

Academic studies and education in conservation-restoration – European perspective and overview 2018

Wolfgang Baatz

ARP Conference

**The Conservator-Restorer:
A Cultural Heritage Emerging Profession**

18 January 2019 Lisbon

- **The profession: history**
- **Education of conservator-restorers**
- **ENCoRE survey**
- **Perspective**

- **The profession: history**
- Education of conservator-restorers
- ENCoRE survey
- Perspective

19th century:

- **New notion of history – search for truth**
- **New concept of art**

Emerging disciplines:

- **Archaeology**
- **Art History**

Science

- 1888** Rathgen Labor Berlin
- 1895** Discovering of X-rays

Institutions

- 1934** IRPA Brussels
- 1937** Doerner Institute Munich
- 1939** Istituto Centrale di Restauro Rome

Education (academic courses):

- 1933** Courtauld Institute of Arts London
- 1934** Academy of Fine Arts Vienna

1950ies	First CR Associations
1964	Charta of Venice
...	
1985	ICOM-CC The Conservator-Restorer: A Definition of the Profession
1991	Founding of E.C.C.O., Professional Guidelines I, II
1994	Professional Guidelines III

Education (academic courses):

1947 **Warsaw**
1973 **Copenhagen**
1974 **Dresden**
1974 **Sorbonne**
1975 **Stuttgart**
1985 **Cologne**
 etc.

peak in the 1990ies

from the 1980ies: strong trend towards science

from the 1990ies: considerations on decision making

from 2000: considerations on ethics, aesthetics

- The profession: history
- **Education of conservator-restorers**
- ENCoRE survey
- Perspective

ICOM-CC 1984

Definition of the Profession

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

E.C.C.O. Professional Guidelines 1994
Part III
Basic Requirements for Education

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

Document of Pavia, 21 October 1997

“ ...

- 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**
- 2. ...**
- 3. ...**
- 4. The development of a definition at European level of the full range of professional competences of the conservator-restorer ...”**

2003 **E.C.C.O. / ENCoRE Joint Paper**

Goal: **definition of education necessary for independent practice („fully professional conservator-restorer“)**

→ **5 years full time studies in cr at university or recognized equivalent (300 ECTS)**

Qualifikation: Master

**E.C.C.O. Professional Guidelines 2004
Part III
Basic Requirements for Education**

“... 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)...”

**E.C.C.O. Professional Guidelines Part III
(2013):**

“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) and should include well-structured practical internships. It should be followed by the possibility of study to PhD level.”

