

LUCIO COSTA CENTER (LCC) TRAINING PROGRAMME

November 2013

In 2008, the Brazilian Government and UNESCO began to negotiate the creation of a Category II Center (C2C) in Rio de Janeiro, to offer training in the field of heritage management. According to this early perspective, the priority would be to create a basic training course in management, after hiring a group of consultants and gathering information on supply and demand in the field of heritage management with both Brazilian and international institutions.

Brazil's nomination to host the C2C, as well as the Feasibility Study¹ backing it, were presented in 2009. In October of that year, the proposal for the establishment of the Regional Center for Training in Heritage Management, in the Gustavo Capanema Palace, Rio de Janeiro, was approved in the 35th General Assembly of UNESCO. An agreement between the Brazilian Government and UNESCO was signed the following year, during the 34th meeting of the World Heritage Committee, taking place in Brasília between July and August, 2010.² The goals and purposes of what was then called the 'Regional Center for Training in Heritage Management' included offering training in heritage management for the Region's countries³; acting as a reference center in the fields of education, research and training; as a qualification platform through projects, programs and courses; articulating a network of institutions devoted to conservation, education and research, to discuss solutions for heritage management-related problems and challenges; promoting research, information exchange, thematic networks and specialist meetings, in order to communicate and disseminate the criteria and instruments used to help implement UNESCO's conventions relating to cultural and natural heritage.

A multidisciplinary team met in 2012 to discuss the establishment of the Lucio Costa Center in the Gustavo Capanema Palace, developing a proposal for the basic training course in heritage management in articulation with a set of formative activities, as part of a broad perspective of incentives to the production and dissemination of knowledge. A pedagogical concept was developed, based upon a set of formative activities organized into research, capacity-building and dissemination, incorporating the contributions of the consultants. This pedagogical concept was submitted to two discussion fora: first, a meeting with the Management Committee for the

¹ Román Fernández-Baca Casares, *Estudio de viabilidade del Centro Regional de Formación para la Gestión del Patrimonio*, Brasília/Rio de Janeiro, 12 de janeiro de 2009.

² *Acordo entre o Governo da República Federativa do Brasil e a Organização das Nações Unidas para a Educação, Ciência e Cultura para a Criação e Operação do Centro Regional de Treinamento em Gestão do Patrimônio no Rio de Janeiro sob os Auspícios da UNESCO (Categoria 2)*, de 26 de julho de 2010.

³ According to the Agreement established between the Brazilian Government and UNESCO, the "Region" encompasses Portuguese- and Spanish-speaking countries in South America, Africa and Asia'.

Establishment of the Lucio Costa Center⁴, and second, a meeting with experts in the fields of cultural and natural heritage, management and education, who were invited to debate the structure of LCC's formative activities.

The recommendations and contributions obtained in these meetings reinforced the importance of a collaborative network for the establishment and operation of the Lucio Costa Center, from the conception of its Training Program to the actual development and monitoring of the proposed activities. On the other hand, the proposal for the Management Course presented there was the target of incisive criticism, and the group agreed that the creation of the LCC's main course should be the result of a process, with the involvement of the participant States, and that an immediate proposal should focus on creating formative itineraries and thematic modules, identifying and considering the Region's demands and expertise.

The following text is a first draft of the proposal for the LCC's Training Program, taking into account the ideas expressed in these two meetings.

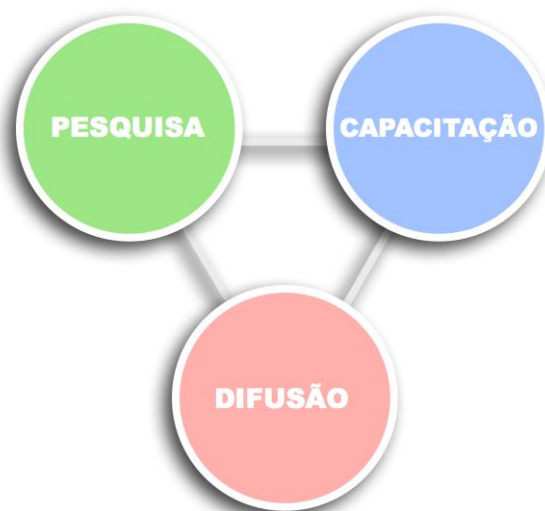
Training program

Following the agreement settled with UNESCO, IPHAN has been working on a proposition for the LCC's training program, to be developed collectively, taking as principles the exchange of information, the cooperation between professionals and researchers in the field and the exchange of experiences in heritage preservation, emphasizing its management. The goal of the program is to enable the LCC to become a reference center, based upon the development of a set of formative activities – research, capacity-building and dissemination – aiming at qualifying professionals and sharing the knowledge produced with the countries in the Region and the partners of UNESCO.

