



VII. 2 HERITAGE IN YOUNG HANDS

VII.2.1 Background

UNESCO's strong commitment to promoting education about and awareness of the value of cultural and natural heritage resulted in the World Heritage Education (WHE) project, "Young People's Participation in World Heritage Preservation and Promotion" in 1994. Coordinated by the World Heritage Centre and UNESCO's Associated Schools Project Network (ASPnet), the project was aimed at raising awareness about World Heritage conservation and encouraging youth to become involved in the preservation of the world's diverse cultural and natural heritage. In addition, through the development of educational and participatory activities, the WHE project sought to enable the future decision-makers to respond to the continuing threats facing the World Heritage and give young people a chance to participate in the conservation and presentation of cultural and natural heritage from local to global levels.

Recognizing the vital role of teachers for the successful implementation of the project, UNESCO published in 1999, an Educational Resource Kit for Teachers, "World Heritage in Young Hands". Activities proposed in this Kit were designed to facilitate the proposed integrated teaching approach. These activities have been partly explored, tested and assessed by a number of teachers selected in different parts of the world who were initially associated with the UNESCO Young People's World Heritage Education Project from the outset. The proposed approach can easily be adapted in each country to meet local needs and different systems of education. The ultimate goal of the proposed learning techniques is to inspire and reinforce young people's commitment to preserve their heritage and to close the gap between school and society by offering stimulating activities which promote involvement in the community.

VII.2.3 Project rationale

Pakistan is home to six World Heritage Sites, spread out over three provinces. Their names and respective dates of inscription on the World Heritage List are:

- i) **Sindh:** The archaeological ruins of Moenjodaro – 1980
- ii) **Punjab:** Taxila – 1980
- iii) **Khyber Pakhtunkhwa:** Buddhist ruins at Takht-e-Bahi and City Remains at Sahr-e-Bahlol – 1980
- iv) **Punjab:** Lahore Fort and Shalamar Gardens – 1981
- v) **Sindh:** Historic monuments of Makli, Thatta – 1981
- vi) **Punjab:** Rohtas Fort – 1997

The outstanding values and the universal importance of conserving World Heritage for future generations and the survival of our planet offer many unique, and often multidisciplinary and interdisciplinary teaching and learning opportunities. Since the curriculum is already overloaded in all schools, an integrated approach is recommended to sensitize young people to the importance of conserving World Heritage.

Against this backdrop, and in order to practically demonstrate the importance of cultural mapping, UNESCO Islamabad proposed an educational activity enabling youth to learn the meaning and significance of their heritage and providing them with opportunities to learn about World Heritage Sites, the history and traditions of their own and other cultures, ecology and the importance of protecting biological and cultural diversity. In this context, Grammar School Rawalpindi (GSR), one of the most pro-active members of UNESCO's ASPnet, was commissioned to develop a Teachers Resource Kit. This Kit was meant to be an adaptation of the original Teachers Resource Kit, "World Heritage in Young Hands" that was developed by UNESCO in 1999. The document is named, "Heritage in Young Hands", and proposes classroom and supplementary activities, including interactive models. It provides teachers with useful guidelines in developing innovative educational approaches for teaching about preservation and enhancement of World Heritage, in order that students learn about, cherish and act in favour of their heritage and that of other peoples and cultures, past and present. The Kit invites teachers and educators of various disciplines to explore various aspects of heritage conservation with their students in the form of a journey through the world's magnificent cultural and natural heritage.

VII.2.4 The Process

A contract was awarded to Grammar School Rawalpindi, one of the leading, pro-active members of UNESCO's Associated Schools Network (ASPnet). The Contractor was required to develop models on integrated multidisciplinary approach in relation to four thematic areas selected for the Resource Kit: i) Cultural Heritage and Identity; ii) Cultural Heritage and Environment; iii) Cultural Heritage and Tourism; and iv) Cultural Heritage and a Culture of Peace. These models included the theme, domain, learning goals, activities, skills and forging of attitudes.

Activities:

- Worksheets; maps and images in consultation with experts/teachers, were developed on the pattern of the UNESCO kit, "World Heritage in Young Hands" and a CD to complement the activities
- An artist/designer was especially engaged to intersperse the kit with drawings/figures to make the publication more interesting and interactive
- Inputs from concerned experts were collected and compiled for a basic draft of the Kit. These consisted of on-site activity sheets



VI.4 Teachers' Training Workshop

A teachers' training workshop on UNESCO's Teachers' Resource Kit: Heritage in Young Hands was conducted at the Federal Government Junior Model School. G-9/3, Islamabad 16th and 17th April 2010. Over thirty teachers from various schools of Rawalpindi and Islamabad participated in the workshop.

The objective of the workshop was to introduce the Heritage Kit and its related pedagogies to heads and teachers. The participants were encouraged to integrate the kit in their school curricula. The goal was to make students aware of their rich and vibrant heritage and to provide them with skills to protect, conserve and preserve it and to foster positive attitudes towards self identity and all cultures.

VII.4.5 Pilot and Field Testing of the Teachers' Resource Kit, "Heritage in Young Hands"

The piloting of the Heritage Kit was conducted in three schools, namely: Guidance and Montessori High School in peri-urban area, Morgah, Rawalpindi; Federal Government Girls Model School, Korang Town, Rawalpindi; and Grammar School Rawalpindi.

The piloting began with a workshop for heads and for school teachers on the concept and teaching methodology of the Heritage Kit. This was followed by a joint session with students and teachers. The participants were involved in the introductory activities used in the kit. The participants also did some role plays on Buddha's Noble Eightfold Path and some exercises on mediation and conflict management. Finally to demonstrate their understanding of the concept of tourism with World Heritage, the students painted posters of Taxila and suggested ways of preserving and promoting these cultural heritage sites of outstanding universal value.

The students of Grammar School Rawalpindi were taken on a field testing trip to Taxila and its excavated sites of Jaulian and Sirkap and the Taxila Museum. Before the trip they discussed and wrote their expectations of their visit, what they wanted to discover and learn about. They recorded facts and figures about the site and wrote report on the sensory aspect and the overall impact of the visit.

In the museum garden the students created posters on Taxila with meaningful slogans. Another important activity was a cleanup drive in the grounds of the Museum. A documentary film was made which covered the all the field trip activities beginning with the field testing preparatory activities in the school premises.



