



Project no. SPI-CT-2008-219301-NET-HERITAGE

NET-HERITAGE

**EUROPEAN NETWORK ON RESEARCH PROGRAMME APPLIED
TO THE PROTECTION OF TANGIBLE CULTURAL HERITAGE**

Instrument:

Deliverable 5.2

A network of training institutions, collaborating on the basis of the model programme; working actively to promote inter-institutional sharing of knowledge and experience, and encouraging researchers and professionals from participating states to take advantage of high-level opportunities for research and training outside their own countries.

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Duration: 3 Years

Ministry of Cultural Heritage and Activities (Italy)

Project coordinator: Antonia Pasqua Recchia

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EXECUTIVE SUMMARY

Within task 5.1 a survey on opportunities in Advanced Education in Conservation-Restoration and Science for Conservation in Europe was carried out. Based on the survey, the Panel of Experts (see Appendix 2) supporting the WP5 team made a number of Recommendations (see Appendix 3) which, it is believed, are essential to encourage opportunities to carry out advanced study and research in the broadest possible range of disciplines of the heritage field and thereby better meet the many challenges to the long-term preservation of European Cultural Heritage. The Recommendations form a Model Framework for Advanced Education. Task 5.2 aims at the definition of the model. Its activities were mainly aimed to analyse in depth, according to outcomes of deliverable 5.1, the Advanced Training Programme in science-based conservation in Europe and to promote partnership and mutual learning between EU member states.

Indeed the activities are divided in two different but parallel paths:

- To set up a network of institutions in agreement with the Recommendations
- To expand Recommendations with some concrete proposals concerning possible contents of a common and shared educational path to be experimented in task 5.3

It was decided that, to impact Advanced Education in Conservation-Restoration and Science for Conservation, two stakeholder groups should be taken into consideration - one concerns decision makers and the other training institutions. This approach was approved by the Net-Heritage partners during the meeting in Madrid in March 2010. The WP leader in collaboration with the task leader MIBAC prepared a Declaration of Support (see Appendix 1) for the Recommendations forming the Framework for Advanced Education supported by a letter of the Project Coordinator. All partners approved the Declaration of Support during the London Meeting in September 2010. The Declaration of Support was sent to the Net-Heritage partners to inform about the WP 5 initiative and acquire support of Ministries and other relevant institutions involved in culture, education and research. To reach the training institutions it was decided that the accepted Framework will be presented to ENCORE, the European Network for Conservation-Restoration Education. The WP Leader took part in the ENCoRE general assembly in Vienna, on 27 September 2010 during which the Declaration of Support for the Net-

Heritage initiative was signed. An agreement on information exchange was also concluded between the Net-Heritage project and ENCoRE.

For what concerns the second part of the task the Italian team drafted an application of the Recommendations on the basis of the survey on education opportunities and the Recommendations of WP5.1. Recommendations represent a fundamental basis to draft concrete proposals, indeed the Model Programme should be based on the analysis of best training possibilities currently existing in Europe and it should be linked as far as possible to best educational activities. Questionnaire analysis carried out in task 5.1, and deeply recognised in the survey on educational opportunities (see deliverable 5.1), showed differences in educational approach between Net-Heritage partners. PhD is one of the most important advanced education path in each country, even if organized in different ways for what concerns teaching and research components. Conservation/Restoration is a really complex issue, indeed the Recommendations highlight that both components (scientific and humanistic) are fundamental. Therefore conservation studies should deal with a multidisciplinary approach, giving the right weight to each part. The choice of the research topics could be developed following the outcomes of WP 3 (*Strategic activities between RTD programmes applied to the Protection of Tangible Cultural Heritage - Strategic activities*).

It is also stressed at this point that preferably all research projects, including doctoral research projects, which have created new knowledge relevant to the practical conservation field, should be followed by high-level 'knowledge exchange workshops'. Such workshops are of great value especially to conservation practitioners for whom it is important to gain new knowledge and skills, but who can only afford to invest a little time in training.

The WP5 working group has been supported also this time by the Panel of Experts (see Appendix 1).

1. INTRODUCTION

The Description of Work (DoW) describes the aims of WP 5 as follows:

- *Improve possibilities for the advanced training of professionals working both in the public sector and in the companies active in the heritage market.*
- ***Develop a coherent and high-profile Advanced Training Programme in science-based conservation in Europe.***
- *Promote and encourage the dissemination of research results from the research community as widely as possible among professional practitioners, especially SMEs.*
- ***Promote partnerships and mutual learning between EU member states.***
- *Build an effective critical mass in research and training across member states, achieving a multiplier effect as compared to the relatively small-scale efforts of individual institutions and single-state initiatives.*
- *Improve the competitiveness and promote EU leadership in the global heritage sector, enhancing job creation*

For task 5.2, we should focus on two of these objectives: analyse in depth, according to outcomes of deliverable 5.1, the Advanced Training Programme in science-based conservation in Europe and promote partnership and mutual learning between EU member states.

Indeed the activities of WP 5.2 are divided in two different but parallel paths:

- to build a network of Institutions working in the field of Education in Cultural Heritage
- to draft a proposal for the application of the Recommendations of task 5.1

The first is more strategic while the second is more practical.

Education is the first step to train new researchers, therefore education is definitely fundamental in order to develop an harmonic research in every field of study.

The research of shared guidelines in education between the European member states is a recognized need in every field of application. Indeed only a common education scheme will allow and promote the exchange of students and researchers in Europe.

The sharing of students between the EU member states is a vital objective because Europe is starting to build an educational uniformity aimed to enlarge employment possibilities.

Information exchange is fundamental for the exchange of students and researchers, to open financing calls to foreign countries. In order to achieve the students' exchange, it is fundamental to share information in term of methodological approach as well as technological development in this field. This is one of the main aims of Net-Heritage Project, in fact an entire work package (WP2 Observatory) is dedicated to this objective.

Conservation issues are complex and involve numerous disciplines at the same time. Indeed to solve a conservation project in the right way it is necessary that a lot of professionals work together.

It should be underlined that the artistic, humanistic, ethical and philosophical dimension enriches heritage science and increases the complexity of scientific problems. Therefore, one of the constraints is the perception of what conservation is.

