PUSH PROJECT SITE MANUAL

Pella

Managing, Conserving, and Promoting Its Shared Heritage

November 2008

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* Cover by Itamar Grinberg

Foreword
Some Words about this Site Manual

This site manual—one of a series of manuals addressed to the site managers, stakeholders, and local communities at pilot heritage sites in the region—is meant to offer practical advice, step-by-step procedures, and specific recommendations for the promotion, improvement, and public presentation of the heritage of the site of Pella.

Its focus is on the site's development through the activities of Shared Heritage, an approach to heritage management and education that builds bridges and supports dialogue between the peoples of our region by encouraging mutual appreciation of the sites, monuments, and landscapes on which the history of all the peoples of the region unfolded. Its goal is to stimulate innovative thinking about heritage—and to enhance its social, cultural, and economic benefits to both outside visitors and to the local community.

This manual will first explain the concept of Shared Heritage and outline the themes and programmes in which it could be further developed at Pella.

It will then highlight the benefits of Shared Heritage for both the management of the site and the enhancement of its visitor experience. And it will offer the specific suggestions formulated by the members of the PUSH team working closely with other local experts and officials regarding possible Shared Heritage development strategies.

As additional material to guide the planning process, we have included a CD of tools and resources among them the texts of two International Conventions to serve as general guidelines, an EU-produced handbook for the development of local "interpretation centres" and links to the initiatives and model programmes of the UNESCO World Heritage Centre.

We hope that you will find this manual to be a valuable document, explaining the advantages of Shared Heritage management at the site of Pella—and serving as a basis for its future development.

The PUSH Team

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What is the PUSH Project?

This manual is the latest product of the PUSH Project (Promoting dialogue and cultural Understanding of our Shared Heritage), a unique regional collaboration based on the cooperation of teams of Israeli, Palestinian and Jordanian archaeologists, architects, historians, and planners who have developed new approaches and tools to heritage management and presentation that attempt to bridge existing cultural differences.

The idea for the project developed through many discussions between faculty members and administrative representatives from Al Quds University and Bezalel Academy of Arts and Design with the aim of encouraging cooperation between academics in the region. Bolstered by the addition of The Jordan Society for Sustainable Development (JSSD), the tri-lateral PUSH project aims to create a regional dialogue on issues of cultural and natural heritage, resulting in concrete benefits at the national and regional levels.

The PUSH project builds on the UNESCO recommendations for academic networking and dialogue to foster mutual respect for cultural and natural heritage. To that aim, PUSH works to break down cultural prejudices by building greater understanding of the region's shared heritage as a means to respect and appreciate the cultures of the 'other' thereby advancing peace in the region. Furthermore, by identifying important sites of shared natural and cultural heritage, PUSH brings international attention to the rich cultural and natural heritage of the region in need of preservation.

Since the PUSH project was initiated in October 2006, its three partners have worked together to create linkages of understanding between regional and local stakeholders including other universities, research institutions, private consultants and local non-governmental organizations engaged with the cultural heritage of the region.

To this aim the teams have published a series of publications which, starting with draft national inventories of shared heritage sites and leading to the unique multilingual Our Shared Heritage publication, have sought to illustrate the important historical, cultural and natural heritage shared by the peoples of the region.

These publications have been strengthened by a series of workshops and community tours in which the PUSH teams, joined by international and regional experts, gathered to discuss the region's shared heritage. All of the PUSH project's publications, detailed summaries about the project's activities and a wealth of other information about PUSH project are available on our website at **www.pushproject.org**.

During the second year of the project, PUSH has engaged with communities in six outstanding sites of shared regional heritage identified in Our Shared Heritage. The sites the Jordan River at Bakoura along with Pella in Jordan, Irtas and Sabastia in the Palestinian West Bank, Gesher/ 'Jesir al-Majami' and Beit Shean in Israel exemplify the concept of shared heritage at the core of the PUSH project.

And to highlight the shared narrative of each of these sites PUSH has prepared brochures and information boards for each of the sites. Additionally, the project has conducted tour guide trainings and cross border community site visits at each of the pilot sites.

This site manual builds on the great successes of the PUSH project by putting the concept of shared into action. These tangible community level benefits combined with the continued professional and academic discussion will encourage the building of a sustainable and inclusive understanding of the area's rich heritage.

2
What is Shared Heritage?

Shared Heritage

- *Seeks to enhance respect by all peoples for the cultural heritage sites of the region.*

- *Sees cultural heritage sites as places for cultural understanding between neighboring peoples—and for dialogue across generations within individual communities.*

- *Recognises that the Past is seen from many perspectives. It strives to see our own heritage— and the heritage of others—as a precious resource we all must share.*

- *Stresses that there is much more to heritage management than building a tourist infrastructure and increasing the numbers of outside visitors. The long-term involvement of the local community is central to effective, sustainable heritage.*

- *Seeks to avoid the dangers of unbalanced historical interpretation that stresses only one aspect of the history of a site or the contributions of a single cultural group. It acknowledges that our material legacy has been bequeathed to us by many individuals and groups over the centuries.*

- *Accepts the validity of multiple narratives connected with cultural heritage places as unique and authentic expressions of community traditions and collective memory.*

- *Understands the power of historic sites and monuments to enrich the cultural identities and national pride of each of the region's peoples—as well as to underline the historical experiences and themes common to all.*

Site Managers and Stakeholders at Pella should:

- *Ensure that the site provides a wide range of activities and information in order to encourage visitation by a wide range of age groups and visitors from both the local community and outside.*

- *Promote a calendar of cultural activities (festivals, special days and events) for both members of the local community and outside visitors in order to facilitate dialogue and the sharing of experience.*

- *Permit a wide range of tours and guides at the site, thereby enriching the experience of visitors and allowing them to reflect on multiple perspectives of the site's history.*

- *Recognize that success in the management of Pella should be calculated not only by numbers of tourists from outside. The establishment of educational programmes in local schools and active participation by members of the local community as employees or seasonal volunteers are also important goals.*

- *Understand that Shared Heritage programmes and activities can help to increase official support and raise public respect for the value of Pella's heritage.*

- *Encourage capacity building and cross-cultural enrichment courses as an opportunity for links between sites and their managers allowing for greater dialogue about shared heritage narratives.*

- *Consider the potential for the connections to other sites based on the PUSH anthology of Shared Heritage, especially the sites connected with the "Great Cities" theme.*

The Past as a Foundation for the Future

History and tradition are powerful community resources that are made even more powerful when they serve the goals of regional coexistence, national and community identity, and sustainable development.