VII.3 MASTER PLAN FOR TAKHT-I-BAHI

VII.3.1 Justification

Takht-i-Bahi, along with the ruins of the neighbouring city of Sehr-i-Bahlol, was inscribed in UNESCO's World Heritage List in 1980, for its outstanding universal value *as a type of building, architectural or technological ensemble or landscape which illustrates significant stages in human history* (criteria iv).

Despite its national and international significance, the site has continued to suffer due to neglect and lack of a proper conservation and management plan. Given its religious significance, unique location and natural setting, Takht-i-Bahi holds great promise for tourism promotion and economic growth for local communities. The present project proposes to draw on this potential and initiate a programme for the development of this World Heritage Site through a participatory approach to conservation and sustainable development. The proposed programme for the development of Takht-i-Bahi will be aimed at directly addressing Millennium Development Goal No 1: Eradication of extreme poverty and hunger (by using culture as a resource for social and economic empowerment).

The present federal as well as NWFP governments are viewing the concept of 'culture for development' with favour and are eager to develop their World Heritage sites for cultural tourism. This can be managed quite effectively in partnership with UNESCO, given its success on the World Heritage sites of Lahore.

Fortunately, the ground work for the project has been paved by a Norway-funded project “Mapping of Cultural Assets in NWFP”, presently being executed by UNESCO Islamabad. Mardan is one the districts included for cultural mapping and the remains and surrounding areas of Takht-i-Bahi would have been mapped by the time this project takes off. Japanese funds will be used to translate into action what has been identified with Norway funds.

VII.3. Specific Objectives

The Master Plan Document is designed to meet the following specific objectives:

- I. To restore the original Gandhara culture setting by creating a link between Takht-i-Bahi and Seri Bahlol as it might have existed in those times.
- II. To recreate the original setting of the main mound of Seri Bahlol and the twelve or more, lesser mounds that existed in a radius of two miles of the main mound and formed an essential component of the civilization.
- III. To suggest ways and means for inclusion of two more sites i.e. Shahbaz Garhi and Jamal Garhi as an extension of this World Heritage Site.
- IV. To make an assessment of the existing physical and environmental condition within and the immediate vicinity of both heritage sites, and upgrade the physical environmental conditions and the infrastructure.
- V. To assess the effectiveness of the existing management system and propose changes, which would augment the existing management system.
- VI. To propose an effective management, monitoring and maintenance system, based on the resources (both financial and man power).
- VII. To design a system of regular monitoring, to ensure that baseline conditions are retained if not improved.
- VIII. To design a practical system of continuing maintenance of ruins at Takht-i-Bahi and the fortification wall at Seri Bahlol.
- IX. To develop a strategic approach to conservation to ensure that the appropriate level and type of intervention is applied to specific conservation issues faced on site.
- X. To prioritize all conservation actions and to set standards for the setting of future priorities to ensure that all conservation is carried out on the basis of need and urgency.
- XI. To present a tourism management and visitation program to enhance visitors experience in terms of enjoyment and that the site benefits rather than suffers from the visitors.
- XII. To recommend ways to improve community outreach and involvement in the site.

- XIII. To set focused, multidisciplinary research goals for Gandhara civilization involving staff, national and international scholars.
- XIV. And to improve assistance to the managers of the site in implementing proposal with continuity and without any hindrance.



VII.3.3 Geographic Scope of the Master Plan

This World Heritage Site consists of two components: the Buddhist ruins of Takht-i-Bahi, located two kilometres east of Takht-i-Bahi bazaar. This Buddhist complex stands 152 metres (500 feet) above ground and is built on a hilltop as was common with most Buddhist sites. Apart from the main complex comprising of Main Stupa Court, votive stupa court, a group of three stupas, the monastic quadrangle, meditation cells, conference hall, covered stepped passage ways and many other single or double storey secular buildings, many other small to large complexes are located on adjoining hills. Subsequent to the earliest excavations when the main stupa complex was discovered, many more small to large complexes have also been excavated from time to time and are spread over many hill tops over a large area. As such, the borders of property and its existing buffer zone are not adequate due to rapid urbanization taking place around the site. A larger buffer zone is therefore, required to be created beyond the farthest excavations for the safe guarding of the site from further urbanization. Further land should be acquired around the protected site to create a larger buffer zone.

The other component of this World Heritage Site is the Neighboring Remains of the fortified city of Seri Bahlol, located at some distance from Takht-i-Bahi on Mardan-Swat road. The village is situated only half a kilometre off this road to its left and is located on a mound (9 metres high) protected by a well sophisticated wall. Most portions of the wall have been damaged, however; it is still visible at many places. The entire area is inhabited by villagers who, over the years have built their houses right on the ancient remains. The old structures have been replaced by modern houses. It is only the fortification wall which remains at places in a diaper patterns, a style characteristic of the 1st Century A.D. The village is

surrounded by lush green fields cultivated by local people. Apart from this village, there were at least a dozen other mounds in the vicinity, associated with the Buddhist cultures of the same period. Unfortunately these have not been protected. However, traces of these mounds can still be identified.

Even at Seri Bahlol a larger buffer zone needs to be established to protect any remains of those cultures which may have survived, as antiquities such as coins, statues, utensils and Jewellery, are still commonly found in the area.

VII.3.4 Target Audience

The Master Plan addresses several target audiences:

- a) The custodians: The plan has been specifically designed and formatted as a working document to be used by the custodians of the site. The document can be updated as required.
- b) The community and voluntary organizations with particular focus on schools and youth: As a World Heritage Site, both components form the shared heritage of Pakistan and the World community. The Master Plan aims to involve people, in as many ways as possible, also providing a format for involving voluntary organizations in collaborating with the custodians of the site to ensure greater outreach to the community particularly the youth.
- c) The tourism industry: A comprehensive programme is also being proposed, for the tourism industry to play its role actively in the conservation of the site as well as creating public awareness

