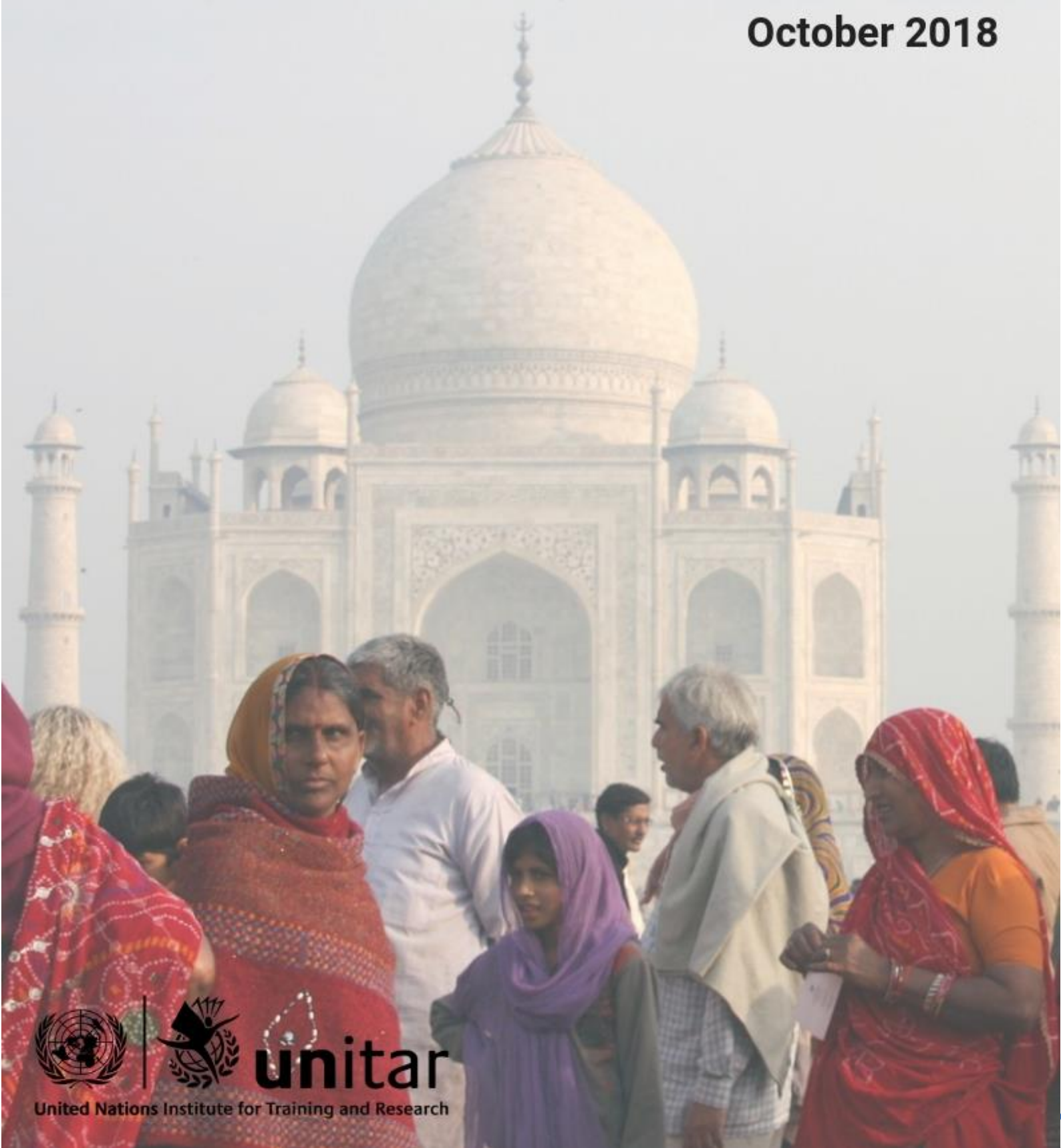


INDEPENDENT EVALUATION OF THE WORLD HERITAGE NOMINATION TRAINING SERIES

October 2018



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United Nations Institute for Training and Research

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Preface

Since 2003, the Institute's Hiroshima Office has been delivering the UNITAR World Heritage Training Series (WHS). Funded initially through support from the Prefectural Government of Hiroshima and subsequently through a mixed funding modality, including through fees from participants, the series has contributed to capacity building for World Heritage by focusing on the elements required for nominating national sites for inscription on the World Heritage List. Over time, the series has evolved from a focus on World Heritage management, conservation and best practice, to an examination of the skills and knowledge required for developing more effective World Heritage nomination dossiers. Since the series' inception, 13 annual workshops have been held in Hiroshima, with one in-country workshop having taken place in India, with a total of over 400 Alumni from 60 countries. The location of the series in Hiroshima has benefited from the proximity of two World Heritage sites, including the Hiroshima Peace Memorial and the Itsukushima Shrine.

The WHS evaluation assesses the series' relevance, effectiveness, efficiency, impact, and sustainability. In doing so, the evaluation not only assesses the WHS's performance over the course of the 2012 to 2016 editions, but also seeks to identify the 'why' question by identifying factors contributing to or inhibiting the achievement of results. The evaluation issued three scenarios for action, each with four recommendations. In its Management Response, the Hiroshima Office has decided to phase-out the Training Series and has accepted or partially accepted the respective phase-out recommendations.

Readership of this evaluation should not only include the main WHS stakeholders, but also a wider audience involved in the design and delivery of similar capacity development programmes which seek to strengthen capacities at both individual and institutional levels.

The evaluation was managed by the UNITAR Planning, Performance Monitoring, and Evaluation (PPME) Unit and was undertaken by Peter Bille Larsen, consultant and independent evaluator. The PPME Unit provided guidance, oversight and quality assurance, as well as logistical support for fieldwork and survey deployment.

The PPME Unit is grateful to the evaluator, the Hiroshima Office, the Prefectural Government of Hiroshima, the UNESCO World Heritage Center and advisory bodies and the other evaluation stakeholders for providing important input into this evaluation.

Brook Boyer
Director, Division for Strategic Planning and Performance

Executive summary

This evaluation assesses the relevance, effectiveness, efficiency, sustainability and impacts of the UNITAR World Heritage Training Series, as well as identifies any problems or challenges that the series has encountered and issues recommendations.

The training series, designed and delivered by the UNITAR Hiroshima Office, has served as a landmark in the Asia-Pacific region for management and nomination-oriented training over its 15-year existence, from 2003 to 2017. While the evaluation focuses on the period between 2012 and 2016, additional findings on the training series from its earlier implementation period (2003 to 2011) are included where relevant.

Overall, the series and its distinct practice-based approach has been very effective in terms of increasing participant understanding and achievement of learning objectives in the field of World Heritage. Self-assessments undertaken by participants point to high levels of learning outcomes and application of knowledge or skills. However, the training series has also experienced a trend in declining numbers of participants over the past few years, justifying further strategic consideration about series' implementation approach.

In terms of **relevance**, during the period under evaluation, the focus has been on enabling heritage staff to prepare nomination dossiers. The training emphasis on nomination preparation remains a highly relevant niche in the wider global context even if other pressing training needs are increasingly apparent. Peace and conservation have emerged spontaneously as critical themes of the training series offering a potential field of further engagement given recent trends linking conflict resolution and World Heritage.

While the focus of the training corresponds closely to protecting cultural and natural heritage under the UNTAR 2014-2017 strategic framework and the 2030 Agenda for Sustainable Development, changing conditions offer an opportunity to rethink how best to achieve this focus and with what training and organizational modalities. In the context of changing needs and the growing number of training services being offered, there is a both need and opportunity to strategically position the training series in relation to global and regional capacity building strategies, upstream processes and other global efforts. While the lack of an explicit and developed theory of change and outcome framework limits the ability for a clear-cut evaluation, the evaluation has found that this lack has also prevented a more strategic and specific engagement strategy with World Heritage actors, preventing adaptive management to address such opportunities in the long-term.

In terms of **effectiveness**, the post training participant assessment suggests an overall effective delivery of the training, although declining participant numbers and the ultimate cancellation of the 2017 session also present implementation challenges in need of attention. It appears that the short time-frame between workshop announcements and registration deadlines have made it difficult to mobilize participants in terms of adequate time to secure permissions and mobilize adequate funding.

While the shift to a participant payment scheme has reduced the ability to target participants, it is not *per se* an obstacle to reaching the right audiences if complementary sponsor arrangements are put in place. Shifts to participant payment appears to have led to declining levels in registration and ability for UNITAR to reach its target audiences. Simultaneously, the training series has demonstrated ability to reach target audiences often neglected by other training, such as representatives of indigenous and local communities. There is a need to identify alternative measures to reach key audiences.

The evaluation has also found a need to rethink how to communicate, recruit participants and brand the training series in the wider context of World Heritage capacity building. Despite multiple attempts, institutional coordination mechanisms between UNITAR, the Advisory Bodies and the World Heritage Centre are considered rather weak and in need of improvement. There is a particular need and opportunity to explore further coordination and a follow-up strategy at regional and national levels.

In terms of **efficiency**, for a relatively modest investment, with lower than projected budgets and high levels of voluntary engagement, the training series has been maintained for the last 15 years. While the introduction of a participant payment scheme lowered the immediate costs of the training series in the short-term, this shift in funding approach has not produced wider efficiencies as participant numbers have declined and resulted in decreasing the ability of UNITAR to target audiences most in need of training.

In terms of **impact**, evaluation findings point to high levels of individual learning outcomes with the majority indicating frequent to occasional use and application of knowledge obtained. Fields of application were closely tied to key aspects of preparing World Heritage site nominations. While the training series offers good potential for organizational learning and development, the current organizational set-up in terms of timing, participant payment and uncertainty hinder a more long-term and targeted approach to collective learning and organizational development.

In terms of **sustainability**, there is a need to invest in sustaining the results of the training series in terms of its learning approaches, capacity building approaches and knowledge products. Sustainability, alongside gender and human rights, is emerging as a key field of training innovation and as a thematic topic for future nominations.

Given the high degree of uncertainty expressed by UNITAR staff regarding the future of the training series, three different follow-up scenarios and sets of recommendations have been crafted to reflect the strategic considerations and possible directions to be taken by the Hiroshima Office.

Scenario 1, PHASE-OUT and LEGACY: Under this scenario, UNITAR phases out the training series. To avoid losing the rich experience and training tools developed, UNITAR carefully identifies the content and form of relevant training and knowledge products to be developed as a contribution to the World Heritage community in terms of a legacy of a series of training and knowledge products.

Scenario 2, MAINTAIN and IMPROVE: Under this scenario, no major changes are undertaken apart from updating training modules, adjusting the time frame and deepening engagement with the World Heritage Centre and the Advisory Bodies to explore inclusion of the series in upstream processes and global capacity building. A year-long timing framework would allow for long-term planning and targeted fund-raising with a sponsorship / outreach strategy set-up in cooperation with NGOs, bilateral and multilateral initiatives targeting key audiences.

Scenario 3, REVITALIZE and REFORM: Under this scenario, the strategic emphasis on World Heritage is maintained, while strategic objectives, theories of change, organizational modalities and focus areas are reworked in partnership with the wider World Heritage community. This includes a possible shift to or addition of a complementary training focus on peace, conflict resolution and heritage. Deepening engagement with the World Heritage Centre and the Advisory Bodies is continued to explore inclusion of the series in upstream processes, long-term partnership agreements and global capacity building.

Acknowledgements

This evaluation benefitted from excellent collaboration with the responsible UNITAR Offices with a particular thanks to Katinka Koke and Brook Boyer for their constant support and backstopping. UNITAR Hiroshima, notably Mihoko Kumamoto, Nigel Gan, Kenta Matsuoka and Berin McKenzie, provided kind and timely support throughout the process and facilitated access to information. In particular they readily adapted planned activities to incorporate evaluation needs and focus group activities. Finally, I would also like to express my gratitude to the resource persons, heritage professionals and participants who took the time and made the effort to respond to the survey and interview questions. Too many to list in person, but many thanks!

Acronyms and abbreviations

AB	Advisory Body
CB	Capacity Building
FGD	Focus Group Discussion
ICCROM	International Centre for the Preservation and Restoration of Cultural Property
ICOMOS	International Council on Monuments and Sites
IUCN	International Union for the Conservation of Nature
LDC	Least Developed Countries
MDG	Millennium Development Goals
OUV	Outstanding Universal Value
RPBA	Recovery and Peace-Building Assessments
SDG	Sustainable Development Goals
SP	State Party
SWOT	Strengths, Weaknesses, Opportunities and Threats
UN	United Nations
UNESCO	United Nations Educational, Cultural and Scientific Organization
UNITAR	The United Nations Institute for Training and Research
WHC	World Heritage Centre
WHITRAP	The World Heritage Institute of Training and Research for the Asia and Pacific Region

1. Introduction

1. The Hiroshima Office is one of UNITAR's out-posted offices. It has delivered the World Heritage Training Series annually since 2003 building on a pilot network set up in 2001. Indeed, it was one of the first three pilot projects designed by the Office at its establishment during the first three-year funding agreement with the Prefecture of Hiroshima, which has been the Hiroshima Office's main donor over the years. Today, the Hiroshima Office delivers training on a range of fields including training on nuclear disarmament and non-proliferation, peacebuilding, disaster risk reduction (DRR), women's empowerment and the implementation of the Sustainable Development Goals (SDGs).
2. This evaluation assesses the relevance, effectiveness, efficiency, sustainability and impacts of the training series since 2012, while seeking to identify any problems or challenges that the series encountered and to issue recommendations. The evaluation was undertaken in the spirit of a constructive dialogue on strengthening capacity building in the wider World Heritage field through the long-standing role of UNITAR. It is hoped that the results from this evaluation will plant the seeds for strengthening training approaches in the long-term.
3. The evaluation was conducted during the first half of 2018 under the supervision of the UNITAR Planning, Performance Monitoring, and Evaluation Unit at the request of and in close coordination with the Hiroshima Office. While the evaluation focuses on the period between 2012 and 2017, additional findings from the series' earlier period of implementation (2003 to 2011) are, where relevant, also included. History matters, and the training series has contributed to - and is part of - a distinct period, where World Heritage gained unprecedented interest and attention in the Asia and Pacific region. The evaluation design was discussed in detail with the Hiroshima Office and opportunities were sought to engage with the programme donor, former participants and key staff having been involved in the programme.

2. Description, objectives and theory of change

4. The World Heritage Training Series is comprised of an annual five-day workshop which provides a detailed examination of the World Heritage nomination process and requirements, utilizing expert insight and experience, as well as exchanging know-how on best practices and case studies. As a global programme, it has been open to, and been attended by, participants from all over the world, with the majority of participants coming from the Asia-Pacific.

The World Heritage Convention in a nutshell

There are today some 1092 properties inscribed on the World Heritage list and thus considered of Outstanding Universal Value (OUV) for the global community based on the 1972 Convention concerning the Protection of World Cultural and Natural Heritage according to natural and/or cultural criteria. These properties have been listed following an increasingly complex process of nomination and evaluation, which in today's world demands considerable technical competence and skill often lacking in many countries¹. For years, many countries remained underrepresented at the global level, triggering a need to build national capacity to identify and nominate relevant properties.

¹ <https://whc.unesco.org/en/list/>

5. Over its life span, the series’ design and the underlying theory of change have evolved in various ways and have remained constant in others. Generally, the series has been designed to deliver training results through a one-week workshop² in Hiroshima and drawing inspiration from the two World Heritage sites located in the Hiroshima vicinity: one being the Itsukushima Shrine and the other the A-Bomb Dome of the Hiroshima Peace Memorial. Interestingly, the training series has not operated within an explicit project framework, but rather has selected different themes over the years and adapted specific training components to the skills-set and knowledge of resource persons. Some resource persons have remained constant over the years, whereas others have changed. A core dimension of the course structure involves an emphasis on practice. As explained by one trainer:

"[P]eople work on real case studies and try to gather key information as part of the nomination – OUV, boundaries, info about protection and management, highly condensed - that was a practical exercise from very early on - it was rated highly by participants".

6. Within this overall framework, some changes have taken place, however. Firstly, the workshop has gradually evolved in terms of contents although overall still maintaining components on the basics of World Heritage with more specialized components. It has evolved from a focus on World Heritage management, conservation and best practice, towards the current emphasis on the skills and knowledge required for developing more effective World Heritage nomination dossiers (since 2011).

Table 1: Changing Training Topics Over the Years

2016	World Heritage Nominations: Justification for Inscription
2015	World Heritage Nominations: Protection and Management Requirements
2014	World Heritage Nominations: Justification for the Inscription of Cultural Landscapes
2013	World Heritage Serial Nominations: The Vital Role of Comparative Analysis
2012	World Heritage Nominations: Justification of Outstanding Universal Value
2011	World Heritage Nominations: UNESCO's Preparing World Heritage Nominations Manual and Comparative Analysis in the Nominations Process
2010	Conservation Monitoring and Monitoring Indicators
2009	World Heritage Impact Assessment
2008	Conservation for Peace
2007	Maintaining Values and Significance
2006	Managing the Tangible and Intangible
2005	A Values-based Approach
2004	The Management and Conservation of World Heritage Site

7. One respondent described this change (between 2010 and 2011) as shifting from the basics of World Heritage and the criteria towards management requirements, justification of uniqueness and ability to use comparative analysis. Today, the series seeks to contribute to capacity building for World Heritage by focusing on the different elements required for nominating national sites for inscription on the World Heritage List. Secondly, the series has evolved over the years from being a workshop targeting a regional audience in the Asia and Pacific region to becoming broader in geographic scope. This has been reinforced in the latest phase of the training series. Thirdly, its support and recruitment modality has shifted over the years in terms of reducing the number of scholarships and

² The length of the workshop has varied slightly over the years from a full week to 4.5 days of effective training.

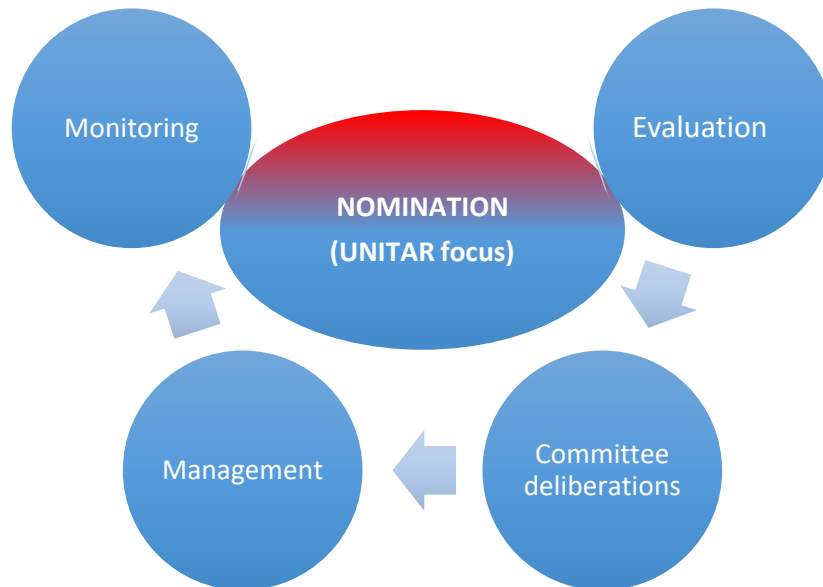
increasing the registration fees for participants. This has led to some changes and challenges as discussed further below. Fourthly, another core element has been the use of a practical exercise to test a nomination process around a chosen site. This has proven to be an effective learning strategy shifting learning from the theory of World Heritage towards the practice of it. Finally, the workshop has arguably spearheaded the approach of bringing both natural and cultural heritage professionals together, something increasingly taken up today more widely, notably through the IUCN-ICCROM³ World Heritage leadership programme⁴.

