

WORLD HERITAGE EARTHEN ARCHITECTURE PROGRAMME
CAPACITY BUILDING AND TRAINING
MISSION REPORT TO BENIN



Report prepared under UNESCO contract

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Acknowledgements

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Without their contributions, the results presented in this report could have not been achieved.

1. Background to the mission

The ten-year World Heritage Earthen Architecture Programme (WHEAP 2007-2017) was adopted at the 31st session of the World Heritage Committee (Christchurch, 2007) and approved as one of the thematic programmes. The Programme centres on the revitalisation and conservation of earthen architecture through the development of appropriate and sustainable methods for conservation and the dissemination of best practices.

The overall aims of the thematic programme have been stated as follows:

- To develop appropriate methods and techniques for improving the sustainability of the conservation and the management of the different types of earthen architectural heritage inscribed on the World Heritage List and/or included in States Parties' Tentative Lists;
- To ensure that best practices are broadly disseminated for practical application at properties protected under the World Heritage Convention, with also possible broader application at the community level for the upgrading of the living conditions, as a contribution to poverty alleviation.

As for the implementation of activities, the following have been identified:

- Development of in-depth pilot projects at selected World Heritage and Tentative List sites, including long term follow-up and evaluation in all regions of the world;
- Development of cooperation agreements with States Parties to develop conservation and research activities in the field of earthen architectural preservation;
- Development of series of activities to address specific thematic issues or typologies;
- Contribution to sustainable development (social, economic, cultural) and poverty alleviation;
- Involvement of local communities and women in particular in programme activities;
- Reinforcement of the capacities of regional institutions around the world to address the conservation problems facing earthen architecture heritage;
- Progressive transfer of the programme management responsibility at the regional level;
- Increase opportunities for specialized training;
- Organization of thematic courses;

- Assistance to Regional institutions in developing training on earthen architecture at different levels (vocational, basic, university, Post graduate);
- Preparation of teaching material for dispatch to and use by the UNESCO earthen architecture Chair network.

To date, the programme has achieved progress in diverse components, particularly in regard to the inventory project and the understanding of the current state of the art of the field. In addition, several field projects have been launched to contribute to advance practices in respect to planning, urban regulations, conservation of know-how, among other topics.

Within that framework, in spring of 2010 it was decided to continue efforts in the educational component of WHEAP, particularly for the Africa region. This mission report pertains to the initial fact finding mission and the results obtained.

2. Objectives of the mission

The terms of reference for the mission were centred on the assessment of the existing possibilities at the Ecole du Patrimoine Africain (EPA) to host an educational programme for earthen architecture and to use existing resources to develop educational materials to be used throughout the Africa region. The mission was to assess target groups for training and to identify the main themes and priorities, as well as adequate methodologies to enhance practices. In addition, in collaboration with EPA colleagues, the mission was to evaluate past developments of didactic materials and educational experiences to apply lessons learned in the development of training modules.

The main objective consequently for the mission was to identify the potential course of action to develop didactic materials for earthen architecture conservation and sensitization to be used by African regional institutions (EPA and CHDA). To comply with this objective, a work plan was developed and agreed upon with EPA prior to the undertaking of the mission (*See Appendix III. Work plan for the mission*).

3. Assessment of specific issues

3.1 Feasibility of developing/establishing a programme at EPA

- EPA has considerable experiences and a wealth of lessons learned in regard to capacity building and training, particularly for West Africa.
- The existing human and technical resources at EPA also have acquired, and continue to do so, extensive experience in the development of both short and longer term training endeavours. The staffs are knowledgeable and have the expertise to carry out training initiatives; the presented structure for operation is adequate for the programme. The structure of EPA and its function as a higher level educational establishment, with the capacity to provide university degrees and its association with other Universities, is also an attractive factor to take into account for potentially imbedding a long-term programme on earthen architecture.
- Through an innovative fundraising and financial management scheme, EPA has secured resources for operation. Although limited, it still allows for important activities to be implemented on a constant basis.
- EPA staff highlighted the importance of understanding the context of each institution, consequently the proposed programme on earthen architecture needs to be considered as an “open” one, susceptible to changes and integrations in response to particular needs and contexts.
- Another important factor to consider is the wealth of case studies that could be culled from the Benin context, for example the long history of conservation and management interventions at the Royal Palaces of Abomey or the on-going projects for rehabilitation and valorisation of earthen architecture in Porto Novo. These cases provide diverse lessons learned but also invaluable knowledge in regard to the applicability and development of methodological approaches.
- EPA also carries out significant work in terms of dissemination and awareness-raising and those are activities also worth exploring as means to further promote the goals of WHEAP.
- It should also be underscored that EPA has an existing large network of heritage professionals in the region which is also an important issue to take into account, particularly for the transfer of capacities and the “training of the trainers”.

- CHDA (Centre for Heritage Development in Africa) will also play an essential role in the programme, although further discussion is warranted to assess existing capabilities and resources.

3.2 Existing didactic materials

- EPA has developed many didactic materials for its courses and the lessons learned through each course edition are reflected in the manner in which these materials have been revised.
- In the case of earthen architecture, there are many different materials already developed, for example those from the PAT courses carried out in Grenoble or in Peru. In addition to these, there is a vast bibliography already compiled and plenty of other resources available.
- These materials would need to be tailored and adapted for the specific needs to appropriately respond to the context and to the didactic offers. An important premise to consider in the development of these materials is that they will need to be embraced by and for the users. It is not simply a matter of taking materials; it's the understanding of how approaches can be applicable in diverse contexts and if not, and how they can be tailored to meet specific needs.
- Although materials exist, it is worth exploring how readily available they will become from potential partner institutions (ICCROM, Craterre, etc.)