Yet in order to fulfill these important functions, heritage sites must not be seen as isolated, fenced-off islands of antiquity, but as part of the evolving modern landscape and society.

Every ancient site has a complex relationship to its nearby modern community, to the history of the wider nation, and to the region as a whole. Managers of a particular heritage site must recognize that they are custodians of much more than ancient stonework and archaeological remains. Together with local folklore, festivals, and traditions, heritage sites can contribute powerfully to a modern community's sense of identity and place in the world.

At the same time, heritage sites and historical remains embody universal human values—of adaptation to the environment, technological ingenuity, artistic achievement, and the sheer will of our ancestors to prosper and survive.

Shared Heritage strives to develop both local and universal significance as a basis for local pride and cultural coexistence through visits, educational programmes, and cross-border tourism. In a region rich in both cultural and natural heritage, a shared vision of the value of that heritage can offer a path to a more prosperous and flourishing future.

Questions about Pella to Consider and Share:

> *How has Pella affected the modern economy and landscape of the area?*
>
> *What role does Pella play in the everyday life of the nearby communities?*
>
> *How does Pella's contribute to modern local identity?*
>
> *What does it teach visitors about Jordan's cultural heritage?*
>
> *What does it teach about the shared heritage of humanity?*

Heritage as a Community Legacy

The antiquities laws of most nations in the region identify official agencies to manage and regulate heritage sites. For this, the professional expertise of historians, archaeologists, architects, and administrators is essential for the study and conservation of those ancient sites and monuments. In general, the structure of listing and managing official heritage sites is the same throughout the region.

However, there are some important differences. One of the legal legacies of British Mandate rule in the region is the acceptance of the date 1700 as a boundary between "modern" and "ancient" as it applies to archaeological remains. This approach is now changing; some authorities in the region have begun to recognize that cultural heritage need not be very old to have value. It is a step toward recognizing the importance of a more inclusive appreciation of both monuments and memory—both tangible and intangible heritage—and of utilising the techniques of public interpretation to craft narratives that highlight the cultural contributions of all groups from earliest times to the present day.

Likewise, looting and illicit trafficking of antiquities is a shared problem that demands a common approach and legal framework. The recognition that cultural heritage—like the natural environment—is a shared inheritance that must be carefully protected. Everyone loses when a site is destroyed or a looted antiquity is sold to a private collector somewhere else in the world.

The modern communities of the region are the custodians of a rich history embodied in both their living traditions and ancient remains. It is their right and responsibility to be part of the process of making sense of their identity in light of the heritage they see around them. It is their duty to preserve it so that it may be passed on as a legacy for generations to come.

Declaration of ICOMOS
Marking the 50th anniversary of the Universal Declaration of Human Rights

Meeting in Stockholm, ICOMOS wishes to underline the importance of the Universal Declaration of Human Rights, celebrating its 50th anniversary in 1998, in particular its recognition of the right of all to partake freely in the cultural life of the community.

In addition to the importance of specific conventions or legislation relating to cultural heritage and its preservation, ICOMOS affirms that the right to cultural heritage is an integral part of human rights considering the irreplaceable nature of the tangible and intangible legacy it constitutes, and that it is threatened in a world which is in constant transformation. This right carries duties and responsibilities for individuals and communities as well as for institutions and states. To protect this right today is to preserve the rights of future generations.

● *The right to have the authentic testimony of cultural heritage respected as an expression of one's cultural identity within the human family;*

● *The right to better understand one's heritage and that of others;*

● *The right to wise and appropriate use of heritage;*

● *The right to participate in decisions affecting heritage and the cultural values it embodies;*

● *The right to form associations for the protection and promotion of cultural heritage.*

These are rights ICOMOS believes must be respected in order to preserve and enrich the World's cultural diversity.

These rights assume the need to recognize, appreciate and maintain heritage, and to improve and respect a framework for action. They assume appropriate development strategies and an equitable partnership between society, the private sector and individuals to harmonize interests affecting cultural heritage, and to reconcile preservation with development. In the spirit that animates such statements, they call for international cooperation in the conventions, legislation and other statutory measures.

These are responsibilities that all, individually and collectively, must share just as all share the wealth of the memory, in the search for a sustainable development at the service of Mankind.

Stockholm, September 11th, 1998

Beyond Theme Parks and Tourist Attractions

Too often we tend to associate the development of heritage sites like Pella with increased tourism, but tourism is not the only strategy for local development or the conservation of the site. Shared Heritage carefully balances the costs and unintended effects of tourism with the long-term benefits.

Shared Heritage seeks first and foremost to link local inhabitants and outside visitors in a common appreciation of archaeological and historical remains. Whether the outside visitor is an international tourist with no personal connection to the local community—or a member of a different nation in the region—one of the primary goals of site presentation and visitation is to highlight the shared significance of a particular heritage site.

Any form of heritage development that focuses exclusively on income generation is risky. When the main goal is to attract tourists, the site can become just another leisure time venue or holiday attraction that caricatures or even physically endangers the value of the heritage.

If careful assessments are not made of the level of tourism that the site can bear, an excessive burden may be placed on local roads, sanitary facilities, and public services in the case of a sudden rise in visitation. Thus, a detailed, long-range analysis must be made of the infrastructural improvements needed at the site to serve a growing number of visitors while conserving its unique environment and heritage resources in an economically sensible and sustainable way.

Indeed, the approach of Shared Heritage stresses sustainability as the main goal of management, conservation, and public presentation—promoting a new form of "collective memory" that can facilitate mutual understanding and stimulate intercultural dialogue.

Questions to Consider and Share:

How many visitors come to Pella in an average year?

How much do you think that number could be realistically increased?

What infrastructural improvements are needed to facilitate visitation (parking lots, restrooms, other visitor facilities)?

Is there any non-economic interaction between local inhabitants and tourists? If so, what kind?

Are there any programmes at the site in which both outside visitors and local people participate?

Can you estimate the total income generated at Pella from tourism?

Can you estimate the total costs of site maintenance and management?

What is Pella's total economic impact?

Sustainable Identities

Shared Heritage appreciates and fully supports the deep and enduring power of local and national historical identities. The peoples of our region are all children of our ancestors, our traditions, our culture, and our nations. The legacies of the monuments and the ideas and traditions they represent are the basis of our modern identities.

Shared Heritage seeks to enhance the power of our separate identities by sharing them with others. We must all proudly explain to others who we are and where we have come from through cultural exchanges, mutual site visits, regional cooperation networks, and sharing of site management expertise with a regional capacity building programme.