Professionals required are: architects, archaeologists, archivists, art historians, restorers, conservation scientists. Each professional has got a specific education and during university studies has developed and learnt a specific language and approach aimed to solve specific problems of their original area. Therefore, it is strictly necessary to acquire a common language and approach, considering all the different points of view.

The problem is which road is to be taken up to unify educational offer.

In order to have a practicable proposal, it should be based on the existing educational system. For this reason the present document lays foundations on the analysis of questionnaires carried out during the WP 5.1 activities.

In the WP 5.1 questionnaire Advanced Training was defined as follows:

By 'advanced training' we understand studies, programmes or courses aiming at developing specialised skills and competences of professionals who have fully accomplished academic education, for example: conservators-restorers graduated at least at the Master's level from a university or a recognised equivalent and qualified to undertake an independent practice, and conservation scientists who did their Master's degree or equivalent in natural sciences or engineering, and work in the heritage field in a wide range of organisations.

We all agree on the identification of the doctoral programme as one of our best training possibilities. Nevertheless this kind of education is not available to all professional figures involved in the Cultural Heritage field.

The Panel of Experts involved in this task underlined that the students not only learn and establish skills but also they are becoming less and less dependant on the supervisors, learn to apply for funding, start to publish and establish themselves as independent scientists, because the aspects which distinguish a doctoral dissertation are novel ideas, complexity of problems, innovative approach.

In spite of all diversities that have emerged in the WP 5.1 survey, there are also some common features. These should be highlighted and used for the development of a more homogeneous future educational system.

2. PROCESS DESCRIPTION

As discussed into the introduction, activities of WP5.2 were divided in two parallel paths.

The first path was aimed to obtain the support of the partners for what concerns the Recommendations. The request was approved and signed by the Project Coordinator Arch. Antonia P. Recchia. The Italian team sent the request on July and followed the process with numerous recalls, as described in detail in the next section.

At the same time the WP Leader concluded an agreement between Net-Heritage project and European Network for Conservation-Restoration Education organisation (ENCoRE).

For what concerns the second part of the task, the Italian team, leader of task 5.2, drafted an application of the Recommendations on the basis of the survey on education opportunities and the Recommendations of WP5.1. Then the document was sent to the Panel of Experts and to the WP Leader for their revision and approval.

This is a very short task, only six months, then the document has been set with general contents as agreed by the Panel of Experts meeting in Rome (February 2010), a little much more deep than the Recommendations.

Nevertheless WP 5 activities outlined an interesting educational path, that will be useful for future educational programmes. Indeed Declarations of Support signed by 9 Partners and ENCoRE are a success for this task.

The WP5 working group has been supported also this time by the Panel of Experts (see Appendix 1).

3. THE NETWORK OF TRAINING INSTITUTIONS

3.1 Declarations of Support

Within Work Package 5, Task 5.1 an analysis of existing advance training opportunities in Conservation-Restoration and Science for Conservation was carried out and revealed that many institutions offer a diverse range of opportunities for Advanced Education, highlighting a fragmented and dispersed field lacking effective coordination at doctoral level. On the basis of the survey carried out for Deliverable 5.1 a number of Recommendations were made by the Panel of Experts to encourage opportunities to carry out advanced study and research, sharing knowledge and promoting the leadership of Europe in this area. The WP leader in collaboration with the task leader MIBAC prepared a Declaration of Support for the recommendations which form the Model Framework for Advanced Education. All partners approved the Declaration of Support during the London Meeting in September 2010.

With the aim of diffusing the Framework on Advanced Training defined by the Recommendations, the Declaration of Support was sent to all Partners in order to obtain their institutional approval.

It was decided that, to impact advanced education in Conservation/Restoration and Science for Conservation, two stakeholder groups should be taken into consideration - one concerns decision makers and the other training institutions. The Declaration of Support was sent to the Net-Heritage partners to inform about the WP 5 initiative and acquire support of Ministries and other relevant institutions involved in culture, education and research. 9 Institutions returned the signed Declarations.:

- Belgium – The Declaration was signed by Myriam Serck-Dewaide the Director of the Royal Institute for Cultural Heritage.
- Germany – The Declaration was signed by Lutz Töpfer the Head of the Environment and Cultural Assets Division at the DBU (German Federal Foundation for the Environment).
- Iceland – The Declaration was signed by Katrin Jakobsdottir the Minister of Education, Science and Culture.

- Italy - The declaration was signed by Antonia Recchia General Director of the Ministry of Cultural Heritage and Activity.
- Latvia - The declaration was signed by Ints Dalderis the Minister for Culture of the Republic of Latvia.
- Poland – The declaration was signed by Bogdan Zdrojewski the Minister of Culture and National Heritage.
- Slovenia - The declaration was signed by Majda Sirca the Minister of Culture and by Franci Demsar the Director of the Slovenian Research Agency.
- Spain – The declaration was signed by Anibal Gonzalez Perez General Directorate for Research and Management of R&D Plan of the Ministry of Science and Innovation.
- UK – The declaration was signed by Shearer West the Director of Research of the Arts and Humanities Research Council.

The missing partners started the procedures of the document signature.

To reach the training institutions it was decided that the accepted Framework will be presented to ENCORE, the European Network for Conservation-Restoration Education, during the meeting on September 27, 2010. The ENCoRE is a network organisation of higher educational institutions in the field of conservation – restoration and currently has 42 members from 20 countries and 26 partners. A main objective of ENCoRE is to promote research and education in the field of conservation and restoration of Cultural Heritage. The Net-Heritage project, WP5.1 report and Recommendations were presented to the ENCoRE by the WP leader. The ENCoRE signed the Declaration of Support and decided to promote the Net-Heritage approach.

Additionally, the Declaration of Support was submitted to Italian Chemical Society (SCI) at “XII Congresso Nazionale di Chimica dell’Ambiente e dei Beni Culturali” on 30th September 2010. Declaration of Support has been recognized by the Italian Chemical Society (SCI) and the signed document will be soon sent to the project coordinator.

