

COTAC

CONFERENCE ON TRAINING IN ARCHITECTURAL CONSERVATION

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NEWSLETTER No.1

NATIONAL CONSERVATION TRAINING NETWORK PROJECT

A project funded from the "Heritage Grant Fund" of the Department of National Heritage.

Introduction

This is our first Newsletter. We intend to publish about every three months to let all those involved and interested in the project know what is going on: what progress is being made at each centre; what events and conferences are being arranged; what new sources of finance and help are being explored. We hope to send the Newsletter to a wide range of people concerned with one aspect or another of building conservation. They will include Government Departments, local authorities, professional and trade organisations, building firms specialising in the repair and adaptation of historic buildings and amenity societies.

In this edition we give news of what has happened so far, including a note of the progress made at each centre. This time we have featured an account of the Joint Centre, Bournemouth University, written by the Centre Coordinator, Katherine Barker. We think this is an interesting example of a developing community network, which makes use of local museums, further education colleges, other training centres, local learned societies and professional associations as collaborators in the educative work of the University.

As many of the courses are still being developed and refined, it may be of help to course directors and tutors to have at hand the "**Guidelines on Training in the Conservation of Monuments, Ensembles and Sites**", prepared by the International Committee on Monuments and Sites (ICOMOS). We have therefore included a copy of this document, which was initiated by one of the members of COTAC, Sir Bernard Fielden. Another potential aid to course directors is the **Staff Audit Form devised by Lambeth College**. This has been used to assess the relevant knowledge and experience of those who will become course tutors so that the best use may be made of what they can impart and to indicate what further study and experience is necessary.

Four of the centres, Lambeth College, Hall Green College, Lincoln College of Art and Design and Bournemouth University are joining forces to take a stand at the **Restorex-Refurbex Exhibition at Olympia on 20th. to 22nd. April 1993**. The idea came from Peter Hillman of Lambeth College and has been made possible by a generous grant from ICI Paints and by financial support from Network funds.

The stand is being designed by students from Lincoln, who will also assist with its construction in conjunction with students from Lambeth and Hall Green Colleges. Work from the centres will be on display and the main purpose of the stand will be to provide a forum for the colleges to display and explain their training courses.

On the last day of the exhibition, **22nd. April, we shall be organising a seminar under the title "Training for the Past - Building for the Future: Is our training on the right track?"**

When we had representatives from the centres together to consider the design for the Restorex stand we were able to get Graham Bayley, the European Marketing Development Consultant from Staffordshire University and Pavel Knap from the Technical University of Prague to talk to us about the possibility of a conservation training association with the Czech Republic. The outcome of this meeting was an agreement that we should begin work on the preparation of a scheme for such an association, involving the centres in the network and one other Community country, with the aim of making an application for a grant from the Tempus fund administered by the E.C.

**The Joint Centre,
Bournemouth University**

The curator of Dorset's Tricycle Museum at Christchurch recently commented on the length of the title and address of The Joint Centre for Heritage Conservation and Management at Bournemouth University. Known more familiarly as "The Joint Centre" to its partners, the length of the name stands in contrast to the shortness of

We are also planning for a **conference to be held at Birmingham on 14th. and 15th. June 1993** where Hall Green College will be the hosts. The theme of this conference will be international comparisons and co-operation in building conservation education.

We shall have authoritative speakers from Germany, France and Portugal who will give us the opportunity to judge the scope and quality of our training against what is happening elsewhere in Europe. Birmingham City Council has generously offered the Banqueting Suite at City Hall for this event. We expect this conference to be informative and enjoyable. And there should be an opportunity to see the work Birmingham has done to conserve the canal area and fit it into a contemporary setting. Make sure you reserve 14th. and 15th. June in your diary.

We hope that you find our Newsletter informative and useful. We would welcome any ideas for improvements or suggestions about subjects and issues you think that we ought to cover. If you need more copies, please ask and we will send them.

Maurice Mendoza Graham Lee
Project Manager Project Co-ordinator

February 1993

time within which The Centre has become established in the field of conservation.

The Joint Centre was set up in November 1990 in what was to become, a year later, the newly constituted Department of Conservation Sciences at Bournemouth Polytechnic. The Department now plays an

increasingly important part in the life of Bournemouth University which was officially inaugurated in November 1992.

The Department of Conservation Sciences directs the activities of The Joint Centre, which, in its turn, co-ordinates the activities of the partnership of which it is the focus. The partnership was set up to create a regional network for courses, training and CPD in the environment, heritage, coastal and countryside management, with a view to providing a wide range of services for those generally referred to as the heritage professions. In short, The Joint Centre is a conservation centre.

Through this voluntary, collaborative venture, The Joint Centre brings together a unique range of specialisms and facilities, and can offer education and training, skills and research up-dating through a constantly developing programme of conferences and workshops. Responding to the increasing volume of consultancy work, the growth in training initiatives taken by many professional bodies, and the needs of individual people seeking new career possibilities, The Joint Centre is expanding its range of interests.