In a region where cultural diversity has always been present, we must make every effort to highlight this unique aspect of our common cultural heritage. For as both a source of one's own identity and as a bridge to other cultures and communities, heritage is most powerful when it is not hoarded, but respected and shared.

Pella as a Source of Identity—Some Points to Consider:

What modern peoples and groups can find a source of identity at Pella?

Do the site's rich cultures serve as the inheritance of more than one group?

Do outside visitors and tourists see Pella as part of their own heritage? Should they?

What kinds of thematic tours or activities can be used to highlight Pella's value for enhancing modern identities?

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Shared Heritage at Pella

Vital Statistics

Size and Location of Property:
100 dunams (24.7 acres), located in the eastern Jordan Valley, 25 km southwest of Irbid and 125 km northwest of Amman.

Ownership:
Department of Antiquities of Jordan (DAJ).

Management:
DAJ and local municipality.

Status of Property:
Archaeological site open to the public.

Main Points of Interest:
Occupational phases from prehistory to Ottoman period
A unique walled city from the Middle Bronze Age c. 2000BC
Major Roman and Byzantine city (Christian place of refuge and church site)
Abassid village 750-950AD
The Battlefield of Fahl War (Islamic Holy Place)
The spring (Ain Jirm) still running in the valley
The Acropolis Tell al-Husun
The natural environment

Recent Investment Projects:
Construction of a rest house and small inn in the village for seasonal tourism.

Most Serious Current Management Issues:
Encouragement of further private investment to improve physical infrastructure on the site; need for expansion of management team, expanded connections with the local community.

Long Term Goal:
Construction and operation of year-round tourist facilities, expanding both local and foreign visitation to site.

Historical Background

The great city of Pella developed during the Roman period atop Bronze Age, Iron Age, and Hellenistic foundations. As one of the Decapolis cities located along the eastern frontier of the Roman Empire, Pella has numerous features typical of a great Roman city including a theatre. Pella was the site of one of Christianity's earliest communities, becoming an important place of refuge for the Jerusalem Christians following the Roman siege and destruction of the city in 70 CE. Both Pella and the nearby Decapolis city of Scythopolis (Beit Shean/ Bisan), were brought to an abrupt end in the massive Jordan Rift earthquake of 749 CE.

Shared Heritage Themes

In the first half of the third century CE, the process of urbanization in the Roman East reached its zenith. The remains of the dozens of cities from this period can be seen as an important part of our region's shared heritage.

Ancient Pella is a valuable part of this shared heritage theme. Like the other great ancient cities of the region, located on the sites of earlier urban centres, Pella embodies the collective memories of the people of the region. Although reaching their peak during the Roman and Byzantine periods, these cities nevertheless continued to have influence and play an important role in the lives of the surrounding communities in later periods.

The great Hellenistic-Roman cities of our region were built according to concepts developed in the west and served as influential centres for the spread of Greco-Roman culture. Yet at the same time, intensive contacts and interaction occurred between the Greco-Roman culture and the rich and ancient cultures of the Middle East. The Romans brought to the Middle East a distinctive concept of law and order, a comprehensive and compulsory scheme of relationships between the Individual and the State, together with systematic conceptions of aesthetics and science—while the main contribution of the Middle Eastern region was the conception that basic universal values (among them: humanity, honesty, piety, concern for others) are inseparable from one's worldview and faith. This interaction created the basic foundations shared by many people throughout the world today and represents a significant shared heritage that can be particularly appreciated in the Great Cities sites.

What's in a name?

The first literary reference to the city appears in nineteenth century BCE Egyptian Execration texts, where it is identified as Pihilum or Pehel. The city became known as Pella after being conquered and rebuilt by the Greeks– the new name being either a reference to the Macedonian capital of the same name, or as a Hellenized rendering of Pihilum. Today the town is known by its Arabic name of Tabaqet Fahel.

The Heritage Potential of Pella

Pella has the potential of becoming a model focal point in the whole Jordan Valley if it could hire a qualified management team, develop the site infrastructure, and involve the local community. Its archaeological remains are substantial and a selection of artifacts discovered in the excavation of the Roman-Byzantine period city is on display at the Archaeological Museum of Pella. The area's wealth of antiquities and magnificent setting in the folding hills has made Pella a favorite site among archaeologists and tourists alike and this appeal and local relevance of these heritage resources can be expanded substantially.

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The Benefits of Shared Heritage

Shared Heritage is not just a slogan or an idealistic concept; it can be a key to:

- *Effective, Long-Term Management*

- *Gaining a Wider Audience*

- *Creating Deeper Connections with the Local Community*

- *Ensuring that the site is integrated into village/community planning*

Effective, Long-Term Management

In understanding that cultural understanding and dialogue about heritage are central to coexistence in our region, Shared Heritage clearly indicates that there is a close connection between material remains of the past and visions of the future. Heritage sites must be planned and managed as part of the wider structures and infrastructure of contemporary society.

Just as the effective management of a community's roads, electrical grid, civic institutions, and natural environment has to be planned to serve the inhabitants over decades, the awareness that a community's heritage sites are a precious, non-renewable shared resource requires a similar long-term approach.

Rather than piecemeal development of certain heritage features to stimulate outside visitation, the need is rather to recognize that the community's past is a shared possession that must not only be carefully managed in the present but preserved as a source of identity and pride for future generations as well.

The basic principals of Shared Heritage stress stewardship above rapid development. Managers of heritage sites have a responsibility to preserve the physical remains and facilitate the widest possible communication of their local and universal significance—while avoiding irreversible changes to the heritage site itself.

Management Challenges and Opportunities

> *Does the site management regularly meet with the local decision-makers and planners?*
>
> *How can the local site management best coordinate its planning and information sharing with the government authorities at the District and National levels?*
>
> *Is the site included in the long term regional and municipal strategic and statutory plans?*
>
> *Does the site itself have a long term development plan?*
>
> *Is there a policy on conservation of the resource? Are there any legal limits on its excavation and development?*
>
> *Is there an effective legal process to enforce the conservation of the site against damage or irreversible change?*

Gaining a Wider Audience

The very concept of Shared Heritage encourages greater numbers of individuals and groups to visit and appreciate particular heritage sites. Yet as long as the presentation of cultural heritage is restricted to the celebration of the history of a particular nation, religion, or culture—without encouraging access and explanations to visitors with other backgrounds and perspectives—the potential audience is necessarily smaller than it might otherwise be.

In the region today, neighbouring peoples live side by side, each with their particular heritage sites and historical perspectives, along with a steady flow of visitors from other parts of the world. The appeal of Shared Heritage is potentially to bring these communities together—if not physically at each selected site—then at least in their recognition of the reality of a shared heritage.