3.2 ENCoRE Agreement

The "Report on the opportunities in advanced education in conservation-restoration and science for conservation in Europe" was prepared on the basis of a survey carried out within the Net-Heritage project. Gathering information at the national level within the project was carried out using a questionnaire prepared by the WP leader. Information collection was coordinated by project partners. The WP leader received one filled questionnaire per country, which comprised all information on the advance training possibilities collected at the national level. However, almost no information on the educational offer of countries from outside of the consortium is available in the report. Therefore, it was decided that ENCoRE will supplement the report with information on courses provided by ENCoRE members which haven't been covered by the Net-Heritage survey. It will make the data-base developed within WP5 more exhaustive. As the Net-Heritage project will use the ENCoRE databases and ENCoRE is very much interested in the information collected within the Net-Heritage it was decided to sign an agreement on the information exchange. The agreement officially enabled the flow of information.

The text of the agreement is available below:

AGREEMENT ON THE INFORMATION EXCHANGE BETWEEN ENCORE AND NET-HERITAGE

This AGREEMENT is made on October 11, 2010

between

the NET-HERITAGE project 'European Network on Research Programme Applied to the Protection of Tangible Cultural Heritage' (NET-HERITAGE), 7th Framework Programme of the European Commission, represented by Ms Antonia P. Recchia, the Coordinator

and

the European Network for Conservation-Restoration Education (ENCoRE), represented by Mr Wolfgang Baatz, the Chairman.

Whereas NET HERITAGE and ENCoRE collaborate on the development of the Model Framework for Advanced Education in Conservation-Restoration and Science for Conservation in Europe, they agree:

1. to exchange information on the education opportunities in conservation-restoration and science for conservation, gathered by the NET-HERITAGE within the survey of existing training options in the project partner countries, and collected by the ENCoRE or included in its databases,
2. to mutually transfer rights to use the exchanged data by the members of the ENCoRE and the partners of the NET-HERITAGE for non-commercial purposes.

Antonia P. Recchia

Wolfgang Baatz

NET-HERITAGE project coordinator

Chairman of ENCoRE

Signature:

Signature:

Date:

Date:

4. APPLICATION OF RECOMMENDATIONS¹

According to the project DoW (Description of Work) the aims of the work package 5 are:

- *Improve possibilities for the advanced training of professionals working both in the public sector and in the companies active in the heritage market.*
- *Develop a coherent and high-profile Advanced Training Programme in science-based conservation in Europe.*
- *Promote and encourage the dissemination of research results from the research community as widely as possible among professional practitioners, especially SMEs.*
- *Promote partnerships and mutual learning between EU member states.*
- *Build an effective critical mass in research and training across member states, achieving a multiplier effect as compared to the relatively small-scale efforts of individual institutions and single-state initiatives.*
- *Improve the competitiveness and promote EU leadership in the global heritage sector, enhancing job creation.*

These aims should be achieved through activities of three tasks:

- *WP 5.1: Analysis of existing training possibilities.*
- *WP 5.2: Definition of the model for Advanced Training Programme*
- *WP 5.3: Promotion activities to encourage the formation of a pilot group of training institutions in Partner states willing to use and evaluate the programme developed*

Outcomes of the tasks will be presented in three different deliverables, described as follows:

- *D 5.1: Model programme for advanced training to disseminate research to the conservation professions, to serve as a benchmark for the evaluation of existing*

¹ Document approved by the Panel of Experts

programmes and a template for future developments, enabling the development of a larger and more effective cadre in the heritage sector, including SMEs, across the European Union. (month 20)

- *D 5.2: A network of training institutions, collaborating on the basis of this model programme; working actively to promote inter-institutional sharing of knowledge and experience, and encouraging researchers and professionals from participating states to take advantage of high-level opportunities for research and training outside their own countries. (month 24)*
- *D 5.3: Report on short conferences, disseminating the approach proposed, as well as pilot courses, following this approach. (month 34)*

The Model Programme (Deliverable D 5.1) is the outcome of tasks 5.1 and 5.2 and it has been defined basing on the recommendations concerning education on Cultural Heritage field. In the Description of Work there has been an indistinctness between contents, deliverables and their timing concerning task 5.1 and 5.2². Anyway, this indistinctness has been successfully passed by drafting the recommendations and then by a proposal for their application. Indeed, the panel of experts used the research outcomes gathered in Task 5.1 (see *Report on the opportunities in advanced education in conservation-restoration and science for conservation in Europe* Ministry of Culture and National Heritage, May 2010, Poland) to formulate best practices in advanced training to the conservation profession (see *Model programme for advanced training to disseminate research to the conservation professions, to serve as a benchmark for the evaluation of*

² **Task 5.1 Analysis of existing training possibilities.**

A panel of experts on advance training in the cultural heritage field, representatives of universities, research and conservation institutions, as well as companies will be convened to lead this Work package. The panel will cover all of the key fields in the heritage sector. The task force will analyse the existing training options available in partner countries and review their impact in three key areas:

- I. contribution to the formation of scientific researchers and conservation professionals;
- II. established means of disseminating research findings into the conservation professional community, especially SMEs working in the field;
- III. accessibility to participants from other countries.

The scope of this review will include both permanent institutions and initiatives organised on a sporadic basis, such as summer schools, scientific meetings, or regular workshops on specific topics. [Task Leader: MKDN, Poland]

Task 5.2 Definition of the model for Advanced Training Programme

The expert panel will use the research gathered in Task 5.1 to formulate best practices in research dissemination through training to the conservation profession. The model for advance training will include a range of concrete proposals for institutions to experiment with, and a proposed framework for European collaboration and sharing of research facilities for training purposes. The model programme will be linked as far as possible to best existing educational activities. It will be published on the ERA-NET Observatory and promoted as widely as possible to training institutions. [Task Leader: MIBAC, Italy]

existing programmes and a template for future developments, enabling the development of a larger and more effective cadre in the heritage sector, including SMEs, across the European Union - Ministry of Culture and National Heritage, May 2010, Poland).

At the end of task 5.1 MIBAC has started its work on task 5.2 as planned by the DoW. During this task MIBAC developed two parallel activities:

- To set up a network of institutions in agreement with the recommendations
- To expand recommendations with some concrete proposals concerning possible contents of a common and shared educational path to be experimented in task 5.3

Recommendations represent a fundamental basis to draft concrete proposals, indeed the Model Programme should be based on the analysis of best training possibilities currently existing in Europe and it should be linked as far as possible to best educational activities. Questionnaire analysis carried out in task 5.1 and deeply recognised in the survey on educational opportunities (see deliverable 5.1) showed differences in education approach between Net-Heritage partners. PhD is one of the most important advanced education path in each country, even if organized in different ways for what concerns teaching and research components.