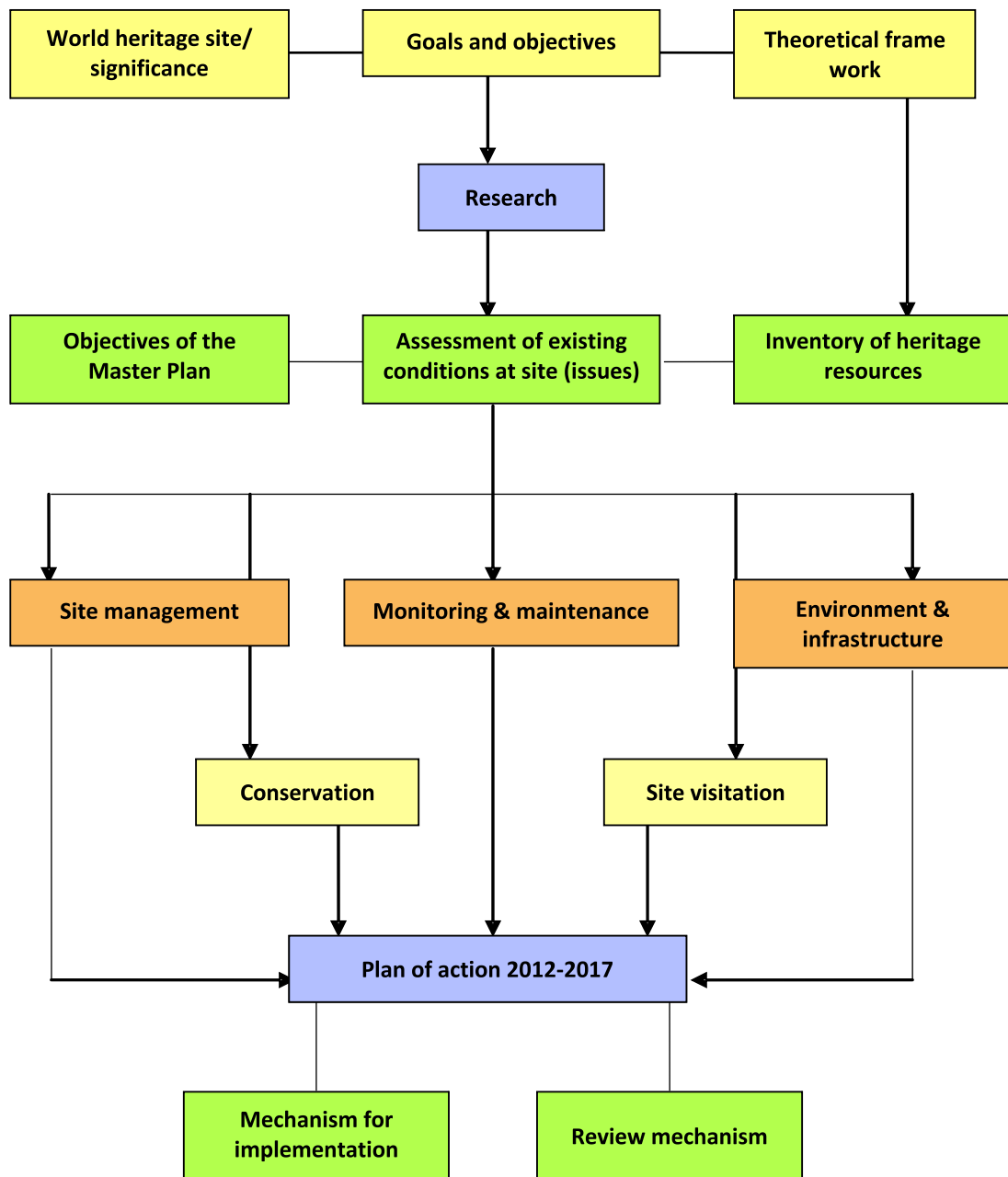
VII.3.5 Master Plan Inputs and Structure

The master plan is based on available reports and documents, supported by detailed studies carried out by national experts on the following aspects:

- I. Physical and environmental conditions including the infra structure.
- II. Maintenance, management and monitoring systems.
- III. Conservation actions /interventions.
- IV. Tourism management and visitation programs

The studies were based on extensive research, fieldwork, field studies and interviews with the public, their elected representatives and the professionals.