4. Proposal for the development of a capacity building programme on earthen architecture conservation and sensitization

4.1 Overview of proposed programme

During the mission, several discussions were carried out with EPA colleagues for the design of the capacity building programme on earthen architecture conservation and sensitization. Discussions centred on the aims and objectives of the programme, the identified needs for the region, the potential themes and modules and the target audiences for each. The results from the discussions are presented next.

Aims and objectives

- Recognise earthen architecture as an expression of identity of local populations and increase their sense of pride to inhabit earthen structures;
- Improve the awareness and valorisation of earthen architecture heritage and construction as a contributor to sustainable development;
- Recognise earthen architecture as a way of construction adapted to the needs and beliefs of local populations and not as an expression of poverty.

In light of these objectives, it is proposed that the programme addresses different levels:

- A socio-political level, including politicians and decision-makers as well as local communities
- An institutional – professional level, including professionals and technicians
- Site manager level, including professionals and technicians

- Depending on these levels, the programme can be envisaged as different modules that can be tailored to short, medium or long term durations according to the audiences. Each module will respond to identified needs and will most likely use case studies to illustrate methodologies, approaches and lessons learned. Notwithstanding the specific module, it will need to keep a strict relation and structure with the main objectives of WHEAP and the aims of capacity building for the region in regard to earthen architecture.
- Methodologically, the programme can be conceived in a modular structure, where different needs can be addressed from the macro to the micro level, with cross-cutting issues throughout. Having modules will also facilitate their potential integration or embedment in other training and/ or capacity building endeavours, for example in existing programmes for the conservation of built heritage. This approach will also preclude the possibilities of overlapping with initiatives by presenting a “packaged and ready to be delivered” module, therefore optimising human, financial and technical resources for implementation.
- In the particular case of earthen architecture, it will be critical to maintain the capacity-building and awareness raising binome, to guarantee not only the training of technical personnel but also the long-term viability for implementation by raising awareness within local communities and making them beneficiaries of improved practices.
- A fundamental premise for the programme will be the training of trainers, capacity and knowledge transfer will be critical to secure the long-term viability of the

proposed programme. In this respect, a first level of transfer needs to be foreseen with the regional institutions and from there to the local levels, be it site managers or local communities.

- Capacity building is a dynamic process, with continuous feedback and monitoring that will allow for review and adaptation as needed to continue to be responsive to issues as they arise.
- Another important consideration is the presentation of the proposed programme to the potential users of materials, it was agreed that the meeting in Djenné will provide an important forum to begin discussions with other interested parties.

4.2 Programme components

The capacity building and training component for the World Heritage Earthen Architecture Programme has been designed taking into account the priority needs that have been identified for the Africa region through diverse assessments and during the May 2010 mission to Benin.

The proposed programme is structured around five main themes:

1. Sensitization and valorisation about the significance of earthen architecture heritage as a contributor to sustainable development, for housing needs and to promote a sense of identity
2. Capacity for conservation and management of earthen architecture heritage
3. Conservation of earthen architecture in the territorial and urban context
4. Improvement techniques and practices for new
5. Implementation of the World Heritage Convention

Each of these components is described next, considering a brief description of the component, the target audiences, the potential resources to tap on and the proposed duration of each module.

1. Sensitization and valorisation about the significance of earthen architecture heritage as a contributor to sustainable development, for housing needs and to promote a sense of identity

One of the most significant challenges faced for earthen architecture is the long standing notion that it signifies “poverty”, “backwardness” and “lack of progress”. This has meant that in many cases earthen architectural heritage sites are left to abandonment and not addressed as consistently as other types of heritage sites. The lack of valorisation and appreciation of earthen architecture has translated in the gradual loss of know-how and traditional knowledge which has impacted the continuity of earthen architecture construction. Several studies demonstrate the benefits of earthen architecture construction and its undeniable contribution to sustainable development.

This programme component seeks to address these pressing concerns through modules mainly centre on sensitization and awareness-raising.

| Module | Audience | Resources | Duration |
|--|---|--|---|
| Sensitization of earthen architecture as a valid and sustainable material for construction | <ul style="list-style-type: none"> - Construction / architecture professionals and students - Construction industry | <ul style="list-style-type: none"> - Studies that have been produced for Agenda 21 - Craterre - Centre Togo - Potential cases: Villefontaine, Santa Fe, NM, Burkina Market | Short course |
| Sensitization of the benefits of Earthen architecture heritage conservation | <ul style="list-style-type: none"> - Politicians - Decision-makers - Opinion leaders | <ul style="list-style-type: none"> - Case studies that demonstrate benefits and support methodological approaches (e.g. Pays Dogon) | Short course |
| Sensitization of earthen architecture as means for sustainable | Communities | Craterre? | Short activity + continuous presence / support for site |

| | | | |
|--|--|--|--|
| construction, development and identity/ well-being | | | manager and/ or implementing agency - Continuous educational/ capacity building activities |
|--|--|--|--|