According to the Report on the opportunities in advanced education in Conservation-Restoration and Science for Conservation in Europe, three categories on the education opportunities are distinguished:

1. Study and research leading to a doctoral degree
2. Long courses not leading to a doctoral degree
3. Short courses and other training possibilities

All proposals included in this document will refer to doctoral programme (PhD) because it is the most common and shared advanced training typology, as highlighted in task 5.1 analysis.

Conservation/Restoration is a really complex issue, the Recommendations³ highlight that both components (scientific and humanistic) are fundamental. Therefore conservation studies should deal with a multidisciplinary approach, giving the right weight to each part.

³ *"It should be underlined that the artistic, humanistic, ethical and philosophical dimensions enrich heritage science and reflect the complexity of scientific problems. Heritage research is a science that requires the same tools as other disciplines. Therefore, it is recommended that adequate funding of doctoral research in which the humanities and science overlap is ensured."*

In a doctoral programme the multidisciplinary approach could be achieved:

- by opening the course to all professionals involved in the field of Conservation/Restoration having a specific Master Degree in Archaeology, Architecture, History of Art, Sciences – Physics, Chemistry, Biology – Engineering, Restoration.
- by teaching all subjects necessary to develop a conservation research (Chemistry, Physics, Biology, History of Art, Archaeology, Architecture, etc.).

Anyhow a multidisciplinary approach is fundamental to ensure the overlapping between humanities and sciences, because it is strictly necessary for students (future researchers and professionals) to have a common language and a common background.

The main interest areas in the field of Restoration/Conservation and Science for Conservation are numerous; according to this approach teaching activity should concern all significant subjects in the Cultural Heritage field at the aim to unify students, to create a common language, to open students towards other disciplines questions/issues and improve their perspectives.

This kind of approach allows the training of researchers that are able to interact with all professionals working in Restoration/Conservation projects. Moreover, in that way a real acknowledgement of the professional roles is ensured.

Then, a doctoral programme should be organized following these objectives:

- Building of a common language
- Mutual identification of the professional roles
- Development of specific skills in Conservation/Restoration and Science for Conservation issues
- Development of specific competences in Conservation/Restoration and Science for Conservation issues
- Improvement of research skills and competences

Moreover, the PhD level outcomes should be developed according to the aims of European Qualification Framework (level 8)⁴, as recommended⁵.

⁴ **Knowledge:** knowledge at the most advanced frontier of a field of work or study and at the interface between fields

Skills: the most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practices

Competence: demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research.

A doctoral programme with a multidisciplinary approach should have lessons/seminars on the following subjects, belonging to the main interest areas in the Cultural Heritage field:

1. Sciences for Cultural Heritage
2. Historical, Art-historical and Archaeological education
3. Architecture
4. Principles of Conservation/Restoration
5. Conservation and Restoration methodologies
6. Technologies for conservation and restoration
7. Cultural Heritage Law
8. Economy and Management for cultural heritage

Nowadays, Management of Cultural Heritage is not a subject included in the basic educational course for professionals working in the field. For this reason, a doctoral course should fill this lack. Actually, management is the critical point of the Conservation procedure. In order to design and manage a conservation project with a right identification of priorities and resource optimization, it is necessary to have a complete knowledge of the conservation issues⁶.

Advanced training programmes in Conservation/Restoration and Science for Conservation of Cultural Heritage should have only few months classroom lessons/seminars. After this very short theoretical teaching time, all students can come back to their own discipline in order to develop a specific research project. PhD should have indeed a strong research component, as suggested in the recommendations.

Each student will have a supervisor with a suitable expertise and he or she will have research autonomy. Once the research will be finished all students will share their outcomes with all the working group. Each student will publish a minimum number of papers/year, such papers will be a relevant part of the doctoral thesis.

It is also stressed at this point that preferably all research projects, including doctoral research projects, which have created new knowledge relevant to the practical

⁵ *"Bearing in mind that huge time and effort is often invested by participants to long courses not leading to a doctoral degree, it is recommended that they should give knowledge, skills and competences that are clearly recognised according to the Bologna system."*

⁶ *"Doctoral studies with a strong research component and limited set courses should be promoted but modules developing generic aspects like communication and presentation skills, ability to design and manage projects and similar aspects should be embedded in the doctoral education programmes to develop skills and competences of future researchers and professionals managing heritage resources"*

conservation field, should be followed by high-level 'knowledge exchange workshops'. Such workshops are of great value especially to conservation practitioners for whom it is important to gain new knowledge and skills, but who can only afford to invest a little time in training.

The choice of the research topics could be developed following the outcomes of WP 3 (*Strategic activities between RTD programmes applied to the Protection of Tangible Cultural Heritage - Strategic activities*). Work package 3 is aimed to identify areas for potential future cooperation in the field of Cultural Heritage. (Deliverable 3.2 "*Report on the possible convergence of RTD programmes and planning of common national research strategies in this domain*" presented and approved during the London meeting, but not yet delivered to the European Commission). In particular 11 topics have been formulate:

1. Environmental assessment and monitoring (pollution, climate change, seismic risk)
2. Investigation of damage mechanisms to establish preventive conservation strategies
3. Measurement instruments of practical relevance for end-users
4. Innovation on materials and technologies for conservation and maintenance
5. Evaluation of treatments and materials used in conservation at present and over recent decades, assessing their suitability and future consequences
6. Alteration and conservation of materials with special focus on modern materials used in Contemporary Art and Architecture and also as cultural information storage (CDs, DVDs, etc)
7. Anthropic pressure evaluation and management
8. Security technologies and systems in museums, libraries, archives and for the movement of artefacts
9. Tele-survey and Geographic Information Systems for protection and management of tangible cultural heritage
10. Contemporary Cultural Heritage in spatial contexts:
11. Pre-normative studies for the guaranteed protection and management of tangible cultural heritage

Within Task 3.1 of WP3, topics and subtopics were evaluated with a rate between 1 (low) to 5 (maximum) for the following categories: needs, strengths and scientific priorities, which are defined as follows:

- Needs : recognized gap in knowledge for the protection of tangible cultural heritage
- Strengths : capacity to perform research in the specific sub topic
- Scientific priorities : importance in terms of research need

In Task 3.2 the results were elaborated in order to give evidence to the geographic distribution of needs and competence and to identify convergence on common priorities.

