type of assistance is provided to protect a site that is either on the World Heritage List or is suitable for listing, in the face of a sudden danger (e.g. natural disasters, armed conflict, etc.).
5. Promotion and education. This type of assistance supports activities related to the promotion of national interest in the World Heritage Convention.



Note

The World Heritage Fund is, together with the World Heritage List, one of the means to fulfil the Convention's objectives. The resources of the Fund consist of the compulsory and voluntary contributions made by the State Parties to the Convention.

More information about the Fund can be found @ http://whc.unesco.org/ab_fund.htm



Additional Information

Investing in World Heritage: past achievements, future ambitions: A guide to International Assistance, UNESCO, 2002, by Jehanne Phares and Cynthia Guttman, provides an overview of the array of initiatives related to World Heritage undertaken with International Assistance.



Investing in World Heritage: past achievements, future ambitions: A guide to International Assistance, UNESCO, 2002.



Case study 6-A provides an example of UNESCO's cooperation in the protection of the Angkor World Heritage site.

CASE STUDY 6-A

Successful restoration at Angkor, Cambodia

One of the most important archaeological sites in South-East Asia, Angkor Archaeological Park contains the magnificent remains of the different capitals of the Khmer Empire from the 9th to the 15th century. In 1993, UNESCO embarked upon an ambitious plan to safeguard and develop the heritage site. Work was carried out by the Division of Cultural Heritage in close cooperation with the World Heritage Centre. Prohibited excavation, pillaging of archaeological sites and landmines were the main problems.

In order to deal with the urgent problems of conservation quickly and effectively, the Committee inscribed the site of Angkor on the List of World Heritage in Danger in 1992, and requested, on the recommendation of ICOMOS, that steps be taken to meet the following conditions:

- Enact adequate protective legislation;
- Establish an adequately staffed national protection agency;
- Establish permanent boundaries based on the UNDP project;
- Define meaningful buffer zones; and
- Establish monitoring and coordination of the international conservation effort.

After numerous successful conservation and restoration activities coordinated by UNESCO, in 2004 the World Heritage Committee decided that the threats to the site no longer existed and removed the site from the List of World Heritage in Danger.

*Source: UNESCO World Heritage Centre. <http://whc.unesco.org/en/list/>
and World Heritage Information Kit n.d., accessed 20 October 2005
http://whc.unesco.org/documents/publi_infokit_en.pdf*

6.3 Other forms of international support

International support can take many other forms as well and may include fields other than heritage conservation. Nevertheless, many of these efforts in other fields can be beneficial to the CT sites and the community. One of the most common forms of such support is project financing. By providing much needed funds, international communities ensure necessary plans are implemented.



Support in the form of technical assistance is also very common where experts from donor countries are sent to assist the host country in solving a particular problem. Capacity building of local professionals through training programmes or projects designed specifically for this purpose can have a lasting impact on how local people take care of their own problems. Development of a training kit, of which this Training Manual is a part, and initiation of a training programme for site managers by UNESCAP are examples of such a capacity building initiative. UNESCO, with the support of a number of higher education institutions from Asia, is now running a training programme entitled “UNESCO Cultural Heritage Specialist Guide Programme” for heritage guides at World Heritage sites in Asia to enhance their guiding quality. By combining their efforts, these programmes together are contributing to the better management of CT sites in the GMS region.

6.4 Determining the need for international support

While international support can often fill the gap between the required resources and available means, it is not always a sustainable choice. Because of changes in economic conditions or of political changes, international support may not be available when needed. To overcome this problem the best approach is to focus on local capacity building and tap into local resources. Complete the Worksheets 4-A and 4-B to determine if international support is needed for the management of the site you are dealing with.



Activity

Worksheet 6-A: Identification of areas of cooperation



Activity

Worksheet 6-B: Developing a strategy for cooperation



6.5 Finding a partner in cooperation

Once the areas and strategies for cooperation have been established, the next step is to find a partner who is interested in extending its support. However, this means exploring numerous potential partners ranging from international organizations to governments of different countries. As a first step in the pursuit of finding a partner, it is recommended that you contact UNESCO for cultural heritage related matters and UNESCAP for development and tourism related matters. The contact details of these two United Nations organizations are provided below:

<p>United Nations Economic and Social Commission for Asia and the Pacific (UNESCAP) The United Nations Building Rajadamnern Nok Avenue Bangkok 10200, Thailand</p> <p>Telephone (central): +66-2-288-1234 Fax: +66-2- 288-1000 Website: http://www.unescap.org</p>	<p>Office of the Regional Advisor for Culture in Asia and the Pacific UNESCO Bangkok 920 Sukhumvit Road, Prakanong, Bangkok 10110, Thailand</p> <p>Telephone: +66-2-391-0577 ext 509 Fax: +66-2-391-0866 E-mail: culture@unesco Bangkok.org Website: http://www.unescobkk.org/index.php?id=458</p>
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The following two lists⁴ provide contact details of various relevant international organizations and donor agencies.

USEFUL CONTACTS (REFERENCED FROM THE WORLD HERITAGE INFORMATION KIT)

The UNESCO World Heritage Centre

The UNESCO World Heritage Centre is responsible for the day-to-day management of the Convention and for the administration of the World Heritage Fund.

7, Place de Fontenoy 75352 Paris 07 SP, France

Tel: +33 1 4568 1571

Tel: +33 1 4568 1876

Fax: +33 1 4568 5570

Email: wh-info@unesco.org

<http://whc.unesco.org>

⁴ Courtesy of UNESCO Bangkok.



ICCROM

The International Centre for the Study of the Preservation and Restoration of Cultural Property is an intergovernmental body founded in 1956 which provides expert advice on how to conserve World Heritage sites, as well as training in restoration techniques.

Via di San Michele 13 I-00153 Rome, Italy

Tel: +39 0658 5531

Fax: +39 06 5855 3349

Email: iccrom@iccrom.org

<http://www.iccrom.org>

ICOM

Founded in 1946, the International Council of Museum is devoted to the promotion and development of museums and the museum profession at an international level. ICOM is a non-governmental organization with around 17,000 members in 140 countries, many of which have World Heritage sites with museums.

1, rue Miollis 75015 Paris, France

Tel: +33 1 4568 2867

Fax: +33 1 4306 7862

Email: secretariat@icoms.org

<http://www.icom.org>

ICOMOS

The International Council on Monuments and Sites, a non-governmental organization, was founded in 1965 after the adoption of the Charter of Venice, in order to promote the doctrine and the techniques of conservation. ICOMOS provides the World Heritage Committee with evaluations of properties with cultural values proposed for inscription on the World Heritage List, as well as with comparative studies, technical assistance and reports on the state of conservation of inscribed properties.

49-51, rue de la Fédération 75015 Paris, France

Tel: +33 1 4567 6770

Fax: +33 1 4566 0622

Email: secretariat@icomos.org

<http://www.icomos.org>



IUCN

The World Conservation Union, an international, non-governmental organization founded in 1948, advises the World Heritage Committee on the inscription of properties with natural values. Through its worldwide network of specialists it reports on the state of conservation of World Heritage sites.

rue Mauverney 28 CH-1196 Gland, Switzerland

Tel: +41 2 2999 0001

Fax: +41 2 2999 0010

Email: mail@hq.iucn.org

<http://www.iucn.org>

NWHF

The Nordic World Heritage Foundation was established by the Norwegian Government in March 2002 and was officially given UNESCO auspices by the General Conference in 2003. By joining efforts of the five Nordic countries in support of the World Heritage Convention, the Foundation promotes World Heritage conservation by supporting innovative projects, preservation and fundraising activities throughout the world and continues to work towards a balanced World Heritage List.