8. Over the years, the organizers have sought to adapt the training design to changing needs and requirements, but also more pragmatically in terms of reflecting trainer capacity and availability of resource persons. This creative adaptability, alongside high degrees of commitment by a core group of trainers, has led to and relied upon high levels of voluntary engagement.
9. The evaluation mainly covers the period from 2012, when there was a strategic shift towards focusing on nomination training. This was partly explained as a strategic choice to avoid the risk of duplicating other efforts. The Shanghai World Heritage Category 2 Centre (WHITRAP) had launched a training focused on management in that period and nomination appeared to be a key niche for UNITAR (see figure 1, page 4). Furthermore, the lead resource person had authored core guidance material on nominations in that period.

³ International Union for Conservation of Nature (IUCN) and The International Centre for the Study of the Preservation and Restoration of Cultural Property (ICCROM).

⁴ <https://www.iucn.org/theme/world-heritage/our-work/world-heritage-projects/world-heritage-leadership>

Figure 1. Situating the UNITAR Focus in the World Heritage Cycle

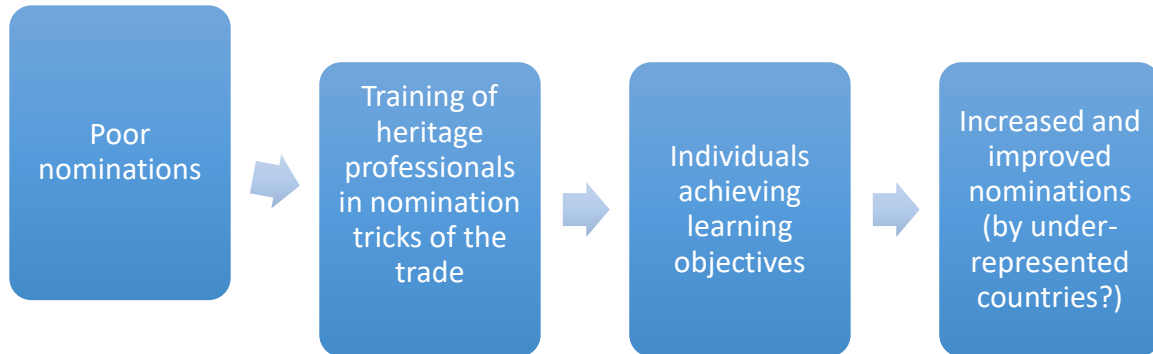


10. While a specific project document was not available, the (reconstructed) theory of change based on different documents clearly aimed at improving individual performance of staff members in charge of putting together World Heritage nominations, as illustrated in figure 2 (page 5).

Reconstructing a Theory of Change

11. The starting point of the reconstructed theory of change underlying the programme is the frequent number of poor nomination dossiers presented to the World Heritage Committee, together with the need for a workshop, which was a technical enabler, boosting comprehensive nominations with higher chances of becoming listed. Whereas wider strategic objectives, according to the 2016/2017 performance results, include increasing the understanding of both tangible and intangible heritage and contributing to the 2030 Agenda, the modalities tying that to specific training outputs are not expressed in explicit terms. However, this may be reconstructed as follows: In order to develop technical competencies, the training series has sought to ensure deeper understanding of the World Heritage Convention and its Operational Guidelines. The series aims to produce a resource manual on nominations and give hands-on practical exercises for professionals to address key elements of the nomination process. Practical tips are provided alongside introductions to key concepts such as that of Outstanding Universal Value, justification and comparative analysis. Performance measures are based on whether the individuals feel they are meeting the learning objectives of the workshops (not collective performance indicators, see later discussion). Still, one could arguably imagine a more explicit outcome framework and theory of change that allows one to identify what the training programme seeks to achieve and how it intends to achieve this.

Figure 2: Reconstructed Theory of Change



Sub-conclusion: The lack of an explicit and developed theory of change and outcome framework limits a clear-cut evaluation, but more importantly also prevents a more strategic and specific engagement strategy with World Heritage actors and adaptive management in the long-term.

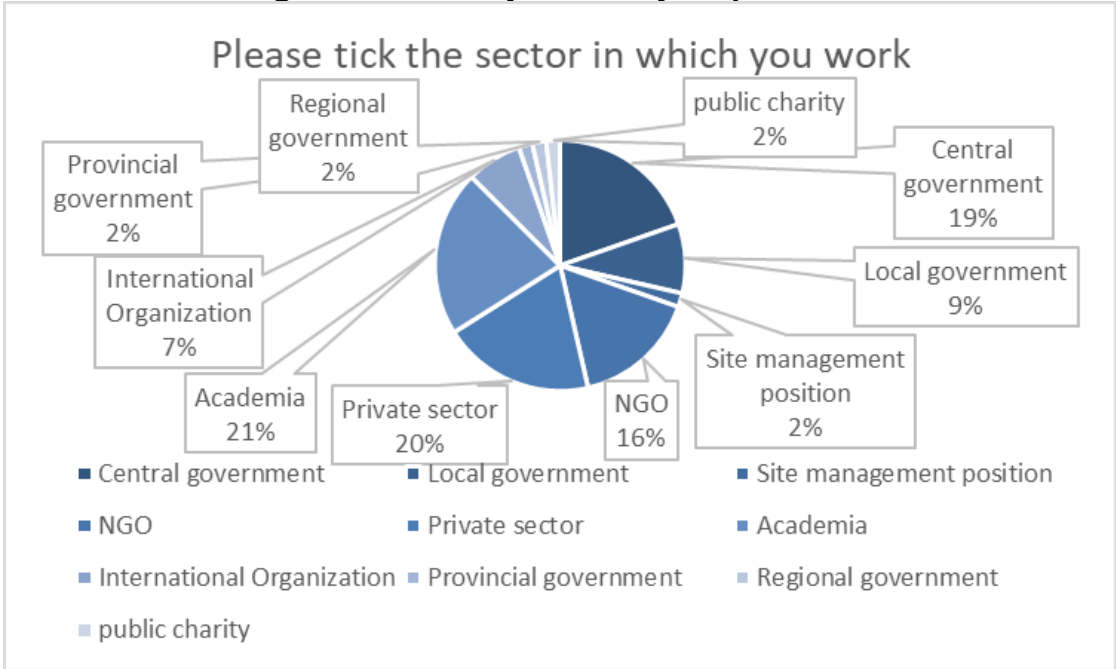
3. Scope of the evaluation

12. As initially stated in the inception report, and verified during consultations, the evaluation mainly covers the period of training delivered between 2012 to 2017. It covers the training series' outputs and outcome areas, in addition to discussing relevant progress made towards the intended impact and in helping Member States implement the relevant Sustainable Development Goals. This includes Goal 11, where countries have pledged to “make cities and human settlements inclusive, safe, resilient and sustainable” and Target 11.4, to “strengthen efforts to protect and safeguard the world’s cultural and natural heritage”.
13. It was also clear from conversations with UNITAR staff that the phase prior to 2011 also offered interesting lessons worth capturing in this evaluation.
14. The evaluation also sought to uncover unintended results of the programme. In the period covered in the evaluation, the workshops experienced declining numbers of registrations, ultimately leading to the cancellation of the planned 2017 session. Was this decline the result of less interest, decreased programme relevance or other factors? An emerging question for the Hiroshima Office was therefore whether it was time to close the programme in its current form and explore potential alternatives. While not necessarily stated in explicit terms, such questions appeared as important aspects to be treated in more detail.

4. Methodological aspects

15. The evaluation was designed to combine a mix of different methods to gather adequate types and levels of data, including a review of documents (e.g. narrative reports, results from self-evaluations); a brief on-line survey; interviews; and one focus group discussion (FGD).
16. The online survey was considered useful to capture the perspectives of former participants. Availability of email addresses made this feasible and a survey tool was designed in close cooperation with the PPME Unit. Sent out to 142 alumni from 2009 to 2016, the response rate was 27 percent. Of the 38 responses, 22 were women (58 per cent) and 18 were men (42 per cent). The sample did not reveal any marked differences or obvious patterns in terms of gender perception.
17. Some practical concerns were raised during later discussions with the Hiroshima Office when the initially low levels of response rates were becoming apparent. While contact details were available to reach former participants, it also became clear that they were often outdated. This raises an overall question about how best to remain in contact with former participants. In the end, however, the survey received 38 responses representing a broad range of different stakeholders (see figure 3). Eighty per cent of respondents were from the Asia-Pacific region largely reflecting the regional focus of the series over the years.

Figure 3: Diversity of survey respondents



18. It was considered important to conduct interviews with stakeholders in the World Heritage system as well as actors involved with the programme, including selected participants. Stakeholders targeted for interviews thus included key players from the World Heritage Centre and the Advisory Bodies as well as managers, trainers and participants who participated in one way or another in the training series. In total 31 people were interviewed, 14 of whom were women. A mission was organized to Paris to meet with World Heritage Centre staff members, notably the Director of the Centre, those in charge

of the Asia-Pacific region, those in charge of nominations, and others in order to cover the main areas necessary. Additional opportunities were sought to reach relevant representatives from the Advisory Bodies (ICOMOS, ICCROM and IUCN). While most interviews were done individually, one focus group discussion (FGD) was organized in conjunction with a meeting of alumni during a visit to the UNITAR Hiroshima Office, where an interview with the Prefecture was also scheduled (and ultimately replaced by a written interview, see annex 9k).

19. The importance of visiting Hiroshima was confirmed early on as a lessons-learned workshop planned by the Hiroshima Office offered a good opportunity to join forces in terms of data collection (UNITAR having already invited a group of former participants/alumni and trainers). The Hiroshima Office kindly adapted their workshop plans to create a space for a Focus Group discussion to inform this evaluation. The interaction was mutually beneficial.

4.1 Limitations

20. Three limitations of this evaluation are worthy of mentioning. First, the partial lack of an explicit theory of change and programme framework present certain limitations to the evaluation in terms of what to assess and on which criteria beyond immediate delivery and levels of satisfaction this should be based. Second, the relative small size of the activity and its short time-frame does not allow for a more in-depth discussion or robust assessment of impact. This does not, of course, rule out the significance of the training workshops in contributing towards wider impacts, yet it does limit such assessments to somewhat anecdotal evidence. Third, the evaluation experienced some challenges in reaching out to former participants due to changing contact details. And finally, the evaluation, in sum, offers an assessment of a limited period (2012 to 2017) rather than the full programme from 2003 to 2017.

5. Key evaluation findings

5.1 Relevance: reflecting needs and priorities?

21. To what extent has the training series reflected the changing needs and priorities of the diversity of actors active in the World Heritage arena? This section explores different dimensions of the relevance criterion.

5.1.1 The relevance of the nomination training niche

22. As multiple research indicates, the World Heritage field has boomed in the Asia-Pacific region with many implications in terms of nomination, management and development dynamics (Giovine, 2009, Brumann and Berliner, 2016, Hitchcock et al., 2010, Larsen, 2017, UNESCO, 2004). A former regional UNESCO advisor, and one of the early supporters of the series, underlined how there was a real need in the region to assist States in the late 1990s and early 2000s to start redressing the global imbalances of the World Heritage list (interview). He noted a need to bring in innovative training approaches in which training was undertaken and nominations prepared. A call for innovative training approaches at the time confirmed the interest in engaging with a professional training institution like UNITAR. The training series has over the years been tailored and adapted

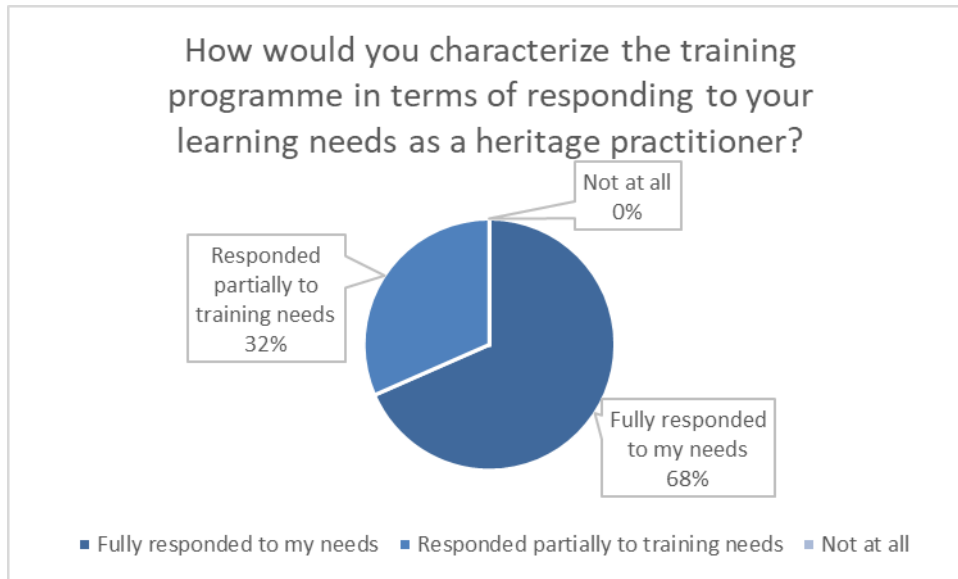
into what today constitutes a condensed set of learning and practice modules offering a shared basis and introduction for the preparation of nomination dossiers. As one participant said:

"This was my first course on World Heritage, I looked everywhere, I was looking world-wide so I could actively improve my work" (personal interview).

23. There was overall recognition of the relevance of training services in relation to World Heritage concepts in general and nomination documents in particular. Indeed, for some it clearly reflected a basic learning need to shift from local heritage issues and understand and work within the World Heritage context. While there were a range of opinions on improving the training programme contents and modalities, there was overall recognition of its status as a solid introduction to the topic.
24. Even if the changing emphasis on countries hiring consultants, rather than a do-it-yourself approach was seen by some as lowering the need for internal capacity on nominations, others emphasized how the competencies delivered were necessary for national officials to steer the process and consultants in the right direction.
25. Discussions with both ICOMOS and UNESCO staff in charge of nominations (and evaluations) stressed common challenges in terms of, for example, the comparative analysis, the use of criteria as well as the use of concepts of authenticity and integrity. Evaluation correspondents in the FGDs emphasized the value of having both natural and cultural heritage professionals. Participants also stressed the need for the training to be a source of informal learning and exchange. The training was considered to "provide a foundation for nomination writing" allowing one to learn from the experiences of resource persons. FGD participants insisted on the high levels of relevance for States Parties in their nomination processes - a point explored further below. Even some participants not working on specific nomination dossiers considered it valuable, although - as in any training context- there were anecdotes about participants attending with different expectations⁵. This, however, appeared more to be a question of participant recruitment rather than workshop design.

⁵ There were anecdotes about participants arriving expecting to learn about intangible heritage and others more interested in the site than the topic itself. These appeared to be exceptions, however.

Figure 4: Responding to learning needs



26. Finally, a number of participants noted having adopted specific tools and approaches from the training in their own working methods and trainings, indicating a significant level of hands-on relevance for practitioners active in the World Heritage field. Individual learning needs obviously varied, posing a constant challenge for training design. Part of this dilemma related to a broader discussion about whether the workshop design in practice was consistent with the ambitious aims. Some external observers interviewed questioned whether actual nomination development capacity could be ensured in such a short time-frame, or whether it rather remained as an introduction to national authorities to "know what they don't know" and in practice need external capacity to solve (see below).

Sub-conclusion: The UNITAR training emphasis on nomination preparation remains a relevant niche in the wider global context even if there is some debate about what can be achieved in a short time-frame.

5.1.2 Evolving capacity building initiatives and needs in the Asia-Pacific region and the global level

27. Internationally, the capacity building context has evolved considerably during the existence of the training series. A growing number of global, regional and national initiatives have appeared worldwide. Guidance material on nomination is now available (authored by the lead resource person of the training series) and in some cases States Parties can tap into so-called upstream processes⁶ for support. These developments trigger a whole new field of who, what and how training is targeted to avoid overlaps, build synergies and target the audiences most in need.
28. The regional deficit, discussed above, is increasingly being addressed by a wide range of national and regional training and institutional capacity building initiatives. While training

⁶ Upstream processes in UNESCO language was adopted in 2010 to enable "the Advisory Bodies and the Secretariat to provide advance support in the form of advice, consultation and analysis, directly to States Parties prior to the preparation or submission of a nomination."
<https://whc.unesco.org/en/upstreamprocess/>

needs remain in the region, they are also evolving. As one evaluation correspondent in charge of nominations at the World Heritage Centre noted: "there may not be a training need in countries like Japan, Korea and China, yet many other countries still need support for their nominations." On the other hand, certain Advisory Body voices also raised the need to shift the capacity building focus from nominations to the multiple management aspects affecting already existing sites. One former participant also noted the growing number of trainings on a range of specific subjects such as risk preparedness, people-centred approaches and monitoring.

29. The wider training context has changed over the years towards one of more formalized, strategic integration at the global level. As the head of the World Heritage Centre noted, there is now an established network of Category 2 Centres⁷ with specialized World Heritage training courses, the World Heritage leadership course and 10 universities offering degrees on World Heritage. In Asia, this includes the emergence of The World Heritage Institute of Training and Research for the Asia and the Pacific Region under the auspices of UNESCO, Shanghai Centre (WHITRAP, Shanghai) since 2006⁸. Interestingly, as noted by one resource person, the UNITAR programme was a pioneering effort and "pillar" in building other regional approaches such as the WHITRAP training programme.
30. In addition to the attention in academia, a number of bilateral and upstream⁹ support processes increasingly involve training support in the nomination field. In some countries like China, national training efforts on nominations are today undertaken¹⁰ and in others, like Japan, national and international training initiatives are being implemented. The African World Heritage Fund¹¹ has also delivered a programme bringing people together who either work or are beginning to work on nominations at a regional level. The justification, similar to UNITAR thinking in the early 2000s, concerned how the region is underrepresented on the World Heritage list. The African World Heritage nomination course involves a mix of lectures, presentation of own sites and a practice orientation. In each session some 10-12 States Parties with the training programme run in two phases. It involves mentors from the region who support participants engaged in preparing their nomination files. Globally, there have been efforts to set up a wider capacity building strategy, just as a regional capacity building approach has been in the making¹² (WHITRAP, 2014).
31. In UNESCO, there was a feeling that the UNITAR training series, due to its size and nature, was easily disconnected from these wider efforts (see later discussion on institutional collaboration), and only within the last couple of years was it being re-integrated in the global effort being coordinated by the World Heritage Centre and the Advisory Bodies. It was also shown by the UNITAR Hiroshima office that an MoU with the Centre was in force between 2008 and 2012 (see annex).
32. For some in the wider community, the UNITAR training approach is not unique compared to other introductory courses. Others, on the contrary, stressed its grounded nature and

⁷ <http://whc.unesco.org/en/category2centres/>

⁸ <http://www.whitr-ap.org/index.php?classid=1471>

⁹ <https://whc.unesco.org/en/upstreamprocess/>

¹⁰ <https://en.unesco.org/events/first-unesco-national-capacity-building-workshop-cultural-world-heritage-china>

¹¹ <https://awhf.net/nominating-training/>

¹² <http://www.whitr-ap.org/index.php?classid=1489&newsid=2271&t=show>.

the popularity of the course in the Asia-Pacific region, yet also noted the recruitment difficulties faced since the workshop had increased fees.

