



E.C.C.O.
20th Anniversary
Barcelona 2011

Impressum

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Brigitte Esser

In memory of the former E.C.C.O. delegate of VRKS/ARCA, Brigitte Esser, who passed away on 9th June 2012. Brigitte contributed much to the work of E.C.C.O. in a strong and positive way over a long period of time and has fought for the definition and the recognition of the profession in her region and in Italy. We are immensely grateful to her for this and saddened by this loss.

Roberto Borgogno, member of ARI, represented E.C.C.O. at her funeral where he noted the large attendance and his own personal emotion on reading her obituary and on seeing her picture in the church with the inscription below her name:

“Restauratorin” – A definition and a profession which she has always defended with pride.



Brigitte Esser in Barcelona at the 20th anniversary meeting of E.C.C.O. (Picture by David Aguilera Cueco)

Ulrich Schiessl

To realize the inconceivable – to understand the unbelievable – to accept the definite – it is to suddenly gaze into the unknown finite of our existence, which, in this short moment of elementary fear, makes the irreparable loss, the death of the person, friend and colleague Ulrich Schiessl, so intensively conscious.

There is no more argument, no more reconciliation and no more walking the path together for a while. The thoughtless conjunctives, the postponed wishes and the ignorant omissions describe now even more the painful loss of all the shared lifetime.

He has done a lot for our profession, more than many amongst us even know or could realize. He has protected the profession of Conservator-Restorer for more than thirty years in his own way. He has initiated national and international standards and defended them with his very personal strategies. By doing this he has made not only friends. He has devoted his private life to Conservation-Restoration and therefore he has asked for devotion from others, he has promoted the professional status and in doing so has pushed himself up to and over his limits.

Now he has passed away and left his legacy that obliges us to continue. His loss leaves an unrestorable gap.



(Picture by Werner Koch)

One day, we will be asked whether we have fostered and protected this very personal inheritance. But now we must accept what none of us can understand. We must accept the loss of this sometimes conflicted as well as amiable person and colleague Ulrich Schiessl. We must also realize the painful loss of a friend.

Werner Koch, Berlin July 2011

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Sebastian Dobruskin, Berlin 2010
(Picture by Stefan Belishki)



Mechthild Noll-Minor with daughter Medea, Sofia 2009
(Picture by Sebastian Dobruskin)

Introduction to E.C.C.O.'s 20th anniversary publication

Mechthild Noll-Minor and Sebastian Dobrusskin

E.C.C.O., the European Confederation of Conservator-Restorers' Organisations, celebrated its 20th anniversary in 2011. Since its foundation in 1991, E.C.C.O. has had an impact on European policies for the preservation and maintenance of cultural heritage, working to achieve legal recognition of Conservator-Restorers and promoting a high level of education and training in this profession. At present, E.C.C.O. unites 24 member associations from 22 European countries and one international body, representing close to 6000 professional Conservator-Restorers.

The commemoration of E.C.C.O.'s 20th anniversary took place in Barcelona, Spain, on the 4th and 5th of April 2011. The meeting was impressively organised and thanks are due to Agnès Gall-Ortlik and the Catalan member association of Conservator-Restorers. The occasion brought together founding members, Presidents and delegates of its member organisations. The continuing commitment of the professionals present to both the profession and to E.C.C.O., was clearly evident, and for the founding members this commitment has lasted at least as long as the history of E.C.C.O. The passion with which this commitment is voiced underlines the importance of cultural heritage and clearly demonstrates the engagement and the mark E.C.C.O. leaves on the mind. Former Presidents and founding members willingly shared not only memories but their thoughts and critical reflections on the present situation and recent developments in the field.

Younger professionals presented their views and their efforts to continue to improve the status of this profession in contemporary society.

Their contributions in Barcelona have been collated for this publication. Contributions from members of the E.C.C.O. and ENCoRE committees have been added in the second half of the publication, setting the presentations in Barcelona into context and providing an overview of E.C.C.O.'s past and present work. This documents the efforts and results of the last 20 years, which helps to pave the way forward for the next 20 years.

E.C.C.O. has taken the input from the discussions both during the Barcelona meeting and at subsequent General Assemblies, together with repeated discussions within the Committee and consultation with its members and partners as the basis for its Strategic Plan 2015. The updated vision and mission statement places greater emphasis on the purpose of our profession, which is to "safeguard cultural heritage for society through high standards of professional Conservation-Restoration practice". This highlights the fundamental role of this profession as a facilitator in the engagement of society with its cultural heritage. The change of perspective that it represents originates from a number of European projects that E.C.C.O. has led or been a partner (namely APEL and following the formulation of "European recommendations for Conservation-Restoration of Cultural Heritage" together with ICCROM and ENCoRE).

Such projects offer an important forum for communication with other stakeholders in the field.

Conservator-Restorers are often transdisciplinary actors within a multidisciplinary field representing research, practice and education aimed at preserving and gaining appropriate social benefit from cultural heritage. Effective working practice and valid results may be achieved only through good collaboration and high quality outcomes delivered by the different contributors. This requires clearly defined areas of competence for the different actors involved and delineation between their role in the decision making process. Recognition of the role of the Conservator-Restorers in the safeguarding of cultural heritage and their relationship with other professions in the field is a prerequisite for promoting these professionals as decision makers and team players.

Since access to Cultural Heritage is a human right the work of the Conservator-Restorer makes a significant contribution towards the public interest. This responsibility requires ensuring that the necessary level of qualification and accountability of the practicing Conservator-Restorer is obtained and upheld. Therefore E.C.C.O. aims for an appropriate legal framework and tries to achieve this through projects like *APEL*, the *E.C.C.O. Guidelines* or the *Competences for Access to the Conservation-Restoration Profession*. It is essential that legislation recognises the unique nature of Conservation-Restoration and its central role within the cultural heritage sector.

This publication has developed since it started from a brochure of about 32 pages to this book with over 200 pages. More and more articles were added to the papers from the conference, demonstrating the continuous work of E.C.C.O. and part of its historic development. Due to the limited time the committee members can spend on E.C.C.O. work and given the more critical nature of other work such as the development and publication of the Strategic Plan and its implementation – it took longer than expected to finish E.C.C.O.'s 20th Anniversary publication. In spite of this we hope you agree that it is an important addition to the growing corpus of E.C.C.O. publications.

E.C.C.O. meeting of Professional Bodies of Conservator-Restorers in Europe marking its 20th Anniversary

Monday, 4th April 2011, Barcelona, Spain





Juan Pluma and Monica Martelli Castaldi
(Picture by Stefan Belishki)

E.C.C.O.'s time line

On the next page E.C.C.O.'s time line begins, displaying all committee meetings, general assemblies, presidents' meetings and important working group meetings as far as they are

recorded. Some pictures are added to illustrate the development of E.C.C.O.'s history and its committee members since E.C.C.O.'s founding in 1991 – but its history started some years earlier ...

Opening speech to E.C.C.O. Presidents

Juan Pluma

Director-General for Cultural Heritage of the Regional Government of Catalonia

Mrs Martelli-Castaldi, President of E.C.C.O., Ladies and Gentlemen, let me first of all welcome you here in Barcelona where you have chosen to hold your Presidents' Conference and General Assembly. For us, it is of great interest that you have chosen this location, because of the special attention that we afford to any sector that can help us develop economic activity in the field of culture and undoubtedly conservation is one of those sectors.

First, I hope that those of you outside Catalan will find the time to share your experiences with the professionals working in our country that are attending this meeting. I hope that you will also have the time to walk around and discover the city and our country and become more familiar with the work that we do.

Secondly, let me apologise on behalf of the Minister of Culture, Honourable Counsellor Ferran Mascarell, who wished to attend this meeting but due to agenda reasons hasn't been able to do so.

The Minister pays special attention to the capacity of conservation and to all sectors concerned with heritage policy to foster the development of this sector. Growth that promotes increasing levels of

income generation in this area allows us to lower the dependency of this sector on public funds. Your profession is probably one of the clearest examples where a meaningful contribution can be made.

Every major heritage institution in our country, Catalonia, has conservation departments within their organisations. The Catalan National Library, the National Archives and the National Museums, all have centres that carry out and develop conservation procedures. The Catalan Government itself has a centre, the Centre de Restauració de Béns Mobles de Catalunya, which was established almost thirty years ago with the aim of becoming a reference for all professional conservation working in Catalonia. This centre has the responsibility to set up and coordinate all levels of conservation conducted by official and public bodies and to enhance cooperation as means to improve our capacity in this field.

Besides the public effort, private effort must also be represented; I know the situation is difficult at the moment when we are facing deregulation of markets and the anxiety of professional associations and organisations. We have to face the challenge of finding a way to assure the best level of training and the highest level of competence,

which is required to handle a material as delicate as our heritage. But I know that organisations such as E.C.C.O are actively discussing these issues, which are very important for us.

We are actively following these debates which help us to analyse our own situation and incorporate your guidance in our policies. There has been a long-term debate about conservation and the level of qualifications required to practice, which include the warranties that need to be given by people who lead and work in this field. I recognise the central need for this debate and the Regional Government of Catalonia follows it closely.

We would like to offer everyone involved in conservation our skills, our senses, our infrastructure, and our equipment to explore how we can best foster improvement of the profession. Where possible we wish to help our professionals export their capacities outside this country.

We are convinced that there is an opportunity for the internationalization of our professionals and for Catalonia to become a point of reference in Europe. I would therefore like to promote the opportunity to share knowledge through practice and so this will be one of the issues that we would like to develop from the Catalan government over the forthcoming years. Such actions will help our professionals to clarify their position in the market, secure a practice that is respected and ensure a

practice that is shared. Another important issue is the coordination between all the members of official systems offering services to the community.

The results of such collaboration should be visible in terms of meeting the goals of knowledge sharing and the transference of technology outside our institutions. This is necessary in order to help the sector as a whole gain force, strength, breadth in the economy as well as importance in social terms. After more than 35 years of democracy in Spain I would say that heritage conservation is nowadays a shared concern for the whole population. While difficulties continue to be encountered when people ignore it, we have to take a step forwards and move from concern and motivation to implementation, not only via official bodies, but also within the private sector. There is a strong tradition of private collecting in Catalonia, these collections also need appropriate care and this heritage should be protected from practitioners who are not qualified to do so.

The Minister Ferran Mascarell would like to thank again E.C.C.O. for having their Assembly here in Barcelona and I'll stress again on his behalf that we will follow the results. To finish, I would like to offer assistance for anything you need, for any information required, for any data you wish to have. Àngels Solé, the representative of the Conservation Centre of Catalonia, is here today and ready to help if you need her.

Thank you very much. I hope that you will have a good conference and a good general assembly.

(transcription by Agnès Gall-Ortlik)

09.1989, Nice, France:

Proposal of a European federation of conservator-restorers at the Congress of the Section Française de l'Institut International de Conservation (SF-IIC).



Pierre Masson and Nathalie Ravanel
(Picture by Stefan Belishki)

E.C.C.O. – from its conception to 1997

Nathalie Ravanel

Vice President of E.C.C.O. (1991–1992), General Secretary of E.C.C.O. (1993–1997)

It has been 20 years since the official founding of E.C.C.O. It does not seem long, but when we think of the great advances and the numerous documents and projects that have been produced, it adds up to a lot. The first step in its creation that I remember was a paper during a debate organised by the S.F.I.I.C. (Section Française de l'Institut International de Conservation) in Nice, September 1989, on the profession of the Restorer in Europe.

On this occasion, in the name of A.R.I (Italian Association), I proposed to establish a European federation of Restorers' associations with the aim of working together to develop a common European project before each country started to go its own way.

Following this, the French association, which was going through a period of great ferment, seized the opportunity to organise the first European meeting at the University of Tolbiac in Paris in January 1991. This was followed by another in Berne prior to the assembly which founded E.C.C.O. on 14 October 1991, with Gerlinde Tautschnig already present as representative for A.R.I.

For E.C.C.O., the first great problem that it faced was the differences in composition of the various

organisations involved and the disparity between the numbers of groups from each of the various participating countries. Some countries were over-represented, plus some by organisations were not specifically professional in nature and were more akin to cultural institutes or associations. These types of associations had many more members than other groups, and some included manufacturers or sellers of materials, Art Historians, or just about any other interested party.

Thus these groups were not wholly representative of Conservator-Restorers in the struggle for professional recognition that E.C.C.O. was embarking on.

For this reason, it was essential to have a document setting out a common policy of professional conduct or code of ethics which would unite us and which everyone could follow. After the Berne meeting, I prepared a preliminary text based on all the national and international codes in existence at that time. I tried to insert the greatest number of topics to open the largest discussion as possible.

The document was presented at the first meeting in Brussels, where it was approved as a working draft.

I was then given the role of coordinator of a working group to prepare a final version, which was approved at the General Assembly in 1993. The work was very hard and complicated to organise in a “reasonable” timescale. We didn’t have Internet and e-mail, only the Italian Post that was very uncertain! The second part of the document on training was coordinated by Ulrich Schießl and approved by the General Assembly in 1994.

Another problem facing E.C.C.O. was the difficulty in understanding and recognising the often unclear situations in individual countries, a problem not helped by most of the participants having to communicate in a foreign language – English or French.

Indeed, for financial reasons we have almost always done without translators except for the General Assemblies which at that time were often held at the Economic and Social Committee of the European Community in Brussels, thanks to the support of CEPLIS.

In the initial stages we also had to organise a Secretariat, set up a newsletter to circulate information and learn our way around the workings and the leaders of the various General Directorates of the E.U., the European Parliament in Brussels and the Council of Europe in Strasbourg. We presented our first project under DGX and another on the „Study on the needs of qualification and training in the

sector of the Conservation-Restoration of cultural property“ under the FORCE programme. Although these attempts were unsuccessful, they enabled us to improve our understanding of the workings of European structures. It was clear that we needed a “political” presentation, for example, a Ministry of Culture from one of the countries represented in E.C.C.O. During that period E.C.C.O. did have two successes:

- The resolution of the European Parliament in 1993 on the Safeguarding of the architectural heritage and the protection of cultural property which included our requests on training.
- The document of Pavia (1997), based on E.C.C.O.’s Professional Guidelines, which was approved by the participants at the Pavia summit, including representatives from all professions involved in the conservation of European heritage.

My part in E.C.C.O. and this story concluded with the organisation of the European conference The Conservator-Restorer’s professional activity and status and responsibility towards the cultural heritage in Florence in May 1997. As the project had not been grant aided under the European RAPHAEL programme it was essential to find funding to cover the costs of organizing a professional conference, a professionally equipped hall in a strategic part of the city (Palazzo degli Affari), translation into four languages, travelling and accommodation

expenses for professionals and guests who were not part of the associations making up E.C.C.O. and the publication of the Preprints. After a great deal of effort and last-minute uncertainty, contributions from the Region of Tuscany, the Italian Ministry of Foreign Affairs and the insurance company Assicurazioni Generali enabled us to fulfil the project. On this occasion E.C.C.O. received official recognition and visibility that opened a new phase in the life of the confederation. It was the moment to draw on all the contacts established by E.C.C.O. in the preceding years and as such represented the conclusion of the initial phase of the organisation.

The APEL project coordinated by Gerlinde Tautschnig as E.C.C.O. President with the DGX financial support and the participation of 8 partners (associations, Conservation-Restoration schools and official bodies) signalled the new phase of E.C.C.O.



01.1991, University of Tobiac, Paris, France:
Preparation meeting.

The European Community, which is evolving towards an economic, social and cultural union, has always recognised the importance of the preservation and conservation of its cultural heritage. Thanks to E.C.C.O., since its foundation in 1991, the specific role of the Conservator-Restorer has been increasingly recognised.

This organisation has aided the evolution and developing role of this profession within cultural patrimony, which has been increasingly evaluated on different levels and by different actors. Its aim has been to promote the recognition of the Conservation-Restoration profession within Europe through, for example participation in European projects.

During my involvement as General Secretary, Vice President and President of E.C.C.O two important projects have been completed. CON.B.E.FOR. (Conservator-Restorers of Cultural Heritage in Europe: Education Centres and Institutes, 1998 – 2000) was a first important step towards the unification of education on a European level and confirmed the need to establish education standards and criteria as a means of controlling the quality of the training institutions.

The motivation for the CON.B.E.FOR research was the desire to elaborate on some of the directives referring to the education of the Conservator-Restorer described in the Document of Pavia (1997).

Five of the thirteen actions listed in this document relate to education and in particular to the creation of an instrument through which knowledge about the different Conservation-Restoration education situations across Europe could be collected and communicated.



Gerlinde Tautschnig (Picture by Stefan Belishki)



07.06.1991, SIK, Zürich, Switzerland:
The creation of E.C.C.O. is decided.
The statutes are sketched.

E.C.C.O. – twenty years of activity: the importance of European projects

Gerlinde Tautschnig

General Secretary, Vice President and President of E.C.C.O., 1997–2003

The aim of CON.B.E.FOR was to provide a clear picture of the provision of Conservation-Restoration education within Europe and to develop a definition of the basic educational requirements. At that time European Conservation-Restoration education was very heterogeneous and the definition of the professional was not always clear. A large number of training centres existed, with varying teaching programmes, technical and organisational levels and length of education.

The project was coordinated by Associazione Giovanni Secco Suardo and was carried out in close collaboration with a number of European partners, including E.C.C.O.

The steering committee of the project defined three distinct categories for education centres; these were identified and sent a questionnaire within the partner countries. Of the 64 education centres in 15 European countries that were contacted, 49 answered and 139 study programmes in Conservation-Restoration listed.

The questionnaire collected information on aspects of each course such as: duration, entrance selection procedures, recognition of the course and the final certificate, relationship between practical and theoretical teaching and the type of student that participated. It also collected information about the institution, including legal status, regulations, the characteristic of the personnel employed, activities carried out, infrastructure, student facilities and co-operation between institutions.

The results are published in *Ricerca comparata CON.B.E.FOR – Conservatori-restauratori di Beni culturali in Europa: centri ed istituti di formazione* (Conservator-Restorers of Cultural Heritage in Europe: education centers and institutes, Conservateurs-Restaurateurs de biens culturels en Europe: centres et instituts de formation). It includes studies on the history of the profession and the development of education in Conservation-Restoration, statistical analysis of the information gathered and a plan for the development of Conservation education to a high level.

13.10.1991, La Cambre, Brussels, Belgium:

Final redaction of the statutes.

Founding members: ABPR (GB), ACREA (FR), ACRET (FR), ADR (DE), AEAE-IFROA (FR), APRIM (FR), APROA-BRK (BE), ARAAFU (FR), ARI (IT), DRV (DE), IADA (International), IPC (UK), SKR-SCR (CH), UKIC (UK).

14.10.1991, Comité Economique et Social, Brussels, Belgium:

Official creation of E.C.C.O.

Election of the first Committee and Bureau.

The CON.B.E.FOR. project identified twenty subjects as being essential to the syllabus of any study program in Conservation-Restoration, and that „supporting theoretical subjects should be carefully integrated into the curriculum and closely related to Conservation-Restoration practice which should constitute the major part of the syllabus“.

APEL (Acteurs du Patrimoine Européenne et Legislation) was the first project of E.C.C.O. supported by the European Commission DGX, realized during 2000/2001 together with eight partners (Afdeling Monumenten en Landschappen van het Ministerie Vlaamse Gemeenschap, Belgium / ARP Associação Profissional de Conservadores-Restauradores, Portugal / Arts Council of Southwest Finland / Landesamt für Denkmalpflege Sachsen-Anhalt, Deutschland / Meisterschule für Restaurierung und Konservierung, Wien / Ministero per i Beni e le Attività Culturali, Italia and ICCROM (International Centre for the Study of the Preservation and Restoration of Cultural Property). This project conducted, for the first time at European level, a survey on the legislation concerning the preservation of cultural heritage. It investigated the Conservation-Restoration process undertaken in 14 European countries with particular attention to the role of the Conservator-Restorer. Analysis of the legislation connected to the Conservation-Restoration process revealed common aspects across European countries and identified where weak points existed.

The results demonstrated that, to guarantee not only the preservation of the European Cultural Heritage but also the quality of related preservation activities, it is very important to identify common methodologies, confirm control procedures and to elaborate a well-thought out regulation process which specifies the absolute need for qualified professionals.

The partners of the project acknowledged this need, as demonstrated by the development of the final document containing Recommendations and Guidelines for the adoption of common principles regarding the Conservation-Restoration of Cultural Heritage in Europe, which continues to be discussed throughout Europe. This represents a great achievement, in that, for the first time in the field of conservation, 14 European countries signed a common document. Furthermore, through the years that followed this document constituted an important step and necessary tool to improve, at European level, the guarantees of quality of Conservation-Restoration activities and the professional status of the Conservator-Restorer.

Now, after ten years it would be interesting to evaluate the impact of this project to know which of the common principles stated in the document have been adopted by countries and how regulations and legislation concerning preservation of cultural heritage have proceeded and improved.

E.C.C.O. has achieved success in so many projects and actions during the last 20 years! Now it is necessary that a new generation of Conservator-Restorers contribute with their experience, energy and especially their enthusiasm to follow up these projects and undertake new actions to guarantee that E.C.C.O. and our profession continue to improve and benefit in the future!

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Carole Milner (Picture by Stefan Belishki)

06.11.1992:
Bureau and committee meeting.
Preparation of the Kaleidoscope
project: "Training in Europe"

E.C.C.O. 20 Years – Greetings from founding members, former presidents and associated institutions

Carole Milner

Founding member, E.C.C.O.

First of all, thank you Monica Martelli-Castaldi (ARI) and your colleagues for inviting us here today. It was very thoughtful of you and is much appreciated. And thank you to Agnes Gall-Ortlik (GT) and your Catalan colleagues for welcoming us to this beautiful city of Barcelona.

Firstly, I had better just establish my credentials. I am English but I studied, lived and worked for 22 years in Italy and France with time also spent in Belgium, so I feel I can claim full European status. In the late 1980's I was in France, where I had passed my Maitrise en Conservation-Restoration (MST) at the Sorbonne and was working as a Paintings Conservator at the Louvre Museum, in the freelance capacity that was common to us all. The situation for professionals was not good at that time: anyone could call themselves a Conservateur-Restaurateur and, despite most of us having a Master's Degree or equivalent (and some even a Doctorate), the only recognised legal status for us was either that of painter or furniture repairer. We could not call ourselves conservators as the title of Conservateur had already been appropriated by

French curators. As Restorers French tax authorities thought that we were running restaurants!

We decided that this situation could not continue and that we had to do something about it. The four French professional associations, working in partnership as La Coordination, agreed to try to bring together as many other professional organisations across Europe as we could find, along with representatives of the European Commission, the Council of Europe and international organisations such as ICCROM, IIC and ICOM, to find out what their circumstances were, what issues they were facing and whether, as a collective force, we could work together to improve our professional situation.

With the support of Marianne Moinot, Secretary to La Coordination, I was responsible for researching and coordinating that meeting and on 18th and 19th January 1991, for the first time ever, 50 representatives gathered in Paris for the Table Ronde: Conservation-Restoration: Professional Status within Europe 1992. Each organisation had responded to a questionnaire, the results of which had been circulated to everyone (and were later published with the Zurich meeting). We worked and debated hard, with passion and with a sense of urgency.

12.02.1993:
Adoption of the amendment "Laroni"
by the European Parliament.

We agreed on many things including, primarily, the need to group together under a federative European structure. We set a date to meet again in Zurich the following June to take forward the outcomes of the Table Ronde. The rest is history.

One does not always want to look back, but equally, it is important not to lose collective memory or the benefits that a historical perspective can sometimes bestow on current events. I have the archive of that period and, when I look through the account of the Paris Table Ronde, I see many names and faces. It is wonderful that so many of you are here today. But I am conscious that many are not. A lot of individuals put an enormous amount of effort into getting E.C.C.O. started. Their names are not necessarily in the papers you have all seen so I would like to thank them and remember them, too, notably Monique Pequignot and Sylvia de la Baume who, sadly, left us far too early in their young lives, Robert Shepherd from the UK and Henry Salmon of UNAPL and CEPLIS, who were our Godfathers and who opened the doors of the EC to us.

I pause on that thought. However, above all, I want to wish all of you well with what you are achieving, in the face of very tangible obstacles and to congratulate E.C.C.O., most amazingly, on its 20th birthday!



Ylva Dahnsjö (Picture by Stefan Belishki)

03.06.1993:
General Assembly.
Preparation program Force.
Adoption of the "Professional Guidelines (I + II).
New Members: NKF-Finnish section, NKF-Swedish section, VERES (NL)
Member status change: UKIC (GB) becomes associated member, IPC (GB) resigns as full member.

Ylva Dahnsjö

President of E.C.C.O. 2003–2005

I have been asked to contribute some memorable moments from my time in E.C.C.O. – where to begin? For me, the most significant moment was welcoming the first delegates from the enlarged European Union to Assemblée Générale and exchanging experiences with them. It reminded me of what E.C.C.O. is for – to provide a kind of spiritual home specifically for conservators, one that will speak on their behalf beyond national borders and independently of politics and financial frameworks. If not E.C.C.O. – then who?

Sharing food after a hard day's work was always important, but it was not always good food. There was a truly terrible Italian restaurant in Brussels where we would gather at the end of Bureau meetings – the proprietor was a real joker and served cheap wine in bottles that he had put his own printed labels on (for vintages still in the future), and he had put his own face on some of the many Italian film star posters that graced the walls. Terrible, lovely and cheap, plus we had many great and noisy discussions there!

The most warming memories are of the times when we set aside each day's long and serious discussion about the mechanics of our professional presence in this world to discuss the things that make our hearts beat faster: the real conservation work.

I am amazed to think what we were collectively working on: Herculaneum, artefacts from the Titanic, Mediaeval church murals in Georgia, the Bible belonging to Robert Burns, the chandeliers of the Royal Palace in the Hague, and Viking long-ships, to name only a handful. A wonderful affirmation that we all share a professional approach that has at its core sheer excitement about real, material things and the insights they can offer into lives of others other than our own.

03.09.1993:
Candidature program Force:
“Study of the Need in Qualification of
the Conservator-Restorers”.

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10.1993, Pegasus Foundation, Fiesole, Italy:
Participation in European meeting.

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12.1993, Antwerp, Belgium:
Participation in European meeting on
Cultural Heritage, DG-X.

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David Aguilera Cueco (Picture by Stefan Belishki)

02.1994, Athens, Greece:
Participation in European meeting
on cultural heritage, DG-X.

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David Aguilera Cueco

E.C.C.O. representative FFCR

Just a short word to mention some of the French organisations and founding members who have disappeared from the lists and yet are part of the collective memory of E.C.C.O. and unfortunately are not here to celebrate with us today. In France 20 years ago, our profession was not united and different associations were competing for recognition and politically representation for our profession within the cultural heritage world.

Some of these persons are still involved in E.C.C.O. work today but in a rather indirect way that is not necessarily fully acknowledged. The French associations have merged, some no longer exist, while others are still actively pursuing their dissemination of and reflection on the work carried out within our field. While FFCR has gained political influence and has become the main representative body for independent professionals, ARAAFU (Association des Restaurateurs d'Art et d'Archéologie de Formation Universitaire) is still actively publishing and spreading new knowledge and research results.

ARAAFU was one of the founding members of E.C.C.O. and very active in pushing for the creation of such a European organisation. It strongly believed that what we in France couldn't get from our national government might be achieved

through a "European union" of national professional bodies working towards a unified profession at European level. As Carole (Milner) mentioned earlier, ARAAFU was a leader in the creation of E.C.C.O., organising one of the two meetings as the pre-foundation of E.C.C.O. in January 1991 in the rooms of University of Paris 1, where the Maitrise de Science et Technique (now Master's degree in Conservation-Restoration of Cultural heritage) degree was being taught.

The ARAAFU secretary Marianne Moinot is one of those who at that time was devoted to this cause and was very influential in setting up this meeting.

French delegate for ARAAFU Silvia De la Baume became the first Treasurer of E.C.C.O. and Monique Pequignot President of ARAAFU was also one of the founders. They both passed away but we do not forget their conviction and involvement in the creation of the professional world that we now know. I would like for you to think and remember them also today. Some other French participants who were there and who should be here are: Roch Payet, representing the APRIM (Association Professionnelle des Restaurateurs Indépendants des Musées) unfortunately couldn't reach Barcelona; Jean François Hulot, Secretary and first French delegate to work on the guidelines;

12.06.1994, Brussels, Belgium:
General Assembly.
Adoption of the Professional Guidelines (III).
New members: SSCR (GB) and FFCR (FR)

Véronique Monier, first president of FFACR, the ancestor of the merged FFCR in 1996.

All were involved in the creation and launch of E.C.C.O. They still follow our works and projects albeit at a reasonable but friendly distance. They provided the foundations on which our organization is established. Please do not forget those individuals, even if they are not here today.



Stéphane Pennec (Picture by Stefan Belishki)

30.09.–01.10.1994, Villa Manin, Udine, Italy:
European congress: “Education and Profession
of the Conservator-Restorers in Europe”.

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17.10.1994, Centre du Droit de l’Art, Geneva, Switzerland:
Symposium “The Restoration of Works of Art”.

Conservation-Restoration of Cultural Heritage: Don't worry, it's getting worse!

Stéphane Pennec

E.C.C.O. former President

This paper discusses the actual situation of Conservation-Restoration in France over the past 20 years – As background, I am 45 years old and have been involved in E.C.C.O. business since the first Paris meeting in 1991. I am a metal conservator with a diploma from Paris and work as a private Conservator receiving 80% of my commissions from the State.

The aim of this paper is to present a brief analysis of how the professional situation has developed since the 1980s. This period is divided into two, firstly from the 1980's to the 1990's and from then to the present day. It covers the creation of E.C.C.O., in 1991, when there was a great deal of energy within the profession driving developments such as the formation of training programmes. During this exciting time people were coming together to form professional organizations and Conservation-Restoration possessed an amazing vitality associated with the attempt to form a community within Europe and to mutualise our effort. My impression of that time was one of astonishment and amazement that among all the different countries in Europe the professional situation was very similar in many ways.

It was also very curious how easy it was to talk to other Conservator-Restorers from another country as we shared common problems and needs. This feeling of commonality represented the impetus behind the formation of E.C.C.O.

At the end of the 1990s, with the more widespread adoption of the open tendering system, bidding for Conservation-Restoration contracts became more open, systematic and rigorous. This opened the conservation marketplace to a lot of people for the first time. Before that, development requests for tenders were less well advertised, there were geographic limitations and people in the different regions of France generally worked on the patrimony in their own area, for example, people in Paris usually built up a client-based professional relationship which guaranteed their work.

The first consequence of the open tendering system was that it broke down the geographical barriers meaning that people were informed about possible employment in other parts of France. This led to a mixture of people working for a mixture of clients across France.

Another consequence of this change was that we as professionals started to spend and arguably lose more and more time answering these open tendering calls. What was previously a small task for the Conservator-Restorer began to become ever more time consuming and now a huge amount of time and effort is expended on trying to win work. Of course all of this is a generality and everyone has their own experience and circumstances. The situation around the open tendering system was as described until around 2005 when it started to become steadily worse in terms of the amount of time being consumed as competition increased and more and more demands were made.

In what can be described as the second phase of a developing situation, the tendering process became more hard fought and therefore more aggressive. Since 2005 an increasingly competitive market has forced people to increase their chances of winning contracts by reducing their prices, cutting budgets and equipment, and using less time and money on continuous professional development such as attending training courses and conferences and participating in the development of the profession. Many have tried to reduce costs by lowering the wages of employees and from 2005 to 2010 professional Conservator-Restorers are increasingly having to compete against rival companies who are using less experienced professionals on wages that are about the same as a supermarket cashier – the minimum legal wage.

So time after time, job after job, professional standards are being reduced as the tendering price becomes, in real terms lower and lower, until we begin to see some very bad quality work in Conservation-Restoration. The young professional who enters the private sector now often encounters this situation; they no longer work with the older generation to the same degree as before and are unable to train with these people. They just enter the market having recently qualified and organize what work they can find between themselves, trying to find the best solution for their personal situation.

I think that I am not the only one who is able to see and observe that such a situation has resulted in some very bad quality work over the last few years – both in the type and level of treatment carried out - for example consolidation that is ineffective and treatment regimes that can best be described as minimalist for the wrong reasons. It is for these reasons that I think that the professional situation is getting worse and worse. This observation is supported by the results of a recent survey carried out by the French federation where 15% of their members have an income that is lower than 10,000 Euro per year, 80% have an income that is lower than 25,000 Euro per year and about 7% have been declared bankrupt in the last three years; perhaps even worse than this is the loss of professional ethics. Even in the French federation questions are being asked about how ethical standards can be

11.06.1995, Brussels, Belgium:
General Assembly. Preparation of Raphael and Leonardo da Vinci
Programs, cooperation with the European Heritage Group.
New member: ACRACV (ES)

maintained with lower costs, this I think is very dangerous as a compromise in Conservation-Restoration will inevitably lead to loss.

Where does the responsibility for this degrading situation lie? Of course firstly there are external factors – and of course there is the economic crisis. But it is too easy just to blame the economy – plus the budget for culture and conservation has been more or less stable over the last ten years - so we cannot even say that it has been due to a heavily reduced budget. I think therefore that the first factor is how the open tendering system itself operates and its consequences.

A second external factor is probably attributed to the owner of the collection or the institution that is responsible for its care and their lack of competence or understanding about the level of Conservation-Restoration that is appropriate. Very often it would appear that they do not know how to select one proposal from another, except by cost alone. But the responsibility also resides with factors within the profession and the Conservator-Restorer themselves.

Very few of the younger conservators organize themselves together, they do not share a common minimum price when answering open tenders and the situation is more or less the law of the jungle at this point in time. The National professional organization also holds some responsibility and

that is us! Unfortunately the French federation has not helped much to change the situation in France – except to change their name.

This in itself is problematic as they are no longer a Conservator-Restorer organization, but now an organisation of professionals related to Conservation-Restoration. The training system and organizations offering education also have some responsibility. They are disconnected from the professional world and continue to train and graduate young Conservator-Restorers when there is little prospect of employment. When there is a lack of work and an increasing population of qualified Conservator-Restorers then of course the competition become fiercer as more people are fighting for a limited number of contracts.

But I am asking myself what is E.C.C.O. and ENCoRE doing? And what are the conclusions that these organisations are reaching? What gains have been made due to the APEL project, CON.B.E.FOR, or the document of Pavia? At present I feel very critical towards our inability to improve the situation with regard to the younger professionals.

That discussion is important because we are dealing with patrimony and it is endangered, and it is being endangered by what we are doing to it. The discussion is also important because of the profession – and we are soon to be almost extinct – there is so much training required for Conservation-

Restoration, we train technicians in this field and they can apply for work and get it in the current system.

When not supervised by the Conservator-Restorer no-one controls their work, which is very bad for the institution that is responsible for the patrimony – it is their future that is at stake! So what can we do – we need to act on all possible levels. I think that a dialogue between training institutions and the professional organization bodies is more important right now than ever before and I think that it should take place very quickly. I think that we should also talk to the public and politicians and highlight this bad situation and the huge poverty among the profession: We need to push the training system to insist on ethics and patrimony value so that the youngest can make the next revolution in our profession.



Ylva Dahnsjö (Picture by Stefan Belishki)

The changed context for conservation and the UK PACR accreditation system

Ylva Dahnsjö (ACR)

ICON

First of all, Happy Birthday E.C.C.O. and congratulations on twenty impressive years of pan-European work; I bring you greetings from the Institute of Conservation (ICON), an update from the UK, together with some thoughts of my own as a former E.C.C.O. President (2003–2005).

Conservation activity doesn't happen in a vacuum. Those of us who are directly involved in it know it as a "good thing", but we are less good at making clear the direct connections between Conservation and the big issues of life on earth: climate change; the crash of the global finance markets; sustainability of our dwindling natural resources; polarised societies; happiness. Recently our UK government has introduced wide-ranging cuts across its operations and Heritage and the Arts are not spared these austerity measures. The same is true across Europe.

ICON's mission is now to ensure that the message is clear: Culture is not a frill, which can be dispensed with when times get tough – it is fundamental to our lives, especially when times are tough. But in order to make our point effectively when persuad-

ing those who are not working with Culture themselves, we have had to learn a new vocabulary. In 2008, ICON commissioned a report on the value of Conservation from the independent think-tank DEMOS. It was originally intended to be a defence in the face of the intended cuts to the two Conservation higher education courses at the Victoria & Albert Museum and at Southampton University. When the report was published later that year, it was clear that it was much more than this.

"It's a Material World; Caring for the Public Realm" sets out to quantify and illustrate the value of heritage as the manifestation of knowledge, belief, creativity and vision, and evidence of real events. Without it, society is without many of its frames of reference and understanding, or sources of delight and inspiration.

The report shows how culture contributes to the well-being of people and society; it helps us to demonstrate and share values, live together, build cultural literacy, makes cultural diplomacy possible, and contributes economic benefit through tourism, design and innovation.

25.05.1996:
Candidature Raphael Program:
"Organisation of the Florence
Congress" (not selected)

17.06.1996, Brussels, Belgium:
General Assembly. Preparation of the Summit of Pavia and the
E.C.C.O. Congress of Florence.
New Members: ARRC (IT), RVS (DE)

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You can download the report free on:
<http://www.demos.co.uk/publications/material-world>

The report taught us to speak using the language of politicians, sociologists, economists and educators, so that they would listen. It made it very easy to see that acts of Conservation are not confined to Conservators, but they are informed and lead by them. Caring for cultural heritage is a shared responsibility as is its benefits. Engagement with culture helps understanding between people and builds the future support for heritage and for our profession too. So within ICON we now have a strong voice with a confident vocabulary that can adapt to our many audiences, our own professional standards that give us control over the definition of the professional Conservator, and a robust method of assessment that gives clients and employers an assurance of the quality of our accredited members

ICON's PACR Accreditation system has now been in existence for twelve years, and I am pleased to say that it has proved to be a high quality, robust, and fair system of assessing professional competence. Because our professional standards were drawn up "by the profession, for the profession", we were able to outline very effectively the skills, knowledge and understanding that distinguish a professional Conservator from others within the cultural heritage sector.

This gives us the confidence to acknowledge that Conservation is not only a profession, but also an activity or even a movement that can be wide-ranging and bring benefits to all those who engage in it at different levels. If we as Conservators are confident about whom we are and what we do, then we can be generous in opening up some aspects of preventive conservation and collection care activities to volunteers and other supporters under appropriate supervision.

To ensure that there will be new generations of Conservators with appropriate qualifications, ICON has also drawn up a Conservation Education and Skills Strategy that knits together the various learning opportunities at different levels into a well-reasoned overview, and has already attracted substantial funding to enable graduate internships in conservation to be offered. We have also been awarded funding for a Conservation Workforce Intelligence Research Project to identify the nature of employment and work for professional conservators across the UK. You can read more about all this at: <http://www.icon.org.uk/>

These successes in a challenging climate could not have been achieved if we had not first examined exactly why heritage is important.

I warmly recommend the DEMOS publication to you all, because it so elegantly expresses the thing we all share as Conservators everywhere, regard-

less of our circumstances— that kernel of excitement at communing directly with cultural heritage, and at entering the portals it offers to lives other than our own.



Volker Schaible (Picture by Stefan Belishki)



31.05.1997, Florence, Italy:
E.C.C.O. Congress: "The Conservator-Restorer's Professional Activity and Status and its Responsibility Towards the Cultural Heritage".
Publication of the Preprints.
General Assembly.
New members: IIC Hellenic Group (associated member),
AREAA (FR) (full member).

The situation in Germany

Volker Schaible

Mechthild Noll-Minor

Verband der Restauratoren (VDR)

VDR congratulates E.C.C.O. on its 20th birthday – related with best wishes for improvement of the role of E.C.C.O. in Europe!

