



# The NET-HERITAGE project

## to foster the science-based conservation in Europe

Łukasz Bratasz  
Rome, September 23, 2011

## Workpackage 5 - Implementation of joint activities through the coordination of advanced training in the field of tangible cultural heritage

- information on opportunities in advanced education in conservation-restoration and science for conservation was provided by 15 countries through a questionnaire
- an international Panel of Expert was set to analyse existing opportunities to identify gaps and barriers
- the optimum framework for advanced education was developed

# Structure

The REPORT was produced  
and contains **7 recommendations**

The report is downloadable

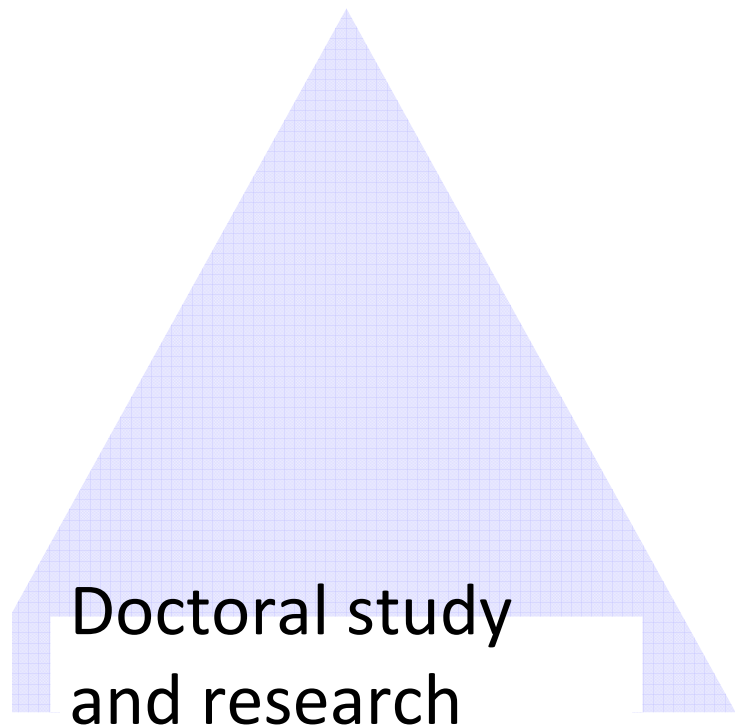


# Development of the Model Framework for **Advanced Education**

Analysis of existing training options in the Net-Heritage partner countries

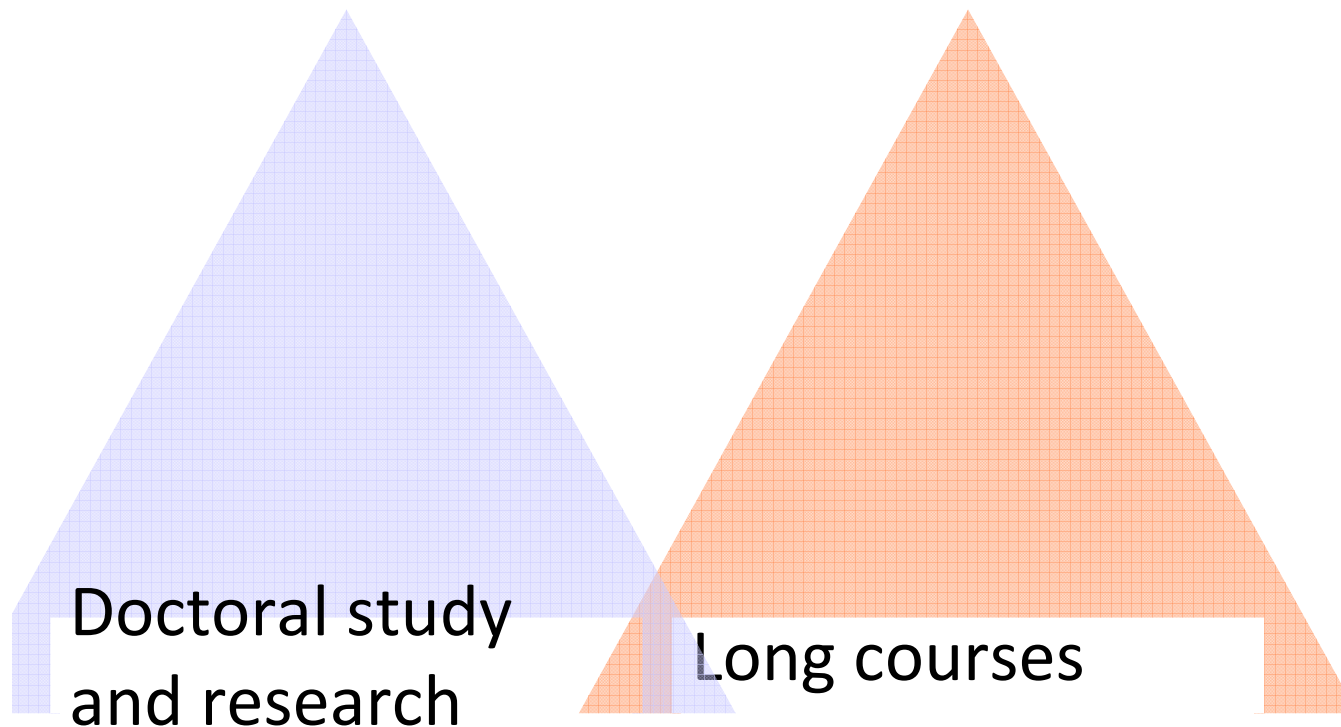
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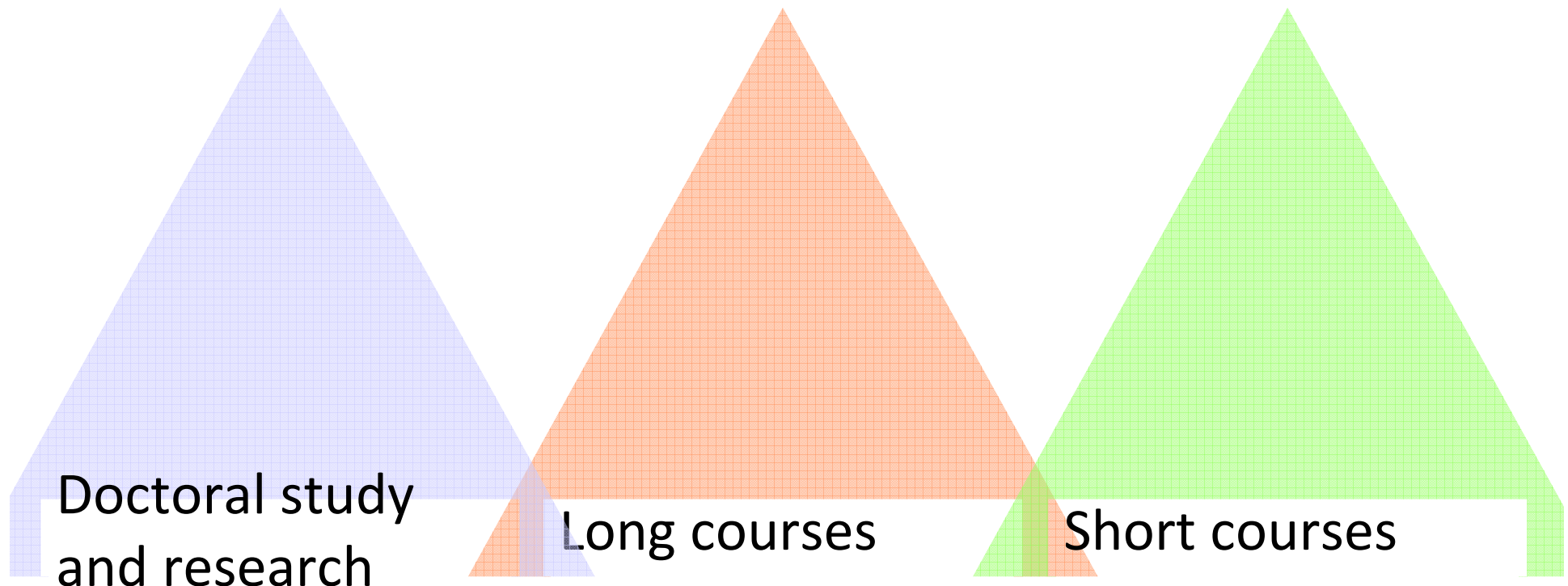
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Analysis of existing training options in the Net-Heritage partner countries