The Department of Conservation Sciences

BSc(Hons) courses in Heritage Conservation, Archaeology, and Building Conservation Technology are offered by the Department of Conservation Sciences. In the first, students have the choice of specialising in three areas: artefacts and collections, landscape studies, or buildings and monuments. The Department also offers a BSc in Environmental Protection and MSc courses in Archaeology and Development, Architectural Stonework Conservation, Water Environment and Coastal Zone Management.

BSc in Building Conservation Technology

Of special interest to COTAC is the established reputation of the Department in the rapidly growing field of Architectural and Building Conservation, and the BSc degree course in Building Conservation Technology led by John Ashurst, which commences in September. Concerned with the conservation of sites and buildings of historic importance throughout the world, the course will be unique in the UK. It will provide an education combining science, architecture and practical skills leading to a wide range of careers. It will offer a challenging programme studied within a broad conservation context. The course is already recruiting well.

Current courses include the very successful postgraduate diploma in Architectural Stonework Conservation led by Tony Steel. From 1 September this year the course will transfer from Weymouth College to Bournemouth University, where it will be housed within an enlarged and purpose-built department. Facilities will complement those provided for the BSc in Building Technology.

The Joint Centre Partners

It is expertise in the field of conservation of the built environment that links the principal aims and interests of The Joint Centre partners. In November 1990 they were three in number, the Department of Conservation Sciences, the Conservation Unit at Weymouth College and the Weald and Downland Open Air Museum at Singleton in West Sussex. Founded 20 years ago, the reputation of the last in the field of woodland management and timber construction is second to none.

In September last year, The Joint Centre appointed a full time co-ordinator, and the

range and depth of activities has rapidly expanded. Two further partners will be joining in 1993, the Centre for the Conservation of the Built Environment at Bursledon near Southampton and The Lime Centre at Morestead near Winchester. The latter has a well-founded reputation for its "Lime Days", intensive "hands-on" training sessions designed to demonstrate all aspects of the lime process, from slaking, preparing mortars and washes to practical applications in brick, stone, flint and cob. The former Centre, at Bursledon, occupies a late Victorian brickworks now in the process of restoration. From September the Bursledon Centre will be developing specialist courses in a purpose-built facility, in the history, manufacture, care and conservation of both clay-based and other traditional building materials. A programme of open days and "events" will take place during the summer and visitors will be welcome to see the progress.

Other potential partners include Fort Brockhurst near Portsmouth, which, from September, will be the English Heritage training centre in architectural stone conservation and the Ancient Technology Centre at Cranborne in Dorset, which is already a well-established resource for schools and colleges.

A European Network

The Joint Centre has recently applied for EC funding through a scheme known as COMETT, set up to effect working partnerships between universities and "enterprises". The outcome will not be known until the summer but, if successful, the result will be a network of historic stonework conservation training courses in Sicily, Portugal, and the Isle of Man, supported by conservation centres in Germany, Greece, Sweden, and Russia as well as in the UK. In pursuit of possible

COMETT partners, The Joint Centre made the acquaintance of a rather remarkable European association - The Walled Towns Friendship Circle - which, founded and run from Tenby in South Wales, has a membership of over 100 towns on the continent. Historic stonework is important to them all!

The Bournemouth Marches

In 1974 Bournemouth left Hampshire for Dorset. The University occupies march country, not only between two counties, but between two towns - Bournemouth and Poole. It is geography which provides an opportunity, even along the crowded south coast, to "steal a march" on the region's education and training, in the fields where the Department and its partners have special areas of expertise on offer.

The "region" thus defined encompasses The Joint Centre partners - the counties of Dorset, Hampshire, and West Sussex, the Districts of South Somerset and South Wiltshire, and the Isle of Wight. Within this region, The Joint Centre is seeking to foster the interest and support of planning and conservation agencies, local government, independent and volunteer, as well as adult education, training and enterprise bodies; in short to keep up-to-date and well-informed. The Department of Conservation Sciences is contributing to the County Council's recent Coastal Strategy for Dorset initiative; for the first time in its history Dorset has a University.