Reviewing the development of the professional situation of the Conservator-Restorer in Germany leads us to compare the political situation of Spain with Germany. Spain is divided into seven autonomous regions. Germany is divided into 16 autonomous regions with 16 respective ministries of culture, 16 different legislations, some different languages – and having eight associations of Conservator-Restorers.

The experiences from the merging process of the German professional associations may serve as an example for the ups and downs of such ambitious efforts. Coming from different fields and regions all associations had at least one common goal – to get professional recognition of the Conservator-Restorer and to work for improvement of professional working conditions. The process started with the foundation of an umbrella organisation called “Union of Conservator-Restorers’ organisations”. Disputations with politicians at national and regional level convinced the representatives in the Committee of the umbrella organisation

to band all these different associations into one association to be more representative and to get more political power. This led to heavy discussions about the history and future of the profession and of the associations. Protection of vested rights had to be respected regarding the merging of different associations with different categories of members and professional background. We want to thank all those colleagues – not only in Germany – that have given fruitful contributions to those discussions. There were mental reservations regarding compromises that had to be made. But in the end a balanced document – the Statutes of a new professional association with some “Grandfather clauses” – was born.

In 2001, the merging process ended with the foundation of the “Verband der Restauratoren” (VDR). This year we will celebrate our 10th anniversary. The paths we followed since then have led us over rough and smooth. Bringing together different approaches to realise professional recognition resulted in the formation of different wings in the association. VDR subsequently undertook an intensive process of “self-reflection” and discussions about future strategies in professional politics – the so-called “Strategieprozess”.

18.–22.10.1997,
Summit of Pavia:
“Document of Pavia”

Lack of open communication with the membership resulted in the rejection of several proposals the Board had made between 2005 and 2007: – to lighten the conditions to become full member of the association in combination with a formal accreditation process, to restructure the composition of the Committee towards less representativity and other ideas ending with the proposal to leave E.C.C.O. and to create another European body. At the GA 2007, the Board informed the members about a critical financial situation of the association. A lot of members no longer found themselves represented through the association. This development and internal discussions resulted in the change to the entire Board 2007 and a loss of members. During the following two years the association solved open questions by adapting the Statutes and working intensively for better communication. This resulted in an open working atmosphere in the association and led to steady growth of membership.

Having cleared these questions VDR started to pull out all the stops preventing our main goal: the legal recognition of the profession. We call it the “Sandwich-Strategy” – we need Europe to influence the political frameworks regarding Cultural Heritage, we need E.C.C.O. and ENCoRE. Whenever we go (uns wenden an) to the German capital Berlin, the politicians say to us: Go back to your land government, which is responsible for politics in culture.

But with our efforts for professional politics in different lands and the link to European Directives and initiatives we try to change the situation. In 2009 VDR did face an attempt to dispose the law which defines the title of the Conservator-Restorer in the land Mecklenburg-Vorpommern of Germany of October 13, 1999. Lawyers attested that this law is not contradictory to the European Directive on services in the internal market – for the main reasons that it is justified by a general public interest and the publication of a list of qualified Conservator-Restorers serves consumer protection and safety. The final decision of the ministry was therefore to keep the law and meanwhile the second land Sachsen-Anhalt has adopted a law for the protection of the title Conservator-Restorer. Through discussions with different political departments (cultural and economic) at national level and input to statements of the National Association of Liberal Professions (BFB) we try to gain momentum for our efforts. Our good connection with the Association of Liberal Professions at national level as well as with its regional sub-committees helps a lot to get contacts with politicians and to get jurisdictional advice.

We are looking forward to exchanging our experiences and combine our efforts together with other member organisations of E.C.C.O.

22.06.1998, Brussels, Belgium:
General Assembly.
Report of the working groups:
– Insurance: Meeting in Geneva
– Qualification of firms
Preparation of the Fulco Project.

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Karin von Lerber (Picture by Stefan Belishki)

23.–25.10.1998, Milano, Italy:
First meeting of the steering committee of the CON.B.E.FOR. project.
Associazione Secco Suardo as E.C.C.O. official partner

30.11.–01.12.1998,
Vienna, Austria:
Meeting of the Fulco Project:
“Document of Vienna”

13.12.1998, Amsterdam, The Netherlands:
Extraordinary General Assembly.
New Member: SSCR becomes full member.

The situation in Switzerland

Karin von Lerber

President SKR-SCR

As of spring 2011, the Swiss Association SKR-SCR has around 500 members, including student members. The association is well established as a partner within the field of heritage preservation. Training for all Conservation specialisations follows the Bologna model leading to a BA and MA in Conservation.

In Switzerland the situation is fortunate as far as cooperation between Conservation training institutions and the association is concerned: there is only one Conservation association and there is one Swiss Conservation Restoration Campus (Swiss CRC), with 4 schools each concentrating on different specialisations and located in three of our four linguistic areas. The Conservation association and the schools are closely working together. This cooperation is very welcome as, even though Switzerland is known to be a rich country, finances are getting scarce for the preservation of cultural property, and lobbying for our cause is needed increasingly.

At the time of the E.C.C.O. Barcelona meeting, the most important topic in heritage preservation in Switzerland was the budget 2012–2015: In Switzerland, all cultural affairs, including preservation, are not lead by the country (Switzerland) but

by the 26 states (cantons). The Swiss confederation only participates by subsidising projects run by the cantons. While these subsidising budgets have been until recently, made on an annual basis, we are now changing to a budgetary period of four years. For this purpose, the Swiss Federal Council has decided to issue a “message concerning culture” in which goals for all supported projects are stated and finances are set. The message includes active arts (theatre, film, music, dance etc.), museums, archives and heritage preservation. This went through a legislative process including consultation in which the SKR-SCR and many of its partners participated.

Compared to the budgets some years ago, the money allocated to heritage preservation has decreased by about 1/3. At the time of the E.C.C.O. meeting in Barcelona, this message was just being passed.

Even though the lead in preservation is with the cantons, the 4-year federal budget has an important impact: a lower level of subsidy will cause the cantons to cut back on their projects, resulting in an even larger loss of finances in the culture preservation field.

Almost 80 % of our members are directly or indirectly dependent on public funding of Conservation projects and therefore will suffer an impact from these drastic budgetary cuts.

Shortly after the Barcelona meeting, the four years' budget for heritage preservation was slightly corrected through negotiations in our parliament but it still remained below the level of the previous years, even though the text of the message stated, that almost ten times as much money would be needed just to perform the most essential tasks in heritage preservation.

Together with all its partners, the SKR-SCR will continue to raise awareness for the need of Conservation-Restoration and preservation. For this work, it intends to use, amongst other tools – the E.C.C.O. Competences diagram.

21.06.1999, Brussels, Belgium:
General Assembly.
Preparation of Raphael project "APEL".
Arrangement of working groups on updating:
– Statutes and Guidelines
– Qualification of firms
– Tendering / commissioning

Letter from Acracv to E.C.C.O.

4th April, 2011

Christabel Blackman

President, Acracv

The Asociación de Conservadores–Restauradores de la Comunidad Valenciana, Acracv, would like to extend its warm congratulations to E.C.C.O. on the occasion of its twentieth anniversary. Acracv has been a long-term member of E.C.C.O. Over the last few years the professional situation has greatly changed in Valencia and many of these changes have occurred without the endorsement of this association. The association has successfully challenged the processes of these changes in the Superior Tribunal de Justicia in Valencia. However, not all Goliaths are that easily brought to justice, the judicial processes are lengthy and costly. Acracv has come to the conclusion that it no longer represents the Conservator-Restorers who are currently active in this profession in Valencia.

It is with deep regret that our association will be concluding its activities, and for this reason we will be forfeiting our small yet very valued place with E.C.C.O. We hope that the new proposed Spanish association comes to fruition and that it becomes a serious, comprehensive and representative group for the Spanish professionals.

We recognize that Spain is confronting many challenging national concerns that need to be tackled by capable representatives. The present meeting in Barcelona with our Catalanian colleagues will no doubt bring great enrichment and encouragement to them. The successful and attentive work done by Grup Tècnic should be a worthy example to follow.

I personally congratulate you all on the wonderful work being done, and endorse E.C.C.O. as an example to everyone, both as a highly successful entity and as an example of both diligence and generosity from the many volunteers who are so altruistically and enthusiastically involved in its work.

08.–12.10.1999, Sermoneta, Italy:
First general meeting with all the partners to start
the APEL project. E.C.C.O. is main coordinator.

29.–30.10.1999:
Last meeting of the steering committee
of the CON.B.E.FOR. project.



Tomáš Lupták (Picture by Stefan Belishki)

2000

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26–27.02.2000, Brussels, Belgium:
APEL meeting.

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03.2000:
E.C.C.O. becomes associated member of ICCROM.

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04.2000:
Printing of the CON.B.E.FOR book.

The law on services on the internal market and application of exclusivity in the Slovak republic

Tomáš Lupták

President of Komora reštaurátorov, The Chamber of Restorers, the Slovak Republic

Dear Colleagues and Friends!

I would like to present briefly the essential activities of our Chamber of Restorers in Slovakia with respect to the process of stabilisation and identification of the Restoration profession in the period covering the past two years. The Slovak Republic, as one of the EU member States, fulfils its duties regarding the Access Agreement by adapting its law and lesser legal standards in compliance with the parts of the European directives that are applicable. Due to this process of harmonisation and implementation of European legislation, the Chamber, in cooperation with the Ministry of Culture and the Ministry of Economics, defends the position of the Conservation-Restoration profession as a regulated profession. The greatest threat within this period has arisen from recent European legislation in its blanket application of the “Directive on Services on the Internal Market“. If adopted into national law, we would face the possibility of having to place Conservator-Restorers within the regulated trades, rather than professions, which would result in the extinction of the Professional Chamber.

In order to address this threat we had to enter the process of creating new legislation in our country. In cooperation with the aforementioned ministries, we persuaded the members of the working group preparing our national Services Act of the necessity to exempt Conservation-Restoration from the scope of this new law. A key argument was that culture and heritage protection is the legislative competence of the individual EU member states and that Restoration is an activity in the public interest and an important component in the process of rescue of cultural heritage.

The Ministry of Culture supported us in our reasoning; Restoration in the Slovak Republic is now exempted from the scope of the Act on Services and it is not possible to execute it as a service offered from abroad. Every Restorer who wants to restore objects of cultural heritage belonging to the Slovak Republic must be a member of the Komora Reštaurátorov (KR). In this process we achieved also the first substantial amendment of the Act on the Chamber of Restorers and the execution of Restoration activity carried out by its members.

05–08.05.2000, Semur-en-Auxois, France:
APEL meeting.

19.06.2000, Brussels, Belgium:
General Assembly.
New member: UKIC (GB) becomes full member.
New E.C.C.O. website.

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Besides clarifying the national implementation of the European regulations, regarding the scope of possible candidature for membership to Komora Reštaurátorov by citizens of the European economic area with appropriate qualification, we clarified and made specific also the definition of the profession. A key condition for the acceptance into the Chamber is a university Master's degree (Mgr. art.) in Restoration, which can be achieved only at a university specialised in Arts (the studies take 6 years – 4 years Bachelor degree and then following also a specialised 2 year Masters study) or by a required equivalent. It has to be followed by a three year practice under the guidance of a specialised Restorer – member of the KR, legislation examination and a vow on the KR Code of Ethics. This successful amendment of the law with respect to the Chamber of Restorers is reflected in crucial amendments to the Statutes of Komora Reštaurátorov and of the Organisation, Examination and Disciplinary Regulations.

by the state administration dealing with EU citizens who wish to practice in the Slovak Republic. As Komora Reštaurátorov is legally bound to cooperate with these centres it has had to create and distribute appropriate application forms for membership with all requirements clearly given. Since the Act came into force all institutions with collections, for example museums and galleries, are only allowed to use specialised Restorers.

We have survived for two years in tension and fear for the result of our attempts to maintain professional standards. Until now we were successful in defending the profession. By finalising this process I have also fulfilled my personal commitments and aims as President of Komora Reštaurátorov – Chamber of Restorers. In May 2011, I will end my third term and after 11 active years in the Board of Komora Reštaurátorov I will candidate to the Supervisory Board of this organisation.

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The Act came into force on the 1. 6. 2010 and since this day “Reštaurátor“ (Conservator/Restorer) is a professional title that can be used only by a person who is a member of the Chamber. Restoration in the Slovak Republic is a regulated profession just like an architect, lawyer, notary, civil engineer or veterinary surgeon.

From now on the Chamber has to cooperate with the so-called centralized contact points established

07–08.10.2000,
Berlin, Germany:
APEL meeting.

Implementation at national level (Slovakia legislative framework)

Barbara Davidson

Komora Reštaurátorov



Barbara Davidson (Picture by Stefan Belishki)

I was asked by the E.C.C.O. committee to introduce the first case of support and cooperation from a national agency appointed by the European Commission which deals with the issues of Life-long Learning. In The Slovak Republic, the professional organisation of Restorers is called Komora Reštaurátorov. At present it has 197 members. I represent the Board of the Chamber of Restorers, which is the most active body of this organisation comprising of 5 persons, who have been elected by the General Assembly.

The work of the Board is voluntary. In the previous presentation the President of the Chamber presented specific achievements towards the legal protection of the Restoration profession in Slovakia. In this presentation I will focus on another recent achievement.

The publication of the Competences for Access to the Conservation-Restoration Profession, which E.C.C.O. is proud to present to you on this day, represents the results of an agreement reached during the General Assembly in Brussels on the 10th of April 2010, which included representatives of 21 organisations from 17 European Union countries. The Slovak organisation understood the importance of this document and its power as a tool for further negotiation and setting of the standards required for the entrance into the profession. It sees it not only as a way of unifying the various standards produced by individual member States, but also as a means of influencing the national situation in Slovakia.

When this work is examined, you can clearly identify not only high levels of specialisation, represented by universally recognised competences, skills and knowledge necessary to the practice of professional Conservation-Restoration,

18–21.01.2001, Lisbon, Portugal:
APEL general meeting with all partners.

2001

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24.–25.03.2001, Vienna, Austria:
APEL meeting.

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01.04.2001, Vienna, Austria:
Presentation of the results of the CON.B.E.FOR. project –
E.C.C.O. as partner.

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but also the various interdisciplinary skills, which are often forgotten by the educational institutions supplying new graduates. So as a professional body, we agreed that we would put effort into the introduction of the conceptual scheme into our country. It was clear, that this would be possible only through the translation of the document (which is written on a level, I would describe as highly specialised or academic) into our language.

This means this document could be broadly disseminated in our annual published collection of lectures, which the Chamber prepares in cooperation with Obec Reštaurátorov (the Association of Restorers). Its production is supported by a competition based grant from the Ministry of Culture. The full document on competences for access to the profession, with the schemes, is however quite large, consisting of 28 pages, which we could not afford to translate from the Chamber's own funds. The most feasible way seemed to be to contact the institution dealing with EQF on a national level. Enquiries for financial support for the translation of the document were made and I was very happy to receive a very positive reaction. We were offered the translation for free.

When asked, the Slovak Academic Association for International Cooperation and National Agency of Lifelong Learning Programme gave a statement about why they responded so enthusiastically and

supportively of the publishing of the Competences in the Slovak language.

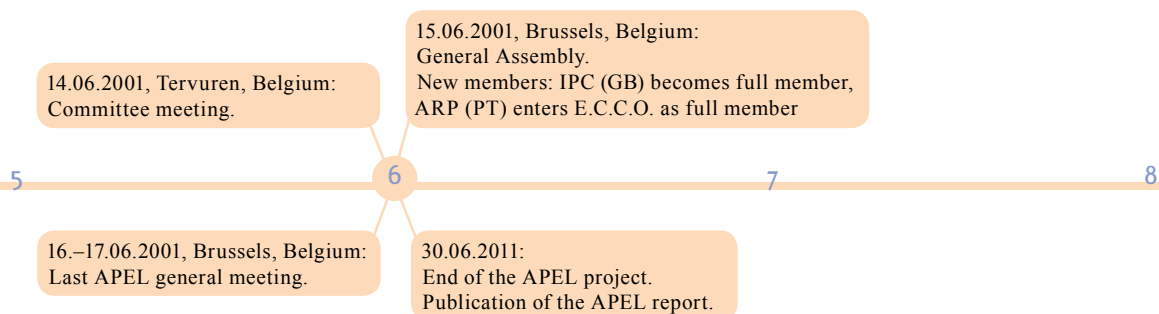
Citation:

We wanted to support your activity (via its translation) as an organisation which is working in the field of education and the specialised preparation and support of international cooperation in the area of education. Due to the fact that in Slovakia the creation of the National Qualification Framework is in process, and it has been so far a long process, we wanted also with this support to contribute to its dissemination, by highlighting that such an initiative exists in Slovakia. We consider your elaboration of the profession of Conservator-Restorer in accordance with the EQF to be best practice which sets a model for describing skills, knowledge and competences for the aforementioned profession. Where required we will present it as good practice and a model for the elaboration of other professions.

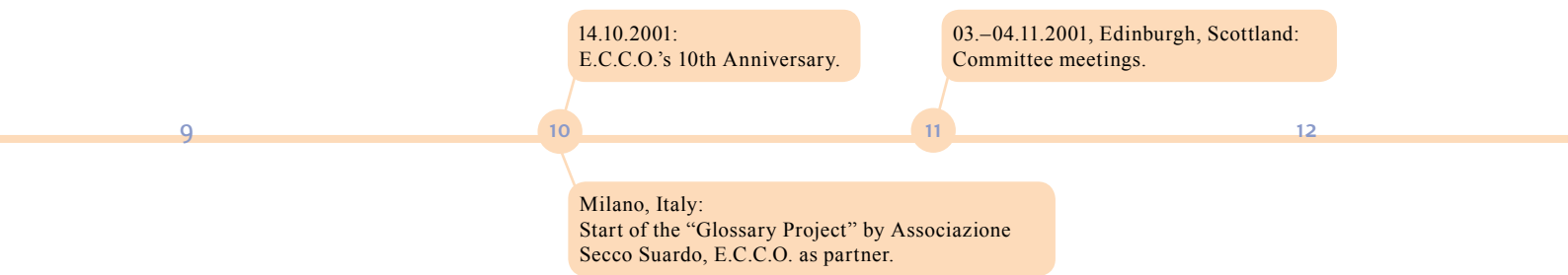
Mgr. Dagmar Augustinská

Coordinator of the Sub-Programme Leonardo da Vinci.

The full translation was published and printed in October 2010 within the Collection of Lectures. The material is already being used in support of a Masters level access to the profession which sup-



ports the cancellation of the Bachelor level education of Restorers at the Academy of Fine Arts in Bratislava, Slovakia.





Grellan D. Rourke (Picture by Stefan Belishki)

2002

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28.02.2002, Brussels Belgium:
Committee meeting.

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01.03.2002, Brussels Belgium:
General Assembly.
New members: VDR (DE) enters
E.C.C.O. as full member.

4

02.03.2002, Brussels Belgium:
Committee meeting.

Accreditation – the Irish experience

Grellan D. Rourke

*Chair, ICHAWI**

Formal accreditation in Ireland has now been in existence for 16 years through the Institute for the Conservation of Historic and Artistic Works in Ireland (ICHAWI). This short paper gives some background to its introduction, the process itself and how accreditation has evolved since its introduction.

Background

Since the formation of the Irish Professional Conservators' and Restorers' Association (IPCRA) in 1982, Conservator-Restorers in Ireland have had organisational representation for those working in both the Republic of Ireland and Northern Ireland. However, less than ten years after the setting up of that organisation, it became apparent that a more formal body was required with legal status and audited accounts to open the possibility of funding applications to public bodies and to set standards within the profession, although accreditation was not yet on the agenda.

Seven members of the conservation association (IPCRA) came together to set about the task of setting up an institute and in the process sought legal advice from experienced professionals with a background in cultural heritage. By 1991 the

groundwork had been completed and the Institute for the Conservation of Historic and Artistic Works in Ireland (ICHAWI) was founded as a legal body and an "all-Ireland" institute. In setting out the objectives of the Institute the focus was very much on education and the maintenance of internationally accepted standards. This allowed the Institute to achieve charitable status which was the next step in the process.

There had been long-standing relationships between Conservator-Restorers in Ireland and the various conservation organisations in the United Kingdom, particularly UKIC which transformed into ICON in 2005. At that time accreditation was gaining momentum in the UK and that topic of discussion was added to the Institute's agenda.

The founders of ICHAWI came to realise that this would be the best vehicle to move the profession forward, affording an important opportunity to provide a framework for formalising professional competences; and so the aforementioned seven members, who comprised the Board, embarked upon a process to acquire accredited members.

16.–17.06.2002, Vienna, Austria:
Committee meeting.

Code of Conduct

Having agreed this *modus operandi*, a series of steps were put in place, the first of which was the formulation of a Code of Conduct. The working group reflected not only the perspectives from both the north and south of Ireland but also the experience of institutional and private sector Conservator-Restorers in both jurisdictions. There were interesting discussions of the issues to be included in the formal Code of Conduct and the broad range of backgrounds on the board were well reflected in the final document which was agreed in the middle of 1995. This document has stood ICHAWI in good stead for many years and was only recently revised in 2012.

Criteria for Accreditation

The next step was the setting out of the criteria for accreditation of an applicant for membership. All applicants had to have a formal training in conservation followed by a minimum of 5 years relevant experience. At that time in Ireland some very notable Conservator-Restorers had come up through an apprentice-type training system, as no formal education had existed when they began their careers. In such cases it was agreed that ten years relevant experience would be required. Since the late 1990s all of the applicants have fallen into the first category; the Institute no longer receives applicants who do not have a formal education.

Accreditation of the Board

The next step was to accredit the founding members as they could not accredit themselves. In order to give credibility the Institute approached ICCROM, the international training centre in Rome, and asked them to appoint international experts in the relevant fields of the board members who effectively went through the accreditation process. So the first Conservator-Restorers accredited in Ireland were the board of ICHAWI.

Development of the Process

Throughout this process the Institute watched very closely what was developing in the UK in relation to the common accreditation framework (CAF) and professional accreditation of Conservator-Restorers (PACR). The PACR framework is a professional practice assessment for Conservators-Restorers wishing to gain accredited status, which was developed in the late 1990s and a post-trial draft was in place by 1999. From 2000 the Institute embraced the very important work done by the PACR and developed a system based on PACR but modified to suit the situation in Ireland.

The CAF was devised in the UK by the National Council of Conservator-Restorers (NCCR) and ICHAWI became an integral part of this process, attending meetings in London together with British Conservation organisations; PACR was party to this.

16.–17.11.2002, Rome, Italy:
Committee meeting.

A document was developed between mid-2002 and September 2003 which formed the basis for agreement between accrediting bodies in NCCR as the common principles and practices which they intended to implement from 2004. In essence the Institute wanted its system of accreditation to be on a par with that of the UK so that there could be equivalence between the two systems, particularly given the situation in Northern Ireland.

Mentoring

A mentoring system did not exist in the first five or six years and it soon became very clear that a number of applicants would not have failed to become accredited if one had been in place. The purpose behind the introduction of a mentoring system was to assist applicants to prepare for the accreditation process by meeting to discuss their concerns and issues and offering advice and guidance. A mentoring sub-committee drew up a list of possible mentors from existing accredited conservators in the year 2004. The PACR system helped provide suitable training organised around its mentoring toolkit. Guidelines were produced for the ICHAWI mentors, which are available through the Institute website.

The formal mentoring system was introduced in January 2005 and this has proved to be a very important and useful tool. At present when an application is received it is checked to ensure the applicant meets the criteria for membership.

If so, the next step is the applicant chooses a mentor from a panel of three trained Conservator-Restorers. There is an initial visit to the applicant's place of work and thereafter it is up to the applicant and the mentor to work out how much involvement is required – how many meetings and how much discussion there will be. The mentor is there to prompt the applicant, to act as an advisor and to tell them what to expect on the day of the assessment.

The mentor does not decide if the applicant is ready to proceed; this must be their own decision.

Assessors

Since the introduction of accreditation three assessors are required to evaluate an applicant for membership. Two of the assessors must be accredited ICHAWI members and have not acted as the applicant's mentor, the third an external assessor who acts as Chair of the Committee. It is essential that the extern comes from the same discipline as the applicant and has a similar background (that he/she has experience working in either an institutional capacity or in the private sector to match with the applicant's own background). Since 2003 ICHAWI has used PACR accredited members as the external assessors, the names of which are provided by this organisation's accreditation manager.

During the process each of the three assessors keeps their own notes and writes separate reports.

2003

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06.03.2003, Brussels, Belgium:
Committee meeting.

07.03.2003, Brussels, Belgium:
General Assembly.

08.03.2003, Brussels Belgium:
Committee meeting.

This is coordinated by the extern assessor who writes the overall report, sometimes with recommendations, which the other two assessors agree to and sign. This is forwarded to the board for consideration at the next board meeting. The first applicant for membership presented and was accredited in 1997. The system has now been fully operational for sixteen years and the Institute has accredited thirty-seven Conservator-Restorers.

Accreditation Process

The system of assessment considers professional standards and professional judgment and ethics.

There are five professional standards:

1. **Assessment of Cultural Heritage** – assessing and reporting on condition, environment and threats, assessing risks and identifying any problems to be solved.
2. **Conservation Options and Strategies** – identifying and evaluating options; negotiating courses of actions for Conservation measures.
3. **Conservation Measures** – advising on, developing policy for and implementing Conservation measures, ensuring high standards are maintained, planning to minimize the effects of disasters and emergencies; maintaining Conservation records and advising on aftercare.

4. **Organisation and Management** – managing projects and workflow, client/internal and external relations, health and safety, security, records and reports, communication.

5. **Professional Development** – maintaining up-to-date practice, extending and communicating knowledge, promoting Conservation and the care of cultural heritage.

There are thirteen points to consider under professional judgement and ethics: Understanding principles and practice; conversance with guidelines; understanding the wider contexts of conservation; critical thinking, analysis and synthesis, openness to alternative methods and approaches, understanding the ethical basis of the profession, observing code of ethics and practice; observing legal requirements, responsibility for the care of cultural heritage, responsible and ethical dealings with others, respect for the cultural, historic and spiritual context of objects, handling value-conflicts and ethical dilemmas, understanding and acting within the limits of own knowledge and competence. There is an excellent PACR matrix (PACR 2011) the assessor can use relating scale of expertise with knowledge, standard of work, autonomy, coping with complexity and perception of context. The scale has 5 increments from 'novice' to 'beginner' to 'competent' to 'proficient' to 'expert'. This helps guide the assessor to reach a final decision based on the variety of considera-

tions although the applicant is not ranked in this way. It also helps in making any recommendations or is setting out clearly why an applicant has been unsuccessful. The successful candidate gives an undertaking to continue CPD and to abide by the Code of Conduct.

The actual assessment process takes place over a working day in the applicant's place of work or nearby; it may be necessary to travel to different venues to see and discuss projects which may be located in public buildings or private collections. Initially, time will be spent discussing the application, background information and setting the applicant at ease in order to establishing a good working relationship for the assessment.

A range of projects, usually not more than five, together with relevant documentation and records will be presented to demonstrate the full range of the applicant's competencies. Over lunch the assessors have the opportunity to compare notes and set out the agenda for the afternoon so that everything is covered and this provides a welcome break for the candidate. Work practice, health & safety and a range of many other issues will be covered during the detailed visit to the workplace.

It is very often necessary to have a later break so that they can carry out a final check that all competences and standards have been met and perhaps recap where responses have been unclear. The

applicant will also be given the opportunity to take up any issues which they feel are unresolved and to give additional information. Finally, the assessors will explain the process in putting together the report and recommendation and presenting it to the board for consideration. A timescale is given for the communication of the result.

Training of Assessors

There has also been formal training for the Irish assessors via PACR. The purpose of this training was to introduce the PACR framework and ensure that all assessors are working from the same basis, have an understanding of the principles and practices of good assessment and that prospective assessors are familiar with the requirements of the scheme and able to interpret them consistently and fairly.

Accreditation appeal Procedure

There is an appeal procedure in place, although it was not there from the beginning. If a candidate is refused accreditation the board will set out the reasons for refusal and give the applicant access to the report. The intention to appeal must be lodged in writing within 60 days of receipt of the decision of the board; an extension of time may be given in special circumstances. The board will appoint a sub-committee of appointees with no conflict of interest and no involvement with the initial accred-

itation to review the process. The review procedure includes discussion with both the candidate and assessors and a report with recommendations is submitted to both the board and the applicant.

However, it is essential to have a system in place which is independent – so if the review is unsuccessful and the person feels that they have been treated unfairly or the assessment is not correct they can make a formal appeal, again within 60 days of receiving result of the stage 1 appeal. This will require the appointment of an independent expert in the field of the applicant from the existing PACR external assessor list; the Institute relies quite heavily on the UK in this area.

The independent assessor will examine all relevant reports and hold discussions with the original assessors, the stage one appeal sub-committee and the applicant.

The independent expert will then prepare a report with a recommendation for submission to both the board and the applicant and the decision at this stage is final and binding.

Complaints Procedure

This refers to complaints to the Institute from both clients of members and from members in relation to an alleged breach of the Code of Conduct by another member. The complaints must be made in writing within 3 months of the issue having been raised with the relevant member and there being no satisfactory outcome. A written response to the allegation will be sought from the member in question within 30 days. The board appoints a sub-committee to make an initial investigation of the complaint ensuring there is no conflict of interest. The findings of this sub-committee are considered by the Board and if the complaint is bona fide the board will appoint an independent expert in the relevant field to investigate.

Both complainant and member will be heard separately by the expert who will write a report and recommendation for consideration by the board; a copy of the report also goes to the complainant and the member in question. The decision is taken by majority of the board and, if the member is found guilty of a breach of the Code of Conduct, the board may adopt four different levels of sanction depending on the seriousness of the case – a reprimand;



01.04.2004, Brussels, Belgium:
Bureau and committee meeting.

02.04.2004, Brussels, Belgium:
General Assembly.
New Member: ICHAWI (IE).

03.04.2004, Brussels Belgium:
Bureau and committee meeting.

an undertaking to refrain from continuing or repeating the conduct constituting the breach; a suspension of membership of the Institute; expulsion from the Institute. If a complaint is upheld there is a right of appeal by the member in question. In this case a second independent expert is called upon and a similar procedure is followed. The appeal decision may uphold or vary the initial decision or find that there has not been a breach and rescind the original decision. This decision is final and binding.

Continual Professional Development (CPD)

Once a Conservator-Restorer has been accredited that is not the end; it is essential that members have a structured approach to their continual professional development and to manage this, the Institute has a CPD review panel. At the beginning of each year, 20 % of the accredited membership are randomly selected and requested to submit their CPD record for the previous year. Those selected will then be excluded from the selection process for the following three years to avoid unfair bias (except in the case of a member failing to comply). The CPD co-ordinator then writes to the members informing them that they have been selected and that they have a period of three months in which to provide their CPD records to the panel. A basic CPD record form is sent to all members selected for assessment. This provides a structure for people to

work with. Members are not required to make an entry under every section on the form.

A wide range of activities can be cited as CPD; however it is important that members clearly indicate how their work practice has benefited from each activity.

It is possible for members to take periods of professional leave, for example due to ill health, extended maternity/paternity leave or a career break. In these cases, members must write to the Secretary of the board to apply for a sabbatical exempting them from a CPD review for an agreed period of time. Failure to supply the necessary records in this time period will constitute a failure to comply with CPD requirements. Those that fail a CPD review are automatically required to submit the following year; if a member fails three years in succession their accredited status is withdrawn. The CPD review panel's activities are conducted to a fixed timetable each year which is circulated to all members. ICHAWI undertake to assist members in maintaining their CPD through the provision of bursaries.

Funding the Process

On application for accreditation all applicants pay a non-refundable fee of € 100; when they are ready to proceed they pay € 300 towards the accreditation process. The fee the Institute charges for accred-

12.–13.06.2004, Zurich, Switzerland:
Bureau and committee meeting.

itation does not normally cover all of the costs especially as often only one applicant presents at a time but the shortfall is met through monies raised by the Institute in running courses.

Reference

PACR (2011) PACR Guide, PACR is the professional practice assessment for Conservation professionals wishing to gain accredited status, Institute of Conservation v Dec 2011.

www.icon.org.uk/index.php?option=com_content&task=view&id=749&Itemid=73 (accessed 03.07.2011)

*ICHAWI and IPCRA have now become 'Institute of Conservator-Restorers in Ireland' ICRI, representing all Conservators in Ireland



Miklós Szentkirályi (Picture by Stefan Belishki)

Changing Legislation about Conservation-Restoration of Cultural Property in Hungary

Dr. Miklós Szentkirályi

President, Magyar Restaurátorok Egyesülete (MRE)

Dear Colleagues, Ladies and Gentlemen, thank you very much for the opportunity to introduce our country to your organisation and to celebrate with you the fact that we are also 20 years old.

It was only in the 1980s that changes in the law made it possible to establish an independent professional organization; before that date the political situation in Hungary meant that it was impossible to establish a free organisation or society.

In 1991 eighty conservators decided to do something about our professional development and make an attempt to regulate the profession. A Code of Ethics and Statutes were developed and a body of experts was formed. The Society was officially accredited in 1992. At present we have over 460 members, 320 of which are active – we also have a lot of retired colleagues who are still members but are not active anymore. The founders of the Society are all professional conservators, all have appropriate diplomas.

There are, however, a few exceptions within the profession and the situation regarding preservation within our country can essentially be described as

a total mess, both in terms of museum and monument protection.

The first law on Conservation-Restoration in Hungary was established in 1997. This was a law on museum property and in fact, two different laws were introduced: one dealing with museum property, the other with monument protection. These two different laws define the profession in absolutely different ways creating situations that are very difficult to deal with. What is extraordinary is that the professional bodies were not consulted when these laws were drawn up. As a result we do not know who created these two different definitions but, it is certainly not us and not the profession. In our response to this situation, we have tried to combine these definitions to form something which uniformly deals with all cultural heritage independently of its value and independently of its level of protection. This is because the Hungarian Society of Conservators wants to deal with the whole of cultural heritage as though it is one entity, protected or not.

This will be the basis on which we hope to somehow build a law on professional practice so that we

can reach a situation where only the professionals with appropriate education can intervene on cultural heritage objects.

According to the government, it is necessary to put in place new legislation to change the situation created by the previous 1997 law. The legislation is reportedly ready, but we do not know how it has been made, what it is or how we may have to respond to it. This describes our current legal situation.

When considering education in Hungary, the situation is a bit better and is constantly developing. At present we have a 5 year educational model which amounts to about 4500 hours. In Hungary we only have the MA diploma as we have been successful in fighting against the two-step Bologna process; this was a very hard fight. The result is that the education consists of only MA and PhD schools which is a big advance. The PhD school consists of three years with 2 additional years for the dissertation work. It is very interesting that the museums' monument protection law and the Ministry, despite knowledge of this education system established since 1940, do not seem to care too much about it. They always try to find the cheapest people to carry out the work so a lot of people in the field practice without education or with a non-accredited education.

Within the association about 20 % of the conservators are employed by the State and the remaining 80 % are freelance. If we should build our future on this 80 %, these professionals are in constant competition with people who are not educated.

About 45 % of our members are painting conservators, 15 % are stone and sculpture conservators and 30 % are object conservators.

To finish, we want to stress that we would like to cooperate with other professions; scientists, art historians, architects and we hope that the next generation of young people will solve our problems.



18.–19.06.2005, Naples, Italy:
Bureau and committee meeting.

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Véronique Milande (Picture by Stefan Belishki)

03.03.2006, Brussels, Belgium:
General Assembly.
New members: Icon (GB), RN (NL)

FFCR is desperately looking for the public

Véronique Milande

President, Fédération Française des Conservateurs/Restaurateurs (FFCR)

Firstly, I would like to thank all the organizers of these days for the work they have done and for their warm welcome to Barcelona. Why the title “FFCR is desperately looking for the public”? It was a reference to the film “Desperately seeking Susan”. In France, our profession is not very well known. TV, radio and press love to talk about conservation, the public is passionate about conservation but their vision of it is erroneous. They only see the artistic side of our work. Is our only business a segment of the arts? The public think that the best conservators are those who have developed special recipes which, kept secret of course, allow them to achieve amazing results! For example in the translated article below:

Article in a French regional Newspaper ... 2008 ...

Julian was a senior executive in a company but the company was restructured and he found himself unemployed. He became a sculptor and a restorer: “I had already done some restoration for antique dealers.”

Julian says he has renovated all types of objects, sculpture, furniture, flooring, panelling, doors made from original materials (marble, wood, metal), with the invention of

a special paste. He said the restoration of an object should not be seen once the work is finished. “I do not have the same approach as some Conservators who want to make visible the restored part in case it may be confused with the original item”.

Secrets about a kind of material. Julian explains that he developed an original material and while he keeps the composition secret, he explains its origin and its characteristics: “When I started practicing restoration, I worked particularly with wood filler but it was not satisfactory. So I worked to create a material that would have the best properties.” After three years of experimentation, the sculptor claimed to have found a paste which “sticks everywhere, which is waterproof, resistant to hot and cold, etc.” A discovery that happened, according to its inventor: “One morning I had a click and 80% of the troubles were settled. This new material has not yet been patented. It is applied with a brush, coat after coat, and can be dyed with every colour.”

The public also think it is work that only develops from the arts and craft field and training is acquired through apprenticeship. There are often

articles about people who become restorers after a period of unemployment or just because they want a career change. Of course, journalists tell you that everything is great for these people and they have incredible hidden talents which are revealed in this new opportunity. Alternatively, someone becomes a conservator because his/her father and grandfather were conservators too – and finally, there's also a talented conservator behind each antique dealer!

To hear those stupidities is our daily life. With the exception of the museum world, nobody knows what a conservator is, that she/he studied during five years and that she/he refers to deontological and professional ethics. Knowing this, FFCR is trying to better connect with the public. I want to present to you our recent works carried out with a public focus. These works embody our approach.

First of all, we established a working group on communication and called in a specialist who helped us to define our needs and clarify our intentions. We then reviewed the standard of our graphics and completely changed our website. The previous website had been designed for professionals in conservation only and not for the public.

The communications advisor had noticed that someone surfing the web and arriving on our site remained for no more than thirty seconds.

There were no images and while the quality of the articles was not in question, their appearance was stark and texts were often too long for online viewing. The communication working group therefore thought a lot about how to design a site intended both for the public and professional domain. As a result, members now have designated access to the website where they find strictly professional information and documents concerning the work of the federation or the profession. Unfortunately, although we have put a lot of information directly and exclusively online for professionals, they have not yet fully acquired the reflex to look for such information on our website by themselves. We continue to receive emails or requests for FFCR to send articles, a membership form, the address of a professional etc. ... whereas everything is online! We still need a little time.

For the public there are different topics addressed by online documents. For example, there is a document answering questions that someone might ask if he or she tries to restore a damaged property. There is information on training for parents and young people looking for career information and to find out more about the job.

Then, there are topics such as:

- Why call in a conservator?
- Some tips for disaster response

- The French law on the restoration of cultural property in museums
- Public procurement
- Heritage protection
- You want to restore private property why call in a conservator?
- “Looking for an expert, a diagnosis” advice sheets

And of course, there is a direct link to the directory with the address and phone number of professional Conservator-Restorers in alphabetical order and which is also classified by regions and specialties to facilitate the search. We tried also to be more present in public events like trade shows. For this we needed more than a website, which is why we designed two other communications tools:

1. A leaflet explaining our profession by answering the following questions: Who are we? Who do we work for? How do we work?
2. A lexicon with simplified but complete definitions of the key terms we use: alteration, cultural properties, preventive conservation, curative conservation, condition report, ethics, restoration, reversibility, etc ...



There are sixteen definitions selected by professionals. All this work has involved other members of FFCR, not just the communication group.