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Analysis of existing training options in the Net-Heritage partner countries



Doctoral study  
and research

Long courses

Short courses

– two basic approaches

**Approach 1** - research work of a student with limited training component



researchers providing frontier research in the heritage field, especially applying natural or engineering sciences



Doctoral study  
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Long courses

Short courses

– two basic approaches

**Approach 2** - strong taught component, usually relying on a three-year education cycle



professionals for management of heritage resources or  
entering the high-level administrative and service sector

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Long courses

Short courses

## Recommendation 1

Research oriented doctoral education in the field is predominant and **should be promoted** as it fosters the leadership of Europe by developing highly skilled professionals both in area of science and heritage management.

Development of **generic skills** should be embedded into the PhD training.

Doctoral study  
and research

Long courses

Short courses

## Recommendation 2

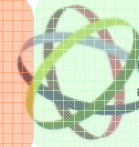
The field of conservation science is being perceived as an artistic domain which therefore needs lower funding.

**Adequate funding** of doctoral research in which the humanities and sciences overlap **should be ensured**.



Doctoral study  
and research

Long courses



Science and  
Heritage  
Programme

Short courses

## Recommendation 3

**Continuity of funding** creates a long-term commitment by talented, enthusiastic PhD students and early-stage post-doctoral researchers for the heritage field.



Doctoral study  
and research

Long courses

Short courses

## Recommendation 4

One of the key national institutions acts as a **secretariat of the network** of institutions offering opportunities for research for a doctoral degree.

This network should use the **Heritage Portal** as a 'one stop shop'



Doctoral study  
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Long courses

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## Recommendation 5

Long courses that do not lead to a doctoral degree should provide knowledge, skills and competences that are **clearly recognised according to the Bologna system.**



Doctoral study  
and research

Long courses

Short courses

Short courses are the primary way in which:

- new knowledge
- findings of the current research projects
- practical skills

can be effectively presented  
and disseminated to  
professionals working in the  
conservation field, **including  
enterprises.**



Doctoral study  
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Long courses

Short courses

## Recommendation 6

The value of the short Continuous Professional Development (CPD) courses depends on the quality of the pedagogy.

The organisers should **articulate learning objectives and outcomes explicitly** in the publicity material of each course.

HERITAGE SCIENCE EDUCATION IN A CHANGING WORLD  
Warsaw, 6 April 2011

### Managing heritage and access in an uncertain future

Peter Brimblecombe  
School of Environmental Sciences  
University of East Anglia  
Norwich UK

#### INTRODUCTION

The session will begin with a lecture on the nature of future air pollution and climate and the way it is likely to affect our material heritage. It will focus on environmental pressure particularly likely to damage heritage in the future. This will be followed by a practical exercise that will explore five archetypal historic sites in Europe. Participants will be asked to explore the likely impact of future climate change on these sites using the content of lecture. They will be expected to consider likely social and historical frameworks for the sites and to define their vision for managing the environmental pressures. This is important because the way visitors utilise sites (e.g. on very hot days) and their expectations and choices about a visit are likely to alter under a changed climate.

#### LEARNING OBJECTIVES

A range of ideas will develop skills of the team as they

- evaluate the complexity of current and future risks at a site,
- balance priorities for the various threats to the site,
- consider underlying social and historical issues,
- develop a plan for the long term management of the site,
- utilise the abilities inherent in the team to develop the best presentation.

