



Report

on the Regional Training Centre for the Preservation of Cultural and Natural Heritage at Jos, Nigeria

by
Joseph A. Sawe
Joint Inspection Unit

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ON
THE REGIONAL TRAINING CENTRE FOR THE PRESERVATION OF
CULTURAL AND NATURAL HERITAGE AT JOS, NIGERIA

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Chapter 1

INTRODUCTION

(A) The Scope and Purpose of the Report

1. This report has been prepared following a request by the Director-General of the United Nations Educational, Scientific and Cultural Organization that the Joint Inspection Unit include in its programme of work an evaluation of the Regional Training Centre for the Preservation of Cultural and Natural Heritage at Jos in Nigeria.
2. The evaluation of the above Training Centre requested by the Director-General is not an isolated study; it is, in fact, a continuation of a major review within the Organization of its programme of assistance and co-operation with Member States through some 58 regional centres and institutes that were set up in various parts of the world with UNESCO assistance over the last twenty years.
3. The main purpose of inspection and evaluation of such centres and institutes is to enable UNESCO to make an appropriate decision in applying the ten year rule to the duration of the financial aid granted by the Organization to these centres for their running expenses.^{1/} The justification for such a measure, first recommended by the Director-General to the General Conference in 1962 was that by the end of ten years of UNESCO assistance the centres would have proved whether they were useful or not and that those that were successful would have had time to find sufficient support and co-operation in the region to continue their work independently without any subvention for the running expenses. It was made quite clear, however, that such independence would not mean terminating UNESCO co-operation or even certain forms of assistance under the regular budget or UNDP.
4. An important stipulation affecting the application of the above principle of a time limit to financial aid granted by UNESCO was made by the General Conference in 1966. This provided that before the financial assistance came to an end, their "situation should be objectively examined so that the measures which should be taken to ensure their future and determine the new relations which UNESCO might enter into with them can be ascertained". The Regional Training Centre at Jos which comes under the above ruling, has not yet benefited from such a review and assessment of its future needs,

^{1/} UNESCO document 16 C/4 "Long-Term Outline Plan for 1971-1976" pages 18-21.

and hence the request from the Director-General to the Joint Inspection Unit, which over the past three years has rendered its assistance to UNESCO in the evaluation of several of its regional centres and institutes.

5. In response to UNESCO's request an inspection visit to the Regional Training Centre at Jos was made in November 1973 when the Inspector had meetings and discussions with the Acting Principal, some of UNESCO's instructors and students in the 1973/1974 course as well as some former students now working in the adjacent Jos museum. This was followed by short visits to a number of Member States on the West Coast in November and December - mainly Ghana, Ivory Coast, Liberia and Senegal - and later in January this year to East Africa - Kenya and Tanzania. These visits were planned to enable the Inspector to ascertain the effectiveness of the training given at the Centre and the extent of regional needs, if any, for this kind of training. For that reason, the visits were confined mainly to Ministries of Education and Culture, the Department of Antiquities, Museums and to some National Parks particularly in East Africa including Zambia.

6. The meetings and discussions that the Inspector had with senior officials of the Governments in the countries he visited proved to be very useful in the preparation of this report. Many of the views expressed in the discussions are reflected in the body of the report and the Inspector would like to record his deep appreciation for the assistance and co-operation he received from them as well as from many officials of the United Nations family, particularly the senior officials at the UNESCO and UNDP Headquarters.

7. In the course of preparing this report, besides the visits he made to the Jos Centre and to selected African countries and the discussions he had with officials involved in museum activities, the Inspector had the opportunity to study various documents from UNESCO Headquarters on several training programmes carried out at the Jos Centre over the past ten years. These included the final report of the Sixth Regional Seminar on the Role of Museums in Contemporary Africa which reviewed the progress of museum development in the African region and made several practical recommendations on the training of museographers and museum technicians (1964) and the Report of the Committee on Evaluation of UNESCO Operated or Aided Regional Offices, Centres and Institutes in Africa (1967). He would in this connection like to say how useful he found several official documents including Annual Reports of the Departments of Antiquities and Museums and literature for tourists that were made available to him in the countries he visited and in particular Nigeria, Ghana and Tanzania.

(B) Background to international co-operation and assistance in the preservation of cultural heritage in Africa

8. Preservation of cultural and natural heritage is a subject that has received international recognition in both the Charter of the United Nations and the UNESCO Constitution as an important factor in international efforts for the preservation and maintenance of peace. Article 1 of the Charter of the United Nations stresses the importance of "achieving international co-operation in solving international problems of economic, social, cultural or humanitarian character" and Article 13 of the Charter urges the General Assembly "to initiate studies and make recommendations for the purpose of promoting international co-operation in the economic, social, cultural, educational and health fields".

9. The UNESCO Constitution places equal stress on cultural co-operation among nations of the world and this is vividly indicated in the very title of the Organization, where culture is one of the three major concerns, together with education and science. Article 1 of the UNESCO Constitution states that the purpose of the Organization is to contribute to peace and security by promoting collaboration among nations through education, science and culture, towards which goals it will maintain, increase and diffuse knowledge by "assuring the conservation and protection of the world's inheritance of books, works of art and monuments of history and science, and recommending to nations concerned the necessary international conventions".

10. The international community has subsequently, through the UN General Assembly and through the UNESCO General Conference, taken a continued interest in the subject and elaborated programmes of action through several resolutions for the guidance of the Secretariats and Member States. Thus the original philosophical concept of the diffusion of cultural information as a means of maintaining peace among nations has now evolved to claim a place among major economic factors in the development of nations through the growth of the tourist industry, and cultural tourism is no longer a new phrase even among the developing nations.

11. UNESCO is the main organization of the United Nations family directly concerned with the development of cultural activities of nations and its concern for the preservation and presentation of cultural and natural heritage has been repeatedly expressed in the resolutions passed by its General Conference and by its Executive Board. The following five resolutions^{2/} in the approved Budget and Programme for 1967-1968 give a

^{2/} UNESCO document 14 C/5 "Approved Programme and Budget for 1967-1968" page 362.

clear picture of the policy and mandate of the Organization in four main areas:

- International measures
- Technical assistance to Member States
- Preservation and presentation of cultural heritage
- Development of Museums

12. Resolution 3.3411 authorized the Director-General:

(a) to provide the services necessary for the implementation of:

(i) The Convention for the Protection of Cultural Property in the event of Armed Conflict (1954), in particular by publishing information on the subject received by the Organization;

(ii) The recommendations of the General Conference to Member States concerning:

- the most effective means of rendering museums accessible to everyone (1960)
- the safeguarding of beauty and character of landscapes and sites (1962)
- means of prohibiting and preventing the illicit export, import and transfer of ownership of cultural property (1964)

(b) to study the possibility of arranging an appropriate system of international protection at the request of the States concerned for a few of the monuments that form an integral part of the cultural heritage of mankind.

13. Resolution 3.3412 expressed the General Conference's concern over "the increasing threat to the cultural heritage of mankind posed by the uncontrolled growth of industry, urban development programmes, highways and other public and private engineering works", and the need for formulating an international instrument by a special Committee of technical and legal experts.

14. By Resolution 3.342 the Director-General was authorized:

(a) to publish technical handbooks on the preservation of cultural property and to develop services for the exchange of information by helping the International Council on Monuments and Sites (ICOMOS) to establish an international documentation centre on monuments and sites.

- (b) to co-ordinate and secure the international adoption of appropriate principles and scientific, technical and legal criteria for the protection of cultural property, museums and sites; and to study problems relating to the training of architects and technicians responsible for the preservation of monuments and sites.
- (c) to co-operate with the International Centre for the Study of the Preservation and Restoration of Cultural Property (Rome) and to assist the Documentation and Study Centre for the History of the Art and Civilization of Ancient Egypt (Cairo).
- (d) to participate, at their request, in the activities of Member States aimed at the preservation of their cultural property and monuments and the protection of the beauty and the character of landscapes and sites.

15. Resolution 3.343 on Preservation and Presentation of the Cultural Heritage in connection with the promotion of tourism, is reproduced as Annex I of this report. It is an excellent summary of UNESCO's objectives and mandate and of the total efforts of the United Nations family on the programmes in which the UNESCO General Conference "invited other appropriate specialized agencies, including the World Bank, UNDP and governmental and non-governmental international and regional organizations to combine their efforts with those of UNESCO in implementing programmes for the preservation of cultural property that are closely integrated with development programmes". Few resolutions of the UNESCO General Conference have achieved such a high degree of clarity in stating the justifications and objectives of a programme and fewer still provide for programmes that come so close to "the high ideals of UNESCO in contributing to peace and enhancing the intellectual and moral solidarity of mankind".

16. Resolution 3.346, which deals mainly with the development of museums, authorises the Director-General:

- (a) to provide the services necessary to international exchanges of information concerning museums, especially by publishing the quarterly review Museum and technical handbooks;
- (b) to encourage the development of new architectural form for museums with the co-operation of museologists and architects and to promote the study of problems connected with the training of museum curators and technicians;

- (c) to encourage measures that facilitate the exchange of original objects between museums;
- (d) to take all appropriate steps to make people aware of the desirability of reconstituting dismantled works and restoring their original aesthetic purpose and value;
- (e) to encourage the establishment and the operations of regional and national laboratories and centres for the pre-service and in-service training of museum technicians and specialists in the preservation of cultural property in regions and countries undergoing rapid change, and, to this end:
 - (i) to continue, in co-operation with the Government of Nigeria, to operate the Regional Pilot Centre at Jos, Nigeria, for training museum technicians for countries in Africa; and to incur in 1967-1968 obligations not exceeding \$50,000 for the Centre, it being understood that UNESCO's direct assistance to the Centre will not be continued beyond 1970;
 - (ii) to provide in 1967-1968 grants-in-aid and/or services not exceeding \$38,200 to the Regional Centre at Mexico City for training specialists in conservation techniques, it being understood that UNESCO's direct assistance to the Centre will not be continued beyond 1976;
- (f) to participate, at their request, in activities of Member States directed towards the development of museums.

17. The resolutions quoted above on preservation and presentation of cultural heritage are only five out of a total of eight resolutions adopted by the UNESCO General Conference at its Fourteenth Session in December 1966. The other resolutions deal with specific projects for the biennium, such as the International Campaign to Save the Monuments of Nubia. The UNESCO General Conference had taken similar measures for the preceding biennial Budget and Programme at its Thirteenth Session in 1964.^{3/} This great concern expressed on the subject has made UNESCO a great champion for the cause of the preservation and presentation of the cultural heritage and there is little doubt that those concerned have paved the way for fruitful co-operation in this field among the developing nations and in particular those of the African Region where so little has been done in this field.

^{3/} UNESCO Document 13 C/Res. 3.331, 3.332, 3.333 and 3.334

(C) The Origin of the Regional Centre

18. The Regional Centre in Africa for the training of museum technicians had its origins in two Resolutions of the General Conference of UNESCO, adopted in 1962 at its 12th Session (Res.4.431 and Res.4.432). The first Resolution invited Member States:

- (i) To encourage the establishment of national or regional associations of museums and the participation of such associations in the work of the International Council of Museums,
- (ii) To foster the development of their own museums as educational, scientific and cultural centres and
- (iii) To apply the provisions of the recommendation concerning the most effective means of rendering museums accessible to everyone, adopted by the General Conference at its eleventh session (1960).

Resolution 4.432 authorized the Director-General of UNESCO, among other things:

- (i) To organize, in collaboration with the Government of Nigeria, a Regional Pilot Training Centre for the Museum technicians of tropical Africa at Jos, Nigeria.
- (ii) To participate, at the request of Member States, in their activities in favour of the development of their museums, by sending experts and providing fellowships and equipment.

19. By 1962 the majority of African countries had gained their independence and were seeking all possible means of achieving rapid economic and social development. There was at the same time a growing awareness among Member States of the possible contribution that a planned exploitation of archaeological and historical sites, including museums and parks, might make to development efforts. This was greatly strengthened by the resolutions adopted by the General Conference of UNESCO which further stressed the important role that the preservation of cultural and natural heritage could play in generating social and economic progress through the development of tourism.

20. The lack in the African countries of trained manpower and the necessity of training personnel needed for the preservation of cultural heritage, particularly museum technicians, have been two of the major problems in this field and led to co-operation between the Nigerian Government, UNESCO and UNDP to establish a Regional Pilot Training Centre for Africa. An Agreement was signed between the Government of Nigeria and UNESCO in October 1963 and the Centre was established at Jos, Nigeria in the same year.

21. Soon after the Centre began its operations, UNESCO convened the Sixth Regional Seminar, in Nigeria, on "The Role of Museums in Contemporary Africa" in 1964. The Seminar was attended by representatives of African Governments and several experts from UNESCO and the museum world in Europe and in America, who, after visiting the new Centre at Jos and other museums in Nigeria, made several sound recommendations for the training of museographers and museum technicians in Africa and proposed certain guide-lines for the development of the new Regional Centre.

The "Contract"

22. The Agreement between UNESCO and the Nigerian Government (see Annex II) covered, during the initial period, the calendar years 1963 and 1964, but provision was made in the Agreement for an extension of the assistance to further periods up to 1968. The terms were confirmed and slightly amended by a supplementary agreement signed between the UNESCO Director-General and the Government of Nigeria in 1966. (See Annex IIA). UNESCO assistance to the Regional Pilot Centre based on the original Agreement but supplemented by biennial resolutions of the General Conference in the Programme and Budget of the Organization, has followed the same pattern up to 1972.

23. The main features of the Agreement were the following:

(a) The Objectives and functions

24. According to the Agreement, the Regional Pilot Project's main objectives and functions were:

- (i) to provide practical courses for the training of technicians to staff the museums of Africa;
- (ii) to undertake and promote studies in the techniques of administration, develop standards of cataloguing, methods of audio-visual documentation, techniques for the conservation and storage of museum objects and the preparation of exhibits.

(b) The Steering Committee

25. A Steering Committee to supervise the operations of the Pilot Project was to be composed of the Permanent Secretary to the Ministry of Education of the Federal Government of Nigeria who was to be the Chairman, the Chief of the UNESCO Mission in Nigeria and the Director of the Department of Antiquities of Nigeria. The Committee was to meet once a year in Lagos or Jos but could be convened at any other time for emergency meetings. The Principal of the Pilot Project was to be the ex-officio secretary of the Committee.

(c) UNESCO's responsibilities

26. UNESCO's assistance to the Pilot Project was to include the following responsibilities:

- (i) A consultant to plan the curriculum and advise on the choice of equipment and supplies;
- (ii) The appointment of the Principal and up to three^{4/} short-term instructors with the agreement of the Government; .
- (iii) The supply of scientific and laboratory equipment and textbooks equivalent to \$US 7,000;
- (iv) Ten study grants per annum for each course to African countries, except Nigeria.