The last communication tool that I will mention is the directory. This has existed for a long time and is published every two years. The most recent edition was published in January 2011 and obviously it has had to be adapted to the other documents. This is funded entirely by advertisements which are gathered in the centre of the directory as a supplier's address book. The companies are selected and obviously need to work in the sector of conservation-Restoration or be useful to the profession (insurances for example).

To conclude, we must continue to work in this direction: it takes time to know the outcome of what we've done and to do more if we feel there is a demand, but we must also be careful not to create useless tools. As you can imagine this work took us a long time. It did not involve a lot of money because we don't have a lot!

But, it did take a long time to find the financing that we needed. Obviously, all the acquired experience in the realization of this project is at your disposal.

18.04.2007, Brussels, Belgium:
Bureau and committee meetings.

19.04.2007, Brussels, Belgium:
First Presidents' Meeting.

20.04.2007, Brussels, Belgium:
General Assembly.

21.04.2007, Brussels Belgium:
Bureau and committee meetings.

We are ready to share all the things we have learned by making these documents available so that they can benefit others. This communication contributes to the better recognition of our profession, a task which E.C.C.O. has been fully committed to for many years.

All the documents created by FFCR cite and refer to E.C.C.O.'s Code of Ethics. Again thank you to all those who engage in E.C.C.O.'s work, and especially David Aguilera Cueco for representing France.



Agnès Gall-Ortlík and Voravit Roonthiva
(Picture by Stefan Belishki)



20.–22.07.2007, Dublin, Ireland:
Bureau and committee meetings.

Catalonia Today

Agnès Gall-Ortlik and Voravit Roonthiva

Former GTCR President and current CRAC President

Associació Professional Conservadors-Restauradors de Catalunya (CRAC)

In 2011, at the time of the E.C.C.O. Presidents' meeting in Barcelona, Catalonia had two professional associations. During the meeting we announced the beginning of a merging process and, two years later – in February 2013 – this effort reached a conclusion with the creation of a new association called CRAC (Associació Professional Conservadors-Restauradors de Catalunya) with almost 300 members: most of the professional community working in Catalonia.

I would like here to recall briefly the history of these two associations. The Grup Tècnic de Conservadors-Restauradors de Catalunya (GTCR), founded in 1983, was the oldest conservators' association in Spain. In 1996 a segment of its members split away to create another association, the Associació de Restauradors-Conservadors de Catalunya (ARCC). The two associations worked independently from one another until 2003, when they began – with new members on the Boards of Directors – to work together to shape a common project focused on the creation of a professional chamber. This unfortunately did not succeed. Since then, the two associations have tried to work on fundamental issues to raise the status of our profession and promote its recognition.

Thanks to this common effort a process of merging finally began in 2011 that has now been successfully achieved.

In 2011, eleven associations existed in Spain, but only four were really active. Among these associations, only one was a member of E.C.C.O. at this time; GTCR. This was thanks to the energy and ideals of Gema Campo, Rosa Gasol, Mireia Mestre and Anna Nualart, who decided to join the European Confederation of Conservator-Restorers' Organizations in 1999. ACRACV, the Valencian association, was also a member of E.C.C.O., but sadly this association had just disbanded before the E.C.C.O.'s Presidents' meeting in 2011.

As a Catalan professional association, we see two different areas where we can act to help our members: firstly from a practical point of view in issues related to everyday practice and secondly, by striving for the protection of cultural heritage and the recognition of our profession.

We insist on lifelong learning and organize, every two years, an international conference with a specific topic.

12.–14.10.2007, Brussels, Belgium:
Bureau and committee meetings.

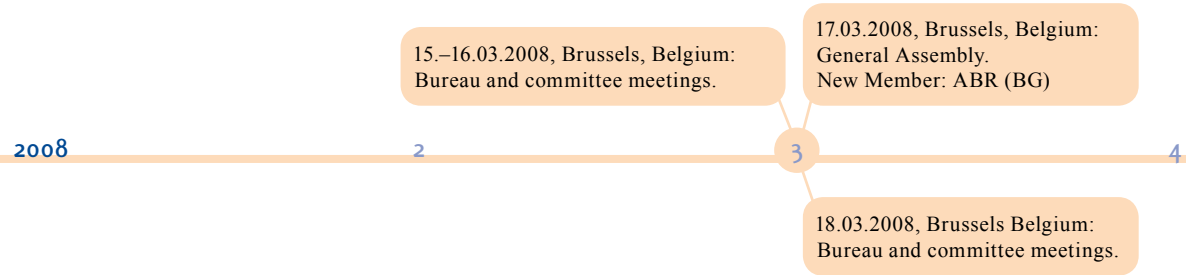
Amongst other subjects, Sustainability and Conservation and Interdisciplinarity in Conservation were tackled during our last meeting. We publish preprints that are an important bibliographical reference source for professionals. We also organize a seminar every year with debate topics such as: private practice, how to cope with administrative work or with insurance issues, for example.

The effort for the recognition of our profession in Catalonia consists of working with the Catalan administration on a project amendment to the Catalan heritage and museum legislation, or in presenting demands to institutions which stress the need to take into account the conservators working for them.

I would like to underline here that our E.C.C.O. membership has been very useful. We have used the E.C.C.O. Guidelines and the Recommendation document as references to support our demands in changing the legislation. The Competences document could also be used in an abridged form. We think that these texts can act as a model and should be adopted and adapted by all European administrations. It is really a chance to build a European Confederation of Conservators' Associations and we believe that the greater our numbers, the stronger we would be.



Núria Pedragosa (Picture by Stefan Belishki)



Motives for becoming E.C.C.O. member in the 90s and current relevance of E.C.C.O.

Gema Campo (Vice President), Presented by Núria Pedragosa

Grup Tècnic de Conservadors-Restauradors de Catalunya (GTCR)

First of all, I would like to express our gratitude for all the work done by E.C.C.O. during these twenty years, as well as the impression that this celebration of the twentieth anniversary in Barcelona creates.

In giving this presentation I represent the members of the Board of the Grup Tècnic de Conservadors-Restauradors de Catalunya (GTCR) that was active during the end of the 1980s and beginning of the 1990s. During this time, the President was Maria Antonia Heir, who unfortunately is now suffering from a long illness. I would also like to acknowledge Salvador Garcia, Glòria Flinch, Rosa Gasol, Pere Rovira, Anna Juvé and Carme Sandalines who, during six years, were members of the Board of the GTCR.

The group of people that have been kindly invited this year by E.C.C.O. to join the celebration believed in the project that created a European confederation of Conservators and even though we were a small association, we also believed and initiated efforts to join at that time. A small history of our participation in E.C.C.O. is summarised below:

GTCR first heard about the formation of this confederation during a congress on the history of con-

servation held in Interlaken (Switzerland) in 1989. The first real contact between GTCR and E.C.C.O. was made in January 1991, when Gema Campo and I travelled to Paris, in a rush, having discovered at the last moment that a preparatory meeting had been organised where each association could present the situation for Conservator-Restorers in its country. On that occasion the representatives of the GTCR presented our organization informally at a face-to-face meeting with the then E.C.C.O. committee. In reality, we were very surprised to discover all the different types of associations that were becoming part of a professional network quite different to the one we were used to in Catalonia at this time.

In October of 1991, in Brussels, we witnessed, as representatives of GTCR, the approval of the Statutes and the official creation of E.C.C.O. Once again, on this second occasion and while attending some preparatory meetings in the different official dependencies of the European Union, we had the feeling that we were part of something important.

This was an exciting moment for us and our profession as we recognised that living in Spain and in Catalonia we needed this important leadership.

17.-18.05.2008, Paris, France:
Working Group Competences.

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05.-06.07.2008, Paris, France:
Working Group Competences.

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The agreements that were approved at this time were ones that were promoted throughout the field of cultural heritage Conservation, by the whole community of professionals. At this moment GTCR could not become a full member of the confederation due to issues relating to our Statutes. First we had to make a series of changes which were implemented with a lot of perseverance by other members of the Bureau of the GTCR that followed. Finally our efforts were rewarded when, in 1999, we were able to become a full member of the Confederation. In recalling these events and speaking with colleagues, I remember that, at that moment in the 1990's, we thought it was very important "to jump on the bandwagon" represented by the European union of professionals in the conservation field. The fundamental idea that prompted us to join was the desire to improve every aspect of the professional exercise of conservation. In the conversations we have had over these last few days I realise that it is those agreements and the documentation created by E.C.C.O. that have been the guidance that we have tried to follow in carrying out our work, inside the institutions, in the teaching and in the preservation of cultural heritage, where we exercise our profession.

Thank you again for the initiative and the success of the celebration of this twentieth anniversary.



25.–26.10.2008, Paris, France:
Bureau and Committee Meetings.
Working Group Competences.

Some Academic and Professional Points to Solve About Restoration

Guillermo González Lázaro

Asociación de Alumnos y Exalumnos de la Escuela Superior de Conservación y Restauración de Bienes Culturales de Madrid

AESCROM is the Student and Alumni Association of the Escuela Superior de Conservación y Restauración de Bienes Culturales de Madrid (AESCROM). It is constituted as a non-profit entity under Article 22 EC, and is governed by the Ley Orgánica 1/2002, March 22. These control the rights of associations and related regulations, including our Statutes.

The association's main objectives are to:

1. Defend the interests of the students and alumni of the Escuela Superior de Conservación y Restauración de Bienes Culturales de Madrid (AESCROM).
2. Function as a means of communication between the students and alumni of the school.
3. Promote communication between the different schools of Restoration and with other associations of Restorers.

4. Promote and manage the creation of scholarships, exchanges and agreements with institutions, public and private, national and international in order to improve the training of its members.
5. Collaborate actively or passively with public and private institutions, both national and international, whose aim is the promotion and enhancement of the profession of conservator and restorer of cultural property.
6. Strive for gaining a specific legislation that regulates our degree and that gives it the consideration it deserves.

From AESCROM's point of view we have not wanted to miss the opportunity provided by E.C.C.O. to participate in this meeting, on the occasion of its 20th anniversary.

20.–21.02.2009, Copenhagen, Denmark:
Working Group Competences meeting
with ENCoRE.

2009

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30.–31.03.2009, Sofia, Bulgaria:
Presidents meeting and General Assembly.

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This presentation focuses primarily on issues that we consider of particular importance at the present time, and that cause some problems for us and uncertainties for the future. For that reason, I will explain quickly and concisely the nature of these problems, our association's opinion of them and their possible solution.

First of all, we are concerned about knowing how to distinguish what or who can be part of a professional conservation and restoration association. We believe it should be necessary to defend the need for a strong and complete academic background in order to be part of any professional association, or similar, both nationally and internationally. This training must be of high quality and recognized by the educational authorities and universities of each country. Without willing to downgrade other complementary or in-depth studies in different subjects, we believe that currently in Spain, the only official studies in which this training is taught is in the Degree in conservation and restoration offered by some universities and Escuelas Superiores de Conservación y Restauración de Bienes Culturales.

Professionals currently working in our country as Conservator-Restorers usually have a degree in Fine Arts, specializing in Restoration or a degree in Conservation-Restoration of cultural goods from the Escuelas Superiores de Conservación y Restauración de Bienes Culturales¹.

But it must be clarified that these are not the only ones who have been undertaking conservation or restoration functions.

From certain areas, there are courses and Master's degrees with conservation and restoration in the title that do not satisfy the requirements of Conservation-Restoration and can be confusing for students, who may believe that they will gain sufficient knowledge to exercise the profession. At the same time, these degrees, which can be complementary to a more solid and basic education, can also be confusing for the hiring institutions who do not understand these differences.

Currently, the degrees and diplomas of the Escuelas Superiores have changed to Grado degree or the equivalent to a Grado degree. The question in front of us is which degree system will be selected as the access route for the validation exam that will be adopted by the people who have been developing the profession of Conservator-Restorer?

Regarding the content of the validation exam in Spain it will be the corresponding Ministry who will decide the process required and the minimum level of qualifications necessary. AESCROM believes however, that it is necessary to make clear to the Ministry that it should not be possible to hold a Bachelor degree in any discipline and subsequently obtain a Master or postgraduate degree in Conservation-Restoration and then be eligible for

06.–07.06.2009, Leuven, Belgium:
Bureau and committee meeting.

this validation exam after which one is recognized as a Conservator-Restorer.

The latest news is about the recognition of the old Conservation-Restoration studies to Grado. Currently there are proposals for an almost direct recognition of qualifications issued by the Escuelas Superiores, due to the great equivalence between the old curriculum and the new Grado. But, the high workload and the disappearing curriculum must also be considered, because with an average of 33 hours per week, which means a total of 316.8 credits, the dedication and workload of the students exceeds even that of many new degrees. The explanation for this goes back to the decision of the Órden Ministerial, March 14th, 1998, to amend the curriculum of the Escuelas Superiores de Conservación y Restauración de Bienes Culturales thereby establishing a four-year curriculum. This curriculum was in place when the LOGSE was integrated within the Enseñanzas Superiores, with an equivalency to a University Diploma. But the course length was cut by one year and the studies compressed to three years. Thus, maintaining the proper content of Licenciatura studies is only achieved at the expense of a heavy workload: 31 hours per week per course, with 2976 class hours, equivalent to 297.6 credits. In any case, to gain the validation, it will be necessary to prepare the degree's final project which is mandatory for the current Grado degree.

Secondly, AESCROM is interested in taking part, as an association within a federation that supports a professional association, as long as what has been already stated is respected, ergo the need to defend an academic background in conservation and restoration in the terms that have been described.

Finally, we think that the primary purpose for creating a professional association is to defend the interests of each and every one of the professionals within it.

We consider it essential that the rights of the restorers start to be defended at two levels:

- A. For those who are self-employed, it is necessary to create an agreement tailored to their needs (and that they are not in the agreement that encompasses the construction workers, for example). It must be clearly stated which are the tasks developed by a professional Restorer, and if necessary, promote the figure of the restoration helper. It seems essential to overcome the current situation in which they work with individual secondary contracts, oficial de 2ª, de 1ª, etc., without possibilities of improving within the companies.
- B. For those who work for governmental administration, there are also inconsistencies since the figure of conservator is not well defined.

There is a problem when qualifications are demanded by the administration at the beginning of a process where recruitment is adapted according to the interests of the Autonomous Community or contracting entity. Thereby, sometimes a Licenciatura in Fine Arts with a specialization in Restoration is demanded, denying access to the call for professionals with degrees from the Escuelas Superiores. In our opinion this contributes further to a climate of confusion and degradation of our profession.

To finish, we would like to thank E.C.C.O. and the organizers of this meeting for our invitation to participate and we look forward to future and prosperous collaborations.

Endnote

- 1 We except here the Museum Conservator who does not conflict with our interests since these positions are usually accessed by oposición. The use of the word Conservator can be misleading in some ways and perhaps is not an entirely appropriate term since their functions are more suited to those of museographers and museologists, with the responsibility for the collections. The Conservators-Restorers are the ones who take charge more directly of the Conservation and Restoration functions.



Brigitte Esser (Picture by Stefan Belishki)



20.-21.03.2010, Leiden, The Netherlands:
Working Group Competences.

Report from the Association of Restorers-Conservators of South Tyrol

Brigitte Esser and Verena Mumelter (President)

Verband der Restauratoren-Konservatoren Südtirols Associazione Restauratori-Conservatori Alto Adige (VRKS-ARCA)

South Tyrol is the northern-most province of Italy and home to three different linguistic groups: Germans, Italians and Ladins. It enjoys special status in Italy thanks to the Autonomy Statute drawn up in 1972. This Statute has attracted interest on an international level as a model for the protection and self-administration of linguistic minorities.

One could say that South Tyrol lies in the heart of Europe. Relations with neighbouring countries are very good with an on-going cultural exchange. The size of the historic, artistic scene in South Tyrol is a result of the various influences from both the north and the south. The collection of Romanesque murals has not been exceeded anywhere in Europe. The Regional Authorities for the Protection of Historic Buildings and Monuments are responsible for the care and maintenance of artistic and cultural goods, a task which is carried out with great expertise.

Against this background and with a view to Europe, the Association of Restorers-Conservators of South Tyrol was, after one year of preparation, founded in

April 1993 with a total of 24 members. The overriding aims, which led to the foundation, were those of all European associations: the protection of the profession based on proper qualifications, public relations, further-education possibilities for its members, exchange with other associations, visits to exhibitions, and cultural work in general.

Our association has followed the activities of the umbrella organisation of the European Confederation of Conservator-Restorer's Organizations right from the start. In 2003 we strove for admittance into "E.C.C.O.". Our association was finally accepted in April 2004 following a rigorous inspection by the Committee of E.C.C.O. and the submission of a revised version of our Statutes, paying particular attention to qualified training in accordance with the criteria set out by ENCoRE. Our Austrian colleagues were the force behind us.

We would like to take this opportunity to thank them and the E.C.C.O. Committee of that time, most sincerely for their support.

13.06.2010, Brussels, Belgium:
General Assembly.
Working group Strategic Plan established.

12.06.2010, Brussels, Belgium:
Bureau and committee meetings.

14.06.2010, Brussels Belgium:
Bureau and committee meetings.

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It is exactly because we are a small association, most probably the smallest in E.C.C.O. and because the status of Conservator-Restorers has worsened over the last few years that it means so much to us to be part of this large umbrella organisation.

Our colleagues from the national association ARI will most certainly examine the difficulties in Italy in detail. Attempts at statutory control for the protection of the profession have, for the time being, been abandoned on a national level. The uncertainty surrounding recognition and job possibilities has meant that young people are taking up this profession less and less; our association has fewer members than it had in 1993, the year it was founded. We do not however, want to give up and we will continue to plan courses of further education, practise public relations and maintain contact with Regional Authorities for the Protection for Historic Buildings and Monuments. We are also working on a homepage, something we have had in mind for a while now.

It would be an honour for our association if one of the annual meetings of E.C.C.O. were to be held in South Tyrol. If you are interested and we get the right support this could well happen.



Jana Šubic Prislan (Picture by Stefan Belishki)



04.–05.09.2010, Paris, France:
Bureau and committee meetings.

27.–28.11.2010, Berlin, Germany:
Bureau and committee meetings.

The Conservator-Restorers' Society of Slovenia – a Growing Community

Jana Šubic Prislan

Društvo Restavradorjev Slovenije (DRS)

Firstly as a conservator from Slovenia I would like to congratulate E.C.C.O. on its anniversary and present you with compliments from my colleagues who have a big wish to become part of this important confederation.

In Slovenia, conservation as a profession started at the end of the 19th, beginning of the 20th century and was developed by the Academy of Arts and the first museums. The National Museum, founded in 1883, and the National Gallery in Ljubljana had a leading role. The Slovenian Society for Conservation-Restoration was founded in 1993, but only really became active in 1997 with 142 members. Today we have 283 members: 132 professional/regular members, 147 associated and 4 honorary members. The professional community in Slovenia is steadily growing and so is DRS. In 1998 we adopted the ICOM and E.C.C.O. guidelines and documents and today we have the status of a public interest society.

Our president is Mrs Gojka Pajagič Bregar, who unfortunately could not attend as we were only able to finance one participant.

We are a small country with 2 million people and few conservators; they have only recently stepped from behind the scenes and taken an active part in the protection of our precious cultural heritage. We decided that we want to make our own decisions and not let others speak for us. In having a greater voice the profession has started to be recognized through its activities and the Society has started to play an important role.

To fulfil our goals we first tried to bring professionals together, by keeping them informed via mailing lists. The Society has organized many events jointly with the conservation section of the Museum Association and the Restoration Department of the Academy of Fine Arts and Design. Since 2001, we have been organizing annual spring meetings where Conservators have the opportunity to give short oral and poster presentations. The meeting has now become international, and we also try to take part in similar events in other countries.

04.–05.04.2011, Barcelona, Spain:
20th Anniversary Celebration:
Presidents meeting and General Assembly
New Member: DRS (SI),
Associate Member: MAPCo-Re (MT)

11.–12.04.2011, Rome, Italy:
Working Group Competences.
Working Group Recommendation.
meeting with ICCROM.

2011

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Every year the Society produces a publication with the title ‘Conservator-Restorer’, because this is the name that we are using in Slovenia.

It contains poster abstracts and this year the Society is already working on a more comprehensive catalogue. We also organize excursions to visit exhibitions, fairs and to meet our colleagues around Slovenia and abroad. This leads to an exchange of knowledge and views. Recent visits have included trips to Florence in Italy and Dubrovnik in Croatia. We organize lectures and workshops on research, materials, techniques, different Conservation-Restoration practices, bringing experts from abroad.

The Society has a website, which it is currently working to modernize and update. This will be done together with a new design for membership cards and logo. The website is a source of information for professionals and also offers useful information for the general public.

On this occasion honorary membership is also awarded. With this award the profession in Slovenia has become more known to the general public and has increased in importance and is comparable to other professional societies.

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Perhaps our most important achievement to date is the establishment of a professional award in 2007, named after the pioneer of the Slovene restoration profession: Professor Mirko Šubic. Every year the board selects amongst candidates, those who are awarded a prize for their life-long work or for achievements in the previous year.

17.–18.06.2011, Paris, France:
Bureau and committee meeting.

26.08.2011, Bern, Switzerland:
Meeting with IADA.

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Report from ARP – Associação Profissional de Conservadores-Restauradores de Portugal

Alexandrina Barreiro

President, Associação Profissional de Conservadores-Restauradores de Portugal (ARP)

This report covers the period between January 2010 and December 2011.

The Law 140/2009 regulating heritage came into force at the end of January 2010. It describes the required education profile (5 years) and subsequent years of practice (5 years) needed by a Conservator-Restorer in order to undertake a conservation project involving classified cultural heritage.

Due to the vast number and heterogeneous levels of Conservation-Restoration education, the applicability and execution of this law is problematic. ARP was therefore called upon to join forces with the Ministry of Culture to develop a strategic plan for the Conservation-Restoration field. A joint document was produced proposing a network that would enable the implementation of the Decree Law 140/2009.

This strategic plan also alerted the Ministry of Culture to the fact that the number of Conservation-Restoration courses continues to rise at an alarming rate not only for education levels 6, 7 and 8 (EQF) but also for levels 4 and 5.

In 2011, again with the collaboration of ARP, the evolution of Portugal's higher education Conservation-Restoration education courses and institutes was recorded and data on the estimated number of professionals graduating from those courses provided. The number of Conservators-Restorers¹ from 1985–2010 were calculated to be 1187 in total. This number massively exceeds the country's needs and forces an increasingly large number of professionals to change their Conservation perspectives.

The Church's Cultural Heritage National Secretariat (Secretariado Nacional para os Bens Culturais da Igreja), having realised the need to maintain an interactive relationship with ARP because of its growing role in the recognition of the working professional's education profile, have invited ARP to participate in a working group: Grupo de Trabalho para a Área da Conservação e Restauro. As part of this group they have asked ARP to facilitate contact with its members in order that the Church may create a database containing the Conservation firms of those members.

9.–10.12.2011, Budapest, Hungary:
Bureau and committee meeting.

ARP has also participated in the section of Museums and Conservation-Restoration of the National Council of Culture (CNC), a consultative body of the Ministry of Culture to discuss matters of national interest.

At a political level much has changed since the middle of 2011 when national elections resulted in a new government whose austerity measures reduced the Ministry of Culture to a Secretary of State. Resulting from these same austerity measures the conservation department, which some years earlier had been an independent Institute, has been reduced further to a mere division in the broader entity of three fused institutes. A further consequence of this austerity policy has been the ending of the National Council of Culture (CNC).

Having been invited once again by the IIC Spanish Group (GEIC), ARP was part of the Scientific Committee for the II Encontro Luso/Espanhol: conservação e restauro das artes decorativas em Espanha e Portugal that took place at the Palacio de los Águila, Ciudad Rodrigo (Salamanca) Spain on November 19th of 2011.

2011, was also an important year for conservation in Portugal with the 16th Triennial Meeting of ICOM-CC, hosted in Lisboa, 19th–23rd of September. ARP was one of the four partners in its organising committee.

The Portuguese participation in terms of presentations was very significant being surpassed only by the UK. It was also a good opportunity for a wider international circulation of our Journal “Conservar Património”. ARP has continued with the publication of this peer reviewed journal.

The ICOM-CC Lisbon Meeting was unfortunately too expensive and the economy of our members did not allow them to attend the meeting, in response to this situation ARP hosted in December an informal meeting to present in Portuguese, not only the papers presented at ICOM-CC, but also those that had been submitted but which had for some reason not been accepted.

With the objective of promoting and presenting the role of the association to conservation students, ARP organised an afternoon session of presentations at the ESTT conservation students in Tomar, one of the education institutions recognised by ARP and ENCoRE.

The paper group also organised in March 2011, a workshop for members of ARP: Branqueamentos na Área de Papel: tratamentos e considerações at the Conservation department of the Instituto dos Museus e da Conservação.

Due to a new policy of cutting costs, ARP’s 3rd Directory of Conservator-Restorers, was published online in pdf format at the beginning of 2011.

The Directory was distributed at national level to all those who have direct contact with heritage.

Although only 10 % of the Conservators-Restorers are members of ARP, it is ARP's belief that this percentage will gradually increase as heritage managers begin to give priority to conservation projects led by Conservator-Restorers whose education is recognised by ARP (as their members).

Endnote

- 1 By Conservator-Restorer we mean the professional that possesses the highest university education (or equivalent) that is demanded at this time for the exercise of the profession.



11.–12.05.2012, Naples, Italy:
Bureau and committee meeting.

14.05.2012, Naples, Italy:
General Assembly.
New Members: ACRE (ES),
New Associate Member: A.C.R.RO. (RO).

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08.–09.09.2012, Bratislava, Slovakia:
Bureau and committee meeting.

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24.–25.11.2012, Ljubljana, Slovenia:
Bureau and committee meeting.
E.C.C.O. membership of Europa Nostra confirmed.

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National Report from Belgium

Els Malyster

*President, Association Professionnelle des Conservateurs-Restaurateurs d'Oeuvres d'Art /
Beroepsvereniging voor Conservators-Restaurateurs van Kunstvoorwerpen vzw. (APROA-BRK)*

In 2011 Belgium was with no government! Nevertheless, everything kept on running, but we knew a lot of budget cuts were in prospect – what the consequences for the cultural and heritage sector would be we couldn't foresee. But one thing is sure: a Conservator-Restorer shall always be involved as consultant, researcher and practical actor in the preservation of art and cultural heritage. So it is necessary to continue to go on with further developments in our work field, to keep on with theoretical as well as practical training, to share knowledge and experience. This is what our bi-annual colloquium aims for.

The last one took place in October 2011 and was called "To restore the invisible". The turnout was great; the conferences crossed the borders of different professions as the multidisciplinary nature of our profession was clearly being put forward. The aim of this colloquium was also to highlight the different specialisms within our profession for everyone involved in the sector.

Considering the large attendance, the positive comments and active participation of the listeners in the discussions after the lectures, this last colloquium was a big success and one of the most

interesting to date. Of course APROA-BRK held its annual General Assembly, in March, which was also the 20th anniversary of our association. We were glad to welcome three new members and also discussed a problem that was presented to our Deontology Council concerning taxation. This issue is being transferred to the Federal State Service of Finances, but so far we have not received an answer.

During the General Meeting, we also wanted to make changes to our Statutes, but since there was not a quorum of present and represented members we couldn't vote on the proposed adaptations, and had to convene another General Meeting later that year. The meeting ended with a glass of champagne, a cheese buffet and a big cake on top of it all to celebrate our anniversary.

And of course another anniversary had to be celebrated this year, the one of E.C.C.O. The Presidents of the member organisations were invited as well as the co-founders and past Presidents of E.C.C.O. to Barcelona, which made the Belgian delegation quite large with no less than four attending from APROA-BRK and of course our long term Delegate and E.C.C.O.

2013

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08.–09.03.2013, Paris, France:
Bureau and committee meeting.

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19.–20.04.2013, Lisbon, Portugal:
Bureau and committee meeting.

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21.–22.04.2013, Lisbon, Portugal:
Presidents meeting.
General Assembly.

Treasurer Michael Van Gompen was there as President of APROA-BRK. Myriam Serck-Dewaide Co-Founder and Pierre Masson Past-President of E.C.C.O. also joined the meeting. The two days were quite full, interesting and very friendly. It was also an ideal moment to get an idea of the developments of our profession and its recognition in every country. The publication “Competences” based on the EQF system was introduced and distributed, congratulations to E.C.C.O. for this major achievement!

In May we held our second General Assembly, which was also an opportunity for a presentation of some digital microscopes. After this interesting demonstration, the changes to the Statutes were accepted during the vote at the meeting. We also were very happy to welcome three new members to the Board of our association.

Before the summer holidays, there was also a visit organised for our members to the recently discovered and restored mural paintings dated around 1400 in the Saint John’s church in Mechelen.

And finally, due to the lack of government, our request for the protection of our professional title was also put on hold. We can only hope that in 2012 this dossier will be reactivated.



Stefan Belishki (Picture by Jaap van der Burg)



08.–09.06.2013, Brussels, Belgium:
Bureau and committee meeting.

The Situation in Bulgaria

Stefan Belishki

The Association of Conservator-Restorers in Bulgaria (ACB)

The Association of Conservator-Restorers in Bulgaria (ACB) was founded in 2003. It is registered as a not-for-profit organisation, acting for the benefit of its members. The main objectives are further development of the profession and discipline of Conservation-Restoration, increasing the level of professional practice, development of the higher education in the field, supporting successful practice in Conservation-Restoration and acting for the legal recognition of the professional Conservator-Restorers. ACB is a small organisation with less than sixty members. The number of the members fluctuates, but generally the trend is towards slow increase.

ACB holds annual meetings, entitled “Forum Restoration”. This includes a poster exhibition and a day of presentations and discussions.

These annual meetings are international – ACB invites colleagues from abroad to contribute and share their knowledge and achievements.

In 2010 the meeting took place in the Sredets Gallery, in the Ministry of Culture. Special focus centred on the presentation of our colleagues from the Hungarian Association of Conservator-Restorers.

Along with this annual event, ACB was involved in two Conservation projects: on the Conservation of the wall paintings in Saint Nedelya Cathedral in Sofia, and on the Conservation of the two icons, painted by one of the most famous Bulgarian 19th century icon-painters. The first project is on-going, and its development depends on the possibilities for funding.



14.–15.09.2013, Paris, France:
Bureau and committee meeting.

9



19.–20.10.2013, Rome, Italy:
Bureau and committee meeting.

10

14.–15.12.2013, Dublin, Ireland:
Working Group Strategic Plan.

11

12

The association is active also in legal issues and frequently approaches the Ministry of Culture. Over the last year, letters have been sent expressing serious concern on several negative aspects of the recently passed law on cultural heritage.

In spite of the active position of ACB and the declared willingness for open discussion on the part of the Ministry, there is hardly any constructive dialogue on this subject.

The association is especially concerned over the inappropriate regulation for practice in Conservation-Restoration. The newly adopted regulations “de facto” allow people with no education in Conservation-Restoration to work on cultural heritage in Conservation-Restoration projects.



Ingrid Louise Flatval (Picture by David Aguilera-Cueco)



The Norwegian situation, challenges and solutions

Ingrid Louise Flatval

Nordisk Konservatorforbund, den Norske Seksjonen (NKF-N)

NKF-N is the Norwegian branch of the Nordic association of Conservator-Restorers. It consists of members that are both conservators and non-conservators. Its main aim is to work for a high professional standard among our members and to promote conservation among public and private owners. Our membership numbers are:

- 130 full members
- 24 associate members
- 34 student members
- 9 concessionary members
- 4 honorary members

So NKF-N has a total of 201 members. The accreditation of full members is made on the basis of three years approved education and one year approved working practice. Full members can use the acronym NKF-N behind their conservation title. In the annual meeting in 2010 we were facing huge challenges mainly due to a very bad economy. The poor economy was due to a number of reasons: we have a lot of costs connected to printing and distributing our magazine *Norske konserver* and the Nordic Association magazine. We lost the support from the Norwegian Archive Museums and Library Authority which gave us travel funding.

This funding is no longer available and we had a very expensive solution for our web pages, together with the cost of E.C.C.O. membership. Another problem associated with the poor economy was that our members did not pay their fees. There was a backlog, in some cases three years, so a huge amount of work was done in order to collect the fees owed. So we had to cut costs.

Another problem was that we needed to retain our members because some members felt that they did not receive any benefits from their membership, therefore they didn't pay their fees. We were facing the challenge of how to reach out to our members because the feedback that we received was that everything was taking place in Oslo, the capital of Norway, and that not many of our activities were taking place in other parts of the country.

So the question was how do we approach these challenges? Was there something that we could do to improve our economy? Firstly our magazine went from print to an e-magazine and we had to increase the membership fee to avoid a deficit – so full members now have to pay NOK 700 which is approximately € 87. So it is much more expensive to be a member in Norway than it is in any other Nordic country.

16.05.2014, Online:
Committee meeting.

5

06.06.2014, Online:
Committee meeting.

6

04.07.2014, Dublin, Ireland:
Editorial meeting Strategic Plan.

7

18.07.2014, Online:
Committee meeting.

05.08.2014, Online:
Committee meeting.

8

Another approach was to establish a new web site – this was also a way to reach out to our members as the old web pages were very static and it was impossible for us to improve them because of the coding used for their construction. In the old system we could not change the page content ourselves; we had to use a commercial company which cost us a lot of money. To achieve our goals we had to find a low cost solution to hosting and writing the web pages, that was flexible and easy to operate, and we had to end the previous contract that was expensive and impossible for the board to operate. Our new web pages use a Joomla content management system and the total cost of our new web pages was € 1560. Comparing the old to the new: annually it cost NKF-N approximately € 1250 to € 1750 for the old solution, whereas the new will cost around € 310.

The new pages include a log-in function where only fully paid up members have access to see new positions, discuss and ask questions in a discussion forum and download our magazine and other relevant documents that have been produced during the previous years, there is also a calendar.

Pages that are open for everyone include: “Find a Conservator” where members can choose to be listed in different specialism groups. There are pages about the organization and hopefully soon there will be some information available in English.

Norway is a very long and diverse country and conservators are spread all over the land. If you rotate the country around the capital, Oslo then the most northerly point will reach all the way to Italy, which means that it is a long way to travel. To address the complaint that everything is happening in Oslo making it difficult for other conservators to take part in our activities coupled with the rise in fees and members increased demand for better return on their fee we needed to reach out. As a start-up procedure for the establishment of local groups and as a way of organising events in other parts of the country, the central committee asked individuals to arrange a local social event. To date these have been organised in Bergen, west Norway, Oslo and mid-Norway in Trondheim. The aim is to organize seminars, meetings and to have one of the annual meetings outside the capital. Two persons from the central committee have been responsible for following up these groups. We cannot push people into establishing local groups; it has to be voluntary and come from those people who really want to have a local group. We decided that NKF-N will give some economic support to local group leaders to travel to our Annual General Meeting AGM, if they agree to present their group and what they have done over the previous year. Our AGM will be held shortly and the west coast group will attend this meeting.

The results of these efforts is that our economy has improved – it is not very good but it is better and we

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10.10.2014, Online:
Committee meeting.

23.10.2014, Online:
Committee meeting.

12.12.2014, Dublin, Ireland:
Bureau and Committee meeting.
RN withdraw from E.C.C.O.

will propose to lower our annual fees at the AGM if our members agree, which I am sure that they will. The fees will decrease from € 87 to € 62 which is more in line with the other Nordic countries. We have more members and the annual NKF-N meeting will be in Bergen and will be arranged by the west coast local group, and we have on-going discussions on our new and vibrant web pages.

Due to a bad economy we had to focus on internal work during 2010, the aim next year however, is to focus on being more visible. This includes improving collaboration with the National Museums Association, we are in a constant dialogue with them and we have been invited to participate in a group that is working on a national plan for collection management. So in this we hope to make the work of the conservator, the profession and our competence more visible in the work of managing our cultural heritage.

In the near future there will be the IIC Nordic

triennial conference in 2012, which NKF-N is responsible for organizing. The theme is “planning to move, processes and consequences for objects, collections and society”.

A working group has been set up by the Board that comprises of people of different ages and competences within the conservation profession and from different parts of the country. This theme is an on-going discussion within Norway as many museums are planning to move and there is a huge debate in the newspapers, especially about the proposed move of the Viking ships.



16.01.2015, Paris, France:
Working Group Legislation.

24.01.2015, Online:
Working Group website

06.02.2015, Online:
Committee meeting.

09.02.2015, Online:
Committee meeting.

18.–19.04.2015, Bratislava, Slovakia:
Committee meeting and General Assembly.
Declaration of Bratislava.

22.–24.04.2015, Namur, Belgium:
E.C.C.O. Delegation at the CoE “Conference
of Ministers Responsible for Heritage.”
Adoption of the Declaration of Namur.

09.03.2015, Online:
Committee meeting.

25.–27.03.2015, Rome, Italy:
Working Group Legislation.
MoU with ICCROM.

08.04.2015, Online:
Committee meeting.

2015

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Karen Borchersen (Picture by David Aguilera-Cueco)



15.06.2015, Online:
Committee meeting.
Observer status granted to the
CoE steering committee CDCPP.

07.07.2015, Online:
Committee meeting.

29.07.2015, Online:
Committee meeting.

Nordic Association of Conservators – Danish Branch, Status and Future

Karen Borchersen

President, Nordisk Konservatorforbund, Den Danske Afdeling (NKF-dk)

The Board of the Nordic Association of Conservators, Denmark, is going through a rejuvenation process these years. At present only two of the old group are still active in the Board: our E.C.C.O. delegate of over 10 years, Helle Strehle, and myself. I was elected Chair last year after 10 years as Vice-Chair working with Michael Højlund Rasmussen.

Through the winter of 2010–11, two major issues have been on our schedule:

The first concerns a report on the museum landscape in Denmark which involved the appointment of NKF-dk as hearing partner on the issue of the conservation centres. The working group consisted of leaders from the conservation centres as well as rector of the School of Conservation. We had a very fruitful cooperation and handed in a joint model for the future funding and organisational placement of the conservation centres. But alas, in the end the ministerial report stated that the conservation centres should no longer receive funding directly from the state and the irregularity in the funding depending on very old facts were not addressed. That was not a success for us.

The second issue has involved lots of E.C.C.O. members and partners and on behalf of Conservation-Restoration in Denmark I wish to thank all contributors for the supporting letters for the School of Conservation.

In December 2010, it was announced that the school was to have a Rector from the outside world appointed by the Minister of Culture and the payment of this was to be taken from the school's ordinary budget. This would have caused cuts in staff numbers. A new solution was therefore presented in the last week of January; with a hearing period of 4 days, we were informed that the School of Conservation was to be merged with the School of Design and the School of Architecture. Through the network of conservators all over the world we managed to show the ministry that autonomy, a high level of research and our own name is of vital importance. For these reasons the text of the law was altered. After the change, the merger resulted in an institution consisting of 3 independent educational disciplines on the subjects: Architecture, Design and Conservation-Restoration with a joint administration and Rector.

17.09.2015, Online:
Committee meeting.

9

16.–18.10.2015, Warsaw, Poland:
Bureau and committee meeting.

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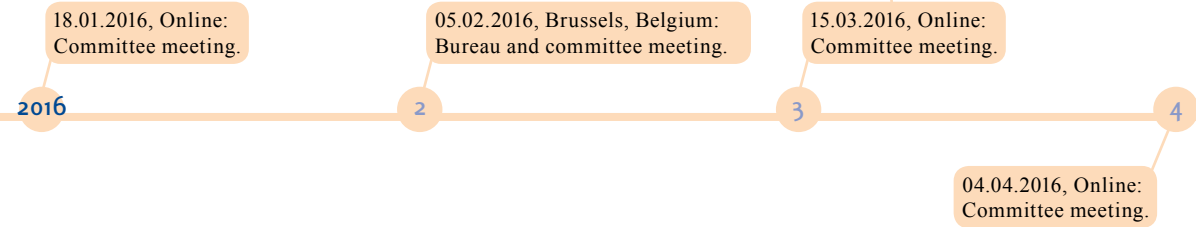
06.11.2015, Online:
Committee meeting.