2. Capacity for conservation and management of earthen architecture heritage

In addition to the limited valorisation of earthen architecture heritage sites, there continues to exist significant needs in having the adequate expertise for conservation. Many problems pertaining to the state of conservation can be tracked down to inappropriate interventions, both in terms of methods and of materials used. The component seeks to address this need through the implementation of different modules. It should be highlighted that although they might be treated as separate components, each module will always consider a holistic vision and include all parts of the conservation process from documentation to assessment to treatment to maintenance to preventive conservation to monitoring and review.

| Module | Audience | Resources | Duration |
|---|---|--|---|
| Emergency interventions/ Interventions in case of disaster | Heritage professionals Emergency responders | Materials developed for PAT courses Experiences from other fields | Short courses |
| Structural interventions | Heritage professionals (Architects / engineers) Artisans, communities, technicians | Craterre GCI ICCROM Cases: Djenné, Mopti, Abomey | Medium length courses Short courses, training on field |

| | | | |
|---|---|--|--|
| Surface interventions | Heritage professionals (Architects / engineers, conservators, artists, artisans) | Craterre GCI ICCROM Cases: Abomey | Medium length courses |
| | Communities, technicians | | Short courses, training on field |
| Decorated surfaces interventions | Heritage professionals (Architects / engineers, conservators, artists, artisans) | Craterre GCI ICCROM Cases: Abomey | Medium length courses |
| | Communities, technicians | | Short courses, training on field |
| Management | Heritage professionals, site managers | Craterre GCI ICCROM Cases: Abomey | Short courses |
| Risk management | Heritage professionals (Architects / engineers, conservators, artists, artisans) | Craterre GCI ICCROM | |
| Sensitization about conservation processes for Earthen Architecture | Politicians | ICCROM | Short course (similar to the course for directors in Africa 2009) |
| | Decision-makers Opinion leaders Professionnels du batiment | | |

| | | | |
|--|------------------------|---------------|---------------|
| Documentation for earthen architecture | Heritage professionals | GCI | Short courses |
| Communication | Heritage professionals | ICCROM WHC | |

3. Conservation of earthen architecture in the territorial and urban context

In many areas, earthen dwellings, whether listed as heritage or just part of vernacular settlements, are being razed down to pave the way for “development”. An important challenge remains for the effective integration into the larger context so as to adequately constitute a factor for sustainable development, with undeniable value that would substantiate its conservation or the continuity of traditional practices. This component seeks to address this factor through the development of four modules.

| Module | Audience | Resources | Duration |
|---|---|---|---|
| Earthen architecture management in the territorial and urban context | Heritage professionals Site managers | EPA Cases: Porto Novo, Accra | Short term |
| Sensitization about earthen architecture on diverse levels: contributor to development, value as heritage, etc. | Politicians Decision-makers Opinion leaders | ICCROM WHC Cases: Porto Novo, Accra | Short course (similar to the course for directors in Africa 2009) |
| Planning tools: methodologies planning, urban regulations, legislation | Heritage professionals Site managers Professionnels du batiment | | Medium length |
| Planning tools: GIS and other mapping tools | Heritage professionals Site managers Professionnels du batiment | | Medium length |

4. Improvement techniques and practices for new construction

Earthen architecture is not only a traditional and vernacular way of construction. In the past decades, there have been important evolutions to fill technological needs and materials exist in different parts of the world to illustrate the new technologies developed and regulations. New innovations have also occurred to improve use of renders and the need for maintenance. This module seeks to convey the modernity of earthen construction through the presentation of improved technologies and the presentation of new typologies that have popularised earthen architecture in some places. The module will also raise awareness at different levels to also enhance the message of the value of earthen architecture and its strong contribution to sustainable development, through construction that maintains the character of earth while responding to contemporary needs of populations.

| Module | Audience | Resources | Duration |
|--|--|------------------|---------------------|
| Different improved technologies | Professionals du batiment Artisans and traditional constructors | CRATERRE | Practical workshops |
| Modern technologies and best practices | Professionals du batiment Artisans and traditional constructors | Craterre | Practical workshop |
| Traditional earth construction know how: improvement and integration in contemporary practices | Professionals du batiment Artisans and traditional constructors | | Practical workshops |

5. World Heritage Convention

The World Heritage Convention is the only tool that exists at the international level to promote the conservation and protection of heritage places. However, there are many misconceptions around it and it continues to be considered as only important for World Heritage listing. This module seeks to convey the importance of the Convention, particularly in regard to the responsibilities, rights and obligations that exist at the different levels, from decision-makers to communities. The module also seeks to convey the importance of the Convention for heritage professionals and its use as a tool to support heritage conservation.

| Module | Audience | Resources | Duration |
|-----------------------------------|------------------------|-------------------------|-------------------------|
| Responsibilities as state parties | Decision-makers | Module developed at EPA | Short course |
| Tool for heritage conservation | Heritage professionals | | Medium length course |
| Rights and obligations | Communities | | Short activity on field |