The communication of certain common heritage themes can attract visitors to specific sites that they might not otherwise consider or even know about. Even a relatively small community can therefore benefit from its heritage linkage to a theme and a network of sites that includes large cities and famous monuments. The PUSH Project identified the Great Cities of our region as a relevant network for Pella, linking it specifically within the PUSH Project network of pilot sites with Beit Shean and Sabastia.

Although cross-border tourism in the region is still far more limited than heritage tourism within national boundaries, the concept of shared heritage may itself encourage an increase in this type of visitation in the same way that a shared concern for the environment has sparked a substantial growth in cross-border eco-tourism.

The Importance of Visitor Surveys

In order to encourage greater visitation to the site it is essential for site managers to collect detailed information on the present patterns and origins of tourism at the site.

> *Who are the visitors?*
>
> *Where do they come from?*
>
> *Have they come specifically to visit the site or are they on the way to somewhere else?*
>
> *What is their age range?*
>
> *What is their nationality?*
>
> *How can the missing groups be encouraged to visit the site?*
>
> *Are they familiar with the region's other Great Cities - Sabastia or Beit Shean? And do they plan on visiting the other Great Cities?*

Heritage organizations all over the world have created useful survey forms and questionnaires to collect statistics about the patterns of visitation at heritage sites. We have included some samples in the CD for this manual.

Deeper Connections with the Local Community

Often the potential participation of the local community living in the vicinity of a cultural heritage site is not adequately used by site managers. The support and assistance of the local community can greatly assist the work of the site manager by providing seasonal staff and volunteers for a wide variety of tasks from guiding visitors, to infrastructural improvement, to the organization of special events.

Active participation of local people in the activities of the site creates a sense of public ownership, respect, and pride that can discourage problems of vandalism and other types of damage to the site.

Through efforts to involve members of the local community in the planning, interpretation, and employment on heritage sites, a sense of active local "ownership" of the heritage resources can be maintained and strengthened.

Some Suggestions for Public Involvement Activities

■ *Establish a local "heritage council" to be informed and offer advice on site development plans.*

■ *Encourage local community groups, clubs and NGOs to hold activities or special events at the site.*

■ *Design volunteer training programmes to train local people, including senior citizens and youth, as escorts for both local and foreign visitors.*

■ *Promote special activities at the site on official holidays.*

■ *Provide the opportunity for local craftsmen and farmers to display and sell distinctive regional products and produce at a designated "market" near the site.*

Toward a Shared Future

To this day the narratives of many historians relating to particular sites ignore many aspects of its heritage or demean the heritage and environmental perceptions of different cultural, ethnic, or national groups. Information boards at historic sites throughout the region often fail to convey the shared cultural history and varying cultural understandings of the significance of the given site by the different peoples.

Yet the continued ignorance, disrespect, and distortion of the heritage of the other—with its contemporary implications for continued conflict and cultural misunderstanding—is a situation that the Shared Heritage approach is meant to avoid. Even as infrastructural development continues throughout the region in the coming years—and as trade and transportation throughout the region grows in volume—it seems evident that the main heritage sites and routes of cultural tourism will be increasingly closely linked. It is to be hoped that the recent walls of separation and restriction of movement will give way to greater mobility, opportunity, and interaction for all the peoples of the region.

This is not just a matter of convenience or ease of physical transportation, but rather reflects the preconditions for a growing sense of shared collective regional memory—alongside national, religious, and cultural identities—in which the heritage sites of the region have a potentially powerful role to play. The site managers and local stakeholders who recognise the value of this Shared Heritage can be instrumental in making this change.

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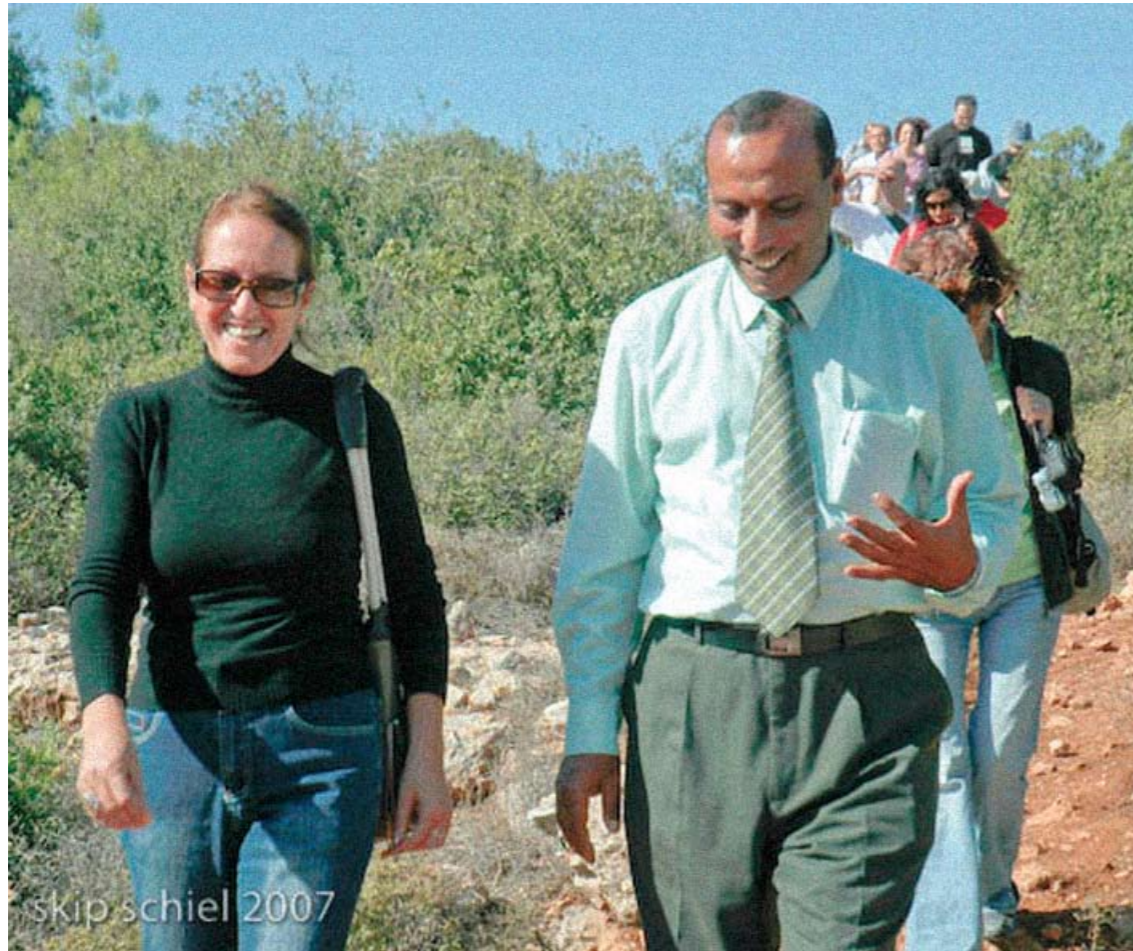
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The Advantages for Visitors and the Local Community

Beyond the clear advantages for the more effective management of heritage sites, the Shared Heritage Approach can enhance the experience of visitors to the site, both from the outside and from the local community.