#### DESCRIPTION OF THE WORKSHOP

To begin we will outline the structure of the exercise, *Climate Myths* along with an introduction to the five archetypal historic sites. The five teams will then assemble and be given site descriptions and copies of the, *The Atlas of Climate Change Impact on European Cultural Heritage: Scientific Analysis and Management Strategies*, The Anthem-European Union Series (2010). This atlas should give some input to the development of management plans, but time will be limited so the teams will have to divide their activities to assess the types of climate change and threats at sites and begin to generate a list of key issues requiring management. New ways tourists approach a site visit will be an additional element for future management, with considerations of the relative impact of social and climate change. The teams will have to make 5-minute presentations to entire workshop at the end of the session.



FIGURE 1 ST MATHEW'S CATHEDRAL, ONE OF THE FIVE SITES USED IN CLIMATE MYTHS

#### LEARNING OUTCOMES

- ability to develop a set of key variables likely to affect heritage
- a view of the complexity of issues and risks at sites
- learn about prioritization of threats
- a sense of the relevance of social and historical issues in management
- thoughts on strategic management of heritage sites
- experience of working rapidly in a multidisciplinary team



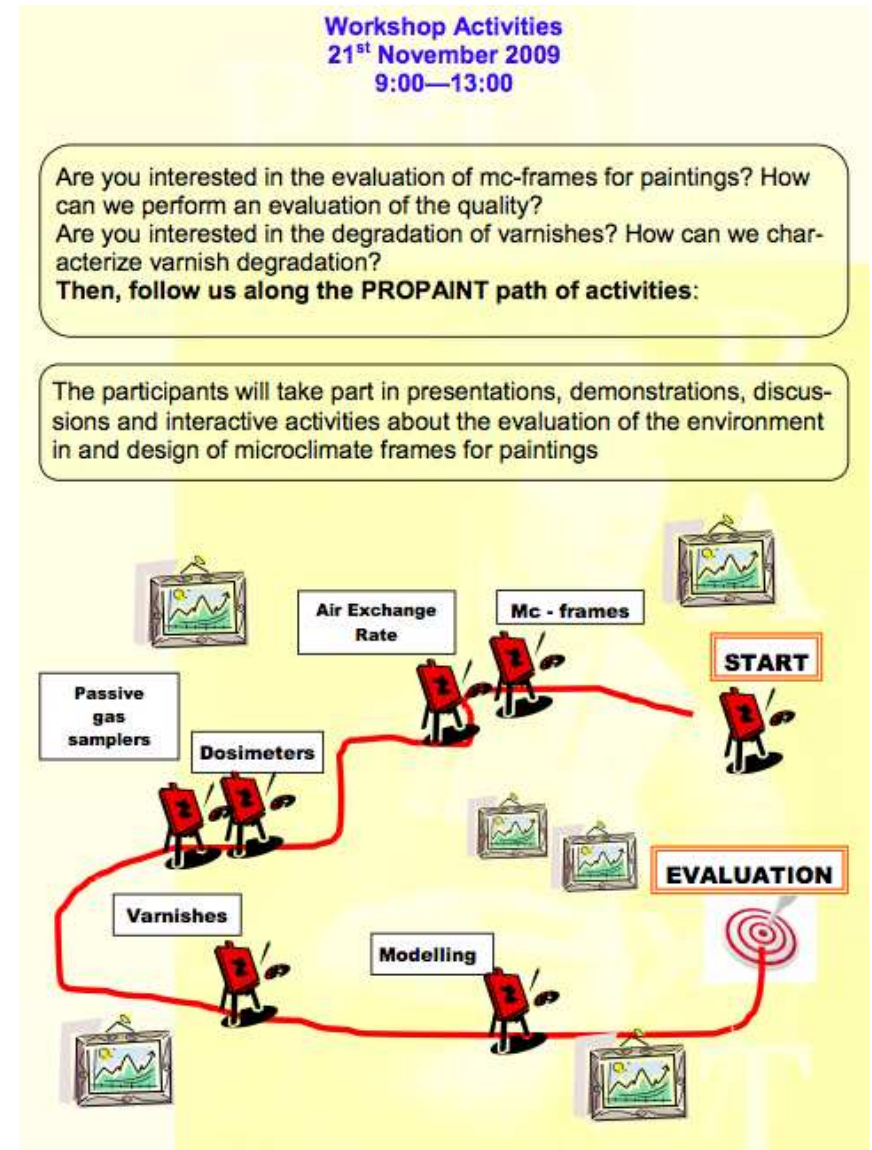
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## Recommendation 7

