FINAL REPORT

Assistance with Professional Training for Afghan Cultural Heritage Officials Part 2

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TABLE OF CONTENTS

EXECU	TIVE SUMMARY	······3
PROJE	CT NARRATIVE	4
	SECTION 1 – PI	ROGRAM BACKGROUND4
	SECTION 2 – U	NIVERSITY OF ARIZONA PROJECT TEAM
	Project Arrival Progra Teachi	ROGRAM ACTIVITIES
	Progra Progra	ROGRAM EVALUATION
	SECTION 5 – R	ECOMMENDATIONS FOR FUTURE PROGRAM FUNDING
APPEN	DICES	
	APPENDIX 1:	Project Administrative Data
	APPENDIX 2:	Proposal: "University Partnerships: Building a Professional Education Program for Afghan Cultural Heritage Conservation"
	APPENDIX 3:	Trip Report: "University of Arizona Partnerships – Afghan Cultural Heritage Conservation, Kabul, Afghanistan March 2-9, 2013"
	APPENDIX 4:	Curriculum Knowledge and Skills Development Matrix
	APPENDIX 5:	Symposium Program: "Afghanistan: Cultural Heritage at the Crossroads"
	APPENDIX 6:	Summary of Presentations, Media, Special Events, and Photo Compilation of Program Activities
	APPENDIX 7:	Project Budget and Expenditures
	APPENDIX 8:	Academic Poster: "Visiting Scholars Cultural Heritage Conservation Program 2013"
	APPENDIX 9:	White Paper Framework "Afghanistan International Cultural Heritage Consortium"

EXECUTIVE SUMMARY

The University of Arizona Drachman Institute (UA) entered into a task agreement with the National Park Service (NPS) in 2009 with the purpose of providing assistance with training Afghan Cultural Heritage Officials. Based on the recommendations from previous training programs, the model of short-term training of Afghan heritage site managers was determined unsustainable. From 2010 – 2012, a new model was developed and reviewed that focused efforts on long-term institutional capacity-building in partnership with Kabul University to establish a professional education program in heritage conservation. The aim of this approach was to develop educational programs *in Afghanistan* to create the next generation of *Afghan* heritage conservation professions to protect and preserve *Afghan* cultural resources.

A comprehensive, multi-year Professional Education Program for Afghan Cultural Heritage Conservation was proposed for which there was only enough funds and time remaining in this task agreement to implement the pilot phase of the program.

Three Kabul University faculty members from the Department of Archaeology and Ethnography were selected for a three-month residency program at the University of Arizona between September and December 2013. Of the three who arrived in September, only one remained the entire residency period, but did so with great success and professionalism.

The program included eight core curriculum content areas - conservation theory, documentation and site assessment, artifact examination and care, architectural materials conservation, interpretation and public education, site management, disaster preparedness, and heritage conservation law – delivered through a series of learning modalities – classroom and individual instruction, lab-based testing and field-based workshops, site visits, individual research, and professional presentations – to provide the KU faculty models for how curricular content can be disseminated in Afghanistan. Technical skill sets were integrated into the overall curricular program as vital complements to the content areas, including English language training, library and information research strategies, and the use of online databases and scholarly networks. The program culminated with a successful one-day symposium "Afghanistan: Cultural Heritage at the Crossroads" that gathered significant stakeholders interested in Afghanistan's cultural heritage, provide a venue to present the progress of KU faculty member's program, and discuss a future framework for a comprehensive cultural heritage program in Afghanistan.

Weekly meetings between the UA Project Team and the KU faculty provided a communications forum to resolve problems and revise curricular content based on the feedback of needs at Kabul University. As a result, additional content areas – heritage conservation theory and practice, conservation of movable heritage, anthropology and ethnography, structures and architectural conservation, cultural landscapes, land planning, and site management – and additional technical skill sets – communication skills, presentation graphics, autoCAD, and social media – were introduced over the course of the period.

This report strongly recommends the continued implementation of the subsequent phases of the comprehensive *Professional Education Program for Afghan Cultural Heritage Conservation* to build on the success of the curriculum development initiated in this pilot phase. It also recommends continued implementation of institutional capacity-building efforts through the establishment of multi-agency Afghan Cultural Heritage Consortium to fully realize the momentum of partnerships developed over the course of the entire project period.

PROJECT NARRATIVE

SECTION 1 - PROGRAM BACKGROUND

The University of Arizona Drachman Institute (UA) entered into a task agreement with the National Park Service (NPS) in 2009 with the purpose of providing assistance with training Afghan Cultural Heritage Officials (see Appendix 1 for Project Administrative Data). This training program budget of \$165,570 was funded by the US Department of State, Cultural Heritage Center (DOS) through an inter-agency agreement with the NPS Washington Support Office Archeology Program and administered through the Desert Southwest Cooperative Ecosystem Studies Unit (DS/CESU). This 2009 task agreement follows up on two previous training programs conducted in 2007 and 2008 in which a formal partnership was established between NPS, DOS, and the Afghan Ministry of Information and Culture Departments of Historical Monuments and Archaeology (MoIC), whose mandate is the protection of Afghanistan's cultural heritage. The goal of this partnership and training programs was to increase local expertise to address the demolition, deterioration, and loss of Afghanistan's internationally recognized cultural heritage.

When the 2009 NPS-UA task agreement was established, its scope was based on the previous model of identifying MoIC heritage site managers in Afghanistan and providing them cultural resource training while traveling throughout the United States over 2-3 months under the auspices of the National Park Service. Based on the recommendations from previous training programs, this modality of knowledge transfer was determined not to have sustainable impact due to two primary reasons:

- 1. Training sessions lacked the time to fully comprehend the information from lectures and site visits.
- 2. Upon their return to Afghanistan, the site managers particularly those of provincial regions were deemed tainted by their exposure to American culture and practices and were often given different assignments, thereby not providing long-term investment.

From 2010 to 2012, a great deal of effort was expended to revise this model, gain consensus from all the project partners, create an infrastructure to support it, and modify the original scope of work to implement the new project goals. While the overall project goal of protecting and preserving Afghanistan's unique cultural heritage remained constant, the aim of these revisions was to shift the focus of US DOS and NPS efforts away from short-term training programs to long-term institutional capacity building. This also marked a shift of focus from Afghan heritage site managers (under MoIC) to Afghan university faculty (under the Ministry of Higher Education, or MoHE) to develop educational programs in Afghanistan to create the next generation of heritage conservation professions. Operationally, this required the development of a university partnership with Kabul University to initiate and provide support for a curricular program in cultural heritage conservation.

Logistical and security challenges in the region delayed the full articulation of this revised scope until 2012 when the UA team was encouraged to respond to a Request for Proposals from the DOS US Embassy-Kabul Local Grants Program. The 2012 proposal submission, "University Partnerships: Building a Professional Education Program for Afghan Cultural Heritage Conservation" (see Appendix 2) outlined an incremental, long-term investment in Afghan higher education that reflected the revised direction developed during the previous two years. The proposal also outlined the creation of an Afghan Cultural Heritage Consortium, a broad, multi-agency partnership of Afghan institutions whose goal is to build institutional capacity toward an enduring and sustainable program of cultural heritage that integrates resource protection and economic development, such as heritage tourism, as national priorities in a 21st century Afghanistan. The proposal recommended combining remaining funds from the 2009 task

agreement (approximately \$134,000) with additional funds of \$667,805 to implement the project over two years. The proposal was not awarded due to a temporary discontinuation of funding for the US Embassy-Kabul Local Grants Program. However, the project team felt committed to using the remaining 2009 task agreement funds to implement a one-year pilot phase of the comprehensive University Partnerships proposal.

In January 2013, a formal modification to the 2009 task agreement was submitted to, and approved by, the National Park Service with the specific goals to:

- 1. Lay the foundation for a multi-agency partnership UA, MoIC, MoHE, KU through the development of an International Memorandum of Understanding (IMOU);
- 2. Implement the first phase of a heritage conservation professional education program with a three-month residency program for a single KU faculty cohort; and
- 3. Provide feedback for future phases and funding opportunities.

Additional content-based feedback from previous training programs included recommendations to provide more hands-on and practical familiarity with topics such as structural and wall stabilization, site mapping, and materials conservation, as well as short courses on specific topics such as emergency preparedness and resources on effective course development and teaching methods. As the goal of this long-term effort is the development of a heritage conservation curriculum at Kabul University, one of the foci of this initial KU faculty cohort is curriculum development, identifying appropriate learning modalities for application in Afghanistan.

The remainder of this report focuses on this 2013-approved modified task agreement that represents the revised direction, scope, activities, and outcomes that occurred between January – December 2013.

SECTION 2 – UNIVERSITY OF ARIZONA PROJECT TEAM

The evolution of the project scope is reflected in the incremental development of a project team that conceived, refined, and implemented the *Professional Education Program for Afghan Cultural Heritage Conservation*. The complementary expertise of each of these professionals contributed to the success of the various phases of the task agreement.

- R. Brooks Jeffery (Co-Principal Investigator) Director, Drachman Institute; Coordinator,
 Heritage Conservation Graduate Certificate Program; Professor, College of Architecture,
 Planning, and Landscape Architecture. Jeffery was responsible for overall project administration
 and management, scope development, and contributed to the development of curricular
 content and instructional learning objectives related to conservation of the immovable built
 environment.
- Dr. Nancy Odegaard (Co-Principal Investigator) Head, Preservation Division, Arizona State Museum; Professor, School of Anthropology and Department of Materials Science and Engineering. Odegaard was responsible for project scope development, and contributed to the development of curricular content and instructional learning objectives related to the conservation of movable objects.
- Dr. Suzanne Bott (Project Director) Project Director, Heritage Conservation, Drachman Institute. Bott was responsible for the day-to-day management of the pilot phase

implementation during 2013 and contributed to the development of curricular content and instructional learning objectives related to heritage site management.

 Atifa Rawan (Technical Expert) – Librarian Emeritus, University Libraries. Rawan provided invaluable support as a liaison to Kabul University and Afghanistan as a whole, as an extension of her long-standing university partnership focused on digital library resource development in Afghanistan. She contributed to the development of curricular content and instructional learning objectives related to library and information research strategies, online databases and scholarly networks.

This core UA project team was supplemented by a number of key individuals who provided consistent support and contributions throughout the project.

- Dr. William Patrick (Pat) O'Brien Cultural Resources Liaison, Desert Southwest Cooperative Ecosystem Studies Unit, National Park Service. O'Brien provided substantial involvement as a liaison to National Park Service units as well as curricular content related to heritage conservation planning.
- Noorullah Dawari Translator. Beyond providing translation services, particularly with the passport and visa application process, Dawari was an invaluable "fixer" for resolving issues with the KU faculty and the entire project team.
- Aysan Abdollahzadeh Graduate Research Assistant. Abdollahzadeh provided computer graphic, presentation, and social media instruction, as well as collegial support for the KU faculty.

SECTION 3 – PROGRAM ACTIVITIES

Project Set-Up

In March 2013 two UA team members, Dr. Suzanne Bott and Ms. Atifa Rawan, traveled to Kabul to participate in a series of meetings with Dr. Laura Tedesco and Dr. Michelle Jones at the U.S. Embassy-Kabul, members of the Afghanistan Ministry of Higher Education (MoHE), Ministry of Information and Culture (MoIC), and Faculty of the KU College of Social Sciences in Kabul. The meetings were to validate Afghan interest in the Cultural Heritage Higher Education Visiting Scholar program at the University of Arizona and confirm support from the Afghanistan Ministry of Higher Education and the Ministry of Information and Culture. The two UA team members met with the Dep. Minister of Academic Affairs, Prof. M. Osman Babury, the Chancellor of Kabul University, the Dean of Social Sciences Faculty, Prof. Gh. Farooq Abdullah, the Head of the Department of Social Sciences, Prof. Alef Shah Zadran, and the Head of Department of Ethnography, Anthropology, and Archaeology, Professor Asmatullah Osmani, and the KU Faculty in the Department of Archaeology, Ethnography, and Anthropology. Two junior faculty members were nominated to participate in the program, Prof. Muzhgan Hamraz and Lecturer A. Omar Hamid. A second female faculty, Prof. Arian Qeyame, was invited to join the program to provide a gender-appropriate balance. (See Appendix 3 for Trip Report)

Between March and August 2013, the project team secured passports and visas with the assistance of the U.S. Embassy-Kabul and UA Global Initiatives, travel arrangements were made, coursework and field programs were finalized for the Fall semester, office and housing arrangements were secured, and equipment and other logistical arrangements were made. An IMOU was initiated in 2012 between the

University of Arizona and the Afghan Ministry of Higher Education, but had not been signed by both parties. However, both institutions felt sufficient commitment to proceed with the program.

Arrival and Orientation

The three KU faculty members arrived on September 5th 2013, and settled into housing near the University. As their arrival was two weeks after the start of the fall semester, schedules were adjusted, and orientation and coursework began immediately. English as a Second Language (ESL) coursework was the highest priority. With assistance from the Dari and Pashto native language translator, attendance also began in scheduled courses in the College of Architecture, Landscape Architecture and Planning, School of Anthropology, Arizona State Museum, University Libraries, and the Center for Middle Eastern Studies. Orientation to the university community began immediately with an overview of the college, university, community, and surrounding region. Special events, such as field trips, tours, and social events were arranged to complement the orientation to the UA campus, community, and academic affairs. Meetings were scheduled throughout the project period with cultural heritage specialists in various U.S. government agencies, non-profit, education, and international agencies.

Throughout the residency period, the KU faculty met weekly with the UA Project Team to communicate and coordinate activities, class schedules, special events, as well as provide an opportunity for feedback and discussion regarding all aspects of the program. Logistical problems, curricular revisions, and desired project outcomes were all discussed and resolved within these weekly meetings.