- ■ *More Coherent Narrative*

- ■ *Personal Connection*

- ■ *Educational Enrichment*

More Coherent Narrative

One of the great challenges in communicating heritage information to the general public is to avoid offering only dry facts, dates, and emotionless descriptions of historical events. At the other end of the spectrum is the dramatic and vivid heritage story that powerfully expresses a single national or ethnic viewpoint.

The advantage of Shared Heritage is that it enables the crafting of common themes and narratives that express universal values. These can coexist with the specific traditions of individual sites. By linking regional sites in networks of shared significance (through such subjects as environment, technology, urban life, and spirituality) a recognizable and coherent narrative can more effectively express the commonalities of the sites—and of human existence in this region as a whole.

Identifying the Stories of Your Site

The significance of a site does not primarily lie in facts, figures, or dates. It is to be found in the stories of people who lived, died, prospered, and struggled there. It is to be found in narratives or stories that convey universal human values and achievements.

The building blocks of effective stories include the following elements:

- *Unique personalities connected with the site and highlighted in the Our Shared Heritage volume*

- *The PUSH Project Great Cities theme*

- *Technological achievements, including Art and Craftsmanship*

- *Changing lifestyles and daily life*

- *Interaction with the Environment and the impact of natural catastrophes*

- *Spiritual Traditions*

- *Cultural Itineraries*

- *War and Peace*

The challenge is to identify specific elements of the site with these and similar themes. The linkage of themes and heritage elements can offer a wide range of special tours of interest to many different groups of visitors.

Personal Connection

All too often, the standard history presented at heritage sites in the form of neatly arranged dates, facts, and historical events prevents the visitor from personal involvement in the site's significance as a deeply felt source of tradition and identity. This is especially the case when the visitor to the site does not share the national tradition expressed in the standard interpretation—or when the archaeological remains come from an era far earlier than a particular national tradition or the traditions of living memory.

But Shared Heritage has its own direct relevance to visitor and local inhabitant alike. The act of comparing, sharing, and reflecting on the elements from the past that have influenced all the region's modern cultures offers a means of explaining who we all are and how we have built our respective cultural identities today. The involvement of official guides, site management, and volunteer escorts in the ongoing excavations at the site—and their opportunity to get to know the archaeological personnel should add a further personal dimension.

In the complexity of the interactions between the ancient peoples of the region, in their similar responses to common threats and opportunities, we can all recognize our shared personal connections to the region's shared heritage.

Personal Memories and Shared Histories

■ *Site managers and guides should be encouraged to keep a record of visitors and their reactions to the site. This can be done through a traditional guest book or via a website and will emphasize the many individual reactions to the heritage site.*

■ *Educational programmes in the local schools should encourage the students to interview parents, grandparents, or other family members about their memories of the site and get involved on an informal or volunteer basis with the ongoing archaeological work at the site.*

■ *Special exhibitions or websites can solicit personal memorabilia and photographs of the site in the last century or so, providing a living memory component to even sites whose origins lay in deep antiquity.*

■ *Quotations and images of unique personalities who lived at and passed through the site in ancient times can enhance the human connection to an otherwise lifeless archaeological site.*

Educational Enrichment

The Shared Heritage site should not be strictly an entertainment venue; it can serve as an important resource for local and regional schools. Just as each national curriculum stresses its particular history, there may be ample opportunity for other themes to be introduced such as environment, technology, and spirituality.

Likewise the use of Shared Heritage sites to serve as meeting places for school groups from various countries express the most powerful use of heritage as a subject for getting to know the Other and engaging in productive intercultural dialogue.

Far from being merely the destination for school outings, sites of Shared Heritage can serve as the locale for a wide range of activities—from volunteering at archaeological excavations and conservation programmes, to guiding groups of fellow students or visitors from abroad.

This can be based on "twinning" programmes between sites and communities in the region, as identified in the PUSH anthology of sites, through youth summer camps, and student exchanges with family accommodation—all sure ways to encourage intercultural understanding and dialogue.

Thematic programmes for cooperation can include Great Cities with Sabastia and Beit Shean, and other twinning including the Decapolis Cities, technologies of mosaics and the natural environment of the Jordan Rift Valley. Existing regional programmes such as Friends of the Earth Middle East's Good Water Neighbors programme should also be harnessed.

Efforts must therefore be made to integrate the various themes of the Shared Heritage site into the formal curriculum of the local schools. For more specific examples, see Chapter 6.
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6
How to Get Started

The site manager or interested local stakeholder can play a leading role in the implementation of site development plans. An accurate analysis of the main obstacles and challenges and a coherent vision of how to overcome them can rally public support to new projects and initiatives at the site.

The process is logical and straightforward:

- *Identifying the Problems*

- *Formulating an Action Plan*

- *Preparing a Presentation*

- *Gaining Feedback from the Community*

Identifying the Problems

A heritage site contains a complex collection of elements, from fragile physical fabric, to rigid budgetary limits, to rising or declining visitor numbers, to the site's status in the midst of the local community.

Any potential planner of site development must evaluate the conflicting demands of each of these aspects and come to a conclusion about which of them presents the most urgent need. Is physical conservation the most pressing, or should more resources be devoted to attracting foreign tourists to the site? Are budget cuts endangering the ongoing maintenance, or should more attention be paid to preventing vandalism?

It is essential to see a heritage site not only as an artifact of past civilizations, but also as a part of the present climatic, economic, and political challenges to sustainability. The site is also an integral part of the community and should be integrated into the physical, social and economic programmes of the town.

A Checklist of Priorities

Every site manager or concerned stakeholder must assess and prioritize the most pressing threats to the effective management of the site before creating an action plan. These priorities should be continuously evaluated and updated.