27. The Pilot Project was designed to have intakes of up to 20 trainees. The number of Nigerian trainees for each course was not to exceed five and UNESCO was to be responsible for the selection of the foreign trainees in consultation with the Principal of the Project.

(d) Government's responsibilities

28. The Nigerian Government's financial and other responsibilities included as a condition of the assistance described above, the following items:

- (i) All arrangements necessary to establish the Pilot Project at Jos.
- (ii) The appointment and costs of the local staff, in consultation with UNESCO, including:
 - technicians and craftsmen as demonstrators;
 - a senior Executive Officer for the Pilot Project Office;
 - a supervisor for the hostel and such other administrative, clerical and general service staff as needed to operate the project effectively.
- (iii) Suitable buildings for the Project, comprising a classroom, laboratories, workshop, dark room, offices for the Principal and staff, common-room for students and a furnished hostel for 20 trainees and other necessary space and facilities;

^{4/} The amendment to the Agreement of December 1966 raised the number of short-term instructors to 6 and reduced the figure for equipment and textbooks to \$US 3,000 per annum. See Annex IIB.

- (iv) The selection and the training cost of the Nigerian trainees at the Pilot Project, and all the cost of necessary travel of the Project's staff and trainees within the Federation of Nigeria.
- (v) The Government was to provide all the necessary furniture, fittings and equipment for the Project, including the hostel and the library and was to be responsible for the maintenance and repair of the buildings, for taxes, water, electricity and other utilities and for communication costs.

(D) The Development of the Centre

(a) Location and accommodation

29. The location of the Centre at Jos, Nigeria, was a wise decision from the point of view of the climatic conditions for both the staff and students as well as for museum objects collected for teaching purposes. There was also another advantage in that Jos, situated away from the sea on a plateau as is the case with many locations in African countries, has a very pleasant climate. The greatest advantage, however, was the lower humidity of the region compared with Lagos on the coast.

30. Northern Nigeria, like the rest of this large African country, is well endowed with rich objects of cultural and natural heritage and is therefore more qualified perhaps than any other country in the region for the Regional Training Centre. meet its own needs for skilled people to preserve this rich heritage, the Nigerian Government has what appeared to the Inspector to be the most ambitious plan in this field in the region.

31. The considerable distance between Lagos and the Regional Centre at Jos and the fact that normal access by air to Jos/Kano is by direct flights from Europe, has led to greater reliance on UNESCO for handling the administrative affairs and for the supervision of the Centre. Few instructors have made direct contact with the officials of the Ministry responsible for the Centre or other senior Nigerian officials.

32. The accommodation provided by the Nigerian Government for the Centre consists of one modern block of buildings with space for offices, dark room, work-room, laboratory, classrooms and a library room. For the hostel facilities there are several traditional round mud-huts with thatched roofs that accommodate one or two students each. Dining, kitchen and recreation facilities are provided in a separate building called the "Bight of Benin" associated with a famous Nigerian kingdom renowned for its rich cultural

heritage. The classrooms and teaching facilities can be said to be reasonably fair and normally adequate, but the structure and facilities for sleeping accommodation have now outlived their useful purpose. The initial romantic period during which the Centre had to find authenticity in concrete African art and culture has now passed. These beautiful little huts should be maintained and preserved for their proper value as a model village museum but prudence must caution against the ever-present hazard of fire which is a threat to the safety of the occupants, to the rest of the property in the Centre, and to the adjoining museum of Jos.

33. During the 1973/1974 session some of the students had to be accommodated in the town - these were mainly the Nigerian students. In the past some of the instructors have taken one or two of the traditional huts but the maintenance of these facilities has dropped so much lately that it is now common for the instructors to be accommodated in a nearby first-class hotel.

34. The officials of the Department of Antiquities whom the Inspector met in Lagos were very much aware of the accommodation needs at Jos and the Government was in the process of reviewing the whole project in connection with its present and future needs. The Inspector would very much hope that unless there were other more compelling reasons this Regional Centre should be maintained and expanded at the present site of Jos.

35. A mixed blessing has been the sharing of the accommodation and site by the Museum of Jos and the Regional Centre. The ready availability of the Museum with its thousands of museum pieces covering the whole range of objects for study, conservation and exhibition including pottery, leather, cloth, metal and wooden objects, was a definite advantage. So also was the use of the Museum's staff and its storage and transport facilities. The small zoo next to the Museum is also of great importance in the growing role of the Centre in the field of preservation and presentation of cultural and natural heritage. But this marriage has robbed the Museum of its full freedom to grow to maturity and the Regional Training Centre has remained a poor tenant of the Museum, tucked away between the Museum and the rocks above it. There is plenty of open land across the stream that separates the Museum and the "Bight of Benin" which could provide enough space for a modern training institution.

36. The Inspector feels that UNESCO and its affiliated specialist organizations could render a very useful service to the Nigerian Government and the Centre by producing an appropriate design for a basically Museum-oriented training institution. This would

make possible the needed modernization of the Jos Museum which should continue to be used as a teaching museum and a model for the other new museums contemplated in Nigeria's Development Plans and could perhaps be used as a model in those countries which have similar needs.

(b) Financial Support

37. The main financial support for the Centre has come from two sources: the Nigerian Government and UNDP. The participating Member States have made their contribution through the support given to the students while at the Centre, as nearly all of them have continued to receive their salaries in their home countries.

38. The contributions from the Nigerian Government have covered three items at the Centre:

- The cost of construction of the Centre - \$US 82,600
- The annual running costs of the Centre - \$US 14,600
- The annual maintenance costs of 5 students - estimated \$US 5,000

A rough total estimate for the past ten years - \$US 278,000. There are many other items that have not been included above, such as transport and overhead costs etc. As far as the information gathered by the Inspector is concerned, the Government has generally been very helpful and very generous in its support to the Centre which includes the free use of the museum facilities and access to its valuable museum objects.

39. The Expanded Programme of Technical Assistance for 1963-1964 included a regional project in Africa for the training of museum technicians and for the past ten years the UNDP has continued to give financial assistance to the Centre in one form or another through UNESCO as the Executing Agency. For some unknown reason UNESCO does not seem to have used its own Regular Budget for this project nor on the other similar regional projects - thus making the regional centre entirely reliant upon UNDP financing.

40. The annual financial assistance from UNDP to the Centre seems to have ranged from roughly \$US 50,000 to \$US 55,000 per year. UNDP funds have been spent mainly on the services of the expert staff, on equipment and on the ten annual fellowships granted to students from African countries other than Nigeria.

41. The table below for the 4-year period 1969 to 1972 is a good illustration of the use made of UNDP financial assistance:

Table 1

The annual UNDP contribution

(in \$US)

Description	1969	1970	1971	1972
Director	-	24,600	24,600	24,600
Museum Techniques	14,350	14,350	8,200	8,200
Documentation	-	-	4,100	4,100
Conservation and restoration	-	-	4,100	4,100
Fellowships	10,000	10,000	12,000	12,000
Equipment	2,700	-	2,000	2,000
Total	27,050	48,950	55,000	55,000

The total contribution in four years was thus \$US 186,000; thus at the above rate roughly half a million dollars has been spent by UNDP on the Centre since it was founded.

(c) Regional Participation

42. Since the Regional Centre began its operations in 1964 with 13 students from 10 African countries - 7 of whom were French-speaking and 3 English-speaking - bilingual courses have been run every year. To date some 33 African countries have together sent just over 150 students, averaging 13 students per course; the 1973/1974 Course was enlarged by 15 extra Nigerian students.

43. The distribution of students by country of origin shows a great range in the degree of benefits that the individual African countries have received. The countries that have made use of the Centre fall into three groups:

- (i) The countries that have benefited most with more than 10 students over the past years comprise the host Government which tops the list with 54 trained museum technicians, and Ghana and Zaire with 12 and 14 students respectively.
- (ii) Countries with 4 to 6 trained technicians include the Central African Republic (CAR), Congo, Dahomey, Guinea, Tchad, Togo and Zambia.
- (iii) Countries with 1 to 3 students make up the rest of the 20 remaining participating Member States. These are: Botswana, Burundi, Cameroon,

Ethiopia, Gabon, Ivory Coast, Kenya, Lesotho, Liberia, Madagascar, Malawi, Mali, Mauritania, Mauritius, Niger, Rwanda, Senegal, Sierra Leone, Somalia, Swaziland, Tanzania, Uganda and the Upper Volta.

44. The Centre is quite capable of meeting the growing needs of Member States by repeating its performance in the training programme for the last course and arranging for more economical enrolments of at least 30 students divided into 2 linguistic groups of 15 each during the instruction periods. This was done in the last course without unduly straining the human resources and could be done again if properly planned and organized.

45. There is no doubt that the Regional Centre has had an impact on, and has made a valuable contribution to, many African countries, but there is also no doubt at all that the needs of the African countries are far greater than the supplies of trained technicians that have come out of the Centre. The distribution of students to date is given in Table II.

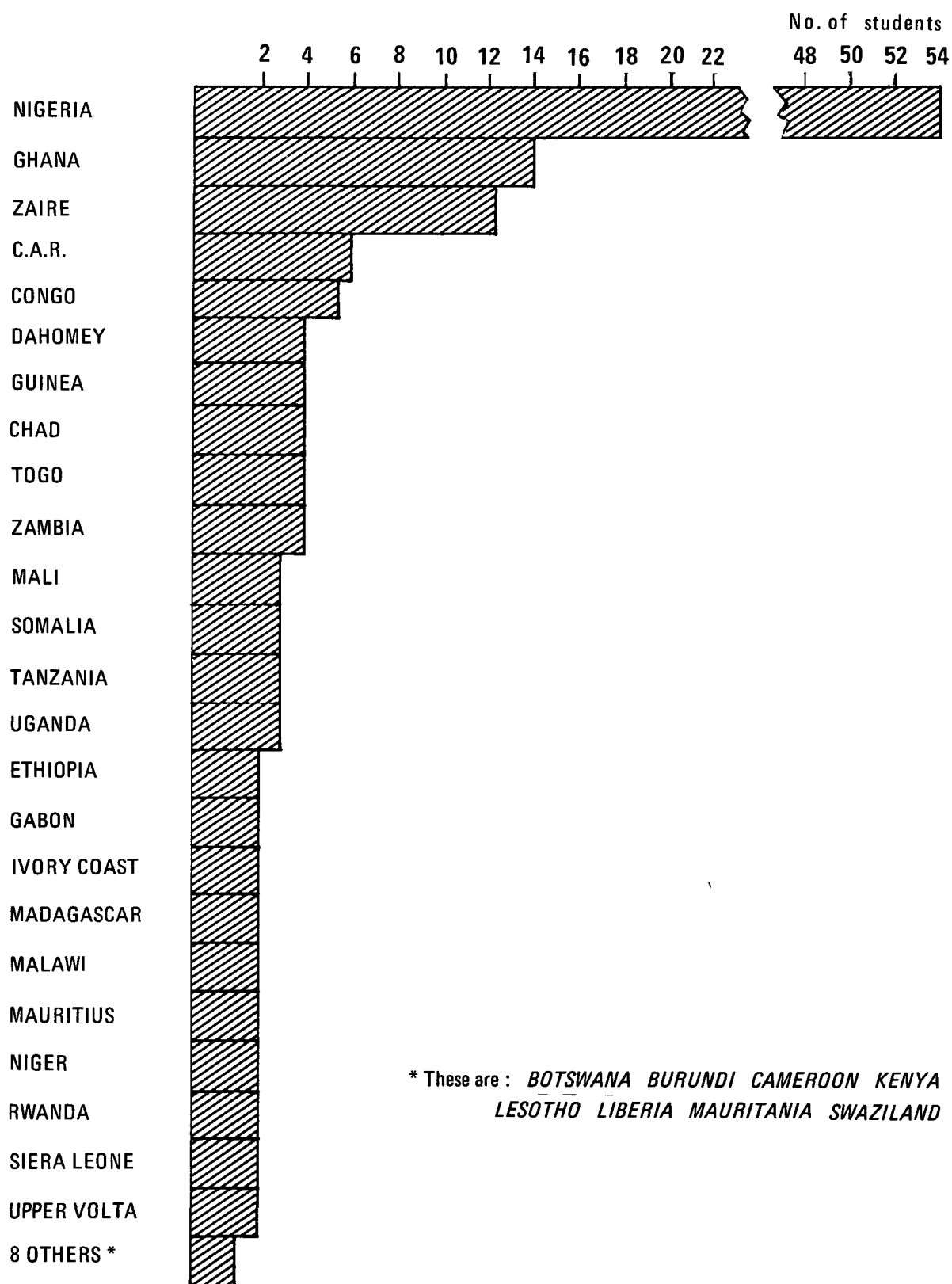
(d) The changes in the name of the Centre

46. The Regional Pilot Centre, as its short title indicates, was an experiment and a bold venture and the word "Pilot" was retained up to the end of 1972 when the Centre acquired its present title which is more in keeping with current UNESCO concepts of its mission in the field of preservation of cultural and natural heritage. During the same period the Centre was also referred to as the "Bilingual Training Centre for Museum Technicians in Africa". This was no doubt intended to emphasize its acceptability throughout the region where one half has French and the other English as the language of instruction.

47. After ten years of experiment, the Inspector believes that the time has now come for the Authorities in Nigeria to find a more permanent title for the Centre if it is the Government's intention to have a permanent institution in the country. This should take into account the special regional character of the Centre, the possible future affiliation with a national university and the need to maintain its autonomy and the necessary conditions for its unimpeded growth as a teaching and research institution. One could make a number of suggestions, such as "The Centre for African Museum Sciences", or "African Institute for Museum Technology, Jos". The Inspector was very much impressed by the title of a similar regional institution in East Africa, "The College of African Wildlife Management, Mweka". Interested members of the public would soon find out that the Centre was, in fact, a regional training institution for the preservation of cultural and natural heritage and that instruction was given in both French and English.

Table II

Distribution of students by country of origin between 1964 and 1974.



* These are : *BOTSWANA BURUNDI CAMEROON KENYA
LESOTHO LIBERIA MAURITANIA SWAZILAND*

Chapter II

PROGRAMMES AND ACTIVITIES

(A) The organization of the Centre

48. The Steering Committee established under the terms of the Agreement between UNESCO and the Government has been in operation, but its severely restricted composition has not enabled the Centre to benefit fully from the resources that could be exploited by both UNESCO and Member States in the region. The UNESCO Evaluation Committee that visited the Centre in November 1967 stated in the summary of its report that "the Centre has been supervised by a Steering Committee as envisaged in the Agreement. Membership of the Committee is exclusively from Nigeria and UNESCO. The inclusion in the future of one or two members from outside Nigeria might prove useful". UNESCO has not, however, been able to make any changes in this respect.

