The definition of capacity-building identifies three broad areas where capacities reside – practitioners, institutions, and communities and networks – and this is the basis for identifying audiences to target for capacity-building initiatives. This is an approach which brings World Heritage in line with other sectors, for example, the UNDP and the health and food aid sector non-governmental organizations. The following table connects the three target audiences to learning areas and needs; but there is inevitably substantial overlap.

 Table 7. Different audiences and learning areas in the heritage sector

Where	capacitie	s reside	: target
audien	ces for ca	pacity- k	ouilding

Practitioners (including individuals and groups who directly intervene in the conservation and management of World Heritage properties)

Principal learning areas

- Implementation of the Convention (Tentative Lists, nomination, etc.)
- Conservation and management issues: planning, implementation and monitoring
- Technical and scientific issues
- Resource utilization and management

Institutions (including State Party heritage organizations, NGOs, the World Heritage Committee, Advisory Bodies and other institutions that have a responsibility for the enabling environment for management and conservation)

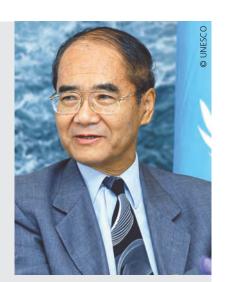
- Policy-making for learning areas mentioned
 above
- Legislative issues
- Institutional frameworks / issues (governance, decentralization)
- Financial issues
- Human resources
- Knowledge

Communities and Networks (including local communities living on or near properties as well as the larger networks that nurture them)

- Reciprocal benefits and linking with sustainable development and communities
- Stewardship
- Communication / Interpretation

'Without the understanding and support of the public at large, without the respect and daily care of the local communities, which are the true custodians of World Heritage, no amount of funds or army of experts will suffice in protecting the sites.'

Mr Koichiro Matsuura – former Director-General of UNESCO



http://whc.unesco.org/archive/2007/whc07-31com-13be.pdf