Environmental
   Is the environmental situation of the site in danger from development or pollution? Are the surrounding wildlife or natural water sources endangered, or is it endangering the heritage resources and visitors to the site?

Conservation
   What is the physical state of the archaeological or historical structures? Are they suffering from exposure to the elements, erosion, or other forms of deterioration? What particular structures or materials need the most urgent attention or maintenance?

Basic visitor services
   Is the site's infrastructure sufficient for the numbers of visitors it attracts, or the number it hopes to attract? Are the paths, shaded areas, water fountains, restrooms, benches, and other basic features adequate and in good repair?

Public presentation
   Does the site well present the narrative of Pella? Are the full range of its archaeological resources accessible and visible to visitors?

On-site Interpretation
   Are the site's informational panels adequate for the range of visitors? Are all languages represented? Are the explanations and graphics clear? Are the guides at the site adequately trained? How are the trails used and is there room for group explanations?

On-Site Activities
   Do special events take place on the site? Are activities organized that go beyond traditional tourist visits?

Link to community development
   To what extent do private investment and commercial activities play a role in the development plans in the site? To what extent does the site itself play a role in the development of the community?

Formulating an Action Plan

As a result of a detailed assessment, the site manager or stakeholder must decide on the actions that are most urgent. He or she must prioritize the steps that must be taken to stabilize and hopefully improve the physical and operational challenges to the effective management of the site.

Within the resources available from the Nature and Parks Authority, the Antiquities Authority and government funding or private investment, the manager must maximize the impact of each intervention, but this should not be a piecemeal response. The manager must envisage the future development of the site as a coherent project, in which the physical, economic, and educational aspects of the site are fully addressed.

Even if funding is insufficient to achieve the overall goals of the development vision, the manager should nevertheless create a step-by-step implementation plan.

Guidelines for Action

- *Review annual budget allocation and present management priorities.*

- *Calculate amounts for the solution to specific physical and interpretive problems.*

- *Establish a multi-year plan to deal with the prioritized problems, through a reallocation of available funding.*

- *Itemise additional budget requirements for specific projects.*

- *Present the multi-year plan to officials of the local community and potential funders and investors.*

- *Work with the relevant National Authorities in the preparation of a feasibility study and management plan for nomination to World Heritage status, possibly with other Shared Heritage sites as a trans-boundary serial nomination.*

Preparing a Presentation

It is at this point that the site manager or concerned stakeholder must become something of a storyteller, for the comprehensive development plan must be effectively communicated to its potential supporters and funders from among local heritage officials, community leaders, and public at large.

The manager must craft a narrative that describes his step-by-step plan to develop the site and highlight the positive changes to be brought about with enhanced conservation, operational efficiency, and more effective communication of the site's local and universal significance.

The assessment, the action plan, and the narrative presentation are all crucial to mobilizing support from the local community and the other stakeholders at the site. Effective communication will be the key to gaining political and financial support for the further development of the site.

Gaining Feedback from the Community

The principles of Shared Heritage and the logic of community politics require that the manager spend time identifying all the local and non-local stakeholders who have some interest in the development of the heritage site. What are their interests? What is their attitude towards the particular heritage that the site symbolizes?

The challenge here is to portray the action plan as one that can be wholeheartedly supported by the local community. Heritage management strategies can not be easily imposed on a local community from the outside—without considerable opposition and resentment.

The community voice may in fact be crucial in altering or expanding the original plan to express the evolving public vision of its own heritage.

The local town council and other groups of local stakeholders can be important players in formulating an integrative and sustainable heritage development plan. Senior citizens, youth and educational programme managers are all potential members of a local Heritage Council, along with other target groups, such as shopkeepers in the immediate vicinity and managers of other tourist-related services.

7
Putting Shared Heritage into Action

Shared Heritage need not remain an unfulfilled hope of site development or the distant goal of an abstract plan. A wide range of initiatives and actions are available to implement innovative site enhancement projects:

- ■ *Economic Incentives*

- ■ *Educational Programmes*

- ■ *Innovative Visitor Plans*

- ■ *Improving The Site's Public Visibility*

Economic Incentives

The familiar attitude of heritage managers to economic development is usually single-mindedly focused on medium-to-large scale tourist development, with local possibilities for investment in hotels, restaurants, and tourist services.

Yet there are other important economic activities in addition to classical tourism that can support the continued conservation of a site of Shared Heritage and offer employment and development possibilities to the surrounding modern community.

These include the production of local crafts and produce (when young people are carefully trained by local transmitters of tradition) which can offer a specialized range of products whose sale can contribute to the operating costs of the heritage site.

Likewise the expansion of traditional festivals can embody the local traditions and rituals and offer a living experience of the local community's culture to outside visitors.

The area between the site and the town should be seen as a potential area for more coordinated development efforts between the site-team and the local community, as detailed in the design proposals and recommendations in the next chapter.

Shared Heritage as a Resource for the Present and Future

The World Bank, in its "Framework for Action in the Middle East and North Africa", included in the accompanied CD, highlights the following avenues for economic utilization of heritage resources beyond the normal tourist development schemes:

- *Apprenticeships for young people in heritage management.*

- *Revitalisation of traditional crafts and skills.*

- *Local manufacture and sale of antiquities reproductions (which have the added value of lessening the appeal of looted artifacts).*

- *Rehabilitation of village or ancient structures for modern use.*

- *Alternative seasonal employment in site-related construction and activities.*

- *Encouragement of small business creation in vicinity of heritage site.*

Educational Programmes

In addition to the usual site visits by organized school groups, a Shared Heritage Site can offer a range of subjects for examination in other educational contexts.

The European Union, particularly through its HEREDUC programme, and the UNESCO World Heritage Centre, included in the accompanied CD, have developed a wide selection of educational programmes for classes from elementary through high school. The emphasis of these programmes is diversity education, in which historical monuments and sites are seen as the product of unique interactions of traditional cultures and new technologies.

For specific examples and guidelines see the following sources included in the accompanied CD:

The HEREDUC teachers training manual Heritage in the Classroom offers a series of innovative educational programmes that can be adapted to your site.

The UNESCO World Heritage Centre offers a practical kit for the implementation of its "Heritage in Young Hands" Programme.

ICCROM's Introducing Young People to Heritage Site Management and Protection: A Practical Guide for Secondary School Teachers in the Arab Region, available in both English and Arabic.

UNESCO - Man and Biosphere Guide: A Creative Approach to Environmental Education.

Innovative Visitor Plans

Beyond the usual method of site visitation by individuals and groups who purchase tickets at the entrance and circulate among the marked paths of interpretation, there are a variety of other activities that can bring visitors to the site—and assist them in appreciating a much wider range of its shared significance.