Fridtjof Nansens Plass 4 0160 Oslo, Norway

Tel: +47 2414 0109

Fax: +47 2414 0101

Email: nwhf@nwhf.no

<http://www.nwhf.no>

OWHC

The organization of World Heritage Cities was established in 1993 to develop a sense of solidarity and a cooperative relationship between World Heritage cities, particularly in view of the implementation of the Convention. The organization thus facilitates an exchange of knowledge, management techniques and financial resources for the purpose of protecting monuments and sites. There are over two hundred World Heritage cities to date.

56, rue Saint-Pierre Quebec G1K 4A1, Canada

Tel: +1 41 8692 0000

Fax: +1 41 8692 5558

Email: secretariat@ovpm.org

<http://www.ovpm.org>



UNEP-WCMC

The UNEP World Conservation Monitoring Centre manages the database of World Heritage properties with natural values.

219 Huntingdon Road Cambridge CB30DL, United Kingdom

Tel: +44 122 3277 7314

Fax: +44 122 3277 7136

Email: info@unep-wcmc.org

<http://www.unep-wcmc.org>

FUNDING AGENCIES

Aga Khan Development Network (AKDN)

The Aga Khan Development Network (AKDN) is a group of development agencies with mandates ranging from health and education to architecture, culture, microfinance, disaster reduction, rural development, the promotion of private-sector enterprise and the revitalisation of historic cities.

1-3 Avenue de la Paix 1202 Geneva, Switzerland

Tel: +41 2 2909 7200

Fax: +41 2 2909 7292

Email: akdc@akdn.ch

<http://www.akdn.org>

Asian Development Bank (ADB)

ADB is a multilateral development financial institution owned by 67 members, 48 from the region and 19 from other parts of the globe. ADB's vision is a region free of poverty. Its mission is to help its developing member countries reduce poverty and improve the quality of life of their citizens.

6 ADB Avenue, Mandaluyong City 1550, Metro Manila, Philippines

Tel: +632 632 4444

Fax: +632 636 2444

Email: information@adb.org

<http://www.adb.org/>

Canadian International Development Agency (CIDA)

The Canadian International Development Agency (CIDA) is Canada's lead agency for development assistance. It has a mandate to support sustainable



development in developing countries in order to reduce poverty and to contribute to a more secure, equitable, and prosperous world.

200 Promenade du Portage Gatineau Quebec K1A 0G4 Canada

Tel: +1 81 9997 5006

Fax: +1 81 9953 6088

Email: info@acdi-cida.gc.ca

<http://www.acdi-cida.gc.ca/cidaweb/acdicida.nsf/En/Home>

Christensen Fund

The Christensen Fund believes in the power of biological and cultural diversity to sustain and enrich a world faced with great change and uncertainty. It focuses on the “bio-cultural” – the rich but neglected adaptive interweave of people and place, culture and ecology. The Fund’s mission is to buttress the efforts of people and institutions who believe in a biodiverse world infused with artistic expression and work to secure ways of life and landscapes that are beautiful, bountiful and resilient.

394 University Avenue Palo Alto, CA 94301 USA

Tel: +1 65 0323 8700

Fax: +1 650 462 8602

Email: info@christensenfund.org

<http://www.christensenfund.org/index.html>

Deutsche Gesellschaft für Technische Zusammenarbeit (GTZ)

GTZ is international cooperation for sustainable development. We operate worldwide. GTZ provides viable, forward-looking solutions for political, economic, ecological and social development in a globalised world. We support complex reforms and change processes. All our activities are geared to improving people’s living conditions and prospects on a sustainable basis.

Deutsche Gesellschaft für Technische Zusammenarbeit (GTZ) GmbH

Dag-Hammarskjöld-Weg 1-5 65760 Eschborn Deutschland

Tel: +49 619 6790

Fax: +49 61 9679 1115

Email: info@gtz.de

<http://www.gtz.de/en/index.htm>



Ford Foundation

The Ford Foundation is an independent non-profit grant-making organization. It makes grants in all 50 U.S. states and in many countries around the world. The Ford Foundation works mainly by making grants or loans that build knowledge and strengthen organizations and networks.

Ford Foundation (Headquarters)
320 East 43rd Street New York NY 10017 USA
Tel: +1 21 2573 5000
Fax: +1 21 2351 3677
Email: office-secretary@fordfound.org
<http://www.fordfound.org/>

Getty Foundation

provides support to institutions and individuals in Los Angeles and throughout the world, funding a diverse range of projects that promote the understanding and conservation of the visual arts. Through its grantmaking, the Foundation complements and extends the work of all the Getty programs. The Foundation also encompasses the Getty Leadership Institute, the leading source of continuing professional development for current and future museum leaders.

1200 Getty Center Drive, Suite 800 Los Angeles, California 90049-1685 USA
Tel: +1 31 0440 7320
Fax: +1 310 440 7703
Email: info@getty.edu
<http://www.getty.edu/grants/>

Global Heritage Fund

Global Heritage Fund is a non-profit, international conservancy to preserve and protect humankind's most important archaeological and cultural heritage sites in developing countries. GHF conservation and planned development offers new, long-term economic development opportunities for developing countries and their communities.

625 Emerson Street, Suite 200 Palo Alto, California 94301 USA
Tel: +1 65 0325 7520
Fax: +1 65 0325 7511
Email: info@globalheritagefund.org
<http://www.globalheritagefund.org/home.html>



Japan Bank for International Cooperation (JBIC)

Japan Bank for International Cooperation has a statutory mandate to undertake lending and other operations for the promotion of Japanese exports, imports and economic activities overseas; for the stability of international financial order; and for economic and social development as well as economic stability in the developing economies, thereby contributing to the sound development of the Japanese economy as well as international economy. JBIC operates under the principle that it will not compete with financial institutions in the private sector.

4-1 Ohtemachi 1-Chome Chiyoda-ku Tokyo 100-8144 Japan

Tel: +813 5218 3101

Fax: +81 3 5218 3955

<http://www.jbic.go.jp/english/index.php>

Norfund

The Norwegian Investment Fund for Developing Countries, Norfund, facilitates economic growth and poverty reduction by investing risk capital in profitable businesses in developing countries.

Norfund head office, Oslo, Norway P.O.Box 1280 Vika

0111 Oslo, Norway

Tel: +47 2201 9393

Fax: +47 2201 9394

Email: post@norfund.no

<http://www.norfund.no/>

Prince Claus Fund for Culture and Development

The Prince Claus Fund aims at increasing cultural awareness and promoting exchange between culture and development. The Prince Claus Fund initiates and supports artistic and intellectual quality, creates platforms for debate and stimulates creative processes and artistic productions. The Prince Claus Fund is a platform for intercultural exchange. It works jointly with individuals and organisations mainly in Africa, Asia, Latin America and the Caribbean on the realisation of activities and publications reflecting a contemporary approach to the themes of culture and development.

Prince Claus Fund

Hoge Nieuwstraat 30 2514 EL Den Haag Netherland

Tel: +31 7 0427 4303

Fax: +31 7 0427 4277

Email: info@princeclausfund.nl

<http://www.princeclausfund.org>



Rockefeller Foundation

The Rockefeller Foundation was established in 1913 by John D. Rockefeller, Sr., to "promote the well-being" of humanity by addressing the root causes of serious problems. The Foundation works around the world to expand opportunities for poor or vulnerable people and to help ensure that globalization's benefits are more widely shared.