Schematic Diagram of Master Plan Structure and Content





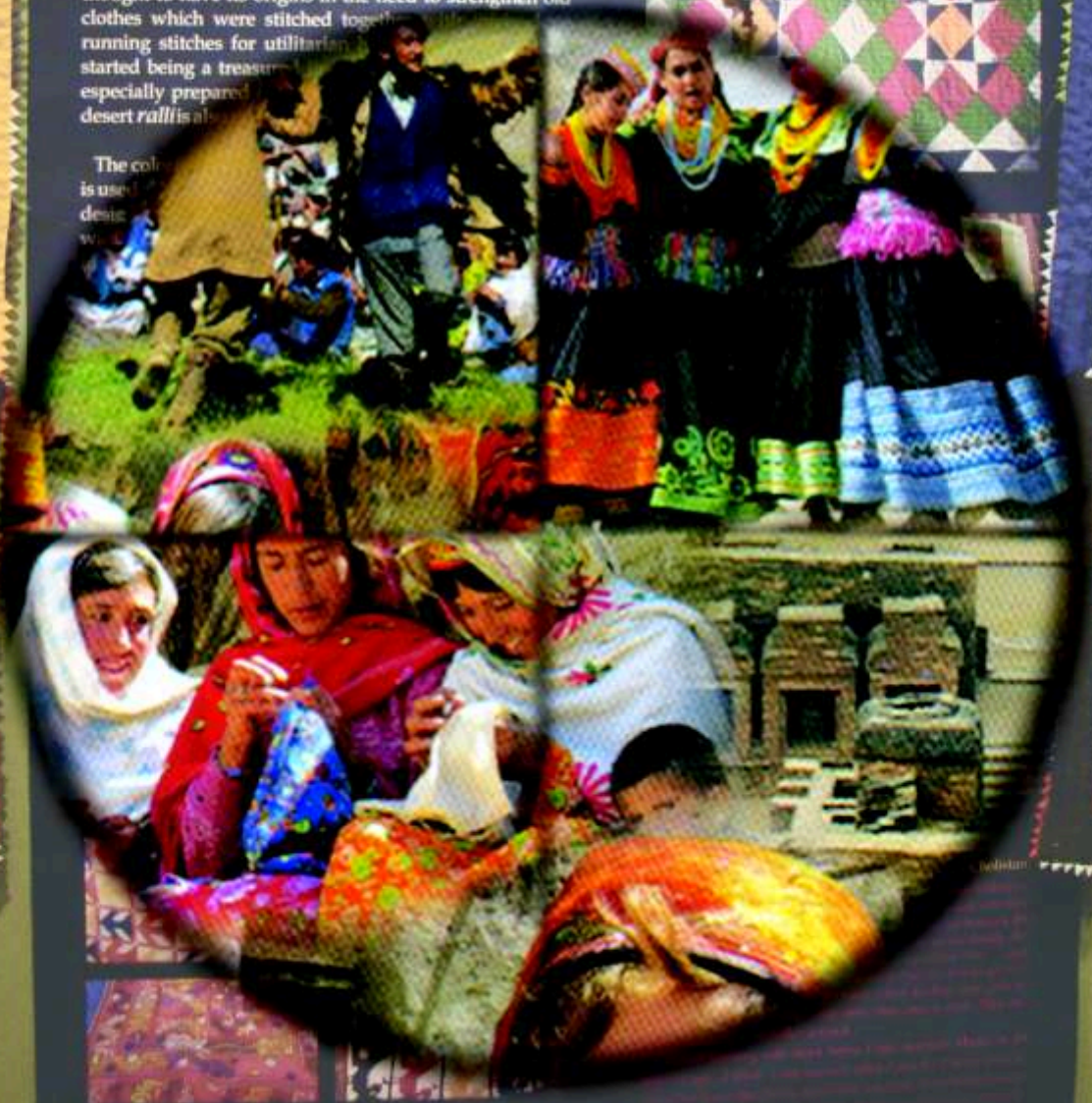
NATIONAL DATABASE OF CULTURAL ASSETS

Ralli

Connecting People through Crafts

Ralli making is synonymous with the Cholistan desert, where it is widely practiced and most intricate although it is found in other parts of the region as well. The craft is thought to have its origins in the need to strengthen old clothes which were stitched together with running stitches for utilitarian purposes. It started being a treasure especially prepared for desert *ralli* is also

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VIII. NATIONAL DATABASE OF CULTURAL ASSETS

VIII.1 Background

The main goal of the Norway-funded project, “Mapping of Cultural Assets in NWFP”, as indicated in the original project document was to establish a national database of Pakistan’s cultural assets. This goal was intended to be achieved by mapping of cultural assets in selected districts of NWFP – Chitral, Peshawar, Swat, Mansehra, Charsadda, Bannu and Mardan. However, circumstances led to a major shift in the scope of the project, which, later on covered two important districts of the Punjab (Multan and Bahawalpur) after giving up three in the NWFP (Khyber Pakhtunkhwa), namely: Bannu, Charsadda and Swat.

At the outset, it was agreed that in view of the importance of culture and cultural heritage, Geographic Information System (GIS) would be developed for mapping of Pakistan’s rich cultural heritage. Accordingly, UNESCO Islamabad engaged a GIS Expert to devise a methodology for GIS-based mapping of cultural assets of KP; organize basic training of field teams; provide continuous guidance throughout the field data collection phase; conduct a pilot GIS for selected field data records; and finally hand over the System to end-users following necessary preliminary training.

VIII.2.1 Geographical Information System (GIS)

GIS is a rapidly growing technological field that incorporates graphical features with tabular data in order to assess real-world problems. In the strictest sense, a GIS is a computer system capable of assembling, storing, manipulating and displaying geographically referenced information, i.e. data identified according to their locations. In simple words, GIS can be considered as a high-tech equivalent of a map, whereby, maps can be produced far more quickly and efficiently and the easily accessible digital data enables complex analysis and modelling, hitherto impossible.

Many organizations now recognise the ability of GIS to improved management of their resources and increased communication among individuals and departments, as data redundancy and duplication of efforts is significantly reduced.

The GIS of cultural heritage was aimed at:

- Identification of locations with precision
- Better information management
- High quality analysis
- Ability to carry out “what if”? scenarios
- Improve project efficiency
- Removing guess work
- Easy access to communities worldwide

The main purpose of this massive undertaking was to start and establish a knowledge-based dynamic system successfully ensuring: i) process continuation by end-users; and ii) mapping the cultural assets on a broader scale and eventually documenting the intangible cultural assets as well. The GIS thus developed is flexible enough to accommodate future extensions and expansions by end-users. Documentation and reporting via this system is easy, manageable, brisk and primarily accessible worldwide over the internet.

VIII.2 The Process in the Provinces

VIII.2.1 Field Team

The members of field team were selected keeping in view the type of data collection in the field. The team constituted of well-groomed members having a fairly good



knowledge of the subject and familiarity with local communities.

VIII.2.2 Training

The training component of the activity focused on improving the capability, capacity and performance of team members as data collectors. Training was imparted on:

1. Collecting data using forms in field collection format; and
2. Use of the Global Positioning System (GPS)

Training sessions included methodology to be followed in specific and encored explanation regarding form filling, basic concept and use of GPS, field orientation, data collection techniques, data formats and team composition. A key was developed in this regard, which described the form contents to help the data collection team. One of the important aspects in training was about doubtful entries. In case of any doubt on the information reflected in the field form, the collector was trained to note down the best possible entry, indicating the reason for that particular feeling of doubt. The collector also wrote down appropriate alternatives and remarks on a separate paper, using the unique ID number given to the field form.

VIII.2.3 Basic concepts and use of GPS

The Global Positioning System or GPS received calculates its position by precisely timing the signals sent by the GPS satellites high above the earth. Each satellite continually transmits messages, indicating the time when the message was sent, precise orbital information (the ephemeris), and the general system health and rough orbits of all GPS satellites (the almanac). Geometric trilateration is used to combine these distances with the location of satellites to determine the receiver's location. The position is displayed in latitude and longitude; elevation information may be included. Many GPS units also show derived information such as direction and speed, calculated from position changes. The field team was explained and shown the use of GPS. Hands-on training was given to team members to demonstrate the accuracy of coordinates.



*A geographic information system (GIS) is a computer-based tool for mapping and analyzing things that exist and events that happen on earth. GIS technology integrates common database operations such as query and statistical analysis with the unique visualization and geographic analysis benefits offered by maps." **ESRI***

VIII.3 Methodology

The methodology adopted for field work was kept simple and practical in order to keep the pace of data collection as fast as possible. Various steps were designed to gather minimal level of information, which could initiate the establishment of a system. Largely, field methodology was training dependent, however, the following steps explain how the data collection process was established.

VIII.3.1 Desk Study

Prior to data collection, existing information on heritage sites was collected in district Mansehra to begin with. The sources for such information were universities, internet and respective departments.



VIII.3.2 Field Maps

GIS maps showing Tehsils, Union Councils and towns/villages were provided to the field team. The maps contained coordinates, both geographical and UTM. Printing scale was appropriately selected to show the area at the required detailed level. These maps were printed in two sizes – A1 size and A3 size. The team was given one set for helping data collection process.

VIII.3.3 Area Coverage

Work was initiated in Mansehra Tehsil as a pilot project. Initially only ten forms were collected for streamlining the process. The shortcomings in data collection were identified and resolved. Later on, a full scale survey took off.