4.2 Priorities for development of modules

During the mission, discussions were additionally carried out to identify the priorities for the development of each module, considering how critical the need is but also if the module could be implemented without hindering future activities. The results from these discussions are presented in the following table:

| | Module | Priority |
|-----|--|----------|
| 1. | Sensitization of earthen architecture as a valid and sustainable material for construction | 2 |
| 2. | Sensitization of the benefits of EA heritage conservation | 1 |
| 3. | Sensitization of earthen architecture as means for sustainable construction, development and identity/ well-being | 3 |
| 4. | Emergency interventions /interventions in case of disaster | 1 |
| 5. | Structural interventions | 2 |
| 6. | Surface interventions | 2 |
| 7. | Decorated surfaces interventions | 2 |
| 8. | Management | 1 |
| 9. | Risk management | 2 |
| 10. | Sensitization about conservation processes for EA | 1 |
| 11. | Documentation for earthen architecture | 1 |
| 12. | Communication | 1 |
| 13. | EA management in the territorial and urban context | 3 |
| 14. | Sensitization about EA from diverse levels: contributor to development, value as heritage, etc. | 2 |
| 15. | Planning tools: methodologies for planning, urban regulations, legislation | 3 |
| 16. | Planning tools: GIS and other tools (innovative) mapping as a tool for planning and conservation and management appropriate for earthen architecture | 3 |
| 17. | Different improved technologies: BTC Stabilization Modern techniques rammed earth | 1 |
| 18. | Modern technologies and best practices | 2 |
| 19. | Traditional earth construction know how: improvement and integration in contemporary practices | 3 |
| 20. | Responsibilities as state parties | 1 |
| 21. | Tool for heritage conservation | 1 |
| 22. | Rights and obligations | 1 |

4.4 Requirements for development of the programme

Based on the discussions carried out during the mission, the following elements and conditions were identified as critical for the successful development of the programme. These include:

For a successful long-term programme and effective capacity building in earthen architecture conservation and valorisation it will be critical to:

- Link the conservation of heritage with sustainable development;
- Identify and prioritise the specific needs of each context before implementing modules;
- Identify the appropriate target audience and duration of the activity in response to the local needs;
- Identify the appropriate budget for each activities and foresee resources for the follow-up and monitoring of results and outcomes;
- Potentially carry out fund raising for the implementation of specific modules. These activities need to be presented as parts of a whole to secure sustainable arrangements for their sustained implementation.

For the achievement of positive results in terms of capacity building:

- The identification and selection of clear objectives for the programme and for each module;
- The selection of motivated participants with demonstrated competencies in the particular field of interest;
- The selection of instructors with a good ability to interact with the audiences and capable of understanding weaknesses and reacting positively to them;

For the development of modules and didactic materials:

- Identify case studies that demonstrate the benefits of methodological approaches or practices.
- Develop figures that demonstrate the value of earthen architecture, from statistics from derived benefits (e.g. from visitation to a heritage site) to the comparison of costs of construction, etc.
- Undertake sociological studies to identify the attitudes and perceptions of communities towards earthen architecture to best define appropriate ways to raise awareness and increase a sense of appropriation and pride on earthen architecture.

- Develop adequate methodologies for sensitization that take into account the interests of the communities both for the use of heritage places and for the improvements in quality of life, particularly in regard to earthen architecture construction.
- Identify and tailor planning methodologies that have proven successful for earthen architecture heritage management, conservation and sensitization, particularly in terms on the integration of earthen architecture in territorial and urban planning processes.
- Identify and develop cases that illustrate best practices in regard to protective legislation and regulatory frameworks.

4.5 Proposed lay-out and structure for the development of didactic materials

During the mission, the potential lay-out and structure for the development of didactic materials was discussed. To arrive to the proposed structure, materials from PAT courses and from EPA courses were analysed. It was agreed that all modules would include the following components:

- Session outlines include:
 - Description of the subject (summary of the theme)
 - Educational aims
 - (things that participants will be able to do after the session)
 - Teaching strategies
 - Content outline
 - *Topics to be covered*
 - Bibliography

- Teaching notes include:
 - Description of the subject
 - Educational aims (things that participants will be able to do after the session)
 - Key issues
 - Main topics instructor should address / main lessons from the subject
 - Didactic methods (How will you teach? Case study, lecture, interactive discussion, simulation, etc. etc.)

- Technical notes are essays that include concepts, theory, methods, it's a reference document that is written by the instructor and supported by bibliography (it's window into head of instructor)

- Field and classroom exercises include:
 - Description of the exercise
 - Justification of the exercise
 - Educational aims (*How does the exercise contribute to educational aims of a subject*)
 - Specific objectives of the exercise
 - Problem description
 - Teaching strategies

- Preparation
- Exercise
- Sequence of the exercise
- Materials needed

In addition to the “core” materials, modules might also require the development of case studies to illustrate particular approaches or lessons learned and specific working sheets and toolboxes to be handed out to participants.

It is foreseen that the compilation of these materials would be integrated in teacher and student books for each module, which could be easily adapted for a variety of uses.

Similarly, during the capacity building endeavours there would need to be documents ready for consultation at the place where the activity takes place. References suggested for each topic should also be available for consultation.