420 Fifth Ave New York, NY 10018 USA

Tel: +1 21 2869 8500

Fax: +1 21 2764 3468

<http://www.rockfound.org/index.shtml>

UNWTO ST-EP Foundation

The ST-EP Foundation is a cornerstone of the ST-EP program, which was established in 2003 by the United Nations World Tourism Organization. The ST-EP name stands for Sustainable Tourism Eliminating Poverty, and that tells a great deal about both the goals of the program generally and the work of the Foundation in particular. ST-EP was created to harness the developmental power of tourism in the fight against world poverty.

ST-EP Foundation Secretariat

8F KNTTO Building 10 Da-dong Jung-gu Seoul 100-180 South Korea

Tel: +82 2318 1862~7

Fax: +82 2318 2163

Email: info@unwtostep.org

<http://www.unwtostep.org/html/index.asp>

US Ambassador's Fund for Cultural Preservation

The Ambassador's Fund for Cultural Preservation is the only program in the U.S. Government that provides direct small grant support to heritage preservation in less-developed countries.

Cultural Heritage Center

Bureau of Educational and Cultural Affairs

U.S. Department of State SA-44 301 4th St. SW Room 334 Washington DC
20547 USA

Tel: +1 20 2453 8800

Fax: +1 20 2453 8803

Email: ecapc@state.gov



The World Heritage Fund

The World Heritage Fund was created in 1972 by the World Heritage Convention. Its purpose is to assist State Parties in identifying, preserving and promoting World Heritage sites.

Tel: +33 1 4568 1571

Tel: +33 1 4568 1876

Fax: +33 1 4568 5570

Email: wh-info@unesco.org

<http://whc.unesco.org/en/109/>

World Monuments Fund

The World Monuments Fund (WMF) is the foremost private, non-profit organization dedicated to the preservation of endangered architectural and cultural sites around the world. Since 1965, WMF has worked tirelessly to stem the loss of historic structures at more than 450 sites in over 80 countries.

95 Madison Avenue, 9th floor New York 10016 USA

Tel: +1 64 6424 9594

Fax: +1 64 6424 9593

Email: wmf@wmf.org

<http://www.wmf.org/index.html>

<http://exchanges.state.gov/culprop/afcp/info.htm>

Besides the above-mentioned funding agencies, there are several project-based funds available from the embassies, including, Japanese, Dutch, German and French.



WORKSHEETS

Worksheet 6-1



IDENTIFICATION OF AREAS OF COOPERATION

Choose a CT site from your region and identify the key problems the site is facing. Discuss in groups and see if the problems can be resolved locally. Try to identify the departments/organizations (either local or international) that have the means (training/funds/expertise) to solve the problem. The list of problems on the left is for reference only; you may modify/expand the list as per your site's requirements.

Problem	Type of support required	Identify departments/organizations that can provide the support
Lack of conservation knowledge	<input type="checkbox"/> Fund <input type="checkbox"/> Expertise	
Lack of management knowledge	<input type="checkbox"/> Fund <input type="checkbox"/> Expertise	
Vandalism	<input type="checkbox"/> Fund <input type="checkbox"/> Expertise	
Theft	<input type="checkbox"/> Fund <input type="checkbox"/> Expertise	
Littering	<input type="checkbox"/> Fund <input type="checkbox"/> Expertise	
Fire risk	<input type="checkbox"/> Fund <input type="checkbox"/> Expertise	
Earthquake risk	<input type="checkbox"/> Fund <input type="checkbox"/> Expertise	
Flood risk	<input type="checkbox"/> Fund <input type="checkbox"/> Expertise	
Insufficient legal protection	<input type="checkbox"/> Fund <input type="checkbox"/> Expertise	
Lack of coordination between concerned departments	<input type="checkbox"/> Fund <input type="checkbox"/> Expertise	
	<input type="checkbox"/> Fund <input type="checkbox"/> Expertise	
	<input type="checkbox"/> Fund <input type="checkbox"/> Expertise	
	<input type="checkbox"/> Fund <input type="checkbox"/> Expertise	
	<input type="checkbox"/> Fund <input type="checkbox"/> Expertise	
	<input type="checkbox"/> Fund <input type="checkbox"/> Expertise	
	<input type="checkbox"/> Fund <input type="checkbox"/> Expertise	



ADDITIONAL READING

1. Bell, N. Preparing funding applications for preservation and conservation projects. National Preservation Office Guidance, Preservation Management Series, National Preservation Office, 1999. Available from <http://www.bl.uk/services/npo/pdf/funding.pdf>.
2. UNESCO. *Investing in World Heritage: past achievements, future ambitions: A guide to International Assistance*, UNESCO, 2002.
3. World Monuments Watch. “Request Assistance”. Available from <http://wmf.org/request.html>.



MODULE SUMMARY

- International support is sometimes essential for the management of CT sites.
- International support can take many forms and come from various sources.
- Project financing and technical assistance are the most common forms of international support.
- Before seeking international assistance, it is important to explore local support first.





Module

7

PLANNING AND RUNNING AN EFFECTIVE TRAINING PROGRAMME

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ESCAP

7 PLANNING AND RUNNING AN EFFECTIVE TRAINING PROGRAMME

LEARNING OBJECTIVES

At the end of this Module, students will be able to:

- Identify the key issues related to planning and running a training programme;
- Identify the steps of planning and running a good training programme; and
- Prepare a lesson plan.

MODULE OVERVIEW

This module provides examples of teaching tools and tips for planning and running an effective training programme on CT sites management. By referring to teaching tools used in Module 1, the Module provides tips on how to adapt different teaching tools/methods to enhance the learning experience of the participants.



CORE KNOWLEDGE

7.1 Teaching management of CT sites

The first five units of the manual presented the core knowledge required to develop a good understanding of the subjects related to CT sites management, while Module 6 discussed how to supplement the understanding gained with knowledge about local sites. In each of the six units, guidelines on how to teach each module and various teaching methods, such as discussions, exercises, etc. are presented at various points in the module for adaptation by the trainers using this manual. It is assumed that the users (i.e. you) already have some teaching experience. This module will help you go farther than teaching the individual topics; it will help you plan and run a complete training programme on CT sites management.

However, it is likely that some of the users already have substantial experience in teaching potential or existing site managers and in planning and running training programmes. For this type of users, Module 7 will be a useful reference for enhancing the skills s/he already has.

FIGURE 7.1: THREE ESSENTIAL COMPONENTS OF TEACHING CT SITES MANAGEMENT: A SITE, STUDENTS AND THE TRAINER

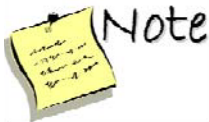


FIGURE 7.2: SHARING EXPERINECE WITH FELLOW PARTICIPANTS IS A USEFUL LEARNING OPPORTUNITY FOR ADULTS



Source: S. S. Imon





This module draws heavily upon a UNESCAP manual entitled “Train the Trainer: Training Fundamentals: Instructor’s Reference Manual”. The manual has been developed for trainers from the transport industry. However, it presents teaching fundamentals that are applicable to any form of teaching environment.

To avoid repetition, this module presents the key concepts in brief and for more information, where necessary, references to the relevant section of the Training Fundamentals manual are provided.



UNESCAP. Train the Trainer: Training Fundamentals: Instructor’s Reference Manual, New York: United Nations Economic and Social Commission for Asia and the Pacific, 2001.

7.2 Training adults

Adults learn differently from children. Generally, they have some experience in the subjects they want to study and have exposure to various practical situations. This means that adult learners are generally more practical and come with specific learning objectives. Since the participants in the training programmes on CT sites management are adults, it is important that the programme design and delivery suit the needs of this type of participant.