Program Curriculum

The curriculum adopted for the KU faculty was based on the Afghanistan Cultural Heritage Training Program (ACHTP) task agreement completed in 2010 administered through the National Park Service. Development of this curriculum was a direct recommendation of the previous Afghan training task agreements. It was developed by an intern team (sponsored by the National Council for Preservation Education) at the University of Arizona under the direction of R. Brooks Jeffery and reviewed by the National Park Service. The curriculum was supported by *An Annotated Bibliography for ACHTP Curriculum Designers* and focused on eight key knowledge areas with opportunity for overlap between areas:

- conservation theory
- documentation and site assessment
- artifact examination and care
- architectural materials conservation
- interpretation and public education
- heritage site management
- disaster preparedness
- heritage conservation law

Technical skill sets were integrated into the overall curricular program as vital complements to the content areas, including English language training, library and information research strategies, online databases and scholarly networks. (See Appendix 4 for Curriculum Knowledge and Skills Development matrix)

Teaching Modalities

The long-term capacity-building objectives of this task agreement drove curriculum development to extend beyond "training", i.e. the direct transfer of core competencies. The development of a professional heritage conservation education program at Kabul University required the development of

teaching modalities, i.e. appropriate methods by which distinct core competencies are transferred, to accompany the content modules. As recommended by previous training sessions, hands-on activities and group discussion are often better vehicles for understanding technical and theoretical concepts, respectively. The program, therefore, was intentionally balanced between the following modalities to provide the KU faculty models for how curricular content can be disseminated in Afghanistan:

- Classroom instruction

- Introduction to Heritage Conservation (Jeffery 1x weekly)
- Cultural Resource Management (T.J. Ferguson 2x weekly)
- Principles of Archaeology (John Olsen 3x weekly)

- Individual instruction

- Heritage Site Management (Bott)
- o Curriculum Development (Jeffery)
- o Preservation Planning (O'Brien)
- Library and Information Research Strategies (Rawan)
- o Computer graphics, presentations, and social media (Abdollahzadeh)
- English language (UA Center for English as a Second Language)

- Lab-based Testing

- Artifact Assessment (Gina Watkinson Arizona State Museum)
- o Materials Analysis (Odegaard)

- Field-based Workshops

- Architectural Documentation & Assessment (Alex Lim Tumacacori NHP)
- o Repository Collections Management (Arthur Vokes Arizona State Museum)

- Site Visits

- Mission San Xavier (Jeffery)
- o Tumacácori National Historical Park (Chief of Resources Jeremy Moss)
- o Casa Grande Ruins National Monument (Superintendent Karl Cordova)
- Getty Conservation Institute (Los Angeles, David Myers, Martha Demas, David Carson, Jerry Podany, Melena Gergen, McKenzie Lowry, and Director Tim Whalen)
- o Tohono O'odham Cultural Center (Education Curator Bernard Siguieros)
- o Metropolitan Museum of Art (New York, Conservator Donna Strahan)
- Tucson Presidio and historic districts (City of Tucson Historic Preservation Officer, Jonathan Mabry)
- Archaeology Southwest (local CRM non-profit Doug Gann)
- Statistical Research Inc. (local CRM firm Jesse Ballenger)
- o Western Archaeological and Conservation Center (Curator Brenda McLain)

Professional Presentations

- UA Center for Middle Eastern Studies
- United Nations Association of Southern Arizona
- Getty Conservation Institute
- o Metropolitan Museum of Art
- o University of Arizona (Symposium on Afghanistan Cultural Heritage at the Crossroads)

- Media Interviews
 - Arizona Public Media (TV interview)
 - o Arizona Daily Wildcat (UA student newspaper)
- Individual Research
 - o "Visiting Scholars Cultural Heritage Program" (poster presentation)

Symposium: Afghanistan: Cultural Heritage at the Crossroads

As a culminating event of the professional education program, a one-day symposium was held to bring together invited partners and interested professionals who had worked during the previous year to develop a strategy to continue cultural heritage education and conservation efforts in Afghanistan. The program was held on December 3, 2013 at the University of Arizona. (see Appendix 5 for Symposium Program)

The purpose of the symposium was to develop strategies for integrating cultural heritage preservation and management in economic and infrastructure development in Afghanistan. The morning session consisted of invited papers pertaining to public policy; compliance; site management; public programs; conservation; and capacity building. The afternoon session consisted of a forum to discuss action items to design and implement unified cultural heritage efforts for Afghanistan. Symposium participants included:

- KU faculty Prof. Muzhgan Hamraz
- UA Project Team members Dr. Suzanne Bott, R. Brooks Jeffery, Dr. Pat O'Brien, Dr. Nancy Odegaard, and Atifa Rawan
- Dr. David Gadsby, Archaeology Program, National Park Service
- Dr. Laurie Rush, Cultural Resources Program Manager, US Department of Defense
- Laura D'Alessandro, Head Conservator, The Oriental Institute of the University of Chicago-National Museum of Afghanistan Partnership for the Preservation of the Cultural Heritage of Afghanistan
- Dr. Joseph Schuldenrein, President, Geoarchaeology Research Associates, Inc; co-author of The Mes Aynak Cultural Resource Management Plan
- Dr. Rita Wright, Professor of Anthropology, New York University; co-author of The Mes Aynak Cultural Resource Management Plan
- Dr. Jeffrey Altschul, President of the Society of American Archeologists; Principal and Founder, Statistical Research Inc.; author, The Oyu Tolgoi Cultural Heritage Program.

Finally, on Prof. Hamraz's return trip to Afghanistan, she was an invited guest to two special events, accompanied by Dr. Bott. On December 10th at the 9/11 Memorial Museum in New York, Prof. Hamraz presented a commemorative tapestry created by her sister, Sultana Hamraz, in honor of the victims and families of the September 11th terrorist event. The exchange of goodwill and gesture of peace was heartfelt and appreciated by those in attendance, including a representative of a victim's family. On December 11th, Prof. Hamraz attended the US/ICOMOS Gala in Washington D.C. honoring Senator

Patrick J. Leahy and UNESCO Director General Irina Bokova. There, she met members of the International Council on Monuments and Sites (including director, Gustavo Araoz), who offered to assist in developing a chapter of ICOMOS in Afghanistan. She also met National Park Service Director Jon Jarvis, Dr. Stephanie Toothman, and Stephen Morris, along with other members of the National Park Service, U.S. Department of State, United Nations Foundation, and other international partners.

Refer to Appendix 6 for complete summary list of presentations, media, and special events including a compilation of photographs of the various activities listed above.

SECTION 4 – PROGRAM EVALUATION

Due to the accelerated timeframe of the pilot phase of task agreement activities, there has been little time for a formalized follow-up evaluation by the UA Project Team after the departure of the KU faculty. However, weekly team meetings were structured to provide ongoing feedback from KU faculty, UA team members, and external participants of the program that allowed for ongoing adjustments as needed.

Program Structure and Administration

- The American Southwest provided an excellent venue from which to base the program. Its location in an arid environment and geographic features provided the appropriate sense of familiarity to that of Afghanistan, including a common vocabulary of traditional building materials and construction systems. The American Southwest also is an appropriate node for access to a number of regional institutional resources (Arizona State Museum, WACC, The Getty Center, Native American tribes, and National Park Service units) that provided a well-balanced experience.
- The University of Arizona's breadth and depth of expertise in heritage conservation, combined with an established international community, borderlands issues, and support resources, was an ideal venue to host the KU faculty. The UA project team provided multi-disciplinary expertise and access to a network of local, regional, national, and international resources that were made available to the KU faculty. In addition, the university provided a well-established network for English language training (standardized and custom), as well as facilitation services for scholars and other academic and residency privileges (through UA Global Initiatives, UA Center for Middle Eastern Studies, etc.).
- The residency type of program worked successfully by providing the KU faculty a sense of
 connection and permanency in one place over three months with a variety of resource
 opportunities (international, cultural, and academic specializations). This type of program offers
 an extremely rich experience by providing an opportunity to engage more fully with the UA
 team, external participants, and international community activities in Tucson.
- Local organizations were welcoming and presentations were made to the community and university groups. This supported the concept of a reciprocal program of learning and exchange.
- The administrative structure of a project director as both content expert and principal coordinator of all activities was essential for the success of this program. She ensured regular and consistent communication between the KU faculty, the UA Project Team, and other external participants. In addition, having a native Dari-Pashto translator, who also acted as a specialized problem-solver, or "fixer," for unexpected challenges requiring language or cultural expertise,

provided the KU faculty with a level of attention needed as they transitioned toward independence during their stay.

Recommendations

- Upon arrival, take immediate steps to integrate the participants into academic departments by hosting welcome lectures and social introductions. Each relevant program within the University could provide a roundtable lunch for the visiting faculty could meet peers and share professional and social interests.
- Continue weekly team meetings, but provide a mentor for each KU faculty participant to meet with on a weekly basis to sort out critical issues and needs with curriculum difficulties.
- Extend networking opportunities beyond the university to the regional and state level agencies, schools, service organizations, and civic groups to present cultural heritage educational information on academic, cultural, and current affairs. Music, dance, customs, and intangible heritage opportunities are especially welcome. Provide extra support for graduate students to assist with these programs.
- Establish relationships with elected officials to provide opportunities to learn more about the U.S. democratic system, participate in learning opportunities, understand common cultural legacies, and advocate for greater awareness of cultural heritage issues in Afghanistan.
- Credible educational institutional capacity-building requires an incremental, long-term commitment (5-10 years) with the goal of transferring educational responsibility to the home country. This pilot phase of the project was too short to build sustainable institutional capacity, but created a strong foundation on which subsequent phases can be continued.
- Short courses could provide alternative to residency programs with discrete content modules offered online, in-country, or in neighboring countries.

Program Curriculum

- The curricular structure and content areas, as well as the technical skill sets and learning modalities, proved to be an appropriate balance for the participants' needs and interests.
- Lectures and coursework offered context of varying interest, depending on the relevance to the interests of the KU faculty. In particular, Prof. Hamraz was interested in ethnography of the Americas, North American indigenous groups, and Spanish Colonial history and focused energy on developing coursework for KU in those areas. Site visits provided exposure to regional architecture, history, ethnography, materials conservation, and site preservation.
- The culminating symposium "Afghanistan: Cultural Heritage at the Crossroads" held at the University of Arizona, became a successful forum to gather significant stakeholders interested in Afghanistan's cultural heritage, provide a venue to present the progress of KU faculty, and discuss a future framework for a comprehensive cultural heritage program in Afghanistan. A new and energized consortium of professional colleagues, friends, and scholars developed from this symposium who are willing to assist in putting effort into assisting the scholars of Kabul University and the people of Afghanistan in preserving their rich and vast cultural heritage. The symposium generated considerable discussion of next steps in developing local Afghan infrastructure and a framework to educate, advocate, and manage conservation.

- Partnership-building became a key component of the long-range capacity building efforts during the project period. In addition to partnerships developed from the culminating symposium, there were also important exchanges of information and partnership-building between KU faculty and key individuals from various governmental agencies, non-governmental organizations, heritage sites, conservation centers, tribal and community groups participating in the many site visits and special events during the residency period.
- Prof. Hamraz returned to Kabul University with an extensive collection of books, online resources, curricula, study guides, and technical reports to establish a heritage conservation library for use in the development of curriculum in the KU Department of Archaeology and Ethnography.

Recommendations

- Based on feedback from KU faculty during the project period, the curriculum was revised to include content areas that should be formally integrated into future heritage conservation curricular program:
 - Heritage conservation practice.
 - Cultural resource management of movable heritage: conservation methods, objects handling, collections management, storage, and handling.
 - Anthropology and ethnography, especially of the Native Americans, representing an ongoing challenge in ethnically-divided Afghanistan for which curricular content could be developed.
 - o Structures and architectural documentation and assessment.
 - o Cultural landscapes, land planning, and site management.
- Other technical skills, including communication skills, presentation graphics, autoCAD, and social media, were also added based on discussion with the KU faculty, and should be integrated into future curricular programs.
- KU Department of Archaeology and Ethnography faculty appear more oriented toward academic history than field skills of archaeology and other conservation disciplines. Future phases should devote additional resources to technical field skills development (survey, excavation, documentation, etc.) of faculty cohorts.

KU Faculty Participants

- The selection of KU faculty participants required a review process on three levels: Kabul University (Ministry of Higher Education), UA Project Team, and US Department of State. As much as possible, the UA Project Team applied the selection criteria recommended from previous training sessions (similar levels of experience, English proficiency, etc.) but in the end the selection process was driven more by Kabul University. The three faculty selected for the pilot phase Cohort One posed unique challenges regarding differences of age, gender, culture, and English proficiency.
 - Prof. Qeyame, the older of two females, left the program unannounced on October 4th with no further contact, but did not return to Afghanistan. U.S. State Department and law enforcement officials were notified, along with Kabul University and Ministry of Higher Education.
 - o Prof. Hamid, the oldest male, left soon thereafter, October 23rd, due to health concerns.

o Prof. Hamraz, the younger female, and one with the best English language skills, remained to finish the program with great success and professionalism.

Recommendations

- Future screening of potential faculty participants should ensure there are requisite qualities and competencies:
 - Demonstrated motivation to return to Afghanistan after the program ends;
 - Consideration of younger faculty who can return to KU to invest in the long-term development of an professional education program, but who also have a certain level of maturity to function independently, and with a minimum level of professional education and experience; and
 - A level of English proficiency that allows more focus on content transfer than language.
 The latter was addressed through activities that were largely visual, hands-on, experiential, and easily translatable were more successful than those of requiring extensive translation.
- Maintain separate housing accommodations for male and female participants. Shared housing accommodations were made with the explicit understanding and confirmation that the living spaces included private bedrooms with en-suite facilities, private study areas, and significant private areas for personal space in the common areas of the facility. However, the arrangements had to be revised upon arrival to address the separation of the female and male KU faculty. While the UA team had hoped to provide a sense of community (and reduce living expenses for the three rather than two faculty) by sharing a large, modern, western-style, lockable, 3-bedroom and bath (lockable) living unit, where they could prepare meals and enjoy common living spaces, this proved untenable. Male and female faculty members had to be divided into two separate living units on different floors of the apartment complex.
- Pay close attention to the appropriate pairing of faculty colleagues, translators, fixers, for age and gender. This was a constant concern throughout the residency period as differences of generational outlook and ethnic profile provided challenges at the beginning. Fortunately, the remaining KU faculty member was well matched for the relatively younger translator/fixer with whom there was a generational rapport.

Budget

The project budget provided sufficient funds for the implementation of the pilot phase of the project. While there were several revisions to the original budget based on circumstances outside the project team's control, the budget structure and allocated funds reflected an appropriate model for future programs. (See Appendix 7 for a detailed report of project budget and expenditures)

Other

- Laptops, with software specific to their studies, were provided to the KU faculty cohort that greatly aided their ability to participate in the various activities and skill sets. The faculty were allowed to return to Afghanistan with this equipment to aid the larger institutional capacity goals. No other equipment was purchased for KU.
- Phones were also provided to the KU faculty to allow efficient communications, both domestically and internationally.

- Bank accounts were established for each of the KU faculty into which monthly per diem checks, distributed by the University of Arizona Bursars Office, were deposited. This proved to be an advantageous benefit of a residency program.
- Publicity and promotion (press releases, local TV) of the program and its participants was a
 challenge due to US Embassy concerns regarding the participants' security. Preferences varied
 between the KU faculty, but names and facial images had to be screened prior to public viewing.
 In addition, all written public communication had to be vetted through the US Department of
 State prior to release.
- A paper proposal was submitted and accepted to the International Council of Museums (ICOM) by co-authors Nancy Odegaard, Suzanne Bott, R. Brooks Jeffery, Muzhgan Hamraz, and Atifa Rawan. The paper, "Professional Education for Afghan Cultural Heritage Faculty", is scheduled for presentation during the ICOM annual conference September 15-19, 2014 in Melbourne Australia. This, along with Prof. Muzhgan's academic poster "Visiting Scholars Cultural Heritage Conservation Program 2013" (Appendix 8) and professional presentations to numerous audiences, provided her exposure to western expectations of scholarly presentations. This practice should be continued in future programs.
- Prior to the departure of the KU faculty to Arizona, the Kabul-based representative of the Oriental Institute project at the National Museum, Mr. Mike Fisher, met with the full faculty of the Department of Archaeology and Ethnography at Kabul University to discuss the three-year U.S. State Department funded renovation project of National Museum. The Oriental Institute is working on the project through 2015. Prof. Hamraz had met conservation expert, Laura D'Alessandro, from the Oriental Institute, previously in Kabul, and again at the concluding symposium, and made a commitment to meet again in Kabul in 2014.

SECTION 5 - RECOMMENDATIONS FOR FUTURE PROGRAM FUNDING

The recommendations presented below result from ongoing discussion between the UA Project Team and the KU faculty and external partners and participants, as well as a white paper framework (Appendix 9) derived from the culminating symposium "Afghanistan: Cultural Heritage at the Crossroads," which outlines a potential project to move the planning and management processes forward on both local and national levels.