These approaches include volunteer activity in which students or individuals participate in excavation or conservation efforts, often organized by universities, schools, or NGOs such as Friends of the Earth Middle East, Earthwatch, Birdlife International and their local affiliates, the Sabelat Al Hasan, Prince Hasan Prize for voluntary work, and the "We Are All Jordan" Initiative.

The site can also be used as the venue for special activities, such as cross-cultural seminars, workshops, and summer camps where groups from different nations, ethnicities, and backgrounds are brought together to work through their misunderstandings or hostility. Representatives of the 'twin-sites' within the PUSH Project should be invited regularly to these special activities and encouraged to participate.

Finally, the encouragement of festivals (mentioned above in connection with economic incentives) offers a seasonal structure and schedule of events that can bring visitors to the site to experience aspects of the local culture to which they may belong, or seek to learn more about.

Site managers or interested stakeholders might review the following grid of potential activities, included in the accompanied CD, and establish an annual schedule of programmes and events:

	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Organized school tours												
Festivals												
Special days												
Local markets												
Historic reenactments												
Guide training												
Multi-site visits												
Group events												
Holiday commemorations												
Lectures / demonstrations												
Children's programmes												
Volunteer activities												
Nature hikes												
archaeological lectures and other activities												

Improving the Site's Public Visibility

One of the most important keys to communicating the significance of your site's heritage for both local inhabitants and outside visitors is making it visible and accessible to all. This concerns both physical access to the site itself and spreading broader public awareness of its heritage significance throughout the region and—in some cases—throughout the world.

The heritage site is an integral part of the modern landscape yet it should be clearly visible and provide convenient access for both outside visitors and local inhabitants. Clearly marked paths, distinctive signage and a carefully planned entrance can enhance the public profile of the heritage site.

Of course a site's public access is determined not only by the physical ease of entrance and the clarity of its signs. Its public visibility is also a function of its role in the community as a respected and valuable "place of memory" shared by private citizens, local schools, and various community groups. The encouragement of a wide range of activities on the site—in addition to standard tours and explanations—is an important element in successful development.

Finally, there is the matter of visibility on a regional level. By linking the site to a thematic network of sites that expresses a widely shared facet of human history—environment, technology, urbanization, and so forth—the local site can be recognized in a regional context as a crucial example of a widely observed historical development or phenomenon.

Israeli Mayor of the Jordan Valley Regional Council, Mr. Yossi Vardi, Jordanian Mayor of Muaz Bin Jabal Municipality, Engineer Abdullah Salman and the Israeli Mayor of the Beit Shean Valley Regional Council, Mr. Dani Tamari endorse a Memorandum of Understanding on January 10, 2007 recognizing the value and importance of rehabilitating the Jordan River and declaring their support for the establishment of the cross-border Jordan River Peace Park.

8 Steps to Raise Public Awareness of Your Site

Every site, large or small, needs constant promotion to be successful. The following eight steps can serve as a checklist for monitoring this aspect of management:

1. *Ensure that there are clearly marked signs in good repair from the nearest main roads and streets to the site.*

2. *Evaluate the optimal position of entrances to the site with regard to management efficiency and/or public presentation of historical narratives.*

3. *Distribute pamphlets or brochures about your site at all related heritage places, and, on a reciprocal basis, with other PUSH Project pilot sites.*

4. *Provide updated information about your site to regional and national tourist authorities.*

5. *Create a website or contribute material to websites relating to heritage.*

6. *Invite local journalists to special commemorations and events.*

7. *Create a short newsletter to distribute by email or regular post to local community members and to all registered visitors to the site.*

8. *Discuss and review with travel agencies the routes and access to the site and region.*

8

Concepts and Recommendations from the PUSH Design Workshop

The PUSH Pilot Site Design Workshop, held at the Bezalel Academy of Arts and Design in Jerusalem on August 28-29, 2008 aimed to propose practical design strategies for embedding the concept of shared cultural heritage at the six PUSH Pilot Sites. To achieve this aim the PUSH project assembled a diverse group of architects, archeologists, site managers, historians, tourism planners and other experts in fields related to cultural heritage in an intensive two-day workshop.

Throughout the workshop the participants both engaged the sensitive question of how to present the concept of shared to the public through site interpretation strategies while putting the ideas down in draft design plans. The design plans initiated at the workshop are intended to assist site managers and beneficiaries to put the concept of shared heritage to work at their sites.

At the session of the PUSH workshop focused on the potential development of the site of Pella (with the participation of Professor Michel Turner, Dr. Mohammed Waheeb, Dr. Doron Bar, Archeologist Avner Goren, Mr. Khlaed Nasser, and Mr. Yossi Yisraelshvili), the following recommendations for the promotion of Shared Heritage were formulated:

- ■ *Five main elements at the site can be utilised to construct five main narratives, all of which combine to express the main story of the site:*

  1. *The most ancient part of the site from the Bronze Age, located on the high tell in the northern part of the site.*

  2. *The Ancient Necropolis, situated at the highest point on the site, from which there is a sweeping view over the entire site.*

  3. *The Roman-Byzantine Decapolis city, with its impressive and monumental archaeological remains.*

  4. *The settlement of the Early Islamic period, historically connected with the battles between the Muslims and Byzantines in the early 7th century, as well as the shrine for the early Muslim general Shurachbeel, which may have a particular appeal for internal Jordanian tourism.*

  5. *The modern settlement of Pella, located west of the entrance.*

- The main entrance and visitor services should be located close to the road crossing the site and separating the Roman-Byzantine remains from the early Islamic settlement.

- The present entrance to the site should be reconceived and redesigned.

- The car and coach parking lot should also be positioned near the entrance for the drop-off and pick-up of visitors.

- Pella's site managers and stakeholders must reflect on the issue of narrative at the site: which is the primary story of Pella that is likely to attract greater visitation and support for the site?

- The full extent of the site and its points of interest should be more clearly defined.

- The positioning of the site's main entrance and internal observation points must be carefully determined.

Tourist Routes:
(i)- Roman city route: Entrance to the Roman and Byzantine city
(ii)- Nekropolis route: Roman city through Nekropolis to opportunity area 1
(iii)+(iv)- Sea level route: Eastern viewpoint to Roman city
(v)- Battels route: Entrance to 7th century battel ground

- These will determine the most effective position of the other elements of tourist infrastructure, such as visitor centre, restrooms, shop, cafeteria, circulation paths, benches, and sun shades.

- Several distinct walking paths should be constructed throughout the site, each one offering a tour that stresses a different aspect of the history of the site.