Many things can affect the outcomes of a training programme. However, through good preparation and careful planning, a trainer can greatly reduce much of the uncertainties. Overall, a trainer needs to acquire/develop the following in order to make a training programme successful:

- Good knowledge of the subjects.
- A well-structured and easy-to-follow training programme.
- Appropriate selection of teaching methods.
- Good command over teaching methods/aids.
- Good planning and execution of lesson plans.

These topics are further discussed in the following sections.



“Section 1.3: Factors affecting learners and the learning process” discusses the seven principles of learning.

UNESCAP. Train the Trainer: Training Fundamentals: Instructor’s Reference Manual, New York: United Nations Economic and Social Commission for Asia and the Pacific, 2001.





Read “Reading 7-A: What does it mean to give a good lecture?” to learn more about giving a good lecture.

7.3 Planning and running a training programme

7.3.1 THE KEY VARIABLES

The planning of a training programme needs to deal with two types of key variable (Table 7.1).

TABLE 7.1: KEY VARIABLES OF PLANNING AND RUNNING A TRAINING PROGRAMME ON CT SITES MANAGEMENT
Content Variables
<ul style="list-style-type: none">▪ Main focus of the training programme.▪ Trainer’s knowledge of the subject.▪ Knowledge/experience/expectations of the trainees.
Pedagogic Variables
<ul style="list-style-type: none">▪ Teaching experience of the trainer.▪ Teaching skills of the trainer.▪ Profile of the trainees (e.g. education level, age, gender, language skill, etc.).▪ Class size (number of trainees).▪ Course/programme duration.▪ Preparation time for the programme.▪ Available physical and human resources.

The Content Variables determine what should be taught (i.e. the topics or subjects). For a training programme on CT sites management the main focus of the training programme is already determined. However, you may choose to focus on a specific aspect of CT site management, which will depend on your knowledge of the subject and the expectations or needs of the participants. Units 1 to 6 would help you to deal with the first two variables and, to some extent, with the third variable. You will need to carry out additional research to



determine the knowledge, experience or expectations of the potential participants.

The Pedagogic Variables determine the way the topics or subjects should be taught. The first two variables of this category – teaching experience of the trainer and teaching skills of the trainer – can vary greatly between different trainers. Fortunately, these variables can be controlled by the trainers themselves by enhancing their own skills and by continuous efforts. However, the rest of the variables of this category, especially the profile of the trainees and available physical and human resources, are generally not so easy to control. Nevertheless, a good understanding of these variables is a prerequisite for developing a good training programme. The following sections discuss the major steps related to planning and running an effective training programme.

7.3.2 MAJOR STEPS OF PLANNING AND RUNNING A TRAINING PROGRAMME

Step 1: Know your audience.

The first important step of planning a training programme is to know the type of audience you have. Different audiences have different learning needs. They also have different motivations for learning and may take different learning approaches. A good understanding of these will help you determine what should be taught and how.

Step 2: Set the goal of the training programme.

Once the audience is defined, the next step is to set the goal of the training programme. This should consider the needs of the profession matched with audience needs. Setting objectives early at the planning stage will help you keep focussed.

Step 3: Select topics.

The first two steps will help identify broad subject areas for the training programme. However, a detailed curriculum with individual topics clearly indicated should be developed next. A detailed schedule can also be developed at this stage. Table 7.2 provides an example of a 5-day training programme on CT sites management which covers all subjects from the five units of this manual. However, if the conditions demand, an entire training programme or a part of it may focus on just one subject or topic. For a longer training programme the schedule can be less intensive and may include more field work.



TABLE 7.2: A SAMPLE SCHEDULE FOR A CT SITES MANAGEMENT PROGRAMME

Day	Morning session	Afternoon session
Day 1	1. Overview of CT sites management in _____ 2. Identification of key issues	Field visit: tourism attractions _____
Day 2	1. Key components of CT sites management 2. Protection of cultural heritage	1. Facilities management 2. Visitor management
Day 3	Community involvement in CT sites management	Field visit: involving community in CT sites management
Day 4	International support for CT sites management	Integrated management of CT sites
Day 5	Project time	Assessment and feedback

Step 4: Select teaching methods.

A good trainer should be able to employ a variety of methods to make learning meaningful and enjoyable. However, not all methods are suitable for all audience types or learning objectives. Therefore, a trainer must base her/his selection on the type of audience, learning objectives, class location, availability of time, availability of teaching aids, etc. The following teaching methods, each of which has its own advantages and disadvantages, are more suitable for adult students:

- Lectures. Lectures are the most common teaching method used by teachers at all levels. A good lecture can facilitate learning for adults. However, as lectures induce passive learning, its use should be limited to those topics that require less involvement by the learners.
- Field study trips. These are suitable for topics that require a demonstration of the application of knowledge in real life. Field study trips require involvement of almost all of our senses (i.e. sight, hearing, smell, touch and taste) and provide a change from the regular classroom teaching. However, field study trips require very detailed planning and depend on good weather.
- Group work. Group work allows an exchange of ideas and experience between group members. It also encourages teamwork. However, negative group dynamics can lead to poor group performance and eventual dissatisfaction of the students. To make group work a success, the trainer should design it around a number of short activities and monitor the group’s performance closely. The activities suggested in Units 1 to 5 can be used for group work.



- Discussions. Discussions provide a student with the opportunity to clarify difficult topics with the teacher and fellow students. It is also a useful method when the trainer wants to assess her/his teaching effectiveness during the training sessions. A discussion can be generated by asking questions and reviewing the answers.



See “Module 3: Instructional Methods” for more on different types of teaching methods and their use.

UNESCAP. *Train the Trainer: Training Fundamentals: Instructor’s Reference Manual*, New York: United Nations Economic and Social Commission for Asia and the Pacific, 2001.

FIGURE 7.2: AN ON-SITE LECTURE CAN BE MORE MEANINGFUL FOR THE LEARNERS THAN A CLASSROOM LECTURE



FIGURE 7.3: WORKSHOPS AND CLASSROOM DISCUSSIONS CAN HELP PARTICIPANTS UNDERSTAND COMPLEX SUBJECTS



Image source: S. S. Imon



Step 5: Develop a lesson plan.



See “Section 2.2: Producing a structured lesson plan”, for more on lesson planning.

UNESCAP. *Train the Trainer: Training Fundamentals: Instructor’s Reference Manual*, New York: United Nations Economic and Social Commission for Asia and the Pacific, 2001.

A simple lesson plan like the following one (Table 7.3) can help you identify what to prepare for the class and what kind of resources you will need. However, the decisions concerning these should be based on a clear understanding of the audience and of resource availability.

TABLE 7.3: A SAMPLE LESSON PLAN		
Time	Activity	Required resources
0850	Arrive at class Check the equipment Check classroom setup	
0900	Introduce course outline	Verbal presentation Distribute handouts
0910	Introduce day’s topic	PowerPoint slides Computer Multimedia projector
0925	Mini-workshop	A3 white paper, markers, whiteboard
0945	Class discussion	Summarize on whiteboard
0955	Drawing conclusion	



Step 6: Pay attention to classroom seating arrangements, equipment and teaching tools.



See “Module 4: Teaching and Learning Resources”, for more on lesson planning.

UNESCAP. *Train the Trainer: Training Fundamentals: Instructor’s Reference Manual*, New York: United Nations Economic and Social Commission for Asia and the Pacific, 2001.

Selection of teaching methods should consider classroom seating arrangements, the type of equipment and tools available for teaching, etc. For example, seating arrangements can influence student behaviour, especially the level of interactivity in the classroom. In such cases, if possible, you will need to organize the seating to ensure better interactivity. However, some classrooms may have fixed chairs or may not have enough room for creating clusters. In such cases, you will need to use a different teaching method (see Step 4).