The recommendations are presented in two sets: Immediate Next Steps, focused on the continuing development and implementation of professional education programs in heritage conservation for Afghanistan; and Long-term Development of an Afghanistan International Cultural Heritage Consortium to work toward strategic policy development and a framework of programmatic efforts.

Immediate Next Steps for Continuing Heritage Conservation Education Programming
Afghanistan is in desperate need of trained cultural heritage specialists. Specialists are needed in the fields of anthropology, archaeology, history, architecture, education, museums, tourism, to name just a few. These individuals will need university training and in many cases advanced degrees that can only be obtained outside Afghanistan. Many others positions in the CHM framework, however, can be filled by individuals with only limited education and experience. Local museums, for example, can be staffed by community members after some targeted workshops on local culture, exhibit preparation, and interacting with the public. Still other positions require traditional knowledge that can only be obtained

through informal educational paths; for example, traditional healers, singers, or preparing traditional foods. Traditional experts may need assistance in presenting their knowledge to others.

Future educational programs need to focus beyond core curriculum toward institutional capacity-building to allow the Afghans to take care of their own cultural resources. This universal premise is that Afghans understand and can manage their own resources as well or better than any outsiders, if they have the needed tools and training provided by American professionals and other international partners. Institutional capacity-building requires an incremental long-term commitment by all stakeholders to build relationships, credibility, ownership, and transfer educational responsibility to local interests.

This report strongly recommends the continued implementation of the subsequent phases of the comprehensive *Professional Education Program for Afghan Cultural Heritage Conservation* to build on the success of the curriculum development initiated in this pilot phase residency period. (refer to Appendix 2). Focus on an incremental, long-range, educational institutional capacity building program through Kabul University and potentially expand to other institutions of higher education. Specific activities include:

- Conduct formal project assessment of pilot phase conducted Fall 2013 at University of Arizona for revisions to subsequent project phases and faculty cohorts.
- Continue development of Heritage Conservation curriculum jointly by KU faculty, the UA Project team, and members of the Afghan heritage conservation professional community, working toward a formal and accredited Heritage Conservation curriculum.
- Review residency program criteria and selection of faculty standards for potential
 continued long-term residency program at University of Arizona (Implementation of Faculty
 Cohort Phase Two), or if a residency program proves unviable, develop short courses as an
 alternative with discrete content modules offered online, in-country, or in neighboring
 countries.
- Conduct formal project assessment of KU Faculty Cohort Phase 2 with focus on further curriculum development, and finalize KU Heritage Conservation curriculum.
- Continue to develop and integrate Heritage Conservation curriculum content modules at Kabul University with ongoing monitoring and evaluation of curriculum implementation between KU faculty and UA Project Team.
- Develop long-term Project Sustainability Plan to identify institutional, financial, and personnel needs and opportunities to ensure the project's success beyond UA Project Team's direct involvement.
- Higher Education programs in Afghanistan should be funded through Fulbright and Ambassadors programs for specific programs related to Cultural Heritage management, policy, education, and other related subjects.
- Work collaboratively toward the development of a comprehensive Afghan educational program in cultural heritage conservation that includes short-term training, comprehensive

post-secondary education, and other types of educational programs, such as faculty exchanges, ICCROM specialized training, Aga Kahn workshops, and ICOMOS internships.

Afghanistan International Cultural Heritage Consortium

The need for long-term capacity building, strategic planning, operational frameworks for management and development, and a vision that combines economic and resource development with preservation of Afghanistan's rich cultural heritage is clearly evident. The Cultural Heritage Higher Education Program and complementary training programs are an important element in building the knowledge and understanding of the theory and methodology of preservation.

Beyond the educational needs, the country needs a formalized vision and policy for managing the development and stewardship of its rich cultural resources that will bring together the various interests and partners with the goal of creating an Afghanistan International Cultural Heritage Consortium.

The goal would be to build upon the education foundation with greater international and national institutional capacity toward an enduring and sustainable program of cultural heritage that integrates resource protection and economic development into the broad framework of national priorities in 21st century Afghanistan. This would be achieved through the development of intergovernmental agreement with the Ministry of Information and Culture, Ministry of Higher Education, Departments of Historical Monuments and Archaeology, as well as other governmental ministries, national institutions and NGOs charged with the stewardship of Afghanistan's cultural resources.

Therefore, this report also recommends continued implementation of institutional capacity-building efforts through the establishment of multi-agency Afghan International Cultural Heritage Consortium to fully realize the momentum of partnerships developed over the course of the entire project period. Key goals for developing an international consortium are to:

- Identify and develop a collective body of experts *from within Afghanistan* to serve as the foundation for information and knowledge and form the overarching decision-making and implementation body at each level of governmental and community organization.
- Develop a local center at Kabul University or other institution, similar to the highly successful Afghanistan Centre at Kabul University (ACKU), specifically for the purpose of housing an institute or advisory center to the national policy on heritage conservation.
- Identify and develop international experts from outside Afghanistan to work with the Afghan team to develop the policies and procedures to develop strategic planning frameworks, collect baseline data, set policies, and manage resources. As part of the strategic plan development, create short and long-term implementation plans. Priority steps within each component will be defined and an overall schedule for the development of Afghanistan's resources will be monitored over time.
- Host an International Conference of Regulatory Policies for future industrial and commercial development to develop manageable procedures and relationships. Work with World Bank and other international investors to implement and enforce regulations. Implement formal standards and requirements for compliance.

- Work with international archaeological partners in Afghanistan to formalize policies and standardize procedures to manage excavations, repositories, inventories, and collections (similar to what other countries have done and define a formalized legal regulatory framework.
- Develop Local Capacity and create demonstration projects with direct impacts and measurable indicators of success. Select one site or province as a demonstration project, such as Herat, and identify indicators and standards where there is security and potential for economic development through heritage tourism and other types of tourism resource development (wildlife, trekking, cultural routes, landscapes).

Evaluate a combined national and provincial approach with approaches to both cultural heritage and natural resources and reach out to other organizations through networks, shared interests, and social media. Publicize and market positive success stories with achievable goals from which the international community is learning: many players have individual success stories, but there isn't a collective framework to organize and publicize it.

- Work with the International Council on Monuments and Sites (ICOMOS) and UNESCO to develop an Afghanistan chapter of ICOMOS and investigate other international grant potential through partnerships with others.
- Work to develop an education program and policies to discourage looting and illegal trade in artifacts. Publicize the value of heritage to Afghanistan through international programs such as the Red List (ICOM), and International Committee of the Blue Shield.
- Develop an international social media campaign that educates those outside Afghanistan on the history and cultural resource values of the region beyond Bamiyan and the Silk Road. Indicate a direct link between heritage conservation and heritage tourism as future economic engine for a future Afghanistan.

APPENDIX 1

Project Administrative Data

PROJECT ADMINISTRATIVE DATA

TASK AGREEMENT DATA

Assistance with Professional Training for Afghan Cultural Heritage Officials – Part 2 Washington Support Office (WASO)
Cooperative Agreement No. H1200050003
Cooperative Agreement No. H2623050831
Task Agreement No. J2275100005

Task Agreement performed in conjunction with:

Desert Southwest/Cooperative Ecosystem Studies Unit (DS/CESU)

Task Agreement executed by:
Drachman Institute
College of Architecture, Planning, and Landscape Architecture
University of Arizona
UA Account No. 3233700

PROJECT TEAM

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APPENDIX 2

Proposal "University Partnerships: Building a Professional Education Program for Afghan Cultural Heritage Conservation"

COVER SHEET

Project Title

University Partnerships: Building a Professional Education Program for Afghan Cultural Heritage Conservation

Principal Investigators

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Afghan Cooperating Partners

Afghan Ministry of Higher Education Kabul University, Faculty of Social Science, Department of Anthropology & Archeology

Project Duration

July 1 2012 - June 30 2014 (2 years)

Funding Request

\$667,805

Abstract

The purpose of this two-year project is to build educational institutional capacity in Afghanistan to protect and preserve its cultural heritage for future generations.

The goal of this project is to create a productive and sustained partnership between the University of Arizona (UA) Heritage Conservation Program and Kabul University (KU) Department of Anthropology and Archaeology to develop a professional education program in heritage conservation. Specifically, this proposal outlines an incremental, long-term investment in Afghan higher education that provides selected KU faculty with specialized training in heritage conservation and curriculum development, establishes a heritage conservation program at KU, and educates the next generation of Afghan cultural resource site managers, conservators, and policy-makers.

A subsequent goal is to develop a broader consortium of Afghan institutions whose goal is to build institutional capacity toward an enduring and sustainable program of cultural heritage that integrates resource protection and economic development, such as heritage tourism, as national priorities in a 21st century Afghanistan. As an initial step toward this goal, this project

also proposes the establishment of a collaborative partnership between the Afghan Ministry of Higher Education (MoHE), where Kabul University resides, and the Afghan Ministry of Information and Culture (MoIC) Departments of Historical Monuments and Archaeology, whose mandate is the protection of Afghanistan's cultural heritage.

Depending on the success of this initial phase, the project will continue to work with this Afghan consortium of institutions to determine the need for subsequent cohorts to receive post-secondary education in the US, or other types of programs, such as faculty exchanges, specialized training, ICOMOS internships, or other collaborative programing that will ensure the maintenance and sustainability of the program.

This project corresponds to the US Embassy-Kabul's Local Grants Program stated purpose of "[increasing] the scope, capacity, and participation of non-governmental organizations and other citizen's groups to support and develop Afghan voices and new leaders capable of countering extremism, and that support civil society and boost institutional capacity." Specifically, this project addresses a U.S. Embassy Public Affairs priority #2, to "Strengthen people-to-people ties to deepen the partnership between communities within Afghanistan, in the region, and between Afghanistan and the United States."

To achieve the project goals, this proposal outlines the following objectives:

- 1. Identify and select Kabul University faculty for initial training cohorts
- 2. Provide specialized Heritage Conservation education program at University of Arizona
- 3. Develop Heritage Conservation curriculum program for Kabul University
- 4. Initiate Heritage Conservation curriculum at Kabul University
- 5. Provide ongoing curriculum development support at Kabul University
- 6. Establish Afghan Cultural Heritage Consortium

The University of Arizona and Kabul University have an established relationship in the areas of library resource development and, most recently, journalism. This University Partnerships project intends to build on this organizational capacity by recognizing the two regions' similarities of arid climatic conditions and traditional earthen building and material culture to share traditional and emerging expertise in the area of cultural heritage conservation. The curricular, research, and outreach expertise of the University of Arizona in the interdisciplinary area of heritage conservation provides an ideal partner for Kabul University to build capacity in Afghanistan's emerging national infrastructure in the education, culture, and economic development sectors.

PROJECT NARRATIVE

Problem Statement

Afghanistan is an impoverished developing country ravaged by war for nearly 30 years. It is also a country rich in cultural resources of international significance that date back millennia. The existing institutions charged with the identification, protection, and long-term maintenance of cultural sites lack the personnel with proper training and experience to preserve its cultural heritage for future generations.

To address this need, the US Department of State (DOS) in collaboration with the National Park Service (NPS) Archeology Program, initiated a program to train Afghan cultural heritage site managers from the Afghan Ministry of Information and Culture (MoIC). In 2007 and 2008, NPS organized a 3-month long training session for three trainees in each year. During the training, program participants traveled to more than a dozen NPS units in Maryland, Virginia, New Mexico, California and Arizona. While valuable experiences, debriefing sessions informed us that the trainees were not being provided the specialized skills that were needed to transfer that knowledge locally in Afghanistan on a sustainable basis. Subsequent assessment of this program revealed that the most sustainable approach to cultural heritage training and education is to build capacity in Afghanistan utilizing its existing educational institutions.

Project Goals

The purpose of this project is to create a productive and sustained partnership between the University of Arizona (UA) Heritage Conservation Program and Kabul University (KU) Department of Anthropology and Archaeology to develop a professional education program in heritage conservation. Specifically, this proposal outlines an incremental, long-term investment in Afghan higher education that provides selected KU faculty with specialized training in heritage conservation and curriculum development, establishes a heritage conservation program at KU, and educates the next generation of cultural resource site managers, conservators, and policymakers.

A subsequent goal is to develop a broader consortium of Afghan institutions whose goal is to build institutional capacity toward an enduring and sustainable program of cultural heritage that integrates resource protection and economic development, such as heritage tourism, as national priorities in a 21st century Afghanistan. As an initial step toward this goal, this project also proposes the establishment of a collaborative partnership between the Afghan Ministry of Higher Education (MoHE), where Kabul University resides, and the Afghan Ministry of Information and Culture (MoIC) Departments of Historical Monuments and Archaeology, whose mandate is the protection of Afghanistan's cultural heritage.

Depending on the success of this initial phase, the project will continue to work with this Afghan consortium of institutions to determine the need for subsequent cohorts to receive post-secondary education in the US, or other types of programs, such as faculty exchanges, specialized training, ICOMOS internships, or other collaborative programing that will ensure the maintenance and sustainability of the program.

This project corresponds to the US Embassy-Kabul's Local Grants Program stated purpose of "[increasing] the scope, capacity, and participation of non-governmental organizations and

other citizen's groups to support and develop Afghan voices and new leaders capable of countering extremism, and that support civil society and boost institutional capacity." Specifically, this project addresses a U.S. Embassy Public Affairs priority #2, to "Strengthen people-to-people ties to deepen the partnership between communities within Afghanistan, in the region, and between Afghanistan and the United States."

This project addresses this priority by:

- a. Creating targeted programing to address the demolition and deterioration of Afghanistan's internationally-recognized cultural heritage;
- b. Supporting Afghanistan's post-secondary educational institution by providing specific curriculum to cultivate a new generation of heritage conservation professionals;
- c. Exposing Afghan faculty to the English language resources and tools available through international universities, agencies and networks to better connect them to assistance and exchange of ideas; and
- d. Developing a framework for a collaborative consortium of Afghan institutions to bridge traditional barriers to ensure an enduring and sustainable program to train the next generation of cultural resource site managers, conservators, and policy-makers.

Project Objectives

To achieve the project goals, this proposal outlines the following objectives:

- 1. Identify and select Kabul University faculty for initial training cohorts. Working with Kabul University's Department of Anthropology and Archaeology, four faculty would be identified that would spend a semester at UA in two separate faculty cohorts. The selection process is critical to identify suitable candidates for these initial cohorts and should follow proven standards, such as those of the Fulbright Scholar Program. Bringing the Afghan participants in pairs may offer advantages in terms of adjustment to the US and communication and the exchanges of ideas. Knowledge of English is desirable, but proficiency will not be necessary (and may not be feasible). Dari/Pashto-English translators will be needed to facilitate curriculum discussions, translation of materials, and training. This project can build on the existing International Memorandum of Agreement between UA and the Afghan Ministry of Higher Education (MoHE) currently under renewal. In addition to the selected faculty, the project will also require project coordinators at UA and KU/MoHE to manage logistics in both locations.
- 2. Provide specialized Heritage Conservation education program at University of Arizona. In partnership with UA faculty and regional experts, the cohort would participate in comprehensive and specialized training in areas of particular need in Afghanistan. Based on international heritage conservation standards and feedback from previous Afghan cultural resource site managers, eight training content areas were identified including:
 - a. conservation theory
 - b. documentation and site assessment
 - c. artifact examination and care
 - d. architectural materials conservation
 - e. interpretation and public education
 - f. site management
 - g. disaster preparedness
 - h. heritage conservation law.