4.6 Action plan for the development of didactic materials

The following section of the report identifies the proposed actions to carry out for the development of the programme, including identified tasks, roles and responsibilities and timelines for the development to meet the goals of presenting the programme at the regional workshop in Djenné during the fall of 2010.

| Task | Responsibility | Timeframe |
|--|------------------------------|---------------------------|
| Review/ finalization mission report / programme | MB, CC & EPA | Summer 2010 |
| Review and comments | WHC | Summer 2010 |
| Integration of comments | MB & CC | Summer 2010 |
| Circulation report (EPA & CHDA) | WHC | Fall 2010 |
| Development of didactic materials: 1 phase | | |
| Management | EPA + CC | Fall 2010 |
| Improved technologies for new construction | EPA + ICCROM + CRATerre + MB | Fall 2010 |
| Implementation of the WH Convention | WHC + CC | Fall 2010 |
| Sensitization of the benefits of EA heritage conservation and conservation processes | EPA + MB + CC | Fall 2010 |
| Presentation of programme and presentation of developed modules | WHC + EPA + MB + CC | November, 2010 |
| Development of didactic materials: 2 phase | | Winter 2010 – Winter 2011 |
| Review of materials | | Summer 2011 |
| Finalisation phase 2 materials | | Winter 2011 |
| Development phase 3 materials | | Winter 2011 – Winter 2012 |
| Review of materials | | Summer 2012 |
| Finalisation phase 3 | | Winter 2012 |
| Presentation of didactic materials | | Spring 2013 |

WORLD HERITAGE EARTHEN ARCHITECTURE PROGRAMME (WHEAP)

CAPACITY BUILDING AND TRAINING

MISSION REPORT TO BENIN



APPENDICES

I. Mission team members

Mauro Bertagnin

Carolina Castellanos

II. Terms of reference for the mission

A. Develop in close cooperation with the other UNESCO consultant and counterparts at EPA (École du patrimoine africain), namely the staff in charge of training activities, the teaching material on earth architecture conservation and sensitization in Africa to be used and distributed by African regional institutions EPA and CHDA. The material should be ready for presentation and final revision at the regional workshop in Djenné in autumn 2010. For this, the consultant shall:

1. Assess the educational framework, experience and possibilities at EPA in terms of technical and human resources to develop a suitable teaching programme/ material for use by EPA in the future;
2. Identify target public, and develop themes, teaching priorities and most adequate methodologies;
3. Assess any existent didactic material on earth architecture conservation and sensitization from previous teaching experience that may be useful for the teaching activity at EPA's and CHDA's;
4. Identify and choose most adequate themes to be developed in teaching modules for the different target public and course aims and define their overall objectives;
5. Contribute to the lay-out and structure of the material, which should include a teaching and students book, working sheets, and proposal for course curricula and lesson structures for the teacher;

III. Work Plan for the mission

World Heritage Centre
Mission at the School of African Heritage, Porto Novo, Benin
Work Plan for the mission (24- 28 May 2010)

Objectives of the mission

Within the framework of the World Heritage Earthen Architecture Programme, identify the potential course of action to develop didactic materials for earthen architecture conservation and sensitization to be used by African regional institutions (EPA and CHDA)

Friday May 21, 2010

Arrival consultant (C. Castellanos) at Cotonou, Benin

Sunday May 23, 2010

Arrival consultant (M. Bertagnin) at Cotonou, Benin

Travel to Porto Novo

Monday May 24, 2010

Meetings at EPA

- Objectives of the mission and of the workshop
- Discussion on the scope of the project and the workshop: development of didactic materials for earthen architecture conservation and sensitization in Africa for African regional institutions (EPA and CHDA)
- Discussions on the educational framework, past and present experiences and possibilities at EPA:
 - Assessment of previous capacity-building endeavours
 - Existing resources: technical, human and financial
 - Feasibility for developing teaching and capacity-building programmes
 - Requirements for development of didactic materials
- Assessment of existent didactic materials on earthen architecture conservation and sensitization

Tuesday May 25, 2010

Meetings at EPA

- Identification of current capacity-building needs in the field of earthen architecture conservation and sensitization
- Discussion on overall capacity building programme on earthen architecture conservation and sensitization:
 - Aims
 - Objectives
 - Target audiences
 - Course curricula
 - Themes and modules for different target audiences
 - Case studies
- Identification of capacity-building priorities per audience and per theme
- Discussion on methodological approaches and tools, potential adaptations that will be required to adequately respond to the specific contexts and audiences
- Discussion on the requirements and strategies for successful implementation of conservation capacity building and sensitization programmes for earthen architecture

Wednesday May 26, 2010

Field Work

World Heritage site of the Royal Palaces of Abomey

- Assessment of the site as potential case study
- Assessment of current conditions at the site

Thursday May 27, 2010

Field work (site evaluation of potential case study – to be defined by EPA)

Friday May 28, 2010

- Discussion on the lay-out and structure for the development of didactic materials
 - Session outlines
 - Teaching notes
 - Technical notes
 - Field and classroom exercises
 - Case studies
 - Working sheets and toolboxes
 - Teacher and student books

- Action plan for the development of didactic materials
 - Roles and responsibilities
 - Timelines for development
 - Presentation for review (Regional workshop in Djenné, autumn 2010)

WHC consultants to work on outline for mission report

Departure Porto Novo for Cotonou

Departure Benin

IV. Meeting minutes

Rencontre lundi 24 Mai 2010

Participants

- BC- Baba Keita, directeur de l'EPA
- MB- Mauro Bertagnin, consultant UNESCO
- CC-Carolina Castellanos, consultant UNESCO
- VA-Victoire Adegbedi, coordinatrice pole territoire et patrimoine EPA
- RK-Rodrigue Kessou chargé du programme architecture et urbanisme
- BI-Balde Ismailou, coordonnateur du pole formation et recherche (directeur ad interim EPA)

LUNDI/MATINEE

1) Introduction et discussion sur le programme

Après des mots de bienvenue de BI , la discussion commence et RK et VA soulignent l' intérêt et le buts de la mission. BK aussi souhaite la bienvenue et rappelle que le travail à faire sera celui d'identifier un programme viable et approprié.