1999 **Bologna Declaration**

2006 **European Qualification Framework**



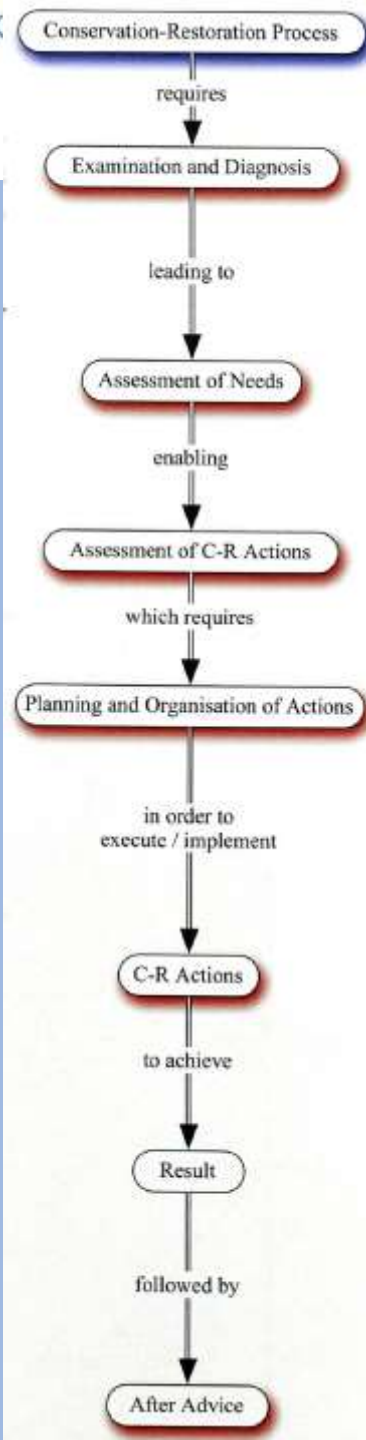
learning outcomes

2008

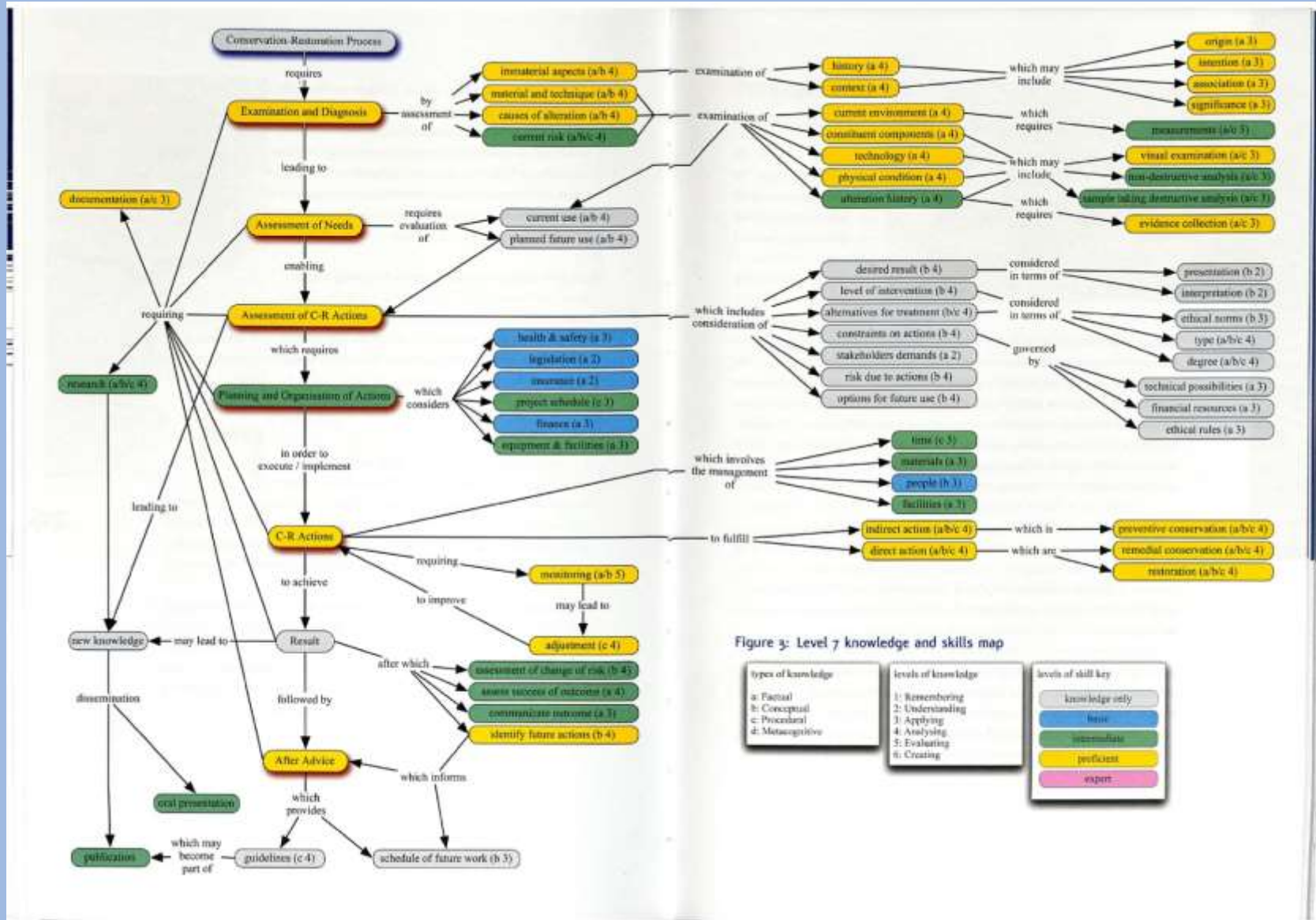
ECCO starts to work on the competences

2010, ECCO General Assembly

“Competences for Access to the Conservation-Restoration Profession”.



Spine of the conservation-restoration process:
knowledge, skills, competences



Document on Practice in Conservation-Restoration Education

(ENCoRE 10th GA, Liège, 28 March 2014)

- **Introduction**
- **Learning outcomes / aim**
- **Differentiation of practice types**
- **Didactic requirements**

ENCoRE Statutes:

§ 1

The objectives of ENCoRE are to promote research and education in the field of conservation/ restoration of cultural heritage, based on the directions and recommendations given in the E.C.C.O. Professional Guidelines (Annex 1) and The Document of Pavia (Annex 2).

- The profession: history
- Education of conservator-restorers
- **ENCoRE survey**
- Perspective

ENCoRE Survey on existing members :

- **study structure**
- **specializations**
- **student numbers**
- **ratio theory / practice**
- **ratio teacher / students (for practice)**
- **staff qualifications**
- **facilities**
- **...**

First results discussed 24-25 May 2018 at GA Turin

Study structures:

8	6 years
1	5 ½ years
25	5 years
1	4 years (Bachelor + Master)
2	3 years (Master)
1	2 years (Master)

Study structures:

- 25 Bachelor studies**
- 25 follow up Master studies**
- 1 stand alone Bachelor studies**
- 3 stand alone Master studies**
- 6 Diploma studies 5 years**
- 4 Diploma studies 6 years**

Study Structures

4	6 years (no Bachelor)
4	8 + 4 semesters
6	5 years (no Bachelor)
1	8 + 3 semesters
13	6 + 4 semesters
2	7 + 3 semesters
4	8 + 2 semesters
1	6 + 2 semesters
1	2 years Master
2	3 years Master
1	6 semesters Bachelor

Specific entrance exams:

35 **yes**

4 **no**

Students admission / year

Total number of Bachelor beginners / year: 775

Total number of Master beginners / year: 466

Total number of Diploma studies beginners / year: 185

Master + Diploma 651

- The profession: history
- Education of conservator-restorers
- ENCoRE survey
- **Perspective**

**Conservator-restorer, emerging profession:
constant progress**

accumulating knowledge – better understanding of the past

- transmit to this and future generations**
- cultural identity**

The present: dominating factors

- **rapid development of technology**
- **media society – change in perception**
- **art market – investment thinking**
- **museum concepts - commercialization**

Challenges (according to Voices of Culture 2017):

- **Tourism**
- **(Youth) unemployment**
- **Immigration**
- **Ageing**
- **Cultural identity**
- **Transmission of knowledge to future generations**

**ENCORE Document on Practice in Conservation-Restoration Education
(2014):**

“Practice is the comprehensive activity of providing physical care for cultural heritage, being associated with its interpretation, and representing the core competence of the conservator-restorer. It is based on the understanding of the appearance, meaning, values, material composition, and condition of the cultural heritage object as interdependent parameters and their relevance to the decision-making process.”

Thank You for Your Attention!