These content areas would be adopted as the framework for courses taught to the cohort at UA and would form the basis of a new curriculum at KU. Course content would also include specific areas identified during the project's initial start-up period. Learning modalities would include classroom and online instruction, scenario-based discussion, lab-based testing, site visits throughout the region, internships, and hands-on field workshops. These specialized training modules will be designed in such a way to provide the cohort opportunities to refer to materials and discussion after their return to Afghanistan, including written and online materials, PowerPoint presentations, and video recording of lab-based and hands-on modules. In order to sustain the success of this curricular program, a comprehensive online presence will be developed to facilitate curricular content dissemination to Afghan faculty and student cohorts, advance new learning modalities, and build capacity incrementally for cultural heritage conservation education at KU.

- 3. Develop Heritage Conservation curriculum program for Kabul University. In addition to direct content transfer to the faculty cohorts on various topics, the UA faculty and regional experts will work directly with the KU faculty to develop corresponding heritage conservation curriculum for Kabul University. This will be done using peer mentors to ensure appropriate teaching skills, including community-based service-learning and classroom observation. Curricular development will be done on a module-by-module basis alongside the training component, and then reviewed as a comprehensive curricular program at the end of each faculty cohort visit.
- 4. Initiate Heritage Conservation curriculum at Kabul University. This will require the approval and support of Kabul University and Ministry of Higher Education, for which they have initially indicated support. Faculty from Faculty Cohorts 1 and 2 will work together over three years to propose, initiate, teach, assess, and refine the course content and pedagogical tools appropriate to educate and train the next generation of cultural resource site managers, conservators, and policy-makers. Progress and success will be incremental as new content will be introduced as new courses are integrated into existing KU curriculum over a two-year period. While this type of institutional capacity building is based at Kabul University, the secondary goal of this project is to build a consortium of sister institutions working in partnership to protect Afghanistan's rich cultural heritage, including the Ministry of Information and Culture, Kabul Polytechnic University, Aga Khan Trust, and non-government organizations, among others. In addition, institutional capacity building must also include investments in facilities infrastructure, including labs, classrooms, library, and storage facilities, that is best done in partnership between educational and cultural institutions, governmental and non-governmental organizations, and Afghan and international agencies.
- 5. Provide ongoing curriculum development support at Kabul University. Curriculum development takes a long time. The American team will provide continuous support throughout the project period with the goal of program establishment and sustainability. As the program builds its own success, it must continue to build in short-term (focused training), as well as long-term projects (post-secondary degree program, facilities infrastructure) that acknowledges and promotes incremental investments. Continued recruitment and foreign education of Afghan cultural heritage managers

- should be a standing goal to ensure the diversity and currency of Afghan professionals. Regular and systematic evaluation must also be integrated into the curriculum development and institutional capacity building process.
- 6. Establish Afghan Cultural Heritage Consortium. Based on the success of the previous objectives, the project would continue to work with the Ministry of Higher Education to develop a broader consortium of Afghan institutions whose goal is to build institutional capacity toward an enduring and sustainable program of cultural heritage that integrates resource protection and economic development, such as heritage tourism, as national priorities in a 21st century Afghanistan. This would be achieved through the development of broader inter-institutional agreement with the Ministry of Information and Culture, Departments of Historical Monuments and Archaeology, as well as other institutions and NGOs charged with the stewardship of Afghanistan's cultural resources. The Consortium would work collaboratively toward the development of a comprehensive Afghan educational program in cultural heritage conservation that includes short-term training, comprehensive post-secondary education, and other types of educational programs, such as faculty exchanges, specialized training, and ICOMOS internships. The Consortium would also help place graduates into positions to direct heritage conservation programs nationally and regionally and provide a feedback loop to the education process.

Calendar of Tasks and Outcomes

The project will be implemented over two years. Year One would introduce a model of faculty preparation at KU and UA, followed by a spring semester with Faculty Cohort 1 (2 persons) based at the University of Arizona. Year One would also create the institutional infrastructure for a Heritage Conservation program within KU. Year Two would initiate curriculum implementation program at KU, perform assessment against established outcome measures, and provide feedback in preparation for Faculty Cohort 2. Year Two would repeat the process model, but based on assessment of Year One, could be adjusted to accommodate recommended revisions. Throughout the two years, relations will be developed and nurtured between the MoHE and MoIC toward the articulation of a partnership model (i.e. consortium) of mutual benefit. In addition, a tracking system for students will be established in preparation for post-graduation evaluation.

Year One – Fall Semester (Project Start-Up)

- US Project Director travels to Kabul (2 weeks), consults with US Embassy, KU faculty and MoIC officials, assess/confirm project needs, equipment, supplies, etc.
- Identify KU faculty for Faculty Cohort 1 and 2, Afghan KU/MoHE project coordinator, and translator and make arrangements for hires and financial accountability.
- Introduce project scope to all personnel, but specific work plan to KU faculty cohorts, prepare Faculty Cohort 1 for Spring Semester training, American customs, etc.
- Prepare work plan with KU and MoHE to establish Heritage Conservation program within KU Department of Anthropology and Archaeology.
- Establish communications systems between UA & KU.
- Initiate online framework to facilitate curricular content dissemination and advance new learning modalities.
- Apply for visas and make travel arrangements for Faculty Cohort 1.

- Identify and orient UA faculty, experts, and support staff to project scope and responsibilities.
- Organize English and other workshops as appropriate.
- Arrange for UA offices and apartments for Faculty Cohort 1.
- Order equipment, software, supplies etc. for faculty cohort and UA Project Team.
- Develop orientation materials, activities, travel itineraries for faculty cohort.
- MoHE and KU to prepare Cohort 1 for travel to UA in Spring Semester.
- US and Afghan project coordinators to provide logistical and technical assistance.
- Prepare and submit quarterly progress reports.

Year One – Spring Semester (Faculty Cohort 1 training at UA)

- Faculty Cohort 1 travels to UA and oriented to campus, Tucson, region.
- Faculty Cohort are paired with UA faculty peer mentors
- Finalize semester schedule of coursework, fieldwork, public speaking engagements, travel, etc.
- Develop media release and appearances (as appropriate)
- Begin comprehensive training program, including English and other training (as appropriate).
- Begin curriculum development program with peer mentors and in parallel with training modules.
- Maintain regular communication between Cohorts 1 and 2 (in US and Afghanistan simultaneously) as well as others to maintain progress on Heritage Conservation program development and implementation at KU.
- Travel to identified case study sites in southwestern US to evaluate models of cultural heritage stewardship.
- Debrief Faculty Cohort 1; assess revisions to project model for Faculty Cohort 2.
- Ensure breadth of materials and supplies for transport to Afghanistan.
- Upon return, Afghan Cohorts 1 and 2 meet to debrief, communicate with American team, and strategize for subsequent year.
- US and Afghan project coordinators to provide logistical and technical assistance.
- Prepare and submit quarterly progress reports.

Year One – Summer (Project Assessment; Prepare for Faculty Cohort 2 visit)

- MoHE and KU to prepare Faculty Cohort 2 for travel to UA in Fall Semester
- UA team to prepare for Faculty Cohort 2 arrival in Fall Semester following previous term's model with debriefing as a guide for improvement.
- US and Afghan project coordinators to provide logistical and technical assistance.
- Prepare and submit quarterly progress report.

<u>Year Two – Fall Semester</u> (First Heritage Conservation courses introduced at KU; Faculty Cohort 2 training at UA)

- Faculty Cohort 2 arrives for training following previous year's model with debriefing as a guide for improvement.
- First student cohort enters KU Heritage Conservation program; implement entry and exit surveys to evaluate curriculum learning objectives and outcomes.
- Faculty Cohort 1 introduces content modules as new courses or integrated into existing curriculum at KU.

- Maintain regular communication between Afghan and American teams throughout this semester to identify and address concerns, and communicate successes. American team to provide feedback as needed with instructional assistance, technology, and guest lectures as needed. Comprehensive debriefing at semester conclusion to determine areas of success and improvement.
- Project Director to conduct site visit (1 week) to assess progress on Heritage
 Conservation program development and implementation at KU; Initiate development of Afghan Cultural Heritage Consortium.
- Maintain regular communication between Cohorts 1 and 2 (in US and Afghanistan simultaneously) as well as others on Afghan and American teams to identify and address concerns, and communicate successes; maintain progress on Heritage Conservation program development and implementation at KU; American team to provide feedback as needed with instructional assistance, technology, and guest lectures as needed. Comprehensive debriefing at semester conclusion to determine areas of success and improvement.
- US and Afghan project coordinators to provide logistical and technical assistance.
- Prepare and submit quarterly progress reports.

<u>Year Two – Spring Semester</u> (Second phase of Heritage Conservation courses introduced; Project Sustainability Plan developed)

- Second student cohort enters Heritage Conservation program; implement entry and exit surveys to evaluate curriculum learning objectives and outcomes; maintain evaluation of first student cohort.
- Faculty Cohorts 1 and 2 introduce additional content modules as new courses or integrated into existing curriculum at KU.
- Project Director develops Project Sustainability Plan to identify institutional, financial, and personnel needs to ensure the project's success beyond the project funding period.
 Depending on the project's success, initiate discussion and proposal development for subsequent programmatic support for Heritage Conservation in Afghanistan in consultation with UA Project Team, MoHE, KU, and MoIC partners.
- Maintain regular communication between Afghan and American teams to identify and address concerns, and communicate successes. American team to provide feedback as needed with instructional assistance, technology, and guest lectures as needed.
 Comprehensive debriefing at semester conclusion to determine areas of success and improvement.
- US and Afghan project coordinators to provide logistical and technical assistance.
- Prepare and submit quarterly progress reports.

<u>Year Two – Summer</u> (Final phase of Heritage Conservation courses introduced; Project Sustainability Plan implemented)

- Faculty Cohorts 1 and 2 introduce additional content modules as new courses or integrated into existing curriculum at KU.
- Prepare for inaugural student cohort graduation and tracking of graduates.
- Maintain regular communication between Afghan and American teams to identify and address concerns, and communicate successes. American team to provide feedback as needed with instructional assistance, technology, and guest lectures as needed.
 Comprehensive debriefing at semester conclusion to determine areas of success and improvement.

- US and Afghan project coordinators to provide logistical and technical assistance.
- Project Director to conduct final site visit (1 week) to assess progress on Heritage Conservation program development and implementation at KU; assess progress of Afghan Cultural Heritage Consortium.
- KU faculty review and implement Project Sustainability Plan.
- As appropriate, Project Director finalizes and submits proposal for subsequent programmatic support for Heritage Conservation in Afghanistan in partnership with UA Project Team, MoHE, KU, and MoIC.
- Conduct comprehensive project evaluation; prepare and submit final report.

Organizational Capacity

The University of Arizona and Afghan Ministry of Higher Education (MoHE) are currently renewing their International Memorandum of Agreement whose purpose is to facilitate and enhance the academic cooperation between the two institutions through exchanges of faculty and scholars as well as the development of collaborative research projects. The University of Arizona and Kabul University also have an established relationship in the areas of library resource development and, most recently, journalism. This University Partnerships project intends to build on this organizational capacity by recognizing the two regions' similarities of arid climatic conditions and traditional earthen building and material culture to share traditional and emerging expertise in the area of cultural heritage conservation. The curricular, research, and outreach expertise of the University of Arizona in the interdisciplinary area of heritage conservation provides an ideal partner for Kabul University to build capacity in Afghanistan's emerging national infrastructure in the education, culture, and economic development sectors.

University of Arizona

The University of Arizona, located in Tucson, was founded in 1885 and is now one of the nation's top research universities with 35,000 students, 16 colleges and 334 fields of study leading to bachelor's, master's, doctoral, and professional degrees. It offers exceptional programs in disciplines defined by its location in the American Southwest: Archaeology, Architecture, Arid Lands Studies, Anthropology, History, Landscape Architecture, Materials Science, and Urban Planning. The Heritage Conservation Graduate Certificate Program and the Heritage Conservation Science PhD Program are supported by an interdisciplinary faculty from these and other departments. Its affiliated university research facilities include the Arizona State Museum, the School of Anthropology's Archaeological Mapping Lab, the Department of Materials Science & Engineering's Arizona Materials Laboratory, and the College of Architecture & Landscape Architecture's Drachman Institute. Tucson is also home to a number of regional and national research facilities critical to heritage conservation, including the Western Archaeological Conservation Center (National Park Service), Bureau of Land Management, Middle East Studies Association, and the Sonoran Institute.

As the only graduate heritage conservation program in the American Southwest, the University of Arizona is uniquely situated to access cultural resources of international significance. From the Pueblo and Hohokam prehistoric cultures and the Spanish Colonial missions, presidios and towns, to the American Territorial vernacular built environment and 20th century revival and modern influences, this region is a layered cultural landscape that is both a classroom and laboratory for teaching, research and outreach.

The Heritage Conservation curricular program defines its mission based on three core tenets: to be *Interdisciplinary*, teaching holistic problem-solving within an integrated environment of natural and cultural resources; *Inter-institutional*, promoting collaborative engagement between public and private institutions with a curriculum incorporating community service as a method of learning; and *International* in scope and regional in application, defined by arid lands generally and the Greater Southwest specifically. Service-learning projects are essential to the success of the Heritage Conservation curriculum whose innovative combination of instructional delivery mechanisms – theory and practice, group-work and individualized work, classroom, laboratory, and field-site venues, integrated research and outreach, collaborations with local, state, and federal agencies, a required internship with private, non-profit, or governmental employers, multiple communication media, and peer-reviewed products – ensure our students are ready for the professional workplace.

In addition to its curriculum, the Heritage Conservation program faculty conduct laboratory-based and outreach-focused research (Arizona State Museum and Drachman Institute, respectively) totaling millions of dollars from federal agencies including the National Center for Preservation Training and Technology, National Park Service, US Forest Service, Bureau of Land Management, National Endowment for Humanities, National Science Foundation, National Endowment for the Arts, as well as other funding sources including Save America's Treasures, Kress Foundation, and Getty Foundation.

The University's Arizona State Museum, an affiliate of the Smithsonian Institution, is the oldest and largest anthropology museum and research facilities in the Southwest. It is Arizona's official archaeological repository and is the largest and busiest non-federal intake facility in the country hosting researchers from around the world. The Conservation Lab, located in the Arizona State Museum and directed by co-PI Odegaard, is a state-of-the-art facility providing preventive and interventive conservation of the Museum's vast collections. It serves the public through workshops and queries, instructs scores of conservation students, and continues to conduct cutting-edge research including nano-particle and imaging technologies.

Co-Principal Investigator Nancy Odegaard is lead conservator and Head of the Preservation Division at Arizona State Museum. She is also a Professor in the University of Arizona's School of Anthropology and Department of Materials Science and Engineering. Odegaard holds a Ph.D. in applied science through the conservation and cultural heritage science studies department of the University of Canberra, Australia. She earned her M.A. in museum studies / anthropology at the George Washington University with a certificate in ethnographic and archaeological conservation from the Smithsonian Institution. Odegaard specializes in the conservation of archaeological and ethnographic objects including the examination, analysis, and study of materials and pre-industrial technologies used to fabricate artifacts. Odegaard has been involved in a number of projects in the Middle East including her current role as advisory council member for the Iraqi Institute for the Conservation of Antiquities and Heritage. See attached CV for more details.