Three threshold for common priority identification were proposed, as high, medium and low priorities. Only 7 have been recognised as high priority by the member states: topics 2, 3, 4, 5, 6, 7, 10.

To develop research projects that are recognised as urgent and high priority could be an opportunity to have easily and financial support. Topics recognised as high priority will constitute the future funding lines in Europe. Therefore, a doctoral programme following this topics could have more chances of funding. Continuity of funding could be achieved using research topics defined in WP3, as a matter of fact these topics are those suggested as more interesting for all partners.

The Recommendations ^{2,7} wish an adequate funding for doctoral programme and research in conservation/restoration allowing specific research funding in this field with the overlap between humanities and sciences. This is closely linked to activities of WP1 (*Systematic exchange of information and best practices concerning the management of running RTD programmes on the Protection of Tangible Cultural Heritage - Information exchange -*) and WP3 (*Strategic activities between RTD programmes applied to the Protection of Tangible Cultural Heritage - Strategic activities -*).

In particular WP 1 analysed European funding mechanisms, best practices in funding mechanisms have been identified in this work package as follows:

- Define and implement programmes with calls for TCH

⁷ "It is recommended that continuity of funding at the doctoral and post-doctoral-level is ensured with structured programmes and clear funding sources to create incentives for a long-term commitment by talented, enthusiastic early stage researchers to the heritage field."

- Promote concentration of programmes as concentration into larger programmes to permit the efficiency and the excellence.
- Encourage coordination between the programmes
- Define programmes with call for the duration of approximately 6 years, with a possibility of refunding and renewing after evaluation and control. Short enough to be able to follow the social and scientific changes, long enough to have a broad capacity of action. This ideally inscribes itself in long term commitment and strategy, permitting the development of global perspectives
- Define the research programmes on TCH at a high institutional level
- Develop dedicated programmes that prioritize the constitution of TCH research as a field in itself. On top of this, having the TCH embedded in large programmes, is also a best practice if the TCH research field is already constituted.
- Implement regular funding for dedicated programmes as well as for larger programmes, which will structurally sustain the TCH research programmes
- Promote high regularity of funded projects within programmes, increasing the dynamic of the TCH research field and guaranteeing a permanent stimulation, while at the same time offering quite a sustainable framework.
- Predefine a clear amount of funding in the general strategy for the TCH research that will reinforce the protection of TCH.

APPENDIX 1

DECLARATIONS OF SUPPORT



Brussels, 6/10/2010

DECLARATION OF SUPPORT

The recommendations forming the Framework for Advanced Education in the field of conservation-restoration and science for conservation developed within the NET-HERITAGE project are essential to encourage opportunities to carry out advanced study and research in a broadest possible range of disciplines of the heritage field and thereby to meet better the many challenges to the long-term preservation of European cultural heritage. The framework will improve opportunities of advanced study and research, enable the development of a more effective cadre and ensure sustainable public access and protection of cultural heritage. It is also essential for the competitiveness of the European heritage sector, knowledge export and the leadership of Europe in this area.

Therefore, I, Ms Myriam Serck-Dewaide, representing the Royal Institute for Cultural Heritage declare my support for the Net-Heritage initiative.

(Stamp, signature)



DBU | Postfach 1705 | 49007 Osnabrück

An der Bornau 2
49090 Osnabrück

Postfach 1705
49007 Osnabrück

Telefon 05 41/96 33-0
Telefax 05 41/96 33-190

www.dbu.de

Ihr Zeichen/Nachricht

Unser Zeichen

Bearbeiter/EMail

Herr Töpfer

l.toepfer@dbu.de

Durchwahl/Fax

0541|9633-451

0541|9633-194

Datum

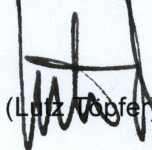
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NETHERITAGE

DECLARATION OF SUPPORT

The recommendations forming the Framework for Advanced Education in the field of conservation-restoration and science for conservation developed within the NET-HERITAGE project are essential to encourage opportunities to carry out advanced study and research in a broadest possible range of disciplines of the heritage field and thereby to meet better the many challenges to the long-term preservation of European cultural heritage. The framework will improve opportunities of advanced study and research, enable the development of a more effective cadre and ensure sustainable public access and protection of cultural heritage. It is also essential for the competitiveness of the European heritage sector, knowledge export and the leadership of Europe in this area.

Therefore, I, Lutz Töpfer, representing the Deutsche Bundesstiftung Umwelt declare my support for the Net-Heritage initiative.


(Lutz Töpfer)

DEUTSCHE
BUNDESSTIFTUNG
UMWELT

Postfach 1705
49007 Osnabrück
Telefon 05 41 / 96 33-0
Telefax 05 41 / 96 33-190



MENNTA- OG
MENNINGARMÁLARÁÐUNEYTIÐ

Sölvhólgötu 4 · 150 Reykjavík
sími: 545 9500 · bréfasími: 562 3068
postur@mrn.stjr.is · menntamálaráðuneyti.is

To
whom it may concern

Reykjavík December 17, 2010
Reference: MMR10120170/30.52.2-

Subject: DECLARATION OF SUPPORT

The recommendations forming the Framework for Advanced Education in the field of conservation-restoration and science for conservation developed within the NET-HERITAGE project are essential to encourage opportunities to carry out advanced study and research in a broadest possible range of disciplines of the heritage field and thereby to meet better the many challenges to the long-term preservation of European cultural heritage. The framework will improve opportunities of advanced study and research, enable the development of a more effective cadre and ensure sustainable public access and protection of cultural heritage. It is also essential for the competitiveness of the European heritage sector, knowledge export and the leadership of Europe in this area.

Therefore, I, Katrín Jakobsdóttir Minister of Education Science and Culture, representing the Icelandic Authorities declare my support for the Net-Heritage initiative.