VIII.3.4 Field Movement

The movement in the field was Union Council based. The team was to assess the villages in each Union Council, their locations and also the road network in the area. It was done systematically to minimize the duplication of coverage and travelling time. The towns/villages were marked accordingly on the map which helped to reduce the risk of duplication.

VIII.3.5 Unique ID Numbers

Unique ID numbers serve as basic indexing access for recognizing, selecting, identifying and arranging information to facilitate organized storage and retrieval of data records.

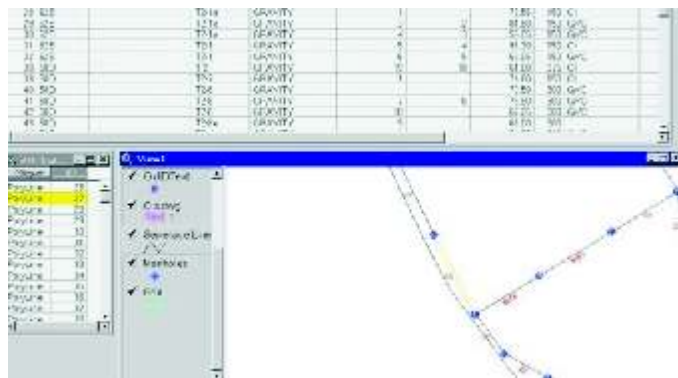
Photo of Database with Unique ID Numbers (page 24)

Three important forms of ID identifiers can be distinguished as:

- Name-related identifiers
- Numeric identifiers
- Location identifiers

The field staff used the 'numeric identifiers'. The design criteria for the Unique ID numbers were formulated considering the following points:

- Uniqueness
- Simplicity
- Flexibility
- Economy
- Accessibility



The Unique ID is used for:

- Referencing records to individual site
- Indicating spatial location of each site
- Linkage to other sites

Every field form contained unique ID number entry space. This ID was not repeated and all data pertaining to any specific site was related to this unique ID number.

VIII.3.6 Depth of Information

The purpose of Union Council level movement was to get information for those built/moveable cultural assets, which were not covered in the lists compiled by the desk study. The other benefit encompassed more interaction among the local communities and subsequently obtaining better level of intangible data.

VIII.3.7 Photographs/Audios/Videos

The team was taught to take photographs wherever necessary and the photos were to be placed as a separate folder in their PCs and given the unique ID number, corresponding to the respective data field form. The titles of the photos were self-explanatory, describing the cultural product itself, such as a cap, shawl, etc. Similarly, team members also made videos and audio recordings of the intangible expressions, with clear titles and unique ID numbers corresponding to ones given in the field forms.

VIII.3.8 Use of GPS

The coordinates were collected in geographical system (latitude and longitude). However, while using degree, minute, second system (DMS), it was preferred to take reading as accurately as possible, so that data was recorded using geographic coordinates or using UTM Zone 43N system as per collector's comfort.

The team was also trained to plot their GPS coordinate on map to ascertain the accuracy of their coordinates.

VIII.3.9 Daily Compilation

Data collected every day was managed by sending data back to the office either by e-mail, fax or TCS for entry into a database. The field team compiled the data collected each day in the evening. This ensured a preliminary review of the site and easily confirmed if a revisit of the site was required. This method affirmed the accuracy of the data collected.

VIII.3.10 Collaboration among Field Teams

Whenever required, more than one group would go out in the field. In such cases collaboration and coordination among team members was important. In order to avoid duplication of data, communication among team members was ensured, especially when moving along administrative boundaries.

VIII.3.11 Field Notes

Teams were encouraged to take field notes for any information, which could not be recorded in the field forms. The notes were advised to be on a separate page, containing the unique ID number relating these field notes to respective field forms.

VIII.4 Database Design

Database, often abbreviated as DB is a collection of information organized in such a manner that a computer programme can quickly select the desired pieces of data. In simple words, it is an electronic filing system.

1. Traditional databases are organized by fields, records and files. A field is a single piece of information; a record is one complete set of fields; and a file is a collection of records. For example, a telephone book is analogous to a file. It contains a list of records, each of which consists of three fields: name, address and telephone number.
2. An alternative concept in database design is known as Hypertext. In a Hypertext database, any object, whether it be a piece of text, a picture or a film, can be linked to any other object. Hypertext databases are particularly useful for organizing large amounts of disparate information, but they are not designed for numerical analysis.

To access information from a database, a database management system (DBMS) is needed. DBMS is a collection of programmes that allows data to be entered, organized and selected in a database.

Nowadays the term database is used as an abbreviated form for database management system.

VIII.4.1 Database Design

A properly designed database provides access to up-to-date, accurate information. Because a proper design is essential for a workable database, the decision for DB design is primary to achieving the goal. This important step was required following a lot of deliberations with designers and end-users.

Microsoft Office Access 2007 was chosen for database development. This software stores data in its own format based on the Access Jet database Engine and can also import or link directly to data stored in other Access databases, excel, SharePoint lists, text, XML, Outlook, HTML, dBase, Paradox, Lotus 1-2-3, or any other ODBC-compliant data container.

VIII.4.2 Data Collection, Capture and Input

In order to gather information for the database, a data collection form was designed. In the form, all the sections related to the actual table, which ensured easy input of data, with minimum chances of errors.

The image displays three screenshots of a data collection form titled 'L2001: AS2001'. The first screenshot shows the top section with fields for 'Name', 'Address', and 'Contact Information'. The second screenshot shows 'Personal Language' and 'Other Languages' sections with multiple input fields. The third screenshot shows 'Traditional Medicine' and 'Traditional Herbal and Medicinal Products' sections with multiple input fields and a 'Notes' section at the bottom.

VIII.4.3 Data Validation and Verification

Data validation is the process of ensuring that a programme operates on clean, correct and useful data. It uses routines, often called “validation rules” or “check routines” that check for correctness, meaningfulness and security of data that are placed in the system. The rules may be implemented through the automated facilities of a data dictionary, or by inclusion of explicit application programme validation logic.

The validations were determined for every field:

- Validation of an appropriate data type was an effective way of validation. For example, entering of text in fields where ‘numbers’ were required, would be rejected by the computer and vice-versa.
- Another useful method of validation checking was to **set field lengths**. These restrict the amount of characters that can be typed into a field. This prevents from wrong information being entered into a field.
- The validation check was the ‘required option’. If a field is required, then something must be filled in. It cannot remain blank. The most important fields, such as ‘Lat’ and ‘Long’ fall into this category.