33. In terms of overall relevance in response to evolving needs, it may be questioned whether the needs are shifting from individual sensitization of heritage professionals towards more comprehensive capacity building and organizational needs. Times have, in some regards, shifted from isolated training of individuals towards the need for more comprehensive capacity building approaches of institutions. This arguably underlines the importance of integrating the training series in a broader capacity building approach.

Sub-conclusion: In the context of changing needs and training provision in the region, there is a need and opportunity to strategically position the UNITAR training series in relation to global and regional capacity building strategies, upstream processes and other global efforts to build institutional capacity.

5.1.3 Peace building, heritage and conflict resolution: An emerging Hiroshima agenda

34. An important contextual shift of particular relevance to the Hiroshima Office concerns the wider World Heritage community embracing matters of conflict and peace building. This is evidenced in global initiatives like “unite4heritage” as well as specific policy commitments to conflict resolution and peace building. Interestingly, this had also emerged spontaneously as a central feature of the training series. In the early years of the training series, the notion of “conservation of peace” emerged as a central approach. As one UNITAR stakeholder noted:

“[W]e really came to that notion through discussion with experts... we started to think what conservation was for peace, how it contributes to peace so also what to put in nomination documents, the values, the dossier... then we started to structure and link to other sites, we invited the director of the Auschwitz museum, making connections and comparisons with the Hiroshima memorial... then we came to understanding that all sites were contributing to peace and should be for that purpose even if not connected to war sites, even natural sites in their way contribute to peace.”

35. Another of the training series’ organizers noted “*The question was what was specific about Hiroshima?... the overriding thing was we didn't need to be out there, people needed to come here.*” It evolved around establishing a message from Hiroshima both about the “*horror of weapons*”, but also about “*beauty and life*”. World Heritage was seen as capturing both: “*Let them come and see*”. This was also confirmed in the written interview with the Prefecture of Hiroshima:

Hiroshima Prefecture

"Hiroshima Prefecture believes local governments are also one of the important entities, who should play proactive roles to support the reconstruction of the conflicted regions and countries. Hiroshima Prefecture, therefore, compiled the "Hiroshima Peace Contribution Concept" in 2001, and invited the UNITAR to contribute to the capacity building of Asia Pacific Region."

Hiroshima Prefecture

36. In addition to such programmatic intentions, it also appeared as a feature of participant experiences. One training participant interviewed noted getting "profoundly impacted by theme, conservation and peace" and inspired to do research work on heritage and ethical guidance. Others emphasized how resource persons were emotionally moved.

"[R]esource persons were crying when they visited the site - it made a very strong impact on the minds of people. Visiting Hiroshima is something all human kind should visit - such an impact - " Former UNITAR Programme Manager

37. In terms of emerging thematic issues, it was also clear that the World Heritage community today is embracing a stronger focus on peace and security issues including the integration with humanitarian law and responses. One UNESCO official saw peace and conflict resolution in the World Heritage field as "definitely a new area of work". While some peace related efforts are in the making such as courses on linking heritage to international humanitarian law, post-disaster related work and UNESCO involvement in Recovery and Peace-Building Assessments (RPBA), he also noted how UNITAR might consider this as a field of activity: "It might be interesting for UNITAR to reconnect with and service the new policy framework, making it more appealing to applicants." Indeed, there is perhaps more than ever resonance between the Hiroshima drive to promote peace in the world and the UNESCO mission of peace, also in the World Heritage context.

Table 2: Comparing Commitments to Peace

Hiroshima prefecture	UNESCO constitutional commitment to peace	UNITAR commitment to peace	World Heritage linkages
- "HIROSHIMA was devastated by the first Atomic Bomb in human history and reconstructed from the devastation. Based on the experiences, Hiroshima believes it has the mission to work towards a peaceful international society without any nuclear weapons, thus has been distressed by wars and conflicts happening in the world." Hiroshima prefecture "The Hiroshima Peace Memorial in Japan constitutes a supreme place of remembrance of the disaster that	" Since wars begin in the minds of men and women, it is in the minds of men and women that the defenses of peace must be constructed."	Promote peaceful, just and inclusive societies ¹³ . "The UNITAR Hiroshima Office, by virtue of the resonance of its location, has an inherent strength in the areas of post-conflict	"The World Heritage Convention is an integral part of UNESCO's established mandate to build bridges towards peace and security. It is therefore incumbent upon States Parties... to ensure that the implementation of the World Heritage Convention is used to promote the

¹³ <https://www.unitar.org/pillars/peace>

<p>occurred with the dropping of the first atomic bomb on August 6th, 1945. The Genbaku dome stands as the last vestige of this catastrophe, and it was the inhabitants of Hiroshima themselves who so carefully preserved this site, which was inscribed upon the list in 1996." - "Hiroshima Prefecture considers it is very meaningful that UNITAR "Reconstruction and Peace Building" programmes are carried out in Hiroshima.</p>		<p>reconstruction as well as the broader themes of international peace and security."</p>	<p>achievement and maintenance of peace and security between and within States Parties" World Heritage Sustainable Development Policy</p>
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Sub-conclusion: Peace and conservation emerged spontaneously as a critical theme of the Hiroshima Training series offering a potential field of further engagement given recent trends linking conflict resolution and World Heritage.

5.1.4 Consistency between outputs and intended impacts and effects

38. Without a specific programme concept or document, it was somewhat difficult to compare activities and outputs with goals and objectives as the latter were not explicitly stated. This does not mean that the training series did not have goals, objectives and intended impacts, however. Indeed, as discussed above, the series has operated with an evolving theory of change where individual participants equipped with the capacity to better understand and potentially develop World Heritage site nomination dossiers. Whereas activities in this sense were largely consistent with a process geared at raising individual capacity, there was some questioning if activity design was consistent with intended impacts and effects.

5.1.5 Consistency with UNITAR's mandate and strategic objective

"We have a duty to chip in, not for the beauty, but for sites fighting to survive...I will know then that the seeds have not gone dry", Evaluation respondent

39. Since 2014, the series has been implemented under programme objective 2.4 of the UNITAR 2014-2017 Strategic Framework (Strengthening capacities to increase employability, to optimize the potential of creative economies and to protect cultural and natural heritage). This general programme objective confirms the relevance of the programme to work in the heritage field and locates it alongside creative economies and employment creation. Also, as discussed above, there are possible links to strengthen to wider programmatic objectives in the fields of sustaining peace and contributing to the 2030 Agenda. The latter was evident in the 2016-2017 Programme Performance Results for the Hiroshima Office, where the link to SDG 11 and Target 11.4 is established.¹⁴

¹⁴ A similar fit is reportedly in the making for the current bi-annum and offers a relevant link to consider to in future programming.

40. Still, there were questions about whether this was a "stand-alone" activity by UNITAR compared to other fields such as peace-building where UNITAR and the Hiroshima Office in particular, are active. Certainly, there is a growing panoply of other training activities by other institutions in the World Heritage field. This may lead to further strategic thinking about how to possibly further integrate and potentially re-orient the UNITAR training to complement and have comparative edge.

Sub-conclusion: Whereas the training focus responds closely to the UNITAR strategic focus on protecting cultural and natural heritage, changing conditions offer an opportunity to rethink how best to achieve it and with what training and organizational modalities.

5.1.6 Evolving needs

41. An interesting finding from the evaluation survey also concerns the wide interest in new training topics and even refresher courses for alumni. In hindsight this is not surprising given that particularly active professionals likely responded most to the evaluation exercise and are increasingly moving into the nuts and bolts of management. Topics covered included World Heritage values-based management, cultural landscapes, disaster risk reduction and community participation. In the field of management, there were equally calls for management planning and stakeholder engagement.

5.2 Effectiveness: Effective delivery and factors affecting implementation.

42. Overall, the annual training series was delivered effectively over the years with high degrees of participant satisfaction with contents and general appreciation of the organizational support and logistics.
43. Participant assessments of delivery following participation in the main period assessed (2012 to 2016) suggest overall **effective delivery** of training results when considered from an individual participant level. Results also suggest that the programme has been very effective in terms of **increasing participant understanding and achieving learning** objectives. In the self-evaluation reports, the majority of participants strongly indicate they will use the reports. However, the training series has also experienced a **trend of declining number of participants** during the last few years.
44. A major implementation challenge appeared with not meeting output targets in 2016, and particularly the cancellation of the 2017 workshop, the first time since the series was established. Whereas workshop size was bigger in the series' initial years, the size was reduced as the business model shifted towards a fee-based approach. We shall explore here the factors involved in shaping implementation and effectiveness, broadening the scope beyond merely assessing participant learning and satisfaction.
45. Planned outputs under the 2014-2015 and 2016-2017 biennia programme budgets for the World Heritage results area aimed at ensuring specific number of trainees confirming to have met or mostly met the learning objectives. For the 2014-2015 period, the Programme

Performance Report¹⁵ reported how results were better than expectation in terms of learning outcomes (81 per cent vs. 70 per cent aimed for the 40 trainees).

Programme Performance: 2014-2015

Programme	Expected accomplishment	Indicator of achievement	Outcome performance (target)	Outcome performance (actual)	Outputs	Output target	Output actual
Hiroshima Office	Increased understanding of both tangible and intangible heritage, as well as the development of comprehensive management	Percentage of beneficiary respondent confirming to have mostly or fully met learning objectives	70%	81%	Number of participants trained	40	40

46. For the 2016-2017 biennium, immediate output targets in terms of participant numbers were not reached (see discussion elsewhere). However, training evaluations of those involved confirmed achieving planned results in terms of learning outcomes and satisfaction. Most dramatic, however, was the low registration rates in 2017 despite boosting an outreach effort to the World Heritage Committee, the Centre and the Advisory Bodies preceding the period. This challenge was therefore particularly targeted by the evaluation.

Programme Performance: 2016-2017

Programme	Expected accomplishment	Indicator of achievement	Outcome performance (target)	Outcome performance (actual)	Outputs	Output target	Output actual
Hiroshima Office	Increased understanding of both tangible and intangible heritage, as well as the development of comprehensive management	Percentage of beneficiary respondent confirming to have mostly or fully met learning objectives	90%	90%	Number of participants trained	40	12

47. Interviews with the Hiroshima Office, in effect, revealed a combination of pride and concern. On the one hand, correspondents stressed the long history of the programme, the excellence of the resource persons and the high levels of participant satisfaction. Yet, on the other hand, they also noted growing difficulties in attracting participants.
48. The Hiroshima Office therefore re-engaged in conversations with the World Heritage Centre and the Advisory Bodies, a move that was widely appreciated. After a preparatory process, notably with extensive discussions with international organizations, and a side-event at the World Heritage Committee meeting, participant recruitment, however, did not result in the expected numbers. As a consequence, the 2017 training session was cancelled.

¹⁵ <http://www.unitar.org/programmeme-performance-reports>

Figure 5: Side-event at the World Heritage Committee, 2017

World Heritage Nominations – Training for Success Side Event

July 2017, Hiroshima, Japan - As 21 sites across the globe were confirmed as World Heritage Sites at the 41st Session of the World Heritage Committee in Krakow, Poland, UNITAR focused on the beginning of that process. UNITAR's July 8 Side Event, titled "Training for Success: Developing Complete World Heritage Nominations – Lessons Learned and Future Prospects," was successfully held at that Session, with some 80 participants from State Parties and interested organizations in attendance. The Side Event was jointly hosted by the UNESCO World Heritage Centre and the three World Heritage Advisory Bodies: ICCROM, ICOMOS, and IUCN.

The speakers included:

- Alessandro Balsamo, Nominations and Tentative Lists Manager, World Heritage Centre, UNESCO
- Marie-Laure Lavenir, Director General, ICOMOS
- Mihoko Kumamoto, Head, UNITAR Hiroshima Office
- Gamini Wijesuriya, Project Manager, ICCROM
- Remco Van Merm, World Heritage Monitoring Officer, IUCN

The speakers provided valuable insight to the participants, emphasizing that training on making complete nominations is essential for their success and that there are many support options available – including UNITAR's programme – to state parties looking to nominate a site. The event explored the lessons learned through ICCROM's and UNITAR's nominations-focused training events, as well as the recently reviewed Upstream Process conducted by IUCN, ICOMOS and the Secretariat. Questions from the audience focused on targeting needs-based training for course participants, evaluation processes, and feedback on the impact of the training courses.



49. From the perspective of the World Heritage Centre and the Advisory Bodies, the achievement was also one of securing a collective process starting to mitigate what World Heritage Centre leadership considered to be the relative isolation of the training programme over the years. The 2017 version of the training series was considered a first joint event and UNESCO officials expressed concern that it was cancelled after a long process of coordinating and planning for it.

Sub-conclusion: Participant assessments suggest overall effective delivery of training sessions themselves, although declining participant numbers and the ultimate cancellation of the 2017 training session presents a serious implementation challenge in need of attention in terms of effectively reaching output targets.

5.2.1 Implementation factor: Securing adequate timing frameworks for recruitment

50. One long-standing Advisory Body representative emphasized that the limited 2017 recruitment results should not be seen as a rejection, but rather as an impetus to search for alternative recruitment approaches. As an UNESCO official noted: "it was a successful side-event, but the deadline for applications shortly after summer was unfortunate. It's not the right time in the Northern hemisphere, quite dead at that time." Indeed, the FGD results revealed a series of practical timing issues. Recruitment, it appeared, was generally limited to a few months prior to the course. As one resource person noted:

"[A]nnouncements for the training would only pop up a few months before taking place. It wasn't like a continuous activity throughout the whole year. Partly a resourcing issue. Involvement started a few months before workshop, a factor which fed into promotion and design. Who would be in charge of design? This was a negotiation resource people and UNITAR."

51. For many participants, the short time-frame presented a possible obstacle both in terms of securing acceptance from their administrative hierarchies and time needed to mobilize funding. As one participant recruiting colleagues noted:

“I feel that later years the late setting of dates... if you want to advocate for participants in own country to come in April...without specific dates until few months out. It's useful in work to block out time early on ... it allows people to plan ahead...What lead time would work? - a year.”

52. The Hiroshima Office also noted some delays in terms of getting the workshop advertised on the respective partner institution web-sites in time. There was wide consensus that a year-long framework would be ideal. This would also allow for national heritage authorities to plan ahead, allocate time and resources etc. Also, as discussed elsewhere, it would allow for more time for UNITAR staff to put funding and sponsorship arrangements in place.

Sub-conclusion: Short time-frame between course announcement and registration deadlines have made it difficult to mobilize the planned for number of participants, secure permissions and mobilize funding for workshop attendance.

5.2.2 Implementation factor: Brief vs. comprehensive communication and marketing

53. A number of communication factors and marketing opportunities also appeared through both the FGD and individual interviews. Whereas the workshop generally sought to mobilize alumni, UNITAR channels and organizations, there appeared to be some delays in accessing channels of other institutions. Firstly, it was questioned whether a side-event at the Committee was the most effective strategy to reach out to possible participants. While the quality of the event and its participants was deemed excellent, it was considered too late for many to put in place participation arrangements. Secondly, there were also thoughts about improving web-site and email list outreach. This evaluation indicated how many participants relied on personal contacts for accessing information about the workshop. Thirdly, more effective connection and mobilization of former participants could be considered both in terms of revitalizing networks through means other than email (due to often outdated contacts), such as through social media and improved communications. Fourthly, it was also suggested that current communication does not reveal the full nature of the workshop and its qualities. Including more detailed accounts of its multi-faceted nature was therefore suggested, along with better documenting of testimonials and using these to market the diverse aspects of the course. It was suggested to carefully brand the UNITAR training approach in the broader context of competing or complementary training initiatives.

Sub-conclusion: There is a need to rethink how to communicate, recruit participants and brand the training series in the wider context of World Heritage Capacity Building.

5.2.3 Implementation factor: Institutional coordination

54. Among other stakeholders there was wide-held consensus about and respect for UNITAR's strength in terms of proven training methodologies. Yet, it was also mentioned by some correspondents how this appeared to be a stand-alone training activity on a highly technical topic. There was a strongly held perception among several UNESCO officials that they had not all, nor always, been well-informed about the Hiroshima training programme. While there was an acknowledgement of involvement in the early consultation days upon designing the programme, coordination mechanisms with the World Heritage Centre had been lacking in more recent years it seemed. On the other hand, it also appeared that efforts to invite and mobilize the Centre by UNITAR or the resource persons over the years had not met much success.
55. In practice, institutional coordination had evolved over time through a core group of trainers and facilitators *de facto* representing institutions (such as regional UNESCO staff and Advisory Body members) rather than a cooperative framework shaped by institutional partnership arrangements centrally. Whereas an institutional MoU had been in place between 2008 and 2012 (see annex), there appears to have been little systematic reporting and feedback mechanisms to other institutions over the years. As a result, some Centre staff reported discovering the programme in 2016. Of course, there had been earlier contacts including some level of formalized arrangements. Individual interviews revealed several phases of UNESCO involvement in the programme both initially at the time of its creation, but also through individual conversations with desk officers in charge of the Asia-Pacific region. The head of the Asia Pacific unit, for example, recalled conversations in 2001/2002 with UNITAR staff to design the programme. Yet, it had proven difficult over the years to invite more centrally-based officials, some of whom considered themselves to only be sporadically informed. It was clear that training programme implementation was soon decentralized, with *ad hoc* rather than structured institutional reporting lines. " We should have more upstream exchange that was missing in certain periods of time," the head of the Asia Pacific unit, concluded. This has changed in recent times following UNITAR consultations and the joint side-event organized at the World Heritage Committee meeting. As an Advisory Body representative noted: "the intention was finally to have a joint programme - the first ever joint effort where all of us contributed to concepts ". This led to some optimism, yet also frustration when the programme was cancelled. A UNESCO official noted: " once you become integrated into processes - then you become part of community - you start being seen as partner of choice...". The question was formulated as to how UNITAR could:
- " become part of system? They don't have a (UNESCO) chair, they are not a category 2 centre. Yet, once you become integrated into processes - then you become part of community - you start being seen as partner of choice".*
56. While officials commended UNITAR efforts to reach out in the design process, they also expressed frustration with the cancellation of activities. In particular there was a request from Centre leadership to have a formal feedback, dialogue and joint response after the cancellation.
57. It was a call for continuing dialogue as "a two-way street". This concerned both immediate communication about the on-going series as well as more structured integration in the

growing spectrum of global capacity building efforts¹⁶, which currently lacks specific mention of the longstanding UNITAR-led effort. While the relative isolation of the activity required some updating/ adjustments mitigated through resource persons connected to the wider system, more institutional integration could be considered. Whereas the design of the training series informally has sought to adapt to emerging good practice and complement the changing training scenarios in the region, it is yet to be seen as a core component in the bigger connected World Heritage training package/ puzzle. While this is not a must *per se*, it does appear to forego opportunities to systematically cater to State Party interest. This may appear as a slightly insignificant detail, yet in practice means that the UNITAR trainings have been run independently rather than being proposed as part of a larger package of training services to the World Heritage community.