7.3.3 GIVING MEANINGFUL FEEDBACK THROUGH ASSESSMENT

Assessments are conducted to judge how much learning has taken place. It also provides a trainer with valuable feedback regarding the effectiveness of her/his teaching. Carefully planned assessments can also be beneficial for the students if these are designed to provide meaningful feedback to the students.

Generally, two kinds of assessment method are used to judge a student’s knowledge of the subject. The first method tests a student’s knowledge at the end of a course in the form of an examination. In this method, the student’s result depends entirely on her/his performance on the exam day. This also does not allow any opportunity to correct any mistakes.

The second method uses a continuous assessment method. This method is preferred over examinations because it allows the trainer to give continuous feedback on a student’s performance and the student gets the opportunity to improve during the course period.



See “Section 5.4: Planning a scheme of assessment” for key issues related to assessments and “Section 5.6: Types of assessment items” for examples of different types of assessment methods.

UNESCAP. *Train the Trainer: Training Fundamentals: Instructor’s Reference Manual*, New York: United Nations Economic and Social Commission for Asia and the Pacific, 2001.



KEY READING***Reading 7-A: What does it mean to give a good lecture?***

[The following excerpt from Chapter 4: Teaching Teaching, itself taken from the article *The Complete CSE Teaching Assistant: A Reference Manual*, by David C. Noelle, Daniel E. Rose and Alexander Glockner provides excellent guidelines on how to deliver a good lecture. The full article can be accessed @ <http://www.cs.ucsd.edu/groups/sta/manual/toc.html>.]

Many people seem to be unaware that there is any skill to teaching; though usually you can reject this hypothesis pretty quickly by thinking about the best and worst teachers you've had. Others think that some people are better teachers than others, but that this is some sort of mysterious genetic disposition that you either have or you don't. My own view is something like this (to corrupt Shakespeare a little): "Some are born good teachers, some achieve good teaching, and some have good teaching thrust upon them." In any case, even the best teachers can usually improve in some way. (If you think there's nothing wrong with your teaching, try watching a videotape of yourself in front of a class.)

Facing the Class

At some point, you'll probably have to get up in front of the class and start talking. Unless you're a politician or actor (or both), this will probably be a somewhat nerve-wracking experience at first. This nervousness generally increases proportional to the size of the audience. After giving sections for a year, I thought I was pretty much over this, until the first time I had to lecture to 100 students from the front of a huge amphitheater-style lecture hall. The only way I know to get over this is to keep doing it until it's no longer unfamiliar, but there are a few suggestions which can make you a better lecturer, even while you're still nervous.

Look at people.

Silly as this may sound, one of the keys to giving a good lecture ... is to look at people in the audience. You'll be amazed at how much you can see. You notice everything, including the person sleeping in the back row. Most of all, you'll notice if you're getting through. The people in the audience send out obvious signals on how you're doing. Are people looking at you or what you're writing on the board? Are they nodding occasionally, and jotting down notes from time to time? Or are they looking confused or bored? If you pay attention to these things, you can tell how fast to go, how much detail to go into, how much to review, and so on. If everyone looks lost, don't just keep plowing ahead; they'll just ignore you for the rest of the lecture, and not give you the benefit of the doubt in the future. Don't be afraid to stop and say, "I get the feeling everyone is confused."

Slow down.

Many lecturers, especially when they're nervous, start to speed up. Pretty soon they're going too fast to follow, and students stop trying. Students also



don't get a chance to decide if they have questions. It's really important to give yourself and the class a chance to take a breath fairly often; you get to think about what you're going to say, and they get to finish writing things down or to ask questions. My favorite way to keep from going too fast is to bring a cup of coffee or a soda to class; every time I stop to take a drink, I'm forcing myself to pause my lecture. On the other hand, some speakers find that the drink – which is brought because thirst is expected – frequently gets in the way. One trick is to simply stop whenever you feel that anything might be amiss. Silence in the classroom for a short time will not hurt you, and will sometimes allow a student to build up the courage to risk a question. (Also see below on waiting for student answers.)

Use engaging delivery.

Think about the best teachers you've had and the worst. Often you'll find that the most common difference between the two groups is their delivery, or speaking style. If a teacher stares off into space and drones on in a monotone, you may get the feeling you're being taught by Robbie the Robot. If she mumbles or faces the board while talking, you may have a lot of trouble understanding what's being said. In either case, you get the impression that the subject is boring and the speaker doesn't care about it, and you might as well not have bothered coming. So when *you* are the teacher, don't make this mistake. Talk to the class like you're having an enthusiastic discussion. Raise your voice when you get to something important. Modulate your pitch to match what you're saying. This is something most of us do in normal speech - for example, raising the pitch at the end of a question. Some people who are perfectly understandable in ordinary conversation turn into zombies when they get in front of the class. Remember this, and try to avoid it.

Encourage participation.

There are lots of reasons to do this: to give yourself a rest, to make students feel like more than spectators and keep them engaged, to find out whether they understand. If someone asks a question and you aren't sure of the answer, maybe someone else in the class knows. Also, try to be diplomatic. If someone asks a naive question, don't answer with, "That's easy. It's just ..." You'll just make them feel embarrassed for not understanding such an "easy" concept. Simply answer the question in a straightforward way. If someone asks something obscure or beyond the scope of the course, don't spend too much time on it; you're probably better off suggesting that they ask you after class. If someone says something totally wrong, be polite but honest in correcting them. You probably shouldn't say "Wrong-o! Go back to high school, Bozo" (though you may often be tempted to). (Sometimes comments like this slip out unexpectedly. If this happens to you, *immediately* apologize to the students and make it clear that they should not be afraid to make mistakes.) On the other hand, don't say, "Yes, I guess that's one way to look at it ..." if it's just plain wrong – unless you plan on accepting that answer on a test.



Wait for answers.

A common mistake for new TAs is to ask a question, wait a few milliseconds, and then answer it. If you *really* want to get the students to answer, be prepared to wait a long time. You may have to endure some embarrassing silences, but in the end someone will inevitably attempt an answer just to break the tension. (Besides, it's not really as long as it seems.)

Learn names.

Everything is a little bit easier if you know the students' names. One easy way to learn names is to pass back papers (or give out accounts, etc.) before class and in section, calling off each person and handing them their paper. Aside from the fact that they'll be really impressed (one student told me I was the first TA who had ever learned his name - I think he was a junior) and pay more attention, it's a lot easier to say "that's a lot like the point that Paul made earlier" than "that's a lot like what that guy in the corner was saying." Also, you'll know that the person who asked the question in lecture is the same one whose program didn't even compile, or that the person who sends you e-mail questions every day has never bothered coming to section.

Don't just read slides or notes.

Actually, this is more a comment about writing the slides/notes than reading them. Slides or notes or things you write on the blackboard should generally have just a few short lines to remind yourself what you want to say and to give the students a few pithy summarizing phrases. Obviously, this isn't true for a proof or an algorithm, but it is true for the implications of the proof or the advantages and disadvantages of an algorithm. If you write down every word and read it aloud, you might as well just pass out your notes and skip the lecture altogether.

Tell 'em what you're going to tell 'em, tell 'em, tell 'em what you told 'em.

This is pretty self-explanatory; it's good advice whether you're writing a paper or giving a lecture. Make your talk coherent; don't just start at some random place and keep going until you run out of time.