Les deux experts remercient les représentants de l'EPA et proposent de suivre le programme fixé qui pourra éventuellement être modifiée par rapport au développment de la discussion .

La discussion commence et tous les intervenants constatent qu'il existe beaucoup des matériaux didactiques déjà élaborés pendant les autres programmes tels que le cours PAT Amérique Latine ou les matériaux déjà développés pour le « Projet Terra ».comme rappelle CC. Et à son tour MB rappelle que, par exemple, existe déjà une vaste bibliographie, mise à jour à 2009, de l'ICOMOS. BC rappelle aussi Getty Conservation Institute ICCROM et CRATerre ayant été partenaires en plusieurs projet disposent d'une vaste quantité des matériaux didactique qui selon le projet élaboré du cours pourront être demandés pour structurer un' offre didactique appropriée.

VA et RC rappellent aussi que d'autres matériaux éventuellement pourront être disponibles (p.e. Africa 2009). Tous ces matériaux pourront être, une fois obtenue l'autorisation ou avoir impliqué les auteurs ou détenteurs du copyright, utilisés par rapport au besoins du cours (ou des cours) une fois identifiée leur structure. CC et MB rappellent aussi que la structure du cours devra être le résultat d'une discussion sur les besoins identifiés.

MB et CC rappellent que *le cours doit se développer en stricte relation avec les objectifs de base du WHEAP programme.*

CC essaye d'identifier à un premier niveau méthodologique une structure possible avec un niveau « macro » et un niveau « micro » avec une série de thématiques qui pourront être à la base d'une structure « modulaire ». En plus une structure organisé en *modules* (p.e. « traitement des

surfaces » ou « impact du global warming sur l'architecture de terre »,) pourra aider l'intégration de la formation à l'intérieur du cours.

BC et CC rappellent l'importance du binôme *formation-sensibilisation* comme la clé pour un succès du cours et MB rappelle aussi la structure et l'importance des « projets situés » murée dans le projet Afrique 2009. VA rappelle que les institutions concernées sont l'EPA e le CDHA et qu'il faudra élaborer des matériaux soit en français que en anglais. VA, RC, MB et CC interviennent en séquence pour rappeler que les cours pourront avoir une configuration variable selon les diverses activités prévues qui ressortiront de la discussion avec les institutions et les communautés concernés selon le programme que EPA/CHDA visent à développer.

MB souligne l'importance *renforcer l'offre didactique à partir de ce qui existe déjà* et CC rappelle qu'un matériel didactique donné pourra être utilisé d'une façon approprié seulement par rapport au contexte clairement identifié. En plus tout matériel didactique devra être « approprié » *pour et par* les utilisateurs.

VA souligne avant tout l'importance de la *connaissance des institutions* qui participent aux programme et de la compréhension de la connaissance des mécanismes à travers lesquels les deux institutions pourront s'approprier des matériaux didactiques conçus. Tout les intervenants soulignent l'importance des issues budgétaires par rapport aux objectif identifiés et aussi identifie le programme du cours à concevoir comme un « programme à tester » donc un programme « ouvert » à des changements et des intégrations.

Pour ce qui concerne le choix des cas d'étude les intervenants concordent sur l'idée que le Palais d'Abomey doit être étudié, pendant la mission exploratoire, en tant *cas d'étude échantillon* pour identifier du point de vue méthodologique en tant que cas d'étude

Terminé la première phase de discussion on passe à la présentation de l'EPA faite par VA, qui souligne encore l'importance d'une connaissance approfondie des institutions concernés dans le programme.

2) Présentation de l'EPA

VA commence à expliquer la structure de l'EPA et souligne le qu'il s'agit d'un établissement universitaire africain spécialisé dans la conservation et la promotion du patrimoine culturel crée en 11 novembre 1998.

EPA s'intéresse de *formation des professionnels* dans le domaine de éducation aux valeurs du patrimoine culturel (licence en médiation culturel et licence en conservation préventives) en partenariat avec des Universités (Université d' Abomey Kalawi ,Paris 1 et).EPA fournit aussi *expertise et assistance dans des projets de sauvegarde* et de mise en valeur du patrimoine pour le développement durable. L'activité de *éditing et diffusion de publications spécialisées* complété l'activité de l'Ecole. VA illustre en détail le deux cursus diplômant: en « Conservation préventive-

restauration » (musées et archives) en partenariat avec les Universités de Paris 1 Parthénon/ Sorbonne et l'Université et Aix en Provence et le « Master en médiation culturelle »
VA explique aussi la *zone d'activité* de l'EPA constitué et les pays intéressés, principalement 26 pays d'Afrique francophone, lusophone (Mozambique, Angola)et hispanophone (Guinée équatoriale). L'EPA intervient aussi en dehors de sa zone traditionnelle d'activité a l'intérieur de l'Afrique.

VA explique aussi la provenance des ressources, la présence d'un Conseil pédagogique et Conseil d'Administration et ensuite décrit l'EPA comme une organisation simple et flexible organisé en 5 pôles (Recherche formation, Musée et immatériel, Communication et editing, Territoire et patrimoine et Projet spéciaux) **avec un** réseau de 1000 professionnels: et équipe permanente de 20 personnes. VA explique aussi que l'EPA constitue aussi un modèle inique de financement en Afrique puisque l'EPA s'autofinance entement depuis 2001 soit à travers les revenus de gestion des projets réalisés et les Fonds EPA (budget :120 000 euro avec un volume moyen annuel d'activités : 700 000 euros).