58. In terms of cooperation at the regional level, there has been staff involvement (e.g. WHITRAP attending UNITAR training) and information exchange, but "not coordination in a formal way", as the lead resource person noted. At the national level, there appeared also to be growing opportunities for strengthened engagement and involvement of Japanese capacity building initiatives, central professionals and their institutions. Whereas the programme had involved some Japanese experts, there were opportunities for more institutional integration. Locally, it was clear that there was a growing Japanese World Heritage scene in terms of expertise as well training activities. However, there appeared to be limited cooperation and synergy building e.g. by recruiting Japanese expertise.
59. At the local level, the Prefecture supported the training initiatives and facilitated encounters, without having more hands-on involvement in its implementation. The Prefecture is, however, actively involved in the embedding of the training in the two World Heritage sites of the region.

"In the UNITAR training programme, The City of Hiroshima issues special permission to UNITAR participants to enter inside of the A-Bomb Dome, which is restricted to the ordinary visitors to the Dorm."

Sub-conclusion: Despite multiple attempts, institutional coordination mechanisms between UNITAR, UNESCO and the World Heritage Centre are considered rather weak. There is also a need to explore further coordination at regional and national levels.

5.2.4 Outreach to potential target audiences

60. Three questions related to the target audience deserve attention. First, there is the question of dealing with participant outreach over time. Second, there is the question of reaching out to the training audiences in developing countries most in need. Third, there is the issue of reaching out to evolving and diverse training audiences. Throughout its life-time organizers have always dealt with a diversity of levels from beginners to the relatively experienced.

¹⁶ <https://whc.unesco.org/archive/2016/whc16-40com-6-en.pdf>

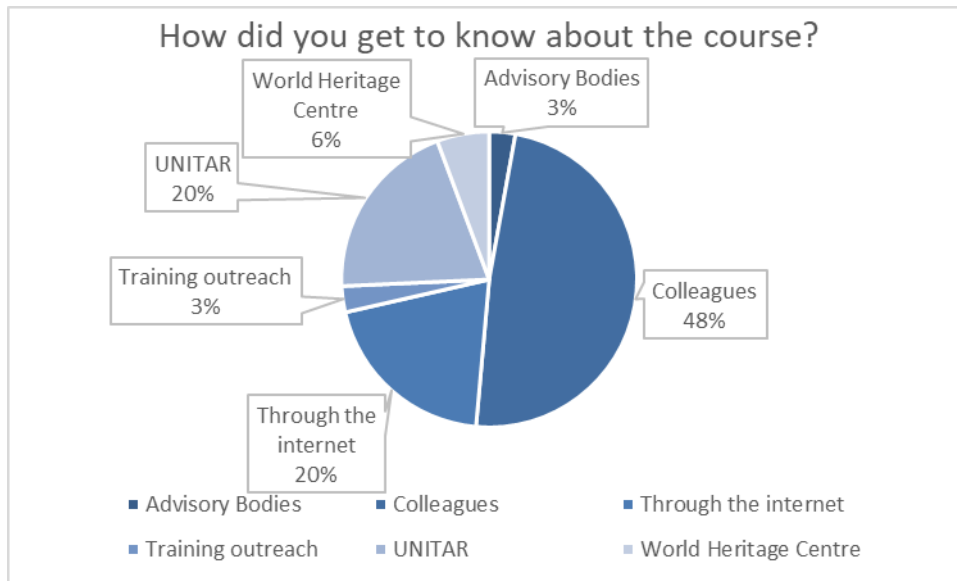
5.2.5 Reaching those most in need: A challenge and opportunity

61. The first issue of outreach in general is discussed elsewhere in the report. As for the second topic, during the initial design of the project, *"we catered to the LDCs"*, as the founding director of the Hiroshima Office noted. Yet, it reportedly became difficult to maintain due to pressure from leadership to shift towards participant payments. *"We used to get 100 applications for 25 slots"*, she said recommending a drive for further support to scholarships. During the period evaluated, participant numbers ranged from 24 participants in 2013 to 15 participants in 2016. A fundamental problem was as noted by the Head of the World Heritage Centre that *"those who need to be trained cannot afford the money"* (interview). Or as another UNESCO official said: *"are countries willing to pay? the problem is that those that are in need, maybe cannot afford and need assistance. that is the main problem."* Survey respondents equally emphasized this point.

- *"Funding is an important aspect as there is increasing amounts of pressure on funding sources in the developing world. There would be greater participation of fully funded."*
- *"It would be great if there are more grants available for participants."*
- *"UNITAR and related donor partners should consider funding smaller countries participation."*
- *"For those of us that work as VOLUNTEERS for the IUCN assessment process, it would be valuable if discounts or full subsidy provided for those candidates actively involved in the assessment process."*

62. To put it somewhat bluntly, a payment scheme reduces participant selection to a question of ability to pay rather than relative need. "We had to work with what we had", as one resource person noted, noting the case of a participant expecting something completely different. UNITAR staff generally acknowledged the difficulty of reaching the neediest beneficiaries in poor countries, yet there is arguably more to the story. It is noteworthy how the survey generated for this evaluation suggest that the main source of information about the course came through colleagues alongside some 20 per cent mentioning the Internet and another 20 per cent through UNITAR. The numbers recruited through the main World Heritage institutions such as the World Heritage Centre were limited (see figure 6).

Figure 6: Sources of information about the course



63. This arguably leaves considerable potential to boost other recruitment channels, indeed, targeting the ones mainly used by States Parties looking for credible and up-to-date training opportunities. States Parties are, for example, routinely in contact with both the Centre and the ABs during initial steps of the nomination process.

5.2.7 Reaching out to other target audiences

64. Whereas the mainstay of most training targets site- managers and professionals, the broader inclusive approach of the World Heritage capacity building strategy should not be forgotten (UNESCO, 2011). This approach includes not only practitioners, but also wider institutions, communities and networks (see table 3 below).

Table 3: World Heritage Capacity Building Strategy on Audiences

Where capacities reside: target audiences for capacity building	Principal learning areas
Practitioners (including individuals and groups who directly intervene in the conservation and management of World Heritage properties)	<ul style="list-style-type: none"> • Implementation of the Convention (Tentative lists, Nomination etc.) • Conservation and management issues: planning, implementation and monitoring • Technical and scientific issues • Traditional conservation processes at the site level • Resource utilization and management
Institutions (including State Party heritage organizations, NGOs, the World Heritage Committee, Advisory Bodies and others institutions that have a responsibility for the enabling environment for management and conservation.)	<ul style="list-style-type: none"> • Legislative issues • Institutional frameworks/issues (Governance, decentralization) • Financial issues • Human resources • Knowledge
Communities and Networks (including local communities living on or near properties as well as the larger networks that nurture them)	<ul style="list-style-type: none"> • Reciprocal benefits and linking with sustainable development and communities • Stewardship • Ongoing sustainability of traditional conservation processes • Communication / Interpretation

(UNESCO, 2011: 5)

65. Whereas emphasis in the series, and many other regional and global initiatives, generally targets practitioners (notably site managers), there is often less emphasis on other target groups. Still, UNITAR nonetheless has over the years secured the participation of other stakeholders such as indigenous representatives in some cases like New Zealand. As one interview respondent reported:

“In NZ, we haven't just sent government officials. We've also sent key stakeholders leaders so that they understand what World Heritage is about and the rules. What they get from the course is that you have to follow the rules and it's different from national heritage, it's really useful.”

Empowering indigenous and local community representatives: a future strategic area?

The World Heritage community is seeing a growing involvement of representatives of indigenous peoples and local communities directly involved in the formulation of site nominations. This represents an emerging shift from previously government-driven and led designation processes. At the upcoming Committee in Bahrain, for example, two major sites involve considerable indigenous involvement (Pimachiowin Aki in Canada and Chiribiquete National Park in Colombia)¹⁷.

Whereas some scattered training of community representatives has taken place in specific countries, the specific target audience remains marginal in the bigger capacity building picture. Interestingly, the UNITAR training course had been attended by indigenous representatives, from Australia and New Zealand, leading to bottom-up experience worthy of attention. In Australia, this has led to traditional owners writing their Statement of Outstanding Universal Value following the training. The case of the chairman of the TĀMAKI MAKĀURAU collective, New Zealand is also evocative. Representing indigenous groups having negotiated with the Crown to secure the return of ancestral lands, he took part in the course to explore nomination possibilities. He described the experience as "opening my eyes to what UNESCO is and international protocols. It was a new world and the course gave me tools we've been using since 2014 for management, and a bid in 2020". Speaking of the course with enthusiasm, he is now preparing discussions with State officials to prepare the paperwork for the World Heritage nomination of the *Ngā Tapuwae o Mataaho* (Auckland Volcanic) Cultural Landscape.

Sub-conclusion: Shifts to participant payment appears to have led to declining levels in registration and ability of UNITAR to reach its target audiences. Simultaneously the training series has demonstrated ability to reach target audiences often neglected by other training initiatives, such as representatives of indigenous and local communities. There is a need to identify alternative measures to reach key audiences.

5.3 Efficiency: Has the training series been cost-effective?

66. To what extent have the outputs been produced in a cost-efficient manner (e.g. in comparison with alternative approaches)? To what extent was the entire approach efficient? The present funding scheme is based on the combination of donor support, from the Hiroshima prefecture, voluntary contributions from resource persons and fee-based income. The fee in 2016 was 1.300 USD covering accommodation for 5 nights plus tuition, materials, excursions and breakfast. The tentative UNITAR amount allocated for two years was in the range of 40.000 USD, which compared to average training costs is in the lower/average end. As discussed below, it was also a relative small amount of the larger portfolio and budget support of the Hiroshima Prefecture.

5.3.1 Overall cost-effectiveness

67. In overall terms the costs of the training series have remained a relatively modest budgetary line in the bigger picture of the two-year \$1.9 million support programme funded by the Prefecture of Hiroshima. This, in particular, since the financing modality shifted towards a payment scheme. If one does not take into account staff time invested by the Hiroshima Office, the investment in the workshop remains highly cost efficient. The main two budget items are indeed UNITAR staff time, accommodation and the conference package costs. If staff time is not included, income from participant fees have over the

¹⁷ <https://www.iucn.org/news/iucn-42whc/201805/iucn-recommends-two-vast-indigenous-peoples%E2%80%99-territories-world-heritage-listing>

years covered remaining costs. This being said covering staff costs in a programme funded agency is important. In two out of four years where expenditure was provided, "income" gained from participants was slightly higher than expenditure, whereas two of the years it was slightly lower. Furthermore, given that the tentative budget provided in the Grant Agreement specified \$40,000 for the training activity, actual expenses have been slightly lower. Even when General Staff costs and a 7 per cent Programme Support Cost are included, the contribution from the Prefecture budget is below \$20,000. This roughly leaves a 50/50 % split between fee-based and donor-based income. Furthermore, resource persons, the key asset of the course, have generally worked without fees either covered by home institutions or by volunteering their time. In some cases, they have even covered their own travel. Total training costs amounted to around 1% of the annual Prefecture budget in 2016. In practice, this may be somewhat on the low side considering the in-kind contributions of resource persons and the time involved in developing, delivering and reporting on a training series.

Table 4: 2016 Training Budget

WHS Hiroshima 18-22 April 2016	
Staff Costs ¹⁸	\$10,934
Accommodation and conference package	\$10,837
Local Transportation	\$580
Training Materials	\$485
Training Supplies	\$605
Miscellaneous	\$261
Refreshment	\$25
SSA PAYMENT, Consultant fees	\$4,607
Travel of Resource Persons	\$2,602
Hospitality	\$407
Insurance	\$160
Sub-total	\$31,502
PSC 7%	\$2,205
Expenditure Total	\$33,707
Income	\$15,600
Difference (Additional)	\$(18,107)
Cost Per Person	\$2,809

(Figures provided by UNITAR Hiroshima)

Sub-conclusion: For a relatively modest investment, expenses lower than budgets projected and high levels of voluntary engagement, the training series have been maintained for the last 15 years.

68. With this "bigger picture" in mind, the Hiroshima Office has arguably secured good value for money, and possibly also freed resources for further scholarship development. It was clear that the workshop over the year had mustered considerable individual commitment

¹⁸ It was unclear what this amount covered as resource persons generally worked on a voluntary basis and that the overall Prefecture budget already has a separate staffing budget line. On top of the 40'000, there is also a budget line contributing to HO staff time (\$513,914) this crosscuts all major HO activities.

from trainers, generally coming without receiving training fees and sometimes also covering own travel costs (amounting to some level of "hidden costs"). In some cases, this was covered by host institutions, in other cases people had invested their own time. Furthermore, the participant payment scheme might appear at first sight to have increased efficiency in the short-term. Yet, it has also, as discussed further below, meant insecurity in terms of securing participant numbers, guarantee the participation of resource persons and ability to target participants. Furthermore, in some cases, resource persons could no longer attend once their institutional funding, which had covered travel and DSA, no longer became available. One Advisory Body representative noted being invited to the training, yet having to decline as he was requested to pay for his own ticket. This was explained by the Hiroshima office as concerning a possible observer rather than a resource person. Such situations may nonetheless have led to some trade-offs in terms of maximizing trainer presence, access and quality - and some "drop outs". This is not necessarily a problem or a disadvantage. The emphasis on regional and shifting trainers and people ready to volunteer their time could be a profiled advantage or niche of the workshop. Yet, on the other hand, given the centrality of the listing process being fine-tuned to the latest developments, up-to-date knowledge is arguably a critical dimension. Further investment to stabilize presence of central Advisory Body and Centre staff could carry certain advantages.

5.3.2 Shift to participant payment schemes: An efficient approach?

69. Two programmes delivered by the Hiroshima Office were partly fee-based. One was the World Heritage training series, the other being the Afghanistan Fellowship Programme. The programme manager at the time described it as a shift from " a fully paid course, we could pay for meals, DSA" followed by a "transition to now you need to pay", which was widely perceived as impacting on the participation from lower-income countries.
70. If the shift to participant payments was considered a driver of lower participant numbers in recent years, the cost is arguably not a collective problem *per se*. As the FGD revealed, many States Parties - as well as technical cooperation activities - invest millions in nomination processes. If training costs are a minute fraction of this from an organizational perspective, the payment requirement may nonetheless represent individual barriers for some. This implementation reality thus needs a different funding/ implementation modality to mitigate this challenge of "securing adequate funding for participants from low-income countries. In particular, it was suggested to invest UNITAR staff time to put in place long-term recruitment/ sponsorship funding arrangements (see further discussion under target audiences).
71. The shift towards payment schemes may have decreased the UNITAR contribution in the immediate term, yet can it be said to have delivered a gain in cost-effectiveness? As discussed above, the shift is likely to have decreased the effectiveness of the training programme in reaching out to those most in need in favour of those able to afford it and declining participation overall¹⁹. The Hiroshima Office, however, also raises the sustainability challenges in the long term of maintaining training support with other finance mechanisms.

¹⁹ As discussed elsewhere, there are solutions to this dilemma, yet it requires a more long-term planning approach.

72. The current financing model combining donor funding with participant payments to sustain the workshop has in short made the series' continuity vulnerable despite the high level of relevance. The payment scheme has since its adoption doubled payment levels over a period of a few years. The increased revenues could have been used for increasing the number of scholarships, although the increased fees appear rather to have been used to reduce the overall budget.

Table 5: participant numbers, fees and revenue

Year	Number of participants	Fee	Actual revenue
2013	24	\$700	16.800
2014	21	\$1,000	21.000
2015	19	\$1,000	19.000
2016	15 (3 pulled out first day ²⁰)	\$1,300	15.600
2017	Cancelled	\$1,500	0

(Figures provided by UNITAR Hiroshima)

73. There are two immediate problems with this modality. The first is the declining number of participants. The second relates to the type of participants reached. While no direct causal relationship can be established between fee levels and the declining number of participants, the downwards trend is unmistakable. As described by one resource person:

"[A]t some point things got tighter financially, UNITAR started charging fees... demographics changed at that point. Some countries dropped out entirely, too poor to attend if required to pay."

74. When the numbers of inscriptions remained low in 2017, a decision was made to cancel the annual training session. If this is seen together with the relatively low costs of the actual programme activities and resource persons, one could arguably challenge the efficiency of the decision to shift to participant payment. The programme can therefore hardly be considered cost-effective given the limitations self-paying participants and declining numbers. In turn, there would be significant benefits to reap from boosting scholarship opportunities for participants most in need from LDCs. Whereas the investment in a training workshop from an individual perspective may be seen as a fairly big personal investment, this is not necessarily the case from an organizational perspective. The point was also made in terms of highlighting "good value" arguments from a central government perspective. As a participant and later resource person from New Zealand noted in the evaluation interview:

²⁰ This reportedly involved 3 Nepali participants pulling out due to Earthquake in Nepal. Fees were reported as having been reimbursed.

Saving money

"I've been able to save our government 1,4 million dollars because there are two nomination we won't proceed with, that are unlikely to succeed and a third nomination - consensus was to put up as cultural landscape."

"When I got back to [my country], one of the points I made was the economic value. Our country has got a World Heritage programme and the cost of a WH nomination is like 600.000 USD to run the whole process. On the basis of the course, I was able to run simple processes ...in which we realized that some of the sites on the tentative list really wouldn't stand up to scrutiny. It would be hard to get OUV of sufficient magnitude and it would be hard for sites to stand out in a comparative analysis. The training saved us the whole bother of proceeding with nomination. For one Site, Art Deco, we commissioned a 20.000 report looking at art deco sites in the world and we found 8 comparable sites and there wasn't any way our site stood out. Another site - Kerikeri - we sent a management committee person on the UNITAR course ...at the end of the course, he said we haven't got a strong candidature. In another site we sent an indigenous leader along. He and I realized we have got a strong case."

Interview

Sub-conclusion: While the participant payment scheme lowered the immediate costs of the training series in the short-term, this has not led to great efficiency due to declining participant numbers and lowering the ability of UNITAR to target audiences most in need.

5.4 Impact: To what extent did the training lead to expected capacity impacts?

75. We have chosen here to assess the impact of the training programme in multiple ways to explore both direct and indirect outcomes as well as considering both individual and collective dimensions. Also, we have sought to illustrate both short and long-term impacts. Whereas initial surveys upon training completion indicate one picture, this evaluation serves to indicate other more long-term types of impact worthy of attention. An interesting comment concerned the evolving use, and thus impact, over the years as some participants gained confidence and deepened their World Heritage engagement. Whereas the initial evaluations right after the course pointed to high degrees of achieving learning outcomes²¹, it is always interesting to explore outcomes in a longer-term perspective. Whereas some evaluation correspondents expressed scepticism about a one-week training module in terms of improving nominations, others suggested that the training series over a five to ten-year period contributed towards ensuring a pool of trained junior staff who would rise in the ranks and put forward dossiers. As one interviewee noted:

"[W]hen I first was involved, I was sceptical that 1 week training was enough to teach nominations... after 10 years I changed my mind,. one thing you could track consistently 5-10 years later people who had attended as junior Officers later became section heads, and attending the programme was what made them able to attend international meetings and work with nominations."