ADDITIONAL READING

UNESCAP. *Train the Trainer: Training Fundamentals: Instructor's Reference Manual*, New York: United Nations Economic and Social Commission for Asia and the Pacific, 2001.



MODULE SUMMARY

- Training adults requires a different approach from teaching children.
- Planning and running a training programme in CT sites needs to consider various content and pedagogic variables.
- The major steps of planning and running a training programme include:
 - Knowing the audience well;
 - Setting the goal of the programme;
 - Selecting appropriate topics;
 - Selecting appropriate teaching methods;
 - Developing lesson plans;
 - Choosing appropriate classroom arrangements; and
 - Knowing how to use different teaching aids.





Module

8

SELF-LEARNING ASSISTANCE

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ESCAP

8 SELF-LEARNING ASSISTANCE

LEARNING OBJECTIVES

At the end of this Module, students will be able to:

- Identify the type of information required to enhance the core knowledge provided in the previous modules;
- Identify the sources of additional information; and
- Develop a self-learning regime based on the available resources.

MODULE OVERVIEW

This module provides guidelines on how a CT Sites Management trainer can enhance her/his knowledge through a self-learning programme. The main focus is on how a trainer can further develop her/his knowledge of local sites and use that knowledge in the teaching of the subjects related to CT sites management. The module suggests a self-learning approach in which information is collected from local sources. The module also provides a list of references for further studies.

CORE KNOWLEDGE

8.1 Developing a self-learning regime

Module 1 of the Training Manual provides the core knowledge required for developing a basic understanding of the subjects related to CT sites management. Since the subjects covered in the Training Manual are vast and require additional studies to develop a good understanding, it is very important that trainers in CT sites management continue to learn more about these by various means. One of the ways of enhancing knowledge is to develop a self-learning regime through which a trainer can continue to enhance and update her/his knowledge.

A self-learning regime can impart the following benefits:

- The Training Manual provides the core knowledge (Modules 1 to 6), which is good for developing a basic understanding of the subjects. A self-learning regime will help you develop a deeper understanding of the subjects and keep you updated about any new development.
- Learning can take place in many different ways. Consulting the Training Manual and attending a workshop are two good ways of learning the subjects relevant to your profession. However, you can add to the knowledge acquired through these formal learning methods by following a self-learning regime at your own time.
- Although the Training Manual has been designed for trainers from GMS countries, considering the regional diversity, the trainers from each GMS country are encouraged to adapt and further develop the training materials according to their own needs and specific to their respective countries. A self-learning regime will help you add local knowledge to the subjects discussed in the manual and will make it suitable specifically to your own requirements.

8.2 Developing a knowledge base of local CT sites

To develop a knowledge base of local CT sites, you will need to collect different types of information. The following list provides guidelines on the type of information you will need to develop a knowledge base of local CT sites. You may need to employ one or more of the methods discussed in section 8.3 to gather the required information.

- Prepare and maintain an inventory of CT sites. A standard form, such as the one shown below (Table 8.1), can be used to prepare an inventory of local CT sites. The form is for reference only and can be adapted to suit site-specific requirements. Information required to complete the form can be obtained by the methods discussed in section 8.3. You may need several copies of the forms for different components of the site.



TABLE 8.1: A FORM FOR CREATING AN INVENTORY OF THE COMPONENTS OF A CT SITE

1.	Common name: <i>provide the name by which it is locally known</i>
2.	Official name: <i>provide the name as it appears in official documents (if applicable)</i>
3.	Pictures/drawings: <i>you may include more than one; try collecting archival images as well</i>
4.	Location/address: <i>provide full address details if it is a tangible heritage, otherwise provide location information; mark location on a good map</i>
5.	Type of heritage: <i>e.g. monument/groups of building/site or song/opera/dance, etc.</i>
6.	Short description: <i>in approximately 100 words; you may find the information on cultural significance from local/national authorities responsible for culture</i>
Note: Use Figure 1-7 (page 1-10) as a reference.	

- Gather information related to cultural heritage. Information about the cultural significance of a heritage site is the most important piece of information about a cultural heritage site. In addition, information related to conservation and management issues can be very useful for teaching purposes. Most of the information may have already been documented by the various organizations. However, it is also possible that this information is not readily available. Again, you may need to apply the methods discussed in section 8.3 to gather relevant information.
- Gather information related to cultural tourism. Collect information about major tourist attractions, visitor numbers, available visitor facilities, etc.
- Explore the potential of each site as a case for training purposes. The following two criteria can be used to judge the potential of a site as a case:
 - Illustrates problems and issues related to conservation/cultural tourism.
 - Demonstrates good practice in CT sites management.

8.3 Enhancing and updating knowledge of the core subjects

While the references provided in section 8.4 below can help a learner find additional information on the topics discussed in the previous modules, it is possible that access to these materials will be difficult for some learners. As an alternative, a learner can enrich her/his knowledge by following a simple but regular system. In the following paragraphs, some of the key alternative methods are discussed.

- Newspapers are published in almost every country. Very often, local newspapers publish news about different aspects related to culture,



8.4 Sources of additional information

This section provides references to sources of information from which you can learn more about the subjects and topics presented in Modules 1 to 5. The sources include books, journals, web pages, articles, etc. Some of the sources have been mentioned previously in this manual.

The references have been selected based on their usefulness, ease of use and accessibility. Many of the documents or articles mentioned here can be obtained free-of-charge by either writing to the publisher or downloading from the internet.

For convenience, the same set of sources of information is presented in two different ways. Section 8.4.1 organizes the sources according to relevance to the modules of the manual and section 8.4.2 organizes the sources according to the subjects they cover.



At the time of preparing this Training Manual, all internet links provided here were working. However, as on other websites, the contents of these web pages may be changed, removed or relocated. Therefore, if you find an online article/document useful, download and save it in your computer (if the article/document is available for downloading). Please pay attention to copyright information that may come with the document regarding how you can use the document after downloading it.

8.4.1 SOURCES OF ADDITIONAL INFORMATION (PER MODULE)

Module 1

1. *IMPACT: The effects of tourism on culture and the environment in Asia and the Pacific: Tourism and Heritage Site Management in Luang Prabang, Lao PDR*, Bangkok: UNESCO Bangkok, 2004.
2. UNESCO Bangkok. "Culture Heritage Management and Tourism: Models for Co-operation among Stakeholders". Available from <http://www.unescobkk.org/index.php?id=2362>.
3. Robinson, Mike and David Picard. *Tourism, Culture and Sustainable Development*. Paris: UNESCO, 2006.
4. McKercher, Bob, and Hilary du Cros. *Cultural Tourism: The Partnership between Tourism and Cultural Heritage Management*. New York: Haworth Hospitality Press, 2002.