49. The Principal of the Centre has, until recently, been appointed by UNESCO. The last UNESCO-appointed Principal stayed for four years and this provided a certain continuity in the administration and teaching staff. Efforts to appoint a Nigerian Principal have not been very successful and the first one remained for one course only. Fortunately, for the 1973/1974 course, the Nigerian Government was able to secure the services of an expatriate experienced in the work of museums and with a good background in African museum conditions in the Sudan and other places. The problems that the Nigerian Authorities are facing in accepting, on the one hand, the responsibility for appointing the Principal - presumably a Nigerian or at least a national of one of the Member States in the region - and on the other, the necessity of going overseas for the recruitment of the Principal can be attributed to the absence of a proper arrangement for the selection and training of a counterpart Principal and for handover machinery at the Centre - a structural weakness in the original Agreement, which made no reference to this basic requirement for the training of local permanent teaching and research staff.

50. The Inspector would like to emphasize the importance of making provision for the timely training and appointment of local teaching and administrative staff in regional centres such as Jos, and until such time as UNESCO has assisted the Nigerian Government in selecting and training a suitable candidate to head the Centre, the project cannot be considered as entirely successful despite the excellent results achieved through the students who attend courses there.

Administrative, Clerical and Technical Staff

51. Next to the Principal in importance, is the administrative, clerical and technical staff. At the time of the visit by the Inspector, the position regarding the administrative unit was very fluid. Prior to the beginning of the 1973-1974 course there were no permanent staff at the Regional Centre. The problem was probably due to the absence of a permanent Principal and the possibility of sharing the services of staff of the National Museum next door. The need for a firm organization of a permanent administrative unit at the Regional Centre cannot be overstressed. Although not specifically stated in the Project Document UNESCO has a duty in accordance with the general terms of the Agreement to assist the Government to set up permanent administrative and technical units such as were discussed in the JIU's report on a similar institution "The Documentation and Study Centre for the History of Art and Civilization of Ancient Egypt" in Cairo.^{5/} The absence of a permanent administrative unit results in insufficient preparation and in delays in the purchase of stationery, equipment and other needed materials for the course.

52. It is however to the credit of the Government that appropriate administrative staff were appointed to the Centre in time to enable the last course to start without too much inconvenience to the students or staff.

53. The arrangements discussed here are particularly important at the Regional Centre in Jos because the teaching staff is entirely temporary. Their stay at the Centre, normally not exceeding eight weeks, gives them little opportunity to assist the Principal in the essential organization of the Centre.

54. The instructors are appointed by the Director-General of UNESCO for short contracts normally averaging some two months; several go to the Centre to lecture for only one month and leave. The advantages of having really good instructors for a period of one or two months every year are very great. They have the necessary knowledge and experience which has enabled the Centre to provide very good courses of instruction tailored to African needs, at a reasonably low cost. But the consequences of their very short presence at the Centre must not be ignored or minimized. The overall success of the whole project will in future depend very much on establishing a firm permanent administrative organization with at least a few permanent instructors on the staff.

^{5/} UNESCO document 92 Ex/4. (Originally JIU/REP/72/8)

55. The Centre also needs a good Documentation Unit which should have the necessary resources - intellectual and technical - as well as up-to-date equipment. The Unit should be in charge of the Library, documentation, and distribution of printed material to the staff and students in the Centre and to Member States. It should be particularly useful in assisting the Centre to produce suitable teaching material for the students. UNESCO has the necessary resources and experience for establishing this missing unit in the Regional Centre.

56. The remarks made here regarding the organization of the work are not meant to imply failure in the operations of the Centre; they are made in the anticipation of the second phase intended to establish a permanent teaching and research institution capable of meeting the needs of many Member States in the region for quite a considerable time to come. The Inspector would therefore hope that both UNESCO and the host Government would urgently consider the proposals made above.

(B) The Students

57. The selection of candidates to the Regional Centre is done by UNESCO out of a number of candidates nominated by their Governments. The Governments are then informed of the ten candidates awarded the UNESCO/UNDP fellowships together with details about travel arrangements.

58. From past records and the experience in the last course, the information about selection, travel arrangements and dates of arrival is never available at Jos or Lagos on time. Many students arrive before the officials in both places have received adequate advice. This can be avoided by co-ordinating this matter early from the moment the awards are made and these could be made at least six months before the course starts. The apparent failure on UNESCO's part to consult the Principal in the selection of foreign students must be remedied in the future courses, as this is clearly stipulated in the Agreement.

59. Several students ran into many difficulties in obtaining visa or permit to enter Nigeria and this resulted in prolonged costly correspondence between the students, the UNDP Resident Representatives in the nominating countries and the Nigerian Authorities or UNESCO office in Lagos. It also resulted in long delays for many students in starting their journeys to Nigeria and caused them to miss vital parts of the course. The Inspector suggests that in future UNESCO in Paris should consult with the Nigerian Authorities in Lagos with a view to reaching a permanent solution if the regional

aspect of the course is to survive. It should be quite possible to clear the list of selected candidates with Lagos which could then instruct their officials in various Embassies in Africa to assist the selected students to get to the Regional Centre with the minimum of delays or inconvenience.

60. Information on individual students should be compiled and sent to the Centre as early as possible, particularly on the educational standards achieved, previous training in museum work and the relevant experience. Often, one of the precious six weeks of the instructors' time has to be wasted on finding out the base for starting instruction. The records of students are also needed for general planning of the course and welfare of the whole Centre.

61. Several Government officials in the Department of Antiquities contacted by the Inspector in several countries in West Africa appeared to have had little information about the training facilities offered at Jos. The Inspector was impressed by the number of possible intermediaries between UNESCO and the Director of Museum or the Director of the Department of Antiquities, and National Parks. Museums, Departments of Antiquities and National Parks are tied on to various Ministries e.g. Ministry of Education, Ministry of Culture, Ministry of Natural Resources, Ministry of Information and Ministry of Youth. Some UNESCO correspondence has passed through the local UNESCO National Commission's Secretary-General. Only a direct contact between UNESCO and senior officials of the Department of Antiquities or National Museums can ensure that information on UNESCO fellowship awards has reached the right person. This will be particularly useful in stimulating interest in countries that have not yet developed Museum services on a national basis and which have subsequently least benefited from the regional training facilities provided at Jos.

62. Past reports of the instructors have stressed the importance of accepting only students who have certain minimum academic qualifications - now widely regarded to be the GCE or its equivalent in the French-speaking countries of Africa, i.e. a good general education of up to 11 or 12 years of schooling and competence in one of the languages of instruction - English or French. In the 1973/1974 course these minimum standards were almost achieved in both linguistic groups and except for the crash programme launched by the Nigerian Government to upgrade several of its Museum attendants who have long experience in Museum work, but had only received a primary school education, the Centre would have achieved a major success in this area.

63. The instructors' concern is particularly understandable in the case of the Conservation Laboratory where there are inflammable and poisonous reagents and where it is dangerous to have students who do not understand instructions. It is clearly very important that the nominating Governments select only qualified students who will obtain full benefit from the course and who, on completion of the course and on their return to their home countries, can be expected to train other museum workers under them.

64. For the 1973/1974 course this was the picture as far as basic academic qualifications were concerned:

No. of students with University degrees	-	2
No. of students with GCE A-level	-	3
No. of students with GCE O-level	-	16
No. of students with Primary Education	-	12
- plus	-	—
Total		33

65. Almost all the students on the course had had some experience in museum work. Such experience is important, since in many African countries many young people continue studying on their own after leaving formal schooling and as a result the minimum formal academic qualification may mean very little for an enterprising candidate.

66. However, in view of the changes that are taking place at the Regional Centre: the expanding objectives, greater complexity of the courses offered and higher academic basis for instruction, it will be essential for UNESCO to help Member States nominate qualified candidates, stressing, for instance, the importance for conservation work of good basic studies in chemistry, physics and mathematics.

67. It is important, too, for the efficient operation of the Centre, that an agreement between UNESCO and the host Government be reached on the basic qualifications of the Nigerian students so that there is no difference between students from Nigeria and those from other countries. This also applies to the treatment given to students in the Centre, including financial support. There have, in the past, been problems due to the difference in student allowances between UNESCO fellowship holders and Nigerian students. It is suggested that all the students at the Centre, both Nigerian and others, receive the same financial support for their board and other expenses.

(C) The Operational Activities

(a) The Syllabus

68. The general content of the programme of instruction at the Centre has been developed by UNESCO with advice from such co-operating bodies as the International Council of Museums (ICOM) in Paris. During the past ten years a great improvement has been worked into the original courses which catered mainly for museum technicians so that the 1973/1974 course benefited not only the technicians but also the other advanced students in general museum activities.

69. As an illustration of the evolution of the programme of instruction the contents of the 1970 course included the following subjects:

- Display and related techniques and photography
- Introduction to Museology or Museum Organization, Basic Archaeology, Technology and African Art
- Conservation of museum objects: stone and ceramic materials, metals, wood, ivory, paper, textiles and leather and parchment,
- Documentation of museum objects.

70. The last course (1973/1974) had a greatly expanded programme which, besides the core subjects included the storage of museum objects, conservation of environment, national parks and cultural and educational activities of the museums.

71. There were also increases in the teaching staff in 1973/1974 with at least ten instructors as compared to five in 1970. The expanded programme was a good sign of UNESCO intentions to upgrade the Regional Centre and to implement the proposals made by the ICOM International Committee for Professional Training during the 9th ICOM General Conference in September 1971. The proposed syllabus was designed as a global programme for both theoretical and practical training.^{6/}

72. The introduction of the full new syllabus will greatly improve the facilities offered by the Centre to Member States. The new Syllabus which is reproduced as Annex III includes nine sections:

^{6/} UNESCO document SHC/WS/250 "Professional Training of Museum Personnel in the World". ICOM Training Unit, June 1972, pages 32-42.

- Introduction to museology
- Organization, operation and management of museums
- Architecture, layout, equipment
- Collections: originals, documentation, moving and storage
- Scientific activities; research
- Care and treatment of collections
- Presentation; exhibition
- The public
- Cultural and educational activities of museums

(b) The Instructors

73. Two major problems concern the instructors and the structure of the course offered at the Regional Centre which can best be illustrated by the 1970 training programme:

- Display and Related Techniques and Photographs
Mr. and Mrs. X arrived on 21 April and left on 21 June.
(This year again suffered from the late arrival of a part of the photographic material).
- Introduction to Museology - The Principal taught from 26 June to 26 August.
- Conservation - Miss Y taught from 27 August to end October.
- Documentation - Miss Z taught from 1 November to 6 December.

74. The schedule for the above teaching arrangement for the whole year looked like this:

TABLE III

Names of Instructors	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Mr. and Mrs. X				<u> </u>	<u> </u>	<u> </u>						
Principal						<u> </u>	<u> </u>					
Miss Y								<u> </u>	<u> </u>			
Miss Z											<u> </u>	<u> </u>

75. From the chart above it is clear that there is virtually no overlapping between the departure of an instructor and the arrival of the next one. As they hardly ever meet, the Principal's task of attempting to co-ordinate their efforts with the training programmes cannot be an enviable one. This point was evident during the one year trial with a Nigerian Principal in 1972.

76. When, as happened in 1970, there are delays in the arrival of teaching equipment at the Centre, the whole course suffers or it is poorly taught. Similarly, when several students arrive a few weeks late they miss virtually the whole course on the subject being taught at that period of the year, as the report of the Principal for the 1970 course shows:

"1970 was a year which was once again characterized by the late arrival of several students. Because of the particular way we teach - consultants coming to Jos one after the other for 5 weeks, 6 weeks or 2 months and teaching full-time during their period a subject which is completely different from the next one - a student who arrives two or three weeks late will find it virtually impossible to make up for the lost time".

77. The Inspector found a number of references by the instructors to the short duration of their teaching assignments at the Centre. This was repeated to him by almost all the former students he interviewed, some of whom suggested the possibilities of lengthening the course to two years. He does not feel, however, that mere lengthening of the individual separate subject courses which would, as a result, lengthen the whole course, would provide a permanent or satisfactory answer to the problem.

78. First, the problem of the organization and administration of the whole course is left in the hands of the Principal as shown above. Secondly, the students who come late for the first course, or who are sick, etc., in any period during the year, miss the opportunity to cover part of the course. Thirdly, as the whole course is partly theoretical and partly practical, it is difficult for a student to acquire the necessary skills and competence, for example in photography or conservation process, after only 4 or 6 weeks of practical exercises. The students need continuous supervised practical exercises for the whole period during which they are at the Regional Centre. There are other important problems such as the absence of adequate breaks during the nine months of the course for students to have holidays or to undertake field surveys. Under the present structure and practice there are also serious problems of co-ordination of the subject matters taught, for instance between conservation and presentation topics taught by different instructors at different times.

79. It is because of factors such as those enumerated above that the Inspector found it difficult to support the present structure of the teaching programme in spite of the fact that it is simple and does not cost as much as would the normal full-time teaching by each instructor throughout the academic year. The Inspector received very complimentary reports from officials and former students on the practical value of these short courses throughout the past ten years. The instructors have been very competent and experienced and have given their best in the restricted compass of their short stays at the Centre. However, there is no doubt in the Inspector's view that improvements in the areas mentioned above would greatly enhance the training given to the students.

80. As the new project is intended to be a great improvement over the "pilot project programmes" the Inspector would like to suggest two alternatives:

- (i) The appointment initially, of three to four full-time instructors for the project period with several short-term instructors as in the past and as many local counterparts as will be desirable from Nigeria and other Member States, or
- (ii) the appointment of all the project instructors on a full-time basis with local counterparts from Nigeria as well as from other Member States as full-time staff. This would be the normal pattern followed in setting up a training institution in the UN system.

81. The past structure and organization of the course have one great disadvantage. They are not geared to the process of early transfer of technology. Ten years of excellent teaching have not enabled Nigeria to take over a fair share of her responsibility in running the Regional Centre with either local instructors or instructors from Africa. With another ten years under the same structures and organization, the Regional Centre will not have achieved more than it did in the past ten years. The Inspector believes that in the second phase, emphasis should be devoted to institution building rather than to training of technicians.

82. In this connection the Inspector was impressed by two short reports on an experiment at the Regional Centre in 1970 and 1971 to encourage the participation of local instructors. The Principal, in his Annual Report on the Seventh Course, 1970, states:

"With the kind permission of the curator of Jos Museum, the Principal arranged to have a teaching assistant for the Conservation course. This was Mr. A, Antiquities Assistant of the Jos Museum who had been a fellow during the first course in 1964. The point of view adopted by the Principal consisted of the following:

1. The teaching assistant is essentially intended to supervise the practical assignments given to the students. This enables the teacher to spend more time on formal teaching of the course.
2. The assistant should be from a workshop or laboratory which deals with the same subject.
3. By working during the whole course (6 to 8 weeks) it will be a refresher course for him.
4. To be really effective the teaching assistant must be full-time during the whole course."