²¹ The 2016 evaluation e.g. indicated that "100% of respondents found the Workshop "very useful", with 100% indicating that they would recommend it to a colleague.". While figures were somewhat lower in prior years, they were generally towards the higher end.

76. The evaluation survey did not allow for any conclusive findings in that respect, yet it did, anecdotally, point to the diversity of evolving impacts over time as discussed further below.

5.4.1 Individual learning outcomes: Opening eyes to new practice

77. Overall, participants interviewed expressed considerable enthusiasm about individual learning outcomes. From individual interviews, it was clear that for some the workshop had served as a hands-on introduction to the nomination work and the World Heritage field. As an Iraqi participant noted: "it opened my eyes to processes from OUV, comparative analysis - that I didn't know before" (personal interview). Many also stressed how the learning experience had enabled actual action. He had moved from being a museums specialist to become involved in one nomination dossier of the Iraqi marshlands and was now tasked with another nomination dossier (Babylon). Particular notice could also be made here of the diversity of uses. As one Portuguese participant noted: "there is something I use a lot, about the three pillars, Outstanding Universal Value and I still use it as the first basis to teach and give classes and conferences to make people rethink about their approach" (personal interview). She had taken the training at a given moment to strengthen her own capacity without institutional support or backing: "it was very important to take it, it was the right moment". Her skills and involvement has evolved in the meantime illustrating the successful cases, where the course had triggered a shift of scale in terms of learning.

78. There were, in contrast, also reportedly cases of "wrong casting" in terms of workshop attendance. It is difficult to quantify this, in part given the likelihood of such participants refraining from replying to surveys. Another participant spoke of the difficulty of "not knowing what you don't know". Certainly, from a number of respondents from the professional community there was some scepticism about what could be achieved within a short time-frame. As one correspondent expressed:

"[H]ow can you put it all into a few days?... - some participants come with zero or no understanding so if you put a lot in to course, they might even go back with more misunderstanding" (interview)."

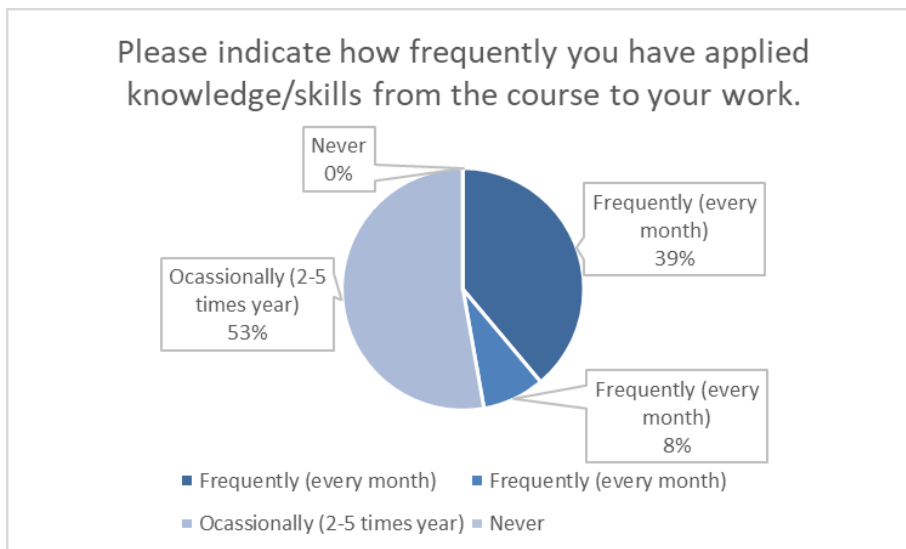
79. The person also mentioned the language challenge of working with participants with very different backgrounds and some participants struggling with the language and ultimately limitations of understanding. There was also some discussion about the appropriateness of time and contents for achieving individual learning objectives. Some observers stressed how the workshop was in part supply-driven based on the experience and capacity of the individual trainers invited. Others, in turn, stressed the adaptation over training contents over time. Were there further indications from responses about applying knowledge? The vast majority, indeed, confirmed having applied knowledge and skills (see figure 7). This is reportedly higher than the UNITAR average for randomly sampled learning participants in 2015 and 2016.

Figure 7: Applying skills



80. Interesting in this respect, was also the frequency of use with more than half using it 3 to 5 times yearly as well as more than a third using knowledge every month (see figure 8). This points to the real-life applicability of the knowledge shared.

Figure 8: Frequency of applying knowledge



81. The indications of examples where knowledge had been applied also confirmed central nomination-related fields (Statements of OUV, nomination preparation and a general introduction to the World Heritage system) (see figure 9).

Figure 9: Knowledge areas and transfer to work

Q11 Please provide an example of the knowledge/skills area(s) which you have transferred or applied to your work. (Please try to be as specific as possible, indicating what you may have done differently as a result of transferring or applying the knowledge/skills.)

Answered: 32 Skipped: 6

ANSWER CHOICES	RESPONSES	
Statement of Outstanding Universal Value	68.75%	22
Nomination preparation	62.50%	20
Heritage protection and management	62.50%	20
Stakeholder interaction	59.38%	19
General introduction to the World Heritage system	65.63%	21
other:	21.88%	7

82. Interestingly, some of the survey respondents offered specific examples of translating learning into action:

Translating learning into nomination action / respondent quotes

"After the Delhi nomination dossier I also prepared the Dossier for the Lotus Temple and I think this document gained immensely as I approached it very professionally right from the beginning.", Indian participant.

"Applied my skills in assessing and describing the OUV of a site to my work as a writer for an international travel magazine, and as the host of an international travel television programme. Applied these same skills to my work with ICOMOS Philippines, in particular the assessment of potential World Heritage sites in the country." Philippino respondent

"Our Department is building up on recruiting experts to join the World Heritage Unit in order to make up a team to progress work on a nomination instead of the initial 5-member team." Fijian respondent

"I took part in the preparation of an actual nomination dossier", Japanese respondent

"I prepared modification document of Lumbini World Heritage property and working to prepare nomination dossier of Tilaurakot, which is on the tentative list", Nepali respondent

83. As the above quotes demonstrate, many respondents have individual stories to tell about applying training skills. However, such evidence of learning impacts is largely anecdotal given the difficulty of tracking this over time.

84. An important outcome for many was also stepping out of a particular site dynamic and context and finding common ground with other practitioners. The possibility to establish mutual learning and exchange with other practitioners was identified by many as a key outcome, yet interestingly, not necessarily explicitly highlighted as a learning objective. In practice, such networking and connection took multiple forms. At one level, participants through group work and the intensive 1-week process appeared to build some level. At

another level, the resource persons acted as entry-points to the wider World Heritage community.

Sub-conclusion: Evaluation findings generally point to high levels of individual learning outcomes with the majority indicating frequent to occasional use and application of knowledge obtained. Fields of application were closely tied to key aspects of preparing World Heritage site nominations.

5.4.2 Collective and institutional learning outcomes

85. How then was the situation in terms of aiming for collective and targeted learning outcomes, from a collective perspective i.e. in terms of aiming for improved capacity for those most in need and addressing wider institutional needs? Cases where national institutions had incorporated the training as part of their staff development and institutional learning were particularly interesting. In New Zealand, senior staff had sent several members to the training considering it to be a very cost-effective investment in the state of the art practice (see discussion above). Such organizational learning impacts show the potential collective value of ensuring that Senior level officials have the overview of the nomination process to facilitate preliminary assessments of sites on the tentative list. In a wider context of limited public finance for World Heritage, these are significant outcomes. One could, for example, imagine a more organizational learning and assessment approach around tentative lists²² and good practice in terms of follow-up processes. Upon completion of the course, an Indian participant began setting up a Training of Trainer session in India.

“One participant from India, Mumbai, a conservation architect was passionate about the course and undertake fund-raising in India to organize a Training of Trainers in India. My director paid for my travel there, but elsewhere no costs for UNITAR. They wanted to do the same style, let’s replicate - so why not? We even had a resource person contribute the 6,000 USD budget from a funeral as seed money to replicate activities.”

86. More fundamentally, the current organizational set-up in terms of timing, participant payments and uncertainty is yet to fully harness the potential to secure longer-term organizational learning outcomes.

Sub-conclusion: While the training series offers good potential for organizational learning and development, the current organizational set-up in terms of timing, participant payment and uncertainty hinder a more long-term and targeted approach to collective learning and organizational development.

5.5 Sustainability

87. There are arguably two somewhat distinct, if connected, aspects of sustainability to consider. On the one hand, there is the very sustainability of training series and its outcomes. On the other hand, there is the question of whether and how the series

²² <https://whc.unesco.org/en/tentativelists/>

contributes to wider sustainability challenges. The first question can be subdivided into the sustainability of the training services on the one hand, and the continued usefulness and use of the capacity delivered on the other.

5.5.1 Sustainability of training services

88. The sustainability of delivering training services, and the series as a whole, appear to have been threatened considerably by the lowering participant numbers. After the cancellation of the 2017 cycle, there appears to be a real risk that the series is discontinued even if there is continued relevance and interest from the World Heritage community. It also seems clear that clear follow-up or phasing out measures are yet to be identified if the decision is taken to discontinue the training series. Unless this is designed, there is a real risk that the training knowledge, institutional memory and approaches built up over the years are lost. During the initial Focus Group Discussion conversations, how to sustain knowledge products and training approaches was raised. Could further training material be crafted, updated dialogue platforms and specific knowledge products elaborated in cooperation with the World Heritage Centre, the Advisory Bodies and others to build synergies? This was emphasized by both participants and the donor²³, and there is considerable potential to build on the existing use and further call for materials development in the project. This has in part been reflected in the development of the nominations manual, yet there arguably remains scope for further consolidation and integration with the wider World Heritage community to respond to contemporary capacity building needs in the fields of World Heritage site nomination and management.

Sub-conclusion: There is a need to invest in sustaining the results of the training series in terms of its learning approaches, capacity building approaches and knowledge products.

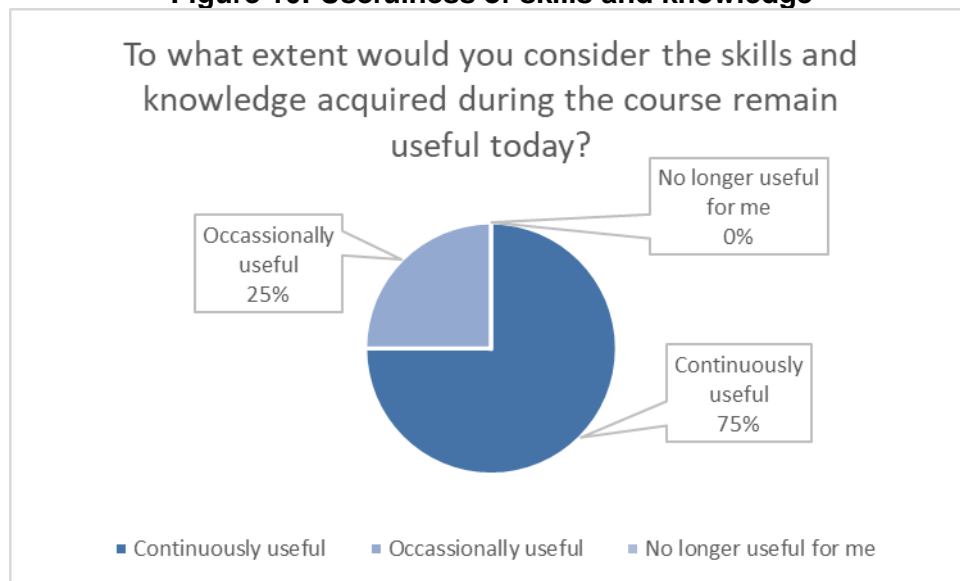
5.5.2 Sustainability of training outcomes

89. To what extent are training outcomes sustained among participants having taken part in the course? This has already been partially covered in the earlier discussion about individual learning impacts. In terms of individual learning, survey respondents all considered the knowledge obtained to be either occasionally or continuously in use, which demonstrates a high degree of sustainability for individual participants²⁴ (see figure 10).

²³ The know-how obtained from the terminated programme is valuable. It is preferable if those know-how or findings are retained and returned in any forms".

²⁴ At least those responding to the survey. Some bias may arguably be present here.

Figure 10: Usefulness of skills and knowledge



90. There was no perception that it was "no longer useful". This appears to indicate a high degree of real-life relevance and a perception that such knowledge could be translated into practical action.

5.5.3 Are the training series relevant to helping Member States implement SDG target 11.4 and wider sustainability commitments?

91. Overall, the sustainability focus of the training series and the World Heritage policy framework as a whole is relatively recent. The SDG framework was adopted in September 2015 and the World Heritage sustainable development policy was equally adopted the same year by the General Conference of the States Parties to the Convention. While there is resonance and convergence between the two documents, one is about incorporating heritage in the global sustainable development framework, whereas the latter is about incorporating a sustainability lens to the World Heritage framework (Larsen and Logan, 2018). This recent policy change is only now starting to be integrated into the mechanisms and practices of the World Heritage system, and the training series is arguably in a strong position to facilitate further contribution and mainstreaming not least in relation to SDG 11.4. As discussions with a selection of former participants and resource persons indicated, there is a huge potential to incorporate sustainability dimensions in the training approach both as a specific training subject, but equally as an integral dimension of the nomination process.

Sub-conclusion: Sustainability is emerging as a key field of training innovation and thematic topic for future nominations.

5.6 Gender and human rights

92. Gender and human rights issues in the World Heritage field have gained unprecedented attention. On the one hand, the Advisory Bodies and the World Heritage Centre have increased dialogues in recent years (Sinding-Larsen and Larsen, 2017). On the other

hand, since 2015 there is a growing policy emphasis on mainstreaming both gender equality and human rights in World Heritage design and management (Larsen and Logan, 2018). The SDG agenda equally sets a certain normative agenda in that respect, even if the former is more specific. This equally implies a new training agenda and specific competencies to identify the relevance in wider nomination and management processes. Whereas the training series over the years has achieved a reasonable gender ratio in its target audiences, there is now a growing impetus to incorporate gender and human rights issues as relevant themes and focus areas for nomination training.

93. Where the training series has some positive experiences in this regard, this concerns the inclusion of community representatives as training audiences. While not yet done systematically, it offers an interesting model to strengthen and discuss further with the wider World Heritage community.

Sub-conclusion: Gender and human rights are emerging as key aspects of World Heritage performance and may be considered for future training development.

6. Conclusions

94. Strengthening capacity to coordinate and develop successful World Heritage nomination dossiers, the core focus of the training series, remains a relevant and needed area of training support both in the Asia-Pacific and beyond. As the interest of States Parties and the complexity of nominations continues to grow, the need for state of the art training on nominations remains critical for soundly crafted World Heritage designation and management.
95. It is notably relevant in the context of securing delivery of the Sustainable Development Goals and targets related to heritage. Whereas comparable training services have emerged from other organizations since the programme was initiated in 2003, the hands-on nature of the programme constitutes a critical niche of services. The core contents remain relevant in the wider community and there are arguably good prospects to boost attendance and participation through a series of strategic interventions.
96. Having said this, there is also a growing range of related national and international training services being offered on World Heritage matters raising the possibilities for adapting training approaches to possibly incorporate elements related to SDG implementation, peace-building, conflict resolution and more.
97. The training series has over the years demonstrated the effective delivery of hands-on based approaches and knowledge about the World Heritage system and guidance to organize and develop specific nomination dossiers. Participants stress useful learning outcomes in terms of both contents and form in terms of learning the "World Heritage" language, priority areas and site-specific implications. The hands-on experience and case-based group learning was considered effective and mutually beneficial.
98. In terms of efficiency, for a relative little investment over a significant period of time there is no doubt that UNITAR has built a solid reputation in the region with recent steps to consolidate itself globally.

99. The declining number of participants in the training workshops, and the cancellation of the 2017 session due to low enrolment, has nonetheless served as a wake-up call for UNITAR and the wider World Heritage community about implementation challenges as well as on-going changes in the World Heritage training scene and how UNITAR can adapt to the changing conditions and practices.
100. There is arguably a need to rethink strategically about how to complement the participant payment scheme with other financial support and scholarship approaches through complimentary fund-raising. It also points to the potential of lengthening the time-frame and collaborative arrangements with the World Heritage Centre and the Advisory Bodies to possibly include the training series systematically in the so-called upstream process. Selected country experiences of mobilizing participants through alumni point to the potential of structured participant recruitment over time.
101. The overall strategic question is now how UNITAR in partnership with the wider World Heritage Community, the UNESCO World Heritage Centre and the Advisory Bodies would like to position itself on World Heritage in the future. This prompts attention to how to sharpen the niche that UNITAR wishes to maintain or occupy if it wishes to remain involved on heritage issues. At first sight heritage may not a core focus of UNITAR as a whole, yet conversely it is integral to the 2030 agenda. As such, reliance on external resources and resources persons will remain a necessary working modality. At the same time, there is a need to deepen involvement and integration with relevant partner institutions to reach relevant target audience, secure sound financial management and build complementarity with global as well as regional capacity building strategies.
102. Today, the strategic choice of UNITAR is whether to wind down the training series, or potentially boost the activity through complementary activities and efforts. A key issue to explore is the shift from focus on individual training competencies and learning satisfaction towards potentially engaging in long-term capacity building of institutions, heritage authorities and even communities involved in World Heritage site nomination and management. Such explorations would require collective engagement with the wider World Heritage community to bridge the institutional gap and harness synergies around both global and regional capacity building strategies and approaches. This includes exploring how to more systematically form part of upstream processes.
103. In order to inform this decision-making process we have firstly summarized a matrix with Strengths, Weaknesses, Opportunities and Threats. Secondly, we have schematized three different future scenarios illustrating the kinds of opportunities and choices.
104. Each scenario is accompanied by a list of recommendations and may be read separately, or together as next steps are explored by UNITAR and its partners.