VIII.4.4 Principles of design

The following principles were considered while designing the process:

- The database supports both required and ad hoc (unplanned) information retrieval
- The tables are constructed properly and efficiently
- Data integrity is imposed at the field, table and relationship levels
- The database support business rules relevant to the organization it is designed for
- The database has the capacity for future growth and development

VIII.5 Exit Strategy

Planning for a smooth functioning and continuity of the system was carefully done at the outset. The exit strategy focused on the following:

VIII.5.1 Presentation on GIS

Presentation on basic concepts of GIS and applied GIS was given to participants. This was necessary before any practical undertaking on ground.

VIII.5.2 On-the job training

The team was encouraged to initiate all processes from data collection to compilation using their won skills. Guidelines were set in the beginning of the project and constant monitoring was done to ensure quality output. Several test runs were also made to finalize the format of data collection techniques.

VIII.5.3 Technical support

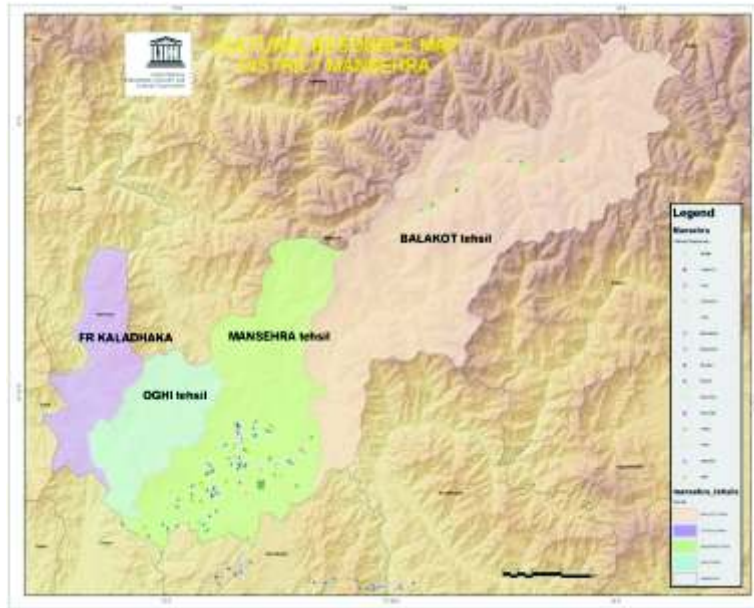
As GIS requires constant hands-on practice for better and meaningful results, the GIS Expert assured technical support even beyond the project period. The medium of such support could be e-mail, phone or even meetings with the Expert.

VIII.5.4 Handing over to end-users

The GIS handed over to end-users consisted of additional subsystem to attach multiple videos, audios and photos. This sub-system was developed using html and was kept very simple in order to accommodate those staff members who have little knowledge of programming.

VIII.6 The National Cultural Database Centre (NCDC)

During one of the meetings at the Pakistan National Council of the Arts (PNCA), the Director General of PNCA, Mr. Naeem Tahir, offered space to UNESCO Islamabad to establish a database with a promise to share as much information as is available at PNCA. This positive development paved the way for a National Database of cultural assets of Pakistan as other bodies of the Ministry of Culture, Lok Virsa and the Department of Archaeology and Museums (DOAM) also stepped forward to offer their services. This was greatly encouraging and UNESCO started working on a system of conversion, whereby, whatever information was to be obtained from various sources could be transferred to the database. Given the keen interest expressed by the three organizations to house the National Database (DB), it was deemed necessary to examine the facilities in each of these offices before deciding on the location, since the NCDC was to handle large geo-spatial datasets related to tangible and intangible cultural assets in Pakistan.



The NCDC's primary mandate is to systematically collect and store data on cultural assets of Pakistan and develop easy-to-use standardized data and information-sharing mechanism, widely used by organizations, scientists and institutions. This complements UNESCO's mission to ensure a sustainable use of database and visibility.

Having visited facilities at Pakistan National Council of the Arts (PNCA), the Department of Archaeology and Museums (DOAM) and the National Institute of Folk Heritage (Lok Virsa), the GIS Expert recommended setting up of NCDC at the National Institute of Folk Heritage (Lok Virsa).

VIII.6.1 Training sessions

Training sessions for the end-users (Lok Virsa) were divided in two parts – LAB sessions and GIS understanding.

VIII.6.2 LAB sessions

The LAB sessions were conducted to achieve two objectives: i) installation and understanding of the GIS software; and ii) techniques for linking tangible and intangible data with GIS software.

VIII.6.3 The GIS software

The platform used for the purpose was Environmental System Research Institute (ESRI), a GIS software developing company based in Redlands, California, USA. ArcGIS, a collection of GIS software was selected for its diverse applications and easy manipulation of data.

Hands-on training was given to the designated staff to build up the GIS database. It was assumed at the time of training that the users are well acquainted with the general use of Windows and have basic concepts of a database. However, whenever a deficiency was observed by the Trainer, the trainees were given extra training.

VIII.6.4 Data management

Data management essentially deals with the practices and procedures concerning data and carrying out these procedures on regular basis. One of the basic requirements of the Project was standardization of not only field data collection techniques, but also the storage and retrieval processes.