- - - - -

The end results of the experiment, did in fact confirm these principles.

83. The Report of one instructor for the course in 1971 on "The Protection of Cultural Property" states as follows:

"The major improvement of the year was the appointment of Mr. B. of Mali, a former student, as laboratory assistant. He rendered invaluable service in:

1. Preparing materials for classroom demonstrations and laboratory work.
2. Assisting students in the treatment of objects and the preparation of solutions. This made it possible for all to make better use of the laboratory time and it was sometimes possible to conduct session for both laboratory groups at once.
3. Observing and reporting points of confusion in students' understanding of procedures.
4. Translating text material and examination questions."

He organized the reproduction of reading materials and supervised the work in the laboratory. He also benefited from the course by being able to discuss with the Instructor some of the new products and procedures he was working with in his home museum.

84. Having read those two reports the Inspector was disappointed that no similar arrangements had been made for the 1973/1974 Course or as a permanent feature of the courses at the Centre.

(c) Bilingualism

85. One special feature of the Regional Centre is the bilingual courses of instruction in the English and French languages. The language question affects equally the instructors and the students who are either from French- or English-speaking countries. A few instructors are bi lingual and can address the two language groups of students without the help of interpreters. The normal practice is for the instructor to lecture in his or her own language to both groups with the help of an interpreter.

86. In the past, UNESCO had the responsibility of providing a suitably qualified interpreter. Recently the Nigerian Government assumed this responsibility and made such an appointment. The Inspector felt that it must have been very difficult for the Government to find a really competent interpreter for such a technical job, requiring ability not only in the French and English languages, but also experience in the museum's sciences and activities.

87. In fairness to the official appointed by the Government for this difficult role it was perhaps premature to request the Nigerian Government to undertake this responsibility. The experience in the 1973/1974 Course would indicate two alternatives: one full-time qualified translator who would assist in the production of the course material locally in English and French and service the courses where the instructors were monolingual. Another approach is prompted by what happened in the current course, more by accident than by design, when one bilingual student from Mauritius assisted the instructors in putting their courses through to both groups in either English or French. He was invaluable to the whole course. As this kind of luck is rare, the appointment of one former student who is bilingual (more likely from the French speaking African countries than from the English speaking ones) as an Assistant Instructor is recommended.

88. Because of the short stay of each instructor at the Centre this problem is of considerable importance to the students who may not only suffer from poor translation but also from the absence of adequate reading materials in their own language. And in many cases the whole of the current teaching pattern presupposes a high degree of efficiency in delivering the courses which cannot be expected as yet in a developing country.

(d) Supplies

89. Past reports on the Centre have one long theme on delays in getting equipment and materials for each course on time. The last course was no exception and discussing the problem with the Acting Principal and his assistants was enough to convince the Inspector of the need for UNESCO and the Nigerian Government to improve supplies procedures. There is no justification for limiting supplies to one year. Consumable supplies should be stocked in sufficient quantity to last one year and a half as a minimum and at least the necessary basic materials should be available at the Centre before the course starts. Chemicals, paper and textbooks are essential and their delayed arrival has the same harmful effects on the course as the absence of the

instructors, who cannot really function without the tools required for the job. A short list of basic items that were needed at the Centre but were not available at the beginning of the last course is attached as Annex VI.

(e) Examinations, Reports and Certificates

90. From the discussions with former students from Jos several questions were raised about the Centre's Examination Reports and Certificates. While the majority of those interviewed were happy - apart from the short time assigned to each subject - about the total training they had received and about the examinations and reports on their performance on the Course, all were unhappy with the Centre's Certificate (Annex IV). Some said that the Certificate was not recognized by officials in their countries for the purpose of determining their salary scales, nor by museum officials under whom they work. The Inspector felt a lot of sympathy with the treatment given to them on completion of the course and for the lack of recognition of them as qualified technicians by senior officials in their home countries.

91. Any serious criticism that has been raised on the quality of the qualifications of former students from Jos has come mainly from a small number of "expatriate" museum directors who appear to have done little to encourage systematic training of the African workers in their museums. Two specific cases that the Inspector visited, had made no visible improvement in this field from their colonial days and this has resulted in the absence of proper conservation services both to exhibits in the Display Rooms and in the Stores behind the Display rooms and elsewhere in the country.

92. Since each annual course is carefully reported upon by the instructors and the Principal on the performance of each student in each subject, and these reports are sent to the sponsoring Governments, there can be no doubt about the quality of the qualification or training offered at Jos. In this connection, one consultant from the Smithsonian Institution, Washington had this to say, "The six to eight month program offered to museum technicians at Jos includes Documentation, Exhibit preparation, Photography, Conservation and introduction to anthropology, archaeology and museology. This constitutes an extremely well-balanced introduction to the philosophy and skill needed to carry on day to day work in an ethnographic museum. As far as I know the training center is unique in offering such a program on the undergraduate level."

93. The reports on the performance of former students that the Inspector received during the interviews with the senior Government officials were all favourable and he was able to view some excellent photographic museum exhibits done by former students in some of the museums he visited.

94. As the Regional Centre at Jos is, at the moment, the only one of its kind in Africa south of the Sahara, the Inspector would very much hope as an encouragement, that UNESCO would assist the Centre and the Government of Nigeria in designing an official Certificate, for those who successfully complete their course at Jos, that would have the support of the African professional bodies or associations. UNESCO has made provision for such an award in the new syllabus. The Project achievements can suffer a heavy blow if the Certificates issued by the Centre are not respected or recognized as valid professional qualifications. Particularly important are those senior graduate students who could have earned an officially-recognized professional or academic qualification from a similar overseas course which would have been less relevant to their needs than the course at the Regional Centre. The Inspector understood this African problem very well and would like to suggest that the question of the recognition of the Certificate be placed before the officials of the Government Departments concerned with museums to agree on the level or grading they are willing to give to officials trained at Jos.

(D) The Achievement of the Pilot Project

95. In trying to assess the success of this unique pioneering experiment the Inspector has been guided by three main factors:

- (a) the success or failure in achieving the original objectives of the project as outlined in the project document;
- (b) the efficiency with which the resources made available to the Centre have been utilized;
- (c) the degree of success of the programme in laying permanent foundations to meet the growing needs of Member States in the region.

96. As stated in paragraph 24 above, the first of the two main objectives and functions of the Pilot Project was "to provide practical courses for the training of technicians to staff the museums of Africa". A glance at Table IV will show that UNESCO's operations at the Regional Centre have steadily assisted a total of 33 African countries in the training of some 150 students for their museums as technicians or other officials needed in the Departments of Antiquities.

97. The Inspector was quite impressed, not so much by the numbers involved, but by the success in obtaining and maintaining the co-operation of Member States even at a time when few countries in the region had established what could be called national

TABLE IV
Number of Courses and Students at Regional Training Centre, Jos
(1963-74)

Courses	63/64	64/65	65/66	66/67	67/68	68/69	69/70	70/71	71/72	73/74	Total 63/74
No. of nominating countries	10	10	8	9	7	10	10	11	5	11	33 ^{a/}
No. of French-speaking students	7	4	6	8	5	7	6	6	4	8	61
No. of English-speaking students	6	10	7	3	6	9	9	10	7	25	92
Total No. of students	13	14	13	11	11	16	15	16	11	33	153
Target	20	20	20	20	20	20	20	20	20	20	200
Shortfall or Excess	- 7	- 6	- 7	- 9	- 9	- 4	- 5	- 4	- 9	+13	- 47

^{a/} See para. 42, page 13

museum programmes. The steady flow of these trained museum workers has contributed greatly to the new spirit that the Inspector observed in the countries he visited - to promote museum operations that are more related to national aspirations - as opposed to the old concept that made a museum a mere store of ancient objects.

98. The objectives of practical courses have, in his view, been met, and these courses carry the merit of being geared to specific conditions in tropical Africa.

99. The administrative weaknesses that have been discussed, concern the methods of delivery and the structure of the courses, and these weaknesses have not detracted from the basic value of the programme. However, the Inspector does feel that the weaknesses observed at the Pilot Project stage should be taken into account fully not as evidence of failure but as important indicators of the areas in which improvement is necessary in the Second Phase of the Project.

100. It is in this connection that Table IV provides another indication of improvements needed in the planning and the organization of the Annual Courses and Fellowships. The "Contract" between UNESCO and the Government of Nigeria stated "the Pilot Project shall be open to foreign and Nigerian trainees up to a total number of 20. The number of Nigerians for each training period shall not, however, exceed 5. Foreign trainees shall be selected by UNESCO in consultation with the Principal of the Centre. Nigerian trainees shall be selected by the Government, who shall inform UNESCO of their qualifications". UNESCO has provided, for each annual course, 10 study grants for African countries except Nigeria. Having thus set, as a target, 20 students for a course, the document did not spell out how the Centre was to recruit the 5 additional students. Assuming that the needs of the African Governments for the training of their nationals have not been satisfied through the small annual intake of students, greater use of the resources at the Regional Centre could have been made over the past ten years by training nearly fifty more technicians.

101. Because of the language factor, all the instruction has, in fact, been given to small groups of about 6 students in the French language and about 8 to 10 students in the English language. However, physical facilities and financial support being available, the number of students in each language group could be raised from 6 to 15. These arrangements could be made either by increasing the number of UNESCO fellowships from 10 to 20 or by inviting Member States that desire to send two students to any one course to pay for the extra cost of maintaining one of the two students (\$US 1,000). With 30 students in each course the Centre could maximize the use of the resources available to it by doubling the numbers of students in each course.

102. The second objective of the Pilot Project was "to undertake and promote studies in the techniques of administration, develop the standards of cataloguing, methods of audio-visual aid documentation, techniques for the conservation and storage of museum objects, and the preparation of exhibits". The Inspector has examined several teaching manuals and documents produced by the instructors and expert groups under UNESCO's direction, and considers that these have been of high quality and particularly suitable for the basic studies in museum activities. A few of these documents are listed below:

- | | |
|---|-------------------------------------|
| - "Basic Archaeology" - syllabus for the course | J.B. Cuypers, 1970 |
| - Recommendations concerning the keeping of Museum Records | Miss Y. Oddon, 1965 |
| - Technical and Ethno-Historical Notes (Technical Cards) on Metals in Africa. Annex I | J.B. Cuypers, 1970 |
| - Professional Training of Museum Personnel in the World - A Common Basic Syllabus | ICOM Training Unit, 1972 |
| - Elements of Museum Documentation | Y. Oddon, 1968 |
| - Protection of Cultural Property and the Basic Techniques for Conservation of Museum Objects. (Appendix to Report) | J. Stone, 1971 |
| - "Technical Examination and Conservation" | Report by Consultant Mission, 1964. |

103. The Inspector was pleased to note that the students were provided with a number of publications for their personal reading during the course in Jos which they could take home for the benefit of their museums. One important fact about the majority of the printed courses was the availability of these publications in both English and French. In addition to the printed courses, the students were provided with selected text-books the list of which included in 1970:

- | | |
|---|--------------|
| - The Organization of Museums. Practical Advice | UNESCO, 1963 |
| - Temporary and travelling exhibitions | UNESCO, 1963 |
| - The Conservation of Cultural Property | UNESCO, 1967 |
| - The Problems of Museums in countries undergoing rapid changes. | ICOM, 1964 |
| - The Conservation of Antiquities and Works of Art, by Plenderlegh, London. | OUP, 1956 |
| - Field Manual for Museums | UNESCO, 1970 |
| - Synthetic materials used in the Conservation of Cultural Property, Rome. | ICC ... 1963 |

104. The Regional Pilot Training Centre for Africa has achieved three things:

- (a) a sound framework for establishing future African institutions of Museums Sciences;
- (b) the stimulation of interest and preliminary studies on preservation of the cultural and natural heritage in Africa;
- (c) the training of over 150 museum technicians from some 33 countries in Africa.

105. According to the Report of Director-General of UNESCO on the activities of the Organization in 1973 (Document 18 C/3-2) the Regional Pilot Project which came to an end in 1972, has now been replaced by - "The Regional Training Centre for the Preservation of the Cultural and National Heritage." The report makes a clear distinction between the old Pilot Project and the new programme in these words:

"The regional training centre, established in 1973 with assistance from UNDP, is using existing facilities of the former pilot project for the training of museum technicians at Jos. The emphasis in the programme of studies has shifted from museum techniques to wider problems of preserving the cultural and natural heritage."

The following chapter discusses how UNESCO operations can benefit from the experience gained in the pilot training project to meet the present and future needs of Member States.

Chapter III

General Evaluation of Needs: Problems and Prospects

(A) The New Project: "Regional Training Centre for Preservation of the Cultural and Natural Heritage", Jos - (RAF-72-098)

106. As stated in paragraph 105 the old pilot training programme came to an end in 1972 and it has now been replaced by the above project. The first course which started in October 1973 was completed in June 1974. Several details on the operational activities of this project have been given in chapter II.

107. The Project document of the new project, was submitted in February 1972 and was approved and signed in September and December 1973 respectively by UNDP and UNESCO. The duration of the Project is 4 years and the financial support is distributed between the Nigerian Government (\$716,500) and UNDP (\$140,000). UNESCO is expected to finance some of the 12 to 14 fellowships for each training course under UNESCO's Programme of Participation in the Activities of Member States. Some will be financed under UNDP Country Programmes.

108. The objectives in the second phase of the Project are indicated in the very title of the project - to train specialists not only for museums but for a much wider field of preservation of cultural and natural heritage. Long-term objectives are directed at increasing the quantity and improving the quality of professional staff dealing with preservation of cultural and natural heritage in African Member States. The immediate objectives are:

- (i) to improve the Centre's training capacity in modern methods of preservation of cultural and natural heritage;
- (ii) to accelerate the orientation of training activities towards a programme including not only museum techniques but also the protection of cultural and natural sites.

109. The main addition to the training programme has been the protection of the environment and the organization and use of national parks, for which two instructors were provided by the United States National Park Service, Washington. There is no doubt that the new programme is bound to greatly influence the old basic courses for the museum technicians both in the content of the course and in the operational activities of the Centre.

110. As this was the first course in the second phase of the Regional Centre, UNESCO will need to review carefully the results of the course from the reports of the Principal of the Centre and those of the instructors and perhaps as soon as possible the progress of the students who completed the first course, particularly those who go into national park activities.

111. The structural weakness, described in Chapter II, will need special examination perhaps this time not only from the point of view of UNESCO Headquarters but largely with the co-operation of official representatives of Member States participating in the Regional Training Centre. The Inspector was somewhat disappointed to learn that the participants of the UNESCO Seminar on the Role of Development of Museums in Africa held in Lagos, Nigeria from 3 to 9 December 1973, were not given the opportunity to visit the Regional Training Centre which was an item discussed during their meeting. As there were only thirty members, it should not have been difficult to accommodate them for a few days at Jos, or better still the Seminar itself could have been held at Jos.