Figure 11: SWOT

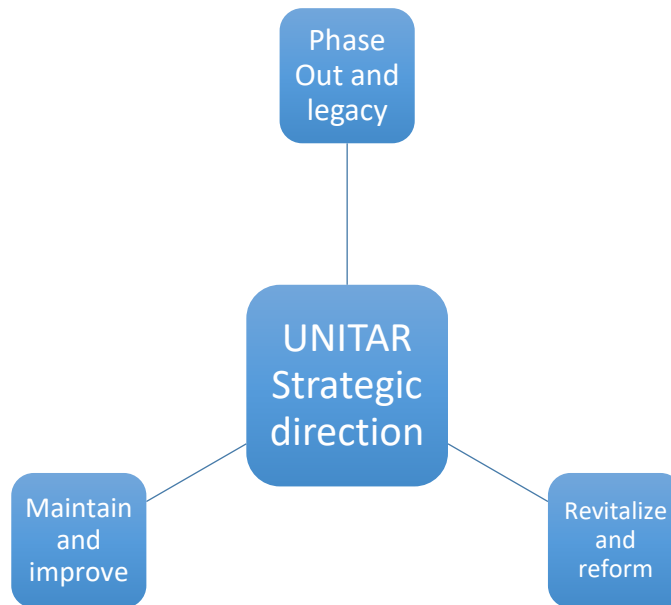
Strengths, Weaknesses, Opportunities and Threats		
Internal	Strengths Specialized training agency / methodological expertise Exceptional site-location dedicated group of trainers Long-standing recognition Ability to mobilize regional expertise Specialized focus on peace and conflict resolution	Weaknesses Limited direct WH engagement / reliance on external expertise Recruitment challenges limited budget Present financing model of the series - may miss out on reaching key target audience
	External	Opportunities Contributing to supporting M/S in achieving Goal 11.4 SD policy emphasis on peace and reconciliation Interest among ABs and WHC to collaborate Growing field of training efforts in Japan Growing demand for capacity building
		Threats programme end Coordination challenges with World Heritage Centre weak Growing offer of training and capacity building in the region by other agencies

7. Possible scenarios

105. As individual findings are listed throughout the report, the specifics in terms of follow-up will depend largely on the overall strategic direction UNITAR decides to embark on. Given the uncertainty expressed, three scenarios are proposed for consideration by the UNITAR Hiroshima Office. The scenarios may be implemented incrementally in the sense that activities proposed under Scenario 1 (e.g. the preparation of knowledge and training products) may be considered under other scenarios as well.
106. The question, fundamentally, is whether UNITAR wants to build on the momentum or phase out its engagement in the World Heritage field. Having created a space over 15 years, it is also important to note how there is a firm interest in training in specific, and capacity building in general. Still, regional needs and the wider capacity building scene is evolving rapidly and adjustments are needed. It is also worth noting that the field of peace building *has* emerged in the Hiroshima programme as a key theme of knowledge and practice development in World Heritage practice. This not only concerns the specific question of heritage destruction of recent years, but also more fundamentally concerns the role of heritage in terms of societal cohesion and the question of conflict more

generally. In summary, it is not simply a choice of whether UNITAR wants to continue an introductory workshop on World Heritage in the Asia-Pacific region, but also about its larger contribution towards situating World Heritage in the larger context of Peace and Conflict. In this respect, it is also worthwhile to consider the present 2018-2021 strategic framework of UNITAR, and the fact that the Hiroshima Office has been put under the Peace Pillar (cf. 4 main pillars of the 2030 Agenda: Peace, Planet, People and Prosperity). There are important synergies to explore.

Figure 12: Scenarios of action



7.1 Scenario 1: PHASE-OUT and LEGACY: Phasing out and knowledge product development

107. Under this scenario, UNITAR decides to phase out the training series but leave a legacy of knowledge and training products. To avoid losing the rich experience and training tools developed, UNITAR embarks on phasing-out approach to carefully identify the content and form of relevant training and knowledge products as a contribution to the World Heritage community in terms of a legacy of series of training and knowledge products. Upon finalization, knowledge products would be channeled to States Parties of the World Heritage Convention, relevant training institutions, the Advisory Bodies and the World Heritage Centre.

Scenario 1 Recommendations:

1. The Hiroshima Office maintains funding for the World Heritage initiative for time necessary to phase out adequately.
2. The Hiroshima Office strategizes with World Heritage Centre, UNITAR resource persons and Advisory Bodies to identify relevant knowledge and training products and channels of use in wider capacity building efforts.
3. The Hiroshima Office develops a two-page phase out concept note indicating phase-out objectives, outputs, activities and time-frame.

4. The Hiroshima Office allocates funding for the Phasing Out concept including the production of training tools and knowledge products (including the possibility of products in multiple languages). Co-funding arrangements are explored with WHITRAP, WHC, the ABs and others.

7.2 Scenario 2: MAINTAIN and IMPROVE. Training module maintained and updated boosting integration efforts with upstream and wider Capacity Building efforts.

108. Under this scenario, no major changes are made in terms of learning objectives and training contents apart from updating training modules with recent changes in Operational Guidelines, further policy guidance and the implementation of the World Heritage Sustainable Development Policy. Focus remains on nominations, yet the renewed engagement with the World Heritage Centre and the Advisory Bodies is continued to explore inclusion of the workshops to involve countries receiving support through upstream processes and other relevant initiatives. Integration with regional and global capacity building strategies is sought. The possibility of scaling-up learning objectives from individuals to targeted institutions and countries is explored in conjunction with other actors in the World Heritage system. A year-long timing framework is established to allow for long-term planning and targeted fund-raising and sponsorship / outreach strategy set-up in cooperation with alumni, NGOs, bilateral and multilateral initiatives targeting key audiences.

Scenario 2 Recommendations:

1. The Hiroshima Office conducts consultation with World Heritage Centre and the Advisory Bodies about their readiness and ability to formalize training partnership over a multi-year period. Eventually develop a more formal partnership agreement with relevant global and regional capacity building efforts.
2. The Hiroshima Office, in consultation with partners, develops a theory of change and explicit programme framework with the inclusion of specific outcome indicators and key target audiences including links to the SDG targets and implementation framework.
3. The Hiroshima Office develops new advertisement material and longer time-frame for recruitment.
4. The Hiroshima Office explores opportunities for scholarship and sponsorship arrangements with bilateral, multilateral and NGO agencies.

7.3 Scenario 3: REFORM and REVITALIZE: Shift to and/ or add complementary training focus on peace, conflict resolution and heritage

109. Under this scenario, a stronger emphasis is put on developing a new training module e.g. on peace, conflict resolution and heritage or complementing this with scenario 2 on maintaining and improving the existing course approach. The point is that this may either be considered an addition to the existing training series or evolve into a new focus of UNITAR in the World Heritage field building on current strengths and evolving global needs. This would maintain a UNITAR effort in the broader field of heritage and contributing to the SDG agenda, while bridging the heritage field with the broader mandate and expertise on peace and conflict resolution. To work effectively, this would likely require at least a two to three-year framework to allow for adequate development

and testing. It would initially likely benefit from being donor-funded, and likely attract considerable interest given the global interest in linking peace and heritage.

Scenario 3 Recommendations:

1. The Hiroshima Office, with support from UNITAR headquarters, explores donor interest in supporting the development of a new course on heritage, peace and conflict resolution.
2. The Hiroshima Office engages with the Hiroshima prefecture in exploring how to design and ground such a training series with the local experience and networks.
3. The Hiroshima Office engages with UNESCO and the World Heritage Centre in designing it in partnership notably by identifying stakeholder needs in key conflict-ridden heritage sites.
4. The Hiroshima Office identifies and allocates adequate resources for a two to three-year trial period.

8. Lessons Learned

110. The training series has involved a significant investment of time, institutional action and vast network of both trainers and participants in the region. This led the Hiroshima Office to add the importance of capturing lessons learned as an additional learning objective. Whereas a whole workshop was dedicated to capturing lessons learned, we have here chosen to highlight a few important lessons of immediate relevance for future training design.

- *Offering participants to learn through the historical context of Hiroshima is a unique entry point to engage with dynamics of heritage and peace.*

111. Accounts by both participants and resource persons revealed the centrality of engaging with wider learning objectives through the specificity of Hiroshima, its people and places. From the emotional experience of access to the Dome and the devastating impact of the A-bomb to the history and spirituality of the island, the sites were critical learning assets.

- *Learning approaches structured around case-studies, mock Committee meetings and feedback from a panel offered "real life" learning opportunities.*

112. The organization of participant learning around real cases, where heritage values were identified and packaged for presentation offer effective "as if" learning in a safe environment. From indigenous community representatives learning about the World Heritage system to heritage specialists learning the tricks of trade, respondents generally appreciated the hands-on training designed around elaborating a practical nomination exercise.

- *Learning the technical 'secret language' of World Heritage was considered a major advantage of the workshop*

113. Understanding the key concepts and their relative importance when preparing a nomination was considered a good practice.

- *The combination of UNITAR training experience with World Heritage expertise offered a basis for adaptive approaches, yet also triggers specific requirements in terms of maintaining up-to-date knowledge and institutional cooperation*

114. The continuity of the training series has offered a continuous field of adapting and fine-tuning specific training contents of critical importance. The context and nature of training needs in the international field evolve over time: adaptation is key.

- *Reaching target audiences: changing conditions and the need for new approaches*

115. The training series has demonstrated the importance of reaching diverse training audiences from heritage professionals to community representatives. Implementation experience, notably since the introduction of participant payments, also demonstrates the need to constantly adapt implementation modalities to reach target audiences. Such practicalities included adequate time frames, enabling financial conditions for the most needy and adequate marketing arrangements.

- *Bringing natural and cultural heritage professionals together facilitates exchange*

116. The series pioneered training approaches which bring natural and cultural heritage professionals together. This approach is today increasingly taken up by other training efforts such as the World Heritage leadership programme.

9. Annexes

9.a Terms of Reference

Terms of Reference Independent Evaluation of the World Heritage Nomination Training Series

Background

1. The United Nations Institute for Training and Research (UNITAR) is a principal training arm of the United Nations, with the aim to increase the effectiveness of the United Nations in achieving its major objectives through training and research. Learning outcomes are associated with about two-thirds of the Institute's 450-some events organized annually, with a cumulative outreach to over 40,000 individuals (including 25,000 learners). Approximately three-quarters of beneficiaries from learning-related programming are from developing countries. UNITAR training covers various thematic areas, including activities to support the implementation of the 2030 Agenda for Sustainable Development; multilateral diplomacy; public finance and trade; environment, including climate change, environmental law and governance, and chemicals and waste management; peacekeeping, peacebuilding and conflict prevention; decentralized cooperation; and resilience and disaster risk reduction.
2. The Hiroshima Office is one of UNITAR's out-posted Offices. As part of its programming, the Hiroshima Office has been delivering a *World Heritage Training Series* since 2003. The series seeks to contribute to capacity building for World Heritage by focusing on the elements required for nominating national sites for inscription on the World Heritage List. Over time, the series has evolved from a focus on World Heritage management, conservation and best practice, to an examination of the skills and knowledge required for developing more effective World Heritage nomination dossiers.
3. Since 2014, the series has been implemented under programme objective 2.4 of the UNITAR 2014-2017 Strategic Framework (Strengthening capacities to increase employability, to optimize the potential of creative economies and to protect cultural and natural heritage). Planned outputs under the 2014-2015 and 2016-2017 biennia programme budgets for the World Heritage results area include around 100 trained stakeholders, with 90 per cent confirming to have met or mostly met the learning objectives. Following the adoption of the 2030 Agenda for Sustainable Development in September 2015, the World Heritage Nomination Training Series results area of the UNITAR Programme Budget was aligned with target 11.4 of the Sustainable Development Goals (Strengthen efforts to protect and safeguard the world's cultural and natural heritage).
4. The training series is funded under a multi-year Special Purpose Grant arrangement between UNITAR and the Hiroshima Prefecture and through participant fees, and is delivered in partnership with the UNESCO World Heritage Center and advisory bodies. Uniquely well-placed in Hiroshima which possesses two world heritage sites, the series consists of an annual five-day workshop which provides a detailed examination of the World Heritage nomination process and requirements, utilizing expert insight and experience, as well as exchanging know-how on best practices and case studies. From 2004-2016, thirteen annual workshops have been held in Hiroshima, with one in-country workshop having taken place in India, with a total of over 400 Alumni from 60 countries.

The foci of the series have been:

- 2016 | World Heritage Nominations: Justification for Inscription
- 2015 | World Heritage Nominations: Protection and Management Requirements
- 2014 | World Heritage Nominations: Justification for the Inscription of Cultural Landscapes

- 2013 | World Heritage Serial Nominations: The Vital Role of Comparative Analysis
- 2012 | World Heritage Nominations: Justification of Outstanding Universal Value
- 2011 | World Heritage Nominations: UNESCO's Preparing World Heritage Nominations Manual and Comparative Analysis in the Nominations Process
- 2010 | Conservation Monitoring and Monitoring Indicators
- 2009 | World Heritage Impact Assessment
- 2008 | Conservation for Peace
- 2007 | Maintaining Values and Significance
- 2006 | Managing the Tangible and Intangible
- 2005 | A Values-based Approach
- 2004 | The Management and Conservation of World Heritage Site

5. The series offers a set of innovative approaches to heritage conservation, including: a values-based management approach examining the significance of the sites to be conserved, the fusion of cultural and natural heritage management, the recognition of both the tangible and intangible aspects of heritage sites, and a targeted examination of distinct areas of the world heritage nominations process.

6. What is critical to the successful inscription of any site is the development of a comprehensive and effective nomination dossier and it is crucial to have a deeper understanding of the World Heritage Convention and the UNESCO Operational Guidelines for the Implementation of the World Heritage Convention, which, together with the Preparing World Heritage Nominations resource manual, are used as key references for the training. The UNITAR World Heritage Nomination Training Series achieves this understanding through interactive presentations and practical exercises examining a number of core topics, such as:

- Principles and Objectives of the World Heritage Convention;
- The Operational Guidelines;
- The Concept of Outstanding Universal Value;
- Comparative Analysis;
- Justification for Inscription;
- World Heritage Nomination and Evaluation Processes;
- Tips on Writing and Preparing the Nomination Dossier; and
- World Heritage Nominations: Format.

Purpose of the evaluation

7. The purpose of this evaluation is to assess the relevance, effectiveness, efficiency, sustainability and impact of the World Heritage Training Series, as well as to identify any problems or challenges that the series encountered and to issue recommendations, if needed. The purpose is thus to provide findings and conclusions to meet accountability requirements and recommendations and lessons learned to contribute to improvement and organizational learning. The evaluation should not only assess the performance of the World Heritage Nomination Series project, but also seek to answer the 'why' question by identifying factors contributing to (or inhibiting) successful implementation and achievement of results.

Scope of the evaluation

8. The evaluation will cover the period from 2012 to 2017. It will cover the training series' output and outcome areas, in addition to progress towards the intended impact and contribution to helping Member States implement the relevant Sustainable Development Goals.

Evaluation criteria

9. The evaluation will assess training series performance using the following criteria: relevance, effectiveness, efficiency, impact and sustainability.

- *Relevance: Is the series reaching its intended users and relevant to the targeted beneficiaries specific needs and priorities?*
- *Effectiveness: To what extent has the series produced planned outputs and has made progress towards attainment of outcomes?*
- *Efficiency: To what extent were the outputs being produced in a cost-effective manner?*
- *Impact: What cumulative and/or long-term effects are expected from the UNITAR World Heritage Nomination Training Series, including contribution towards the intended impact, as well as positive or negative effects, or intended or unintended changes?*
- *Sustainability: To what extent are the planned results likely to be sustained in the long term?*

Principal evaluation questions

10. The following questions are suggested to guide the evaluation:

Relevance

- a. *To what extent was the World Heritage Nomination Training Series, as designed and implemented, suited to the needs and priorities of selected beneficiaries working in the area of heritage conservation?*
- b. *To what extent are the World Heritage Nomination Training Series' relevant to stakeholder needs?*
- c. *Who were the World Heritage Nomination Training Series' users?*
- d. *To what extent were the objectives of the World Heritage Nomination Training Series relevant to helping Member States implement SDG 11.4?*
- e. *Were the activities and the outputs of the World Heritage Nomination Training Series consistent with their respective goals and objectives?*
- f. *Were the activities and outputs of the World Heritage Nomination Training Series consistent with the intended impacts and effects?*
- g. *To what extent is the World Heritage Nomination Training Series in line with UNITAR's mandate and strategic objectives?*
- h. *What other training activities have been undertaken in this area, and what similarities/differences exist in the training scope?*

Effectiveness

- i. To what extent have the World Heritage Nomination Training Series achieved the planned objectives and results to contribute to capacity building for World Heritage?*
- j. What factors may have influenced the achievement (or non-achievement) of the objectives?*
- k. To what extent have the World Heritage Nomination Training Series been successful in contributing to capacity building for World Heritage and implementation of SDG 11.4 and the World Heritage Capacity Building Strategy?*
- l. To what extent has learning from World Heritage Nomination Training Series workshops resulted in follow-up work at the country level?*

Efficiency

- m. To what extent have the outputs been produced in a cost-efficient manner (e.g. in comparison with alternative approaches)?*
- n. Were the World Heritage Nomination Training Series outputs and objectives been achieved on time?*
- o. To what extent have collaborations with partners been conducive to the delivery of the outputs?*
- p. To what extent was the entire approach efficient?*

Impact

- q. What real difference have the World Heritage Nomination Training Series made building capacity for World Heritage and to the end beneficiaries?*
- r. What cumulative effects have the World Heritage Nomination Training Series made to the partners' work in contributing to capacity building for World Heritage and to the end beneficiaries?*
- s. What has happened as a result of the World Heritage Nomination Training Series?*

Sustainability

- t. To what extent have the World Heritage Nomination Training Series contributed to better capacity building for World Heritage in the long term?*
- u. What were the major factors which influenced the achievement or non-achievement of sustainability of the World Heritage Nomination Training Series?*
- v. How likely is it that contributing to capacity building for World Heritage continues beyond the scope of the workshops?*
- w. What gaps and/or opportunities exist for capacity building-focused training in World Heritage?*
- x. What is the likelihood that the benefits of the World Heritage Nomination Training Series will continue after donor funding ceases?*

Evaluation Approach and Methods

11. The evaluation will be undertaken by a consultant under the overall responsibility of the UNITAR evaluation manager. The evaluation will be undertaken in accordance with the UNITAR Monitoring and Evaluation Policy Framework and the Norms and Standards of the United Nations Evaluation Group.
12. The evaluation shall follow a participatory approach and engage a range of project stakeholders in the process. Data collection should be triangulated to the extent possible to ensure validity and reliability of findings and draw on the following methods: comprehensive desk review, including a stakeholder analysis; surveys; key informant interviews; focus groups; and possibly field visits (to a selected country or countries for case studies). These data collection tools are discussed below.

13. The evaluator should engage in quantitative and qualitative analysis in responding to the principal evaluation questions and present the findings qualitatively or quantitatively as most appropriate.

Data collection methods:

Comprehensive desk review

The evaluator will compile, review and analyze background documents and secondary data/information related to the World Heritage Nomination Training Series. A list of background documentation for the desk review is included in Annex A.

Stakeholder analysis

The evaluator will identify the different stakeholders involved in *the World Heritage Nomination Training Series*. Key stakeholders at the global level include, but are not limited, to:

- UNITAR Hiroshima Office (project management);
- Beneficiaries/participants;
- The Hiroshima Prefectural Government;
- The City of Hiroshima;
- The United Nations Educational, Scientific and Cultural Organization (UNESCO);
- International Centre for the Study of the Preservation and Restoration of Cultural Property (ICCROM);
- The International Council on Monuments and Sites (ICOMOS); and
- The World Conservation Union (IUCN).

Survey(s)

With a view to maximizing feedback from the widest possible range of project stakeholders, the consultants shall develop and deploy a survey(s) following the comprehensive desk study to provide an initial set of findings and allow the evaluator to easily probe during the key informant interviews.