  Thus, it might be possible for visitors to go from the entrance area to the first observation point overlooking the Roman-Byzantine city, continuing with a visit to those archaeological remains. From this point, there would be a fork in the paths.

  One path would lead from there to the necropolis, and because it is a steep path it would be recommended for more energetic visitors.

  The other path would lead down the slope of the Roman road, toward the modern settlement of Pella. On the way, visitors would traverse the green valley worked by local farmers (where the PUSH team suggested that a picnic area for families and groups be built).

  At the end of this path it is recommended that the public parking lots be established—as well as a commercial area and perhaps bed and breakfast inns operated by local people.

  This suggested location poses a potential conflict with the larger commercial center on the main road to the west of the site. Therefore a possible more eastward location for the parking lot and visitor services should be considered.

  Another possible walking tour could lead from the parking lot, but instead of leading directly to the Roman-Byzantine city would go toward the 7th century battlefield. Although there are no remains of this battle visible on the surface, informational panels or other interpretive methods could convey this theme to visitors.

  A further possible walking tour might lead from the high eastern observation point near the existing rest house and descend the steep path toward the Roman-Byzantine city. On the way the path would pass through elevation 0, namely the height of sea level, thus giving visitors an indication of the unique topographical depth of the Jordan Valley.
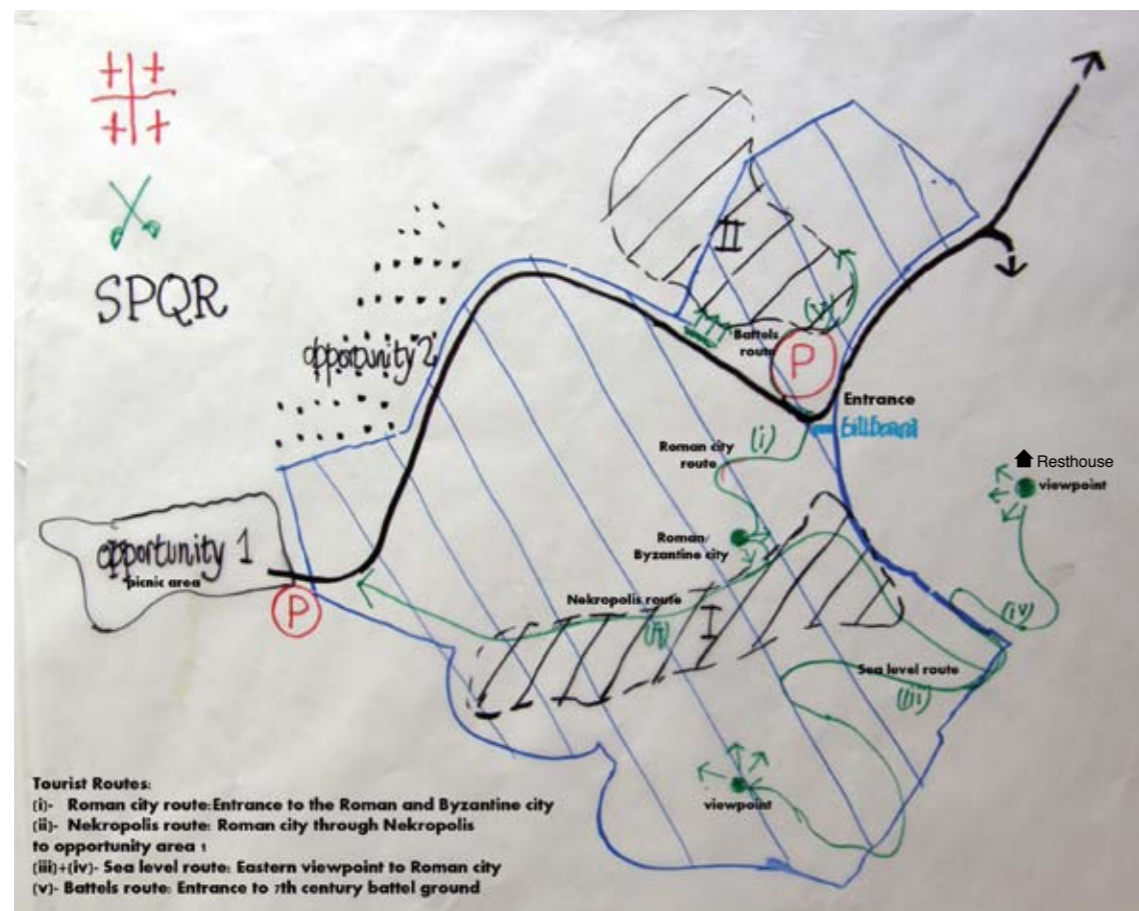
Resources and Tools

In addition to the general principles and approaches of Shared Heritage that have been noted in the preceding sections, this manual includes supplementary material in CD format that may be helpful in the implementation of sustainable development strategies:

Council of Europe Framework Convention on the Value of Cultural Heritage for Society (also known as the Faro Convention) that enumerates the shared rights and responsibilities of government officials and the general public to maximize the positive value of cultural heritage.

The ICOMOS Ename Charter for the Interpretation and Presentation of Cultural Heritage Sites that stresses the principles of Access, Sound Information Sources, Authenticity, Inclusiveness, Sustainability, and Continued Training as the foundations of socially responsible heritage.

HICIRA Handbook, created by a European consortium of heritage sites in rural or undeveloped areas that place the stress on the establishment of interpretation centres that will serve as active heritage institutions for both outside tourists and the local community.

The HEREDUC Teachers' Manual produced by the European Union, provides detailed class plans and activities for students from Elementary through High School.

UNESCO World Heritage Centre's World Heritage in Young Hands Kit.

Site assessment Checklist/Questionnaires for continued monitoring and public feedback on challenges and opportunities for site enhancement and development.

Sample visitor questionnaire from Heritage Malta.

Matrices for Heritage Actions that can serve as a guide to the diversification of Shared Heritage activities at the site.

WWF Wetland Management Planning: A Guide for Site Managers

UNESCO – Man and Biosphere Guides: A Creative Approach to Environmental Education and Tracking the Path of Sustainable Tourism

The World Bank's "Orientations in Development Series", Cultural Heritage and Development: A Framework for Action in the Middle East and North Africa

IUCN natural heritage resource manuals

A Note of Gratitude

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The PUSH Project has the good fortune of working with numerous experts from the region and the international community. These expert participants have continuously offered their advice, expertise and support to enhance our methodology and publications. We are extremely grateful for their involvement.

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