112. The Seminar provided, however, an extremely useful opportunity for UNESCO and the African Government museum officials to discuss new concepts of the role of museums in Africa including the training of qualified museum personnel. UNESCO, UNDP and Member States in the African Region should study and support the recommendations of the Seminar. They confirmed the need for continuation of the Regional Training Centre.

113. The Seminar's recommendations include several important guidelines in the training of museum personnel such as the involvement of African Universities in initiating courses in subjects related to museums, the need to include, wherever possible, university degree holders among the candidates for training in curatorial work and closer association of museums with educational programmes in Africa for adults as well as school children.

114. The Inspector would like to commend the recommendations of the Seminar and to support the request to UNESCO "to arrange similar conferences in the future, and that such conferences should include planners from the relevant Government Ministries". He believes that for the Regional Training Centre to be really effective in its objectives and operations, the need for fuller participation by the African countries cannot be over-emphasized.

115. The general concepts and practices underlying the development of museums in Western Europe cannot be successfully transplanted into Africa without drastic modifications to meet the needs of African countries. This is why the participation of

Government representatives is so important in guiding the course of development in the museums themselves and the appropriate training required. The brief summary of the development of museums in Africa that follows may be useful in assessing the role of the Regional Centre at Jos.

(B) Development of Museums, and the protection of Monuments, Historic Sites and National Parks in Africa

(a) Museums

116. At the time of independence in the early 1960's few museums were inherited in Africa from the colonial period. They had been established largely through the efforts of private individuals or institutions for a variety of reasons. In a recent article to the Journal of World History^{7/}, the Director of the Ghana Museum and Monuments describes the position as follows:

"In the former French colonies this was a legacy of IFAN Museums (Fundamental Institute of Black Africa), often with very fine collections, well-documented but not displayed for the delight and edification of the general public. Such museums were very few as compared with those in the British Colonies and were all ethnographic in content. One or two of these became quite popular for example those of Ouida and Dakar. In the former British Colonies, when there was anything, it was often somewhat jigsaw-like collections of curios ... generally displayed as undivided works of art, out of the cultural context of other objects produced by the people who made these works of art, out of the cultural context which alone can make things meaningful."

117. Among the first museums in the English-speaking countries in Africa, the following may be mentioned:

- (a) the Achimota College Museum in Ghana, started in 1927 with a small annual subvention but soon expanded by building up a good archaeological collection;
- (b) the Jos Museum in Northern Nigeria which started with mineral specimens collected from 1910 by the Department of Mines and archaeological collections mainly of stone tools and pottery;
- (c) the Coryndon Memorial Museums now the National Museum of Kenya in Nairobi, which is said to owe its origin to the East African Natural History Society, was established in 1909. Its collections consisted mainly of natural history specimens, now greatly enriched with archaeological and ethnographical objects;

^{7/} "Perspective for African Museums" by Richard Nunoo. UNESCO - Journal of World History, Vol.XIV No.1 of 1972 p.130

- (d) in Tanzania there were two museums: the King George V Memorial Museum in Dar-es-Salaam, now the National Museum of Tanzania and the Zanzibar Museum. The National Museum in Dar-es-Salaam had its origins in the German period, but that foundation was destroyed during World War I. The present Museum^{8/} was established in 1936 from a Memorial Fund of Shs. 100,000 raised locally through voluntary subscriptions, for King George V and a Government Grant of Shs. 100,000. This Museum had a lot of support from the Government which encouraged the Provincial Commissioners to start collections of articles of special interest, objects of archaeological, historical, social and artistic value and original documents. The management of the Museum was left to a Board;
- (e) the Uganda Museum is said to date back to 1908. It has perhaps one of the best collections of ethnographical objects in East Africa.

118. The main features of most of these museums are:

- (a) individual or private initiative in establishing the museum;
- (b) greater emphasis on collections of single objects rather than presentation of cultural objects;
- (c) lack of trained personnel of local origin;
- (d) lack of public support or participation;
- (e) dominance of expatriate management and control.

119. The pace of change in African museums has been rather slow since independence in many countries despite the fact that many museums now come more directly under public control. The structures are still largely copies of the European models. The Inspector, was, however, impressed by the spirit of change that was noticeable in the present plans for Museum development in some of the countries that he visited, such as Nigeria, where the Government plans an ambitious expansion in museums for each State, in East Africa where experiments with mobile school museums and village museums are already in operation, and the planned regional museums in Tanzania.

120. Public concern about the contribution that museums can make in social, economic and cultural development, and, in particular, concern about the loss by Africa of its cultural and artistic objects today as voiced in the General Assembly at its session in 1973 by President Mobutu, are all healthy signs for those who are ready to assist countries of Africa to regain their creative vitality and respect for their culture.

^{8/}"National Museum of Tanzania: Reporting Thirty Years' Work" p.5. by R. Meyer-Heiselberg

(b) The Training of Museum Personnel

121. The need for trained personnel varies from one country to another depending on the level of Government participation and support. This was clearly revealed in a review of the performance of former students from the Regional Centre at Jos. While the majority of them have been absorbed in the museums of their countries, several trained museum technicians have not been able to obtain work despite the great need for such technicians in the home country's museums especially in conservation and presentation work. Some have been able to use only one of their skills in photography and display. The Inspector believes that having accepted to have a museum worker trained the nominating Government has a commitment to find a suitable post for him after completing the training course successfully. As a follow-up measure on the performance of former students, both UNESCO and the local UNDP Resident Representative can do a great service to the Centre by encouraging the host Government to ensure that these rare skills are not wasted.

(c) Public Support and Financing of Museums

122. The most common concern in Africa today is the lack of financial public support for museum work. With a few exceptions such as Nigeria, most museums and Departments of Antiquities are starved of development funds. This is obviously a hangover from the past whereby the Museum and Department of Antiquities operated on the basis of one or two qualified officials in isolated programmes. An integrated approach to the development of museums and the protection of natural and cultural environment, if properly exploited, should ensure greater support, financial as well as moral, and integration of the sectoral development plans within the overall national development programme. One of the major contributions that the Regional Centre can make to Member States is to strengthen that integrated approach by providing trained personnel.

(d) Integration of Museums and Antiquities Programme

123. In order to speed up the process of integration the Inspector feels there is an urgent need to review the existing structures and patterns of the administration of museums, monuments, cultural and historic sites. These services by tradition, in East Africa for instance, are carried out separately mainly under two organizations - the museums under a Board of Trustees and monuments and historic sites under the Government Department of Antiquities, whereas national parks come under the Ministry of Natural Resources and Tourism. Among countries visited, Nigeria and Ghana had achieved a large measure of integration between Antiquities and Museums. In Ghana,

the combined services are headed by the Director for Ghana Museums and Monuments.^{2/} While the Inspector does not feel that an immediate merger in all these operations will be possible, a case does exist for an integrated approach to the development of these services - particularly in their training needs. This would suggest the need of a strong central government body to ensure co-ordinated policy, plans and operations.

(e) National Parks

124. The protection of wild life and the development of National Parks and Game Reserves had an astonishingly early start in Africa by comparison with the protection of cultural and historical property and the development of museums. There is little doubt that for the majority of people, the protection of life is more important than the protection of fossils and old historic objects and sites. The most important factor in this field has been the existence of strong international bodies that had the moral force to stimulate the necessary interest by Governments and the tourist world in the protection and preservation of wild life. These bodies are the African Wildlife Leadership Foundation and the World Wildlife Fund.

125. The management of wild life and the creation of National Parks is an important component of the tourist industry in many countries particularly in East Africa. The Governments of Kenya, Tanzania, Uganda and Zambia have invested an enormous amount of money in developing vast National Parks which are visited by thousands of tourists and scholars every year. These Parks are highly valued for the foreign exchange they earn for the countries concerned.

126. The enormous success achieved in this field has been mainly the result of excellent training in the management of wildlife given by the College of African Wildlife Management, Mweka, which is another regional training institution for Africa assisted by UNDP, with FAO as the executing agency.

127. The courses given at the College of African Wildlife lead to the award of a certificate at the technician level and a diploma for more advanced students including the holders of University degrees. The Regional Centre at Jos might benefit from the experience of this College of African Wildlife with regard to its future awards of certificates and diplomas.

^{2/} Ghana, National Regulations 1973
Ghana, National Museum Decree 1969

128. Criticism has been heard at least in East Africa that not many nationals and school children visit the National Parks. This could be due to excessive expense for the not-so-rich citizens entailed by a visit to National Parks primarily geared to tourists, or to the lack of sufficient educational activities for the local people, which is an indication of a possible contribution from those trained at Jos in this field.

(f) Legal status of museums in selected countries

129. A brief summary of the legal status of museums and monuments in various countries visited by the Inspector reveals great differences as is shown below:

Nigeria - the Antiquities Commission, established in 1953, is responsible for the preservation and assessment of all that is rich and informative in Nigeria's past. The Commission is responsible for the museums and national monuments. Its operations are based on the Antiquities Ordinance No. 17 of 1963 and the Antiquities Regulations, 1957 (L.N.62 of 1957). So far there is little development in the field of National Parks. The need for a review of the existing law was expressed to the Inspector by the officials in the Department of Antiquities as it is important that the legal instrument should reflect the current Nigerian needs and policies and early in 1974 the Government introduced "The Antiquities (Prohibited Transfers) Decree No. 9".

Ghana - the Ghana Museum and Monument Board is responsible among other things for equipping and managing the National Museum and for the preservation and restoration of antiquities. The operations in these services are carried out under Executive Instrument No. 29, National Museum Regulations, 1973 and the National Museum Decree, 1969.

Ivory Coast - At the time of the Inspector's visit the Ministry of Cultural Affairs was in the process of formulating a new legal instrument: "Projet de Décret Portant Protection des Sites du Patrimoine Historique et de l'Archéologie". The draft that was viewed by the Inspector appeared to focus mainly on the protection by the State of sites and monuments of national interest from the point of view of their historic, artistic and archaeological values.

Liberia - Here as in Ivory Coast, the Ministry of Information, Cultural Affairs and Tourism was in the processing stage of its legal instrument entitled "An Act, to provide for the Protection and Control of National Museums, National Monuments

and Antiquities". The draft provides for the creation of a "Liberian Museums, Monuments and Antiquities Control Board", An Act to amend the Executive Law to create the Department of Information and Cultural Affairs was passed in 1965.

Senegal - like its neighbours, its legal instrument for the development of museums, monuments and historical sites was being processed. However, UNESCO records show that an Act was passed recently entitled: "Loi 71-12 du 25.1.71 Fixant le Régime des Monuments Historiques et celui des Fouilles et Découvertes".

The United Republic of Tanzania - the operation of museums and monuments and sites comes under two separate Ordinances, "The National Museum Act, 1963", and "An Act to Provide for the Preservation and Protection of Sites and Articles of Palaeontological, Archaeological, Historical or Natural Interest; ... 1964". The National Museum of Tanzania is controlled by a Board of Trustees appointed by the Minister responsible for Culture. Various national interests including the Department of Antiquities and the University are represented on the Board.

130. The legal status of museums and monuments legislation in another 11 African countries from a list of 16 for which the UNESCO Department of Cultural Heritage has records is summarized as follows:

Burundi	- Décret sur la protection des sites, monuments et production de l'art (1963)
Cameroon	- Décret portant ratification de la Convention concernant les mesures à prendre pour interdire et empêcher l'importation, l'exportation et le transfert de propriété illicites des biens culturels (29.7.71)
Kenya	- Laws of Kenya - The Preservation of Objects of Archeological and Palaeontological Interest - 1934, revised edition 1962
Malawi	- The Monuments Act - 1965 (No. 44 of 13.4.65)
Mauritania	- Loi No. 72 160 relative à la sauvegarde et à la mise en valeur du patrimoine national, préhistorique, historique et archéologique (31.7.72)
Mauritius	Ancient Monuments Ordinance (16.3.47)
Uganda	- Objects of Archaeological Interest Ordinance of 1934 and the Historical Monuments Act of 1967
Sierra Leone	- 1947 Ordinance - An Ordinance to Provide for the Preservation of Ancient, Historical and Natural Monuments, Relics and other objects of archaeological, ethnographical, historical or other scientific interest
Chad	- Loi 14/60 du 2.11.60 relative à la protection du patrimoine culturel mobilier et immobilier de la République du Tchad

Zaïre - Décret du 16.8.39 - Protection des sites, monuments et productions de l'art indigène; Ordonnance du 24.6.47 créant la Commission de classement des sites, monuments et meubles de facture indigène; Ordonnance loi 71-016 du 15.3.71 relative à la protection des biens culturels AND Ordonnance loi 70-089 du 11.3.70 portant création d'un institut des musées nationaux.

Zambia - Chapter 266 of the Laws of Zambia - Natural and Historical Monuments and Relics.

131. It is evident from the few examples cited above that the legal framework for the preservation and presentation of museum, historical and cultural objects is still weak in many countries and where it is established the legal instrument is fragmented. Again a separate law exists in some countries in East Africa under which the management of National Parks is based. A good follow-up in this field should help Member States to clarify more sharply their objectives. The Inspector sees a lot of common ground in the three services involved in the preservation of museum objects, monuments and sites and wild life. He must stress the importance of careful apportionment of resources among the three services and the need for co-ordination and rationalization of common aspects of the services, such as common training programmes on presentation, documentation and educational activities now offered at the Regional Training Centre at Jos. It is recommended that encouragement and assistance be given to those Governments that are in the process of preparing legal instruments for protection and development of the above services.

(g) Legal Protection and enforcement of the law

132. Among the countries visited, the Inspector was impressed by restrictions imposed on the export of antiquities particularly in Nigeria and Ghana. Nigeria has made a very successful drive to acquire for its twelve museums the best among objects of national interest from the historical or artistic point of view and the National Museum at Jos had collected by the end of 1973 over 15,000 museum objects of great value to the nation, thus making it impossible to export these valuable relics of Nigeria's heritage. Fortunately for the tourists in Nigeria a lot of excellent handicrafts and modern art exist in wood, leather, etc. This can be said to be true of Ghana too.

133. In the other countries visited, the Inspector saw what could only be described as an "open sore" in the hearts of those nations. An extremely valuable stock of objects of great importance in the life of the communities that made them was being allowed to leave those countries and some of it was getting damaged by the humidity and insects while being stacked in stores and hotels.

134. It is difficult to say that such exportation of works of art of national value is not taking place in other parts of Africa as a result of the tourist influx or through organized commercial initiative. Many will, however, welcome the steps taken by the General Assembly in its Resolution 3187 (XXVIII) on Restitution of Works of Art to Countries Victims of Expropriation which, inter alia deplored the wholesale removal, virtually without payment, of objets d'art from one country to another, and invited the Secretary-General in consultation with UNESCO and Member States to submit a report to its thirtieth session.