Katrín Jakobsdóttir
Minister of Education; Science and Culture

DECLARATION OF SUPPORT

The recommendations forming the Framework for Advanced Education in the field of conservation-restoration and science for conservation developed within the NET-HERITAGE project are essential to encourage opportunities to carry out advanced study and research in a broadest possible range of disciplines of the heritage field and thereby to meet better the many challenges to the long-term preservation of European cultural heritage. The framework will improve opportunities of advanced study and research, enable the development of a more effective cadre and ensure sustainable public access and protection of cultural heritage. It is also essential for the competitiveness of the European heritage sector, knowledge export and the leadership of Europe in this area.

Therefore, I, Antonia P. Recchia, Director General, representing the Ministry for Cultural Heritage and Activities, declare my support for the Net-Heritage initiative.



Antonia P. Recchia



MINISTRY OF CULTURE
REPUBLIC OF LATVIA

K. Valdemāra iela 11a, Rīga LV-1364, Latvia
phone: +371 7078110, fax: +371 7078107
e-mail: pasts@km.gov.lv, www.km.gov.lv

Rīga, 01.11.2010
Nr. 1.13-3 /2905

Ms. Antonia P.Reccnia
Project Coordinator
NET-HERITAGE

DECLARATION OF SUPPORT

The recommendations forming the Framework for Advanced Education in the field of conservation-restoration and science for conservation developed within the NET-HERITAGE project are essential for encouraging opportunities to carry out advanced study and research in a broadest possible range of disciplines of the heritage field and thereby to meet better the many challenges to the long-term preservation of European cultural heritage.

The framework will improve opportunities of advanced study and research, enable the development of a more effective cadre and ensure sustainable public access and protection of cultural heritage. It is also essential for the competitiveness of the European heritage sector, knowledge export and the leadership of Europe in this area.

Therefore, I, Ints Dālderis, Minister for Culture of the Republic of Latvia, declare my support for the NET-HERITAGE initiative.

Minister

Ints Dālderis



K. Valdemāra iela 11a, Rīga LV-1364, Latvia
phone: +371 7078110, fax: +371 7078107
e-mail: pasts@km.gov.lv, www.km.gov.lv

Rīga, 01.11.2010
Nr. 1.13-3/2905

Ms. Antonia P.Reccnia
Project Coordinator
NET-HERITAGE

DECLARATION OF SUPPORT

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Therefore, I, Ints Dālderis, Minister for Culture of the Republic of Latvia, declare my support for the NET-HERITAGE initiative.

Minister

Ints Dālderis



LATVIJAS REPUBLIKA

VALSTS KULTŪRAS PIEMINEKĻU AIZSARDZĪBAS INSPEKCIJA

Reģ. Nr. 90000038351, M. Pils ielā 17/19/21, Rīgā, LV-1050, Tel.: (+371)7229272, Fakss: (+371)7228808, E-mail: vkpai@latnet.lv

Rīga

09 November, 2010 / Nr. 09/ 2853

Ms Antonia P. Recchia
NET-HERITAGE Project Coordinator
Ministero per i beni e le attività culturali
Via del Collegio Romano 27
00186 Roma
Italy

Declaration of support

According to your request, please find in attachment the Declaration of support related to the Work Package 5 of the NET-HERITAGE Project signed by the Minister for Culture of Latvia.

I would like to take an opportunity to thank you for the fruitful cooperation and express our honor to be a partner in the NET-HERITAGE project.

Faithfully,

Juris Dambis

Head
State Inspection for Heritage Protection
Republic of Latvia
The partner of NET-HERITAGE

Enc.

K. Kukaine
+ 371 67221945 katrina.kukaine@mantojums.lv

RZECZPOSPOLITA POLSKA
Minister Kultury
i Dziedzictwa Narodowego
Bogdan Zdrojewski

DECLARATION OF SUPPORT

The recommendations forming the Framework for Advanced Education in the field of conservation-restoration and science for conservation developed within the NET-HERITAGE project are essential to encourage opportunities to carry out advanced study and research in a broadest possible range of disciplines of the heritage field and thereby to meet better the many challenges to the long-term preservation of European cultural heritage. The framework will improve opportunities of advanced study and research, enable the development of a more effective cadre and ensure sustainable public access and protection of cultural heritage. It is also essential for the competitiveness of the European heritage sector, knowledge export and the leadership of Europe in this area.

Therefore, I, Bogdan Zdrojewski, Minister of Culture and National Heritage, representing the Polish Ministry of Culture and National Heritage, declare my support for the Net-Heritage initiative.



Warsaw, *the 14th* of September 2010



*Shelton
Sep. Net-Heritage*

SLOVENIAN RESEARCH AGENCY

To whom it may concern

DECLARATION OF SUPPORT

The recommendations forming the Framework for Advanced Education in the field of conservation-restoration and science for conservation developed within the NET-HERITAGE project are essential to encourage opportunities to carry out advanced study and research in a broadest possible range of disciplines of the heritage field and thereby to meet better the many challenges to the long-term preservation of European cultural heritage. The framework will improve opportunities of advanced study and research, enable the development of a more effective cadre and ensure sustainable public access and protection of cultural heritage. It is also essential for the competitiveness of the European heritage sector, knowledge export and the leadership of Europe in this area.

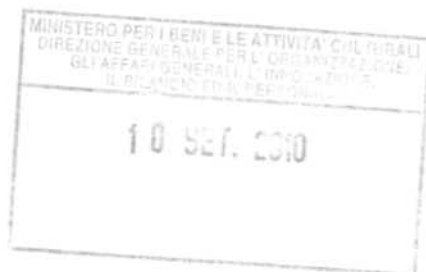
Therefore, I, Dr. Franci Demšar, representing the Slovenian Research Agency (ARRS), declare my support for the Net-Heritage initiative. This commitment, like other long-term commitments of this nature, is subject to standard review procedures in place.



F.D.