Key informant interviews

Based on stakeholder identification, the evaluator will identify and interview key informants. The list of global focal points is available in Annex B. In preparation for the interviews with key informants, the consultant will define interview protocols to determine the questions and modalities with flexibility to adapt to the particularities of the different informants, either at the global or at the national level.

Focus groups

Focus groups should be organized with selected project stakeholders at the global and national levels to complement/triangulate findings from other collection tools.

Field visit

Field visits will be organized to enable the evaluator to engage in first-hand observation, focus group discussions and interview key informants. The venue(s) of the field visits will be determined following the desk review and inception report. It is recommended that the evaluator participate in the Lessons Learned Conference to be held in March 2018.

Gender and human rights

14. The evaluator should incorporate human rights, gender and equity perspectives in the evaluation process and findings, particularly by involving women and other disadvantaged groups subject to discrimination. All key data collected shall be disaggregated by sex and age grouping, and be included in the draft and final evaluation report.

15. The guiding principles for the evaluation should respect transparency, engage stakeholders and beneficiaries; ensure confidentiality of data and anonymity of responses; and follow ethical and professional standards.

Timeframe, work plan, deliverables and review

16. The proposed timeframe for the evaluation spans from January (initial desk review and data collection) to April 2018 (submission of final evaluation report). An indicative work plan is provided in the table below.
17. The consultant shall submit a brief inception report following the comprehensive desk study, stakeholder analysis and initial key informant interviews. The inception report should include a discussion on the evaluation objectives, methods and, if required, revisions to the suggested evaluation questions or data collection methods. The inception report should indicate any foreseen difficulties or challenges in collecting data and confirm the final timeframe for the completion of the evaluation exercise.
18. Following data collection and analysis, the consultant shall submit a zero draft of the evaluation report to the evaluation manager and revise the draft based on comments made by the evaluation manager.
19. The draft evaluation report should follow the structure presented under Annex C. The report should state the purpose of the evaluation and the methods used, and include a discussion on the limitations to the evaluation. The report should present evidence-based and balanced findings, including strengths and weaknesses, consequent conclusions and recommendations, and lessons to be learned. The length of the report should be approximately 20-30pages, excluding annexes.
20. Following the submission of the zero draft, a draft report will then be submitted to the Hiroshima Office to review and comment on the draft report and provide any additional information using the form provided under Annex D by 30 April 2018. Within two weeks of receiving feedback, the evaluator shall submit the final evaluation report. The target date for this submission is 14 May 2018.

Indicative timeframe: January – May 2018

Activity	January	February	March	April	May
Evaluator selected and recruited					
Initial data collection, including desk review, stakeholder analysis					
Inception report					
Data collection and analysis, including survey(s), interviews, focus groups and field visits					

Zero draft report submitted to UNITAR					
Draft evaluation report consulted with UNITAR evaluation manager and submitted to Hiroshima Office					
Hiroshima Office reviews draft evaluation report and share comments and recommendations					
Evaluation report finalized and validated by Hiroshima Office					

Summary of evaluation deliverables and schedule

Deliverable	From	To	Deadline
Inception report	Evaluator	Evaluation manager/ Hiroshima Office	5 February 2018
Comments on inception report	Evaluation manager/ Hiroshima Office	Evaluator	19 February 2018
Zero draft report	Evaluator	Evaluation manager	19 March 2018
Comments on zero draft	Evaluation manager	Evaluator	2 April 2018
Draft report	Evaluator	Evaluation manager/ Hiroshima Office	16 April 2018
Comments on draft report	Hiroshima Office	Evaluation manager/ evaluator	30 April 2018
Final report	Evaluator	Evaluation manager/ Hiroshima Office	14 May 2018

Communication/dissemination of results

21. The final evaluation report will be shared with all *World Heritage Nomination Training Series'* partners and be posted on an online repository of evaluation reports open to the public.

Professional requirements

22. The evaluator should have the following qualifications and experience:

- MA degree or equivalent in political science, development or a related discipline;
- At least 7 years of professional experience conducting evaluations.
- Knowledge of the World Heritage Convention, the nomination processes and training related programming;
- Excellent research and analytical skills, including experience in a variety of evaluation methods and approaches;
- Excellent writing skills;
- Strong communication and presentation skills;
- Cross-cultural awareness and flexibility;
- Availability to travel; and
- Fluency in English.

Contractual arrangements

23. The evaluator will be contracted by UNITAR and will report directly to the Manager of the Planning, Performance and Results Section ('evaluation manager'). The evaluator should consult with the evaluation manager on any procedural or methodological matter requiring attention. The evaluator is responsible for planning any meetings, organizing online surveys and undertaking administrative arrangements for any travel that may be required with field visits (e.g. accommodation, visas, etc.). The travel arrangements will be in accordance with the UN rules and regulations for consultants.

Evaluator Ethics

The evaluator selected should not have participated in the project's design or implementation or have a conflict of interest with project related activities. The selected consultant shall sign and return a copy of the code of conduct under Annex E prior to initiating the assignment.

Annexes:

A: List of documents and data to be reviewed

B: List of *World Heritage Nomination Training Series*' Partners and Contact Points

C: Structure of evaluation report

D: Audit trail

E: Evaluator code of conduct

Annex A: List of documents/data to be reviewed

- *World Heritage Nomination Training Series* Reports, including financial reports
- Content of *World Heritage Nomination Training Series* website <http://unitar.org/world-heritage>
- Database of *World Heritage Nomination Training Series* events
- Data from *World Heritage Nomination Training Series* platform
- Content from workshop events
- Any other document deemed to be useful to the evaluation

Annex B: List of *World Heritage Nomination Training Series* Partners and Contact Points (to be updated)

Partners	
Organization	Focal Point

Annex C: Structure of evaluation report

- i. Title page
- ii. Executive summary
- iii. Acronyms and abbreviations
1. Introduction
2. Project description, objectives and development context
3. Theory of change/project design logic
4. Methodology and limitations
5. Evaluation findings based on criteria/principal evaluation questions
6. Conclusions
7. Recommendations
8. Lessons Learned
9. Annexes
 - a. Terms of reference
 - b. Survey/questionnaires deployed
 - c. List of persons interviewed
 - d. List of documents reviewed
 - e. Summary of field visits
 - f. Evaluation question matrix
 - g. Evaluation consultant agreement form

Annex D: Evaluation Audit Trail Template

(To be completed by the Hiroshima Office to show how the received comments on the draft report have (or have not) been incorporated into the evaluation report. This audit trail should be included as an annex in the evaluation report.)

To the comments received on (date) from the evaluation of the World Heritage Nomination Training Series 2014-2017

The following comments were provided in track changes to the draft evaluation report; they are referenced by institution ("Author" column) and track change comment number ("#" column):

Author	#	Para No./ comment location	Comment/Feedback on the draft evaluation report	Evaluator response and actions taken

Annex E: Evaluation Consultant Code of Conduct and Agreement Form*

The evaluator:

1. Must present information that is complete and fair in its assessment of strengths and weaknesses so that decisions or actions taken are well founded.
2. Must disclose the full set of evaluation findings along with information on their limitations and have this accessible to all affected by the evaluation with expressed legal rights to receive results.
3. Should protect the anonymity and confidentiality of individual informants. He/she should provide maximum notice, minimize demands on time, and respect people's right not to engage. He/she must respect people's right to provide information in confidence, and must ensure that sensitive information cannot be traced to its source. He/she are not expected to evaluate individuals, and must balance an evaluation of management functions with this general principle.
4. Sometimes uncovers evidence of wrongdoing while conducting evaluations. Such cases must be reported discreetly to the appropriate investigative body. He/she should consult with other relevant oversight entities when there is any doubt about if and how issues should be reported.
5. Should be sensitive to beliefs, manners and customs and act with integrity and honesty in their relations with all stakeholders. In line with the UN Universal Declaration of Human Rights, he/she must be sensitive to and address issues of discrimination and gender equality. He/she should avoid offending the dignity and self-respect of those persons with whom he/she comes in contact in the course of the evaluation. Knowing that evaluation might negatively affect the interests of some stakeholders, he/she should conduct the evaluation and communicate its purpose and results in a way that clearly respects the stakeholders' dignity and self-worth.
6. Is responsible for his/her performance and his/her product(s). He/she is responsible for the clear, accurate and fair written and/or oral presentation of study imitations, findings and recommendations.
7. Should reflect sound accounting procedures and be prudent in using the resources of the evaluation.

Evaluation Consultant Agreement Form²⁵

Agreement to abide by the Code of Conduct for Evaluation in the UN System

Name of Consultant: _____

Name of Consultancy Organization (where relevant): _____

I confirm that I have received and understood and will abide by the United Nations Code of Conduct for Evaluation.

Signed at *place* on *date*

Signature: _____

*This form is required to be signed by each evaluator involved in the evaluation.

²⁵www.unevaluation.org/unegcodeofconduct

9.b. Survey questions deployed

UNITAR World Heritage Training Series training programme (Evaluation 2018)

-

Dear colleagues,

This quick on-line survey seeks to reach out to former participants of the UNITAR World Heritage Training Series training programme as part of an independent evaluation. We are keen to learn more about your experience and perspectives. Responses will be treated confidentially and anonymously by the independent consultant contracted by UNITAR to undertake the evaluation (Peter Larsen). The survey takes roughly 6-7 minutes and we would very much appreciate if you would finish it before March 17. Thank you!

1. Please tick the sector in which you work

Central government

Local government

Site management position

NGO

Private sector

Academia

International Organization

Other (please specify)

2. Gender

Male

Female

Other (please specify)

3. Which region do you come from?

- Asia-Pacific
- Europe
- North America
- Africa
- Latin America

4. Please specify your country

5. In which year did you take part in the Hiroshima World Heritage training programme?

- 2009
- 2010
- 2011
- 2012
- 2013
- 2014
- 2015
- 2016

6. How did you get to know about the course?

- Colleagues
- Through the internet
- Training outreach
- UNITAR
- World Heritage Centre
- Advisory Bodies

Other (please specify)

7. How did you pay for course fees and travel expenses?

- Out of my own pocket
- Grant from home institution
- Grant from other institution
- UNITAR covered registration fees and travel expenses
- UNITAR covered part of my expenses

Other (please specify)

8. How would you characterize the training programme in terms of responding to your learning needs as a heritage practitioner?

- Fully responded to my needs
- Responded partially to training needs
- Not at all

Further comments (please specify)

9. Have you applied any knowledge/skills acquired from the training to your work followingly?

- Yes
- No

10. If yes, what did you apply and how? If no, what barriers prevented you from applying knowledge and skills?

11. Please provide an example of the knowledge/skills area(s) which you have transferred or applied to your work. (Please try to be as specific as possible, indicating what you may have done differently as a result of transferring or applying the knowledge/skills.)

Statement of Outstanding
Universal Value

Nomination preparation

Heritage protection and
management

Stakeholder interaction

General introduction to the
World Heritage system

other:

12. Please indicate how frequently you have applied knowledge/skills from the course to your work.

- Frequently (every month)
- Occasionally (2-5 times year)
- Infrequently (yearly basis or less)
- Never

Other (please specify)

13. Which of the following factors have prevented you from applying knowledge and skills from the training programme?

- No opportunity to apply
- Lack of management support
- Lack of support from colleagues and peers
- Lack of confidence
- Insufficient knowledge /skills
- Systems or processes within my organization do not support the application of knowledge or skills

Other (please specify)

14. Comments / suggestions on improving future training programmes

Relevant World Heritage themes

Management topics

Training format

Follow-up aspects

Financial dimensions

Other

15. To what extent would you consider the skills and knowledge acquired during the course remain useful today?

- No longer useful for my current work
- Occasionally useful
- Continuously useful

16. Thank you for your time and effort! Would you agree to be contacted as follow-up to submitting this questionnaire to discuss at more length your post training experience? If yes, kindly provide an email address below.

9.c. Stakeholders interviewed

31 People interviewed, 14 of which are women.

Person	Institution
Qahtan Al Abeed	Iraq, Basrah Museum/ independent
Yumi Isabelle Naito Akieda	Japan
Nassrine Azimi	UNITAR / University of Hiroshima
Alessandro Basamo	World Heritage Centre
Giovanni Boccardi	World Heritage Centre
Kristal Buckley	ICOMOS
Diane Butler	Dharma Nature
Tim Badman	IUCN
Mariana Correia	Independent
Richard Englehardt	Independent (previously UNESCO Bangkok)
Hiroshima Prefecture (written statement)	Hiroshima Prefecture
Rohit Jigyasu	ICOMOS India / ICOMOS
Nigel Gan	UNITAR
Nobuko Inaba	Tsukuba University
Feng Jing	World Heritage Centre
Joseph King	ICCROM
Ping Kong	WHITRAP
Mihoko Kumamoto	UNITAR
Leticia Leitao	Consultant (ICCROM/ IUCN)
Miko Liwanag	ICOMOS Philippines
Paul Mahoney	Dept. of Conservation, New Zealand
Paul Majurey	New Zealand
Duncan Marshall	Independent consultant
Berin McKenzie	UNITAR Hiroshima
Hiroko Nakayama	UNITAR
Mags Pillay	Cradle of Humankind World Heritage Site, South Africa
Gurmeet Rai	ICOMOS India
Mechtild Rössler	World Heritage Centre
Angie Stringer	NSW Heritage, Australia
Jeanne Wee	National Heritage Board, Singapore
Gamini Wijesuriya	ICCROM

9.d. Inception Report including evaluation question matrix

Independent Evaluation of the
World Heritage Nomination Training Series

Inception report



UNITAR

Peter Bille Larsen, February 27, 2018

Introduction and background

This brief inception report seeks to report on methodological considerations and choices in conducting the evaluation of the UNITAR World Heritage training programme.

Capturing the impact and lessons of a long-standing training course is a great opportunity to gain insights and share existing lessons from the perspective of informing future training thinking and plans.

Given the request to speed up the evaluation, the current report does not report fully on the desk review being undertaken. It should rather be read as a progress report indicating methodological precisions and adaptations alongside a specific list of activities organized around a time schedule.

Purpose

As stated in the Terms of Reference the purpose of the evaluation is "to assess the relevance, effectiveness, efficiency, sustainability and impacts of the World Heritage Training series, as well as to identify any problems or challenges that the series encountered and to issue recommendations, if needed." Secondly, the evaluation equally seeks to generate a better understanding of " the 'why' question by identifying factors contributing to (or inhibiting) successful implementation and achievement of results".

Finally, in discussion with UNITAR staff in the Hiroshima Office indicated a strong interest in capturing lessons learned and noted that the programme was moving towards finalization.

Scope of the evaluation

As stated initially, and verified during consultations, the evaluation will cover the trainings and outputs from the period of 2012 to 2017 explained by the strategic shift prior to that period. It will cover the training series' output and outcome areas, in addition to progress towards the intended impact and contribution to helping Member States implement the relevant Sustainable Development Goals. This in particular concerns Sustainable Development Goal 11 (SDG 11), where countries have pledged to "make cities and human settlements inclusive, safe, resilient and sustainable". In particular, Target 11.4 aims to "strengthen efforts to protect and safeguard the world's cultural and natural heritage" to which it becomes relevant

In addition, it was also clear from conversations that the initial phase of the training effort potentially offered interesting lessons that are worth capturing in this evaluation. Within what is possible, the consultant will therefore strive to also include a brief description of the initial phases and a draw a number of key lessons from that period.

Evaluation questions

Evaluation questions listed below in the matrix are slightly revised compared to the questions listed in the initial Terms of Reference. Revisions were based on two conversations with the UNITAR evaluation unit as well as a discussion with the UNITAR Hiroshima Office members. In the latter discussion, two important

dimensions became particularly clear. Firstly, the Office emphasized the final nature of the project (i.e. the intention of discontinuing the training series) and the importance of documenting lessons learned. Secondly, in a description of the history of the project strongest emphasis was reiterated in terms of the 2nd phase of the project after 2011. Questions were slightly adapted upon discussion including the addition of questions related to lessons learned.

Overall methodological considerations

Overall, the following data collection tools were deemed relevant for the exercise:

A brief on-line survey was considered useful to capture the perspectives of former participants. Availability of email addresses made it feasible to consider this and discussions have been initiated with the UNITAR evaluation unit about formats. A survey monkey survey is being set up and draft questions will be shared soon.

In addition, it was considered important to conduct interviews with a number of actors in the World Heritage system as actors having been involved with the programme including selected participants from the period. An interview guideline will be developed for this purpose.

While most interviewing will be done individually, one focus group discussion among will be organized in connected with the Hiroshima visit (see below).

Field missions

The importance of visiting Hiroshima was confirmed early on and the lessons learned workshop planned offered a good opportunity to join forces (having already invited a group of former participants). The Hiroshima Office kindly adapted on-going workshop plans to create a space for this discussion.

We equally explored potentially visiting India where a decentralized training session had been organized. This, however, had taken place in the first phase, and was a minor activity (its relevance will be explored through interviews, however).

In turn, it was deemed important to capture the perspective of the World Heritage Centre and the Advisory Bodies. Initial discussions have been held with some of the Advisory Body representatives and a mission to Paris and the World Heritage Centre has been set up with meetings planned with the Director of the Centre, the person in charge of the Asia-Pacific, person in charge of nominations and others in order to cover the main areas of the project activity. The Paris trip will equally allow for brief discussions with ICOMOS HQ.

For other relevant organizations, interviews will be planned by phone (The World Heritage Institute of Training and Research for the Asia and the Pacific Region (WHITRAP), International Centre for the Study of the Preservation and Restoration of Cultural Property (ICCROM). The International Union for the Conservation of Nature (IUCN) and others). Further attempts will also be made to reach out to relevant other training initiatives in the region and elsewhere covering similar fields.

Selection of participants for in-depth interviews

A cross-selection of participants will be identified for in-depth interviews including criteria such as roles, responsibilities and countries of origin.