135. If it is accepted that only a few African countries have taken sufficient steps to protect objects of art from export overseas, fewer still have taken sufficient steps to discover and protect the innumerable historic sites and cultural objects that are being destroyed in areas of dense population or being threatened by the growth of urbanization and communication. This is a task of great magnitude and only the co-operation of those few surviving old villagers can save them, together with an efficient qualified personnel that the training at Jos could produce in the next few years.

136. Having examined the various elements in the field of preservation of cultural and natural heritage in Africa, the Inspector is of the view that in the past the approach to development activities has been made on a somewhat ad hoc basis and this has led to dispersal of effort. He believes that better and quicker results would be achieved by ensuring that a comprehensive and a co-ordinated development programme in each country is prepared. Such a programme would have three basic components or steps:

- (a) Legal instrument for protection and financial support;
- (b) Training of personnel;
- (c) Physical protection, conservation and preservation

137. The preparation of the legal instrument as a first step gives the Government an opportunity to encourage public debate and education on cultural heritage, with its support. Secondly, it enables the Government to have a clear idea of what it must do to preserve for future generations its past and present cultural heritage that may perish if neglected now. Thirdly, a good legal instrument is a basic tool in the whole process of protection and financing of the activities connected with museums and monuments.

138. The training component, important as it is in Africa, must be regarded as a second step because, without the political will and desire to protect the cultural heritage, efforts at training personnel who are not assured of a job is a great waste of time.

139. The physical protection stage, to be really effective, must depend on the other two components. Here again the predominant factor is the political will of the nation to commit some of its present resources for the benefit of present and future generations.

140. UNESCO's role in this programme should not therefore confine itself to training institutions; it must be ready to assist all Member States that need such help to frame suitable laws under which the activities discussed here can be carried out with a degree of success.

Chapter IV

SUMMARY AND CONCLUSIONS

141. This report started with an examination of the Regional Pilot Training Project that was established at Jos just over ten years ago and ended with an evaluation of the prospects of the new project with its broad approach to the programme of preservation of cultural and natural heritage in Africa.

142. From its modest beginning in 1964 the training programme has grown in status and influence and its contribution to African museums is acknowledged and appreciated in the 33 countries of Africa that have participated in the training scheme.

143. As in so many new fields of human endeavour in the developing countries, the most important contribution made by the Regional Training Programme is to have trained nationals from each country served by the Centre who can influence their Government and members of the public in the overall national needs for protection and preservation of its cultural and natural property. This contribution by the Centre has now the best opportunity to pay handsome dividends as the African nations begin to look critically at their cultural property including losses as a result of a hundred years of foreign occupation, the impact of dominant outside cultures in Africa and an education system that omitted the subject of national cultural activities or characterized the traditional culture and art as pagan and therefore unworthy of preservation.

144. While the training programme has earned good marks, the way the Centre has been organized has been less successful. UNESCO has enormous resources in the field of educational planning and administration either in its Department of Education or in its Member States and the failure to create more effective institutional structures at Jos has drawn a great deal of adverse comments on its organization. However, it is a credit both to the Government and to UNESCO that it was possible to keep the Centre open throughout a period of great internal conflict in Nigeria.

145. The Inspector's visit confirmed the need for the continuation of this training programme for a long time to come until national programmes in the field of museum development and in the general field of preservation of natural and cultural property are large enough to support individual national training institutions. This should mean a new approach to the organization of the activities of the Regional Centre - with a properly planned programme, and specific targets to be achieved at the end of the programmed project including the training of local trainers.

146. Although the Project document states that long-term staffing and financing is assured by the host Government, and that "preparation for and transfer of full project responsibility to the Centre" will take place during June to December 1976, there are no training provisions in the document for the Nigerian counterparts on the staff.

147. The new project became operational more than 18 months after the request was submitted by UNESCO. The long delay in obtaining the approval was partly due to the fact that the preparation of the training programme and the project document followed too closely the pattern that was the basis for the pilot training project.

148. There are only a few changes from the old project document as regards the counterparts; the training needs and the basic concepts and institutional structures remain the same. Significant changes are those dealing with the protection of cultural heritage beyond the museums and UNESCO's financial contributions covering the fellowships for students under UNESCO's regular budget (Programme of Participation in the Activities of Member States) and UNDP Country Programmes. Apart from the above items the value of the project document from the point of view of clarity or guidance for those who will have to implement the training programme is doubtful. The Inspector therefore hopes that UNESCO and the host Government (together with the participating Member States) will make every effort to prepare a comprehensive programme in the next project planning period to take into account the needs for establishing a permanent training institution and the necessary training of Nigerian instructors.

149. In its new role, that of pace-setting, the Regional Centre could make an enormous contribution to Member States if it were expanded so that there could be three or more courses running simultaneously:

- (a) A diploma course for professional and administrative cadres - for the holders of university degrees or equivalent academic qualifications
- (b) a certificate course for the technicians cadre with a secondary education as a minimum academic background
- (c) specific short in-service courses and seminars for any of the subjects taught in the Centre - particularly in conservation, display (Audio-visual Aids construction). Four to six weeks of refresher courses on a regular basis would make a great impact on the services of Member States. The arrangements proposed would amply justify the creation of a permanent staff as soon as possible in addition to the existing short-term consultants recruitment.

150. There is need for closer association and participation of all interested Member States in the Governing Body of the Regional Centre possibly on a rotation basis. The Steering Committee cannot be said to have been successful in the development of the Regional Centre.

151. The proposed chair of Museography to be set up at Jos by the University of Ibadan for the benefit of the Regional Training Centre should be welcomed. The Centre will not only gain in status and take roots in Nigeria, but will greatly benefit from the administrative and research resources of the University in both of which aspects the Centre has been greatly in need of strengthening.

152. The need for a carefully prepared Project Document which is a legal document as well as a practical guide to the development and management of the Regional Centre cannot be over-emphasized, nor can the need for a regular review of progress.

153. In order that the development plans in the training fields of museum and allied activities can be carried out with any degree of accuracy UNESCO and UNDP would need up-to-date inventories of both human and physical resources to be developed in each country as was the case with the Andean group of 5 countries (UNDP Regional Project - RLA/70/047).

154. The training project at Jos cannot be considered in isolation. Its success depends on the programmes in each Member State on the preservation and presentation of the cultural and natural heritage which in turn depend on resources made available by Member States in the African region for this purpose.

155. The Inspector sees clearly the advantage of an integrated approach to the new impetus put on the programmes for preservation of cultural and natural heritage at the international level where the approach so far has been on a fragmented sectoral basis. He hopes that the initial steps proposed by UNESCO and the international community to set up an International Fund^{10/} for the promotion of culture, will come to fruition at an early date and that the Fund and the combined resources of UNESCO, UNDP and UNEP will be large enough to ensure that the current momentum is not lost.

156. Similarly, the need for an integrated approach to the training now being given at the Regional Centre and that given on the job, whether in national museums or in foreign museums and parks cannot be over-emphasized. The pace of national development efforts

^{10/} UNESCO 94 EX/15 of 16 May 1974

will undoubtedly depend on the degree of co-operation in the transfer of scientific knowledge and technology from the developed nations to the African region. Perhaps the time has come when the Regional Centre should concern itself mainly with advanced courses for professional curators and the transfer of the courses for technicians to sub-regional centres which could concentrate initially on practical work and technical skills needed in museums etc.

157. Two planned conferences in Africa for 1975 concern the development of cultural values in that region. These will be:

- (a) the UNESCO sponsored "Inter-governmental Conference on Cultural Policies in Africa".
- (b) "The Second World Black and African Festival of Arts" to be held in Lagos, Nigeria between November and December 1975.

These two conferences should go a long way towards creating a common approach to policies on the programme and the latter to the presentation of hitherto less publicized wealth of cultural and artistic heritage.

158. In commending past efforts and present endeavours of the international community the Inspector would recommend that Member States in the African region make their own contribution by having the programmes of preservation on the agenda of the Economic Commission for Africa and that progress in this field in the African region be included in the Commission's reports. The need for special measures in favour of the least developed of the developing African countries (of which there are at least 16) should be brought before the international community. Ample opportunity exists for profitable sub-regional co-operation in the field of protection, preservation and presentation of cultural heritage in all parts of Africa. Sub-regional activities in any of the fields outlined above should benefit most of the States that need assistance in preserving and developing their own cultural or natural heritage.

159. Fortunately for Africa, traditional cultural activities and art are not confined within present political boundaries so that joint research is possible among countries now divided by the various languages.

16 Least developed among developing countries
in Africa



MAIN RECOMMENDATIONS

1. Taking into account the opinions expressed by representatives of Member States with whom the Inspector has had discussions, from the discussions at the United Nations General Assembly (Annex V) and those of the General Conference of UNESCO and from public statements made by African leaders, both in Government circles and in private debate on their desires for recovering and developing their cultural heritage, it is recommended that international assistance and co-operation with the host Government and the participating Member States be continued and expanded to meet the current and future training needs of the African region.
2. The very nature of this technical training programme and the size of the UNESCO Department of Cultural Heritage are such that a multidisciplinary approach is necessary in the operational activities at the Regional Centre. The Department of Cultural Heritage must be enabled to call on all sectors of UNESCO for various operations at the Centre, particularly in the planning, construction, and administrative fields needed to set up a training institution.
3. Being an important regional training project for Africa there is need for a review of the institutional aspects of the Centre, including the participation in its governing body of representatives of Member States, of the Organization for African Unity and ECA.
4. Financial support both by the host Government, UNESCO and by UNDP should be reviewed to ensure that the Centre's operations are not grossly handicapped by lack of appropriate equipment, laboratories and workshops and chemicals for conservation and photographic laboratories. The educational aspects of the course would imply specialized equipment and materials in the field of audio-visual aid, storage and transport.
5. The appointment of a qualified and experienced senior education administrator as a Director of the Regional Training Centre together with the necessary permanent supporting staff is the most urgent action required of the host Government. UNESCO should invoke the original agreement and re-appoint a chief advisor who should, at the initial stages, assist the Director in planning the curriculum and research.
6. In order to benefit from the present favourable climate for cultural development in Africa, the planners and the administrators responsible for cultural development planning should be enabled to meet frequently both at the sub-regional and at the regional level.

7. Favourable response by financial institutions and the international community to Government requests for development funds for the necessary infrastructure for their national programmes of preservation and presentation of cultural and natural heritage will enhance the training efforts now extended to the Regional Training Centre.
8. Universities, museums and national parks overseas can make a valuable contribution to Africa by opening their doors wider to provide both basic pre-service training for subjects that are not yet **available** in Africa and the in-service training or practical experience that those trained at the Regional Centre will need as curators and research scientists.
9. Documentation and publication of the results of research or new discoveries present insurmountable problems in many museums in Africa. Special assistance in this field would greatly help the museums efforts towards the presentation of their finds.
10. Efforts and resources of the organizations of the United Nations family should be co-ordinated, particularly those of UNDP, UNEP, ECA and UNESCO to ensure a permanent impact on the African region in its drive to explore its cultural heritage, and preserve it for the present and future generations. The training programme is not a cultural activity in itself; it is only a tool for preserving cultural heritage and demands support as an important channel for the transfer of badly needed technology and science in Africa.
11. Government efforts to bring educational institutions closer to museums or national park activities should be strengthened and supported by the international community. Subjects taught in schools on national cultural heritage need to be more developed than they are today.

Annex I

PRESERVATION AND PRESENTATION OF THE CULTURAL HERITAGE IN CONNEXION WITH THE PROMOTION OF TOURISM^{1/}

Programme Resolution

Resolution 3.343: The General Conference:

Bearing in mind resolution 1515 (XV) adopted by the General Assembly of the United Nations at its fifteenth session (1960), which recognizes that the international system must encourage the economic and social development of all countries of the world.

Bearing in mind, further, resolution 995 (XXXVI) of the Economic and Social Council (1963) which states that tourism is a factor in economic development.

Considering resolution 1109 (XL) of the Economic and Social Council (1966) inviting the international financial agencies to provide the developing countries with increased financial and technical assistance for the promotion of tourism which contributes both to economic development and to better international understanding.

Considering the recommendations of the United Nations Conference on International Travel and Tourism (1963), which stress the importance of cultural tourism, emphasize the very substantial value, from the point of view of tourism, of the natural, historical and cultural heritage of countries, and urge the adoption of adequate measures to ensure the preservation and protection of that heritage (Final Act 4 D 23),

Taking note of the recommendations of the United Nations Conference on Trade and Development (1964), urging all countries - particularly the developing countries - to promote tourism, which makes a vital contribution to their economic growth, and inviting the United Nations Specialized Agencies and the international financing bodies to give assistance to that end, in appropriate ways, for the conservation, restoration and profitable utilization of archaeological, historical and natural sites (Final Act - Annex A IV 24),

Having regard, finally, to resolution 2148 (XXI) on International Tourist Year, in which the United Nations General Assembly, at its twenty-first session (1966), recognized "the importance of international tourism, and particularly of the designation of an International Tourist Year, in fostering better understanding among people everywhere, in leading to a greater awareness of the rich heritage of various

^{1/} UNESCO Document 14 C/5, page 367 - "Approved Programme and Budget for 1967-1968".

civilizations and in bringing about a better appreciation of the inherent values of different cultures, thereby contributing to the strengthening of peace in the world",

Recalling resolution 3.332 adopted by the General Conference of UNESCO at its thirteenth session (1964), which authorizes the Director-General to make a study with the object of ascertaining how far the preservation of a country's heritage of monuments contributes to the development of tourism and consequently constitutes a factor in that country's economic development,

In conformity with resolution 72 EX/3.4 (1966) of the Executive Board of UNESCO which, on the basis of the aforementioned study, notes the possibility and usefulness of associating the preservation of cultural property with the development of tourism, and recommends to the General Conference the corresponding work plan in the Draft Programme and Budget for 1967-1968, which could serve as the basis for a possible subsequent large-scale action,

In conformity further with the resolution adopted by the Executive Board at the close of its 72nd session (1966), stating that such action could serve the high ideals of UNESCO in contributing to peace and enhancing the intellectual and moral solidarity of mankind,

Considering that cultural tourism serves four of UNESCO's basic objectives:

- a. by contributing to the mutual knowledge and understanding of peoples, it helps to strengthen peace (Article I, paragraphs 1 and 2 (a) of the Constitution);
- b. by promoting adult, youth and child education - by facilitating exchanges of knowledge and first-hand acquaintance with past and present civilizations - it contributes to the spread of culture and to popular education (Article I, paragraph 2(b) of the Constitution);
- c. by contributing to the promotion of development, it is in accordance with the main activity of the United Nations system during the Development Decade (1960-1970);
- d. by helping to finance the restoration and preservation of monuments and sites of historical or artistic value, it makes possible the safeguarding of the world's cultural inheritance (Article I, paragraph 2(c) of the Constitution);

Declares that tourism, because it can be fully effective only by associating the protection of cultural property with the economic and social development of peoples, is therefore of outstanding cultural interest;

Authorizes the Director-General to assist Member States, at the request, in studying and carrying out programmes for the protection and development of sites and monuments in the context of the promotion of tourism, and to take all appropriate steps to secure for that purpose the co-operation of international and regional organizations, both governmental and non-governmental, as well as of international and regional financing bodies;

Invites the other appropriate Specialized Agencies, including the International Bank for Reconstruction and Development, as well as the United Nations Development Programme, governmental and non-governmental, international and regional organizations, and all other international financing bodies to combine their efforts with those of UNESCO with a view to implementing programmes for the preservation of cultural property that are closely integrated with development programmes.