The University's Drachman Institute is the research-based outreach arm of the College of Architecture & Landscape Architecture. It acts as a nexus between community needs and the College's skills and knowledge in architecture, landscape architecture, and planning with a specific focus on Affordable Housing, Heritage Conservation, Neighborhood, Community & Regional Planning, and Public Health. The Heritage Conservation Program, under the

directorship of co-PI R. Brooks Jeffery, has completed numerous projects since its inception in 2000 including surveys of historic resources, historic building assessments and treatment recommendations, cultural landscape inventories and treatment recommendations, historic furnishings plans, materials conservation workshops, new schematic design projects in historic contexts, and energy audits on historic buildings. The majority of these projects were done in conjunction with the interdisciplinary Heritage Conservation graduate curricular program outlined above.

Co-Principal Investigator R. Brooks Jeffery is Director of the Drachman Institute, Coordinator of the Heritage Conservation Graduate Certificate Program, and Professor in the School of Architecture. He specializes in the areas of cultural resource inventory & monitoring, significance assessment, traditional knowledge, earthen building materials conservation, cultural resource management & education. Jeffery has spent his career documenting, interpreting, and disseminating the significance of built environments throughout the world, including the Middle East, Spain, Latin America and the U.S. Southwest about which he authored numerous articles and books. He has been a principal investigator on numerous grants and contracts from local, regional and national agencies and in 2006 was given the "Excellence in Resource Stewardship" award from the National Park Service for his students' work creating design guidelines at Petrified Forest National Monument. Prior to his role as director of the Drachman Institute, Jeffery was associate dean of the College of Architecture and Landscape Architecture where he was responsible for research, outreach, strategic planning, facilities, and operational objectives of the college including the construction coordination of a \$9.3 million facility expansion and \$3.1 million remodel of existing facilities. See attached CV for more details.

Kabul University

Kabul University (KU), located in the capital of Afghanistan, is the oldest and the largest institution of higher education in country. Since 1932, KU has provided training and research opportunities to larger number of Afghan students. KU is attended by more than 10,000 students and consists of 14 faculties (colleges) including Agriculture, Economics, Pharmacy, Islamic Studies, Law, Language and Literature, Science, Computer Science, Engineering, Journalism, Veterinary Medicine, Social Science, Psychology, Geosciences and Fine Arts. The University has a large centralized library serving as the National Library of Afghanistan and it has several laboratories and IT centers.

KU had enjoyed great academic status in the region by attracting students from its neighboring countries and had a rich culture, history, and academic excellence that were damaged by, and still recovering from, decades of wars and instability in Afghanistan. KU is now ready and willing to re-establish close links and partnerships with national and international universities and intuitions to advance the quality of its academic programs and research.

KU vision and mission are to transform the University into an internationally recognized institution of learning and research and a center of innovative thought and practice by tailoring global knowledge to Afghanistan's economic, cultural, and historical context. One of the specific objectives of the university is to develop generations of qualified Afghans aware of their cultural heritage. Building a strong professional education program for Afghan cultural heritage conservation at Kabul University, Faculty of Social Science, Department of Anthropology and

Archaeology in partnership with the University of Arizona Heritage Conservation Program and Afghanistan Ministry of Higher Education is an initiative that advances this objective.

The Department of Anthropology and Archaeology was established in 1981 as one of four departments within the Faculty of Social Sciences, with 12 faculty members and 231 students. Since 2003, the Department has developed many successes in the cultural, scientific, and research area, including fieldwork activities for students. The faculty and students have participated in several archaeological excavations and academic seminars, including those pertaining to the conservation of Afghanistan's cultural heritage. The Faculty of Social Sciences has a separate library, a museum and two IT centers. Graduates of this program are employed by the Ministry of Information and Culture, Ministry of Education and many other ministries and services throughout Afghanistan. Another strong program at KU that could provide architectural and engineering support for cultural heritage conservation is the Faculty of Engineering. The Faculty Engineering consists of four departments: Civil, Electricity and Electronics, Mechanics, and Engineering. The Faculty has a specialized library, IT center, mapping studio, four laboratories, and one earthquake alarm system center close to Qargha dam.

KU is the logical institution in Afghanistan to establish collaboration and partnership in developing cultural heritage conservation curricula, exchange of faculty, and supporting existing programs. The University has the organizational capacity for improving and sustaining programs such as cultural heritage conservation and is the only institution in the country with an established archaeology program and affiliated research facilities. Drawing upon the array of resources already available at KU, creating a productive and sustainable partnership between the University of Arizona (UA) Heritage Conservation Program and Kabul University (KU) Department of Anthropology & Archeology to develop a professional education program in heritage conservation is a sound collaborative partnership bringing together individual researchers and institutional actors to address joint cultural heritage programs. As a result, this partnership will ensure sustainable and productive collaboration that can, in turn, build further capacity with other Afghanistan institutions.

Included in this proposal are letters of support from:

Professor M.O. Babury, Deputy Minister for Academic Affairs, Ministry of Higher Education, Kabul Afghanistan

Associate Professor Gholam Farooq Abdullah, Dean of Social Sciences Faculty, Kabul University

Budget Narrative

The appended project budget corresponds directly to the goals, objectives, and calendar of tasks/outcomes outlined above. This project is joint-funded with an existing National Park Service (NPS) task agreement (\$134,508) administered under co-PI Jeffery. As the appended project budget only outlines the requested funds from the US Embassy-Kabul's Local Grants Program, it is important to convey how the two funding sources work together to implement the project goals within the budget categories.

<u>Personnel</u>. The proposal outlines a US project team composed of two co-Principal Investigators, a Project Director, a Program Coordinator, and Adjunct Faculty each with specific roles. The co-

PIs provide overall project leadership, content knowledge, and educational expertise necessary to envision, articulate, and implement the project goals representing the University of Arizona. The Project Director will manage and coordinate the day-to-day activities to implement the specific project objectives and is responsible for maintaining the relationship between Kabul University and the University of Arizona. Adjunct Faculty will be hired to provide specialized content modules (online, classroom, field, and lab) and will act as peer mentors to the Afghan Faculty Cohorts in specific areas outside the expertise of the PIs. The project will be assisted by a Program Coordinator, who will provide administrative support, and a US-based Translator (listed in the budget under "Other Direct Costs"). Existing NPS funds will be used to support the hiring of Adjunct Faculty.

Kabul University will cover the salaries of the selected faculty from the Department of Anthropology and Archaeology for the duration of their stay in the US. Other Afghan personnel costs, including an in-country team of Project Coordinator, program administrative/financial support, and Translator are listed in the budget as part of a contractual sub-award to Kabul University (see below).

<u>Travel</u>. Travel costs to a country such as Afghanistan are supplemented with contingency for the variety of unforeseen events. In addition to the four Kabul University faculty traveling to the US for the duration of an academic semester (listed under Other Direct Costs), the US Project Director will travel to Afghanistan throughout the project period to establish and maintain relations between the two universities and to ensure the financial and technical sustainability of the project. The Afghan and US faculty will also travel to case study sites (national parks, archaeological sites, etc.) throughout the American Southwest to evaluate models of cultural heritage stewardship corresponding to the curriculum content areas. Afghan travel is listed under Other Direct Costs and existing NPS funds will be used to support American faculty travel in the US to the case study sites.

Equipment. There are no capital equipment or construction costs associated with this project.

<u>Supplies</u>. To establish and maintain a comprehensive heritage conservation program in an academic institution requires the creation of specialized facilities and supplies for the training of students. The project goal to accomplish this is the creation of a Heritage Conservation Training Center at Kabul University that includes a suite of computers with specialized software, a conservation lab for materials analysis and treatment, and field equipment as an initial, yet comprehensive, start-up facility. The University of Arizona, too, needs a refresh of a portion of these supplies that will be necessary to develop parity between the training equipment used at UA and KU. Critical to the success of this institutional capacity building project is the establishment of a viable communications system between the two universities. This system will support Skype-based video conferencing enhanced to allow documents, video, and other media to be projected simultaneously.

As the purpose of creating a comprehensive training facility is for KU to own this equipment and specialized supplies, these items are listed in the budget as part of a contractual sub-award to Kabul University (see below) but will be purchased in the US or Europe. Existing NPS funds will be used to purchase the necessary supplies for equivalent training capacity at the University of Arizona. For these reasons, no funds are requested in the "Supplies" budget category.

<u>Contractual</u>. A sub-award is budgeted to Kabul University to provide the necessary personnel to support the project in Afghanistan, supplies for the selected Afghan Faculty Cohort, supplies for a new KU Heritage Conservation Training Center, and a communications system. In anticipation of the purchase of much of these supplies in the US or Europe, a separate line item for shipping is included in this sub-award.

An additional contract, covered by existing NPS funds, is budgeted for the development at UA of online content and distribution that will ensure curricular materials will be available for the Afghan Faculty Cohort during and after the project period.

Other Direct Costs. The majority of funds requested in this budget category support the travel and living costs of the Afghan Faculty Cohorts during their stay in the US. These costs include airfare, housing, per diem, health insurance, English language training, translator, etc.

Indirect Costs. Appended is documentation outlining the indirect cost rates for the University of Arizona for federal grants and contracts, per their Negotiated Indirect Cost Recovery Agreement (NICRA). While the appended correspondence is between UA and US Dept. of Health and Human Services, our Sponsored Projects office has indicated that it applies for all federal departments. As the majority of this project is considered "on-campus instruction," the indirect cost rate is 51.5%.

List of Appended Items

- Project Budget
- Kabul University Sub-Award Budget
- CVs of co-PIs Jeffery and Odegaard
- Letters of Support from the Afghanistan Ministry of Higher Education and Kabul University
- NICRA Documentation
- UA Sponsored Projects Proposal Routing Sheet
- SF 424 documents

Trip Report
"University of Arizona Partnerships –
Afghan Cultural Heritage Conservation,
Kabul, Afghanistan March 2-9, 2013"

University of Arizona Partnerships – Afghan Cultural Heritage Conservation Trip Report and Recommendations Kabul, Afghanistan March 2-9, 2013 Suzanne Bott, PhD, AICP and Atifa Rawan, MSc

Executive Summary

Confirmation of Kabul University Interest: The University of Arizona team of Suzanne Bott, PhD, and Atifa Rawan, MSc, arrived in Kabul on Sunday, March 3, 2013. Meetings were held during that week with Kabul University faculty and administrators, and two Ministry of Higher Education leaders to confirm interest in the UA *Afghan Cultural Heritage Conservation* partnership program and determine a course of action for faculty training based upon needs within the existing KU Archaeology and Anthropology program.

Study Areas: The faculty and ministry representatives confirmed strong interest in sending two faculty members to the UA during 2013 to work with UA faculty in revising the current KU curriculum in heritage conservation, particularly in the areas of architectural conservation, archaeology, anthropology, and ethnography. The faculty stressed the need to expand technical skills and practical expertise in research design, research methods, archaeological excavation, field techniques, and site protection.



Expectations, Accountability, and Deliverables: All parties confirmed the desire to bring the training results back to KU and provide tangible outcomes from the program. Faculty agreed that sharing the knowledge gaining from the training would be essential and recommended that returning faculty promote revisions to existing curricula, host colloquia within the department, provide lectures to students

on the training, and publish an article on updated methods in each area. A request for funding to support the two faculty participants in their activities upon return was stated as being necessary to support the follow-up.

Continued Training: Strong interest was expressed in continuing the program into the future and establishing a long-term relationship between the two universities, including bringing senior faculty and administrators to the UA for a period of one to two weeks to confer with UA colleagues and review the

partnership program. They faculty expressed interest in expanding the study areas into subjects related to documentation and preservation of intangible cultural heritage, including collection of oral histories, poetry, folklore, traditional customs; and topics related to globalization and social change, the changing role of women; and professional



development, including grant writing and working with international aid agencies and non-governmental organizations.

Meeting Participants

Name	Affiliation	Title
M. Osman Babury	Ministry of Higher Education (MoHE)	Deputy Minister of Academic Affairs
Ghulam Yahya Admadi	Ministry of Higher Education	Executive Assistant to the Deputy Minister of Academic Affairs
Prof. Dr. Habibullah (Habib)	Kabul University	Chancellor for Higher Education
Prof. Gh. Farooq Abdullah	Kabul University	Dean of Social Sciences Faculty
Prof. Alef Shah Zadran, PhD	Kabul University, National Center for Policy Research	Head of Dept. of Social Sciences
Prof. Asmatullah Osmani	Kabul University	Head of Ethnography Archaeology Dept.
Assoc. Prof. Jamaludin Shable	Kabul University	Social Sciences Faculty – Anthropology and Archaeology Department
Assoc. Prof. Mujtaba Arify	Kabul University	Social Sciences Faculty – Anthropology and Archaeology Department
Assist. Prof. Faridullah Farahmand	Kabul University	Social Sciences Faculty – Anthropology and Archaeology Department
Assist. Prof. Muzgham Hamraz	Kabul University	Social Sciences Faculty – Anthropology and Archaeology Department
Assist. Prof. Arian Qeyame	Kabul University	Social Sciences Faculty – Anthropology and Archaeology Department
Lecturer Ahmad Omer Hamid	Kabul University	Social Sciences Faculty – Anthropology and Archaeology Department
Paolo Fontani	Head of Office	UNESCO, Kabul Office
Reza Sharifi	National Officer for Culture	UNESCO, Kabul Office
Michelle L. Jones, PhD	Cultural Affairs Officer	U.S. Embassy, Kabul

Name	Affiliation	Title				
Laura A. Tedesco, PhD	A. Tedesco, PhD Cultural Heritage Program U.S. Dept. of State, Bureau of					
	Manager	and Central Asian Affairs				

Meeting Summaries



4 March 2013. Dean of Social Sciences,
Head of Ethnography, Faculty of
Archaeology and Anthropology, Kabul
University. The first meeting with the
faculty of Kabul University was held on
Monday, 4 March, at the College of Social
Sciences. Dr. Bott and Ms. Rawan
introduced themselves and the KU faculty
introduced themselves in return. The faculty
reviewed their areas of teaching and

research. The program goals were reviewed since Ms. Rawan had last met with the faculty in Dec. 2011 and it was stressed that the **program has received only one year of funding for three-month training for curriculum development and capacity building in 2013**.

The UA team stated that this meeting was to confirm the interest of KU faculty in participating in a UA short-term training program to build the KU curriculum with an opportunity for two faculty members to travel to the US to meet with UA faculty and mentors as peer-to-peer professionals, to study current theory and methods in conservation heritage management in order to supplement existing KU curriculum, and to share the experience with both UA and KU student and faculty communities.

The faculty reviewed their interests in archaeology, anthropology, ethnography, Islamic architecture and calligraphy, regional studies, and social change. They noted a strong interest in documenting intangible heritage. Several faculty members mentioned their previous study in Pakistan and India, and one member stated he would be going to France for his doctoral studies later this year.

There was strong interest expressed in taking the results of the training program and preparing lectures and publications for sharing with other faculty, and updating the syllabi in several key areas: archaeology research design and methods, architectural conservation, ethnology, and anthropology. It was made clear that the expectations are very high for tangible outcomes and accountability of participants.

Dr. Zadran requested a letter of invitation and a contract, which the UA team stated would provide after meeting with the full team upon returning to Arizona.