11

14.12.2015, Online:
Committee meeting.

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And the final point: at the Board meeting in September, Helle stepped down as our E.C.C.O. delegate, and Johanne Velling was appointed new E.C.C.O. delegate. Johanne is a young Conservator-Restorer who is very committed to organisational work, which was the main subject of her master thesis which was handed in 2010.



EXTENDED PAPERS

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David Aguilera Cueco and Monica Martelli Castaldi, Rome
March 2015 (Picture by Sebastian Dobrusskin)

The Rocky Road Towards Recognition, Regulation and Standards of Practice

A short History of E.C.C.O. work towards general legislation for the Conservation-Restoration Profession, based on the acknowledgement of universally accepted values.

**Monica Martelli Castaldi (ARI, Italy) and
David Aguilera Cueco (FFCR, France)**

Introduction

For over 20 years E.C.C.O. has constantly and steadily worked towards improving the situation for cultural heritage preservation within Europe. During this time many avenues have been explored during work to develop a definition and achieve greater recognition for this profession. Some avenues have been more fruitful than others. This paper briefly presents the work carried out by E.C.C.O throughout its history to reach our current situation, where EU Directives overlap with national sovereign legislative powers and where minds and thinking on cultural topics, like the times, is fickle and can rapidly change and evolve. The authors include some comments and raise some questions that reflected the concerns rose at the time and which remain relevant to the current situation. These mirror some of the authors' experiences and efforts during many years working in the E.C.C.O. committee. Although it is impossible to present all the background on every aspect of the past, especially as the reasons for some of the decisions taken in those early days were guided by the best intentions possible at that time, even if probably with imperfect knowledge, conviction, radical though, energy and intuition.

This paper does however present one perspective on how the situation for the profession has evolved, and as such the 20th anniversary publication is an appropriate place in which such a perspective should be presented.

E.C.C.O. has always been an open and sharing organisation, willing to work together with others within the field of cultural heritage. This has especially been the case for ICCROM and ENCoRE who have joined with E.C.C.O. on many occasions to give support and strengthen the argument for appropriate representation and education for Conservation-Restoration. Throughout our history there are also a few occasions where E.C.C.O. has worked together with other governmental and inter-governmental bodies both within Europe and further afield, for this collaboration the authors wish to offer thanks for the support and express the hope for continued cooperation that is equally as fruitful in the future.

This paper will consider the continuously evolving nature of events the significance of which is sometimes hard to grasp at the time as events unfold. We ask for indulgence of the readers who may

now consider many of the issues discussed as well established, at the time they were only in the air, much of what we now take for granted could not at the time be assumed and was yet to be fixed in the legislation and in the political language. What is discussed represents the outcomes of 20 years of concerted and sometimes combative activity, with some success and failures along the way. In hindsight it represents a succession of events that occupy a time line of constant effort that strives towards a greater recognition of the profession of Conservator-Restorer, and the role of Conservation-Restoration as a humanistic discipline important for the history of man and for the development of his consciousness and spirit.

Cultural Heritage and its safeguarding in the European Union: the existence of some intrinsic contradictions.

The European Union considers cultural heritage as “our reference point to the past, which helps us to understand our histories and represents an ancestry that binds us together”. This explicitly acknowledges that “our heritage is an integral part of our present and of our future”¹ therefore its preservation must be considered to be “of high importance”. Even if it was not always the case, this view is actively promoted within the framework for cooperation on cultural policy and implementation of different concrete actions.

Cultural heritage has been addressed prominently in the Treaty of Lisbon², where Article 2.3 states that “The Union shall respect its rich cultural and linguistic diversity”³, and “shall ensure that Europe’s cultural heritage is safeguarded and

enhanced”³. However, the European Union does not have a specific competence in this field. According to article 167 of the Treaty on the Functioning of the European Union, the EU should be “encouraging cooperation between Member States and, if necessary, by supporting and supplementing their action” in the field of culture. It is thus clear that while the EU does not have decision-making power in cultural heritage policy it does have the safeguarding of cultural heritage as one of its common goals. The upkeep, protection, conservation and restoration of cultural heritage have and continue to be primarily a national responsibility and, consequently, the European Union’s actions are only complementary to national or regional actions.⁵ In other words each State retains the sovereign right over preservation of its cultural heritage. However, other policies enacted by the EU can have a direct or indirect impact on the cultural heritage sector. For example, the European Commission “works to ensure that the protection and promotion of cultural heritage is given due consideration” in other sectors such as regional planning, agriculture, economy, research, environment.⁶

Thus, on one hand, individual countries retain sovereignty over their own cultural heritage as they are considered to be the only “expert” having the competence to decide on matters related to cultural identity and the best way to valorise and protect it. On the other hand, the EU exercises a degree of broader powers through internal policies, programmes and actions such as: Culture, Education, Cohesion Policy, Information Society, Research and Innovation, Enterprise and Industry. Internal Market, Common Agricultural Policy, Maritime Policy, Environment Policy.⁷

Sharing responsibilities for cultural heritage, the diversity and sovereignty of EU member States.

As has already been demonstrated, the responsibility for cultural heritage within Europe is considered to be a shared concern; therefore there is a case for a common legislative framework. The concept of a common inheritance has been a founding principle for the creation of the European Union,⁸ however, the question of “common culture” or “common values” has always been complex and contentious. In reality Europe consists of a series of multiple cultures, often divergent due to historic, regional, geographical, religious and traditional difference. These differences are typically expressed in terms of “cultural diversity”⁹, a term adopted by the Council of Europe¹⁰ to describe the variety of human societies or cultures.

In many discussions on culture and the world’s cultural diversity, homogenization of society resulting from globalization is envisaged as a significant risk, which will inevitably have a negative impact on our common heritage. In terms of EU policy there is a contradiction between the implementation of policy decisions on a large (European) scale and the binding restrictions in place due to the ‘diversity’ and ‘sovereignty’ of individual countries. This national sovereignty is often used to counteract attempts to address important common issues such as universal agreements on the protection of cultural heritage.

There are examples where transnational legal instruments are in place, for example the Universal Declaration on Cultural Diversity¹¹, adopted by UNESCO in 2001 that recognizes cultural diversity as “common heritage of humanity”, for present

and future generations. It considers the safeguarding of heritage to be a concrete and ethical imperative inseparable from respect for human dignity.¹² The concept of world heritage can however be seen as contradictory in so far as there is an exclusively national approach of caring and protecting for what is considered as Universal. It begs the question as to why there are no minimum requirements in respect of the professionalism and competence of those involved in its Conservation and Restoration, which by their very nature are of supranational value and universal concern. Should there not be an overarching recognition of the responsibility/liability of professionals engaged in such actions?

The only concern that has traction at a trans-European and even over a wider geographic area, relates to the economic value associated with the trade and movement of cultural objects. While it is recognised that wealth accruing from the illegal trade¹³ in works of art is almost equivalent to that obtained through drug trafficking, it is also universally accepted that art and heritage have values that are broader than solely economic worth, whether legally or illegally accrued.

The significance of heritage, and its importance and relevance to society from generation to generation, are rooted in multiple diverse values: cultural, historical, community, geographical and technological, etc.

At European level, very few provisions regarding occupational qualifications, access to and exercise of the Conservation-Restoration profession exist; furthermore if they were to be created they would only be of a general order.

E.C.C.O. considers that the establishment of a general system for Community legislation, based on the acknowledgement of the universally accepted values for the preservation of cultural heritage, referred to in the previous paragraph, is a necessity. Such a system would aid the development of a set of principles for a common European culture that would serve to reinforce the concept of Europe as a united entity possessing a single set of values. These values are already universally recognised, thus giving to this work a larger view. When first raised, this idea immediately prompted the question as to how to go about such work, who should be consulted and by which political means might the profession develop to obtain regulation at European level what couldn't be reached at national level? Further questions needed to be addressed such as: Could a common consensus be reached on our activity given national concerns and constraints? While appearing to be a simple series of questions, attempts to answer them caused heated debate and could not be easily addressed even at committee level in E.C.C.O.

The establishment of E.C.C.O. – A giant step towards unified representation for the Conservator-Restorer profession in Europe.

Returning to the origins of E.C.C.O., in 1991, a number of national professional bodies in Conservation-Restoration joined together to form a European “umbrella organisation” for Conservator-Restorer Organisations. Aware of the effort required to preserve and protect cultural heritage and acknowledging the immense amount of work carried out at national level by professional organisations of Conservator-Restorers, its goal was

to create a means through which common issues encountered by the profession could be shared and raised at a higher political level. Due to the nature of Conservation-Restoration, underpinning the professional concerns was the broader social issues, such as the importance of cultural heritage as a common value and criteria of identity and diversity through Europe. In doing so they sought to harmonise and increase recognition of the need for this profession in the protection of such a delicate and fragile human asset. E.C.C.O. was created as a non-profit organisation registered under Belgian law and permanently based in Brussels. Since the beginning, the Confederation included full member countries among the EU and EFTA States and later associate members.

Representing now close to 6.000 professionals, within 22 countries, and 24 Members organisations, E.C.C.O. embodies the field of cultural heritage preservation for movable and immovable property. All individual members are essentially Conservator-Restorers qualified and specialized to exercise the profession, but things evolve, and some of them are now working not only directly on cultural objects, but as educators in some of the leading institutions, or Conservation Scientists. Some have also become Conservation managers. The latter reflects the very recent trend of Conservator-Restorers becoming more frequently involved in the administration and management of cultural heritage. During its 22 years of existence (1991–2013), E.C.C.O. has established principles and fought for regulation to control access to the profession of Conservator-Restorer, articulating professional standards and publishing guidelines for education and practice.

The first step: The “Professional Guidelines, Code of Ethics and Basic Requirements for Education in Conservation-Restoration”

The Guidelines were written in instalments, composed of three separate documents, the first of which explained Conservation-Restoration and how it should be practiced. Inspired from former charters and guidelines including: AIC, the Canadian group of International Institute for Conservation and the French charter of Professional Coordination, but going much deeper into the issues real and specific for the profession of Conservator-Restorer (those professionals in charge of hands-on work on cultural heritage), the Guidelines have been updated and extended, the most recent version having been validated at the General Assembly in 2011. In the second revision, the Code of Ethics, rules, rights and duties toward clients, colleagues and society were developed and enhanced. In the third review, specific higher education requirements were described as a pathway into the profession. These guidelines can be considered as the first consequent and formal step towards unifying the professional community via a common definition of their activity, whatever the borders, the traditions, the laws and the different types of cultural heritage in the different member countries.

In 1997, the first E.C.C.O. conference was organized by ARI, in Florence¹⁴ where the Guidelines were presented for the first time reviewed and officially published. At this meeting the main topics were the activity, status and responsibility of the Conservation-Restoration professional toward cultural heritage. At that time many issues were formulated but certainly not resolved, for example: the influence of national laws on cultural herit-

age sovereignty and the difficulties with proposed laws on qualifications at European level. Other topics included public tendering practices influencing the public market dedicated to our activity. The Guidelines were the first formal expression of E.C.C.O.’s unifying push towards raising the standards of practice and now, they must be formally adopted and upheld by each national association, together with the Code of Ethics on becoming a member. This common baseline has contributed to the formation of a united and strong professional demographic in Europe dedicated to the safeguarding and preservation of cultural heritage. It is noticeable that in addition to the main European languages these Code of Ethics and Professional Guidelines have been used in several nations outside Europe and translated into several foreign languages such as Korean, Chinese (mandarin).

Understanding the reality of Conservation-Restoration and Promotion of Interdisciplinarity and shared responsibilities in Europe: the APEL project

E.C.C.O. launched the APEL project in 1998 – “Acteurs du Patrimoine Européen et Legislation” to the European Commission. Its purpose was to better understand the concrete and practical problems existing in the broad area of the profession.¹⁵ This study, financed under the EU Raphael programme, represented an important step in the history of the recognition of the profession and was the first time that E.C.C.O. was acknowledged by the EU as an actor in the economic and political context of EU policies, and the Conservator-Restorer was acknowledged as a distinct profession working in Europe.

To guarantee not only the preservation of the European cultural heritage but also the quality of related activities, it was important to identify and confirm common methodologies and control procedures, and for this to be achieved it was necessary to set down a universal set of rules for the conduct of Conservation-Restoration projects. In identifying these rules it was essential to analyse the interaction between the different professional groups within the field, in order to identify the specific role and responsibilities of those involved.

As professionals within their discrete field, each is responsible for his/her activity not only from an ethical, moral and deontological point of view, but also from a legal perspective. The APEL project focused on the responsibilities specific to each professional participating in the Conservation-Restoration process, in respect to their legally binding obligation for accountability, which renders them liable to prosecution by law. It examined the Conservation-Restoration framework used in 14 European countries providing an overview of the legal frameworks regulating the preservation of cultural heritage in Europe at that time. The data collected reinforced the conviction that the legislation in use at that time within European countries, for the preservation of cultural heritage, almost in every case contained no specific reference to the activities of Conservation-Restoration, but only reference to the need of safeguarding the heritage. Whenever Conservation-Restoration was mentioned; the juridical responsibility, the duties of the responsible person, the control procedures required by law, was not clearly cited. Therefore, the existing laws did not fulfil the requirements needed to guarantee the preservation of the heritage, nor carry the idea of the recognition of these activities and actors.

This research was carried by E.C.C.O. with the objective that EU bodies and national governments might recognize the specificity which applies to Conservation-Restoration activities for the preservation of cultural heritage and consequently become aware of the need for precise laws, regulations and definitions to cover this field. The survey identified another key issue: whenever professional Conservation-Restoration was defined (and locally regulated) this was achieved through legislation on protection of cultural heritage and not through regulation of the profession. Norms were therefore falling under national expertise and sovereignty rules, while the definition of professions was dealt with at a European level. Important outcomes of APEL were a short document formalizing “Recommendations and Guidelines for the Adoption of Common Principles Regarding the Conservation-Restoration of Cultural Heritage in Europe”, first published in 2001, together with a glossary of terms for a better understanding that was approved by all partners and has been translated in seven languages.

This document can be considered as the first specific instrument to set forth the minimum measures that national legal systems should cover to recognize the precise nature of Conservation-Restoration activities. Since writing, it has been circulated as a booklet and now in digital format. The project succeeded in its main aim, which was to produce, for the first time at European level, a survey of legislation concerning the preservation of the cultural heritage and a clear understanding of the existing (or missing) relationship between legislative frameworks and application in practice. Its results represent another foundation for much of the subsequent work carried out by E.C.C.O.

Attempts to become part of the EU Directive on Mutual Recognition of Professional Qualifications.

The APEL project identified a pathway towards ensuring higher quality of practice for Conservation-Restoration to gain the status of a regulated profession. E.C.C.O. continued to work towards this goal by pursuing a number of closely related topics, of which the definition of the profession and its legal recognition were considered to be a vital part. Progress towards these goals was not however as rapid and straight forward as was hoped. During contact with EU Commissioners in charge of the Directive on Mutual Recognition of Professional Qualifications¹⁶ the E.C.C.O. Bureau was informed that its representation in terms of member countries was insufficient and would have to be expanded throughout all Europe, before direct inclusion in the Directive as a regulated profession could be considered.¹⁷ This was an unexpected response since at that time E.C.C.O. membership covered 16 of the 27 countries in the EU. It meant that Conservation-Restoration remained regulated at national level only.

On examining the Mutual Recognition of Professional Qualification Directive, it was agreed that an opportunity for acquiring professional recognition could be achieved using the principles laid out in the Directive to build a common platform based on a definition of the academic requirements to enter the profession in all the participating countries. The development of a professional profile appeared to be a natural extension of E.C.C.O.'s existing direction towards the building common criteria throughout its national members. This project content was obviously consistent with the principles in the agreed guidelines noticeably in

part III about education. Such work would, however, have to negotiate two important issues:

the first arose out of the effect the Bologna Process¹⁸ had on educational delivery in the adjustment or harmonisation of professional qualifications necessary for access to the profession, and the consequent implications for those professionals already in practice with a BA.

The second contended with alternate systems for the benchmarking of professional practice. Historically, academic and professional accreditation is the main routes into independent and liberal professions, (e.g. architect, or physician): professional recognition is gained either through a recognised academic education, or accreditation is given through a professional or chartered body that is mandated by the state. The latter represents a delegation of authority to a corporation system by the state or recognised public institutions, where responsibility for the regulation of practice is totally or partially given over to autonomous bodies such as chambers or professional guilds.

Within E.C.C.O. the differences between these two systems seemed first to be incompatible, considering that since its creation E.C.C.O. had fought to achieve recognition for the profession through the a University MA degree (with at least 5 years of education), in order to place the profession at the same level of the other professional in the field (Architects, Engineers, Art Historians, Archaeologists, etc).

At present these differences do not seem to be incompatible, especially considering the Part III

of the Guidelines referring to education and the diversity of education level throughout Europe. However while the outcomes of these alternate routes were not so different, the thinking and the origin of those profiling access to and practice of the profession were related to their respective national traditions for professional recognition. A majority of the member bodies, generally from Western and continental Europe, had constructed their own strong systems based on the emergence of their own higher education school or diplomas. The automatic application of the Bologna process and the impossibility of reach a consensual agreement between E.C.C.O members, unfortunately made the conceptual target of a professional profile more and more distant and out of reach. In the meantime, the decision by the EU Commissioners in charge of the Directive not to consider E.C.C.O. as representative enough, meant that countries which had already some regulation for cultural heritage at national level, could unilaterally specify which activity was going to be regulated and which criteria was going to be used to judge the level of professional practice, and how these should be applied to professional qualifications.

The Directive on Qualification¹⁹ was adopted in September 2005 and was under revision until a vote in October 2013. No changes have been proposed in the areas of the Directive that are of interest to Conservation-Restoration, despite the broader and specific lobbying that was done by E.C.C.O. through the European body for the liberal professions CEPLIS²⁰.

The tools and the aims stay the same, but E.C.C.O. has gained some understanding of where and how to make progress. Specifically, technical,

legal and political knowledge has improved, both within E.C.C.O., its members and delegate. This suggests that in future cultural topics can be better negotiated at European level, considering the weight and economic benefit which are now more widely recognised and easily calculated with respect to the valorisation of cultural heritage and the contrition that it makes to other values within society. The difficulty experienced when attempting to influence European regulations confirmed what had been identified by the APEL project and also the advice received from the legal consultant Vincent Negri. This suggests that the easiest route to recognition for the Conservation-Restoration profession is via either lobbying at national level by the professionals themselves, which certainly works in favour of laws for protection of cultural heritage, or at European level through a more political approach that attempts to influence the Council of Europe at a committee level.

The need to maintain standards of Education delivery – stepping into the ECPL project.

In 1986 E.C.C.O. received a request to become consultant for the EU funded Leonardo da Vinci project: “ECPL - Defining common standards for vocational training in cultural heritage conservation skills. Its aim was the developing an ECPL–European Conservation Practitioner’s License”. E.C.C.O. participated in close cooperation with ENCoRE, the European Network for Conservation Restoration Education.

The presence of both organisations extensively influenced discussions and resulting proposals, which could have had a great (and possibly negative) impact

on our sector in the near future. A joint document was delivered²¹ and the final work was formally presented in Malta on the 25th of September 2007. Different subjects, such as EQF (see below) and Vocational Educational Training (VET), related to education, qualification and recognition of titles in EU countries were discussed and the needs and position of the profession were taken into account. The ECPL project has been the first attempt to apply the new system of descriptors of the European Qualification Framework (EQF) in the field of conservation.

An alternative approach: the professional competences and the European Qualification Framework

In 2007, another important EU project of Directive affecting the professions working for cultural heritage came into being; the European Qualification Framework.²² Often referred to as EQF, this addresses vocational and non-vocational education and training, the auto assessment of individual professionals and continuous professional development. The framework itself was intended to make transparent, standardize and enable the calibration of the different national qualifications throughout Europe. A generic set of Descriptors across 8 levels were developed and each profession was invited to write those specific to their own activity which could be set at the appropriate level on the framework and against which national qualifications could be calibrated.²³ At that time a wide-ranging discussion around defining the profession of Conservator-Restorer has been on-going for many years inside E.C.C.O. and among the Conservation-Restoration community. In response to the EQF Directive, a working group was mandated by the 2008 E.C.C.O. General Assembly to address

this topic. Seven members²⁴ of the E.C.C.O. Committee, developed a conceptual map describing the different crucial phases, actions and measures involved in the process of Conservation-Restoration, defining in this way the profession of Conservator-Restorer. “Quality” or “efficiency” markers were assigned to each element, using an established taxonomy similar to that used by ICON in its already developed accreditation system. This translated into the conceptual map with colours and numbered scales presented in this publication.

The previous guidance on qualification, such as those described in the “Professional profile”, set by E.C.C.O. and the joint statement signed by E.C.C.O. and ENCoRE in 2003²⁵ were used to calibrate the map and translated into generic descriptors, allowing the idea of a benchmark system for identifying professionals, regardless of the qualification route taken. The tailored descriptors, carefully clarified by E.C.C.O., ensured that their meaning was specific and correct and could be easily applied to the profession of Conservator-Restorer. Unlike the unresolved professional profile, this hard and long work allowed the creation of a possible “bridge” between the countries that have adopted an accreditation system for access to the profession and those recognising qualification through educational routes such as diplomas. The official publication of the “Competences for the access and exercise of the profession” came to being in 2011.²⁶ This has been now translated in 6 languages, marking the desire of E.C.C.O. to define its own field throughout Europe.

It identifies through the conceptual map the different sub-sectors of competence, in which this profession is exercised. Unfortunately, the EQF Directive

is yet to be officially validated by the Commission, and therefore has so far not come into force. But the work on Competence is now a solid base for discussion and self-definition of the Conservator-Restorer's activity and its field, notwithstanding the juridical base instrument and rational underpinning that lacking due to an unachieved directive.

Defining the Terminology and standardization

Following the Copenhagen resolution in 1984²⁷, and its subsequent broad adoption within Europe, pockets of disagreement still existed at national level around naming the profession and the professional themselves, including: the field, the domain (or discipline), the activities, the professions and the professionals. ICCROM²⁸ has worked for decades on identifying the specificities of Preventive Conservation and strove to convince all stakeholders in the community of Conservation-Restoration, at a global level, to accept a common shared terminology. When G. de Guichen retired from ICCROM, he was appointed as consultant by ICOM-CC to continue this work. As a result, the three main activities of Preventive Conservation, Remedial Conservation and Restoration were gathered under the Anglo-Saxon umbrella term of Conservation. This proposal was adopted at the GA of ICOM-CC in 2008, in New Delhi by 91% majority of delegates that voted. A survey conducted at the national level within Europe on the local and broader habits of the professionals, and a review of the ICOM-CC text on the Conservator-Restorer, found that the large majority of the European community involved in E.C.C.O. disagreed with the ICOM-CC changes, a view supported by ENCoRE. This was voiced in an open letter to ICOM-CC

Central Committee before the vote took place in New Delhi. Although E.C.C.O. supports the content of the three sub-activities and the terminology used by ICOM-CC, indeed they are described and disseminated in the E.C.C.O. Guidelines of 1992, it argues that the adoption of the English umbrella term should at least be on par with the already broadly accepted “Euro-English” expression: Conservation-Restoration. The latter addresses the discrepancy between the different European traditions in the title given to the professional in charge and their activities, which often leads to misunderstanding. No official response was received by E.C.C.O. and the ICOM-CC General assembly vote occurred without any public acknowledgement of these officially sent statements.

Following a proposal by the Italian body of standardisation (UNI) in 2001 to the European Standard Committee (CEN), a technical committee (TC 346) was set up in 2006. Its remit was the standardisation of definitions and terminology, methods of testing and analysis within the field of Conservation-Restoration, which, in turn, would support the characterisation of materials and deterioration processes of movable and immovable heritage and the products and technologies used for the planning and execution of the conservation, restoration, repair and maintenance of the heritage itself. One of the first tasks required was to standardise terminology relevant for movable and immovable heritage, as this would impact on all other standards proposed. E.C.C.O. recognised the importance of this work, especially considering that European Standards, when adopted, become official and in effect “soft law”. E.C.C.O. became actively involved, by both lobbying its members and as a

formal observer at meetings. In particular, E.C.C.O. focus was for the work on ‘Terminology: General Terms’ (EN 15898:2011) and related standards on ‘Condition Reporting of Movable (EN 16095:2012) and Immovable (EN 16096:2012) heritage.

Despite objections from the same parties responsible for the ICOM-CC vote, E.C.C.O. was successful in the inclusion of Conservation-Restoration as a direct equivalent to Conservation. The standardisation work can be considered, even if it was not its original purpose, as a successful recognition in approach to our domain, its methodology and role. E.C.C.O. remains involved in this on-going activity as it is a means through which the recognition and involvement of all the professions in the Cultural Heritage sector can be achieved, within a majority of the different EU Countries through a voluntary system of voting within the CEN framework. One standard currently being drafted by the TC 346 working group 1, is for the “Conservation Process”. Once again such standards represent a powerful tool for supporting the profession within the Cultural Heritage sector and further afield.

The project of a recommendation through the Council of Europe²⁹

The advice received from the E.C.C.O. legal consultant, Vincent Negri, had indicated that a possible route to recognition for the Conservation-Restoration profession at European level was through direct contact with the Council of Europe.

It was therefore considered possible that what couldn’t be achieved via the EU commission, EU law makers or politics might possible via a more

philosophical approach based on promoting the role of Conservation-Restoration in maintaining the value Cultural Heritage to nations and Europe in general. For this to be achieved the specific competencies of the profession need to be elucidated.

According to Vincent Negri and studies of the matter, the activities of E.C.C.O. had focused on the reinforcement of professional capacities and directed mainly at its members and the professional community of Conservators-Restorers.

The European context, distinguished notably by a strong policy of openness towards Eastern countries, led E.C.C.O. to adopt a broader approach that considered the broader benefits to society of its activities. This new approach recognised the contribution that the Conservator-Restorer makes to society and is therefore aimed at obtaining greater recognition of the specificity of these professions, within the policies and in the norms aimed at safeguarding the European cultural heritage. This new way of lobbying can gain more traction within the political forum of the European Union and offers greater possibilities within the framework of the Council of Europe³⁰.

To complete the work started by the APEL project, the E.C.C.O. General Assembly approved the elaboration of a text to be presented to the Council of Europe, with possibility of become the first European “Recommendation on the Conservation-Restoration of Cultural Heritage”³¹.

The work was entrusted to Vincent Negri, who created a proposal together with Monica Martelli Castaldi, former consultant for the APEL project

and President of E.C.C.O. from 2006 to 2013. Its main objective was to encourage governments to adapt their rules and their practices for the preservation of heritage, according to the principles developed in the official documents of E.C.C.O. These principles were detailed and described in a Charter, annex to the Recommendations, which adapted the common technical language describing the profession to the very specific and distinctive language used by the Council of Europe.

Both documents, the Recommendation and the Charter, were elaborated along one year, in consultation with ICCROM (Mounir Bouchenaky former Director General, Catherine Antomarchi and Rosalia Varoli Piazza) with the participation of ENCoRE³² (René Larsen, President and Wolfgang Baatz, Bureau member) and a task group of E.C.C.O.³³

The final version of the document, commented and amended through meeting and consultation of members and GA, was approved one year later, at the E.C.C.O. Presidents' meeting and General Assembly in Sofia (31st march 2009) and immediately presented to the Council of Europe, to be officially discussed (as a "draft" proposal), at the next meeting of the Steering Committee for Cultural Heritage and Landscape (CDPATEP)³⁴, in Strasbourg in May 2009.

It was hoped that after the CDPATEP approval, the Recommendation and Charter would be presented to the Steering Committee for Ministries of Culture of the Council of Europe, foreseen during the year 2011; but things went in a different way, the

Council of Europe went into a re-arrangement of its internal structure, with a consequent stop in the examination of the Recommendation³⁵. The new Steering Committee is now called CDCPP "Comité Directeur de la Culture, du Patrimoine et du Paysage" and Dr Daniel Thérond, chair, retired, leaving the Council of Europe. The Recommendation Document, although still pending, is not a priority of CDCPP.

Towards the future

In April 2013 at the E.C.C.O. General Assembly in Lisbon, Monica Martelli Castaldi stepped down as President of E.C.C.O.³⁶ and Susan Corr was elected as her successor. The work on the Recommendation was reaffirmed as one of the strategic goals and prioritised by the Committee of E.C.C.O. for the following year. Following the elections, the committee decided that Vincent Negri and Monica Martelli Castaldi will continue to work on this topic, together with David Aguilera Cueco and the committee.

But with or without the Recommendation, as acknowledged at the President's meeting in Sofia, E.C.C.O. will continue to help member organisations in their work on national legislation about cultural heritage and its professions. Although much energy has been focused on the competence document, a new contract has been given to Vincent Negri for a "Study on the impact, the inconsistencies and contradictions of national legislation for the protection of cultural property". It is hoped that guidelines for the transposition at national level of those EU directives, which influence our domain, will result.

However, in most of the Member States these transpositions of EU laws³⁷ have already occurred without consultation with the organizations of Conservator-Restorers. For this reason, it is now important to measure the impact of these actions and develop a common strategy, and concerted response to the distortions that national transpositions are likely to cause to the principles advocated by E.C.C.O.

As work continues at national level, E.C.C.O. will give support as far as possible. The Directive on Mutual Recognition of Qualification recently revised in October 2013, will be implemented shortly after into all existing laws referring to any regulation of professions, thus E.C.C.O. will not be lacking work to do on behalf of the Conservator-Restorer.

Although the Recommendation is at present not on the agenda of CDCPP, E.C.C.O. and ICCROM continue to work together on the topics it contains, to get a better recognition of our activity as developed and stated in the Competence document and to spread at international level the work done by E.C.C.O. for the EU. The idea that Conservation-Restoration is a service of general public interest is at the heart of the Recommendation and it represents a good reference point for the work and thinking of E.C.C.O. and a springboard from which to launch future work towards regulation.

It is important that the Competences, representing the specific nature of Conservation-Restoration and the contribution that they make to maintain an irreplaceable societal asset, are considered in terms of their consistency, their specialty, and the

responsibility that they entail. E.C.C.O. hopes that the consideration of these competences and responsibility of our profession contributes to the value of cultural heritage in its diversity, recognizing its real and universal importance. As an organisation, E.C.C.O. continues to be the sole non-governmental European umbrella body for Conservator-Restorer organisations in Europe. On a larger international level ICCROM³⁸ has expressed its strong support for E.C.C.O. as it considers its work a unique and valuable reference for other regions in the world, where similar issues exist and where common guidelines and standards are also needed.

A document on strategy is about to be published indicating the routes the present committee of E.C.C.O. wish to explore and share with its members. The force of E.C.C.O. relies on its shared expression of competences and the awareness of the social use of our activity. Some existing recommendation of the Council of Europe already consider cultural and heritage matter, of public interest and a right for European citizens as a marker for the quality of life.

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which the APEL project. At present she is still the responsible, with the legal expertise of the jurist Vincent Negri, for the follow up of the 'European Recommendation on the Conservation of Cultural Heritage'

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Susan Corr, Dublin, December 2014
(Picture by Sebastian Dobruskin)

Participation and perspectives: an overview of work leading to the E.C.C.O. Competences for Access to the Conservation-Restoration Profession

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Introduction

The occasion of E.C.C.O.'s 20th Anniversary, coinciding with the publication of the Competences for access to the Conservation-Restoration Profession, makes timely a short history of the background to this work. Reflection on some of the formative aspirations of E.C.C.O. since its inception demonstrates that the work of defining competences represents a continuum of thought that has and continues to be realised in the context of a very diverse Europe.

This paper considers some of the strategic documents and events that have influenced or marked the direction of this work, with particular focus on the period when the author chaired the E.C.C.O. working group on the European Qualification Framework (EQF). Although the professional competences published today are the work of a discrete group in response to a particular set of conditions, they build on the thinking and experience that has been given freely and generously by other members of E.C.C.O. over the last twenty years. Again this occasion provides the opportunity to acknowledge and thank all those who have contributed to the growth and development of the profession during this time.

Towards a definition of the profession

“To maintain the standards of the profession, the Conservator-Restorer's professional education should be at Master's level (or recognised equivalent). This should be achieved by a period of full-time study in Conservation-Restoration of no less than 5 years at university (or at a recognised equivalent level) and should include well-structured practical internships. It should be followed by the possibility of study to PhD level (E.C.C.O. 2004)

This key E.C.C.O. Guideline is a pivotal expression of aspiration for professional recognition. It is at once self-regulating, in that all member organisations of the confederation must formally adopt this Guideline, and it is the platform for legitimising public discourse as a profession within the cultural heritage sector.

Much of E.C.C.O.'s history over the last 20 years is associated with the effort to anchor this aspiration in clearly articulated educational pathways, whilst simultaneously trying to achieve legal status or statutory recognition for the profession based on the principle that cultural heritage and its protection is a matter of public interest. In a diverse Europe this has not necessarily been easy or straightforward (ICOM 1982).

The very delivery of education and the value placed on different qualifications and training has complicated any one simple statement of outcome. Furthermore, State involvement in the protection of its heritage is sovereign to each country and historically, in some countries, that protection extends to the governance of Conservation-Restoration education and the ensuing working conditions and professional status of the Conservator-Restorer. Legislation regulating education and practice is experienced on a sliding scale across Europe, extending from the professional Conservator-Restorer found working within a statutory body or ‘Chamber’ which directs and regulates for both the access to and exercise of the profession, to the opposite end of the scale where the practitioner works within a completely deregulated market and even the provision and delivery of education is dependent on command of market share. Defining common standards in vocational training in cultural heritage conservation skills moreover, Conservator-Restorers working in the ‘private sector’ across this diverse employment landscape can struggle for parity of esteem and influence relative to fellow colleagues working within the public sector. Such contrasting realities have brought different imperatives and agendas to bear on the definition of the profession and subsequent efforts to gain political recognition for it through some form of statutory basis at EU level. These concerns are already identified in the recommendations in the Document of Pavia (ENCoRE 1997) from October 1997.

The meeting in Pavia, convened by the Associazione Giovanni Secco Suardo and coinciding with an E.C.C.O. Congress there, involved 45 experts in the field of cultural heritage in Europe. They were

brought together to discuss and make resolutions requisite to professional engagement in the care and safeguarding of European cultural heritage. Several of the 13 recommendations in this seminal document are based directly on E.C.C.O. Guidelines and all have influenced the direction of E.C.C.O. work since then.

It is therefore worthwhile reiterating some of these key recommendations from the Document of Pavia as they also anticipate and provide a frame of reference for the work discussed in this paper. Recognising the interdisciplinary nature of Conservation-Restoration the Document of Pavia calls for:

- *the recognition and promotion of Conservation-Restoration as a discipline covering all categories of cultural property and taught at university level or recognised equivalent, with the possibility of a doctorate [...]*
- *the development of the profile of the Conservator-Restorer based on the E.C.C.O. Professional Guidelines (1993/1994), of his/her role in decision-making from the outset of a project and of his/her responsibility for communicating with other professionals, the public and decision-makers*
- *the development of a definition at European level of the full range of professional competencies of the Conservator-Restorer [...]*
- *the establishment of a regulatory framework to guarantee the quality of intervention on cultural heritage or its environment in order to avoid the negative impacts of market forces. [...] (Associazione Secco Suardo 1997)*

Shortly after the meeting of Pavia, ENCoRE was established to promote research and education in the field of cultural heritage based on the directions and recommendations given in the Professional Guidelines of E.C.C.O. and the Document of Pavia. Recognising its academic status, provision of courses specific to the profession of Conservation-Restoration became firmly located in the university sector and, with the support of E.C.C.O., have to date been promoted by ENCoRE. In 2003 the General Assemblies of both organisations approved a joint declaration on the education and training of the Conservator-Restorer.

Up until 2006 E.C.C.O. concentrated its efforts on developing a canon of knowledge to help describe the Conservator-Restorer and which might be considered central to the delivery of a Masters qualification. This work took place against changes in the education system across Europe arising from the Bologna Agreement which had the effect of remodelling the delivery of education within universities into a three tier structure: typically a three year Bachelor degree, a two year Masters degree, leading to further research resulting in a PhD. It was also subsequently set within the context of an upcoming amendment to the Directive on the Mutual Recognition of Professional Qualifications (European Parliament 2005), which had the effect of focusing the work on the development of a professional profile.

This Directive prescribes for the recognition of qualifications in member EU states so as to allow for greater ease of mobility and transfer of professional skills within the EU. It aimed to consolidate sectoral Directives in a single legislative act.

It covers those 7 sectoral professions (doctors, nurses, midwives, dentists, veterinary surgeons, pharmacists, architects etc.) benefitting from automatic recognition and addresses those Directives which have set up a general system for the recognition of professional qualifications covering 800 other regulated professions.

The qualification route for many of these professions is considered similar to that for professional Conservator-Restorer's. Using the example of a professional profile already included in the Directive, E.C.C.O. worked to develop a profile specific to the profession of the Conservator-Restorer so as to be submitted for possible inclusion in the Directive in an attempt to bring regulation to the profession. It was always a difficult strategy given that for a profession to be included in the Directory it must already be regulated in one third of member countries. Notwithstanding, the general mode for the recognition of professional qualifications, based on mutual recognition, applies on a purely subsidiary basis for all professions which are not subject to specific recognition rules and this includes the profession of Conservation-Restoration.

Interesting work was done on the professional profile but its progress became mired in controversy and difficulty during which time the Directive on Professional Qualifications was rapidly amended in June 2005 before any agreement on the profile could be found.

The problems with the profile reflected the nature of the document itself, its language and style; particular disquiet arose from the realignment of existing

educational trajectories to fit the Bologna educational model and, also with the specific location of education in the university system to the apparent exclusion of other routes. The introduction of a 3 year Bachelor – 2 year Master cycle to education systems whose academic levels were not homogeneous in the first place had created its own controversy and was compounded by the derogation of the Bachelor degree to an intermediary qualification en route to the Masters degree qualification necessary for access to the profession. It also gave rise to a need to profile what exactly a person conferred with a Bachelor degree would be qualified to know and do relative to a person qualified with a Masters degree. In some cases Conservator-Restorers, previously qualified for professional practice following a four year Bachelor degree, ostensibly found themselves without the necessary professional qualification. This resulted in compensatory measures being sought in order to establish equivalence between work experience/lifelong learning and the Masters degree. The question of equivalence is not without precedent.

Profiling the profession

The specific location of the educational vector of the Conservator-Restorer within the university system has been a cornerstone for the development of a professional demographic but it has also been a touchstone for division where academic and political realities diverge. The question of academic equivalence was addressed by ENCoRE in its Clarification Document of 2001 (ENCoRE 2001):

Based on a comparative Study of European Academic Education in the Conservation-Restoration of Cultural Heritage (CON.BE.FOR 2000), the

ENCoRE Clarification Document describes the profession as an academic discipline based on twenty subjects essential to the competency of any graduate when entering the profession with the aim that “the Conservator-Restorer licensed for independent practice is per definition a graduate at Master’s level from a university or governmentally recognised equivalent, or doctoral research level (PhD)”(E.C.C.O.-ENCoRE 2003).

Such an interpretation, within a strictly academic framework does not provide for the political reality that E.C.C.O. accepts those organisations where an alternative measure of professional competence namely accreditation is employed and where those organisations are legally constituted as professional bodies in their respective countries. This accords with E.C.C.O. Statutes Point 5.1. The problem resides in the fact that accreditation systems; falling outside national accreditation frameworks, which both assess educational delivery and authorise professional qualifications; have no accountability in respect of such frameworks. Accreditation, usually carried out post training and education, is not necessarily determined by the education route: instead industry standards, developed by the professional body, are used as a benchmark for assessment.