Module 2

1. Australian Heritage Commission. *10 Steps to Help Protect Heritage Places* Australian Heritage Commission, undated, accessed 23 January 2003; Available from <http://www.heritage.gov.au/protect-places/steps.htm>.
2. Feilden, Bernard M., and Jukka Jokilehto. "Management of World Heritage Sites." Chap. in *Management Guidelines for World Cultural Heritage Sites*. 2nd ed. Rome: ICCROM, 1998.
3. Glasson, J. Godfrey, K and Goodey, B. *Towards Visitor Impact Management: Visitor Impacts, Carrying Capacity and Management Responses in Europe's historic Towns and Cities*, Ashgate: Aldershot, 1995.
4. Graefe, A. R.. "Visitor impact management: an integrated approach to assessing the impacts of tourism in national parks and protected areas", in A. J. Veal, P. Jonson and G. Cushman (eds). *Leisure and Tourism: Social and Environmental Change*, Papers from the World Leisure and Recreation Association Congress, Sydney: Sydney University of Technology, 1991, pp.74-83.
5. Grimshaw, B. "Facilities Management: The Wider Implications of managing Change", *Facilities*, 17(1): 24-30, 1999.
6. Hankey, Don. "The Management of the Historic Environment." Unpublished paper prepared for ICOMOS UK, 2002.
7. ICOMOS. "ICOMOS and the UNESCO World Heritage Convention". Available from http://www.international.icomos.org/world_heritage/icomoswh_eng.htm.
8. ICOMOS. "Charters Adopted by the General Assembly of ICOMOS". Available from <http://www.international.icomos.org/charters.htm>.
9. Kerr, James Semple. "Stage II: Conservation Policy." Chap. in *Conservation Plan, The Fifth Edition*. New South Wales: The National Trust of Australia, 2000.
10. Stovel, Herb. *The Conservation of Urban Heritage: Macao Vision*. Proceedings of the international conference in Macao, China, September 10-12, 2002, by the Cultural Institute of the Macao SAR Government. Macao: Cultural Institute of Macao, 2002.
11. _____. *Risk Preparedness: A Management Manual for World Cultural Heritage*. London: Rome: ICCROM, 1998.

Module 3

1. Ashley, Caroline. *Participation by the poor in Luang Prabang tourism economy: Current earnings and opportunities for expansion*. London: Overseas Development Institute, 2006. Available from http://www.odi.org.uk/publications/working_papers/wp273.pdf.
2. UNCHS Habitat. *Tools to Support Participatory Urban Decision Making*, Urban Governance Toolkit Series, Nairobi: UNCHS, 2001. Available from <http://www.unhabitat.org/pmss/getPage.asp?page=bookView&book=1122>.



3. UNESCO. *Cultural Heritage Management and Tourism: Models for Co-operation Among Stakeholders*. Available from <http://www.nwhf.no/files/File/projectreport.pdf>.
4. World Health Organization. *Community participation in local health and sustainable development: Approaches and techniques*, European Sustainable Development and Health Series: 4, 2002. Available from <http://www.euro.who.int/document/e78652.pdf>.

Module 4

1. UNESCO. *Investing in World Heritage: past achievements, future ambitions: A guide to International Assistance*, UNESCO, 2002.
2. UNESCO World Heritage Centre. "The World Heritage Fund". Available from http://whc.unesco.org/ab_fund.htm.

Module 5

1. Hall, C. M. and McArthur, S. *Integrated Heritage Management: Principles and Practice*, London: The Stationery Office, 1998.
2. Nordic World Heritage Foundation. "World Heritage and Tourism" in *Sustainable Tourism*. Available from <http://www.nwhf.no/index.cfm?oa=content.display&con=140>
3. Zancheti, Silvio Mendes. "Urban Sustainable Development". In *Management of the Integrated Cultural Heritage*. Informal English translation of Gestão do Patrimônio Cultural Integrado – Gestión del Patrimonio Cultural Integrado. Interim reference paper prepared for the ITUC/AL Programme, The Cathedra of UNESCO at the UFPE, Recife, Brazil, 2003.

8.4.2 SOURCES OF ADDITIONAL INFORMATION (PER SUBJECT)

Cultural Heritage

General

Australian Heritage Commission. *10 Steps to Help Protect Heritage Places* Australian Heritage Commission, undated, accessed 23 January 2003; Available from <http://www.heritage.gov.au/protect-places/steps.htm>.

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ICOMOS. *Documents on Cultural Heritage Protection*, ICOMOS, 2001, accessed 24 February 2003; Available from <http://www2.rgu.ac.uk/schools/mcrg/stdoc.htm>.



Conservation Principles

Agnew, Neville and Martha Demas, eds. *Principles for the Conservation of Heritage Sites in China*. Los Angeles: The Getty conservation Institute, 2002. (Downloadable from http://www.icomos.org/australia/images/pdf/china_prin.pdf)

Australia ICOMOS. *The Burra Charter: The Australia ICOMOS Charter for Places of Cultural Significance 1999*. Sydney: Australia ICOMOS Incorporated, 2000. (Downloadable from <http://www.icomos.org/australia/burra.html>)

Kerr, James Semple. *Conservation Plan*. 5th ed. New South Wales: The National Trust of Australia, 2000.

Oberlander, July, Harold Kalman and Robert Lemon. *Principles of Heritage Conservation*. Edited by Mary McKinnon. Technical Paper Series no. 9. Victoria: British Columbia Heritage Trust, 1989.

The Venice Charter: International Charter for the Conservation and Restoration of Monuments and Sites, 1964. (downloadable from http://www.icomos.org/docs/venice_charter.html)

UNESCO. *Hoi An Protocols: For Best Conservation Practice in Asia*. Bangkok: UNESCO, 2003.

Cultural Heritage Management

Feilden, Bernard M., and Jukka Jokilehto. "Management of World Heritage Sites." Chap. in *Management Guidelines for World Cultural Heritage Sites*. 2nd ed. Rome: ICCROM, 1998. (pp. 23-34)

_____. "Management by Resource Projects." Chap. in *Management Guidelines for World Cultural Heritage Sites*. 2nd ed. Rome: ICCROM, 1998. (pp. 35-40)

Hankey, Don. "The Management of the Historic Environment." Unpublished paper prepared for ICOMOS UK, 2002.

Imon, Sharif Shams. *Integrated Conservation: An Introduction*. Paper presented at the 1st Field School of the UNESCO-ICCROM Asian Academy for Heritage Management, Conserving Asia's Built Heritage: An Integrated Management Approach, 22 November to 6 December 2003, Macao SAR, China.

Kerr, James Semple. "Stage II: Conservation Policy." Chap. in *Conservation Plan, The Fifth Edition*. New South Wales: The National Trust of Australia, 2000.



Stovel, Herb. "Approaches to Managing Urban Transformation for Historic Cities." In *The Conservation of Urban Heritage: Macao Vision*. Proceedings of the international conference in Macao, China, September 10-12, 2002, by the Cultural Institute of the Macao SAR Government. Macao: Cultural Institute of Macao, 2002, 81-94.

_____. "Principles of Risk-Preparedness for Cultural Heritage." Chap. in *Risk Preparedness: A Management Manual for World Cultural Heritage*. London: Rome: ICCROM, 1998. (pp.19-24)

Cultural Tourism

McKercher, Bob, and Hilary du Cros. "Cultural Heritage Management." Chap. in *Cultural Tourism: The Partnership between Tourism and Cultural Heritage Management*. New York: Haworth Hospitality Press, 2002. (pp. 43-63)

UNESCO Bangkok. *IMPACT: The Effects of Tourism on Culture and the Environment in Asia and the Pacific: Tourism and Heritage Site Management in Luang Prabang, Lao PDR*. Bangkok: UNESCO, 2004.

Heritage Interpretation

Carter, James. *A Sense of Place: An Interpretative Planning Handbook*. 2nd ed. Scottish Interpretation Network, 2001. Go to: <http://www.scotinterpnet.org.uk/pdfs/sofp.pdf>

Tilden, Freeman. *Interpreting Our Heritage*. 3rd ed. Chapel Hill: University of North Carolina Press, 1977.

Tourism, Culture and Sustainable Development

Robinson, Mike and David Picard. *Tourism, Culture and Sustainable Development*. Paris: UNESCO, 2006.