The operation of the LCC and the development of the formative activities here proposed are based upon the constitution and articulation of a collaborative network formed by professionals, teachers and researchers from institutions involved with the preservation of the Region's cultural and natural heritage. This notion of a network operation appears in the composition of the Center's administrative body, including representatives of the participant States, according to an *Agreement* with UNESCO, in the constitution of an international faculty and in appealing to *ad hoc* reviewers from different countries, eventually defining the dynamics of capacity-building activities, based upon the analysis and discussion of case studies and experiences brought by the students.

Lucio Costa Center Training Program

⁴ The Steering Committee for the Implementation of the Lucio Costa Center was appointed by the Resolution IPHAN/MinC n. 232, on May 8, 2013.



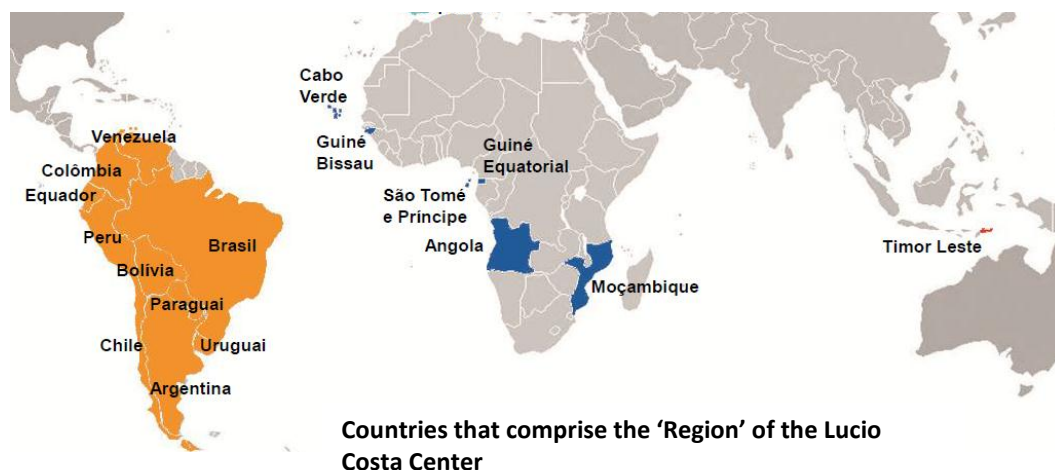
Research *Capacity-building*
Dissemination

Articulated formative activities

The LCC's training program is structured around the proposed activities – research, capacity-building and dissemination – with the intention of enabling the Category II Center in Rio de Janeiro to be internationally identified as a center that is capable of promoting this exchange of information and experience, by creating knowledge and forming a collaborative network of professionals, researchers and institutions dealing with the preservation of cultural and natural heritage.

The premise is that the Center must develop and promote these activities following an integrated approach to the UNESCO conventions – the *Convention for the Protection of World Cultural and Natural Heritage* (1972), the *Convention for the Safeguarding of Intangible Cultural Heritage* (2003) and the *Convention for the Protection and Promotion of the Diversity of Cultural Expressions* (2005). By dealing with cultural and natural heritage management themes and experiences through an integrated approach to UNESCO's instruments, the goal is to understand their applicability and the heritage management capabilities of each country in the Region. Thus, we intend to discuss how these international instruments can be adopted and sustained by public policies in the context of each participant State, as recommended by UNESCO itself.

Ultimately, the proposed training program is structured along thematic axes, organized so as best to deal with the heritage management issues and challenges shared by the Region's countries, defining the identity of the Lucio Costa Center.



Thematic axes and the identity of the Lucio Costa Center

The activities comprising the LCC training program will be articulated in comprehensive thematic axes, allowing us to approach a wide array of information and perspectives on heritage management practices and experiences, starting with problems and challenges that are shared by the participant States. These axes will guide the proposition of bids (open calls for works) and the definition of lines of research; the structure of the courses, workshops, seminars; the composition of the editorial lines, the guidelines for the work of the Observatory and other initiatives for the dissemination of the knowledge produced.