Annex II

Place de Fontenoy
Paris -7⁰

United Nations Educational, Scientific
and Cultural Organization,
Organisation des nations unies pour
l'éducation, la science et la culture

CONTRACT BETWEEN

THE UNITED NATIONS EDUCATIONAL,
SCIENTIFIC AND CULTURAL
ORGANIZATION

and

THE GOVERNMENT OF THE FEDERATION
OF NIGERIA

(hereinafter called "the Government")

(hereinafter called "UNESCO",
the Headquarters of which are
situated in Paris)

of the first part

of the other part

WHEREAS the Expanded Programme of Technical Assistance for 1963-1964 includes a regional project in Africa for the training of museum technicians; and

WHEREAS one important aspect of such training is the establishment of a regional pilot project which the Government of Nigeria has offered to undertake with the assistance of UNESCO; and

WHEREAS UNESCO and the Government wish to state the obligations which UNESCO proposes to undertake in extending assistance to the Pilot Project and the reciprocal obligations of the Government in accepting such assistance:

The Parties hereby agree as follows:

I - Establishment and Structure of the Centre

1. The Government shall establish "The Regional Pilot Project for the training of Museum Technicians (sponsored by UNESCO) which is hereinafter referred to as the "Pilot Project".
2. The main functions of the Pilot Project shall be:
 - (a) to provide practical courses for the training of technicians to staff the museums of Africa;
 - (b) to undertake and promote studies in the techniques of administration, develop standards of cataloguing, methods of audio-visual documentation, techniques for the conservation and storage of museum objects, and the preparation of exhibits.
3. The Pilot Project shall have the following organizational structure:
 - (a) There shall be a Steering Committee to supervise the operation of the Pilot Project. This Committee shall consist of:
 - (i) The Permanent Secretary to the Ministry of Education of the Federal Government of Nigeria, as Chairman;

- (ii) The Chief of the UNESCO Mission in Nigeria, representing the Director-General of UNESCO;
- (iii) The Director of the Department of Antiquities of Nigeria.

The Committee shall meet once a year in Lagos or Jos and shall be convened at such other times for emergency meetings as may be required.

- (b) The Principal of the Pilot Project shall be appointed by the Director-General of UNESCO in agreement with the Government.
- (c) The Principal of the Pilot Project shall have full executive powers under the supervision of the Steering Committee. He shall be the ex-officio secretary of the Committee. He shall have the right to make known his views to the Committee and to take part in all its discussions.
- (d) The Director-General of UNESCO and the Government may request the Pilot Project to submit periodic statements or accounts of their finances. Any funds not used for their designated purposes shall be returned to their sources.
- (e) The Pilot Project shall be open to foreign and Nigerian trainees up to a total number of twenty. The number of Nigerians for each training period shall not, however, exceed five. Foreign trainees shall be selected by UNESCO in consultation with the Principal of the Project. Nigerian trainees shall be selected by the Government, who shall however, inform UNESCO of their qualifications.

II - Obligations of UNESCO

To assist the Pilot Project, UNESCO shall:

1. Provide a Consultant to plan the curriculum of the Pilot Project and advise on the choice of equipment and supplies.
2. Provide the services of the Principal and up to three short-term instructors, appointed by the Director-General of UNESCO in agreement with the Government.
3. Provide the Pilot Project with scientific and laboratory equipment and textbooks equivalent to \$US 7,000 (seven thousand United States dollars) provided that the Government shall maintain and insure against all risks any property supplied by UNESCO from the time of its arrival at the point of delivery. Until title is specifically transferred to the Government, all such property shall remain that of UNESCO.
4. Provide for each training course, ten (10) study grants per annum for nations of African countries except Nigeria.

III - Obligations of the Government

As a condition of the assistance described above, the Government agrees:

1. To make all arrangements necessary to establish the Pilot Project as described in this agreement at Jos, Nigeria.

2. In consultation with UNESCO, the Government shall provide, at its expense, its technicians and craftsmen as demonstrators, a Senior Executive Officer for the Pilot Project's office and a supervisor for the hostel (as provided below) and such other administrative, clerical and general service staff as may be needed to operate the Pilot Project and hostel effectively.
3. The Government shall also provide suitable buildings for the Pilot Project, comprising a classroom, laboratories, workshop, dark-room, offices for the Principal and staff, common-room for students and other necessary space and facilities, together with a hostel for 20 trainees fully furnished with bedding and linen.
4. All other necessary furniture, fittings and equipment for the Pilot Project, including the hostel and the library, shall be provided by the Government which shall also be responsible for the maintenance and repair of the buildings, for taxes, water, electricity and other utilities and for communications costs.
5. The Government shall assume the financial responsibility for the training cost of the Nigerian trainees at the Pilot Project.
6. The Government shall also pay all costs of necessary travel of the Pilot Project's staff and trainees within the Federation of Nigeria and the cost of hospitality incurred at the official opening of the Pilot Project.
7. Any UNESCO staff member attached to the Pilot Project shall enjoy the privileges and immunities set forth in the Convention on the Privileges and Immunities of the Specialized Agencies. The Government shall authorize the entry into Nigerian territory, free of visa charges and other restrictions, and permit the residence there, of all persons who are to attend training courses and any other person invited to attend session of the Steering Committee or meetings and seminars organized by the Pilot Project.
8. The Government shall be responsible for dealing with any claims which may be brought by third parties against UNESCO or its experts, agents or employees, and shall hold UNESCO and the above mentioned persons harmless in case of any claims or liabilities resulting from operations under this Agreement, except where it is agreed by the Government and the Director-General of UNESCO, that such claims or liabilities arise from the gross negligence or wilful misconduct of such persons.
9. Except otherwise provided herein neither the Government nor the Centre nor any of the Pilot Project's staff or trainees shall be considered as agents or staff members of UNESCO; nor shall any of them be entitled to any privileges, immunities, compensation or reimbursement from UNESCO not set forth above, nor shall any of them be authorized to commit UNESCO to any expenditure or other obligations.

IV - Duration of Assistance

The assistance described above is limited to the calendar years 1963-1964, in accordance with the financial rules of UNESCO. Additional aid may be extended during the periods 1965-1966 and 1967-1968 subject to the conclusion of supplementary agreements between the Government and UNESCO.

Signed on behalf of the UNITED NATIONS
EDUCATIONAL, SCIENTIFIC AND CULTURAL
ORGANIZATION

Malcolm S. Adiseshiah,
Acting Director-General

Date: 18 Oct 1963

Signed on behalf of the
GOVERNMENT OF THE FEDERATION OF NIGERIA

S. Oluwole Awokoya
PERMANENT SECRETARY AND CHIEF FEDERAL
ADVISER ON EDUCATION

Date: 28 October 1963

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Annex IIA

United Nations Educational, Scientific and Cultural Organization
Organisation des nations unies pour l'éducation, la science et la culture

Place de Fontenoy, Paris 7^e

The Director-General

reference: DG/3.3/256/2489

23 Dec 1966

Sir,

I have the honour to refer to Resolution 3.346 adopted by the General Conference of UNESCO at its Fourteenth Session, by which I am authorized "to continue, in co-operation with the Government of Nigeria, to operate the Regional Training Centre in Jos, Nigeria, for training museum technicians for countries in Africa; and to incur in 1967-1968 obligations not exceeding \$50,000 for the Centre". As you may recall, under Article IV of the contract signed in October 1963 by the Permanent Secretary and Chief Federal Adviser on Education of the Government of the Federation of Nigeria and the Acting Director-General, additional aid may be extended during the period 1967-1968 subject to the conclusion of a supplementary agreement between the Government and UNESCO.

I therefore take pleasure in confirming hereby the terms of the above mentioned contract, with the following financial terms for Article II entitled "Obligations of UNESCO":

- To assist the Pilot Project, UNESCO shall:
- 1. Provide the services of the Principal and up to six short-term instructors per annum appointed by the Director-General of UNESCO after consultation with the Government;
- 2. Provide the Pilot Project with scientific and laboratory equipment and text-books equivalent up to \$US 3,000 (three thousand United States dollars) provided that the Government shall facilitate its receipt, and maintain and insure against all risks any such property supplied by UNESCO from the time of its arrival at the point of entry. Until title is specifically transferred to the Government, all such property shall remain that of UNESCO.

In addition it is hoped that for each training course some ten (10) study grants per year will be provided under the United Nations Development Programme/Technical Assistance Sector, upon the request of the African countries concerned.

If you agree to the conditions as set forth in this letter would you be so kind as to sign and date all three copies, retain the original and return the two signed copies to me at your earliest convenience.

Signed on behalf of the United Nations
Educational, Scientific and Cultural Organization

Signed on behalf of the
Federal Government of Nigeria

René Mahau
Director-General

S.S. Waniko
Permanent Secretary
Federal Ministry of Education, Lagos

Date: 22 December 1966

Date: 11th January, 1967

Annex III

A COMMON BASIC SYLLABUS FOR PROFESSIONAL MUSEUM TRAINING^{1/}

The present syllabus includes nine sections:

1. Introduction to museology
2. Organization, operation and management of museums
3. Architecture, layout, equipment
4. Collections: origins, documentation (relevant data), placing, moving
5. Scientific activities; research
6. Care and treatment of collections
7. Presentation; exhibitions (Development in Annex II)
8. The public
9. Cultural and educational activities of the museums.

.....

1. INTRODUCTION TO MUSEOLOGY. History and purpose of museums.
 - 1.1 General notions on museology and museography
 - 1.2 General history of museums and collections
 - 1.21 National history of museums and collections (of the country under consideration)
 - 1.3 Role and importance of museums in the modern world
 - 1.31 Professional ethics; principles of deontology (s.a. 2.23; 4.11)
 - 1.32 Museums and national heritage, cultural and natural properties (s.a. 4.3)
 - 1.33 Museums and research (s.a. 5)
 - 1.34 The public and its needs (s.a. 8.12)
 - 1.35 General programming
 - 1.4 Various types of museums and study of certain present trends (museums and environment, etc.)
 - 1.5 Main types of legislation concerning museums, in the whole world (s.a. 2.1)
 - 1.6 Co-operative ties between museums.
 - 1.61 On the national level: associations and networks, meetings, publications, exchanges, etc.
 - 1.62 On the international level (world and regional organizations: UNESCO, ICOM, etc.): meetings, publications, exchanges, etc.
2. ORGANIZATION, OPERATION AND MANAGEMENT OF MUSEUMS
 - 2.1 Legal status and administrative set-up
 - 2.11 Administrative unit or authority under which the museum is established

^{1/} Extract from UNESCO Document SHC/WS/250 "Professional Training of Museum Personnel in the World". Prepared by ICOM Training Unit, June 1972.

2.12 Administrative boards; trustees

2.13 Operating committees (membership, etc.)

2.2 Management Problems

2.21 Scheduling (s.a. 1.35; 3.2; 8.1)

2.22 Administrative set-up of services and departments

2.23 Collections: general considerations and policy of acquisitions (s.a. 4.1 ...)

2.25 Insurance

2.3 Budget. Financial resources of museums

2.31 Modes of financing:

2.311 - Regular operating budget

2.312 - Subsidies

2.313 - Donations and bequests

2.314 - Friends and members of the museum (s.a. 9.11)

2.315 - Fund raising and other campaigns

2.316 - Admission fees

2.317 - Other resources

2.32 Estimate and allocation of expenditures

2.35 Checks and audits

2.4 Personnel: selection and assignments of employees according to the size and role of the museum (s.a. 8.11)

2.42 In-training of personnel

2.45 Volunteers

2.48 Labour problems

2.5 General maintenance (s.a. 6.8)

2.6 General problems of supervision, safety, custody, etc.

2.7 Public relations (s.a.9.1)

2.8 Evaluation of performance and statistics (s.a. 8.7)

3. ARCHITECTURE, LAYOUT, EQUIPMENT

3.1 History of museum buildings (s.a. 1.2)

3.2 Project (devised according to the programme of the museum): location; use of space; design (s.a. 1.35)

3.3 Special problems:

3.41 Building and layout according to the types of museums

3.42 Building and layout according to climates (s.a. 6.2)

3.43 Adaptation and use of old buildings (which may, or may not be of historical interest)

3.44 Air conditioning

- 3.45 Lighting
- 3.46 Safety (s.a. 2.6)
- 3.5 Movements (visitors' traffic (s.a. 8.42) collections; personnel)
- 3.6 Layout and furniture in the various departments (according to the special requirements of their own particular operations)
- 3.7 Audio-visual means
- 4. COLLECTIONS: ORIGIN, RELATED RECORDS, SET-UP AND MOVEMENT
- 4.1 General principles (s.a. 2.223)
- 4.11 Ethic of acquisitions (s.a. 1.31)
- 4.12 Acquisition policy
- 4.15 Special problems
- 4.151 - Terms and conditions
- 4.152 - Forgeries
- 4.153 - Copies, replicas, reproductions

MODES OF ACQUISITION

- 4.21 Field gathering (s.a. 4.422)
- 4.22 Purchase
- 4.23 Donations
- 4.24 Bequests
- 4.25 Loans (articles received on loan)
- 4.26 Deposits
- 4.27 Exchanges
- 4.3 NATURAL PARKS AND THEIR GEOLOGICAL AND ORGANIC PROPERTIES
- 4.4 DATA AND DOCUMENTS RELATED TO COLLECTION ITEMS
- 4.41 Elementary technology: descriptive terminology of certain categories of objects or specimens
- 4.42 Identification at the time of acquisition:
 - 4.421 - Survey questionnaires and acquisition forms
 - 4.422 - Field notes
 - 4.423 - Techniques for identification, dating processes, etc.
use of audio-visual means
- 4.43 Registration; inventory
- 4.44 Numbering and marking articles and specimens
- 4.45 Cataloguing and classification
- 4.451 - Descriptive and scientific catalogues (s.a. 5.511)
- 4.452 - Guides and forms used by cataloguers (s.a. 4.421)
- 4.453 - Types of cards