Dr. Franci Demšar
Director

In Ljubljana, 29. 7. 2010
Doc. Nr. 511-2/2010-27





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republic of slovenia
ministry of culture
maistrova 10
si-1000 ljubljana
slovenia
t: +3861 369 5900
f: +3861 369 5901
e: gp.mk@gov.si
www.culture.gov.si

Number: 61001-24/2008/100

Date: 6. 8. 2010

Declaration of support

The recommendations forming the Framework for Advanced Education in the field of conservation-restoration and science for conservation developed within the NET-HERITAGE project are essential to encourage opportunities to carry out advanced study and research in a broadest possible range of disciplines of the heritage field and thereby to meet better the many challenges to the long-term preservation of European cultural heritage. The framework will improve opportunities of advanced study and research, enable the development of a more effective cadre and ensure sustainable public access and protection of cultural heritage. It is also essential for the competitiveness of the European heritage sector, knowledge export and the leadership of Europe in this area.

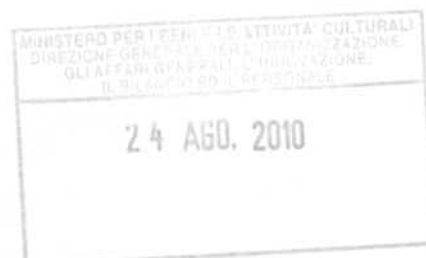
Therefore, I, Majda Širca, the minister of culture, representing the Ministry of Culture of the Republic of Slovenia, declare my support for the Net-Heritage initiative.



Majda Širca
Minister

To the attention of:

- Ms. Antonia Recchia, Coordinator NET-HERITAGE Project, Ministero per i Beni e le Attività Culturali, Via del Collegio Romano, 27, 001886 Rome, Italy



DECLARATION OF SUPPORT

The recommendations forming the Framework for Advanced Education in the field of conservation-restoration and science for conservation developed within the NET-HERITAGE project are essential to encourage opportunities to carry out advanced study and research in a broadest possible range of disciplines of the heritage field and thereby to meet better the many challenges to the long-term preservation of European cultural heritage. The framework will improve opportunities of advanced study and research, enable the development of a more effective cadre and ensure sustainable public access and protection of cultural heritage. It is also essential for the competitiveness of the European heritage sector, knowledge export and the leadership of Europe in this area.

Therefore, I, Aníbal González Pérez (General Directorate for Research and Management of R&D National Plan), representing the Ministry of Science and Innovation (MICINN) declare my support for the Net-Heritage initiative.

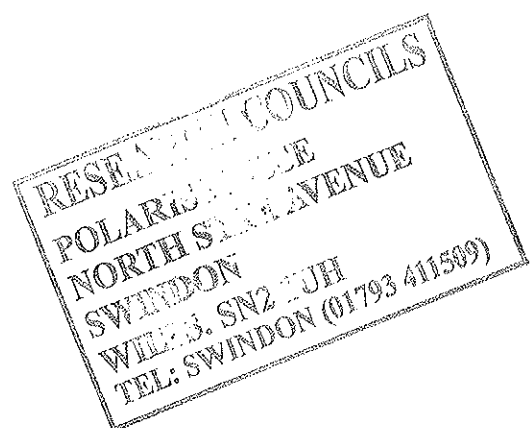


DECLARATION OF SUPPORT

The recommendations forming the Framework for Advanced Education in the field of conservation-restoration and science for conservation developed within the NET-HERITAGE project are essential to encourage opportunities to carry out advanced study and research in a broadest possible range of disciplines of the heritage field and thereby to meet better the many challenges to the long-term preservation of European cultural heritage. The framework will improve opportunities of advanced study and research, enable the development of a more effective cadre and ensure sustainable public access and protection of cultural heritage. It is also essential for the competitiveness of the European heritage sector, knowledge export and the leadership of Europe in this area.

Therefore, I, Professor Shearer West, representing the Arts and Humanities Research Council, declare my support for the Net-Heritage initiative.

(Stamp, signature)



Shearer West

APPENDIX 2

PANEL OF EXPERTS

Dr Martina Caruana - Malta

The Chief Officer of Heritage Malta's Conservation Division and Institute of Conservation and Management of Cultural Heritage (ICMCH). Coordinator of two Masters programmes - the MA in Cultural Heritage Management and the Master of Conservation in Applied Conservation Studies as well as of the Leonardo da Vinci EU project 'European Conservators Practitioners License (ECPL)'. Chairperson of Heritage Malta's Research Strategy Committee.

Prof. May Cassar – United Kingdom

Director of the Centre for Sustainable Heritage - University College of London (UCL), Director of the Heritage and Science Programme (2008-2012), advised and taught internationally in the field of heritage science and conservation - among others Specialist Advisor to the House of Lords Science and Technology Committee during its Heritage and Science Inquiry in 2006, member of the European Commission's External Advisory Panel for the 5th Framework Key Action 'City of Tomorrow and Cultural Heritage' and for the 7th Framework Programme 'Environment (including Climate Change)' area, organised a number of seminal conferences designed to break down the barriers between disciplines.

Dr. Annamaria Giovagnoli - Italy

Deputy Associate Director of the School of Restoration, Scientific Area, of the Central Institute for Restoration (ISCR) – Rome, the leading Italian training institution in the field of restoration of tangible cultural heritage. Director of Scientific Laboratories of Centro Conservazione e Restauro 'La Venaria Reale' Turin. Long teaching experience in restoration chemistry at several Italian universities.

Dr Roman Kozłowski - Poland

Associate Professor at the Institute of Surface Chemistry, Polish Academy of Sciences in Krakow. Principal investigator and coordinator in many national and international research projects in heritage science, organiser of advanced training activities aiming at the transfer of research results into the conservation sector, especially enterprises.

Prof. René Larsen - Denmark

Rector of the School of Conservation of the Royal Danish Academy of Fine Arts. Conservator and scientist, coordinator of many EC research projects. Co-founder and chairman of the Board of the European Network for Conservation – Restoration Education 'ENCoRE'. Coordinator of a European Commission Advanced Study Course on the deterioration of collagen based historical materials.

Prof. Rocco Mazzeo - Italy

Head of the Microchemistry and Microscopy Art Diagnostic Laboratory, University of Bologna – the Ravenna Campus. Coordinator of the EC Marie Curie project EPISCON 'European PhD in Science for Conservation'. Coordinator of a concluded EC project aiming at the development of guidelines for post graduated education and training in conservation science. Participant of a Leonardo da Vinci project CURRIC 'Vocational Training Curricula for Conservation Scientists'.