Community Involvement

Australian Heritage Commission. *Protecting Local Heritage Places: A Guide for Communities*. Australian Heritage Commission, 2000. (Downloadable from <http://www.ahc.gov.au/publications/localheritage/pubs/wholebook.pdf>)

Australian Heritage Commission. *Successful Tourism at Heritage Places: A Guide for Tourism Operators, Heritage Managers and Communities*. Australian Heritage Commission, 2001. (Downloadable from <http://www.ahc.gov.au/publications/tourism/index.html>)



Risk Preparedness

Stovel, Herb. "Section 4.2: Risk Preparedness for Different Forms of Cultural Heritage" in *Risk Preparedness: A Management Manual for World Cultural Heritage*, Rome: ICCROM, 1998, pp.28-33.

Visitor Management

Glasson, J. Godfrey, K and Goodey, B. *Towards Visitor Impact Management: Visitor Impacts, Carrying Capacity and Management Responses in Europe's historic Towns and Cities*, Ashgate: Aldershot, 1995.

Graefe, A. R.. "Visitor impact management: an integrated approach to assessing the impacts of tourism in national parks and protected areas", in A. J. Veal, P. Jonson and G. Cushman (eds). *Leisure and Tourism: Social and Environmental Change*, Papers from the World Leisure and Recreation Association Congress, Sydney: Sydney University of Technology, 1991, pp.74-83.

Grimshaw, B. "Facilities Management: The Wider Implications of managing Change", *Facilities*, 17(1): 24-30, 1999.

Hall, C. M. and McArthur, S. *Integrated Heritage Management: Principles and Practice*, London: The Stationery Office, 1998.

ICOMOS International Committee on Cultural Tourism. *Tourism at World Heritage Sites: The Site Manager's Handbook* (2nd Edition), Madrid: World Tourism Organisation, 1993.

Moscardo, G. *Making Visitors Mindful: Principles for Creating Sustainable Visitor Experiences through Effective Communication*, Sagamore: Champaign IL, 1999.

English Heritage. *Tackling Tourists: An Inside Guide to Visitor Management*, London: Suffolk Films, 1997.

List of publications by international organizations on subjects related to CT sites management

- ICCROM publications: This list includes publications in PDF format and can be downloaded @ http://www.iccrom.org/eng/02info_en/02_04pdf-pubs_en.shtml.
- ICOMOS Documentation Centre: Various conservation related documents, many of which can be downloaded, can be accessed @ http://www.international.icomos.org/centre_documentation/home_eng.htm.



- UNESCAP publications: The list of UNESCAP publications related to tourism can be accessed @ <http://www.unescap.org/publications/index.asp>.
- UNESCO resources: The list of UNESCO publications and other resources related to cultural heritage can be found @ <http://www.unescobkk.org/index.php?id=449>.
- UNESCO World Heritage Centre publications: The list includes publications related to UNESCO World Heritage. Some of the documents are included in the Companion CD-ROM. The publications can be downloaded free-of-charge from <http://whc.unesco.org/en/publications/>.



MODULE SUMMARY

- Developing a knowledge base of local CT sites requires development of a self-learning regime.
- The self-learning regime should include:
 - Developing an inventory of local CT sites.
 - Gathering the following information about local CT sites:
 - Sites cultural significance and conservation issues
 - Cultural tourism at the site
 - Stakeholders' view
- The information can be collected from various sources, which include, among others, newspapers, community members, experts, etc.



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- Glasson, J. Godfrey, K and Goodey, B. *Towards Visitor Impact Management: Visitor Impacts, Carrying Capacity and Management Responses in Europe's historic Towns and Cities*, Ashgate: Aldershot, 1995.
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- Lew Alan. "English-speaking guides and Attractions in Singapore", *Singapore Journal of Tropical Geography*, 8, 1987, 44-59.
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UNCHS Habitat. *Tools to Support Participatory Urban Decision Making*, Urban Governance Toolkit Series, Nairobi: UNCHS, 2001.

Wager, J. "Developing a Strategy for the Angkor World Heritage Site", *Tourism Management*, Vol. 16, No. 7, 1995, pp. 515-523.

Winter, T. "Angkor Meets *Tomb Raider*: Setting the Scene", *International Journal of Heritage Studies*, Vol. 8, No. 4, 2002, pp. 323-336.



GLOSSARY OF KEY TERMS

Adaptation: Adaptation means modifying a place to suit the existing use or a proposed use.

Authenticity: Authenticity refers to the genuineness or originality of a site.

Carrying capacity: Carrying capacity in the context of a CT site means the maximum number of visitors the site can accommodate without adversely affecting the physical, cultural and social quality of the site.

Commodification: Commodification means transformation of a non-commodity into a commodity.

Conservation intervention: Conservation interventions are technical measures for the treatment of damage and deterioration to a site and its setting. Treatment includes the following four categories: regular maintenance; physical protection and strengthening; minor restoration; and major restoration.

Conservation Management Plan: Conservation Management Plan is a document that describes the cultural significance of a place and specifies conservation and management policies appropriate for the protection and enhancement of the significance for present and future generations.

Conservation: Conservation means all the processes of looking after a place to retain its cultural significance.

Cultural heritage: Cultural heritage means aspects of culture that we have received from our ancestors.

Cultural landscape: A cultural landscape is a natural area or a territory where man's intervention has created a unique landscape of traditional buildings or agricultural activities.

Cultural significance: Cultural significance means aesthetic, historic, scientific, social or spiritual value for past, present or future generations.

Cultural Tourism: Cultural tourism is "the movements of persons, essentially for cultural motivations such as study tours, performing arts and cultural



tours, travel to festivals and other events, visits to sites and monuments, travel to study nature, folklore or art, and pilgrimages”.

Facilities management: Facilities Management is defined as “the integration of processes within an organisation to maintain and develop the agreed services which support and improve”.

Gentrification: Gentrification means the upgrading process of an urban area through which the low-income inhabitants are displaced by high-income incomers.

Heritage Manager: It is a general term for describing the people in charge of looking after a heritage site.

Heritage significance: *see* [Cultural significance](#).

Heritage: Heritage means something that has been received from the ancestors or past generations by the present generation.

Immovable heritage: Tangible heritage objects that cannot be moved are referred to as immovable heritage. Temples and archaeological sites are examples of immovable heritage.

Intangible heritage: Intangible heritage is the non-physical manifestation of cultural expressions and traditions of a society that has its roots in the cultural values and practices of the previous generations.

Management Plan: *see* [Conservation Management Plan](#).

Mindful visitors: Mindful visitors are visitors who are constantly aware of the situation and environment and are always in an active state of mind and ready to learn.

Moveable heritage: Moveable heritage are those heritage objects that can be moved from one place of another.

Preservation: Preservation means maintaining the fabric of a place in its existing state and retarding deterioration.

Reconstruction: Reconstruction means returning a place to a known earlier state and is distinguished from restoration by the introduction of new material into the fabric.

Restoration: Restoration means returning the existing fabric of a place to a known earlier state by removing accretions or by reassembling existing components without the introduction of new material.



Site manager: *see* [Heritage Manager](#).

Stakeholders: Stakeholders are those who have any interest or stake at an issue, as either affected by the issue or affecting the issue, and those whose support is essential for the success of an initiative.

Tangible heritage: Tangible heritage is the physical expression or symbol of cultural expressions or traditions of the societies that are living or lived in the area.

Touristification: Touristification means the process through which an element of natural or cultural value loses its original meaning and becomes a tourism product.

Visitor management: Visitor management means “the management of visitors in a manner which maximises the quality of the visitor experience while assisting the achievement of an area’s overall management objectives”.

World Heritage Fund: The World Heritage Fund is, together with the World Heritage List, one of the means to fulfil the Convention’s objectives. The resources of the Fund consist of the compulsory and voluntary contributions made by the States Parties to the Convention.