4 March 2013. Prof. Osman Babury, Deputy
Minister of Academic Affairs, Ministry of Higher
Education (MoHE) Minister Babury was very
pleased to welcome Ms. Rawan back to Kabul and
to meet Dr. Bott. He indicated strong support for
the concept of a university partnership with the
two universities, with the caveat that monitoring,
evaluation, and accountability be a strong
component of the partnership.



He requested a Memorandum of Understanding

between the universities that the two visiting faculty members must share their acquired knowledge with tangible outcomes specified in advance. He gave an example of another recent KU program where scientists were trained out of the country, but upon their return, did not use a new lab that had been developed nor develop or implement a revised curriculum. He stated that leadership and good governance from the KU faculty are essential for the program's success.

5 March 2013.

Michelle Jones, PhD, Laura Tedesco, PhD, U.S. Embassy, Kabul. The U.S. Department of State (DoS) representative, Miki Jones, met with the UA team for 20 minutes in the Embassy Public Affairs office. The US team went over the current proposal to train two KU faculty and the original proposal and interest in future funding. Dr. Jones stated that the Cultural Heritage portfolio has shrunk considerably and that, "at the moment, there is nothing to be done about the budget." She indicated that there may be potential funding associated with higher education programs in the coming year. In response to the question of what UA would need to support the program for a second year in some capacity, Dr Bott stated that another \$200-\$300 would be needed. In response to an inquiry on the UA indirect costs, Dr. Jones stated that the NICRA agreement needs to be reviewed and the university overhead amount verified.

There was a general discussion about other heritage conservation activities taking place in Kabul and Dr. Jones suggested following up with Dr. Gil Stein from the Oriental Institute about a three-year project the University of Chicago is doing at the National Museum to catalogue the collection (PhD candidate Mike Fisher is the point of contact at the Oriental Institute). She also mentioned that another Fulbright



Scholar may be coming to UA, Mr. Faheem Raheemi, and that the UA team should speak with him.

Ms. Rawan and Dr. Bott followed-up with Dr. Tedesco about assistance with US visas for the Afghan faculty through her office.

5 March 2013. Prof. Dr. Habibullah (Habib) (second from left) Minister of Higher Education (MoHE), Professors Farooq and Osmani. Dr. Habib stated that

he had visited the UA in 2007 and that he believed this would be an excellent opportunity for affiliation with the UA. He stated that the faculty does not have any international affiliation at this time and he would welcome the partnership.

After meeting with Dr. Habibullah, the UA team went to the KU Library.





6 March 2013

Dean of Social Sciences, Head of Ethnography, Faculty of Archaeology and Anthropology, Kabul University. The second meeting with the faculty opened with the UA team asking for clear responses to three questions:

- Did the faculty understand that this is a one-year program only? This program is only funded
 for 2013 and as a pilot phase for future programs in capacity building, curriculum development,
 and mentoring. It is for two faculty members to visit the UA for 3 months sometime after 1
 August 2013. There may be funding in the future and the hope is to establish a partnership
 between the UA and KU with the support of the Afghanistan Ministry of Information and Culture
 and Ministry of Education;
- 2. Did the faculty understand that the program is for curriculum development, and given that, what were the needs of the Department of Archaeology and Anthropology, and the College of Social Sciences? The UA team reiterated the question of whether the program would be of value to KU, and whether it would be feasible to have two faculty members away for three months;
- 3. The UA team asked the KU to confirm that there would be two faculty members who would be selected, and that it was recommending based on qualifications, ability to meet the standards to participate fully at UA and deliver results upon return to KU, ability to make the short travel schedule and meet existing commitments at KU. The UA asked for confirmation of the two candidates and asked for two back-up candidates to submit curriculum vitae, and for all candidates to statements of interest and intent.

Professors Farooq and Osmani proposed an idea that was different from the original concept presented at the first meeting and in the outline sent prior to the meetings. They felt that the UA should consider bringing junior faculty with Bachelor's Degrees in order to give them the training opportunities. They proposed three senior faculty visit the UA for three weeks to see the program and determine the best



opportunities for the KU program. They suggested that then, one senior faculty and one junior faculty should attend the UA training for three months, and then the following year, another senior/junior team would participate.

They noted their needs are primarily in practical application of research methods in archaeology, especially in sampling, assessment, and protection. Their interests include architectural surveys and building management, community development and change over time, and national, regional and local anthropology.

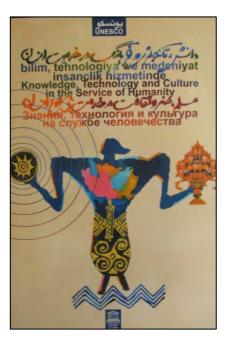
They indicated that most of their undergraduate students go on to work as teachers at the high school level, at the National Archives, Academy of Sciences, Ministry of Information and Culture, National Museum, Ministry of the Interior, and National Center for Policy Research. They stated they have approximately 100 1st-year students, 50 2nd-year, 45 3rd-year and 30 4th-year students. School holidays are January through March, but travel to Arizona from September through November would be acceptable.





The KU faculty put forth the names of two junior faculty, Lecturer Ahmad Omer Hamid (male, left photo) and Assist. Prof. Muzghan Hamraz (female, right). The KU faculty recommended that a senior faculty member visit the UA program to observe and contribute to the UA training program, and provide much-needed support to the University and Ministries in Kabul on behalf of the Department of Social Sciences.

7 March 2013. Paolo Fontani and Reza Sharifi, UNESCO. The UNESCO Head of Office and the National Officer for Culture welcomed the UA team to their office and indicated their interest and support for the university partnership project. They stated that several governments have been working in Afghanistan and it could be useful to contact them for information about their projects: Oxford University, with a case study of Balkh currently underway with Kabul University; the University of Chicago cataloguing project at the National Museum; the Italian Government and the University of Herat developing an Archaeology Department and working on conservation in Herat with the Italian Provincial Reconstruction Team (PRT); and the French program, DAFA, Délégation archéologique Française en Afghanistan (DAFA), which has a very active program with projects in Mazar-e-Sharif, Herat, Balkh, Bamiyan, and which has a 10,000 volume archaeological library in Kabul (not yet online). They



recommended contacting the DAFA Director, Philippe Marquis, in Kabul.

They indicated that the Ministry of Mines and Ministry of Culture may need skilled professionals as they work with the World Bank on conservation associated with development, and that the Ministry of Higher Education and Ministry of Information and Culture may be willing to give support to the partnership concepts. The World Bank, USAID, and UNESCO have programs at the Ministry of Higher Education that could also be worth reviewing for future support for graduates of the KU program.





UNESCO Headquarters (exterior), Kabul

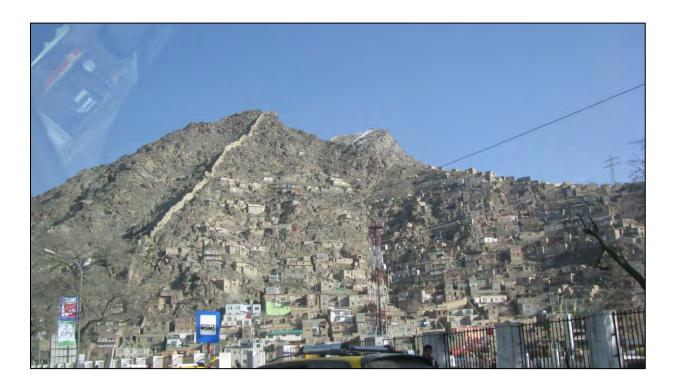
Recommendation and next steps:

Bring two KU faculty, Arian and Muzghan, to UA to follow programs in two tracks: (1) architectural conservation and archaeology, and (2) anthropology and ethnography for the purpose of developing course syllabi for each subject.

- 1. Determine General Timeframe for Arrival and Departure of KU Faculty
- 2. Coordinate UA Faculty and Mentors, and Confirm Interest and Availability

- 3. Send Letter of Invitation to Kabul University Chancellor and Dean to bring Arian and Muzgham to the University during appointed time
- 4. Alert DoS of Schedule and request visa assistance
- 5. Develop full schedule of UA courses, mentoring programs, English language training, field training, and presentations.





Curriculum Knowledge and Skills Development Matrix

KNOWLEDGE AREA and SKILLS DEVELOPMENT COURSEWORK	Core Content
KNOWLEDGE DEVELOPMENT	
Conservation Theory: Management Strategies for Cultural Heritage	 International and National Models Regional Models Community Models Legal Frameworks – International, US, Statewide, local Land Use management techniques Surrounding land uses and tools for management Development of Vision for Site Use User Groups Host Community Needs Funding and Long Range Stewardship Local Involvement and Education Representation of Heritage Values – Commitment Indicators, Standards, Guidelines, Intervention and Treatments Defining Factors, Defining Values, Cultural Landscapes, Sites, Structures, Intangible Heritage Stewardship, Tourism, Incorporating New Development
Documentation and Site Assessment for Heritage Conservation Practice	Site Surveys, Recording, Context Assessment Architectural Documentation Damage Assessment Database Design and Maintenance Technologies – Remote Sensing, GIS, GPS, 3-D modeling Looting – Documenting looting and damage Human Remains and Sacred Objects
Archaeological Site Management:	 Excavation Sampling, Dating Monitoring, Protection, Conservation Site Stabilization Preservation Plans Reburial and Backfilling, Heavy Equipment, Objects without provenance, temporary collections Stewardship and Security
Disaster Preparedness, Management, and Recovery	 Risk Management – Needs Assessment Security Analysis and Plan Preparation Creation of Disaster Management Plan Emergency Management Techniques and Strategies Disaster Recovery – Material, Personnel, Triage Disaster Relief Organizations and Disaster Response Teams Considerations for Archives, Museums, Monuments, Archeological Zones, Districts, and Heritage Landscapes Building a preservation program
Legal Frameworks of Heritage Conservation:	 Definitions, Philosophies, Principles, and Paradigms Conservation Programs – the U.S. Models Types of International Models, Types of National Models Legal Frameworks – Public and Private Afghanistan Private Laws International Conventions and Activities Disaster Preparedness Ordinances Site Protections and Illicit Trafficking

Architectural Heritage Conservation Practice: Methodologies and Practice Public Education Artifact Care: From Excavation to Museum - Materials Conservation	 Architectural Documentation Damage Assessment Database Design and Maintenance Technologies – Remote Sensing, GIS, GPS, 3-D modeling, Structural Preservation Façade Preservation Site Protection, Site Maintenance/Monitoring Construction Techniques Material Manufacturing Regional Models, Community Models Program Planning Creating an Educational Infrastructure Advocacy and Community Involvement Interpretation Financial support Education and Training Stewardship Special Events Program Maintenance Artifact Care: From Excavation to Museum Materials Conservation, Recording Contexts of Artifacts Database Design, Inventory Forms, and Maintenance Documenting Looted/Damaged Sites Damage Assessment of Looted Areas Materials Characterization Human Remains and Religious Objects Objects Without Provenance Temporary Collections Local Museums Site Stewardship Some Special Considerations by Material Type Metal, Ceramics, Stone, Glass Unfired Earthen Objects Wood and Other Organics
	,
	Obtaining Additional Conservation Services
SKILLS DEVELOPMENT	
English Language	English as a Second Language (ESL)
Information Technology, Computer Graphics, Communications, PowerPoint Presentations, Poster Design, Media Interviews, Verbal and Printed Presentations	 Graphics, Presentations, and Portfolio Development Working with slides and photos, design templates, multimedia presentations, delivering printed presentations Public Presentations, Interviews Basics Creating Web Presence with Social Media and Blogs
Library Research and Documentation: Literature reviews, Searches, Government Documents, Syllabus development, Copyrights and Citations	Bibliographies and Managing Citations Multidisciplinary Databases Literature review Copyright and Fair Use Basics Social media and Scholarly Networks
Grant Writing, Professional Development, NGOs, and Ethics and Legal Issues	 Grant research and proposal writing Resume building and professional memberships NGO organizations in Afghanistan

Symposium Program "Afghanistan: Cultural Heritage at the Crossroads"



























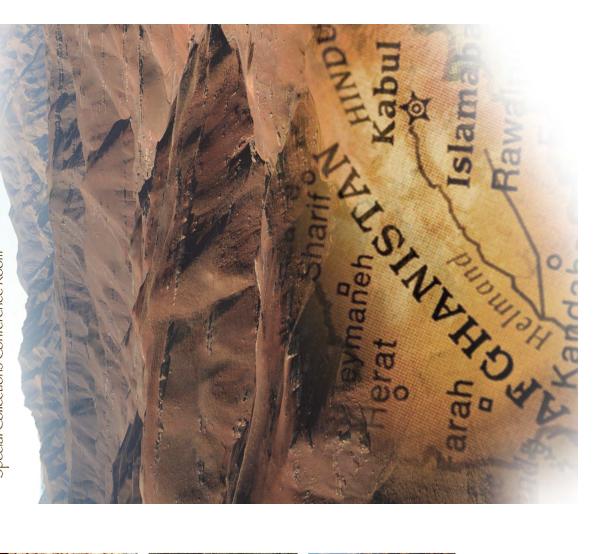
College of Architecture, Planning, and Landscape Architecture design planning research community outreach

capla.arizona.edu / drachman





University of Arizona Library Special Collections Conference Room December 3, 2013



Afghanistan: Cultural Heritage at the Crossroads

discuss action items to design and implement unified cultural heritage efforts for The one-day symposium will focus on strategies for integrating cultural heritage cultural heritage initiatives in Afghanistan and central Asia. Topics discussed will preservation and management in economic and infrastructure development in include: public policy, compliance, site management, public programs, conservation, and capacity building. The afternoon session will be a forum that will Afghanistan. The morning session will consist of invited papers pertaining to Afghanistan.

Registration

8:00-8:30 AM

Morning Session

8:30 AM-12:00 PM

Presentations are 20 minutes with 10 minutes of Q&A

- R. Brooks Jeffery, Suzanne Bott, Atifa Rawan, Nancy Odegaard, and Pat O'Brien. The University of Arizona-Kabul University Heritage Conservation Education Plan.
- David Gadsby. NPS Programs in Heritage Conservation. 2
- Laurie Rush. DoD Programs in Heritage Conservation. ω.

BREAK 10:00-10:15 AM

- stan Partnership for the Preservation of the Cultural Heritage of Afghan-Laura D'Alessandro. The Oriental Institute-National Museum of Afghani-4
- Joseph Schuldenrein and Rita Wright. The Mes Aynak Cultural Resource Management Plan. 2
- Jeff Altschul and John Olsen. The Oyu Tolgoi Cultural Heritage Program. 9
- Muzghan Hamraz. My Country, My Heritage: The Future of Cultural Heritage Management in Afghanistan

Lunch

12:00-12:30 PM

Lunch will be supplied

Afternoon Session 12:30-3:00 PM

Forum: A Way Forward: Designing and Implementing a Cultural Heritage Program for Afghanistan

Moderators: R. Brooks Jeffery and Jeff Altschul

- Public Policy
- Legal Framework
- Compliance Process
- Tangible heritage
- Archaeology
- **Built Environment**
- Conservation and Curation
- Public Programs
- Intangible heritage
- Education
 - Museums
- Heritage Tourism
- Cross Cultural Partnering and Logistics
- Forming International Teams 0
- Designing Programs and Strategies
- Facilitating Program Implementation
- Realistic Goals and Expectations
- Funding and Security Concerns
- Capacity Building
- In Afghanistan 0
 - In US 0
- On-line
- Implementation
- Short-term Objectives
- Long-term Objectives 0
- Schedule 0

Funding

Evening Reception and Dinner

5:30 PM

Jeff and Debbie Altschul

Carpooling suggested with limited transportation by the University of Arizona

Summary of Presentations, Media, Special Events, and Photo Compilation of Program Activities

Summary List of Presentations, Media and Special Events

CONFERENCES/ SCHOLARLY PRESENTATIONS (Invited)

N. Odegaard, S. Bott, R. B. Jeffery, M. Hamraz, A. Rawan. (at press). Professional Education for Afghan Cultural Heritage Faculty. ICOM-Conservation Committee, Education Working Group, Melbourne, Australia. Triennial Congress. *Preprints of 2014 Conference*.