E.C.C.O. has invested much political currency in promoting and calling for a dedicated educational pathway resulting in a distinct qualification specific to the profession. Such not only caters to the possibility of further study/research and sets Conservation-Restoration on a par with other professions but the very specificity of the profession, cast through an academic prism, has given impe-

tus to the work on a Recommendation and Charter on Conservation-Restoration as groundwork to the development of a possible professional statute.

In the ensuing discussions around the professional profile, as late as 2006, the issue of compensatory measures via an accrediting function as a means of establishing equivalence with the Masters degree for those Conservator-Restorers qualified to Bachelor level not only became a lightning rod for the competing claims of qualification versus accreditation but also for contrasting views on the way in which Conservation education is delivered / acquired. These views began to crystallise around an alternative agenda for the manner in which the profession might be represented and mediated and this played out throughout 2007.

It became clear that E.C.C.O., in its recognition of those organisations using accreditation, would have to develop a tool or mechanism to translate this recognition transparently in order to place accreditation in its appropriate relationship to the delivery of formal education and qualification.

As an adjunct to the subject of compensatory measures, or professional equivalence, the issue of 'Acquired Rights' should be clarified as there is no doubt there has been much confusion in this area in respect of accreditation. 'Acquired rights', 'Transitory Measures' or the 'Grandfather Clause' all refer to the automatic recognition of professional status for those Conservator-Restorers who have been practicing for a period of time prior to the establishment of the Guidelines on professional qualification governing access to and exercise of the profession. 'Acquired Rights' is

seen as an interim measure with a notional cut off date beyond which a newcomer to the field will be required to have the appropriate qualification for access to and exercise of the profession. These are expected to be set by the individual organisation relative to their respective positions.

Listening to practice

As a further indication of diversity in approach and scope of educational delivery within the field of Conservation-Restoration perhaps the initiative to create a European Conservation Practitioners Licence is a good example. In October 2005 Heritage Malta was granted funding for a European project under the Leonardo da Vinci Programme. Entitled 'Defining Common Standards in Vocational Training in Cultural Heritage Conservation Skills' this project built on the concept of creating an 'internationally recognised accreditation' to be known as the European Conservation Practitioners Licence.

The project sought to address the diversity and unevenness of Vocational Education and Training (VET) through the establishment of a Common European Licence for Conservation Practitioners following the recommendations of the European Qualification Framework (SEC 2005). Its three main goals were:

- to survey the current provision of VET in the field.
- to define Minimum Common Standards of Competence in 12 areas of study/materials, to assess the level of qualifications and skills of a Conservation practitioner and to create a model curricula at each level for 3 of the chosen materials.

- to create and legally establish a Consortium or Foundation to review, validate and administer a common European Practitioners Licence.

While the European Conservation Practitioners Licence project (ECPL), recognising the specificity of the profession, sought to identify a set of learning criteria to be delivered within an accredited educational environment, of critical concern to both E.C.C.O. and ENCoRE was the intention to develop common minimum standards set at vocational training (level 6 EQF).

In an effort to redirect the development of standards to level 7 EQF, equivalent to Masters Degree, both organisations agreed to participate in the ECPL project at a Steering Committee meeting held in Athens in December 2006. It was also proposed that the name of the project should be changed to the European Conservator-Restorer's Licence (ECRL). This never happened.

Dedicated descriptors

A prior meeting with Mr Ján Figel, EU Commissioner for Education, Training, Culture and Multilingualism in Bratislava in November 2006 alerted the E.C.C.O. committee to the potential of the EQF to help address the outstanding issue of the Professional Profile which was stalling on educational delivery. Specifically, Mr Figel stressed the importance of professional bodies such as E.C.C.O. writing the competences necessary for professional practice. Such competences would in turn be used to inform the delivery of education expressed in terms of Learning Outcomes. This ultimately provided E.C.C.O. with the opportunity to move the

focus away from educational delivery and concentrate instead on the intersection between education and professional requirements. The EQF, as a translation mechanism for educational qualifications, also offers the possibility of the validation of lifelong learning, albeit only in so far as governments chose to validate such learning. Notwithstanding, the continuing work on the professional profile at the meeting in Bratislava precipitated a statement confirming E.C.C.O.'s commitment to working on the profile and to further distinguish the profiles of the Bachelor and Master degrees as mirrored in the educational requirements recommended in the Professional Guidelines.

While this is a story of a process which led to the articulation of professional competences through the prism of the EQF, its progress parallels an internal dynamic within the membership that had begun to polarise around the professional profile.

Most certainly the political manoeuvring that characterised the Presidents' Meeting and GA in March 2007 was anticipated in an unprecedented joint statement by two member organisations VDR (Germany) and ICON (Great Britain) in January 07 (VDR/ICON 2007).

Issued unilaterally to all the membership of E.C.C.O., the joint statement sought support directly from 'sister organisations' for changes to E.C.C.O. signalled in proposals they wanted included in the Agenda of the General Assembly (GA). These changes reflected an alternative political agenda for professional representation and the mediation of professionalism within the context of a broader heritage sector. They included changes

to the membership statutes, a change in the weighting of the voting system, and the cessation of the work on the professional profile in favour of a concentration on writing the Descriptors for the EQF. The extent to which the committee or indeed other organisations may have identified with these objectives can now only be accounted for in the way the situation unfolded between E.C.C.O., VDR and ICON: the proposals advocating for a change in the constitution of E.C.C.O. vis-a-vis its statutes or voting rights, were rejected or dropped. Regarding the EQF, however, there was unambiguous and unanimous agreement across the floor that access and entry level to the profession, should remain set at Masters degree or its recognised equivalent, equating to Level 7 EQF.

A diagram from this meeting, sketched by the writer and included here (Figure 1), was circulated among the attendees to illustrate the diverse routes in terms of educational delivery which were, and still are, being experienced throughout the membership to reach that benchmark.

The diagram speaks for itself, and it is interesting to note that compensatory measures, expressed here as accreditation, are used to find equivalence by professional bodies who are members of E.C.C.O. Furthermore, accreditation post MA qualification plus five years working experience has become a norm for some member organisations, namely ICHAWI (Ireland) and ICON. Whatever the perspective of those gathered at the GA that day, the imperative for the profession to write the Descriptors for EQF Level 7 was made explicit in order that the relational value between the different pathways could be more clearly expressed as a measure of

what a Conservator-Restorer needed to know and be able to do at that level. The membership voted to drop the work on the professional profile.

At the GA 2006, E.C.C.O., recognising that ICON had constituted itself as a body representing the sectoral interests of conservation within the UK, conceded membership only to its Conservator-Restorers pending clarification of its membership categories and voting rights. At the GA in 2007, reassurances that the promised clarification was imminent saw ICON continue as a member and Chris Woods ICON, was voted onto the committee. At a post GA meeting, with the agreement of the committee and that of the President, Mr Woods became co-ordinator of the Working Group on the EQF.

Events overtook things before this working group ever convened. That in August, ICON made a separate bid to build a network of national organisations interested in developing and testing the EQF funded through an EU project called Theseus. The application was not successful. In September the ICON board voted to leave E.C.C.O. It was understood by the E.C.C.O. committee that ICON's membership categories and voting rights could not be made compatible with E.C.C.O.'s statutes.

During this time VDR tabled a proposal to cede from E.C.C.O. at their forthcoming GA in October. Changes to the board of VDR meant that this proposal never got to be voted upon and VDR has since remained within E.C.C.O.

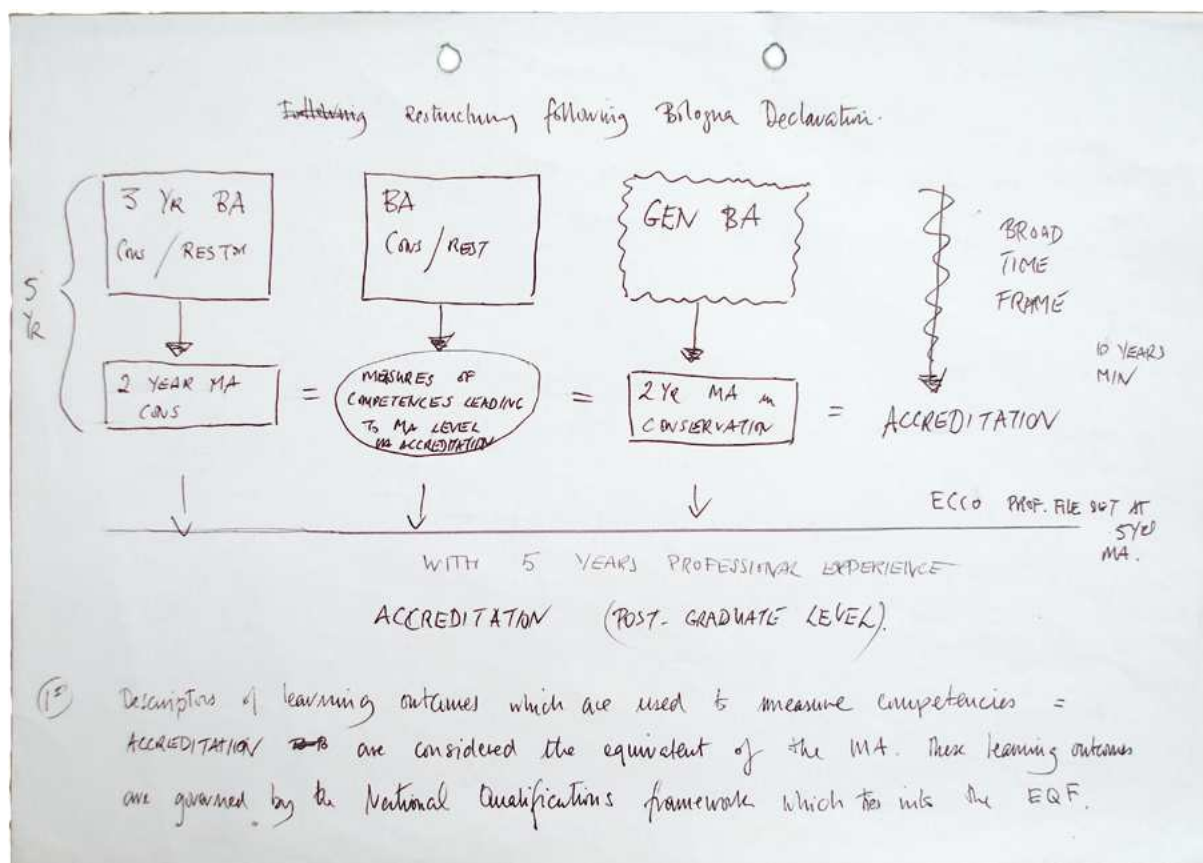


Figure 1. Diagram sketched by Susan Corr during the E.C.C.O. GA in March 2007.

Competences for access to the profession

Running against this background the work on the ECPL continued to develop and E.C.C.O. became official partners in the project as late as May 2007 where Monica Martelli Castaldi and Wolfgang Baatz, ENCoRE hugely contributed to orienting the work of the project to EQF level 7. Common Minimum Standards were produced for twelve materials, three of which, Books and Paper, Wooden Artefacts and Metals were supplemented by sample curricula. Areas of knowledge relevant to education in the conservation of these materials were identified and, using the generic descriptors on the EQF, were

related to the appropriate level. The project finally concluded in September 2007. E.C.C.O. involvement in the ECPL project was always predicated on the right of E.C.C.O. to work on the competences of the professional Conservator-Restorer in respect of the EQF.

Following the GA in 2008, Monica Martelli Castaldi requested the writer to coordinate a new working group on the development of professional competences which would also address the descriptors for Learning Outcomes EQF Levels 6, 7 and 8.

The first Working Group Meeting took place in Paris in July 2008 and was attended by Maura Borelli who presented the work of the ECPL. Also in the background were the recent attempts to profile the Conservator-Restorer as described above, the work of other international bodies on professional competences and the EQF itself.

Concentrating on the EQF, the working group understood its construct as a paradigm of learning in knowledge, skills and competence across a scale of increasing complexity from levels 1 to 8. As a result, simple statements of knowledge and skill as subject content, qualified by an appropriate Descriptor, at once appeared redundant. Instead, the working group examined the Conservation-Restoration process as a sequence of actions presenting as a decision-making narrative. This approach led to the development of a concept map. Key concepts or decisions were presented down a central spine, these precipitated related actions which were mapped accordingly in a hierarchical sequence. The universality, to each specialisation, of this mapped ‘conservation process’ became apparent as the working group proceeded and feedback was received.

The concept map or framework was subsequently interrogated by the rubric of knowledge and skills as a paradigm of learning. A taxonomy of knowledge and skill, developed by Bloom and revised by Anderson and Krathwohl was used to identify levels of learning in the domains of knowledge and skill. These levels were used to assess the concept map and to find correspondence with the Descriptors for Levels 6, 7 and 8. Thus, the eligibility of someone entering the profession is expressed as:

possessing the appropriate level of knowledge, skill and experience to act competently in his/her specialisation; across the full range of actions which describe the Conservation-Restoration process and in accordance with the ethical boundaries of the profession.

In conclusion, the emphasis in this work has been on the application of knowledge refracted through the lens of the decision making processes involved in Conservation-Restoration. It has not attempted to populate the canon of knowledge required by a Conservator-Restorer. By focusing on decision sequences, rather than on what the Conservator-Restorer needs to know – which will inevitably evolve and change over time – it emphasises the epistemological aspects of the practice of the profession.

One of the outcomes of this approach is to stress the central role of the Conservator-Restorer in the management and decision making concerning cultural heritage; the role of the Conservator-Restorer is not restricted to the “mechanics” of Conservation-Restoration but is also of a philosophical nature.

The work on defining the competences for access to the profession is expressed through the mechanism of the EQF as nexus point between the goals of an education programme and the requirements of the profession. In developing the concept framework, with its own internal reference system for knowledge and skill, the working group also wished to address the extended goals of lifelong learning that a professional should aspire to. It is hoped the framework will have the potential to be used as a

professional assessment tool, either by individuals or by our member organisations. It is also hoped that the framework might act as a starting point to aid in the calibration of accreditation systems with the EQF.

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Jeremy Hutchings, Dublin, July 2014
(Picture by Sebastian Dobrusskin)

The Development of the E.C.C.O. competence map for access to the Conservation-Restoration Profession and its use in an educational institution.

Jeremy Hutchings

NKF-N, Norway

Introduction

This paper describes the work carried out by E.C.C.O. in defining the specialist competences required to enter the profession of Conservation-Restoration and how their results can be applied within an education programme to assess its compliance with professional access requirements and aid its development.

In 2007 E.C.C.O. was tasked with the creation of a set of descriptors specific to the Conservation-Restoration profession in line with the European Qualification Framework for lifelong learning (EQF). These are summaries of the knowledge, skill and competence required on reaching a certain level of education. They cover the full range of learning outcomes from an education programme, reflecting both specialist and generalist requirements irrespective of the style of learning or institutional context.

Although its need originated within the profession, the project was initiated in direct response to the harmonization of education across Europe that was taking place at that time. This resulted from the formation of the European Higher Education Area (EHEA), put in place by the Bologna Declaration signed in 1999.

The EQF system was created as a common reference system linking the different countries' national qualifications systems, its 8 levels form a sliding scale of learning outcomes that is fully compatible with the goals of the Bologna Process. The generic descriptors for the first, second and third cycle of higher education, EQF level 6,7 and 8, correspond to Bachelor, Masters and PhD degrees respectively.

The Guidelines issued by E.C.C.O. in 2004, describe the minimum level of education for entry into the profession as “Master’s level (or recognized equivalent)”, which “should be achieved by a period of full-time study in Conservation-Restoration of no less than 5 years” (CON.BE.FOR 2000, E.C.C.O. 2004). This corresponds to EQF level 7, represents a combined Bachelor (BA) and Master (MA) education or 300 European Credit Transfer (ECT) points. It represents the culmination of an education process characterised by the combined teaching of theoretical knowledge and practical skills, including the less tangible development of systematic judgement based on ethical and aesthetic values (ENCoRE 2001). The E.C.C.O. working group focused on this level together with purposefully adopting the language of the EQF.

Relating Conservation-Restoration Qualifications to the European Qualification Framework

The Conservation-Restoration of cultural heritage, which is devoted to the preventive and remedial treatment of cultural objects, crosses the boundary between a humanistic academic discipline and empirical science. It includes the examination, identification and diagnosis of material phenomena, practical actions which intervene with cultural heritage to bring about positive change and a broader perspective that attempts to manage negative change by reducing risk. On a professional level, it can be characterised as a combination of specialist theoretical knowledge and practical skills, including the ability to make ethical and aesthetic judgements in a systematic way (ENCoRE 2001, Larsen 2008). While the profession originates from highly skilled craftsmanship and the arts, it has developed academically during the latter half of the 20th century to include humanistic and natural sciences, applied chemistry and physics, as well as analytical, organisational and philosophical elements. For this reason it has been described by ENCoRE as an empirical science devoted to the preventive and remedial treatment of cultural heritage objects (ENCoRE 2001).

The only means through which this level of professional competence can be generated is via a good balance of theoretical and practical education (E.C.C.O. 2004). While this describes in broad terms the education needed to enter the profession it does not define the level of knowledge, skill and competence, gained through experience, required to operate in accordance with the ethical and practical boundaries within a particular specialist field. This must inevitably include the ability

to work consistently and responsibly, with appropriate caution, and to apply existing methods as well as create new approaches through the application of common conservation principles and ethics within a variety of situations (E.C.C.O. 2011). As such, this describes a level of “knowingness” that allows appropriate professional decisions to be made and correct actions to be completed to a fitting standard.

The precise nature of this “knowingness” is not easily defined as the complexity of the Conservator-Restorer’s role within the cultural heritage sector confounds precise description. The scope of duties that are often undertaken by the Conservator-Restorer together with the various traditions associated with particular types of heritage create difficulty when attempting to adequately describe the obligations and tasks that are undertaken. Furthermore as this profession is actively developing and its tasks both expand and change, a single general EQF descriptor based on a specific viewpoint of their role becomes outdated quickly. Therefore, while the generic descriptors offers a point of departure for the work undertaken by E.C.C.O., they were considered to be overly ambiguous and a method was sought through which the competencies required for the profession could be expressed with greater clarity. This directed E.C.C.O. towards a more fundamental examination of both the EQF and the conceptual role of a Conservator-Restorer.

While a precise set of duties and tasks that are relevant for all obligations undertaken by the Conservator-Restorer in every situation cannot be defined, it is possible to describe a set of interconnected cognitive processes that is based on

specialist activities. Such sense-making, reached through negotiation, creates an understanding of what the professional must be capable of doing from the perspective of different individuals.

By anchoring this understanding to well established definitions of conservation, restoration and preservation together with international charters the results can be validated. Having dissected what is meant by Conservation-Restoration in real terms, the next sense-making challenge was to express the results in a way that is both coherent and sufficiently universal to encompass the plurality of values and professional practice across Europe.

The broadly accepted process-oriented depiction of Conservation-Restoration represents a picture of the profession with which the majority can connect. In more abstract but equally important terms it also represents a decision-making process that is typically followed. As such this suggests a normative framework against which the different areas and levels of knowledge and skill required by the Conservator-Restorer can be located.

Recent similar work

The work undertaken by E.C.C.O. has inevitably been influenced by similar work carried out by other organisations. Evaluation of this previous work led to the decision by E.C.C.O. to focus on the level of “knowingness” needed by the professional rather than attempting to specify the actual knowledge and skills required to conduct a particular task within a given set of circumstances. One such project that had focused on the latter was

the Leonardo da Vinci funded: “Defining common standards for vocational training in cultural heritage conservation skills.

Developing an ECPL - European Conservation Practitioner’s License” (ECPL 2007a, b, c), undertaken between 2005 and 2007. Its aim was to create a benchmark in a sector of Vocational Education and Training (VET). Both ENCoRE and E.C.C.O. had offered advice and participated in its later stages. While this project was a forerunner of the work carried out by E.C.C.O. and shares a common goal of improving the Conservation-Restoration profession, its overly prescriptive nature, especially in terms of a closely defined curriculum, was felt to be both counterproductive and unworkable given the diversity of cultural heritage and the different professional disciplines across the sector. E.C.C.O. therefore chose to return to the fundamental question of what type and level of specialist knowledge, skills and competence is required to operate as a professional Conservator-Restorer? This, in effect, defines the requirements for access to the profession.

Constructing the map

A number of system-based methods were employed during the projects lifetime; this started with sense-making, which identified the profession’s principle activities, processes, aims and objectives. Concept mapping was used as a synergistic tool to visually organise this analysis into a process-oriented depiction of the Conservator-Restorers’ role.

This graphical approach organizes and represents different areas of interrelated knowledge into an easily recognisable structure. Originally devel-

oped by Novak (1972), each concept is typically placed in a box and its relationship to other concepts indicated by arrows containing linking words or phrases.

Propositions are constructed by linking two or more concepts, which are referred to as semantic units or units of meaning. This type of map offered a means through which the different inter-related areas of competence can be represented without creating a hierarchy. The selection of a graphical tool allows the complexity of Conservation-Restoration to be more legibly presented while avoiding extensive written description. It provides a means through which the diversity and interconnectivity of Conservation-Restoration actions can be shown, together with those that may be repeated numerous times throughout a process, thereby enabling the multifaceted nature of this profession to be externalized.

Basing the map on a universally accepted standard of ethical behaviour and practice, represented by broadly accepted and established definitions, provides sufficient commonality between its different fields. When considered in this way, it describes a pattern of issues that are considered, or uniformity of attributes that are examined, and as such the map represents how a professional acts or thinks.

Although the actions may not be hierarchical, the map is constructed in a way that divides concepts into increasingly smaller units; the central spine represents a typical decision-making process orientated depiction of Conservation-Restoration – see figure 1.

The first box represents the overall process label. The spine following a logical path through the Conservation-Restoration decision-making process is initiated with examination and diagnosis and ends with aftercare advice. Each spinal box can be broken down into more detailed components, linked by arrows, representing more detailed areas of competence.

The sense can be obtained by reading the arrows and box labels together, circular routes represent feedback path where the information gained or action undertaken is necessary for future processes. More universal competencies are placed to the left of the spine, including research, documentation, creation of new knowledge, presentation and publication, all of which are carried out throughout the Conservation-Restoration process.

The resulting map represents a typical Conservation-Restoration process that progresses via an information gathering stage to a selection and direct intervention stage, after which post-intervention options are considered.

The various activities evolve from this logical process and their links represent a “negotiated course of action” that addresses the different facets of Conservation-Restoration. The actual nature of the task associated with each semantic unit is not defined as this will depend on the type of work, the type of heritage and its circumstances. While remedial conservation only appears to be represented by a limited area of the map, in reality the various semantic unit are not proportional and the emphasis placed on each will depend on the situation encountered and the task undertaken.

The specialist nature of professional Conservation-Restoration is emphasized by the map as a whole (see Figure 1).

The process of construction was heuristic with different areas of the map being discussed and redrawn throughout its developmental phase. Each alteration led to a greater understanding of the whole, which then led to the modification of other areas, often a single area was revisited a number of times, and each time an incremental improvement made. Great care was exercised in the construction of the conceptual framework to ensure that the key terms remained recognisable and understood throughout the Conservation-Restoration profession. Particular care was taken during the construction of the linkage terms as there were often two or three equally valid expressions to choose between, each with a slightly different connotation. Typical these differences became conspicuous once other propositions had been added to the map. The subtlety of expression that was uncovered during the construction process confirmed concept mapping as a powerful tool for observing the nuances associated with the Conservation-Restoration process. The next stage was to identify the level of knowledge and skill associated with each proposition.

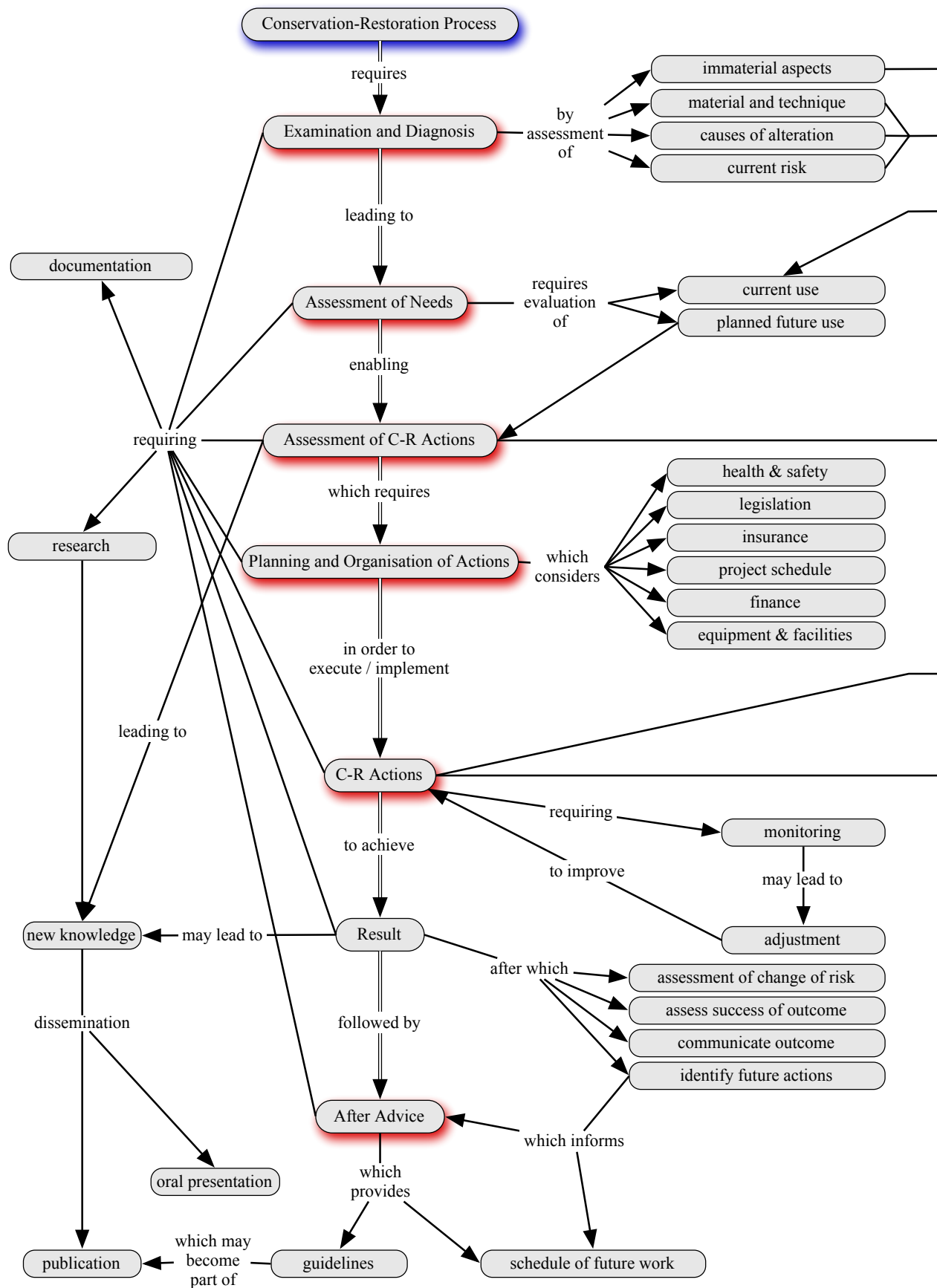
Superimposing a taxonomy of knowledge and skill on the Framework

While the map identified the many areas within Conservation-Restoration and presents them in a meaningful way, it had yet to define the level of competence required to carry them out. It was therefore necessary to assign appropriate levels of skill and knowledge to each conceptual area,

thereby describing the topography of competence required by someone entering the profession. Before this was done, a commonly accepted taxonomy of knowledge and skill was identified. Obviously, to communicate with the EQF it was necessary to adopt similar language. The outcome based approach demanded by the Bologna declaration, and put into practice through the EQF, expresses each level in terms of a sliding scale of educational achievement (Kennedy 2007).

Bloom's taxonomy (1956), which possesses three domains: The cognitive, the affective and the psychomotor, is the most recognized of these. This taxonomy has been revised and reinterpreted by Anderson and Krathwohl (2001), which represents a significant update in line with modern thinking. The latter was selected by E.C.C.O. as it offers the greatest relevance to Conservation-Restoration and expresses the cognitive process in the verb form as follows:

1. Remembering – to know something exists and where to find it.
2. Understanding – to be able to comprehend something in its context and make associations between things
3. Applying – to be able to use knowledge in an appropriate context in order to achieve a desired result in a predictable way.
4. Analysing – to be able to apply knowledge in a critical way using a level of awareness that allows one to explain the results – i.e. to reconstruct how the result was achieved.



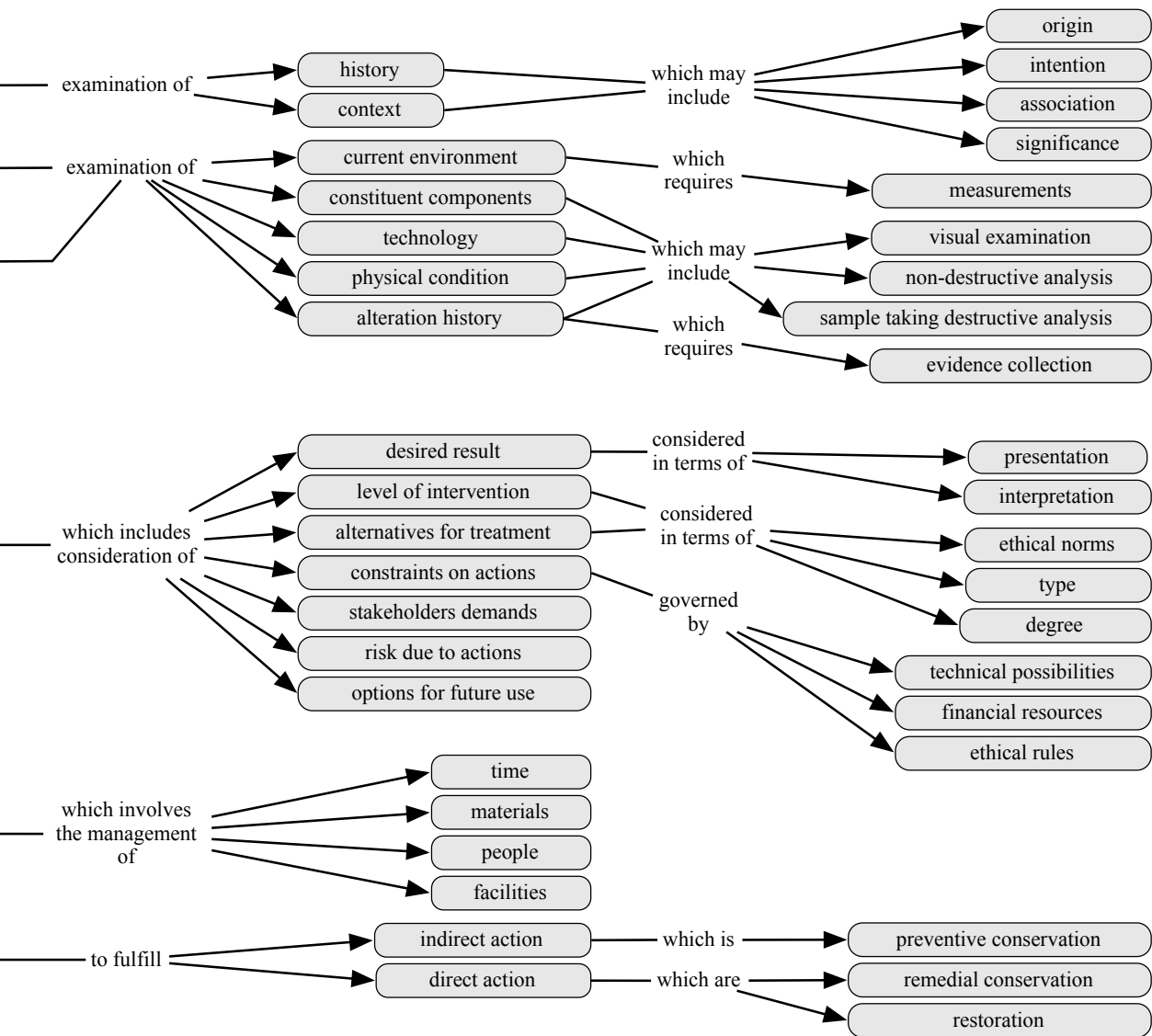
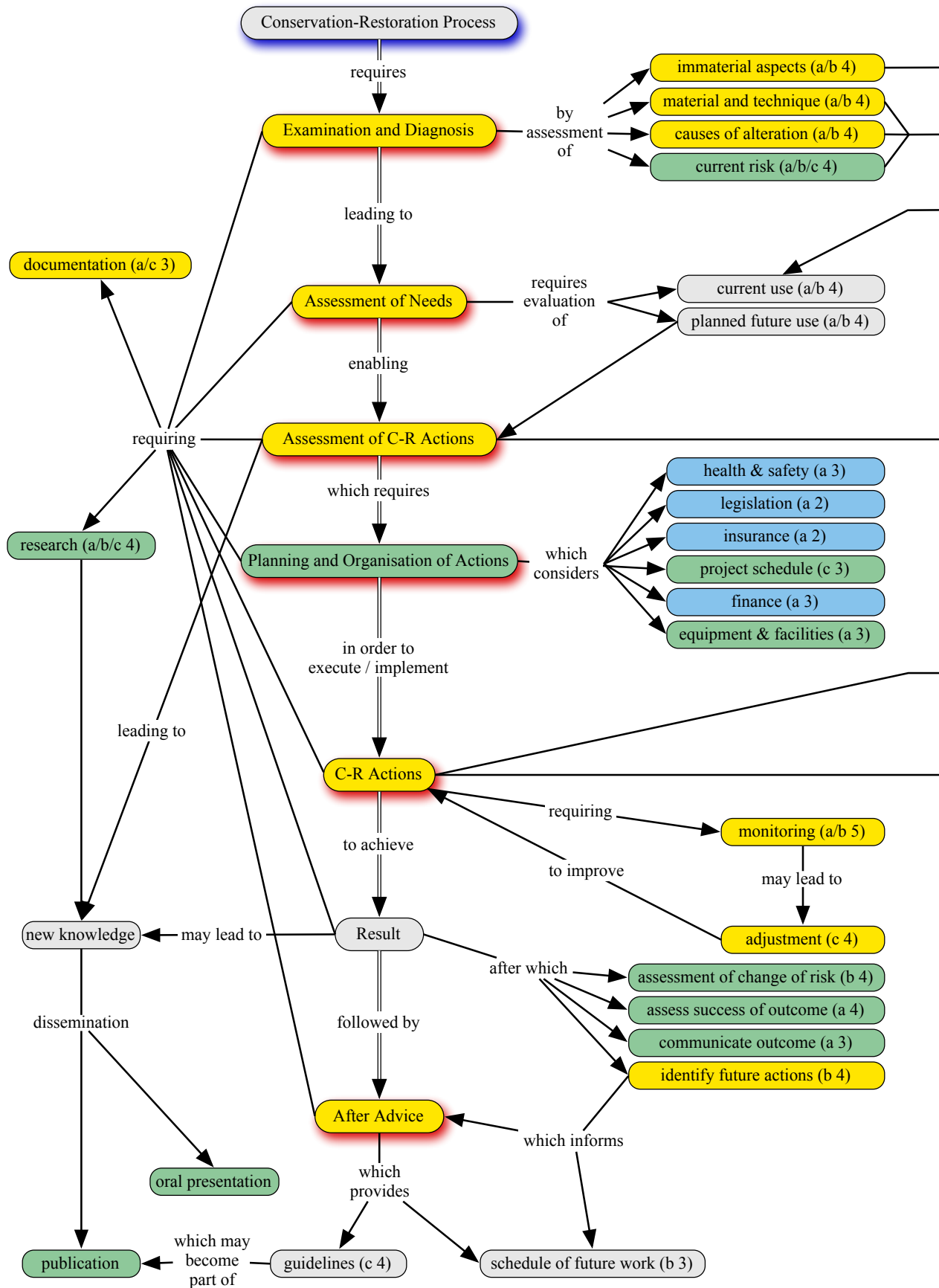


Figure 1. The complete Framework



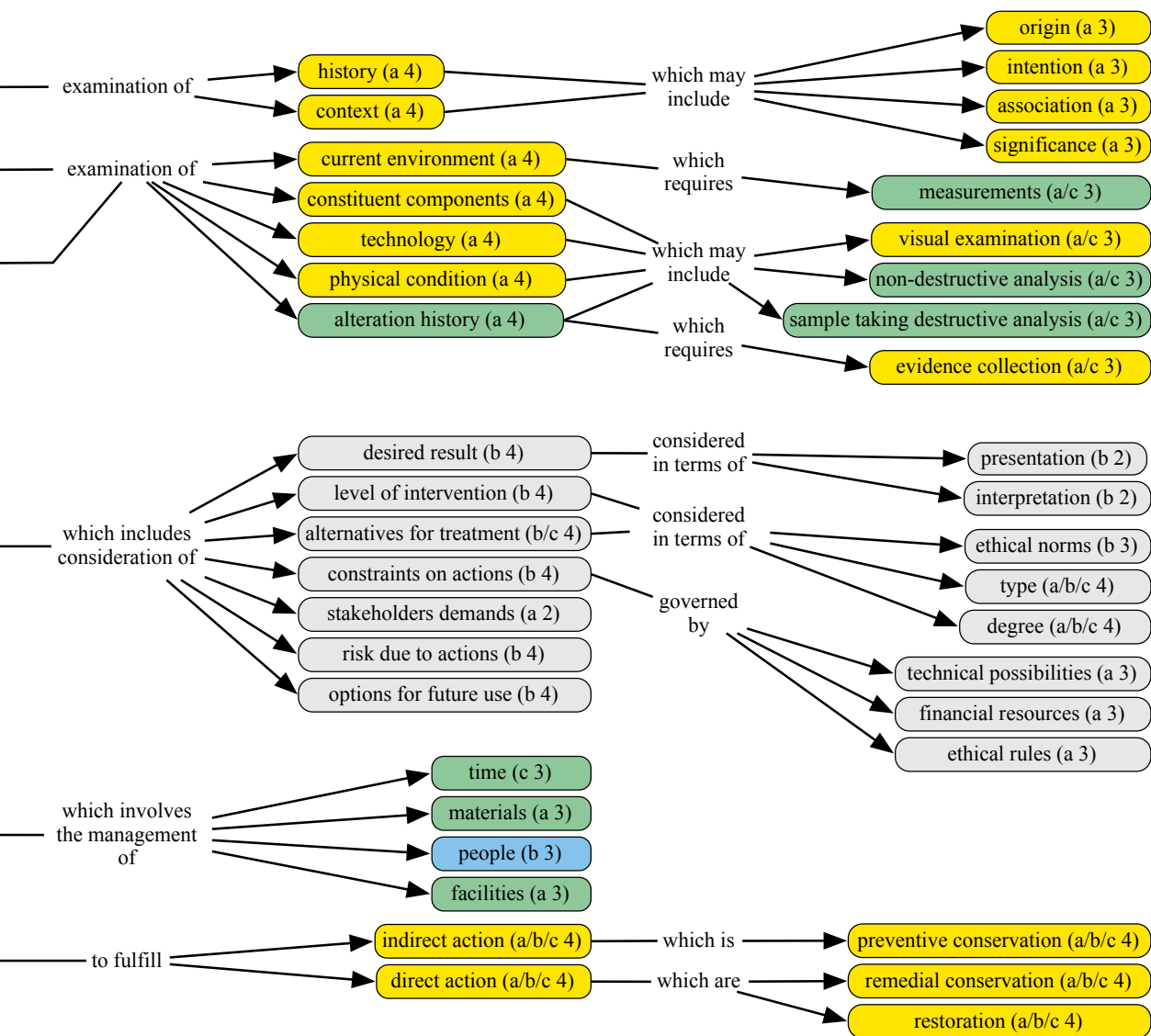
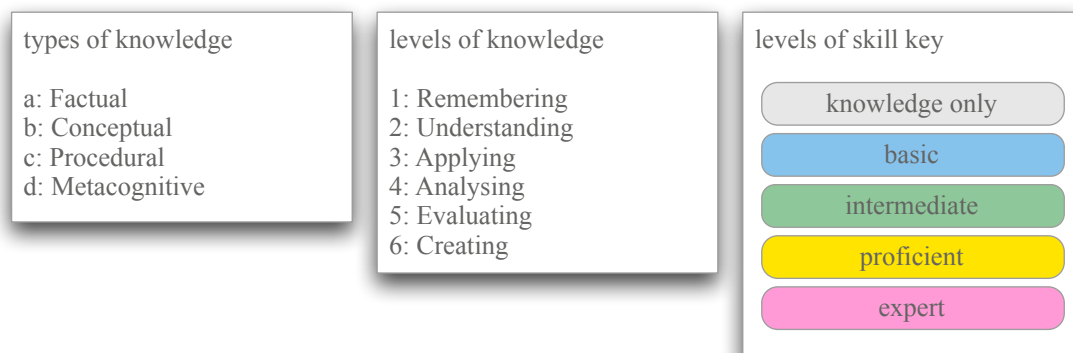


Figure 2. The competence map for EQF level 7 – Access to the profession



Decision making comes out of analysis. Analysis comes from an analytical approach but lacks experience.