Draft Evaluation matrix/ UNITAR evaluation

Key theme: Relevance				
TO WHAT EXTENT HAS THE WORLD HERITAGE NOMINATION TRAINING SERIES REFLECTED THE NEEDS AND PRIORITIES OF THE DIVERSITY OF ACTORS ACTIVE IN THE WORLD HERITAGE ARENA?				
No.	Subquestions	Measure/ indicator	Source of information	Data collection method
a.	To what extent was the World Heritage Nomination Training Series, as designed and implemented, suited to the needs and priorities of beneficiaries working in the area of heritage conservation? (specific sub-question to consider: to what extent was the theory of change shift towards a self-financed system reflective/ responsive to reality?)	perception of relevance reference to key WH issues perception of ability of trainees to self-finance	key informants initial design documents evaluation documents	document review interview +survey
b.	To what extent are the World Heritage Nomination Training series' relevant to changing stakeholder needs and context in the World Heritage field ?	reference in key capacity building docs perception of relevance	CB Strategy perspective/ ICCROM UNESCO WHC key actors including the advisory bodies	document review interviews + survey
c.	Who were the World Heritage Nomination Training Series' users?	list of countries/ types of background	lists of participation evaluations identification approaches	document review
d.	To what extent were the objectives of the World Heritage Nomination Training Series relevant to helping Member	comparison of objectives with SD framework	ICOMOS Sustainable Development focal point documents	Expert interview doc review +survey

	States implement SDG 11.4?			
e.	Were the activities and the outputs of the World Heritage Nomination Training series consistent with their respective goals and objectives?	comparison activity/ output objectives	initial programmeme and project documentation training design doc	desk review
f.	Were the activities and outputs of the World Heritage Nomination Training series consistent with the intended impacts and effects?	comparison activity/ outputs with listed impacts	course design/ project document/ matrix etc.	desk review
g.	To what extent is the World Heritage Nomination Training s Series in line with UNITAR's mandate and strategic objectives (incl. strategic focus)?	comparison project approach/ theory of change with overall UNITAR mandate	key mandate/ strategy docs of UNITAR (siège + Hiroshima)	interview desk review
h.	What other training activities by other institutions have been undertaken in this area, and what similarities/differences exist in the training scope?	listing of other key activities	WH capacity building programmeme, regional capacity building programmeme/ WHITRAP, AB activities etc. programmeme descriptions	interview internet search
Key theme: Effectiveness; To what extent has the WHNTS achieved delivery of the planned training and outreach activities and what factors affected implementation?				
No.	Sub-questions	Measure/ indicator	Source of information	Data collection method
i.	To what extent have the World Heritage Nomination Training Series achieved the planned objectives and results to contribute to capacity building for World Heritage?	Perception of capacity perceived change/ resulting from activity	participant survey/ capacity participant evaluations	survey doc review
j.	What factors may have influenced the achievement (or non-	Identification of direct and	Key stakeholders involved in the process/ wider region	Interview

	achievement) of the objectives?	indirect factors outcome indicator	monitoring and evaluation reports	
k.	To what extent have the World Heritage Nomination Training Series been successful in contributing to capacity building for World Heritage and implementation of SDG target 11.4 and the World Heritage Capacity Building Strategy?	capacity building indicators (individual, institutional, action)	CB strategy / SDGs (but also earlier docs given time gap) / review of CB strategy ICCROM/ WHC in relation to capacity building	doc review interview
l.	To what extent has learning from World Heritage Nomination Training Series workshops resulted in follow-up work at the country level?	levels and types of follow-up activity good cases/ examples	Participants Key actors familiar with programmeme	on-line survey interview

Key theme: Efficiency

To what extent has the WHNTS offered cost-effective training services throughout its period of implementation?

No.	Subquestions	Measure/ indicator	Source of information	Data collection method
m	To what extent have the outputs been produced in a cost-efficient manner (e.g. in comparison with alternative approaches)?	levels of investment/ output / no. of participants	course budgets costing of similar courses / ICCROM?	doc review/ int organizers
n	Were the World Heritage Nomination Training series outputs and objectives achieved on time?	delivery/ time plan	progress and evaluation reports project management	interview doc review
o	To what extent have collaborations with partners been conducive to the	perceptions of satisfaction	partners (WH site managers, intl partners, individual consultants)	interview

	delivery of the outputs?			
p	To what extent was the entire approach efficient?	efficiency indicators	progress and evaluation reports project management	doc review interview
Impact: To what extent did the training lead to expected capacity impacts?				
No.	Subquestions	Measure/indicator	Source of information	Data collection method
q.	What real difference have the World Heritage Nomination Training Series made in terms of building capacity for World Heritage as perceived by end beneficiaries?	perception of impact	end beneficiaries / participants trainers	survey interview
r.	What cumulative effects have the World Heritage Nomination Training series made to to capacity building for World Heritage and to the end beneficiaries?	perceptions of additional effects (network, information, material)	beneficiaries trainers	interviews
s.	What has happened as a result of the World Heritage Nomination Training Series?	presence of training approaches, curriculum / tools	wider training/ capacity building community post evaluations UNITAR	interview
Sustainability: How sustainable is the impact of the training series?				
No.	Subquestions	Measure/indicator	Source of information	Data collection method
t.	How sustainable are the results from the series (knowledge and skills acquired/developed) and that actions that may have been taken by participants as a follow up to the WHS training?	Perceptions of likelihood	Here it would be useful to see to what extent any actions taken by former participants as a follow up from the WHS training have had ensuring effects or, was some action taken but it was for the most part one-off and isolated.	Survey, interviews

u.	To what extent have the World Heritage Nomination Training Series contributed to better capacity building for World Heritage in the long term?	levels of integration with wider capacity building approaches presence of tools/ approaches employed by other training programmes	trainers WHC and Advisory Bodies	interview
v.	What were the major factors which influenced the achievement or non-achievement of sustainability of the World Heritage Nomination Training Series?	perceptions of factors	Trainers UNITAR Hiroshima managers	interviews
w.	How likely is it that contributing to capacity building for World Heritage continues beyond the scope of the workshops?	perceptions of likelihood	Trainers UNITAR Hiroshima managers	interviews
x.	What gaps and/or opportunities exist for capacity building-focused training in World Heritage?	perceptions of gaps and opportunities	WHC and Advisory Bodies Category 2 centre like WHITRAP Course participants	interviews
y.	What is the likelihood that the benefits of the World Heritage Nomination Training series will continue if donor funding ceases?	further use of knowledge and skills by training beneficiaries availability and accesability of documents and material produced perception of continuation	Beneficiaries Trainers UNITAR Hiroshima managers	interviews

		of training without UNITAR leadership		
		Lessons learned: what are the major lessons learned from the training series?		
No.	Subquestions	Measure/indicator	Source of information	Data collection method
z.	What are key methodological lessons?	perception of lessons learned in terms of training approaches	Trainers UNITAR Hiroshima managers Participants	interview
aa.	What are key thematic lessons in relation to training on WH in general and nominations in particular?	perception of lessons learned	Trainers UNITAR Hiroshima managers Participants	interview

Work Plan & Time line

Activity	February, 15-23	February, 24-28	March, 1 to 7	March 8-15	March, 15-21	March, 21-25	March 25-31	April, 1-7	April, 8-15	April 16 - 23	April 24-30	May 1-7
stakeholder identification	x											
planning sessions GVA/ Hiroshima	x											
inception report	x	x										
preparation of survey tool		x	x									
preparation of interview guideline		x	x									
World Heritage Centre interview			x									
on-line survey			x	x								
prelim data analysis					x							
preparation of key points												
preliminary findings power point prep						x						
FGD Hiroshima						x						
interviews						x						
Data analysis							x	x				
Report writing								x	x			
Zero draft submission UNITAR evaluation unit										x		
Comments											x	
Final draft												x

9.e. Expenditure and income for course 2013-2016
(figures provided by UNITAR Hiroshima)

WHS 22-26 April 2013	
Staff Costs	\$10,934
Accommodation	\$12,058
Meals	\$2,153
Venue Rental	\$1,221
Training Materials	\$437
Training Supply	\$1,144
Miscellaneous	\$1,807
Refreshments	\$324
Contract	\$6,440
Insurance	\$385
Sub Total	\$36,902
PSC 7%	\$2,583
Expenditure Total	\$39,485
Income	\$16,800
Difference (Additional)	\$(22,685)
Cost Per Person	\$1,645

WHS Hiroshima 14-18 April 2014	
Staff Costs	\$10,934
Accommodation	\$11,084
Meals	\$2,819
Venue-CCI	\$1,968
Training Material	\$692
Training Supplies and Refreshments	\$969
Study Tour and Miscellaneous	\$1,834
Contract	\$5,384
Staff Travel	\$2,109
Insurance	\$279
Hospitality	\$100
Subtotal	\$38,171
PSC 7%	\$2,672
Expenditure Total	\$40,843
Income	\$21,000
Difference (Additional)	\$(19,843)
Cost Per person	\$1,945

WHS Hiroshima 20-24 April 2015	
Staff Costs	\$10,934
Accommodation	\$8,331
Meals	\$1,713

Meals	\$417
Conference Venue	\$2,024
Local Transportation	\$528
Training Materials	\$563
Training Supplies	\$616
Miscellaneous	\$1,404
Refreshment	\$290
SSA PAYMENT, Consultant fees	\$5,495
Travel of Staff	\$3,274
Hospitality	\$222
Insurance	\$230
Sub-total	\$36,040
PSC 7%	\$2,523
Expenditure Total	\$38,563
Income	\$19,000
Difference (Additional)	\$(19,563)
Cost Per Person	\$2,030

WHS Hiroshima 18-22 April 2016	
Staff Costs	\$10,934
Accommodation and conference package	\$10,837
Local Transportation	\$580
Training Materials	\$485
Training Supplies	\$605
Miscellaneous	\$261
Refreshment	\$25
SSA PAYMENT, Consultant fees	\$4,607
Travel of Staff	\$2,602
Hospitality	\$407
Insurance	\$160
Sub-total	\$31,502
PSC 7%	\$2,205
Expenditure Total	\$33,707
Income	\$15,600
Difference (Additional)	\$(18,107)
Cost Per Person	\$2,809

9.f. Summary findings from participant evaluations

2013	96% of respondents found the Workshop “very useful”, with 92% indicating that they would recommend it to a colleague. Notably, 4% of the participants felt that they possessed high to moderately high skills in regards to World Heritage Serial Nominations and the Vital Role of Comparative Analysis before the Workshop, while 75% of respondents felt that they had gained such skills during the Workshop. Similarly, with regard to understanding the principles of "Value Based Heritage Management", those indicating that they had a high to moderately high understanding grew from 17% of total respondents to 83% by the end of the Workshop.
2014	86% of respondents found the Workshop “very useful”, with 81% indicating that they would recommend it to a colleague. Notably, 14% of the participants felt that they possessed high to moderately high skills in regards to Analysing the concepts of World Heritage Cultural Landscapes and Mixed Sites, including identifying and defining potential OUV before the Workshop, while 90% of respondents felt that they had gained such skills during the Workshop. Similarly, with regard to outlining World Heritage Nomination and Evaluation Processes, those indicating that they had a high to moderately high understanding grew from 24% of total respondents to 90% by the end of the Workshop.
2015	100% of respondents found the Workshop “very useful”, with 100% indicating that they would recommend it to a colleague. Notably, 13% of the participants felt that they possessed high to moderately high knowledge, skills or competencies in regards to Explaining key principles of Value Based Management before the Workshop, while 81% of respondents felt that they had gained such during the Workshop. Similarly, with regard to Analysing key objectives of the World Heritage Convention, those indicating that they had a high to moderately high knowledge, skill or competency in this area grew from 6% of total respondents to 81% by the end of the Workshop. With regard to the key themes of the Workshop - protection systems and management requirements within the nomination document - from a total of 25% of participants who had a high to moderately high knowledge, skill or competencies in the area, had risen to 88% during the Workshop.
2016	100% of respondents found the Workshop “very useful”, with 100% indicating that they would recommend it to a colleague. Notably, 22% of respondents felt that they possessed high to moderately high knowledge, skills or competencies in regards to being able to Analyse key principles and objectives of the World Heritage Convention and Understand key elements of the nomination and evaluation processes before the Workshop, while 100% of respondents felt that they had gained such during the Workshop. Similarly, with regard to being able to Describe best practices and lessons learned in preparing nominations, those indicating that they had a high to moderately high knowledge, skill or competency in this area grew from 11% of total respondents to 89% by the end of the Workshop. All of the participants ‘strongly agreed’ or ‘agreed’ that it was likely they would use the information acquired.

9.g. Compilation of sub-conclusions from this evaluation

Sub-conclusion: The partial lack of an explicit theory of change and outcome framework limits the ability of a clear-cut evaluation, but more importantly also prevents a more strategic and specific engagement strategy with World Heritage actors and adaptive management in the long-term.	5
Sub-conclusion: The UNITAR training emphasis on nomination preparation remains a relevant niche in the wider global context even if there is some debate about what can be achieved in a short time-frame.	9
Sub-conclusion: In the context of changing needs and training provision in the region, there is a need and opportunity to strategically position the UNITAR training series in relation to global and regional capacity building strategies, upstream processes and other global efforts to build institutional capacity.	11
Sub-conclusion: Peace and conservation emerged spontaneously as a critical theme of the Hiroshima Training series offering a potential field of further engagement given recent trends linking conflict resolution and World Heritage	13
Sub-conclusion: Whereas the training focus responds closely to UNITAR strategic focus on protecting cultural and natural heritage, changing conditions offer an opportunity to rethink how best to achieve it and with what training and organizational modalities.	14
Sub-conclusion: Participant assessments suggest overall effective delivery of training sessions themselves, although declining participant numbers and the ultimate cancellation of 2017 training session presents a serious implementation challenge in need of attention.	16
Sub-conclusion: Short time-frame between course announcement and registration deadlines have made it difficult to mobilize planned for number of participants, secure permissions and mobilize funding for course attendance.	17
Sub-conclusion: While the shift to a participant payment scheme has reduced ability to target audiences, it is not <i>per se</i> an obstacle to reaching the right audiences if complementary sponsor arrangements are put in place.	Error! Bookmark not defined.
Sub-conclusion: There is a need to rethink how to communicate, recruit participants and brand the Training series in the wider context of World Heritage Capacity Building.	17
Sub-conclusion: Despite multiple attempts, institutional coordination mechanisms between UNITAR, UNESCO and the World Heritage Centre are considered rather weak. There is also a need to explore further coordination at regional and national levels.	19
Sub-conclusion: Shifts to participant payment appears to have led to declining levels in registration and ability of UNITAR to reach its target audiences. Simultaneously the Training series has demonstrated ability to reach target audiences often neglected by other courses such as representatives of indigenous and local communities. There is a need to identify alternative measures to reach key audiences.	23
Sub-conclusion: For a relatively modest investment, expenses lower than budgets projected and high levels of voluntary engagement, the Training series have been maintained for the last 15 years.	24
Sub-conclusion: While the participant payment scheme lowered the immediate costs of the Training series in the short-term, this has not led to great efficiency due to declining participant numbers and lowering the ability of UNITAR to target audiences most in need.	27
Sub-conclusion: Evaluation findings generally point to high levels of individual learning outcomes with the majority indicating frequent to occasional use and application of knowledge obtained. Fields of application were closely tied to key aspects of preparing World Heritage site nominations.	31
Sub-conclusion: While the Training series offers a good potential for organizational learning and development, the current organizational set-up in terms of timing, participant payment and uncertainty hinders a more long-term and targeted approach to collective learning and organizational development.	31
Sub-conclusion: There is a need to invest in sustaining the results of the Training series in terms of its learning approaches, capacity building approaches and knowledge products.	32
Sub-conclusion: Sustainability is emerging as a key field of training innovation and thematic topic for future nominations.	33
Sub-conclusion: Gender and human rights are emerging as key aspects of World Heritage	34

9.h. Summary of field visits

Field visit 1:

Dates: 05.03.-06.03.2018

Location: Paris, France

The purpose of the visit was to interview key actors in UNESCO alongside meetings with ICOMOS, both organizations located in Paris. Interviews were conducted as planned and offered important input for the evaluation.

Field visit 2:

Dates: 22.03.-25.03.2018

Location: Hiroshima, Japan

Venue: UNITAR Office + Miyajima setting

The purpose of the mission was to conduct an interview with the donor, the UNITAR Office, facilitate a focus group discussion with former participants and conduct individual interviews. While the donor cancelled the interview 48h before arrival, they reportedly prepared written responses (process of translation). FGD was facilitated with high levels of participation and good input for the evaluation as were the number of conducted interviews.

9.i. List of documents reviewed

- Programme documentation notably Executive summaries and project completion reports from the respective years
- World Heritage Training Course Annual evaluations
- UNITAR Strategic documents and results frameworks
- Marketing and public material
- Lists of participants
- Relevant World Heritage as listed in footnotes such as the World Heritage Capacity building strategy and relevant regional documents

9.j. Code of conduct

Annex III: Evaluation Consultant Code of Conduct and Agreement Form

The evaluator:

1. Must present information that is complete and fair in its assessment of strengths and weaknesses so that decisions or actions taken are well founded.
2. Must disclose the full set of evaluation findings along with information on their limitations and have this accessible to all affected by the evaluation with expressed legal rights to receive results.
3. Should protect the anonymity and confidentiality of individual informants. They should provide maximum notice, minimize demands on time, and respect people's right not to engage. Evaluators must respect people's right to provide information in confidence, and must ensure that sensitive information cannot be traced to its source. Evaluators are not expected to evaluate individuals, and must balance an evaluation of management functions with this general principle.
4. Sometimes uncover evidence of wrongdoing while conducting evaluations. Such cases must be reported discreetly to the appropriate investigative body. Evaluators should consult with other relevant oversight entities when there is any doubt about if and how issues should be reported.
5. Should be sensitive to beliefs, manners and customs and act with integrity and honesty in their relations with all stakeholders. In line with the UN Universal Declaration of Human Rights, evaluators must be sensitive to and address issues of discrimination and gender equality. He/She should avoid offending the dignity and self-respect of those persons with whom they come in contact in the course of the evaluation. Knowing that evaluation might negatively affect the interests of some stakeholders, evaluators should conduct the evaluation and communicate its purpose and results in a way that clearly respects the stakeholders' dignity and self-worth.
6. Is responsible for his/her performance and his/her product(s). He/She is responsible for the clear, accurate and fair written and/or oral presentation of study imitations, findings and recommendations.
7. Should reflect sound accounting procedures and be prudent in using the resources of the evaluation.

Evaluation Consultant Agreement Form¹

Agreement to abide by the Code of Conduct for Evaluation in the UN System

Name of Consultant: Peter Larsen

Name of Consultancy Organization (where relevant): _____

I confirm that I have received and understood and will abide by the United Nations Code of Conduct for Evaluation.

Signed at place on date Geneva, 29.1.18



COOPERATION AGREEMENT

Between:

**THE UNITED NATIONS EDUCATIONAL,
SCIENTIFIC AND CULTURAL
ORGANIZATION**

the Headquarters of which are situated at
7, place de Fontenoy, 75352 Paris 07 SP France

Represented by Mr Francesco Bandarin,
the Director of the World Heritage Centre
(hereinafter referred to as 'UNESCO'),

And:

**THE UNITED NATIONS INSTITUTE FOR
TRAINING AND RESEARCH**

the Headquarters of which are situated at
Palais des Nations, 1211 Geneva 10, Switzerland

The UNESCO World Heritage Centre (hereinafter UNESCO/WHC) and the United Nations Institute for Training and Research (hereinafter "UNITAR"),

Considering the goals and objectives of the Convention concerning the protection of the world cultural and natural heritage (hereinafter "the World Heritage Convention") adopted by the General Conference of UNESCO in Paris, on 16 November 1972;

Recalling the obligation imposed on States Parties of the said Convention to foster the establishment or development of national or regional centres for training in the protection, conservation and presentation of cultural and natural heritage and to encourage scientific research in this field;

Noting the role of the World Heritage Committee to provide assistance to such national or regional centres;

Reaffirming the mandate of UNITAR in enhancing the effectiveness of the United Nations in achieving the major objectives of the UN and its associated agencies through training and research;

Recognizing the work of UNITAR in the subject related to the protection of cultural and natural heritage, as well as in the design and development of training methodologies;

Acknowledging the need for capacity building in World Heritage management as repeatedly endorsed by the World Heritage Committee;

Further *perceiving* the informal yet substantive cooperation already developed between UNESCO/WHC and UNITAR since 2001 in the conduct of UNITAR's training activities in the field of heritage management;

9.1. Bibliography

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