M. Hamraz. Building a Professional Education Program for Afghan Cultural Heritage Conservation Conservation Department, Metropolitan Museum of Art. New York, NY (~30 attendees). December 9, 2013

M. Hamraz. My County, My Heritage: The Future of Cultural Heritage Management in Afghanistan. Symposium: Afghanistan Cultural Heritage at the Crossroads. University of Arizona (~35 attendees). December 3, 2013

M. Hamraz. 2013. *Visiting Scholars Cultural Heritage Program* 2013. Poster. December, 2013. http://cala.arizona.edu/project/heritage-conservation-professional-education

M. Hamraz. *Perspectives on Kabul University Anthropology and Archaeology Academic Program and the Afghanistan National Museum.* Getty Conservation Institute. The Getty Center, Los Angeles, CA (~20 attendees). November 4, 2013

O. Hamid. M. Hamraz. *Afghanistan: Perspectives on Current Situation; Hope for the Futures and Preservation and Restoration of Cultural Heritage Sites*. United Nations Association of Southern Arizona. Tucson, AZ. (~50 attendees). October 15, 2013

M. Hamraz, O. Hamid, A Rawan. *Beyond Bamiyan: The Practice of Heritage Conservation in Afghanistan*. Center for Middle Eastern Studies (CMES), Middle East and North African Studies (MENAS) Program. University of Arizona. (60 attendees). October 10, 2013

MEDIA

Professors from Afghanistan Visit UA to Learn Historic Preservation. Television Interview. Arizona Public Media –KUAT- PBS station. October 16, 2013 https://www.azpm.org/s/16283-professors-from-afghanistan-visit-university-of-arizona-to-learn-historic-preservation/

Afghan Professor Takes in Campus Culture. By Jazmine Foster-Hall. Interview in Arizona Daily Wildcat Newspaper, Tucson, AZ. November 4, 2013. http://cala.arizona.edu/news/afghan-professor-takes-campus-culture

SPECIAL EVENTS

US/ICOMOS Gala (Invited Guest) to Honor Senator Patrick J. Leahy and UNESCO Director General Irina Bokova. Washington, DC. December 11, 2013.

Presentation of Afghanistan Tapestry to 9/11 Memorial Museum created by Sultana Hamraz, sister of Visiting Scholar Muzhgan Hamraz. 9/11 Memorial Museum, One Liberty Plaza, New York, NY. December 10, 2013.

Behind the Scenes Visit and Tour to the Sherman Fairchild Center for Objects Conservation, Donna Strahan, Conservator, Metropolitan Museum of Art. New York, NY. December 9, 2013

Native American Food and Basketry Festival, Arizona Sonora Desert Museum. Tucson, AZ. Dec. 7, 2013.

Symposium: Afghanistan Cultural Heritage at the Crossroads. Afghanistan Cultural Heritage Higher Education Program, University of Arizona, December 3, 2013

The Getty Conservation Institute. The Getty Center, Los Angeles, CA. November 4-5, 2013

Photos from the 2013 Afghanistan Cultural Heritage Higher Education Program Kabul University and The University of Arizona September – December, 2013



Project Team (back and front rows, left to right)

Noorullah Dawari, Aysan Abdollahzadeh, Muzhgan Hamraz, Nancy Odegaard, Suzanne Bott

W. Pat O'Brien, Atifa Rawan, R. Brooks Jeffery







Sincere Appreciation to Colleagues and Friends at The Getty Conservation Institute and The Getty Center













Very Special Thanks to the National Park Service and U.S. Department of State, and the U.S. National Committee of the International Council on Monuments and Sites Washington, D.C.









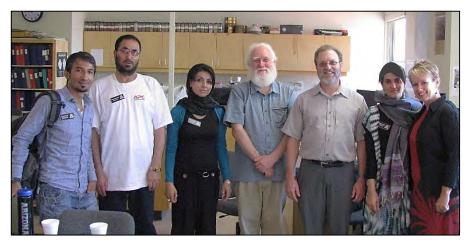
Sincere thanks to Members of the Tohono O'odham Nation, and Conservators of the Arizona State Museum and the Metropolitan Museum of Art







Very Special Thanks to Faculty, Professional Archaeologists, and Paticipants in the Symposium







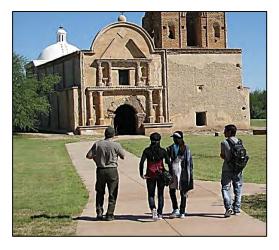




Best appreciation to colleagues at the National Park Service, including the Western Archeological and Conservation Center, Tumacacori National Historical Park, and Casa Grande National Monument













Deepest gratitude to the Families of the September 11th attacks and Staff Members of the 9/11 Memorial Museum for accepting the gift of a tapestry as a gesture of peace







Project Budget and Expenditures

KFS Account # 32 February - Decen	erships: Buidling a Profession Education Program for Afghan Cultural Heritage Cons	servation			-					
,										
		ВЦ	JDGETED	ACTUAL	12	ACTUAL uly-Dec 2013	ENCUI	MBRANCE	BA	LANCE
PERSONNEL				Teb-Julie 20	15 ,	ury-Dec 2015				
	PI Jeffery (0.01 FTE*0.92 year @ \$120,000	\$	1,104	\$ 5	46 \$	561			\$	(3
	PI Odegaard (0.05 FTE*0.92 year @ \$120,000	\$	5,520	\$ 1,9	72 \$	3,548			\$	(1
	Project Director Bott (0.6 FTE*0.92 years @ \$40,000)	\$	22,080	\$ 9,5	27 \$	14,390			\$	(1,837
	Sub-total Appointed Personnel	\$	28,704	\$ 12,0	46 \$	18,499	\$	-	\$	(1,841
	Technical Expert Rawan (0.05 FTE*0.92 year @\$60,000	\$	2,760		72 \$		\$	8,147	\$	(7,920
	Sub-total Faculty Ancillary	\$	2,760	\$ 1,5	72 \$	961	\$	8,147	\$	(7,920
	Student project assistant (0.25 FTE@1semester@\$21,984)	\$	4,685		\$			1,099	\$	2,212
	Sub-total graduate student employee	\$	4,685	\$ -	\$	1,374	\$	1,099	\$	2,212
	Fringe Benefits:		0.056	4 00	4			4 400		
	Appointed personnel ERE (30%)	\$	8,956		53 \$			1,139		670
	Faculty Ancillary ERE (21%)	\$	119	\$	68 \$			1,711 592		(1,861
	Grad Student Employee ERE (59.5%-9.4%=50.1%) Sub-total Fringe Benefits	\$ \$	562 9,637	ć 20	\$ 21 \$			3,442		(770
	Sub-total Fringe Benefits	Þ	9,637	\$ 2,9	21 \$	5,235	Þ	3,442	Þ	(1,961
	SUB-TOTAL PERSONNEL	\$	45,786	\$ 16,5	39 \$	26,068	ć	12,688	\$	(0 E00
	SOU TOTALT LINOTHILL	3	+3,700	y 10,5	چ <u>در</u>	20,008	٧	12,000	ب	(9,509
TDA\/EI					+					
TRAVEL_	US Trin to Afghanistan Drai Dir 9 Took Eynart 1 trin 10 days				-					
	<u>US Trip to Afghanistan - Proj Dir & Tech Expert 1 trip, 10 days</u> Airfare (2 round trips Tucson-Kabul @ \$3000 each	ć	6,000	¢ ca	13				ċ	(242
		\$			_				\$	1 243
	Lodging and M&I in Kabul (2*10days@\$202/day) Ground transport (1trip*\$200/day)	\$	4,040 200		93 83				\$	1,247
	Misc expenses (visas, vaccination, baggage fees)	\$	400		51				\$	(83 (51
	Travel Insurance (2@\$2000 trip)	\$	3,215						\$	1,215
	maver insurance (2@32000 trip)	7	3,213	φ 2,0	50				٧	1,213
	SUB-TOTAL TRAVEL	Ś	13,855	\$ 11.7	71 \$	· -	\$	_	\$	2,084
		<u> </u>	10,000	+	·- Y		<u> </u>		Ť	_,00.
EQUIPMENT										
EQUII IVILIVI	Laptops for Afghan faculty cohort (2 HP Pavillon@\$850ea	\$	1,700		\$	2,599			\$	(899)
	Software for Afghan faculty cohort (Adobe Creative St 2@\$446 ea	\$	892		T				\$	892
	Cameras for Afghan faculty cohort (2 Canon Powershot) @ \$239 ea	\$	477						\$	477
									Ė	
	SUB-TOTAL EQUIPMENT	\$	3,069	\$ -	\$	2,599	\$	-	\$	470
SUPPLIES										
	Laptop, software - Project Dir	\$	2,000						\$	2,000
	Misc Supplies	\$	998				\$	57	\$	941
	SUB-TOTAL SUPPLIES	\$	2,998	\$ -	\$	-	\$	57	\$	2,941
OTHER DIRECT CO	_									
	For Afghan in US for trainin (2 persons@3 months)									
	Housing (1apt*3months@\$1000/month)	\$	3,000		\$		\$	(715)	\$	(3,497
	Per diem for cohort (180days@\$44/day)	\$	7,920		\$					3,420
	Health Insurance (2ea@3mo.*\$400/month)	\$	2,400		\$	553			\$	
	English lang. training						Ş	(72)		1,919
		\$	2,000		\$	1,936	Ş	(72)	\$	64
	Cell phones (2) for cohort@@\$100/month for 3mo.	\$	600			1,936	\$	(72)	\$ \$ \$	64 276
	Independent Contractor-Translator (240hrs*\$20/hr)	\$ \$	600 4,800		\$	1,936	\$	(72)	\$ \$ \$ \$	64 276 4,800
		\$	600		\$	1,936	\$	(72)	\$ \$ \$	64 276 4,800
	Independent Contractor-Translator (240hrs*\$20/hr)	\$ \$	600 4,800		\$	1,936	\$	(72)	\$ \$ \$ \$	64 276 4,800
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	Independent Contractor-Translator (240hrs*\$20/hr) Communications-postage, long dist, phone, fax Afghan to US trips (2 persons)	\$ \$	600 4,800 200		\$	5 1,936 5 324			\$ \$ \$ \$	64 276 4,800 200
	Independent Contractor-Translator (240hrs*\$20/hr) Communications-postage, long dist, phone, fax Afghan to US trips (2 persons) Airfare (2 round trip Kabul-Tucson@\$3000 ea	\$ \$	600 4,800 200 6,000		\$	5 1,936 5 324 5 6,553		(72)	\$ \$ \$ \$ \$	64 276 4,800 200
	Independent Contractor-Translator (240hrs*\$20/hr) Communications-postage, long dist, phone, fax Afghan to US trips (2 persons)	\$ \$	600 4,800 200		\$	5 1,936 5 324 5 6,553			\$ \$ \$ \$	64 276 4,800 200
	Independent Contractor-Translator (240hrs*\$20/hr) Communications-postage, long dist, phone, fax Afghan to US trips (2 persons) Airfare (2 round trip Kabul-Tucson@\$3000 ea Ground Transport (rental car+gas 90 days@\$60/day	\$ \$ \$ \$	6,000 6,000 5,400		\$ \$	5 1,936 5 324 5 6,553 6 386	\$	315	\$ \$ \$ \$ \$	64 276 4,800 200 (868 5,014
	Independent Contractor-Translator (240hrs*\$20/hr) Communications-postage, long dist, phone, fax Afghan to US trips (2 persons) Airfare (2 round trip Kabul-Tucson@\$3000 ea	\$ \$	600 4,800 200 6,000	\$	\$	5 1,936 5 324 5 6,553 6 386	\$		\$ \$ \$ \$ \$	64 276 4,800 200 (868 5,014
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	Independent Contractor-Translator (240hrs*\$20/hr) Communications-postage, long dist, phone, fax Afghan to US trips (2 persons) Airfare (2 round trip Kabul-Tucson@\$3000 ea Ground Transport (rental car+gas 90 days@\$60/day Afghan program operating expenses(visas, vaccinations, baggage fees) US Case Study Sites	\$ \$ \$ \$ \$	6,000 6,000 5,400	\$	\$ \$	5 1,936 5 324 5 6,553 6 386	\$	315	\$ \$ \$ \$ \$ \$	64 276 4,800 200 (868 5,014 (2,690
	Independent Contractor-Translator (240hrs*\$20/hr) Communications-postage, long dist, phone, fax Afghan to US trips (2 persons) Airfare (2 round trip Kabul-Tucson@\$3000 ea Ground Transport (rental car+gas 90 days@\$60/day Afghan program operating expenses(visas, vaccinations, baggage fees) US Case Study Sites Lodging (3 trips*7days*\$80/day)	\$ \$ \$ \$	6,000 6,000 5,400	\$	\$ \$ \$ \$	5 1,936 5 324 5 6,553 6 3,001	\$	315	\$ \$ \$ \$ \$ \$ \$	64 276 4,800 200 (868 5,014 (2,690
	Independent Contractor-Translator (240hrs*\$20/hr) Communications-postage, long dist, phone, fax Afghan to US trips (2 persons) Airfare (2 round trip Kabul-Tucson@\$3000 ea Ground Transport (rental car+gas 90 days@\$60/day Afghan program operating expenses(visas, vaccinations, baggage fees) US Case Study Sites Lodging (3 trips*7days*\$80/day) Airfare (Getty Conservation Institute)	\$ \$ \$ \$ \$	6,000 6,000 5,400	\$	\$ \$	5 1,936 5 324 5 6,553 6 3,001	\$	315 449 670	\$ \$ \$ \$ \$ \$	64 276 4,800 200 (868 5,014 (2,690
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	Independent Contractor-Translator (240hrs*\$20/hr) Communications-postage, long dist, phone, fax Afghan to US trips (2 persons) Airfare (2 round trip Kabul-Tucson@\$3000 ea Ground Transport (rental car+gas 90 days@\$60/day Afghan program operating expenses(visas, vaccinations, baggage fees) US Case Study Sites Lodging (3 trips*7days*\$80/day) Airfare (Getty Conservation Institute)	\$ \$ \$ \$ \$	6,000 6,000 5,400	\$	\$ \$ \$ \$	5 1,936 5 324 5 6,553 6 3,001 6 744	\$ \$ \$ \$ \$ \$ \$ \$	315 449 670 1,112 769	\$ \$ \$ \$ \$ \$ \$	64 276 4,800 200 (868 5,014 (2,690
	Independent Contractor-Translator (240hrs*\$20/hr) Communications-postage, long dist, phone, fax Afghan to US trips (2 persons) Airfare (2 round trip Kabul-Tucson@\$3000 ea Ground Transport (rental car+gas 90 days@\$60/day Afghan program operating expenses(visas, vaccinations, baggage fees) US Case Study Sites Lodging (3 trips*7days*\$80/day) Airfare (Getty Conservation Institute) Symposium - December 2013 Trip to NYC -Afghan Tapestry	\$ \$ \$ \$ \$	6,000 6,000 5,400	\$	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	5 1,936 5 324 5 6,553 6 3,001 6 744	\$	315 449 670 1,112	\$ \$ \$ \$ \$ \$ \$	64 276 4,800 200 (868 5,014 (2,690
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	Independent Contractor-Translator (240hrs*\$20/hr) Communications-postage, long dist, phone, fax Afghan to US trips (2 persons) Airfare (2 round trip Kabul-Tucson@\$3000 ea Ground Transport (rental car+gas 90 days@\$60/day Afghan program operating expenses(visas, vaccinations, baggage fees) US Case Study Sites Lodging (3 trips*7days*\$80/day) Airfare (Getty Conservation Institute) Symposium - December 2013 Trip to NYC -Afghan Tapestry	\$ \$ \$ \$ \$ \$	6,000 6,000 5,400	\$	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	5 1,936 5 324 5 6,553 6 3,001 6 744	\$ \$ \$ \$ \$ \$ \$ \$	315 449 670 1,112 769	\$ \$ \$ \$ \$ \$ \$	64 276 4,800 200 (868 5,014 (2,690
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	Independent Contractor-Translator (240hrs*\$20/hr) Communications-postage, long dist, phone, fax Afghan to US trips (2 persons) Airfare (2 round trip Kabul-Tucson@\$3000 ea Ground Transport (rental car+gas 90 days@\$60/day Afghan program operating expenses(visas, vaccinations, baggage fees) US Case Study Sites Lodging (3 trips*7days*\$80/day) Airfare (Getty Conservation Institute) Symposium - December 2013 Trip to NYC -Afghan Tapestry Honoraria Content experts/peer mentors(4*\$1000 ea)	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	600 4,800 200 6,000 5,400 826 1,680		\$ \$ \$ \$ \$ \$ \$ \$ \$ \$	5 1,936 5 324 5 6,553 6 386 6 3,001 744 5 1,252	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	315 449 670 1,112 769 5,741	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	64 276 4,800 200 (868 5,014 (2,690 1,680 (1,414
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	Independent Contractor-Translator (240hrs*\$20/hr) Communications-postage, long dist, phone, fax Afghan to US trips (2 persons) Airfare (2 round trip Kabul-Tucson@\$3000 ea Ground Transport (rental car+gas 90 days@\$60/day Afghan program operating expenses(visas, vaccinations, baggage fees) US Case Study Sites Lodging (3 trips*7days*\$80/day) Airfare (Getty Conservation Institute) Symposium - December 2013 Trip to NYC -Afghan Tapestry Honoraria Content experts/peer mentors(4*\$1000 ea) Sun-total other direct costs SUB-TOTAL OPERATING EXPENSES	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	6,000 4,800 200 6,000 5,400 826 1,680 4,000 38,826	\$ 11,8	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	5 1,936 5 324 5 6,553 6 3,001 744 6 1,252 6 26,460 6 29,059	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	315 449 670 1,112 769 5,741 8,270	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	64 276 4,800 200 (868 5,014 (2,690 1,680 (1,414 4,030