5. Evaluating – to apply knowledge in order to measure a situation in terms of its broader context and in relation to determining future outcomes. This allows results to be weighed up in terms of decision making and a broader managerial context. Evaluation comes from experience.
6. Creating – a broad width of knowledge and experience which allows one to extend the boundaries of knowledge. This requires highly developed foresight and meta-cognitive understanding. (Anderson and Krathwohl, 2001, pp. 67-68)

Four distinct types of knowledge are identified, each representing different types of understanding. For the purpose of the competence map these are summarised as follows:

- A. Factual – of or relating to a piece of information presented as having objective reality
- B. Conceptual – of or relating to, or consisting of abstract or generic idea generalized from particular instances
7. Procedural – of or relating to a particular way of accomplishing something or of acting
- C. Meta-cognitive – transcending (more comprehensive than) conscious intellectual activity, typically exhibited by an experienced practitioner.

While the six-level knowledge taxonomy is strictly hierarchical, the four dimensions of knowledge are treated as individual categories.

There is no widely recognised pre-existing taxonomy of skill, it can be expressed in a range of ways, for example, as the proficiency, facility, or dexterity that is acquired or developed through training or experience.

It indicates a special ability or expertise enabling one to perform an activity with ease and precision in order to obtain the desired result. In this case E.C.C.O. proposed a simple four level scale:

1. Basic Skill – is when a person only possesses the ability to carry out basic tasks in a complex conservation–restoration process. They are unlikely to possess an in depth knowledge of any subject area required to carry out the task unsupervised and may not be aware of many of the ethical rules that apply. They operate well within the boundaries that are laid down by the profession (light blue in figure 5)
2. Intermediate Skill – is when a person possesses a higher level of skill both in terms of its breadth and depth. They are expected to possess basic skills across the whole field of expertise, be able to place different concepts within that field, and to have knowledge of the rules. They are able to carry out basic conservation tasks unsupervised and work within a team on complex conservation problems (green in figure 5).

3. Proficient Skill – is when a person is expected to possess adequate skill to carry out conservation processes autonomously and understands the spirit of the rules that govern that field. They are capable of carrying out Conservation-Restoration tasks and processes to a level that is acceptable within the profession, but may not work as effectively as an experienced Conservator-Restorer and may not possess adequate skill to carry out the most difficult tasks (yellow in figure 5).
4. Expert Skill – is when a person possesses a comprehensive ability to carry out tasks and undertake processes within their field of expertise. They are able to also carry out tasks and undertake processes proficiently in associated fields. They will be able to apply knowledge and the understanding of processes in a new and innovative way and will be able to adapt and create new methods within the field of Conservation-Restoration.

With the exception of the central spine, each node on the map was examined by the working group and a consensus reached over the level and type of knowledge and skill expected for someone entering the profession. This is indicated by a set of coordinates for knowledge and a colour code for skill, shown in figure 2. Where only general skills are required the node is without colour, for example literacy. In effect this creates a landscape of knowledge and skill required for the EQF Level 7 qualification representing anyone wishing to enter the profession. Although not presented in this paper, the same was done for EQF level 6 and 8.

Conservation-Restoration specific descriptors for EQF level 7

Having constructed a competence map for EQF level 7 it was possible to return to the task of creating Conservation-Restoration specific descriptors. This was carried in collaboration with ENCoRE during a meeting held on the 20th February 2009, the result of which is the descriptors given below:

Highly specialised knowledge is the knowledge in a field of conservation that is only attained following an education that is “an appropriate balance of integrated theoretical and practical teaching....” (The Document of Pavia, 1997, clause 6). Critical awareness of knowledge issues in a field is the ability to acquire knowledge, evaluate its validity and reliability, and apply it, in order to justify all decisions subject to the Conservator-Restorer’s own area of specialisation, and if required to carry out or manage actions stemming from these decisions. This translates into a highly specialised knowledge of the principles, theories and practices of conservation within their specialism/field, an advanced knowledge within the fields that are adjacent to their specialism and a comprehensive knowledge of the cultural heritage sector in general.

Specialised problem solving skills is a level of ability to practice Conservation-Restoration, informed by highly specialised knowledge and governed by ethics. This is required to find, adapt or create new knowledge and procedures within the boundaries of the Conservation-Restoration profession.

It includes an ability to observe, collect and critically analyse relevant information in order to reach appropriate conclusions and carry out a course of actions; the ability to continuously analyse and evaluate the situation and the process in order to adjust where needed; the ability to integrate knowledge from different fields, the ability to create new knowledge and procedures where it arises; the ability to communicate knowledge. A proficient level of manual dexterity and sensitivity must be demonstrated in the field of specialisation which may also be transferable or shared between other specialisations within relevant fields. This equates with a cognitive ability to carry out familiar processes within a given specialisation, which enables unfamiliar processes to be attempted. It includes a high level of familiarity with methods, materials, tools and instruments within the given specialisation and the ability to adapt and develop new tools and methods.

Competence is when a Conservator-Restorer has the necessary skills, knowledge and experience to operate in their specialist field within the ethical and practical boundaries of the Conservation profession and the situation of the cultural heritage. This represents the ability to work consistently and responsibly, with appropriate caution within the field of Conservation-Restoration as whole and involves the application of knowledge and skills as represented earlier.

It includes the ability to use existing Conservation-Restoration concepts, create new strategic approaches and apply their principles and ethics in a variety of situations.

While these descriptors meet the requirements of the EU Commissioner responsible for Education, Training, Culture and Youth, it is not envisaged that they would be used without the interpretive aid of the framework.

Using the Framework in an educational Institution

The development of the E.C.C.O. framework describing the competence requirements for anyone wishing to enter the Conservation-Restoration profession provides an opportunity for education institutions offering such courses to both evaluate the standard of their graduates and where necessary improve the education they offer. This section describes how Oslo University department of Conservation Studies has used the level 7 framework, compared against its learning outcomes, to do just that.

The department was formed in 1997 and is therefore relatively new. In 2002 Oslo University was restructured as part of a national reorganization resulting from the implementation of the Bologna process. Since then the University follows the European norm with 3 year Bachelor and 2 year Master programmes constructed on a modular basis. At undergraduate level, the focus is on preventive conservation, the ethics and philosophy of Conservation and the technical and alteration history of cultural objects, together with full undergraduate subject courses in archaeology, art history or ethnology, for example. The undergraduate programme is open to anyone wishing to work within the cultural heritage sector. There are six 10-point modules per year, each building on the ones that have gone before, each represent-

ing a well-defined area of study. Each module is described in terms of curriculum and a set of learning outcomes.

The latter are expressed as the knowledge, skill and competence gained by a student who has satisfactorily completed the module. The structure of the programme with its open Bachelor course is seen as a strength because it provides those wishing to work within the cultural heritage sector as professionals other than Conservators, with a basic education in this field that they can use to enhance the preservation of collections.

The additional undergraduate subject selected by students at the BA level provides the basis for the specialism for those wishing to study Conservation at Master level. They will also be required to pass general chemistry courses to be eligible for this programme.

The modular nature of the course enables the different subject areas to be taught by departments with the highest level of expertise. While this has significant benefit in terms of quality of teaching, operational efficiency and reducing the teaching burden within the Conservation department, the drawbacks include less control over the curriculum and additional administration.

The more interventive aspects of Conservation are reserved for the intensive two year Master's education, which is separated into two parallel lines: paintings and objects. The curriculum is therefore spread over 5 years representing a Bachelor

and Master study programme that both fulfills ENCoRE guidelines and satisfies the financial model imposed by the university.

Comparing Learning Outcomes to the Competence Framework

When compared with the E.C.C.O. framework (see figure 2) similarity can be recognised between the description of each module in terms of knowledge, skill and competence and the levels assigned to each of the boxes – see example of course description and learning outcome below. Each module contributes to a range of different areas of the framework, to a varying degree. On completion of all modules at Bachelor and Masters level this ideally equals the skill and knowledge required for entering the profession.

Example of learning outcomes for a 10 ECTS course taught in the third year of the BA:

Course name: Environmental factors impacting on material cultural heritage.

Description

The course will provide students with a better understanding of the environmental factors that cause damage to material cultural heritage. It will provide technical knowledge about the impact of changes in environmental conditions together with measurement and control methods that will enable students to apply what they have learned to real situations. The factors considered include: chemical and physical degradation, pests and biological threats.

Learning outcome

- On completion of this subject, it is expected that students will be able to:
- Identify damage caused by agents of deterioration within museum collections
- Employ survey techniques used in conservation to map damage and identify potential causes of damage.
- Use statistical analysis to interpret survey results and reach justifiable conclusions.
- Differentiate between threats from pollution within the museum environment
- Identify biological threats within the museum environment
- Comprehend physical threats from handling within the museum environment
- Apply known tests and techniques to identify the nature of these threats
- Select a strategy to counteract the threat that have been identified
- Report findings in a professional format.

Some difficulties were however encountered when attempting to compare an educational programme to the E.C.C.O. competence map: the European Qualification Framework, and thus the learning outcomes developed in Oslo uses the older Bloom's taxonomy (1956), whereby E.C.C.O. has adopted

the equally well accepted revised taxonomy, by Andersen and Krathwohl (2001). While this later taxonomy better reflects the needs of Conservation-Restoration there are some differences which increase the difficulty encountered when making direct comparisons. In order to take into account these differences the learning outcomes for each module offered by the Oslo University Conservation education were re-evaluated in terms of the scale used by E.C.C.O. before a comparison to the framework could be made.

Even then such a comparison was not without its challenges. The individual learning outcomes of each module offered by the Oslo course (such as the one described above) does not directly transcribe onto framework and therefore could not be treated individually. Furthermore a synergy exists between the different outcomes, each contributing in differing degrees to more than one sector of the framework. With this in mind the outcomes associated with a single module was treated as a whole. By doing this, a picture of the area of competence that is enhanced on the framework can be built up on a year-by-year basis (see figures 3 to 7). This constructed a sequence of progress, which focused on collection care and preventive conservation aspects of the framework throughout the Bachelor course and remedial conservation in the Master course. Ultimately the type and level of knowledge and skill on graduating from the Master can then be compared to the access requirements defined by the level 7 competence map in the E.C.C.O. publication (see figure 2).

A further challenge encountered was that while knowledge was fairly easy to judge, skill was more difficult. This was due to the lack of a well

developed and tested taxonomy. Bloom's original research does not include this domain as the researchers claimed lack of experience in teaching skills (Bloom 1956). Although a number of authors have suggested taxonomies for skill these are not widely adopted within higher education institutions such as universities. E.C.C.O.'s skill taxonomy, presented earlier, is based on the ability to carry out Conservation-Restoration duties within a professional setting.

While this scale is yet to be proven, it at least offers a taxonomy that is tailored to this profession and is similar to the one developed by Dreyfus (1980, 1981, 1984) and used by PACR (2011). While this challenge was encountered early in the assessment process, in practice identifying the level of skill being developed by students progressing through each module did not prove to be too difficult. In the framework published by E.C.C.O. for EQF level 7, skill does not exceed level 3 of the four possible increments. Logically this makes sense as people graduating from a master education programme are not expected to be experts in their field. It is especially true considering the high degree of skill required to undertake complex Conservation-Restoration tasks at a professional level.

Figures 3 to 7

The development of skills within an education programme such as the one in Oslo follows an obvious progression – see figures 3 to 7; students taking modules that are early in the Bachelor degree can only be expected to develop basic skill. As they progress their knowledge increases in depth and breadth and their skill level increases.

In the third year of the undergraduate degree and throughout the Master degree their level of skill increases in a particular area through practice. They begin to become proficient in the skills that they have acquired earlier, as well as gaining new skills at a lower level. On graduation from the Master they are expected to possess a proficient level of skill in key Conservation-Restoration areas, with gradually lower levels of skill as the subject matter moves away from their specialism.

Discussion

The systems thinking approach adopted by E.C.C.O. facilitated a negotiated result that takes into account a wide range of opinion representing the profession from its membership and further afield. The competence map, presented in figure 2, reflects the professional requirements of the Conservator-Restorer in easily legible terms, which can be transposed into the cognitive development required for education programmes such as the one presented herein. Conceptualizing the complex role of a Conservator-Restorer within cultural heritage management as a decision-making process can be only achievable because this profession follows a well-established ethical framework. Although the interpretation and importance of each area of competence within the map may vary between the established Conservation-Restoration disciplines, circumstances and perspective within cultural boundaries, the basic components will remain the same. This allows propositions about professional competences to be effectively constructed that can be adopted by education programmes.

Given that it is only the EQF Level 7 map that is a fixed requirement, an education programme has the freedom to design a course structure that best suits the circumstances within which it operates. The only caveat is that a graduate wishing to enter the Conservation-Restoration profession must meet the prescribed level of competence. The results of the evaluation, illustrated in figure 3 to 7, suggests that as a student progresses through a programme of education their knowledge and skill is built up at different rates in the different areas of competence until they reach an overall level of “knowingness” where they possess sufficient ability to accept responsibility and operate within the ethical norms of a certain Conservation-Restoration specialism – represented by the EQF level 7 map shown in figure 2.

At this level competence is considered synonymous with attributes such as: professionalism, the ability to perform complex tasks effectively, aesthetic judgement and decision-making. Traditionally this is closely associated with a level of responsibility that allows autonomy, although the relationship between the two often is unclear. The topographic presentation of skills and knowledge in the map demonstrated the unevenness of requirements for recognition as a professional which confirms that general statements about competence are meaningless. Of course the process of gaining competence does not stop once EQF Level 7 has been achieved – the professional continues to collect and refine knowledge and skill throughout their career.

The assessment of the education programme offered by the University of Oslo demonstrates that knowledge and skills are developed in a log-

ical manner. It suggested that anyone graduating from this programme will meet or exceed the level of knowledge required for nearly all sectors of the framework. Areas of knowledge that are lacking are limited to the giving of guidance and control of finance, both of which are competencies that are typically developed during the first years of practice. The level of skill represented by the learning outcomes of each module was harder to judge and the assessment of a master graduate was less positive. The general consensus was that graduates from the Master course could only be described as having intermediate “hands-on” Conservation-Restoration skills. Graduates possessed proficient skill only where they had developed it through repeated practice during their taught courses, dissertation project and practice placement. Such observations are not unusual for educational programmes that have limited Conservation-Restoration practice before the Masters level. In effect this is recognized by the National professional organisation, NKF-N, which demands that graduates have one year additional experience before becoming eligible for full members.

By using the E.C.C.O. map to examine knowledge and skill development throughout the Bachelor and Master course, it became evident that much of the knowledge gained at Bachelor level and in the earlier part of the Master course is factual and conceptual. Procedural knowledge developed significantly during the latter half of the Master course. This is obvious considering that this is when a large proportion of teaching is laboratory or studio based and when the practice placement occurs. This highlights the close link between procedural knowledge and skill, and it reaffirms the

need for extensive practice within such education programmes. It also signifies a leap in cognitive development from being able to apply knowledge in a limited way within a set context to being able to use the knowledge much more broadly to evaluate situations in terms of its wider consequences and future outcomes and select appropriate actions. Such a leap in ability represents a transition between being told what to do and making one's own decisions. Its occurrence quite late in the teaching programme reflects a concern that is often expressed for Conservation-Restoration education within a university system that there is insufficient time for development of skill. This suggests a degree of incompatibility between what can be described as the educational norm dictated by the "Bologna approach" within a university based system and the need to develop the skills required to enter the Conservation-Restoration profession. As with other professions the development of skill and knowledge in the period directly following a university education programme will remain critical for career development.

Conclusion

The competence framework created by E.C.C.O. has made innovative use of concept mapping, developed by Novak (1984). Although this technique was originally intended as a way of enhancing meaningful learning in the sciences, it has been proven to be applicable in this case because of its capacity to present visually a declarative system, thereby facilitating sense-making within a complex environment. Its use provides the freedom to explore this paradigm without being prescriptive or having to rely on an arbitrary set of scenarios.

The ability both to scrutinize and overlay maps recognises that the acquisition of knowledge, skills and competence is both cumulative and heuristic. Its principal benefit is the broad applicability of the results obtained. Regardless of the field within which the Conservator-Restorer operates they should be able to recognise the scope and level of their own competence in each area of the map.

Unlike other visualization techniques, such as mind mapping, its hierarchical nature and the ease with which links between different concepts can be identified and described aid the construction of an intellectually robust framework. Its strength lies in the ability to describe a universal process that reflects professional Conservation-Restoration practice, plus the ease with which the results can be interpreted as a decision-making narrative. In identifying the competencies for access to the profession of Conservation-Restoration it must be acknowledged that the level of knowledge, skills and competence represents entry to the profession. Someone having entered Conservation-Restoration with these levels, practiced for a number of years and who may be judged by fellow professionals as an expert in their field would have developed beyond this point. In some countries this is acknowledged by an accreditation system, which requires a number of years' experience and an assessment carried out by their professional body.

The case study presented demonstrates an important application of the E.C.C.O. competence map and the strength of having a well-defined professional template. The benefits to education programmes are tangible; measurement enables quality control and systematic improvement.

In this case these have been immediate, allowing the identification of areas where improvements in the delivery and planning can be made. While the assessment has been useful, it has also identified areas that require further development, for example, taxonomy of skill that is compatible with the university education system.

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Prof. Wolfgang Baaz, Bratislava, December 2015
(Picture by Sebastian Dobrusskin)

EQF and the Universities

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Looking back at the first 20 years of E.C.C.O. its anniversary goes well together with the discussion of the European Qualifications Framework (EQF) and its relevance to the universities, because to explain where we are today requires a flash-back to historic developments. In this paper I will try to describe the events in their chronology, according to the historic archives and my own experience in this process, which started in 1996. It is a history of efforts and conflicts but above all of a breath-taking progress in professionalization.

One thing is worthwhile mentioning: There were heavy conflicts and “wars” the content of which I will try to describe and which took place due to the personal identification of each of the actors with his/her approach. But suddenly – it was in Pavia – I realised that nevertheless everybody was pulling in the same direction, which was and is the safeguarding of cultural heritage.

Conservation-Restoration as a profession is still unclear in its character for the large majority. Even within the field itself there have always been differences in understanding what and who we are. Nevertheless in this context, recognition and, in the end, the regulation of the profession has been the ultimate goal. It is important to state that the driving force towards this aim has always been concern for cultural heritage and its protection from unqualified interventions – cer-

tainly not a monopolistic motive in the sense of a protective umbrella for individual members of the profession.

In the last decades, in order to define itself the profession has attempted a number of approaches, with education being one of the key issues for self-identification, similar to the characterisation of many other professions. The first largely accepted definition dates from 1984, formulated by ICOM-CC. Apart from the description of the activities of the Conservator-Restorer, their impact and ranking, there is a paragraph at the end describing the necessary education:

“Training should be terminated by a thesis or diploma paper, and its completion recognized by the equivalent of a university graduate degree.”

After the founding of E.C.C.O. one of its first activities was the drafting of the E.C.C.O. Professional Guidelines in 1993 and 1994. In Part III of the Guidelines, the Basic Requirements for Education were defined. Initially – before the revision of the document in 2004 – the Guidelines stated:

“full time education at university level or an equivalent level not less than three years and preferably ... four years”

At about the same time as the Professional Guidelines were being developed, another approach was being pursued, which I met for the first time in 1996 at the Interim Meeting of ICOM-CC's Working Group for Training and Education in Maastricht. This was mainly based in the UK: as provision of university-based education seemed to be far too scarce and insufficiently linked to practice, therefore another type of qualification system was devised. One of the most important variations on this theme was based on standards set up by the Museums Training Institute. These related to distinct competences attached to two different levels of qualification directly embedded in the UK National Vocational Qualification system. Assessment of individuals going through this system was intended to be carried out by Conservators and it was also the intention that the courses should be assessed. The idea was driven by the desire to improve the quality of Conservation in general but in particular also to provide "on the job training" for the specific needs of the individual collections.

These two approaches – the approach of qualification through university level education and the approach of qualification by standards for competences – were advocated by strongly opposed groups within the Conservation-Restoration community.

In 1997 an incredible succession of events took place: A milestone in the development of defining the profession and in the finding of common aims was the Document of Pavia, 21 October 1997, which for the first time combined the two worlds in one document

"1. The recognition and promotion of Conservation-restoration as a discipline covering all categories of cultural property and taught at university level or recognised equivalent, with the possibility of a doctorate ...

4. The development of a definition at European level of the full range of professional competences of the conservator-restorer"

The next step – within weeks – was the first preparatory meeting held on 8–9 November 1997 and a few months later the formal founding of the European Network for Conservation-Restoration Education (ENCoRE) on 23 May 1998 in Copenhagen. The idea of ENCoRE was to bring together as a network the European university based Conservation-Restoration education and research institutions.

Exactly at this time and in parallel – on 1 January 1998 – the European project FULCO started its initial phase. It was initiated and launched by the Instituut Collectie Nederland in Amsterdam, which had been founded seven months before at the European "Centres of Excellence" meeting in Amsterdam, 15–16 May 1997. This meeting was the opening event, and without the initiators realising, it triggered a rapid succession of different movements, in particular the idea and initiative to found ENCoRE.

The goal of FULCO (A Framework of Competences for Conservator-Restorers in Europe) was the development of objective and verifiable professional standards for the practice of Conservator-Restorers, based on competences.

It elaborated what had been asked for in paragraph 4 of the document of Pavia. The FULCO project came to an end in December 1998 yielding a conclusive document, the “Document of Vienna”, which was issued at the end of the final workshop. Here again tasks were formulated in this document to be taken up in the next steps, among them the clarification of the meaning of “university level and recognised equivalent“, which should be produced by ENCoRE. This was indeed a crucial question as of course a large number of non-university institutions and educational courses claimed to be “equivalent”.

In a joint effort ten representatives of the member institutions of ENCoRE worked on a draft that had been prepared by René Larsen. Finally in 2001 in Munich the General Assembly of ENCoRE approved the “Clarification Document”. It describes the discipline of Conservation-Restoration, the levels of education and progression, and delivers a description of education content up to doctoral level. The question regarding recognised equivalence was resolved:

“Educational institutions which are not called universities, but which offer programmes of study which in length, content and quality are regarded by the respective governmental validating bodies (such as Ministries of Education) to be equivalent and/or compatible to university degree provision should be recognised as being the same level.”

As a consequence of the discussions around the “Clarification Document” ENCoRE and E.C.C.O. issued in 2003 the joint Paper on Education and

Access to the Conservation-Restoration Profession, setting requirements for access to the profession to 5 years full-time study in Conservation-Restoration provided by or under the supervision of a university or recognised equivalent and graduating at Master’s level.

As a result of this statement the E.C.C.O. Professional Guidelines Part III were revised the following year in 2004 and read now:

“The minimum level for entry into the profession as a qualified Conservator-Restorer should be at Master’s level (or recognised equivalent). This should be achieved by a period of full-time study in Conservation-Restoration of no less than 5 years at a university (or at a recognised equivalent level)”

In September 2006 the EU Commission issued a proposal for a Recommendation of the European Parliament and of the Council on the Establishment of the European Qualifications Framework for Lifelong Learning. The European Qualifications Framework (EQF) is meant to be a common European reference for comparing various national qualification systems for better communication and transferability. The key issue is that the focus shifts to learning outcomes instead of course content lists. The assessment of qualification relates to knowledge, skills and competences, which are arranged in 8 levels with level 1 being the lowest. As E.C.C.O. has completed a major document on EQF recently there is no need to explain more about the contents of EQF in this context (covered elsewhere in this publication), I will rather come to an end with my chronology.

At the ENCoRE General Assembly in Maastricht in November 2006 the European project ECPL (European Conservation Practitioners Licence) was presented, with the request to both ENCoRE and E.C.C.O. to be associated partner in the project. The project was led by Heritage Malta and the initial aim of ECPL was to define EQF levels 1 to 5 for Conservation-Restoration. In the ECPL steering committee meeting in Athens in December 2006, following the urgent recommendations from representatives of E.C.C.O. and ENCoRE, the aim of ECPL was changed towards a focus on definitions for level 7, taking into account also level 8. The project finished in September 2007 and gave as a result a first experiment on how to formulate curricula for a number of specialisations.

Work in the ECPL project made clear that the EQF could and should be used, that it might be very useful for the internal evaluations of the profession in individual associations and that it could also be used as a tool for reaching the aim of recognition and regulation of the profession. The E.C.C.O. paper on EQF, given earlier in this publication, points to the exact problems encountered when defining in detail the necessary knowledge, skills and competences for Conservator-Restorers, it also touches on a fundamental issue of education, which had not been included in the first draft. In education, the theory component is not problematic in terms of defining what the candidate has to know etc. at a certain level – this would be fairly easy to assess. In terms of practice, things look different – especially if we decline from seeing practice only as a mechanical part. In fact it must rather be expressed in terms of awareness and approach that one comes to think of when speaking about prac-

tice. Unfortunately these terms do not appear in the generic EQF definitions. All the more relevant therefore is use of the term “knowingness” in the E.C.C.O. paper which must be highly appreciated. It relates to the EQF term knowledge but conveys at the same time the awareness, disposition and preparedness of a Conservator-Restorer to meet the unexpected and to always question their own point of view, which is the generic position in this profession.

Here the task of the universities has to be addressed. In the Document of Pavia paragraph 6 refers to an “... appropriate balance of integrated theoretical and practical teaching ...” This is exactly the way – and in my conviction the only way – ‘knowingness’ can be imparted. With initially small Conservation-Restoration projects, which the student has to run from the beginning to the end, having “responsibility” for ethical, technical and aesthetic procedures, the task of a Conservator-Restorer can be simulated at a very early stage. Of course there is no real responsibility for the object on the part of the student, as this must obviously remain with the university.

Nevertheless, in the social context offered by a program, students can compare themselves to each other as well as to the educators, creating a learning incentive which will be difficult to find in the market and even in a museum. In contrast to pure theory, lectures or the simple learning of dexterity skills, project based practice constitutes the central component of such education, where all the other study contents must converge – art technology, history of art, chemistry, micro biology and other relevant subjects.

All must be combined with decision-making, treatment strategies, supported at the same time by manual abilities. Giving away – in other words “outsourcing” – this central piece of education to a professional environment, which primarily has to “deliver” other functions, must be extremely well controlled if it is to deliver the same result.

In 1999 the Bologna Declaration was agreed, with the consequence that more or less the whole of Europe must convert its education into the Anglo-American 3-level university system. One of the main goals of this declaration being student mobility, the European Credit Transfer System (ECTS) was created in order to be able to better compare study results. The ECTS conception started a fundamental shift from learning input towards learning outcomes, and here the systems ECTS and EQF converge. Following the description above, the individual forms of practice needs to be defined so that they can be expressed in terms of learning outcomes. This will be one of the main challenges for the implementation and correlation of EQF and ECTS within Conservation-Restoration education.

Nevertheless, returning to the two positions outlined at the beginning. There seems to be a general consensus, also outside E.C.C.O., that access to the Conservation-Restoration profession should require EQF level 7. The Annex of the EQF Recommendation specifies:

“The descriptor for the second cycle in the Framework for Qualifications of the European Higher Education Area agreed by the Ministers responsible for higher education at their

meeting in Bergen in May 2005 in the framework of the Bologna process corresponds to the learning outcomes for EQF level 7.”

This gives a clear hint concerning the tasks of the universities, as qualifications of level 6 to 8 i.e. BA, MA and PhD will normally be awarded only by these higher education institutions. One final comment: the Lifelong Learning process foresees the possibility of individuals raising their level via a mixture of self-selected training, which would mean that in theory level 7 can be reached via a non-university education route. In our field, where apart from hard facts, attitude is taught, such a route will need a lot of input from professional bodies and universities to develop reasonable definitions of learning outcomes and assessment procedures for the certification of level 7 – certainly it cannot be a simple addition of ECTS points or ECVET (which is the equivalent for vocational training). Besides, just for keeping up with the current development it will simply be necessary to improve continuously one’s knowledge, skills and competences – in order just to maintain one’s current level.

In conclusion, we have reached the moment where both positions, which have been so much in opposition to each other, have arrived at a common denominator – university level on the one hand and competence based assessment on the other hand. In the past years E.C.C.O. and ENCoRE have collaborated well together and I would like to express my sincere hope that the further development of EQF for Conservator-Restorers in its details will again come in a co-operation.

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Jeremy Hutchings, Rome, October 2013

(Picture by Sebastian Dobrusskin)

Competences for the Profession and Practice of Conservation-Restoration” its application within an Educational Institution

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Introduction

Cultural heritage Conservation has been described as an empirical science devoted to the preventive and remedial treatment of our common inheritance (ENCoRE 2001). At a professional level, the competence required to become a Conservator is represented by a blend of theoretical knowledge and practical skills, including the ability to judge ethical and aesthetic issues in a systematic way (Larsen 2008). In the same way as medicine, its academic status cannot be separated from the identity of the various professional specialisms it contains, which focus on the full range of human time, location and cultural remains.

In 1945 George Stout wrote: “one should make sure at the very outset that there is a truly philosophic basis so that ‘Conservators’ shall not only be good practitioners, but scholars as well, knowing not only what they do, but why they do it, and prepared to discuss fundamental questions effectively with their opposite numbers in aesthetics, art history and so forth” (quoted in Vinas 2005:1). This statement is as relevant today as it was almost 60 years ago. The very nature of Conservation and the material it deals with locates it in the epistemic intersection between science, technology, humanities, ethics and craft.

As such it is more than simply interdisciplinary – it bridges the chasms between scientific and humanistic thinking as well as the academic and craft-based approach. If considered alone, each field imparts insufficient scope of knowledge and skill for Conservation decision making. For example, traditional scientific thinking is incapable of fully describing the Conservation phenomena in all but the most theoretical terms whereas the humanistic approach lacks the precision required by scientific investigation. Typically a more holistic approach is required, one that considers a wider perspective in which scientific analysis is synergistic with in-depth understanding of context and well developed craft-based traditional skills.

When all facets of this professional discipline are considered in combination, systems-based thinking is necessary to deal with the level of complexity that is encountered. This allows the many activities associated with professional Conservation practice to be placed within a single framework, thereby providing a tool for education. For Conservators to become good practitioners they must receive the appropriate level and scope of education both before entering the profession and continuously throughout their careers.

This paper examines the nature of cultural heritage Conservation as a university based discipline representing one of a number of pathways into the profession. It describes how the older and more established disciplines such as art history, archaeology and chemistry have struggled to come to terms with a subject that has sometimes been referred to as pseudoscience because of the difficulties in meeting scientific standards of research when faced with complex real conservation situations. Instead, often there is a reliance on combined evidence and values-based research and teaching, coalescing theoretical knowledge with practical skill that is required to best foster competent professionals.

The paper begins by describing the purpose and nature of Conservation, illustrating how the current status of its education has come about by briefly outlining the development of the profession, defined for the first time at an International level in 1984 (ICOM-CC). It explains how difficulties are experienced when attempting to characterize this complex professional discipline, created by the traditional demarcation between science and non-science. A solution is offered via the competence map created by the European Confederation of Conservator-Restorers' Organisations (Corr et. al. 2011).

This is examined using the Joint Academic Classification of Subjects (JACS) system, used by the UK Higher Education Statistics Agency (HESA) and the UK Universities and Colleges Admissions Service (UCAS) to classify academic subjects. It demonstrates that the Conservation-Restoration competences consist of a unique kernel of skill

and knowledge that is surrounded by unclassifiable evaluative steps examining a wide range of factors within an equally wide range of academic subjects. It highlights the need for the teaching of evaluative skills tailored to this multifaceted subject, a substantial proportion of which are transferable, which is typically achieved through evidence based education.

The Nature and Development of the Conservation-Restoration Profession

In the past Conservation has been described as “the means by which the true nature of an object is preserved” (UKIC 1983), it is now recognized that this is only one particular aspect of what is required. In order to care for cultural heritage in a responsible manner it is essential to consider the full context of an object, its physical nature, origin and history as well as its present use and likely future significance.

At the very fundamental level a Conservator is someone who is entrusted with the physical care, stabilization, maintenance and preservation of cultural entities that are in some way significant to a community. They must carry out this duty in a manner that recognizes and accords with the object's materiality and significance. The overarching goal is to transmit the richest possible message from the present to future generations – as such it can be described as promoting cultural sustainability.

Originating from the craft/artisan based activities of repairing and restoring objects and works of art, the roles and responsibility of Conservators

became more formalized through the definitions given by number of international organizations in the mid-20th century.

During and in the aftermath of the Second World War the destruction and relocation of large collections drew attention to factors beyond the immediate object such as hazards from the environment and transportation. At this time conservation implications associated with cultural heritage became increasingly recognised and the term 'Conservator' became more common. College graduates began to enter the profession (Stout 1964) and IIC was formed under a British charter around 1947 to foster the growth of qualified Conservators.

Since that time professional requirements have developed academically to include an increasing level and quantity of humanistic knowledge and natural sciences, applied chemistry and physics, as well as analytical, organisational and philosophical elements. The latter half of the 20th Century marked a period of massive expansion and development in the Conservation profession: museums established Conservation departments and analytical laboratories, a wide range of technical journals were launched, national, international professional organisations were set up and academic training programmes established.

Although it was possible to study Conservation and Restoration at an academic level in Europe from the 1930s, it was not until the 1960s that the number of Conservation education institutions increased substantially and spread globally (Schiessl 1997). The last quarter of the 20th Century is characterised by the complexity and philosophy of Conservation

being explored to greater depths. What was previously considered to be certain became increasingly variable as both thinking and analytical techniques became increasingly sophisticated.

Basic ethical tenets such as reversibility were thrown into doubt as they were found to be idealistic goals that could not be realised. Professional relationship also changed, in a matter of 30 years Conservators have moved beyond being considered as isolated advocates for the long-term survival of physical materials of the past, rarely acknowledged beyond their professional circles or seen outside the back rooms of the museum, to collaborators in the management of a common heritage.

The development in the scientific examination of cultural heritage during the same period has completely altered the way in which objects are evaluated. An increasingly broad range of analytical tools are employed to answer technical questions about origin and change in the fields of art history, archaeology and Conservation.

The 21st century Conservator must approach their work scientifically and systematically, analysing the strengths and limitations of a wide range of both investigative and treatment options. They must work closely with other heritage professionals, and be able to understand and communicate using the vocabulary of science, technology and connoisseurship (Stoner 2005).

Their roles and responsibilities have expanded greatly, with today's Conservator requiring expertise outside their remedial specialism in areas such as preventive conservation and climate control.

They must be advocates articulating the broader goals of Conservation and justifying their approach in terms of the quantifiable benefit it provides.

The approach to the preservation and management of cultural heritage is also changing from the attempted enforcement of hard and fast rules to the application of a problem-solving approach that weighs up situations, balances facts and reaches conclusions about the best possible course of action or conditions that can be sustained. This subtly alters the Conservator's role from enforcer to counsellor, facilitator or problem-solver, which requires a different set of skills. No longer are Conservators outsiders arguing on behalf of the physical well-being of heritage but providers of scientific knowledge, well-founded argument and expert skill on which management decisions can be based and access can be provided.

Fitting a multifaceted discipline into an existing education system

The need for a multidiscipline Conservation education has been recognised for over 40 years. The Danish parliament white paper nr 525 states that: "the purpose of education is to develop the artistic and manual skills and the scientific insight and technical know-how of the students within the field of Conservation and Restoration" (1969:20).

From an educational perspective, few if any higher education programmes in other fields require such a diverse curriculum, which spans sciences and humanities. This combined with the relative newness of many of the university Conservation

education programmes, and the different traditions across Europe, means that educational approaches are diverse and many are still actively evolving.

The traditional demarcation between science and non-science is problematic for the Conservation discipline as its elements cannot be easily separated without seriously degrading understanding of complex phenomena and situations.

Simply stated, a graduate with only a science or humanities education cannot call themselves a Conservator-Restorer. The relationship of science within the field of Conservation is well established but not well explained – for example, the European Network for Conservation-Restoration Education (ENCoRE) defines cultural heritage Conservation as an empirical science devoted to the preventive and remedial treatment of our common inheritance (ENCoRE 2001). While this emphasises science it should not be seen as belittling the importance of humanities, without the context that it provides there would be little basis for scientific conclusions. It does however highlight the difficulty in placing this subject within the traditionally divided disciplines.

Obviously depending on whether Conservation education is placed within a science or humanities faculty will influence the balance between science and humanities, the funding of and access to equipment and facilities. Experience of a wide range of education programmes throughout Europe suggests that this has a large impact on the style and content of courses and can increase the difficulty of delivering various parts of the curriculum to the appropriate standard. For example within

Oslo University the Conservation Studies programme is placed within the humanities faculty. It is the only laboratory based education within this faculty requiring a level of funding and staff student ratio that is normally associated with medicine or science.

This has raised obvious questions about its economic viability and the cost of teaching facilities as it struggles to comply with this faculty's funding model.

Despite this difficulty there is no desire to relocate as this would reduce vital connections with disciplines that study the human condition, which it serves and from which the vast majority of applicants are recruited: art history, archaeology and ethnography. Norway is not unique; university based Conservation education struggles to survive in many countries where it does not fully comply with either science or humanities educational norms. In some cases this has led to the closure of education programmes because of funding. Although the constant pressure to conform to standardized funding model places Conservation education at a disadvantage within a traditional university system, it does possess the strength of a distinct and well defined professional field. In the last decade this has become increasingly relevant as pressure is placed on universities to provide education that has workplace relevance.

Other trends within the European education sector have also strengthened its appeal. The current programme developed by Oslo University can be described as a 21st Century liberal education. The approach to learning that has been encouraged

attempts to empower and prepare graduates to deal with complexity, diversity and change. This is concordant with current thinking within this field, which defines Conservation as the "management of change" (Staniforth 2002).

It aims to build broad knowledge of the wider world relating to the management and care of cultural heritage that requires an understanding of science, culture and society as well as in-depth knowledge of conservation ethics, tools and techniques. The strong sense of values, ethics and civic engagement that is contained within this programme from its first contact with the student empowers individuals, providing them with broad knowledge and transferable skills.