APPENDIX 3

RECOMMENDATIONS OF WP 5.1

D 5.1 Executive Summary

This Executive Summary sets out the main conclusions from the survey on opportunities in advanced education in conservation-restoration and science for conservation in Europe, carried out within the NET-HERITAGE project. The numbers in brackets refer to the relevant paragraphs in the main text of the report.

Basing on this survey, the Panel of Experts supporting the WP5 team (1, and Appendix 1) made a number of recommendations which, it is believed, are essential to encourage opportunities to carry out advanced study and research in a broadest possible range of disciplines of the heritage field and thereby to meet better the many challenges to the long-term preservation of European cultural heritage.

Three categories of advanced education opportunities have been identified: study and research leading to a doctoral degree, long courses not leading to a degree, short courses and other training possibilities (3).

The NET-HERITAGE survey revealed two basic approaches to educating students at the doctoral level (4): one bases education on the research work of a student supplemented by a limited training component, the other puts greater emphasis on a strong set training component. The education programmes leading to a doctoral degree, which were described in the sufficient detail, differed in proportion of time ascribed to the set training component from 15% to estimated 40-50% (4.2). Also the emphasis put on the doctoral thesis varied similarly from 85% of student's time in a science-oriented doctoral programme (Box 1 in 4.2) to merely 15% of student's activity in a programme strongly oriented to training in management (Box 3 in 4.2).

It may be perceived that the two systems produce professionals of diverse backgrounds: on the one hand researchers providing high-quality, frontier research in the field, and on the other professionals capable of managing heritage resources in the high-level administrative and service sector. NET-HERITAGE found the first stream of research-oriented doctoral education in the field predominant, fostering the leadership of Europe in maintaining the science base for conservation not only when applying natural or engineering sciences to the heritage field but also in the area of conservation and heritage management.

Therefore, doctoral studies with a strong research component and limited set courses should be promoted but modules developing generic aspects like communication and presentation skills, ability to design and manage projects and similar aspects should be embedded in the doctoral education programmes to develop skills and competences of future researchers and professionals managing heritage resources.

Several effective funding mechanisms were revealed by the NET-HERITAGE survey for students interested in study and research focusing on a conservation-restoration subject leading to a doctoral degree:

- A system of specific grant programmes dedicated to doctoral education in conservation-restoration and science for conservation which are particularly suited to countries which would like to increase quickly the capacity of their heritage sector and create a vibrant research community in the field (5.1)
- The possibility of supporting doctoral students in the applications for research grants by academic staff. This will enable the students to develop theses related to high-quality, cutting-edge research of the projects (Appendix 8)
- Grants supporting enterprises which employ PhD students in the framework of a research collaboration between academic organisations and businesses. These awards provide opportunities for doctoral students to gain firsthand experience of work outside an academic environment (Appendix 8)
- The support of scholarships as co-operative ventures between universities and museums, to enhance scientific work in preventive conservation, active conservation and material-based studies on collections (Appendix 8).

It should be stressed that students interested in study and research focusing on a conservation-restoration subject leading to a doctoral degree should be encouraged to compete for studentships or grants from general research funding competitions available nationally. The need to compete with other disciplines is a challenge as well as an opportunity because it can improve quality.

It should be underlined that the artistic, humanistic, ethical and philosophical dimensions enrich heritage science and reflect the complexity of scientific problems. Heritage research is a science that requires the same tools as other disciplines. Therefore, it is recommended that adequate funding of doctoral research in which the humanities and science overlap is ensured.

The survey also found that after PhD studies are complete, there are not enough opportunities for postdoctoral researchers. Therefore, creating opportunities for the postdoctoral positions should be an important part of national frameworks for the advance education.

It is recommended that continuity of funding at the doctoral and post-doctoral-level is ensured with structured programmes and clear funding sources to create incentives for a long-term commitment by talented, enthusiastic early stage researchers to the heritage field.

The survey revealed that many institutions offer a diverse range of opportunities for study and research at doctoral degree level. Many provide research environments of exceptional quality for a young researcher interested in a specific subject in the field of science-led conservation. At the same time, the survey exposed a fragmented and dispersed field lacking effective coordination of the educational offer at the doctoral level, clear identification of research priorities and gaps to reduce duplication. The fragmentation of the field makes difficult exploitation of the potential of the cultural heritage research sector. It makes it also difficult for early-stage researchers to obtain information on available opportunities and to find his or her way around the system. This situation prevents greater mobility within the heritage sector.

It would be beneficial for cultural heritage field if a key national institution in each member state acted as a secretariat to the network of institutions offering opportunities for study and research for a doctoral degree and provided information to young

researchers, wanting to enter the field. It is also recommended that this information on the national frameworks is made available on the Net Heritage Observatory which would increase the visibility of the social and economic importance of the cultural heritage sector. Additionally, it would be of advantage to publish the information on www.findaphd.com which is the largest database of PhD possibilities and an opportunity to attract students.

Long courses – leading to various specialisations – can be an important path within national educational frameworks to provide third cycle level education in many areas of the heritage field (6). Other long courses which do not provide participants with clear, legally recognized qualifications meet various educational needs to enhance professional backgrounds of the participants.

Bearing in mind that huge time and effort is often invested by participants to long courses not leading to a doctoral degree, it is recommended that they should give knowledge, skills and competences that are clearly recognised according to the Bologna system.

The survey demonstrated clearly that short Continuous Professional Development (CPD) courses are of great value especially to practitioners for whom it is important to gain new knowledge and skills, but who can afford to invest only little time in training (7). However, the value of CPDs depends on the quality of the pedagogy.

As the value of short Continuous Professional Development (CPD) courses depends on the quality of pedagogy, it is recommended that the organisers of each CPD course articulate learning objectives and outcomes explicitly in the publicity material of each course.

A particularly interesting category of high-level short courses are international knowledge exchange workshops organised at the end of research projects funded within the European Commission Framework Programmes to promote the projects and therefore disseminate recent knowledge into the field (9, Box 9).

Therefore, it is recommended that national agencies funding research projects, support through the grant application process ‘knowledge exchange workshops’ as a way of disseminating the outcomes of the projects.

The educational schemes and activities described can be combined into a model framework for advanced education which is set out below.