Parmi les résultats obtenus VA cite dans le domaine de la formation professionnelle plus de 1000 professionnels africains passés dans les programmes. Dans le domaine de *l'éducation au patrimoine* il y a la création d'un vaste programme pour améliorer l'offre éducative des musées (Musées au service du développement MSD). En plus dans le domaine de *l'expertise et assistance* VA cite la participation de l'EPA dans différentes projets tels que la réhabilitation du palais d'Abomey la sauvegarde du patrimoine de la ville de Porto Novo et la réhabilitation du Jardin des Plantes.

VA explique aussi le site internet de l'EPA et les chantiers et les programmes en cours. L'objectif de base étant de participer au renouvellement de la pensée et pratiques d'aménagement du territoire sur le continent africain et le développement d'un cadre d'expertise et d'assistance pour répondre aux besoins locaux. Des rencontres thématiques transversales entre les spécialistes (p.ex. « Genius loci » ou « Outils de gestion du territoire ») et des études et expertise sur les villes historiques africaines (p.ex. Porto Novo , Accra , Gorée, Gao et Saint Louis) complètent l'offre de l'EPA.

Parmi le objectifs du plan stratégique ,VA souligne enfin le travail mené par l'EPA pour la formation professionnelle de haut niveau pour les institution culturelles africaines et un programme d' appui aux musées africains pour renforcer les capacités d'intervention , dans une perspective générale de renforcement des capacités des acteurs culturels et la structuration de la vie artistique.

Ensuite VA décrit synthétiquement la structure du CHDA (Centre for Heritage Development in Africa, autre partenaire dans le cours que l'on est en train de concevoir.VA enfin donne les internet adresses des deux institutions concernées :

<http://www.epa-prema.net>

<http://www.heritageinafrica.org>

LUNDI/APRES MIDI

La discussion recommence sur la structure et les buts du projet didactique.

Un premier acquis concerne le moment de présentation du programme et tous les intervenants s'accordent sur le fait que *l'occasion plus propice pour la présentation du programme sera le séminaire de Djenné* qui se déroulera en principe vers la fin du 2010.

Un deuxième acquis concerne la structure *modulaire* du cours (p.e. Decorated surfaces, ,Gestion urbaine et territoriale , Gouvernance ,Convention du Patrimoine Mondiale etc.)

Une riche et approfondie discussion s'ouvre à la fin de laquelle les intervenants s'accordent sur les issues suivantes :

- Chaque module doit répondre à des besoins identifiées
- Chaque cas d'étude doit être conçu comme un outil pour illustrer les méthodes utilisées
- Une structure didactique en modules pourra favoriser l'intégration avec d'autres programmes et éviter des superpositions pour mieux orienter les ressources disponibles.
- Le WHEAP programme considère l'importance des « short courses »
- La structuration en modules est cohérente avec la structure et les objectifs du WHEAP Programme;
- Chaque module devra être conçu et structuré de façon qu'il puisse être adapté et amélioré par rapport à la réalité de pays différents ;
- Chaque module devrait être prêt –à- être utilisé- **packaged and ready to be delivered**
- Les utilisateurs doivent être formée à les utiliser **People can be trained to transfert**
- La formation des formateurs doit être la perspective de base et le premier niveau de transfert sera fait aux institutions régionales. Un deuxième niveau concernera le transfert à niveau locale.
- Le processus de formation doit être dynamique et prévoir un *feed back* enrichissant
- On n'a pas encore accordé dans plusieurs pays à l'architecture de terre un status et une valeur pour qu'elle ne soit pas seulement une simple réponse au besoin du logement
- Le programme doit contribuer à sensibiliser à l'idée que l'architecture de terre et son patrimoine peuvent contribuer réellement au développement durable et sa conservation, surtout pour ce qui concerne l'architecture vernaculaire peut constituer un a « low cost housing »efficient et durable
- Il y a une nécessité croissante de promouvoir le «sense of pride » des habitants dans l'architecture de terre surtout dans les sites protégés
- Suivant l'expérience murée dans les cadre des « Manuels de conservation des villes » il faut de plus en plus prendre en charge les nécessités des habitants par rapport à leur besoin de vivre dans

un habitat en terre adapté aux besoins et aux standards de la vie contemporaine (toilettes, électricité , égouts etc..)

- Il faut insister sur le fait que des *organisations internationales* telles que la Banque Mondiale *ne considèrent pas le fait de vivre dans un habitat en terre comme indicateur de pauvreté*

- Il faut aussi prendre en charge le problème des *incentives* à donner éventuellement aux habitants des patrimoines en terre pour qu'ils puissent *conserver et améliorer leur maison en terre*

La journée termine avec la synthèse des acquis et la confirmation du programme pour le jour suivant

MARDI

Discussion générale sur les objectifs de la mission

La discussion commence et après des interventions de CC ,VA ,RK e MB on commence à éclaircir et résumer des objectifs généraux du programme de formation à monter.