Academic Poster "Visiting Scholars Cultural Heritage Conservation Program 2013"

Visiting Scholars Cultural Heritage Conservation Program 2013 Muzhgan Hamraz, Assistant Professor University of Arizona

Cultural Heritage Conservation Program

Goal

*To improve Kabul University faculty knowledge and understanding of heritage conservation theory and practices by working with colleagues and partners at the Jniversity of Anzona.

Archaeologists estimate there are more than 5000 archaeological sites in Afghanistan, but not all have been identified. The first excavations in

Afghanistan's Archeaological Sites

1824 were by the British. Currently, after three decades of war and neglect, the protection of all cultural sites and artifacts need trained

The sustainability and continuity of cultural heritage preservation depends on the success of this goal and our follow-up efforts and educational activities.

- Objectives

- Develop new information to share with faculty and students at Kabul University; Create new curriculum to complement current courses and research;
- Share Afghanistan's cultural heritage history and challenges with colleagues in Arizona. Foster relationships in the international heritage conservation profession;





M. Le Berre referred to it in 1976 as a potentially important site. In 2004

started a few years later concerning the resumption of copper extraction

authorities and the Metallurgical Corporation of China Ltd (MCC)

National Museum, the National Institute of Archaeology had the

illegally excavated artifacts, including Buddhist clay statues, to the opportunity to go on the site. When discussions between Afghan identified from the late Kushan period up to the late Shahi period (2nd

9th century CE), and recent excavations started in 2009 to map and

archaeological survey of the area. The recovered remains were then

the National Institute of Archaeology was asked to make an

The Mes Avnak site was first explored in 1963. Later, G. Fussman and following significant looting of Mes Aynak and also the return of some

ogical Site of Mes Avnak

Afghanistan is a geographically and geopolitically with a rich and ancient multi-cultural civilization. strategic country with valuable natural resources. The country is considered a crossroads of Asia

IRAN

countries. The high mountain areas of the Hindu Afghanistan has been one of the most important Kush range in the northeast serve as a watershed military and cultural crossroads of Central Asia. to the south and west. The climate is and to It is a landlocked country bordered by six semi-and, and arable land is limited.







listorical Background of Afghanistan

religions. Its location on the Silk Road resulted in ideological development of almost all major the development of local communities with Afghanistan has played a major role in the

Balkh, Herat, and Sistan were important centers for the development of Zoroastrianism. Buddhism, Hinduism, Judaism, and Christianity have all played an important role in the religious development of the region.











Architectural Buildings / Artifacts of Mes Aynal

Lack of government ability to manage artifacts Lack of national policy regarding resource development

and heritage conservation

Lack of control of domestic and foreign archaeologists After copper extraction, the area may be demolished

Lack of time to excavate

Lack of security on roads

Challenges of Mes Ayna

One of the most important aspects of Mes Aynak is the apparent association of many the Buddhist monasteries with the economic

decoration of the monasteries is linked to the wealth that people living

nearby derived from the mines.

activity of copper mining. There is no doubt that the wealthy

Numerous sites have been explored, and more than 200 artifacts have

been recovered and restored in the Afghanistan National Museum.

diverse ideologies, cultures, and traditions.













Afghanistan National Museum (Historical

world and any professional contact for 23 years. Current US efforts are underway to restore the Museum led by The Oriental Institute, University of Chicago and others. suffered between 1993 and 2001, which left the museum museums and been the victim of pilfering and theft. region. However, nothing equaled the devastation it one time, it was one of the richest museums in the building partially destroyed, much of its collections looted and dispersed, and its staff cut off from the The Kabul Museum has suffered the fate of other

Contractions of Alphanistics 1981 1981 1981

conservation and protection are identified by the International Council

of Museum, (ICOM) Red List.

international commitment, and the development of advocacy and

staff, proper site management, security, funding, national and

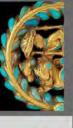
awareness programs. A list of archeological sites in great need of





According to the Afghanistan National Museum's record, 70% of the collection has been stolen or damaged.

they are now on display visiting museums around the After 2001, the Afghanistan government, with international efforts, removed the Hidden Treasures collection from the Afghanistan National Bank, and











Conclusions

- Training and education at the institutions of higher education are essential, Advocacy and awareness using social networks and social media are needed;
 - Local education and community involvement must be supported;
 - Trained staff and proper site management must be priorities;
- National and international commitment to preservation, conservation, and protection of sultural heritage sites and historical artifacts must be developed;
 - Policy development, implementation, enforcement must be on-going.
 - Management of foreign archaeological operations is critical;
- Support and collaboration with international community is essential

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White Paper Framework "Afghanistan International Cultural Heritage Consortium"

Afghanistan International Cultural Heritage Consortium White Paper Framework

Compiled by Dr. Suzanne Bott based on the symposium "Afghanistan: Cultural Heritage at the Crossroads," December 3, 2013 at the University of Arizona

Higher Education

- Continue to fund Higher Education programs in Afghanistan and through Fulbright and Ambassadors programs;
- Develop and fund a series of short-term, topic-specific workshops in Kabul or neighboring locations and work with other organizations offering programs, such as ICCROM, to provide scholarships to Afghan participants;

Afghan National Policy Development

- Work with Afghans to determine Identification of what is important to them (sacred sites and what they want to do with them);
- Develop an on-the-ground Heritage Conservation Centre similar to the Afghan Center at Kabul University (with all due respect to Nancy Dupree) to house the operations of a consortium;
- Educate and empower local communities on economic development, jobs, long-term sustainability, heritage values;

Local Capacity Building

- Select one province and identify successful efforts where there is security and potential for tourism;
- Use a Wildlife Conservation model with a steady presence in Afghanistan to build credibility in local community over time at a very local level;
- Evaluate a combined national and provincial approach with approaches to both cultural heritage and natural resources;

National Regulations and Site Management

- Work with international archaeological partners in Afghanistan to formalize policies and standardize procedures to manage excavations, repositories, inventories, and collections (similar to Mongolia);
- Develop a critical issues report to national level government officials to propose a demonstration project with public policy/compliance/public outreach component;
- Reach out to alternative paths with other organizations.

International Relationships

 Formalize a consortium of partners to assist in Policy making, management, education, conservation, and outreach;

- Work with World Bank and other international investors to implement and enforce regulations;
- Host an International Conference of Regulatory Policies for future industrial development;
- Work with UNESCO and ICOMOS to develop an Afghanistan chapter of ICOMOS conservation professionals;
- Investigate EU and other international grant potential through partnerships with DAFA and others;
- Reach out to other partners: Aga Khan, EBRD, IDC, World Bank, NSF (Minerva DOD funding channeled through NSF), CMES. NYU, Indiana University, UMichigan, USAID, Institute of Afghan Studies, UNC. Not a COARC.

Media and Outreach

- Develop an international social media campaign that educates those outside
 Afghanistan on the history and cultural resource values of the region beyond Bamiyan and the Silk Road;
- Develop a program to educate locals on the value of heritage conservation;
- Publicize and market positive success stories with achievable goals from which the
 international community is learning: many players have individual success stories, but
 there isn't a collective framework to organize and publicize it;

Security, Law Enforcement and Looting

- Develop a strong national policy of site security for site protection and human protection at sites;
- Initiate an effort of law enforcement against looting, illicit trade, and develop campaigns with INTERPOL and the Blue Shield.

Afghanistan – Key Heritage Sites and Challenges

Site or Monument	Location	Description/Conditions	Challenges
Kabul	Capital of	Kabul has many historical and archaeological	Lack of funding
rabai	Afghanistan	sites that have been excavated in recent years: Tape	Lack of local involvement
	· · · g · · · · · · · · · · ·	Khowaja Safa, Tape Nareng, Qale Hashmat Khan	Lack of public education
		Balahe Sar Kabul	about archaeology and resource values
Mes Aynak	Logar Province	Largest archaeological project in recent years in	Lack of security on roads
Mes Ayriak	South of Kabul	Afghanistan, started in 2009 by agreement between	Lack of control of domestic and
2 nd - 9 th c. CE	South of Rabui		
2 -9 C.CE	Conital of Man	Chinese copper mining interests and the Afghanistan	foreign archaeologists
	Capital of Mes	Ministry of Mines; mining operations are ongoing.	Lack of time to excavate
	Aynak is Pol-e-	T	After copper extraction, area may be demolished
	Alam.	Three sites have been explored; more than 200	Lack of government power over immovable
	Site area is 4652 km	artifacts have been recovered. The country's second	artifacts
		largest copper mine is located next to the site.	Taliban presence
Bamiyan	Bamiyan Province	Area of rich Buddhist	Lack of professional staff to administer remaining
	Central Afghanistan	monuments and artifacts.	cave sites Earthquakes, looting, and natural
		The largest Buddha statues, 55 and 37 meters, were	weathering threatens sites
		destroyed in 2001 by Taliban.	
Ghazni	Ghazni	The city of Ghazni is the provincial capital and it lies	Lack of security
	Province	on the Kabul-Kandahar Highway It was the capital of	Presence of Taliban fighters
	Eastern	the Ghaznavid Sultans in the 10 th and	Lack of site management
	Afghanistan	11 th centuries. Ghazni was recognized as the capital	Ghazni has one of the world's richest deposits of
		of the Islamic world by ISESCO in 2013.	lithium based on recent geological survey.
		•	Gold and copper are also found in the
			Zarkashan Mine of Ghazni.
Ghour	Ghour	Ghour is one of the main historical Islamic cities;	Lack of security
	Province Northwest	includes The Minaret of Jam in Shahrak District. The	Geographical distance and lack of transportation
	Afghanistan	region was mostly pagan, Zoroastrian and Buddhist	Lack of funding
	7 tigilariiotari	until the 12 th	Lack of educational awareness
		Century.	Lack of professional staff
Herat	Herat Province	Site of Herat Citadel and Mosallah Complex. Located	Similar problems as other areas with lack of
Herat	Western	near the Silk Route. The city is linked with Kandahar	funding and support from Central government.
		·	runding and support from Central government.
	Afghanistan	and Mazar-i-Sharif, and to the city of Mashhad in Iran	
		through the border town of Islam Qala.	
		Mosque of Herat, or Masjid Jami, is the oldest mosque	
		in Afghanistan, and currently under maintenance.	
Kandahar	Kandahar Province	Region has clear evidence of human settlement back	Lack of security
	South Eastern	into prehistory, particularly at the sites of Deh Morasi	Lack of funding
	Afghanistan	Ghundai and Mundigak, 4th c. BC.	Lack of professional staff
			Presence of Taliban activities
Helmand	Helmand	Limited historic resources. Bost Castle built during	Lack of security
	Province South	Islamic Period; now is in a bad condition.	Natural disasters
	eastern		Lack of funding
	Afghanistan		Lack of professional staff
Nangarhar	Nangarhar	Haddah is one of the largest Buddhist areas in	Lack of security
	Province Eastern	Afghanistan. Majority of monuments and artifacts are	Lack of funding
	Afghanistan	in poor condition.	Lack of professional staff
Kapisa	Kapisa Province	The Gateway to Kabul, Kapisa province was the	Lack of funding
	Northern	second capital of Kushan empire during Kanishka	Lack of professional staff
	Afghanistan	kingdom.The ancient city was destroyed in the 6th c.	
	_	BC by Cyrus (Kurush). It has many Buddhist sites –	
		most are are unprotected and looted.	
Balkh	Balkh Province	Balkh was known as the Mother of Cities with many	Lack of security
	Northern	different cultural layers in the area including the Oxus	Lack of funding
	Afghanistan	Civilization, 2200–1700 BCE, and site of many	Lack of professional staff
	, agridinolan	empires. Most popular sites are: Balhhe Sar, Tape	Each of professional staff
		1 ' ' ' ' ' ' ' ' ' ' ' ' ' ' ' ' ' ' '	
		Zargaran and Dewar Hay-e- Qadim. Most all are in	
D. 1.1	D. Lei	need of serious conservation.	
Paktia	Paktia	This province was an important region during	Lack of security
	Province Eastern	Alexander empire. There are many unexplored	Lack of funding
	Afghanistan	archaeological sites. A large coin collection from	Lack of professional staff
		Mirzaka is now being restored at National Museum.	Natural disaster