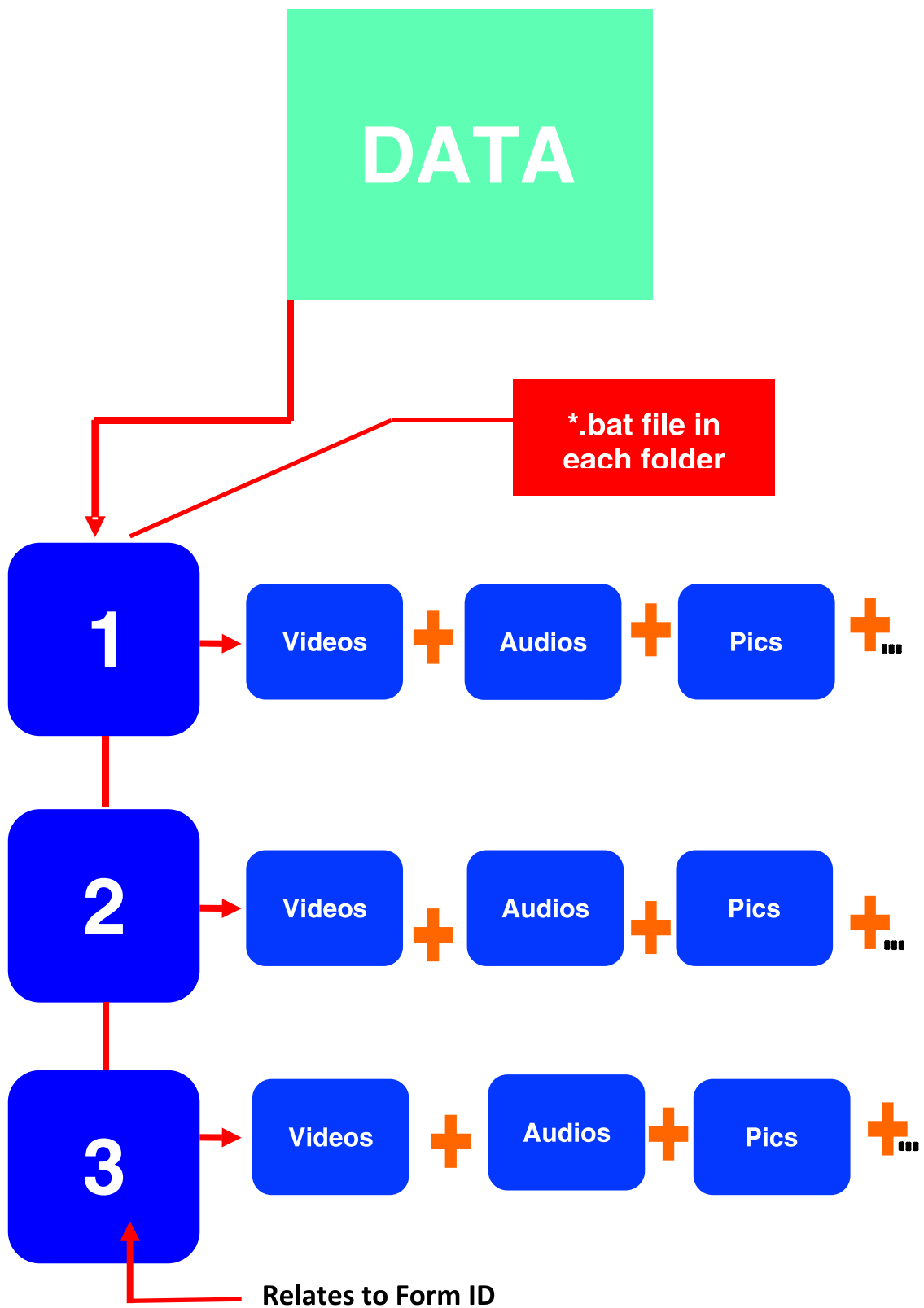
The procedure of copying the data to PCs, their order, naming the folders, hierarchy of folders, naming of files etc. was emphasized.

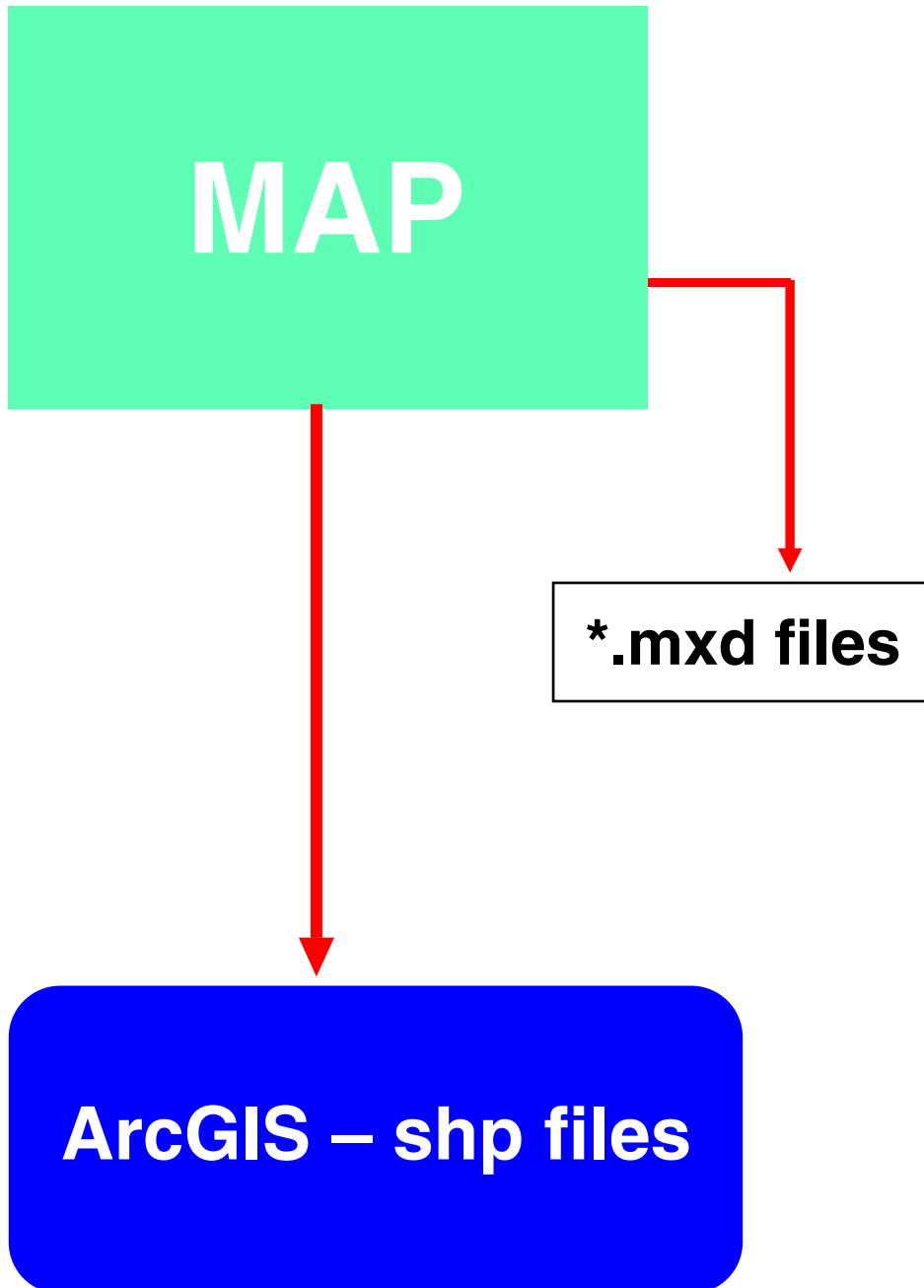
Five types of data are being added to GIS:

- i) Point file: This is the location of the asset itself and being recorded through GPS by field staff. All related data is then subsequently attached to this coordinate value or point file.
- ii) Pictures: For the Project, jpeg format has been standardized.
- iii) Audio: Real audio format has been encouraged.
- iv) Videos: mpg format was kept as standard.
- v) Documents: Free format as the documents, especially ancient ones have to be scanned. Preference was given to pdf format.