Mapping a possible solution

One approach to the problem of integrating science, humanities and the arts within a single education programme and achieving an appropriate balance is through the mapping of knowledge, skills and competence that is required to enter this profession. This breaks down the barriers between the different disciplines and identifies their commonality: Such a map has been created in the recently published "Competences for access to the profession of Conservation-Restoration" (Corr et. al. 2011) – presented earlier in this publication.

Developed in response to the need for greater clarification over the scope and level of professional competence necessary for practice, the map sets the level of knowledge and skills needed to enter the profession, which in many cases corresponds to the end of an education program.

The guidelines issued by E.C.C.O. in 2004, sets the minimum level of education for entry into the profession as “Master’s level (or recognized equivalent)”, which “should be achieved by a period of full-time study in Conservation-Restoration of no less than 5 years” (CON.BE.FOR 2000, E.C.C.O. 2004).

This corresponds to European Qualification Framework (EQF) level 7, representing a combined Bachelor and Master Degree. While this sets the education standard required to enter the profession it does not define the content.

At a professional level, competent practice is represented by a blend of theoretical knowledge and practical skills, including the ability to judge ethical and aesthetic issues in a systematic way (Larsen 2008). It is now widely accepted that education must include theoretical and practical instruction together with a well-structured internship. Such demands can only be delivered via a program that develops an appropriate balance of theoretical knowledge, practical skills and competence within the graduate for them to work ‘responsibly in the field of Conservation-Restoration of cultural heritage’ (E.C.C.O. 2002:1). It requires a diverse teaching curriculum that combines science, humanities, practical and academic study, that:

- develops manual skills,
- promotes systematic problem solving,
- enhances knowledge of material and their properties,
- provides sufficient scientific knowledge to understand the behaviour of materials under the influence of external factors,

- Introduces methods of preventing damage,
- Imparts knowledge of past and present methods of treating damage and decay,
- Increases aesthetic awareness and
- Provides the philosophical foundation for ethical codes.

The 2011 E.C.C.O. competences map, constructed using concept mapping (Novak and Gowin 1984) is a normative framework representing different interconnected areas of knowledge and skill required in a typical Conservation decision-making process – see earlier article by this author.

This forms the cognitive competence, represented by the combined knowledge and skill, required to carry out the broad range of practical tasks within Conservation. Practical skill although not overtly identified in the framework is inherent within each element. This format was chosen because it represents a broadly accepted process-oriented depiction of the Conservator’s role, which can be confirmed by a number of well-established definitions, for example, Weaver et al. (1950), Heritage Collection Committee (1995), CAC and CAPC (2000). Figure 1. shows the central spine of the process.

Interrogation of the map

The multidisciplinary of the Conservation profession and hence its educational requirements can be readily demonstrated using the competence map. Its applicability for mapping progress in education has already been shown (Hutchings 2011). The map clearly identifies the need to teach a diverse range of academic, practical and organi-

zational subjects, the majority of which are shared with other disciplines. This can be demonstrated by interrogating the map with respect to the categories of knowledge and skills it possesses, which can be placed conveniently within a pre-existing classification system.

The Joint Academic Coding of Subjects 2.0 (JACS) system (see Appendix 1) has been selected for this purpose as it is well established as the system used in the UK by the Higher Education Statistics Agency (HESA) and the University and College Admissions Service (UCAS) to classify academic subjects.

JACS was first introduced in 2002/2003, updated in 2007 and is due for further review in 2012/13, this however will be limited in scope and therefore have little or no impact on this research. It gives each broad subject area a letter, which is subdivided into single subjects represented by a three digit number. As the number moves from hundreds to tens and units the level of detail increases. For example, F represents the Physical Sciences, F300 Physics, F330 Environmental Physics and F331 Atmospheric Physics. Education course in the UK can be assigned up to three individual JACS codes based on the subject content. The coding represents a useful means through which the content of a professional education programme can be assessed. As will be demonstrated the actual content of a discipline may be far broader than just three subject areas. The classification of nodes in the map into different subjects helps to establish the shared knowledge between the professions associated with Conservation, for example Conservation and Conservation Science. Although these

other professional disciplines are not described in their entirety, it demonstrates areas where competence is shared, thereby demonstrating that related professional disciplines should not be considered as archipelagos of competence but more as porous systems that have commonalities within a continuous landscape of tasks and roles. It must however be emphasized that there will be substantial differences in the level and scope of knowledge and skills required by different professions and its application will depend on subject matter. This however, is outside the scope of this investigation as it would entail the creation of similar maps for the other professions.

The classification using JACS, see appendix 1, was carried out by two members of the original E.C.C.O. working group: Susan Corr and Jeremy Hutchings. The map was interrogated and a consensus reached for the JACS categories relating to each node. The letter code was established and where possible a more detailed number code given. In many cases this was not possible as the subject matter described by the node crossed too many single subject fields.

Results

The list below presents the JACS codes that have been selected by Hutchings and Corr as relevant to the competence map. There are of course other areas of knowledge that may be applied in specific cases within Conservation; these however are considered as beyond what is required for entry into the profession – for example, foreign languages and organization management associated with senior positions.

While there is a specific code for curatorial studies there is no such single denomination for Conservation. Although this could be seen as an unfortunate omission in this case it is beneficial as it forces the different areas of knowledge and skills represented by the map to be assessed in terms of its relationship with other subject areas.

JACS code could not be assigned to a number of nodes because their function was solely evaluative. The results are presented in the table, figure 2, below, the node on the left hand side of the spine are generic and therefore do not fall into any one particular JACS category:

The Conservation process as a layered structure

The analysis suggests that multidisciplinary activities are carried out at the start and end of the Conservation process, and that a broad range of knowledge and skill originating from a number of other disciplines is required (see figure 1.). This is collected and systematically evaluated to arrive at set of Conservation actions that need to be planned and carried out. There seems to be very little commonality between the knowledge and skill required to conduct the actual treatment, be it preventive or remedial conservation or restoration, and other academic subjects. These core actions are yet to be classified by JACS and represent the defining character of the profession.

A further evaluative step is necessary to establish the success of the actions. This requires similarly broad range of knowledge and skill that are shared with other disciplines. The Conservation process

and thus professional competence contains and is controlled by a great deal of circumspect evaluation, which is demanded by a strong code of ethics that requires careful consideration of every aspect of intervention – or for that matter non-intervention. Evaluative skills are perhaps some of the more difficult attributes to characterise and teach, and thus will be examined in brief as part of this paper.

The need to teach an evaluative approach

As has been shown, evaluation is an integral and essential part of effective Conservation. Although it occurs constantly throughout the Conservation process and is on-going, it is most evident in the map as two steps, one where appropriate actions are selected and another where their success is evaluated. The need for a thorough assessment of evidence, situation and results of actions in Conservation is obvious when professionals are taking complex decisions about unique and sometimes priceless cultural objects within the confines of an ethical code (E.C.C.O. 2004).

One of the more efficient and effective methods of developing evaluative skill within an education programme is through case-based learning in which students discuss the thought process with their peers and educators, proactively seek the information required to construct arguments and arrive at a considered opinion.

Such collaborative practices are common and ethically required within the workplace and so reflect and promote the good practice that students are likely to encounter upon graduation.

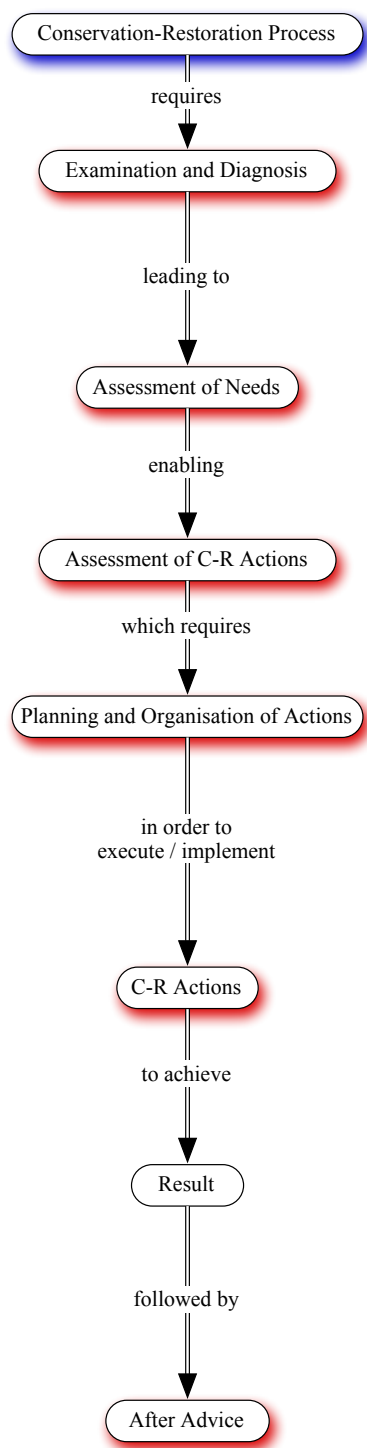
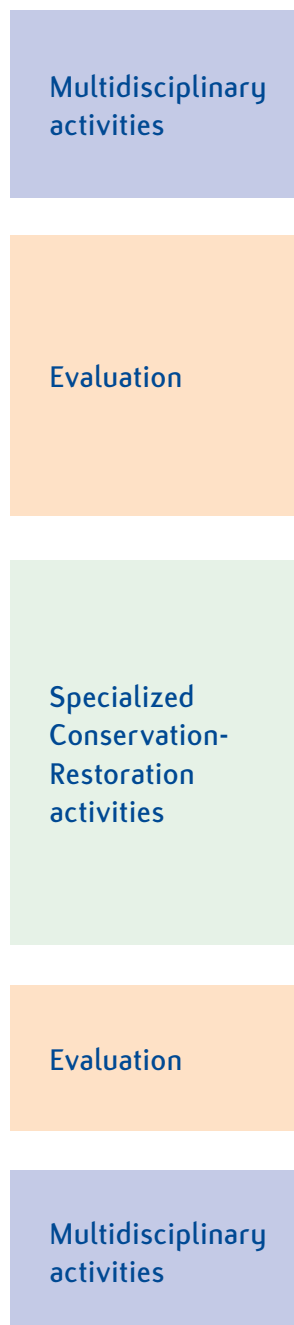


Figure 1: Central spine of the E.C.C.O. competence framework



The need to balance theory and practice in education

The Document of Pavia (1997) was one of the first to recognise the need to balance theory and practice within Conservation education. Paragraph 4 demands “an appropriate balance of integrated theoretical and practical teaching”.

It was followed by the ENCoRE clarification document, in 2001, which defined more precisely the content of Conservation education, stating that “supporting theoretical subjects should be carefully integrated into the curriculum and closely related to Conservation practice which should constitute the major part of the syllabus” (ENCoRE 2001).

This went on to advise that “studies in Conservation/Restoration practice should include advanced work and provide an insight into scientific theoretical and/or experimental methodologies, qualifying the student to participate in scientific development work” (ENCoRE 2001). More recently ENCoRE has taken a further step towards describing the nature of practice, stating that it is “the comprehensive activity of physical care for cultural heritage associated with its interpretation”, which is the core competence of the Conservator-Restorer (ENCoRE 2012:2). Thus the need in any professional educational programme to deliver an appropriate ratio between theory and practice is concomitant with a requirement to identify what constitutes ‘practice’.

The competence map (Corr et. al. 2011) aids this endeavour. It confirms that every aspect of Conservation requires both theory and practice, which

cannot be easily disaggregated. It suggests that all types of practice involves theoretical as well as practical aspects, and that the “hands-on” part of Conservation, as much as it may involve the necessity of training dexterity is only part of an extensive process of researching, sampling, decision-making, planning, testing of materials etc. Education must take into account that practice is always built upon and embedded within a theoretical background. While theory allows the Conservator to evaluate any intervention, practice contextualizes it into an executable set of actions that can be carried out with some confidence of the results. Although it is manual dexterity, knowledge of materials and processes that informs the Conservator what is possible and gives them the capacity to intervene, it is the combination of scientific theory, ethics and practice that sets them apart from the artisan or craftsman.

As per the need to develop evaluative skills, the practical component of Conservation education is not limited to unthinking repetition of standard treatments that represent current practice and ethics, but implies the development of a comprehensive set of physical and mental abilities in solving problems and implementing a solution to an appropriate standard. The innate understanding gained through experience is an inherent part of evidence based teaching.

Conclusion

The map describing the competences required for access to the profession shows in a qualitative manner the fields of activities that the Conserva-

Spinal node	JACS Subject Code	JACS Subject Name
Examination and Diagnosis	V	Historical and Philosophical studies
	J	Mineral Technology
	W	Creative Arts and design
	F (F800)	Physical science (Physical and Terrestrial Geographical and Environmental Science)
	G	Mathematics and Computer Science
	N	Business and Administrative Studies
Assessment of Needs	Evaluative	
Assessment of Conservation-Restoration actions	Evaluative	
Planning and Organisation of Actions	N	Business and Administrative Studies
Conservation-Restoration Actions	No relevant JACS code	
	N	Business and Administrative Studie
Results	G	Mathematics and Computer Science
	N213	Project Management
After Advice	V	Historical and Philosophical studies
	J	Mineral Technology
	W	Creative Arts and design
	F (F800)	Physical science (Physical and Terrestrial Geographical and Environmental Science)
	G	Mathematics and Computer Science
	N	Business and Administrative Studies

Figure 2. Table giving relevant JACS subject names for each competence map spinal node.

tor-Restorer must be able to undertake and thus the subjects that must be taught. It demonstrates the complex interrelationship between knowledge and skill inherent in independent practice (ENCoRE 2012). Interrogation using the JACS system illustrates that these are shared with a diverse number of academic disciplines.

The results show that the distribution is irregular and that the majority of knowledge and skills that are shared is located at the beginning and end of the Conservation process. The findings are not unexpected, in Stout's words: "We have to notice that the body of knowledge from which we work is not in fact a body at all...

When we look across what we hope will stand as an ordered area, we see instead a very broken area like a city's patchwork, communal garden – irregular small plots, some admirably cultivated, but with no relations discernible among them and with weeds and bare spots between” (Stout 1964:128).

This is a very apt description of Conservation-Restoration which is further illustrated by the topography of knowledge and skills, shared with other disciplines or unique, in the E.C.C.O. competence map. It explains the diversity of subjects and complexity of interrelationships that it contains. What Stout acknowledges is that without identifying what knowledge and skills is required to practice as a Conservator it is impossible to communicate effectively both internally and outside the profession. Language borrowed from adjacent professions must be learned and methods practiced, which must be incorporated into educational programmes for them to be relevant to the profession.

In this context competences represent the ability possessed by a graduate after an education process that provides the level of knowledge, skill and experience required to operate within a particular specialist field in accordance with the ethical and practical boundaries of the profession. This includes the ability to work consistently and responsibly, with appropriate caution and to apply existing methods as well as create new approaches through the application of common principles and ethics within a variety of situations (Corr et. al. 2011). As such, what is required to enter the profession is a level of “knowingness” that allows correct decisions to be made and appropriate actions to be carried out.

The analysis demonstrates the strength of having a well-defined description of an interdisciplinary subject illuminating how and where Conservation links to more traditional fields.

The benefits are tangible; definition enables quality control and systematic improvement. As well as strengthening this discipline, it identifies areas that need further development, for example, “the Conservation-Restoration actions appear to be a small part of the model when they form the major part of the work of many Conservators; other areas are disaggregated in more depth while Conservation actions are not” (Lester pers.com 2011). It also identifies the need to further develop an appropriate taxonomy of skill for this field. Furthermore although many skills are taught at university they are often unrecognised or undervalued. There is a need for competence in terms of the appropriate combination of knowledge and skill within a well-defined subject area to be recognised more fully by university education establishments.

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Susan Corr, Bolzano, April 2014
(Picture by Sebastian Dobruskin)

From past to present, looking to the future – A summary of E.C.C.O.'s achievements and potential way forward

Susan Corr

President of E.C.C.O.

This publication has taken considerable effort to bring to fruition, all the more to be appreciated when the extra-curricular nature of this effort is taken into account. It is very salutary to realise that it is voluntary work and time given at national level in our member organisations and mirrored in E.C.C.O., which has contributed enormously to driving the profession of the Conservator-Restorer forward. It is timely and appropriate therefore, that the contributors to the 20th anniversary meeting and this subsequent publication recall both the people and the issues that have shaped our sense of professional collegiality and identity.

Over the course of the Barcelona meeting comments were made on the fact that issues which first dominated early discussions still remained to the fore in 2011, namely, and not in any specific order: regulation, accreditation, legislation, education and professional recognition. That these issues are still relevant at the time of publication does not speak to lack of progress but rather, I would suggest, to the fact that such issues are always 'live' to professional discourse within the body politic. Perhaps, a clearer picture of progress in relation to these issues is better viewed through the prism of new knowledge which has been generated over the years enabling a discrete and informed voice for Conservation-Restoration and professional practice to be developed.

These questions of professional identity, regulation of access and exercise to the profession, education and training, conditions of employment are indeed contextualised by political developments within the EU, but the currency of these concerns does not lie in mere professional self-interest but rather in sustaining and protecting cultural heritage. E.C.C.O. has always argued that the care necessary to the protection and appropriate management of cultural heritage is contingent on best practice in Conservation-Restoration. This focus was strongly endorsed during discussions on strategy held at the General Assembly in Lisbon this May 2013. Understanding this paradigm puts into perspective the different strands of past E.C.C.O. work and indicates future directions. This paper comments on the current position concerning some of the most important issues as they have been identified by the General Assembly this year.

Legislation

Providing a legislative framework for the practice of the profession has been an ongoing concern and continues to be identified as a key issue. Work in this area has advanced on two different fronts over the last number of years as determined by the legal context into which Conservation-Restoration fits within the EU.

Vincent Negri, cultural heritage lawyer, in his 'First Orientation for the Drafting of a Memorandum to E.C.C.O. 2006' (Negri 2006), identifies this context as having 'two axes':

1. Conservation-Restoration of cultural assets within the framework of national legislations and
2. The conditions of entry or of practice of the profession'.

In other words, the Conservation-Restoration of cultural assets is practised within the framework of national legislations on cultural heritage, sovereign to each country, whereas conditions of access to and exercise of the profession are subject to European Community provisions for standards in qualifications (European Parliament 2005) and for free circulation of the professional.

The work on the European Recommendations on Conservation-Restoration to the Council of Europe negotiates the first of these 'two axes'. The Recommendations are intended to provide Member States with guiding principles which might determine the intervention of professionals in the processes of Conservation-Restoration. Were they to be adopted, the Recommendations would allow a professional statute of Conservator-Restorer to be recognised at European level. The history and current status of the Recommendations is well documented in this publication both in the paper delivered by Gerlinde Tautschnig (2016) at the Barcelona meeting and the subsequent paper in this volume by Monica Martelli Castaldi and David Aguilera Cueco (2016).

Suffice it to say that the 'adoption of such a statute would imply that the Community system of general recognition of diplomas and qualifications takes into account a minimal base of training for the professional title of Conservator-Restorer to be assigned' (Negri 2006). For this, the requirement for competence of the Conservator-Restorer must be considered as part of the measures for safeguarding cultural assets. E.C.C.O. remains committed to progressing the Recommendations and has recently agreed to a Memorandum of Understanding with ICCROM for this express purpose.

The other axis revolves around education and training and as they are subject to standards produced by Community legislation. These standards relate both to recognisable systems of diplomas, qualifications and conditions formulated by Member States for access to and exercise of professions. The educational requirements of the profession have long been iterated by E.C.C.O. and are considered critical to the specificity of the profession of Conservator-Restorer. E.C.C.O. has required this education and training to be based on principles common to European States. European Directives such as the Services Directive and the Directive on the Recognition of Professional Qualifications affect the implementation of these principles.

The current political climate of the EU favours liberalisation in the provision of services and greater flexibility in labour markets and in such a climate it is acknowledged that the promotion of professional regulation at EU level is difficult and unlikely to succeed. Nevertheless, it is well recognised that Conservation-Restoration plays a unique role with respect to the preservation of cultural heritage and

that its proper protection is in the public interest. In discussion with Vincent Negri, it continues to be suggested that a legal standard might be created for Conservation-Restoration in the manner in which Directives are transposed into national law. In the Orientation document that accompanied the Recommendations, Vincent Negri suggests that there is an opportunity to formulate a Memorandum which will highlight the impact of the Directive on Recognition of Professional Qualifications on the routes of access to and practice of the profession of Conservator-Restorer as well as its training basis.

Directive on the Mutual Recognition of Professional Qualification

The Directive on the Recognition of Professional Qualifications (European Parliament 2005) was voted on in 2005 with on-going revisions and amendments, the last of which was in 2013.

In summary, this Directive has consolidated former internal European agreements for sectorial interests regarding the recognition of qualifications for regulated professions such as health and judiciary. Beside these agreements, a general system for the recognition of professional qualifications was created covering the majority of other professions that are not regulated at European level, but have variable national legislation throughout Europe. Where professions are nationally regulated, a schedule of conditions and compensatory measures affecting the right to practice are indicated for professionals coming from another country, whether that profession is regulated or not in the originating State. Within the European context, these general rules

determine the compensatory measures required when the level of regulation is higher in the host country. If the opposite were the case then no compensatory measures would be required.

This legislation adopts positive discrimination towards less qualified migrants by accepting a level that reflects a period of national education minus 1 year. This measure is intended to restrict national legislative bodies from artificially increasing the educational requirements for professional recognition in the host countries thereby excluding foreign professionals from practicing and restricting the free flow of workforces across borders within Europe.

In the original version of the Directive, a role for professional bodies was recognised both in the validation of professional experience and representation: the possibility for representative professional associations to establish common European platforms which would be ‘capable’ of resolving substantial differences in training where they might occur was provided. Prior attempts by E.C.C.O. to achieve recognition for the professional Conservator-Restorer within the remit of the original Directive have been unsuccessful and subsequent revisions to the Directive may have lessened the possibility of establishing platforms.

As the profession of Conservator-Restorer is not regulated at EU level the general regime, with local compensatory measures for the recognition of qualifications applies. The fact that the profession is regulated at national level in some countries and not in others has some implications for the schedule of compensatory measures.

The Directive has been under review and some important changes have come into force following the vote in October 2013. The implications of these changes have yet to be analysed.

E.C.C.O. has contracted Vincent Negri to develop a Memorandum suggesting how the EU Directive on qualifications might be transposed into national regulation. This work will depend on gathering certain information on current national legislations and this work remains outstanding. The fact that the Directive of 2005, is already transposed into national law in several member countries, that it has been under review, (a process which CEP-LIS has been following) and that it is continuously being amended has further complicated the issue of how best to represent our members for E.C.C.O. Most certainly it will require a concerted level of support from member organisations if E.C.C.O. is to pursue this direction. Members will have to be proactive in gathering and submitting to E.C.C.O. the relevant legislation which at this point has yet to be identified.

Mutual recognition

The principles on which education and training are legislated for in the EU are intended to promote freedom of individuals to practice throughout the EU and remove the risk of non-recognition of professional qualifications by individual States, arguably because of disparity in the contents and acquisitions of the training.

In reality, however, there is no one single curriculum which all Conservator-Restorers must follow, a fact underscored by the many different special-

isms that are gathered under this single professional title. Furthermore, despite the work of CON.BE.FOR (2000), the FULCO project (FULCO 1998), and even the European Conservation Practitioners Licence's Project (ECPL 2007), only general statements of content have served in the intervening years since the publication of the E.C.C.O. Guidelines (E.C.C.O. 2004) describing course requirements. The development of the European Qualifications Framework (EQF) (European Communities 2008) provided E.C.C.O. with the opportunity to address professional competences.

With its emphasis on learning outcomes as opposed to specific syllabus, the mechanism of the EQF has acted as a nexus point between the goals of an education programme and the requirements of the profession. To quote from Wolfgang Baatz's paper (Baatz 2016): 'In conclusion, we have reached the moment where both positions, which have been so much in opposition to each other, have arrived at a common denominator – university level on the one hand and competence based assessment on the other hand.'

The EQF, as a rubric of learning in knowledge, skills and competence across a scale of increasing complexity from levels 1 to 8, was applied to the Conservation-Restoration process. Examined as a sequence of actions presenting as a decision-making narrative, the work developed a competence map for the profession, with its own internal reference system for knowledge and skill. In the course of this work E.C.C.O. also wished to address the extended goals of lifelong learning that a professional should aspire to. It is hoped that the framework will have the potential to be used as a pro-

fessional assessment tool, either by individuals or by our member organisations and that it act as a starting point to aid in the calibration of accreditation systems with the EQF.

Education

The professional competences have been translated into six languages to date and a summary explanation leaflet has been produced as the application of the competence framework continues to be explored and promoted. Its application in the delivery of the educational programme in Oslo is discussed by Jeremy Hutchings (2016) in his paper in which he also highlights the difficulty in defining skill, delivering it and measuring it. Expertise in the execution of Conservation-Restoration interventions, considered essential to the Conservator-Restorer's full range of competences, are mapped as part of a decision-making narrative which describes the Conservation-Restoration process.

The ability to evaluate the significance, value, physical condition and make recommendations is as important as the ability to both select and evaluate interventions all of which are skill dependent. Management in the care of cultural heritage is readily identifiable with the initial stage of planning, examination and diagnosis.

Within the Conservation-Restoration process this can however, mask or overlook the powerful legitimacy that the Conservator-Restorer has to engage directly with the cultural heritage and the knowledge that this brings to negotiation and advocacy. It is vulnerable to a skewed notion of

management as thinking and controlling, in contrast to execution as doing, thereby reinforcing a view of decision-making as located exclusively in the planning, examination and diagnosis phase of the Conservation-Restoration process. Failure to adequately account for skill, reflected in the reaching of appropriate solutions through a continued process of action and evaluation, has implications for the provision and the concentration of resources both in education, employment opportunities and the relationship of the Conservator-Restorer to other actors within the cultural heritage sector.

E.C.C.O. continues to liaise and work closely with ENCoRE to support and ensure that the educational delivery of the Conservator-Restorer contains an appropriate balance between theory and practice. The transcendent value that is placed on the cerebral in an academic environment can make higher education institutions hostile to the resources required for developing skill in a practical sense, especially in this time of economic retraction. In the UK this has resulted in the closure of a number of well-respected programmes, which luckily for the profession have subsequently re-opened after a period of intense debate.

In respect of university based education, however, there is much precedent for skill based training in this sector and as Ulrich Schiessl attests in his paper on the History of Conservation-Restoration Education (Schiessl 1988) there is a long tradition of Restoration and Conservation not only being located in universities but that a high level of training has always been required to fulfil the very specific demands of this profession.

The field of Conservation-Restoration

That there are other actors in the Conservation-Restoration spectrum, such as the Conservation Scientist and the Conservation Technician is greatly to be welcomed and reflects the continuously evolving field that is Conservation-Restoration. E.C.C.O. contends that each actor has their respective competences not to be confused with those of the Conservator-Restorer; that they do not need to compete for jurisdiction within the Conservation-Restoration process but rather that they contribute to it as their competences dictate. Perhaps such roles and relationships need to be better explored and articulated as has already begun through the mapping of competences for level 6 EQF, equivalent to Bachelor degree. The recent statement arising from the Conservation Science Forum held in ICCROM this October is to be welcomed and can be found on the E.C.C.O. website.

Employment

Several speakers at the E.C.C.O. Barcelona meeting in 2011 reflected on the conditions of employment and pay that are prevalent within the commercial Conservation-Restoration sector, with associated problems of tendering, professional liability and insurance. Employment opportunities for the Conservator-Restorer within the public sector, always dependent on the health of an economy, have grown but in some countries they are not extensive and wages remain low to average. The career trajectory of the Conservator-Restorer has expanded (however unevenly) to the point where opportunity for promotion to senior grades in management is recognised as a function of professional competence.

Again in straitened economic times the down side is that Conservator-Restorers report that they are beginning to have to compete for jobs with Conservation Technicians where a 'non-management' role for the Conservator-Restorer is required. Such problems demonstrate that there remains a need, even within museums, to demonstrate the irreplaceable role and competence of professional Conservator-Restorers. Self-employed Conservator-Restorers contend with their own set of parameters: overheads and security, insurance, pension, health and safety issues, upgrading and maintaining equipment, fulfilling a demand to keep professionally up to date, travelling away for work. Typically operating amongst an indifferent or at best benign public in respect of distinguishing 'professional' services, developing a stable clientele is often of critical importance. Whilst a bulwark to monopolising tendencies and high prices, the orthodoxies of a free-market economy that demands competitive tendering for public contracts can undermine local knowledge and insight. Submissions for such tenders can often be time-consuming and costly, which together with increasingly expensive overheads combine to make it a real struggle for a Conservator-Restorer to earn a living wage. In some instances sole trader Conservator-Restorer's can no longer compete against larger consortiums, particularly those in the construction trade which have subsumed Conservation-Restoration services into their portfolios. As there is no regulation to guarantee the standard of professional practice, and often there is a lack of knowledge from the client, once such contracts are won, the quality of interventions and outcomes of some of the projects are inadequately assessed.

This is all the more to be lamented given that many projects are carried out in full gaze of an unwary public.

The value of cultural heritage

Which bring us neatly to the value of cultural heritage: Any discussion, to make relevant at a political level the value of Conservation-Restoration, must take place in the broader political discussion on the value of cultural heritage. At a European level, the Framework Convention on the value of Cultural Heritage to Society (CoE 2005) was signed at Faro in 2005 and came into effect in 2011. To date this convention has been ratified in 14 countries while 7 other countries are yet to sign. Some countries who have not signed argue that cultural heritage is a human right that has already been enshrined in previous charters.

Nevertheless the thinking that underpins the Faro convention is directed towards the social aspiration for cultural heritage to be managed where this is not already happening.

The Faro convention offers a definition of cultural heritage which sees it as a group of resources inherited from the past and which represent constantly evolving values, beliefs, knowledge and traditions. It recognises that people not only have a right to benefit from cultural heritage but that they also contribute to its enrichment. It argues for the democratization of heritage through broader stakeholder involvement in how heritage serves the community, enacted through an appraisal of shared or common values which can be meaningful at a local or indeed universal level.

In respect of Conservation-Restoration the Faro Convention implicitly demands that Conservator-Restorers negotiate through a social dialogue which involves a wider range of views than those traditionally held by this profession, ones that accept the benefits of use and change. In his forward to the Convention, Robert Palmer suggests that this shift in emphasis comprehensively repositions heritage as an entity which ‘is never merely something to be conserved or protected, but rather to be modified or enhanced’ (Palmer 2009) challenging words indeed to a profession which is committed to the safeguarding and protection of the material aspects of cultural heritage above and beyond anything else.

It is critical for E.C.C.O. to explore how Conservation-Restoration fits into this evolving view of the social role of cultural heritage. E.C.C.O. asserts that the practice of Conservation-Restoration is a resource in itself and of itself in this engagement with cultural heritage; that the discrete training and education the Conservator-Restorer receives enables professional mediation between preservation and use in that social dialogue on the ‘modification and enhancement’ of our cultural heritage capital and the values it contains. E.C.C.O. argues that the role of Conservation-Restoration is to advocate on behalf of the heritage, both tangible and intangible, as it offers a unique, authentic and meaningful experience and where the value of heritage may be modified or enhanced in so far as the original object is not subverted or sacrificed to future generations on mere whim, be it from economic or political expediency. This voice needs to be heard.

E.C.C.O. as Non-Governmental Organisation (NGO)

In light of the growing need to make Conservation-Restoration more visible and recognisable as a professional field, E.C.C.O. has been exploring the possibility of becoming an NGO. In March of 2013 E.C.C.O. applied for NGO status to the Council of Europe. Our application is pending, however if it were successful E.C.C.O. would gain observer status at Council meetings. The application did not require change to our statutes or the composition of our membership, however, as currently E.C.C.O. is a confederation representing professional bodies solely composed of professional Conservator-Restorers further legal advice is being sought on its implications and ramifications of becoming an NGO. Any proposal for change will require a position paper to be drawn up which will be taken to our members.

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Sebastian Dobruskin, Bern 2015

E.C.C.O.'s History

Sebastian Dobrusskin

SKR-SCR, Switzerland

The power and influence of E.C.C.O. in Europe derives from its member organisations, but the drive behind E.C.C.O. comes from its committee. These women and men have spent their time in a remarkable continuation, to develop the profession on European level.

Bearing in mind that each committee member comes from another European country, representing a different culture and view on certain topics, the work within the committee depends on respecting these differences, on listening to each other, on constructive discussions with the aim of finding compromises and on a lot of humour.

While the timeline in the first part of this book illustrates the work of E.C.C.O.'s committee and the milestones achieved, the following table documents the individuals behind this work and their role within the committee over its past 25 years of existence.

The pictures illustrating the timeline were taken by the following Persons:

David Aguilera Cueco: p. 21, 69, 90, 93

Stefan Belishki: p. 88

Sebastian Dobrusskin: p. 80, 85, 89, 93, 96

Mogens S. Koch: p. 40

Monica Martelli-Castaldi: p. 64, 74

Anja Romanowski: p. 94

Michael van Gampen: p. 60, 70, 74

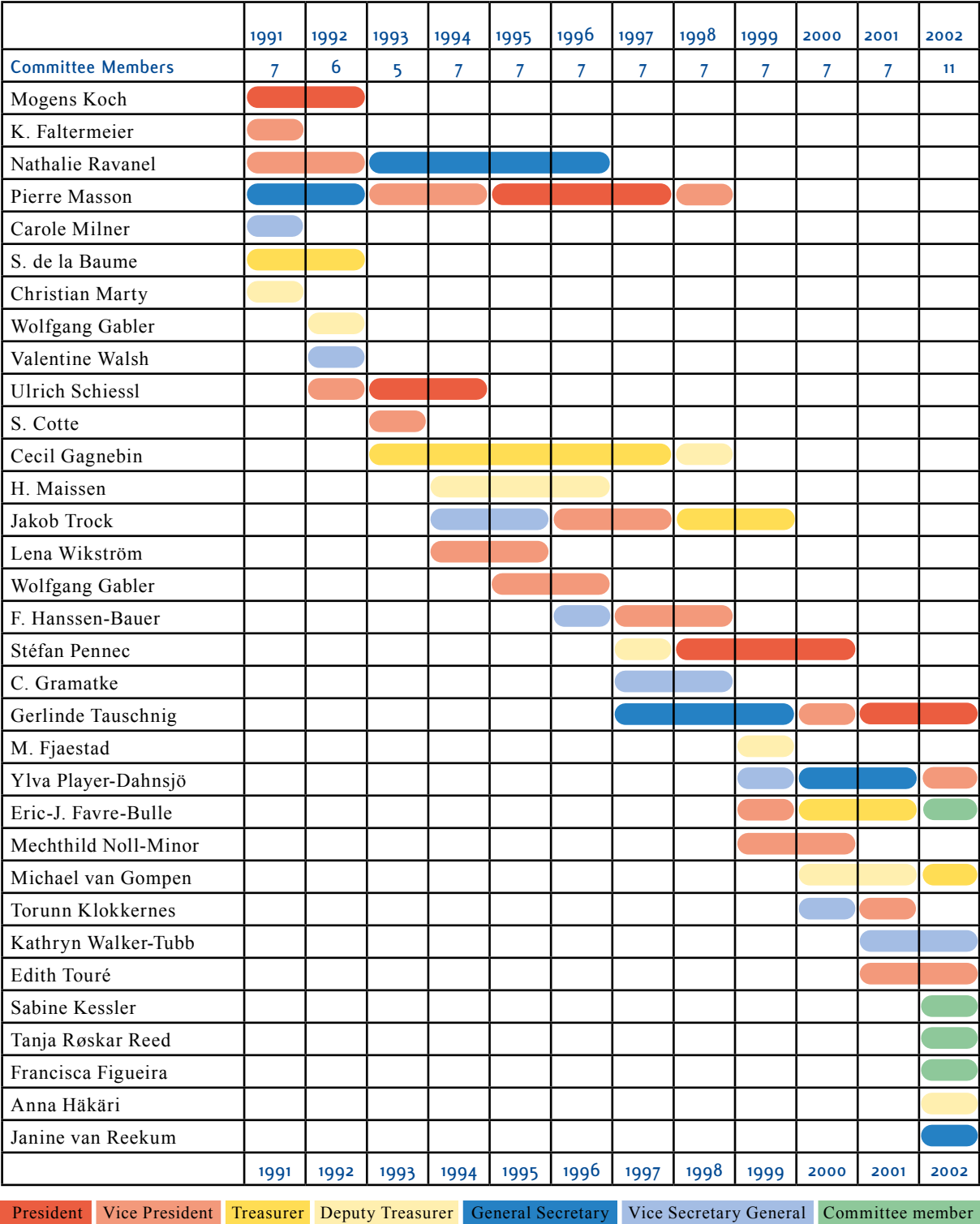


Table 1: Composition of the E.C.C.O. Committee 1991–2015

	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Committee Members	12	10	9	11	11/9	12	13	14	13	12	13	12	11
Ylva Player-Dahnsjö													
Eric-J. Favre-Bulle													
Mechthild Noll-Minor													
Michael van Gompén													
Torunn Klockernes													
Kathryn Walker-Tubb													
Edith Touré													
Sabine Kessler													
Tanja Røskar Reed													
Francisca Figueira													
Anna Håkari													
Janine van Reekum													
Nathalie Ellwanger													
Cornelia Weyer													
Monica Martelli Castaldi													
Susan Corr													
Cecilia Rønnerstam													
Suvi Leukumaavaara													
Rui Bordalo													
David Aguilera Cueco													
Barbara Davidson													
Silke Beiner-Büth													
Chris Woods													
Jaap van der Burg													
Sebastian Dobrusskin													
Jeremy Hutchings													
Stefan Belishki													
Agnes Gall-Ortlik													
Elis Marçal													
Jana Šubic Prislan													
Martin Pittertschatscher													
Silvia Borghini													
Peter De Groof													
Anja Romanowski													
	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015

European Recommendation for the Conservation and Restoration of Cultural Heritage

This proposed Recommendation has been drafted by

E.C.C.O., European Confederation
of Conservator-Restorers' Organisations,

with the participation of ENCoRE,
European Network for Conservation-Restoration Education
and the support of ICCROM,
International Center for the Study
of Conservation and Restoration of Cultural Property

Introductory report into the draft European recommendation on the Conservation-Restoration of cultural heritage

Cultural heritage helps to define European identity. It is a fundamental expression of the richness and diversity of European culture. An irreplaceable witness of the past, the protection of our cultural heritage presents a common interest to European states, which must ensure it is passed on to future generations.

In order to fulfil this responsibility, each state has set up specialist institutions and services and adopted a legislative framework under which cultural goods, recognised for their historic or artistic value, or according to other patrimonial criteria, are subject to a legal regime which can provide in particular for their Conservation-Restoration.

Some cultural goods lie outside this system of protection or have not yet been recognised according to criteria proposed by national standards or laws. These goods are no less part of the cultural heritage, the Conservation-Restoration of which it is important to ensure in accordance with principles which guarantee the quality of action taken and the continuity of this heritage.

But the analysis of the legal systems of protection of cultural heritage and the registering of situations confronting professionals in Conservation-Restoration reveal serious gaps which may compromise the effectiveness of the principles of protection set out by these legal systems and the quality of the Conservation-Restoration services and work.

1. Conservation-Restoration of cultural heritage

a) Definition

Conservation-Restoration contributes to the preservation and dissemination of knowledge of cultural property for the benefit of present and future generations, with regard to their historic and aesthetic significance, their physical integrity, their contexts and social use.

Conservation-Restoration includes every action or measure, direct or indirect, in connection with a cultural good or group of goods, developed and carried out in order to satisfy the dual aim of preserving and disseminating knowledge about cultural heritage.

b) European issues

In Europe, the definition and implementation of standards for protecting and conserving cultural heritage come first and foremost under the responsibility of the state. Each state formulates its own conception of national cultural heritage, in terms of its history and the cultures present in its territory.