Cultural and natural heritage management practices require from professionals in the field the capacity to deal with different instruments and policies, in different situations and contexts. The 'multidisciplinary' or 'interdisciplinary' character of the field in which these professionals work, the proposition of public policies, programs and projects – their implementation, monitoring and evaluation –, the mediation in situations of negotiation and conflict, in sum, justify the proposition of a training program structured along comprehensive thematic axes, related to the problems and challenges shared by participant States.

Cultural sites and assets in UNESCO's World Heritage List and in its lists of Intangible Cultural Heritage, because of their relevance and representativeness, are a common platform for case studies, for the exchange of experiences and the discussion of concepts and strategies employed in the field of preservation, addressed in the different formative activities to be developed within the LCC.

The structure proposed for the LCC is intended to ensure an up-to-date and dynamic program, offering options for integrated professional training and capacity-building that are befitting to the demands of the Region. In this sense, we propose to organize the LCC training program into three thematic axes:

1st Valuation of Cultural and Natural Heritage

- (a) Focus on topics of interest referring to the notion of heritage, both cultural and natural: strategies for valuation (representativeness, attribution and ranking of values, ‘acknowledgement’ of values, production of technical-scientific knowledge); construction of the different categories (regional, national and world heritage; the concept of exceptional universal value); appropriation and instrumentalization of structuring concepts (memory, identity, citizenship, traditions, cultural diversity, biological diversity, social-biodiversity, landscape, natural beauty, natural phenomena, ecological processes); tangible and intangible dimensions of cultural heritage (convergences and differences); ethics in preservation (the social role of cultural and natural assets, ‘management of transformation’, the premises of relativity, diversity and otherness in the practices of intervention and conservation and in relations with social groups, dialogue between technical knowledge and the social-cultural context, the concept of authenticity, its applicability and updating); intangible heritage as a process, its continuity and transmission; social inclusion and acknowledgement (tourism as a strategy for development, appreciation of traditional knowledge, intellectual property – individual or collective –, geographic indication, safeguarding of cultural assets).
- (b) Focus on topics of interest referring to the fields of culture and environment: public policies (ideas, formulation and values attributed to ‘cultural’ and ‘natural’); representations of identity (aspects of symbolism and ideology, of ethnicity, sociability, gender and religiosity, perspectives on regionality and nationality); intercultural relations (cultural diversity and multiculturalism, relations between social groups and the agents and institutions of preservation, social and biological diversity); languages, creative processes, specialized techniques and knowledge; relations between culture, environment and sustainable development (formulation, values and public policies, interactions between culture, nature and development).

2nd Structures and instruments of preservation

- a) Legal devices and administrative structures for preservation in the States: basic notions of public law; State and public policies (preservation institutions, plans and projects for culture); legal instruments for valuation and protection (different dimensions of heritage within the public sphere, the context for the development and applicability of laws); rules and instruments (listing, classification, register, urban planning legislation, master plans,

nature reserves and parks, ecological economic zoning, geographic indications, environmental licensing); international instruments (context for their development and applicability, legal effects of the ratification of and adherence to the conventions and recommendations of UNESCO and the instruments for environmental preservation).

- b) Methodologies and techniques for the production of knowledge: multidisciplinary; inventories; diagnosis, prospectings and salvage of archaeological heritage; knowledge and participation of social groups.

3rd Management strategies and practices

- a) Heritage management: the field of application for the concept, the thought that guides it and the practices adopted; proposing, coordinating and arranging public policies; strategies and instruments for the public management of cultural and natural heritage (the States' cultural policies, models for cultural policies, political and legal aspects, cultural rights); appropriation of conservation concepts, practices and policies as management strategies (preventive conservation, restoration, philosophy and ethics of preservation, uses of cultural heritage, urban requalification, authenticity, socialization of archaeological sites etc.); articulation of preservation policies with social and development policies, emphasizing environment, tourism, urban planning and social and human development; governance of international conventions, particularly the UNESCO Conventions on world heritage, intangible cultural heritage and cultural diversity; the profile and role of non-governmental organizations in preserving cultural and natural heritage internationally; consulting organizations and institutions accredited to offer support on the Conventions of UNESCO; initiatives and strategies for public-private participation in heritage management; tax incentives, funds and other national and international sources of funding.
- b) Planning, development and evaluation of projects: methodologies for the creation, management and monitoring of programs and projects; creating indicators; managing information and computerized systems; UNESCO's instruments for monitoring the conventions of World Heritage, Intangible Cultural Heritage and Cultural Diversity; periodic monitoring, reactive monitoring; lists of endangered heritage and urgent safeguarding; periodic reports.