The training focused on developing the standard procedure and arranging the data files on the computer hard dis

The following diagrams illustrate the procedure:







VIII.7 LAUNCHING OF THE NATIONAL DATABASE OF PAKISTAN'S CULTURAL ASSETS AT LOK VIRSA, ISLAMABAD ON 7 MAY 2011

The launching of the National Database of Pakistan's Cultural Assets was the culminating point of the mapping project and a moment of great rejoice and achievement for UNESCO, its implementing partners and the Royal Norwegian Embassy. On 7 May 2011, in collaboration with UNESCO, Lok Virsa organized a formal inaugurating ceremony of the National Database, which has been stationed at Lok Virsa in Islamabad. The event held the attention of the international community, experts, cultural professionals, media, the civil society, students and people from various other walks of life.

Welcoming the guests to the event, Lok Virsa Executive Director Khalid Javed said that with the creation of the National Database for the Cultural Assets of Pakistan, his organisation would try its best to maintain the cultural database to its best state. He expressed the hope that this facility would go a long way in documenting and preserving Pakistan's traditional cultures. He reiterated that the database was not solely meant to store data but also had practical applications like mainstreaming and blending of Pakistani cultures.

Presentations were made by Mr. Yawer Saeed Ansari, GIS Expert and Ms. Sajida Haider Vandal, Executive Director, THAAP, to apprise the guests on the methodology, processes and outcomes of the project. While recapping the GIS-compatible methodology adopted for the project, Mr. Ansari, also demonstrated the advantages of using such a system. Ms.

Vandal, on the other hand, spoke about the dynamics of cultural mapping and its benefits in terms of social and economic empowerment.

The occasion was graced by the presence of the Federal Minister for Information and Broadcasting, Dr. Firdous Ashiq Awan, who proclaimed Culture *“as a vital tool through which we can fortify the tarnished image of Pakistan at the international level”*.

The UN Special Envoy to Pakistan Mr. Rauf Engin Soyol, Director UNESCO Islamabad Dr. Kozue K. Nagata and the Norwegian Ambassador Robert Kville were also present. Speaking on the occasion, the UN Special Envoy appreciated the rich and diverse culture of Pakistan, adding that: *“Culture is of socio-political importance for Pakistani people. Pakistan is a country of various traditions with a mixture of different languages. A wide variety of dialects is found here which seem changing from region to region. What is needed is to glue this wide variety of cultural manifestations together in a string.”*

The event concluded with a formal launching of the National Database of Pakistan’s Cultural Assets.



RESULTS FINDINGS RECOMMENDATIONS





IX.1 RESULTS PRODUCED AND PROBLEMS ENCOUNTERED

IX.1.1 Objectives achieved

Originally, the project document proposed mapping of cultural assets in seven selected districts of NWFP - Chitral, Swat, Bannu, Mansehra, Charsadda and Mardan. However, due to unforeseen security threats in the region, only four of the seven districts were covered in NWFP (now Khyber Pakhtunkhwa). Alternatively, UNESCO moved to the Punjab and covered two culturally rich districts of the province, namely, Multan and Bahawalpur. This move came as an opportunity to prove the success of the ongoing project in terms of methodology, interest among stakeholders as well as further funding for pilot activities, to demonstrate the value of the mapping exercise.

IX.1.2 Key Outputs

As against the expected outputs indicated in the project document, UNESCO Islamabad and its implementing partners were able to make it way beyond the stated objectives and outputs of the project. Besides attaining the very goal of the project and establishing a National Database of the country's cultural assets, the following key outputs were achieved during the project period:

- A Standardized GIS-compatible System for Data Collection and Management
- A Resource Pool of Forty Trained Persons, to Upscale Cultural Mapping Across the Country
- Documentation Centres established in Chitral, Mansehra, Mardan and Bahawalpur
- Database to house the Cultural Assets of Khyber Pukhtoonkhwa established at Hazara University, Mansehra

- Manual on Cultural Mapping: “A Guide for Planning and Carrying out Cultural Mapping in Pakistan”
- Documentaries: i) The Hidden Colours; ii) The Hidden Assets; and iii) Land of a Thousand Colours
- A Set of Six Booklets, “Teachers’ Resource Kit, Heritage in Young Hands” (1000 copies)
- Master Plan for Takht-i-Bahi and the Neighbouring Ruins of Seri Bahlol
- Publication on Crafts of South Punjab, “Cultural Expressions of South Punjab”

IX.1.3 Challenges and Opportunities

These past years, the country’s rich but sadly neglected cultural assets have been facing greater threat than ever, owing to the rise of fundamentalism and terrorism in Pakistan, particularly in the North West Frontier Province (now Khyber Pakhtunkhwa or KP), which was the original project location.

UN agencies in Pakistan, including UNESCO faced grave challenges in the face of persistent terrorist attacks in various parts of the North West Frontier Province (NWFP), as well as in Islamabad. In the year 2009, programme delivery was seriously affected and movement of UN staff became restricted. In close consultation with the Department of Safety and Security some pragmatic decisions had to be taken so that only critical and essential projects and activities would continue, while for other activities alternative implementation modalities were proposed, such as “transferring” of the project to competent partners – government and/or non-governmental.

Against this backdrop, UNESCO Islamabad decided to wind up its project offices in Peshawar and Mansehra and pull out all non-essential staff from the project by January 2010. Fortunately, most of the data collection had been completed in Peshawar, Mansehra, Mardan and Chitral by this time and a database established at the Hazara University, Mansehra. The database was handed over to Hazara University in early 2009, while data collection continued in the three districts under the able guidance of Project Coordinators.

The deteriorating security situation in the NWFP had a major impact on the original objectives, as UNESCO, in consultation with the donor decided to replicate the project in two districts of the Punjab. This expansion led to a great deal of interest among related government circles as all specialized bodies of the Ministry of Culture, i.e. the Pakistan National Council of the Arts (PNCA); the Department of Archaeology and Museums (DOAM); and Lok Virsa were keen to offer space for housing a National Database of Pakistan’s cultural assets, assuring unrestrained cooperation in this context.