This national reality imposes itself on conservators-restorers and can have a direct effect on the practice of their profession. This effect will be all the stronger if the heritage is public property or burdened by protection easements under national law relating to cultural heritage. The geometry

	Public property	Private property
Legal protection easements or measures (implemented under national law)	Standardised Conservation-Restoration intervention / Control by public authorities responsible for heritage	
Unprotected heritage (no legal protection measures)	Standardised Conservation-Restoration intervention / Control by the public property system	No control on Conservation-Restoration of unprotected cultural property

Table 1: Conservation-Restoration and the protection of cultural property – public and private.

of the legal framework for Conservator-Restorer services thus varies according to the legal qualifications of the cultural heritage on which they are being carried out. Following this principle, the importance given to Conservation-Restoration by national legislations is directly dependent upon the status of the cultural property: protected/unprotected and/or public/private property (see Table 1).

Furthermore, European community law issues standards which have a direct effect on the practice of the profession of Conservator-Restorer. These standards relate primarily to systems of recognition of diplomas and qualifications as well as to conditions drawn up by states for entering and practising the profession.

The profession of Conservator-Restorer of cultural heritage is thus confined within this ambivalence: entry to and practice of the profession are determined by community regulations, whereas the status of cultural heritage at which they are directed,

and the standards of Conservation-Restoration are governed by national provisions, controlled by states and are likely therefore to vary greatly by country.

In other words, the professional environment – professional qualifications, entry to and practice of the profession, are greatly affected and determined by European community law, while the conditions for carrying out work on cultural property, which are part of the cultural heritage of the state, are largely determined by national laws.

The provisions of community law which apply to conservators-restorers in relation to their professional qualifications, entry to and practice of the profession are of a general nature.

At present, they do not therefore provide for any special rule which takes into account the specific nature of Conservation-Restoration of cultural property. Furthermore, the diversity of national

principles of protection and Conservation of cultural heritage does not favour the adoption of intervention protocols common to the states which would recognise the role, functions and contribution of conservators- restorers in the process of preserving cultural heritage.

2. A common political and legal culture in Conservation-Restoration

The material Conservation of cultural property and, in the same way, the passing on of cultural heritage to future generations depend on the expertise and competence available to carry out the Conservation-Restoration work. This work includes in particular diagnostic examination into the state of Conservation, preventive Conservation, remedial Conservation (stabilisation, consolidation, disinfestation), restoration (cleaning, resticking, replacement and integration of missing elements), documentation (collection, recording and organisation of written and visual information on cultural heritage).

The intervention work is carried out with the aim of ensuring the continuity of European cultural heritage. However, in the field of Conservation-Restoration, the degree at which this intervention is taken into account by national legislation, assuring the recognition and protection of cultural heritage, remains different and variable.

Moreover, awarding of the professional title of Conservator-Restorer depends on conditions and levels of training which vary among the states. Without interfering in the community system for recognising diplomas and training, it would appear

essential that states should be asked to develop higher levels of specialised training in Conservation-Restoration.

The development of such training is the natural extension of the greater interest which the state accords its heritage.

Whether it is in the context of taking into consideration Conservation-Restoration intervention measures or in the field of training professionals, it is important that guiding principles are determined which should govern the work of professionals in the processes of Conservation-Restoration, and to a larger extent involve them in the continuous process of defining and managing cultural heritage.

These guiding principles must spread a common culture of Conservation-Restoration of cultural heritage, the protection and Conservation of which enriches European cultural heritage. Therefore, the Conservation-Restoration of cultural heritage defined and practised according to principles common to the European states should guarantee the value and the potential of the cultural heritage, as a resource for long-term development and for quality of life in a society which is constantly evolving.

3. Draft recommendation on the Conservation-Restoration of cultural heritage

This draft recommendation is in line in particular with an institutional process to, on the one hand, reinforce the recognition of the specific nature of Conservation-Restoration professions within cultural and training policies as well as in the

standards aimed at preserving European cultural heritage and, on the other hand, to spread these principles among states.

The draft European recommendation on the Conservation-Restoration of cultural heritage in Europe therefore develops essential elements, of an ethical or deontological nature, on which the discipline is based and which the states are invited to incorporate in their national legislation regarding the protection of cultural heritage.

The draft recommendation develops, in the field of Conservation-Restoration of cultural heritage, the concept of integrated Conservation. The states are thus invited in particular to consider Conservation-restoration becoming an integral part of the planning of projects relating to cultural heritage and that it should be taken into consideration as soon as these projects are drawn up.

The draft recommendation comes within the scope of the regulatory framework developed by the Council of Europe in relation to the Conservation and preservation of the cultural heritage. It implements a partial extension of the principles of the framework convention on the value of cultural heritage for society, signed in Faro on 27th October 2005.

It also links with the resolutions adopted at the European Conferences of Ministers responsible for Architectural Heritage (resolution relating to the economic impact of heritage Conservation adopted at the 2nd European Conference of Ministers responsible for Architectural Heritage, held in Grenada on 3rd and 4th October 1985 ; resolution on the priorities of a pan-European project for cultural

heritage, adopted at the 3rd European Conference of Ministers responsible for architectural heritage, held in Valletta on 16th and 17th January 1992; resolution on cultural heritage, as a factor of lasting development, adopted at the 4th European Conference of Ministers responsible for Architectural Heritage, held in Helsinki on 30th and 31st May 1996).

The objective of this recommendation is to form a reference text and to propose common standards which, based on the principles recognised by Conservation-Restoration professionals, assume political and legal value. The recommendation is addressed to governments, inviting them to adapt and develop their legislation and their national regulations according to the terms of the recommendation and the annexed charter.

This deontological charter on the Conservation-Restoration of cultural property, annexed to the recommendation, reinforces the scope of the latter. The charter was drawn up in cooperation with ICCROM (International Centre for the Study of the Preservation and Restoration of Cultural Property).

The charter defines the role and scope of Conservation-Restoration in relation to the historical, aesthetic, spiritual and social values and meanings of cultural property, seen both in their physical integrity and in relation to their context. It determines the degree of need for intervention and the constraints which are imposed when the Conservation-Restoration protocols are implemented.

The charter thus mentions in particular that Conservation-Restoration must take into consideration the needs linked to the social uses of cultural heritage.

The recommendation and the charter annexed to it are indissociable and together are aimed at creating a pan-European framework in the field of Conservation-Restoration capable of promoting a dynamic process for implementing principles guiding the recognition and protection of cultural heritage in Europe.

Recommendation on the Conservation-Restoration of cultural heritage

The Committee of Ministers, in virtue of article 15.b of the Statute of the Council of Europe, Considering that the aim of the Council of Europe is to bring about a closer union among its members, particularly in order to protect and implement the ideals and principles that are their common heritage;

In view of the European Cultural Convention signed in Paris on 19 December 1954, notably article 1; In view of the Convention for the Safeguard of the Architectural Heritage of Europe, opened for signature in Granada on 3 October 1985, recognising that the architectural heritage constitutes an «irreplaceable expression of the richness and diversity of the cultural heritage of Europe, an inestimable testimony of our past and shared by all Europeans», notably its articles 6, 8, 10 paragraph 2, 17 paragraph 3, 18 and 19;

In view of the European Convention for the Protection of the Archeological Heritage (revised) signed at Valletta on 16 January 1992, underlining that «responsibility for protection of the archaeological heritage falls not only on the State directly concerned, but also on all European countries, in order to reduce the risks of degradation and promote Conservation, in supporting exchanges of experts and experience», notably its articles 3 paragraph i-b), and 4 paragraph ii;

In view of the framework-Convention of the Council of Europe on the value of cultural heritage, signed at Faro on 17 October 2005, highlighting the «value and potential of well-managed cultural heritage as a resource for sustainable development and quality of life in a society in constant evolution», notably its articles 1, 9 and 11b;

In view of the resolutions of the 2nd European conference of ministers in charge of architectural heritage, held at Granada on 3 and 4 October 1985, notably Resolution no. 3 regarding the economic impact of heritage Conservation;

In view of the resolutions of the 3rd European conference of ministers in charge of architectural heritage, held at Valletta on 16 and 17 January 1992, notably Resolution no. 3 regarding the priorities of a pan-European project for cultural heritage;

In view of the resolutions of the 4th European conference of ministers in charge of architectural heritage, held at Helsinki on 30 and 31 May 1996, notably Resolution no. 2 on cultural heritage, factor of sustainable development;

In view of these previous recommendations: Recognising that cultural heritage constitutes not only an irreplaceable expression of the wealth and diversity of European Culture, but also a resource for sustainable development and quality of life in a society in constant evolution;

Considering that interventions on cultural heritage must act with respect for its integrity and not compromise its intrinsic values;

Judging that the Conservation-Restoration of cultural heritage is one of the essential factors in ensuring its transmission to future generations;

Observing that specific questions of Conservation-Restoration must be borne in mind when Member States are defining global policies for the protection and safeguard of their cultural heritage;

Underlining that high-quality interventions on cultural heritage can only be ensured through systems of professional qualification including continuing professional development as the basis for recognition of the people, firms and organisations in charge of Conservation-Restoration

Noting that cultural heritage must be protected and safeguarded by implementing, where necessary, appropriate Conservation-Restoration treatments and/or preventive measures guaranteeing long life to cultural heritage and the respect of its values,

Recommends to the governments of the Member States:

- to refer to the principles contained in the charter annexed to this recommendation when developing juridical standards that define and organise Conservation-Restoration, as well as the implementation of Conservation-Restoration strategies for their cultural heritage;
- to guarantee the quality of Conservation-Restoration work by making sure that conditions of access to and exercise of the profession of Conservator-Restorer are incorporated in the framework of a system recognising advanced professional qualification, based on the level of studies in Conservation-Restoration (university or recognised equivalent) and on the quality of acquired professional experience;
- to encourage and to support the development of specialised higher education in Conservation-restoration that closely unites the teaching of theoretical and practical subjects.
- to include the Conservation-Restoration of cultural property into the measures that comply with the objectives of integrated Conservation of cultural heritage;
- to consider that Conservation-Restoration is an integrated part of project planning involving cultural heritage and should be taken into consideration from the outset.
- to adapt their national legislation and orient their Conservation-Restoration policy for cultural property following the principles declared in the present recommendation;
- to take, with the support and collaboration of the professional organisations concerned, all appropriate measures to assure the implementation of these principles, established by the present recommendation.

Charges the General Secretary of the Council of Europe to transmit the present recommendation to the States that are not parties to the European Cultural Convention.

The charter annexed to the present recommendation forms an integral part of it.

CHARTER REGARDING THE CONSERVATION-RESTORATION OF CULTURAL PROPERTY

annexed to the recommendation on the Conservation-Restoration of cultural heritage.

1. Objectives of Conservation-Restoration

Conservation-Restoration contributes to the safeguarding and understanding of cultural property benefiting present and future generations, in its aesthetic and historical meanings, its physical integrity, its context and its social uses.

2. Definition of Conservation-Restoration

The term ‘Conservation-Restoration’ means any direct or indirect treatment or measures that are planned and carried out on cultural property, following the objectives defined in point 1 of this Charter.

3. Treatments and Measures in Conservation-Restoration

Conservation-Restoration is a coherent, coordinated, integrated and systematic process of studies and activities that include planning, treatment and measures intrinsic to preventive Conservation, remedial Conservation and restoration, as well as documentation of each phase in this process.

a.) The planning process encompasses historical, technical, scientific and feasibility studies to determine objectives and methodologies, in the establishment and evaluation of proposed Conservation restoration work. A diagnostic examination is intrinsic to the pro-

cess as it determines the constituent materials of the cultural property, enables an assessment of its condition, identifies previous alterations – their nature, extent, and causes – leading to treatment recommendation.

b.) Preventive Conservation consists of indirect actions on cultural property with the purpose of avoiding or delaying its deterioration.

Preventive Conservation is an indispensable part of handling, use, transport, climate control, storage and display of cultural property.

c.) Remedial Conservation is direct intervention on cultural property in those cases where it is so fragile, or its deterioration is so rapid that it is at risk of being lost.

Remedial Conservation mainly consists of interventions to stabilize, consolidate and disinfest.

d.) Restoration consists of direct intervention on cultural property, which due to past alterations or deterioration, has lost part of its meaning. Restoration is a complex ensemble of actions aimed at facilitating the appreciation, the understanding and the utilisation of the cultural property.

e.) Most often, it modifies the appearance and state of the cultural property.

Restoration can include actions such as cleaning, re-adhering, and the reconstruction and integration of missing parts

- f.) Documentation consists of collecting, recording and organising all written and visual information on cultural property including its condition, treatment and measures as previously described in a), b), c) and d). It includes the justifications for Conservation-Restoration decisions. This documentation is integral to the cultural property and its Conservation- restoration.

4. Principles of Conservation-Restoration

All interventions must respect the following principles:

- a.) Conservation-Restoration must respect the aesthetic, historic, spiritual and social meaning of cultural property and take into consideration both its physical integrity and context.
- b.) The products, materials and procedures used must not harm cultural property nor pose an unjustifiable risk to the environment and people. The methods and operational mode as well as the materials used, must not compromise – as to the extent possible – any future examinations, treatment and analyses

Method and materials must also be compatible with the constituent materials of the cultural property.

Conservation-Restoration treatment should be governed by the principle that all treatments are reversible

Should a reproduction, copy or cast of a cultural object be contemplated, the procedures implemented should not involve undue damage to the original.

- c.) Conservation-Restoration must consider the social-usage requirements of cultural property. Should social usage of cultural property appear to be incompatible with its preservation, the owner or juridical body responsible for it must be advised of the fact.

- d.) Conservation-Restoration planning must be an interdisciplinary process between the Conservation-Restoration specialist in charge of the project, and other responsible stakeholders.

The responsibilities of these different individuals or organisations must be established and shared according to their professional qualifications.

This charter is annexed to the recommendation on Conservation-Restoration of cultural heritage.

Recommandation européenne pour la Conservation et la restauration du patrimoine culturel

Ce projet de recommandation a été préparé par E.C.C.O.,
la Confédération européenne des organisations
de Conservation-restauration

avec la participation de ENCoRE,
l'European Network for Conservation-Restoration Education
et le soutien de ICCROM,
le Centre international d'études
pour la Conservation et la restauration des biens culturels

Rapport introductif au projet de Recommandation européenne pour la Conservation-restauration des biens culturels

Le patrimoine culturel contribue à la définition de l'identité européenne. Il constitue une expression fondamentale de la richesse et de la diversité de la culture en Europe. Témoin irremplaçable du passé, la protection du patrimoine culturel présente un intérêt commun aux Etats européens qui doivent assurer sa transmission aux générations futures.

Pour répondre à cette obligation, chaque Etat a mis en place des institutions et des services spécialisés, et adopté un cadre législatif au terme duquel des biens culturels, reconnus pour leur valeur historique ou artistique, ou suivant d'autres critères patrimoniaux, sont soumis à un régime juridique qui peut notamment prévoir les mesures pour leur Conservation-restauration.

Certains biens culturels échappent à ce régime de protection ou n'ont pas encore été reconnus suivant les critères proposés par les normes ou lois nationales. Ces biens n'en constituent pas moins une part du patrimoine culturel dont il importe d'assurer la Conservation-restauration suivant des principes qui garantissent la qualité des interventions et la pérennité de ce patrimoine. Mais l'analyse des systèmes juridiques de protection des biens culturels et le recensement des situations auxquelles sont confrontés les professionnels de la Conservation-restauration révèlent de graves lacunes susceptibles de compromettre l'effectivité des principes de protection énoncés par ces systèmes juridiques et la qualité des services et travaux de Conservation-restauration.

1. La Conservation-restauration des biens culturels

a) Définition

La Conservation-restauration contribue à la sauvegarde et à la connaissance des biens culturels au bénéfice des générations présentes et futures, dans le respect de leurs significations historique et esthétique, de leur intégrité physique, de leurs contextes et de leur usage social.

La Conservation-restauration comprend toute intervention ou toute mesure, directe ou indirecte, sur un bien culturel ou un ensemble de biens culturels, élaborée et mise en œuvre pour satisfaire ce double objectif de sauvegarde et de connaissance des biens culturels.

b) Enjeux européens

En Europe, la définition et la mise en œuvre des normes de protection et de Conservation du patrimoine culturel relèvent prioritairement de la responsabilité des Etats. Chaque Etat forge sa conception du patrimoine culturel national, en fonction de son histoire et des cultures présentes sur son territoire.

Cette réalité nationale s'impose aux conservateurs-restaurateurs et peut influencer directement sur l'exercice de leur profession. Cette influence sera d'autant plus forte que le patrimoine sera propriété publique, ou grevé de servitudes de protection par la loi nationale relative au patrimoine culturel.

	Propriété publique	Propriété privée
Servitudes ou mesures de protection juridique (mise en œuvre de la loi nationale)	Interventions de Conservation-restauration normées / Contrôle des autorités publiques en charge du patrimoine	
Bien non-protégé (absence de mesures juridiques de protection)	Interventions de Conservation-restauration normées / Contrôle issu du régime de propriété publique	Absence de contrôle sur la Conservation-restauration des biens culturels non-protégés

La géométrie du cadre juridique de la prestation des conservateurs- restaurateurs varie ainsi sous l'effet des qualifications juridiques des biens culturels sur lesquels ils interviennent. Suivant ce principe, la prise en compte de la Conservation-restauration par les législations nationales dépend directement du statut du bien culturel :

protégé/non-protégé et/ou propriété publique/propriété privée.

Par ailleurs, le droit communautaire européen est producteur de normes qui agissent directement sur l'exercice de la profession de conservateur-restaurateur.

Ces normes concernent principalement les systèmes de reconnaissance des diplômes et des qualifications, ainsi que les conditions formulées par les Etats pour l'accès et l'exercice de la profession.

Le métier de conservateur-restaurateur des biens culturels est ainsi enfermé dans cette ambivalence: l'accès et l'exercice de la profession sont condition-

nés par des règles d'origine communautaire, alors que le statut des biens culturels, sur lesquels ils interviennent, et les normes de Conservation-restauration sont régis par des dispositions nationales, maîtrisées par les Etats et susceptibles, à ce titre, de présenter une grande diversité suivant les pays. En d'autres termes, l'environnement du métier – qualifications professionnelles, accès et exercice

Recommandation sur la Conservation-restauration du patrimoine culturel

Le Comité des Ministres, en vertu de l'article 15.b du Statut du Conseil de l'Europe,

Considérant que le but du Conseil de l'Europe est de réaliser une union plus étroite entre ses membres, afin, notamment, de sauvegarder et de réaliser les idéaux et principes qui sont leur patrimoine commun ;

Vu la Convention culturelle européenne signée à Paris le 19 décembre 1954, notamment son article 1 ;

Vu la Convention pour la sauvegarde du patrimoine architectural de l'Europe, ouverte à la signature à Grenade le 3 octobre 1985, reconnaissant que le patrimoine architectural constitue «une expression irremplaçable de la richesse et de la diversité du patrimoine culturel de l'Europe, un témoin inestimable de notre passé et un bien commun à tous les Européens», notamment ses articles 6, 8, 10 paragraphe 2, 17 paragraphe 3, 18 et 19 ;

Vu la Convention européenne pour la protection du patrimoine Archéologique (révisée) signée à La Valette le 16 janvier 1992, soulignant que «la responsabilité de la protection du patrimoine archéologique incombe non seulement à l'Etat directement concerné, mais aussi à l'ensemble des pays européens, afin de réduire les risques de dégradation et de promouvoir la Conservation,

en favorisant les échanges d'experts et d'expérience», notamment ses articles 3 paragraphe i-b), et 4 paragraphe ii ;

Vu la Convention-cadre du Conseil de l'Europe sur la valeur du patrimoine culturel pour la société, signée à Faro le 27 octobre 2005, mettant en exergue «la valeur et le potentiel du patrimoine culturel bien géré en tant que ressource de développement durable et de qualité de la vie dans une société en constante évolution», notamment ses articles 1er, 9 et 11 b) ;

Vu les résolutions de la 2ème Conférence européenne des ministres responsables du patrimoine architectural, tenue à Grenade les 3 et 4 octobre 1985, notamment la Résolution n° 3 relative à l'impact économique de la Conservation du patrimoine ;

Vu les résolutions de la 3ème Conférence européenne des ministres responsables du patrimoine architectural, tenue à La Valette les 16 et 17 janvier 1992, notamment la Résolution n° 3 sur les priorités d'un projet paneuropéen pour le patrimoine culturel ;

Vu les résolutions de la 4ème Conférence européenne des ministres responsables du patrimoine architectural, tenue à Helsinki les 30 et 31 mai 1996, notamment la Résolution n° 2 sur le patrimoine culturel, facteur de développement durable ;

Vu ses recommandations antérieures :

Reconnaissant que le patrimoine culturel constitue, non seulement, une expression irremplaçable de la richesse et de la diversité culturelle de l'Europe, mais aussi, une ressource de développement durable et de qualité de la vie dans une société en constante évolution ; et ne pas compromettre ses valeurs intrinsèques ;

Estimant que la Conservation-restauration du patrimoine culturel est un des facteurs essentiels pour assurer sa transmission aux générations futures ;

Observant que les questions spécifiques de Conservation-restauration doivent être prises en compte lors de la définition par les Etats membres de politiques globales pour assurer la protection et la sauvegarde de leur patrimoine culturel ;

Soulignant que la haute qualité des interventions sur le patrimoine culturel ne peut être assurée qu'à travers des systèmes de qualification professionnelle y compris ceux intégrant la formation tout au long de la vie, pour la reconnaissance professionnelle des personnes, des entreprises et des organismes en charge de la Conservation-restauration ;

Faisant valoir qu'il faut protéger et sauvegarder le patrimoine culturel en mettant en œuvre, lorsque cela est nécessaire, des interventions et/ou des mesures préventives de Conservation-restauration garantissant la pérennité du patrimoine culturel et le respect de ses valeurs,

Recommande aux gouvernements des Etats membres :

- de se référer aux principes contenus dans la charte annexée à la présente recommandation dans l'élaboration des normes juridiques qui définissent et encadrent la Conservation-restauration, ainsi que dans la mise en œuvre des stratégies de Conservation-restauration de leur patrimoine culturel ;
- de garantir la qualité du travail de Conservation-restauration en veillant à ce que les conditions d'accès et d'exercice de la profession de conservateur-restaurateur soient fixées dans le cadre d'un système de reconnaissance de qualification professionnelle élevée, basé sur le niveau d'études en Conservation-restauration (universitaire ou équivalent reconnu) et sur la qualité de l'expérience professionnelle acquise ;
- d'encourager et de supporter le développement de formations supérieures spécialisées en Conservation-restauration qui associent étroitement des enseignements théoriques et pratiques ;
- d'inclure la Conservation-restauration des biens culturels parmi les mesures répondant aux objectifs de Conservation intégrée du patrimoine culturel ;
- de considérer que la Conservation-restauration fait partie intégrante de la planification des projets relatifs au patrimoine culturel, et qu'elle devrait être pris en considération dès la prévision de ces projets.

- d'adapter leur législation nationale et d'orienter leur politique de Conservation-restauration des biens culturels selon les principes énoncés par la présente recommandation ;
- de prendre, avec le concours et la collaboration des organisations professionnelles concernées, toutes mesures appropriées pour assurer la réalisation de ces principes, fixés par la présente recommandation.

Etats non membres parties à la Convention culturelle européenne.

La charte annexée à la présente recommandation fait partie intégrante de celle-ci.

CONSERVATION-RESTAURATION DES BIENS CULTURELS,

annexée à la recommandation sur la Conservation-restauration du patrimoine culturel

1. Objectifs de la Conservation-restauration

La Conservation-restauration contribue à la sauvegarde et à la connaissance des biens culturels au bénéfice des générations présentes et futures, dans le respect de leurs significations historique et esthétique, de leur intégrité physique, de leurs contextes et de leur usage social.

2. Définition de la Conservation-restauration

Par “Conservation-restauration”, il faut entendre toute intervention ou toute mesure, directe ou indirecte, sur un bien culturel ou un ensemble de biens culturels, élaborée et mise en œuvre pour satisfaire les objectifs définis au 1. de la présente charte.

3. Interventions et mesures de Conservation-restauration

La Conservation-restauration est un ensemble cohérent, coordonné, intégré et systématique d'études et d'activités qui comprennent l'élaboration du projet, les interventions et les mesures de Conservation préventive, de Conservation curative et de restauration, ainsi que la documentation de chacune des phases de ce processus.

a.) L'élaboration du projet comprend l'ensemble des études historiques, techniques, scientifiques et de faisabilité permettant de déterminer les objectifs et la méthodologie inhérents à la définition et l'évaluation d'une intervention en Conservation restauration

L'examen diagnostique est également inclus dans l'élaboration du projet, dans la mesure où il détermine les matériaux constitutifs du bien culturel, rend compte de son état de Conservation, révèle les altérations antérieures – leur nature, leur étendue, et leurs causes – motivant les préconisations d'intervention.

b.) La Conservation préventive consiste à agir indirectement sur un bien culturel ou un ensemble de biens culturels, afin d'éviter ou de retarder les détériorations.

La Conservation préventive s'exerce aussi, de manière impérative, lors de la manipulation, l'utilisation, le transport, le contrôle des conditions climatiques, l'entreposage et l'exposition des biens culturels.

c.) La Conservation curative est une intervention directe sur un bien culturel, nécessaire lorsque sa fragilité est telle, ou sa détérioration si rapide que le bien risque d'être perdu.

La Conservation curative comprend notamment des interventions de stabilisation, de consolidation et de désinfestation.

détériorations antérieures a perdu une partie de sa signification. La restauration est un ensemble complexe d'actions ayant pour but de faciliter l'appréciation, la compréhension et l'utilisation d'un bien culturel. Le plus souvent, elle modi-

fié l'apparence et l'état du bien.

La restauration comprend notamment le nettoyage, le recollage, la restitution et l'intégration des parties manquantes.

- d.) La documentation consiste à collecter, enregistrer et organiser toutes les informations écrites et visuelles sur un bien culturel concernant son état ainsi que les interventions et les mesures décrites précédemment en a), b), c) et d). Elle comprend les arguments motivant les décisions de Conservation-restauration. Cette documentation est indissociable du bien culturel.

4. Principes de Conservation-restauration

Les interventions de Conservation-restauration doivent répondre aux exigences suivantes :

- a.) La Conservation-restauration doit respecter les significations historique, esthétique, spirituelle et sociale des biens culturels, et considérer à la fois leur intégrité physique et leur contexte.
- b.) Les produits, matériaux et procédés mis en œuvre ne doivent pas nuire aux biens culturels, ni générer un risque injustifié à l'environnement et aux personnes. La méthodologie et le mode opératoire ainsi que les matériaux utilisés ne doivent pas compromettre, dans la mesure du possible, les examens, traitements et analyses ultérieures.

La méthodologie et les matériaux utilisés doivent également être compatibles avec les matériaux constitutifs du bien culturel. Les opérations de Conservation-restauration doivent être régies par le principe de réversibilité des interventions.

Lorsqu'une reproduction, une duplication ou un moulage d'un bien culturel est envisagée, les procédés mis en œuvre doivent être dépourvus de dommages pour l'original.

- c.) La Conservation-restauration doit prendre en considération les exigences liées aux usages sociaux des biens culturels. Lorsque l'usage social du bien culturel apparaît incompatible avec sa sauvegarde, le propriétaire ou le responsable juridique du bien doit en être avisé.
- d.) Les projets de Conservation-restauration doivent résulter d'un processus décisionnel interdisciplinaire, entre le spécialiste de la Conservation-restauration en charge du projet et les autres responsables intéressés.

Les responsabilités de ces différents intervenants individuels ou collectifs doivent être déterminées et partagées en fonction de leurs qualifications professionnelles.

La présente charte est annexée à la recommandation sur la Conservation-restauration du patrimoine culturel.

Appendix

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Appendix 1. Relevant JACS 2.0 categories

Letter	Subject group	Major subgroup	Minor subgroup
C	Biological Sciences	C100 Biology	C110, Applied Biology, Topics in Biology of commercial or social importance.
		C200 Botany	C220, Mycology, “The study of fungi, symbiotic relationships and their role in decay.”
		C300 Zoology	C340, Entomology, “The study of insects, including their role as pests.”
F	Physical Sciences	F100 Chemistry	F100, Chemistry, The study of individual atoms and molecules and the way they react together naturally and synthetically.
			F110, Applied Chemistry, Topics in chemistry of commercial or social importance.
			F111, Industrial Chemistry, The study of chemical processes of industrial significance.
			F112, Colour Chemistry, The chemical science of dyes and pigments.
			F120, Inorganic Chemistry, “The study of inorganic elements, compounds and reaction mechanisms.”
			F130, Structural Chemistry, Determination and analysis of chemical structures.
			F131, Crystallography, The study and application of techniques for determining crystal structure.
			F140, Environmental Chemistry, Concerned with environmental issues related to the chemical sciences.
			F160, Organic Chemistry, The study of organic compounds and their reaction mechanisms.
			F180, Analytical Chemistry, The study of chemical and instrumental analysis.
		F200 Materials Science	F200, Materials Science, “The study of the crystal-line and granular structure of materials, including electronic atomic and molecular configurations. May include the study of mining and mining techniques.”

Letter	Subject group	Major subgroup	Minor subgroup
F (cont.)	Physical Sciences (continued)	F300 Physics	F310, Applied Physics, Topics in physics of commercial or social importance.
			F330, Environmental Physics, Aspects of physics concerned with environmental issues.
		F400 Forensic and Archaeological Science	F420, Archaeological Science, Scientific analysis of the material remains of past cultures. Includes an approach to reconstruct and understand the past.
		F600 Geology	F610, Applied Geology, Topics in geology of commercial or social importance.
			F641, Palaeontology, The study of the fossil record.
			F670, Geochemistry, The study of the chemical processes taking place at or near the Earth's surface.
		F800, Physical and Terrestrial Geographical and Environmental Sciences	F810, Environmental Geography, The investigation of the relationship between natural and human environments.
			F851, Applied Environmental Sciences, Topics in Environmental Sciences of industrial or commercial importance.
			F853, Pollution Control, The study of monitoring with the intention to reduce the emission and distribution of noxious substances in the environment.
			F870, Soil Science, The study of the properties of soils and the processes involved in their formation and distribution.

Letter	Subject group	Major subgroup	Minor subgroup
G	Mathematical and Computer Sciences	G100 Mathematics	G120, Applied Mathematics, The application of mathematical principles to the solution of functional area problems.
			G121, Mechanics (Mathematical), Branch of applied mathematics concerned with motion and the tendency to motion.
			G150, Mathematical Modelling, “The use of mathematical principles to construct simplified representations and simulations of ‘real-world’ processes, allowing calculations and predictions to be made.”
		G300 Statistics	G310, Applied Statistics, The application of statistical techniques to functional areas.
			G340, Statistical Modelling, The use of statistical techniques in the modelling and simulation of ‘real-world’ systems or processes.
J	Minerals Technology	J200 Metallurgy	J210, Applied Metallurgy, Topics in metallurgy of commercial or social importance.
			J230, Corrosion Technology, The study and control of the corrosion of metals.
		J300 Ceramics and Glasses	J310, Ceramics
			J320, Glass Technology
		J400 Polymers and Textiles	J410, Polymers Technology, The use and development of polymers.
			J411, Plastics, The use and development of plastics.
			J420, Textiles Technology, The use and development of textiles.
			J421, Textile Chemistry, The development of textiles from chemical compounds.
			J422, Dying and Colouring of Textiles, The study of dying and colouring agents and their application to textiles.
			J430, Leather Technology, The study of the processing and use of leather. Includes tanning and methods of preserving leather.

Letter	Subject group	Major subgroup	Minor subgroup
J	Minerals Technology	J400 Polymers and Textiles	J431, Tanning, The conversion of raw hide into leather.
		J500 Materials Technology not otherwise specified	J512, Paper Technology, “The processing, storage and production of paper and paper-based materials.”
			J513, Furniture Technology, “The processing, storage and production of materials used in furniture making.”
			J520, Printing, The study of the processes involved in printing.
			J521, Offset Lithography, The study of the processes involved in offset lithographic printing.
			J522, Photo-Lithography, The study of the processes involved in photo-lithography.
			J523, Reprographic Techniques, The study of the processes involved in reprographics.
K	Architecture, Building and Planning	K200, Building	K250, Conservation of Buildings, The repair and restoration of old or damaged buildings.
N	Business and Administrative studies	N200, Management studies	N213, Project Management, “The techniques specific to the planning, managing and monitoring of projects.”
		N700, Office skills	N710, Office Administration, The skills involved in office administration and management.
P	Mass Communications and Documentation	P100, Information Services	P130, Curatorial studies, The training of professional museum staff in the administration of museum resources and services.
			P131, Museum studies, “The study of the professional administration of museum resources and services. May include the care, management and organisation of exhibits.”
			P132, Archive studies, The study of the professional administration of archive resources and services. Includes the collecting and cataloguing of information.

Letter	Subject group	Major subgroup	Minor subgroup
V	Historical and Philosophical studies	V100, History by period, Recording and interpreting past events and social and political developments chronologically.	
		V200, History by area, Recording and interpreting past events and social and political developments geographically.	
		V300, History by topic, “The study of recording, interpreting and comparing developments of particular skills, artefacts, cultures or other areas of interest.”	
		V400, Archaeology, “The study of human prehistory, development of early societies and the emergence of civilisation. Includes socio-historical analysis of the material remains from excavations of past cultures to reconstruct and understand the past.”	
W	Creative Arts and Design	W100, Fine Art, The aesthetic representation in one medium of what is reality in another. Encompasses all artistic media.	
		W200, Design studies, “The study of design for everyday objects, taking into account technology and commerce as well as appearance and current art thinking. May involve the use of computers as design tools.”	
		W600, Cinematics and Photography, The study of all aspects of film making.	
		W700, Crafts, The study of the use of a variety of materials individually and in combination to create pleasing and useful items. Includes a high proportion of practical work.	

Appendix 2: 20th Aniversary Conference Delegates

Name	Function / Organisation
<i>Spanish and Catalanian Participants</i>	
María Masaguer Otero	ACRE Asociación Profesional de Conservadores-Restauradores España
Pilar Vidal Meler	ACRCYL Asociación de Conservadores – Restauradores de Castilla y León.
Rosa Maria Gasol Fargas	Grup Tècnic, MNAC
Gema Campo	Grup Tècnic, Fine Arts Faculty, University of Barcelona
Núria Pedragosa Garcia	MNAC
Benoit de Tapol	GE IIC
Elena García Gayo	ACRCLM Asociación de Consevadores-Restauradores de Castilla-La Mancha
Anna Nualart Torroja	Grup Tècnic, Fine Arts Faculty, University of Barcelona
Nerera Diez de Pinos López	Asociación de Conservadores y Restauradores de Aragón
M ^a Luisa González Pena	Asociación de Conservadores y Restauradores de Aragón
Esther Escartín Aizpurua	Asociación de Conservadores y Restauradores de Aragón
Carmen Pérez García	President / IVC Instituto Valenciano de Conservación y Restauración de Bienes Culturales
Juan Pérez Miranelles	Delegate / IVC Instituto Valenciano de Conservación y Restauración de Bienes Culturales
Manel Alagarda Carratalá	Delegate / IVC Instituto Valenciano de Conservación y Restauración de Bienes Culturales
Isabel Martínez Lázaro	Delegate / IVC Instituto Valenciano de Conservación y Restauración de Bienes Culturales
Maricer Jaen Sánchez	Delegate / IVC Instituto Valenciano de Conservación y Restauración de Bienes Culturales
Voravit Roonthiva	President / ARCC, (Associació de conservadors-restauradors de Catalunya)

Name	Function / Organisation
David Silvestre	Secretary General / ARCC, (Associació de conservadors-restauradors de Catalunya)
Iris Garcia	Delegate / ARCC, (Associació de conservadors-restauradors de Catalunya)
Núria Llado	Delegate / ARCC, (Associació de conservadors-restauradors de Catalunya)
Agnes Gall-Ortlik	GT (CRAC)
Mireia Mestre	GT, MNAC
Àngels Solé i Gili	Director Conservation Centre of Catalunya
Salvador Garcia Fortes	Facultat de Belles Arts, Universitat de Barcelona
Guillermo González Lázaro	AESCROM (Asociación de Alumnos y Exalumnos de la Escuela Superior de Conservación y Restauración de Bienes Culturales de la Comunidad de Madrid)
Miquel Mirambell Abanco	Escola Superior de Conservació i Restauració de Béns Culturals de Catalunya
<i>E.C.C.O. Founding Members</i>	
Ulrich Schiessl	Former President / SKR-SCR
Karl Faltermeier	ADR
Mogens S. Koch	Former President / IADA
Stéphane Pennec	Former President
Simon Barcham Green	IPC
Werner Koch	DRV
Wolfram Gabler	DRV
David Leigh	Conservation Unit
Myriam Serck-Dewaide	APROA-BRK
Valentine Walsh	UKIC
Carole Milner	AARFAU
Nathalie Ravanel	ARI
Ylva Dahnsjö	Former President
Gerlinde Tautschnig	Former President

Name	Function / Organisation
<i>Full Member Presidents and Representatives</i>	
Agnes Gall-Ortlik	Delegate / GT (CRAC)
Miklós Szentkirályi, Dr.	President / Association of Hungarian Restorers
István, Bona, Dr.	Delegate / Association of Hungarian Restorers
Tomáš Lupták	President / Komora SK
Brigitte Esser	Delegate / Association of C-R of South Tyrol
Ulf Brunne	President / NKF-S
Carin Pettersson	Delegate / NKF-S
Veronique Milande	President / FFCR
André Page	President + Delegate / IADA
Clara von Waldthausen	President / RN
Sigrid Eyb-Green	Delegate / ÖRV
Karin von Lerber	President / SKR-SCR
Christabel Blackman	Delegate / ACRACV
Karen Borchersen	President / NKF-DK
Helle Strehle	Delegate / NKF-DK
Riitta Koskivirta	President / NKF-Fi
Ingrid Louise Flatval	President / NKF-N
Volker Schaible	President / VDR
Grellan Rourke	President / ICHAWI
<i>Associate Member Presidents and Representatives</i>	
Jana Šubic Prislan	Delegate / Slovenian Organisation applying for membership
James Licari	President / MAPCo-Re
<i>Invited Observers</i>	
Wolfgang Baatz	President / ENCoRE

Name	Function / Organisation
<i>E.C.C.O. Committee Members 2011</i>	
David Aguilera Cueco	E.C.C.O. Committee Member / FFCR
Stefan Belishki	E.C.C.O. Committee Member / ACB
Rui Bordalo	E.C.C.O. Committee Member / ARP
Susan Corr	E.C.C.O. Secretary General / ICHAWI
Barbara Davidson	E.C.C.O. Committee Member / KR
Sebastian Dobruskin	E.C.C.O. Deputy Treasurer / SKR-SCR
Agnes Gall-Ortlic	E.C.C.O. Committee Member / CRAC
Jeremy Hutchings	E.C.C.O. Vice-Secretary General / NKF-N
Monica Martelli Castaldi	E.C.C.O. President / ARI
Mechthild Noll-Minor	E.C.C.O. Vice-President / VDR
Jaap van der Burg	E.C.C.O. Vice-President / RN
Michael Van Gampen	E.C.C.O. Treasurer / APROA-BRK
Natalie Ellwanger	E.C.C.O. office administrator



Ernst Ludwig Kirchner, *The ice-skaters*, 1924, Tempera on canvas, Hessisches Landesmuseum Darmstadt, Darmstadt, Germany.
Photo courtesy of Hessisches Landesmuseum Darmstadt, Darmstadt, Germany.

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E.C.C.O.

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