National agencies funding research projects **encourage and support workshops for knowledge exchange** organised at the end of research projects which are promoting and disseminating novel research results.

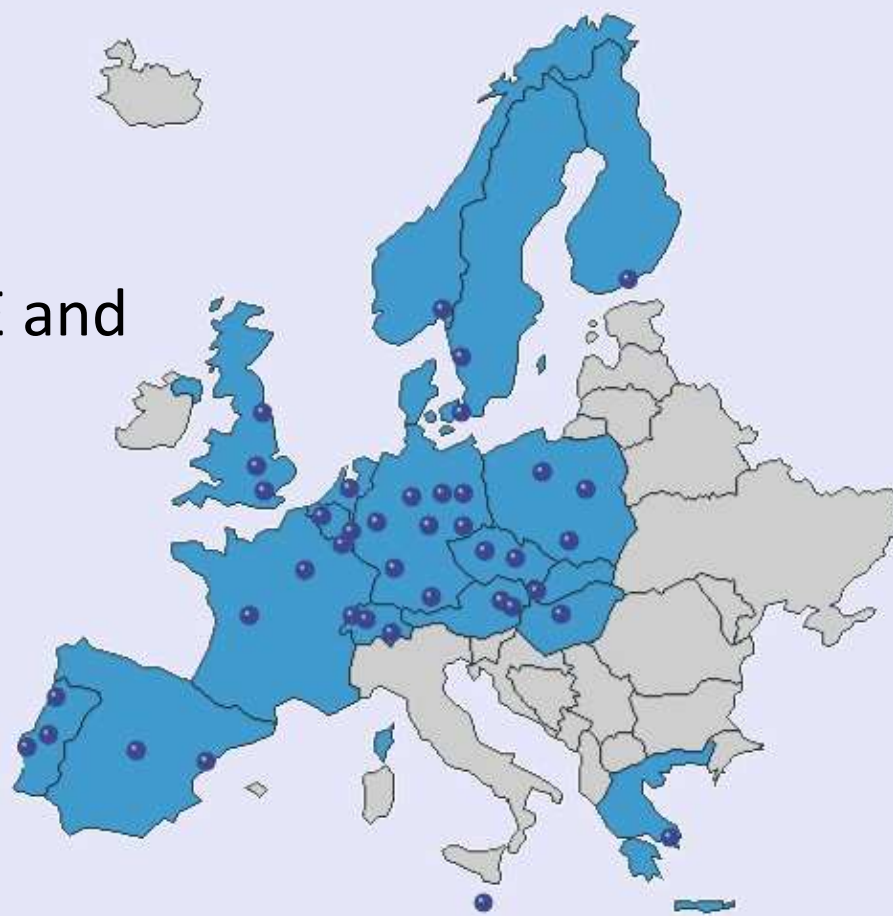


The recommendations were supported by



- 10 ministries and funding agencies
- reputable international organisations like ENCoRE and Italian Chemical Society

Map of Full Members



# SUMMARY



- ⌘ European countries have different approaches to conservation, science and the education of researchers
- ⌘ We found we share common problems and we have been able to find a common European denominator - **the model framework**
- ⌘ The model framework is a **tool** that could enable us to:
  - expand the potential of the cultural heritage sector
  - develop highly skilled researchers and conservation professionals
  - disseminate research findings into the conservation community, especially SMEs
  - increase mobility of researchers and professionals