Les **niveaux** intéressés seront en principe :

-niveau Socio- Politique

-niveau Institutionnel-Professionnel

-niveau Site Manager

Parmi les premiers **objectifs généraux** individués on signale l'importance de :

- **reconnaître** l'architecture de terre en tant *qu'expression de l'identité des populations locales* et augmenter si possible leur *orgueil de vivre dans un habitat en terre*
- **améliorer** la *conscience de la valeur* du patrimoine en terre
- considérer la valorisation du patrimoine comme une contribution au développement durable
- **aider** à reconnaître le patrimoine de l'architecture de terre comme *une forme de construction adapté aux besoins des populations locales* et non une expression de pauvreté

Sensibilisation

La sensibilisation devrait s'adresser aux :

- **communautés locales**
- **politiciens et décideurs**
- **professionnels et techniciens**
-

Durée des cours

Pour ce qui concerne d'autres questions, par exemple , la durée des cours possibles on peut envisager

- **cours de corte durée**

- *cours de durée moyenne*
- *cours de longue durée*
-

La discussion continue et on arrive à définir des conditions pour que le programme puisse aboutir à des résultats positifs. Il faudra donc en principe :

- *identifier des objectifs clairs*
- *choisir des objectifs clairs*
- *sélectionner des participants motivés et démontrant des compétences acquises dans le domaine*
- *sélectionner des enseignants doués d'une bonne capacité d'interaction et de comprendre les faiblesses existants et de réagir à ces faiblesses*

Pour éviter des échecs il faudra en principe :

- *lier la conservation du patrimoine au développement durable*
- *identifier correctement les besoins avant de concevoir chaque cours ou module*
- *identifier correctement la durée appropriée des cours ou des modules par rapport aux besoins locaux*
- *définir correctement le budget par rapport aux activités prévues dans chaque cours ou module*
- *pour obtenir des financements appropriés aux objectifs didactiques définis il faudra aussi mettre en place une activité de « fund raising »*

La journée termine avec une discussion sur la phase finale du travail de la mission qui devra s'adresser à la conception de structure du cours qui devrait se mettre en place après la visite à Abomey.

RK se charge soit de la préparation de la visite à Abomey que d'accompagner les deux experts CC e MB pour faire de la visite l'occasion pour tester Abomey, en tant que cas d'étude, selon les décisions prises pendant le premier rencontre de lundi.

MERCREDI

Le voyage et la visite aux Palais Royaux d'Abomey

Le voyage et la visite aux les Palais Royaux d'Abomey , site du Patrimoine Mondial , n'ayant pas le but de vérifier l'état de conservation du site *mais le but établi de vérifier ses potentialités didactiques en tant que cas d'étude exemplaire soit du point de vue méthodologique que de la gestion* s'est déroulé pendant la matinée , l'après-midi étant dédié à la visite au Parc archéologique de Agogointo.

Le gestionnaire du site Leonard Ahono a accompagné les experts pendant la visite. Pendant la présentation préalable à la visite il a fait une synthèse historique du site et expliqué soit la dimension que l'évolution du processus de conservation du site.

Le tour des Palais à débouté avec la visité à l'espace ou sont conservés les bas-reliefs qui ont été objet d'un programme de conservation menée par Getty Conservation Institute.

Le visite à chaque palais à été accompagné par des explications du gestionnaire qui ont aidé la compréhension soit des interventions de conservation menées que de la situation actuelle par rapport au cadre des pathologies existantes que au processus d'entretien courant.

Zone tampon

Pendant la visite les experts on eu l'opportunité de vérifier la validité à niveau du site de la *zone tampon existante* et ont au même temps pu observer quelques problèmes concernant cet outil de conservation par rapport au site d'Abomey.

Effectivement des recommandations avait été déjà soumises pour la réglementation des diverses zones envisagées (zone tampon et réglementation associée) au cours de la mission de suivi(voir « rapport de mission de suivi Comité du Patrimoine Mondial , Février 2006) comme réponse aux problèmes observés.

La zone tampon , étant un outil qui doit se relier à la réalité existante , dynamique et toujours en transformation *doit évidemment être affinée et adapté en futur pour répondre aux nouvelles contraintes de la conservation face aux transformations observés* (p.e. augmentation de la pression de l'habitat le long de la route qui signe la distinction entre la première et la deuxième bande de protection etc.)

Parc archéologique d'Agogointo

La visite au Parc archéologique d'Agogointo a permis aux experts d'apprécier soit la qualité de l'intervention de conservation que l'intérêt de ce site par rapport au site d'Abomey.

S'agissant d'un site strictement lié , du point de vue du système défensif du royaume , aux Palais d'Abomey les experts ont observé qu'il existe *une évidente coupure soit à niveau physique qu'à niveau de fruition touristique* des deux sites qui par contre sont *historiquement* aussi bien que *culturellement très liés entre eux.*

Les experts envisagent donc *l'opportunité de trouver des méthodes pour intégrer l'offre culturelle et touristique* des deux sites à l'heure actuelle totalement détachés entre eux.

WORLD HERITAGE EARTHEN ARCHITECTURE PROGRAMME (WHEAP)

CAPACITY BUILDING AND TRAINING

MISSION REPORT TO BENIN



Photographs



Abomey May 2010



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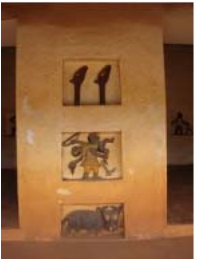
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Ouidah May 2010 (74)



Ouidah May 2010 (75)



Ouidah May 2010 (76)



Ouidah May 2010 (77)



Ouidah May 2010 (78)



Ouidah May 2010 (79)



Ouidah May 2010 (80)



Ouidah May 2010 (81)



Ouidah May 2010 (82)