Formative activities

The creation of a collaborative network – including, particularly, professionals, researchers and institutions – is at the core of the formative activities proposed for the Lucio Costa Center. As we intend it, the idea of education adopted by the center should not be restricted to a unilateral notion of teaching and learning; rather, it should be related to the production and dissemination

of knowledge aiming at the qualification of preservation activities and heritage management. From this idea came the perspective of working with research, capacity-building and dissemination in an articulated manner, all of them seen as formative activities, valuing the different processes for the qualification of the public involved with these activities and the experiences brought to the LCC – whether in creating and accessing the content produced by the Center or through courses, seminars and workshops. In this sense, the faculty involved with all of these proposed formative activities will be recruited from this collaborative network, so as to reinforce the Center’s goal of gathering and disseminating the demands, experiences and expertise of UNESCO and of the countries in the Region.

Research

By fostering research, we intend to boost the establishment of a network of collaborators interested in shared issues and challenges in heritage management – one of the roles of the LCC as established in the agreement with UNESCO –, by publishing open calls for a wide public of professionals and researchers with field experience and the capacity to problematize preservation actions and management practices. These research bids (open calls for works) will focus on themes and issues defined according to lines of research, structured around the thematic axes of the LCC training program. Our goal is to use this research as an instrument to aggregate new views on culture and heritage, establishing an exchange of information and procedures through the creation of a network of collaborators, seeking to encourage and disseminate the production of knowledge on heritage management in the Region’s countries.

Capacity-building

Capacity-building activities – workshops, seminars and courses – will be structured around case studies and experiences in which structuring concepts in the field of heritage are applied. The recurrent use of these concepts has added meaning to the process of assigning value, to technical stances and decisions, to the formulation of public policies, to the instruments of preservation and safeguarding, to management procedures and practices.

Workshops, seminars and courses will be based upon a ‘student-teacher’ perspective, in which students will share and problematize experiences from their context, contributing with the faculty and the researchers in evaluating procedures and practices for heritage management and preservation. In this sense, the skills and competences of entering students will also become relevant for the expectations regarding the Center’s capacity-building activities, so that this exchange of experiences will be a determinant factor for the students’ development and qualification.

These case studies and experiences, as well as the thematic axes according to which they will be structured, are to be defined together with the collaborative network of the LCC and

following the demands of the participant States. The sites on the *World Heritage List*, as well as the cultural assets in the *Representative List of the Intangible Cultural Heritage of Humanity*, will be used as reference for case studies and experiences from the countries in the Region, to be addressed in capacity-building activities. Likewise, specific themes relating to the application of the UNESCO conventions, such as the preparation of tentative lists and nomination dossiers, will be addressed in workshops, seminars and courses, and in other cooperative activities involving a priority set of countries, to be selected for each case.

Dissemination

Dissemination activities are intended to integrate the collaborative network of the Lucio Costa Center.

First, its website will offer the public of researchers, professionals and students from participant countries and from other regions free access to content related to the implantation of the LCC and the results of the research and the courses offered, the center's audiovisual production (seminars, workshops and courses in podcast format, videos and short films on topics of interest and assets included in the World Heritage List) as well as a set of information and indicators that may be used to analyze heritage management and preservation practices in the Region.

Second, the Observatory will be established as the institutional space in charge of organizing and presenting information, systematizing indicators and capturing the Region's demands based upon technologies of information, communication and monitoring. The action of the 'Observatory', in articulation with the LCC's formative activities, should favor a greater proximity with the context of these professionals, researchers and teachers working in institutions of the Region, interested in heritage management and preservation.

Third, the editorial lines of the LCC will be devoted to disseminating the knowledge produced during the formative activities, and will be defined in collaboration with an editorial board comprised of representatives from partner institutions and from the participant States. These editorial lines are meant to include publications in three languages (Portuguese, Spanish and English), online and in print, namely: (1) researches promoted and fostered by the LCC and monographs produced by the students; (2) theses, dissertations and texts that hold interest to the field of heritage management and preservation; (3) translations of publications by UNESCO and other Category II Centers, that can be primarily applied to the countries in the Region; (4) a thematic journal in the LCC website, updated and managed through an online system.