- 4.4531 - Visual and mechanical types of appliances
- 4.46 Automatic retrieval: computers, current research
- 4.47 Types of classifications suitable to museum collections
- 4.48 Technical files related to collections and/or separate items
- 4.481 - Confidential information
- 4.482 - Restrictions derived from copyright
- 4.49 Check on displaced collections (files or tabs)
- 4.491 - Collections being processed (s.a. 6.9)
- 4.492 - Outside shipments: loans
- 4.493 - Outside shipments: deposits
- 4.494 - Exchanges
- 4.495 - Articles disposed of
- 4.5 Audio-visual collections: (s.a. 3.7: 7.34)
- 4.51 Photography and organization of a phototheque
- 4.52 Colour slides
- 4.53 Films and filmotheque
- 4.54 Sound recording and phonotheque
- 4.6 The museum library (s.a. 3.7)
- 4.61 Reference works
- 4.67 Classification and cataloguing
- 4.7 Information on the collections for the use of the public
(s.a. 8.44; 8.51; 7.3)
- 4.8 Reception, Shipments and storage techniques
- 4.81 Reception of collections
- 4.82 Handling, shipment
- 4.83 Safekeeping and storage; standards (s.a. 3.7)
- 4.84 Study collections; collections designed for research (s.a. 5.2)
- 5. SCIENTIFIC ACTIVITIES, RESEARCH
- 5.1 Museums and research: general principles
- 5.2 Research departments in a museum: departments or units; study collections
(s.a. 4.84)
- 5.3 The museum, the researchers and/or the outside scientific institutions (s.a. 6.95)
- 5.32 The museum and university teaching
- 5.4 Missions and field work (s.a. 4.21)
- 5.5 Museum reports and publications:
- 5.51 - Scientific catalogues (s.a. 4.451)

- 5.52 - Periodical publications
- 5.53 - Various publications and reports
- 6. PRESERVATION AND CARE OF COLLECTIONS
 - 6.1 General principles: active and passive preservation
 - 6.2 Physical, chemical and biological factors of alteration:
 - 6.21 Temperature
 - 6.22 Humidity
 - 6.23 Light
 - 6.4 Pollution
 - 6.5 Set-up and operation of workshops and technical and scientific laboratories
 - 6.52 Examination of articles; equipment, products, techniques
 - 6.53 Treatment; decontamination, hot chambers, etc.
 - 6.531 - Treatment of collections according to their nature and their constitutive materials (A-Z of the UNESCO-ICOM museum classification scheme)
 - 6.6 Rehabilitation and repair (follow the same schedule)
 - 6.65 Restoration
 - 6.7 Workshops for the preparation and mounting of the collections (moulding, models, dioramas)
 - 6.8 Main principles and special rules for the maintenance of collections (s.a.2.5)
 - 6.9 Records of data concerning the treatment of collections: cards and files; photographic and microphotographic data, samples (s.a. 4.491)
 - 6.95 Liaison with outside laboratories and workshops: national, international, private (s.a. 5.3)
 - 6.96 Liaison with national or foreign agencies or departments concerned with architecture, historical monuments, etc.
- 7. PRESENTATION; EXHIBITIONS
 - 7.1 General theory of communication
 - 7.11 General principles of presentation
 - 7.12 Programming of exhibitions
 - 7.13 Preparation and layout; roles of curator and designer
 - 7.14 Main techniques and basic equipment (s.a. 2)
 - 7.2 Various types of exhibitions
 - 7.21 Permanent exhibitions
 - 7.22 Temporary exhibitions
 - 7.23 Circulating, moving exhibits (s.a. 4.82)
 - 7.24 Various types of didactic and outside exhibitions
 - 7.3 Presentation of related information: main principles (s.a. 4.7)
 - 7.32 Graphic aids: labels, etc.
 - 7.34 Audio-visual aids (s.a. 3.7; 4.5)

7.35 Guiding processes (s.a. 8.44)

7.4 Operation and evaluation

8. THE PUBLIC

8.1 The museum as a public facility: general principles

8.11 Educational and cultural responsibility of the museum personnel (at all levels) (s.a. 2.4)

8.12 Knowledge of the community (s.a. 1.34)

8.3 The visitor: his behaviour (s.a. 8.6)

8.4 Organization of the facilities and services geared to the public:

8.41 To the incoming visitors: access, parking facilities, etc.

8.42 Circuit of visits (s.a. 3.5)

8.43 Signalization (s.a. 4.7; 7.3; 9.51)

8.44 Information to visitors: guiding (s.a. 3.7; 4.7; 7.3)

8.441 - Written information

8.442 - Guided tours

8.443 - Automatic guiding

8.444 - Audio-visual aids

8.5 Various facilities for public use

8.51 Sale counters (guides, folders, pamphlets, reproductions, postcards, colour slides, etc.)

8.52 Auditorium; lecture room, projection room, movie theater

8.53 Lecture room (s.a. Library; 4.6)

8.54 Workshops available to the public (s.a. 9.46)

8.55 Comfort of visitors;

8.551 - seats, benches, etc.

8.552 - Bar, coffee shop, restaurant

8.553 - Lounge, restrooms; cloakroom; day nursery

8.554 - Facilities for handicapped visitors

8.6 Method of analysis of the visitors' behaviour (s.a. 8.3)

8.7 Statistics (s.a. 2.8)

9. CULTURAL AND EDUCATIONAL ACTIVITIES OF THE MUSEUMS

9.1 Public relations: (s.a. 2.7)

9.11 The Society of Friends of the Museum (s.a. 2.314)

9.2 Induced activities and leaders or organizers: educational activities

9.21 Co-operation between the museum educational personnel and outside instructors

9.3 The museum educational personnel, role and training

9.31 Pedagogy for an educational department: principles, methods, equipment

9.32 Activities designed for children and youth (s.a. 8.54)

9.321 - Schools and teachers

9.322 - Co-operation with specialists in the field of Education

9.33 Activities designed for the country people (s.a. 9.63)

9.34 Activities designed for illiterates

9.4 Special exhibitions and programs for young people or adults

9.41 Demonstrations

9.42 Lectures, projections, discussions

9.43 Concerts, plays

9.44 Participation in events, celebrations, etc. interesting the community

9.45 Clubs

9.46 Applied work (s.a. 8.54)

9.5 Publicity: general principles

9.51 Outside signalization; posters

9.52 Press

9.53 Publications

9.54 Radio broadcasts

9.55 Televised shows

9.6 Outside departments and museum extension (s.a. 9.54)

9.61 Museums and tourism

9.62 Museums and industries

9.63 Travelling museums; mobile museum units (s.a. 9.33)

9.64 Loan services

9.65 Outside facilities (buildings, cases ...)

9.7 Influence of museums on creative activities

Annex IV

CERTIFICATE

BILINGUAL TRAINING CENTRE FOR MUSEUM TECHNICIANS

JOS (NIGERIA)

JOINTLY SPONSORED BY THE FEDERAL GOVERNMENT OF

NIGERIA AND UNESCO

THIS IS TO CERTIFY THAT MR

ATTENDED THE 1965-1966 COURSE IN THE CONSERVATION OF MUSEUM OBJECTS.

THE COURSE COMPRISED THE FOLLOWING SUBJECTS:

DOCUMENTATION TECHNIQUES

PHOTOGRAPHY

DISPLAY

PRESERVATION AND CHEMICAL CONSERVATION OF CULTURAL PROPERTY

TAXIDERMY

INTRODUCTION TO THE ARCHAEOLOGY OF AFRICA

PRINCIPAL'S SIGNATURE

.....

Annex V
General Assembly Resolution 3148 (XXVIII)
Preservation and Further Development of Cultural Values

The General Assembly,

Recalling its resolution 3026 A (XXVII) of 18 December 1972,

Noting the existence in numerous countries of legislation for the protection of the artistic and cultural heritage,

Taking note with appreciation of the report of the Director-General of the United Nations Educational, Scientific and Cultural Organization on the subject of the preservation and further development of cultural values,

Considering that the preservation of natural culture should not lead to a division of the world through the withdrawal of various cultures into themselves,

Affirming the sovereign right of each State to formulate and implement, in accordance with its own conditions and national requirements, the policies and measures conducive to the enhancement of its cultural values and national heritage,

Recognizing that the uniqueness of each culture derives from a multiplicity of influences operating in an extended time-scale,

Considering that the value and dignity of each culture as well as the ability to preserve and develop its distinctive character is a basic right of all countries and peoples,

Taking into account the rapid development of the mass media as one of the most important means of diffusion of scientific and technological progress and the increasing role of the mass media in the cultural and moral life of society,

Convinced that, on the one hand, intensified efforts must be made to prevent the misuse or abuse of scientific and technological developments, which endangers the distinctive character of all cultures, and that, on the other hand, all necessary steps have to be taken towards the preservation, enrichment and further development of national cultures and ways of life,

Convinced further that the preservation, renewal and continuous creation of cultural values should be not a static but a dynamic concept, linking the cultural heritage of nations with the present and future programmes of national development,

1. Urges governments to make cultural values, both material and spiritual, an integral part of development efforts by giving attention in particular to the following:

(a) The fullest possible access of all people to places, buildings, facilities and institutions which serve as media of cultural transmission and form a system of ideas promoting national culture;

(b) The preservation and/or restoration of sites of special historical importance;

(c) Involvement of the population in the elaboration and implementation of measures ensuring preservation and further development of cultural and moral values;

(d) Wide education and information activity with a view to:

- (i) Encouraging civic responsibility for the cultural heritage to enable every individual to absorb and use cultural values, both material and spiritual, as a means of advancement and development of his personality;
- (ii) Making the public aware of the social and aesthetic significance of the cultural environment;
- (iii) Enhancing and developing living values through free creative activity;

(e) The identification, preservation and development of the varied cultural values of each region in order to maintain and make the widest possible use of local aspirations in the implementation of development plans, especially as regards the improvement of living conditions and the general quality of life;

2. Recognizes that contacts and exchanges among various cultures, conducted on the basis of equality and with due regard to the principle of sovereignty of States, may positively contribute to the enrichment and development of national cultures and regional cultural values;

3. Appeals to all Member States to respect national legislation for the protection of the artistic heritage;

4. Requests the Director-General of the United Nations Educational, Scientific and Cultural Organization, in co-operation with Member States, to study all the legal implications flowing from the existence of legislation for the protection of the national artistic heritage, including problems of exchange and the voluntary return of various cultural works;

5. Recommends that the Director-General of the United Nations Educational, Scientific and Cultural Organization, taking due account of the work already done, should initiate, within the existing facilities at his disposal, the preparation of an interdisciplinary programme of research in education, mass communication and development planning, designed to preserve and further develop and promote wider knowledge of distinctive cultural values in this era of accelerated scientific and technological development, and in particular:

(a) Assemble information on the above-mentioned problems in various social and cultural contexts;

(b) Promote the international exchange of information concerning the development and application of methods now employed by States for the preservation and further development of cultural values;

(c) Analyse the role of the mass media in the preservation and further development of cultural values, in particular with respect to integration of the mass media into national cultural policies;

6. Requests the Director-General of the United Nations Educational, Scientific and Cultural Organization to report to the General Assembly at its thirty-first session on the progress made in the implementation of the present resolution;

7. Decides to include in the provisional agenda of its thirty-first session an item entitled "Preservation and further development of cultural values".

Annex VI

List of items for Conservation work not available locally and other essential items

(a) Leather, textile, stone, wood conservation

1. Polyvinyl alcohol
2. Soluble nylon (white powder)
3. Soap B 30
4. Trichloroethylene
5. Silicon rubber (bouncing putty)
6. Polyvinyl acetate
7. Perchloroethylene
8. Potassium oleate soap, B 30
9. White spirits
10. Spirit soap
11. Hydrogen peroxide
12. Sodium hypochlorite
13. Sodium silicate
14. Sodium carbonate
15. Sodium hydroxide
16. Oleic acid
17. Hydrocyanic acid gas
18. Carbon disulfide
19. Ethylene oxide + carbon dioxide
20. Methyl bromide
21. Sulfuryl fluoride
22. Some derivatives of pentachlorophenol: Santrobite
23. Lauryl ester of pentachlorophenol, Mystol LP 100
24. Pyrethrum DDT concentrate
25. Lethane sodium 384
26. Odourless paraffin distillate
27. Hydrogen cyanide
28. Methyl bromide
29. Mercuric chloride
30. Sodium arsenite
31. Anhydrous lanolin
32. Cedarwood oil
33. Polyethylene glycol waxes

Epoxy Resins and Polyester Resins

Araldite Resins and Hardeners

1. Araldite CY 219 + hardener 219, accelerator DX 219
2. Dibutyl phthalate
3. Araldite AV 121
4. Bondafiller
5. Cosmoloid 80 (Microcrystalline wax)

Aromatic Protectants

1. Paradichlorobenzene (crystals)
2. Evlan U 33 + Evlan BLS
3. Mystok LPLX + Mystox LSE
4. Ortho - phenylphenol (flakes)

STONE

1. Triethylamine
2. Pyridine + morpholine
3. Carbowax
4. Polyethylene glycol
5. Ammonia
6. Methanol
7. Formalin 40%
8. Nitrocellulose lacquer
9. Ether
10. Castor oil
11. Amyl acetate
12. Triacetin
13. Microcrystalline wax
14. Polyvinyl acetate
15. Methyl methacrylate
16. Cataulon or Noranium S.75
17. Catalon CA (soluble nylon)
18. Ethanol
19. Lucite 2046
20. Isobutyl methacrylate
21. Trichloroethylene

Consolidants

1. Paraffin wax
2. Microcrystalline wax (Cosmolloy)
3. Damar resin
4. Toluol
5. Turpentine
6. Carbon tetrachloride
7. Polymethyl methacrylate (PMM)
8. Xylene
9. Bedacryl 122 X.
10. Polybutyl methacrylate (Lucite 2046)
11. Benzol
12. Ethyl silicate 40% or Nybold bonding agent or Nubindix
13. Polyvinyl methacrylate
14. Polymethyl methacrylate
15. Polyester resin
16. Epoxy resin UHU
17. Atomizers

(b) Transportation

Bus for the students' field trips (about 40 seats)
Pushcart (two wheels) up to one hundred kilos
Pushcart (four wheels) up to one hundred kilos
Small Saloon car (Peugeot 404 or 504) with Air-conditioner

(c) Office Equipment

Electric 466 Gestetner duplicating machine
3M photocopier model 271
3M audio-visual complete projector
Complete simultaneous interpretation set
Imperial 80 English character typewriter
Greater Premier English character typewriter

(d) Personnel

Two typists
Two drivers
Two laboratory and workshop assistants

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