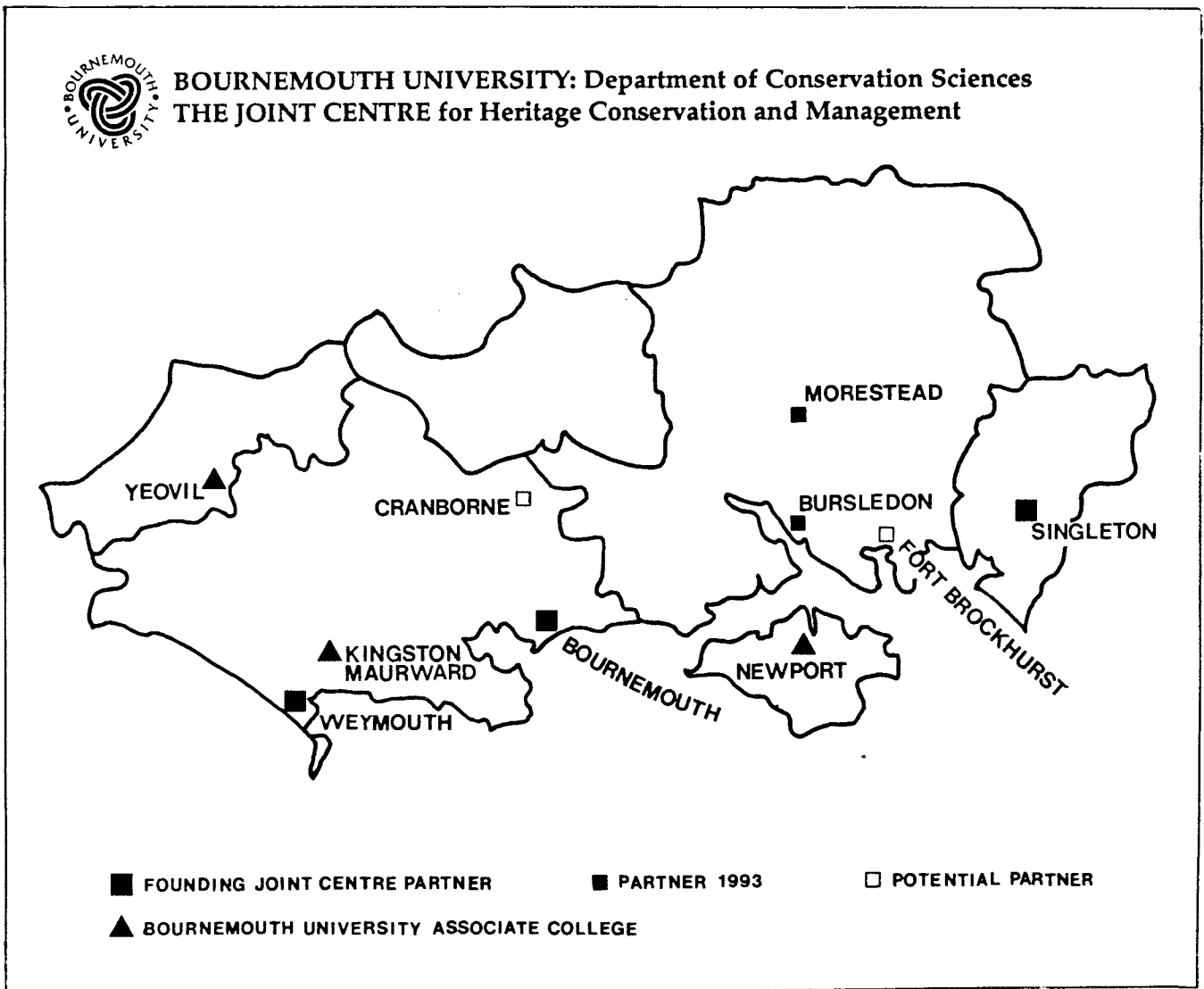
The Joint Centre database grows steadily. A mailing of more than 1000 has just been made for the Institute of Field Archaeologists announcing a training conference on Project Management in Archaeology to be held mid-February with the support of English Heritage. A mail-shot of similar proportions is now in progress for an international

Archaeological Sciences conference, "Science and Site; evaluation and conservation" to be hosted by Bournemouth next September.

Tomorrow

Networking is a long and continuing process, and not achieved overnight; tomorrow is built on the foundations of today.

The Joint Centre has just published its 1993 Programme and hopes, in due course, to edit a Newsletter as it does for Dorset Museums, and perhaps launch an individual membership scheme. The Joint Centre looks forward with interest. But whether The Joint Centre can find a satisfactory solution to the length of its name and address remains to be seen. It is not every network that has an acronym as easy on the ear (and the fingers) as the one enjoyed by COTAC.



The Hall Green Centre - Birmingham

Hall Green College currently has a number of staff in training under a Euroform II sponsored project to deliver courses to unemployed trainees in conservation trades at NVQ level III with a minimum entry requirement of NVQ level II in the appropriate craft. They are discussing with the CITB the modification of the existing NVQ units to reflect the need for specific craft training in conservation, with a view to establishing a nationally recognised qualification. The courses are intended to start in September 1993.

Hall Green is involved in links with two European training centres: with Limoges in France and CENFIC in Portugal. Part of the International Conference planned for June this year, in combination with COTAC, will be devoted to the progress and results of the Euroform project.

Hall Green have good contacts with the local TEC and are working to expand and build on their current links with employers.

Progress in Kent - Building Crafts and Conservation Trust

The original trust was formed in 1990 jointly by the College and Kent County Council as the Building Conservation Centre at the West Kent College, Tunbridge Wells .

The incorporation of West Kent College independent of Kent County Council and the strengthening association between Kent and mainland Europe have led to a restructuring of the organisation and the change of name to the Building Crafts and Conservation Trust (BCCT). The Trust will act as a client to a number of centres,

They are in discussion with the local authority to acquire a nearby historic farm to provide practical conservation experience and, ultimately, accommodation for students and visitors and a possible focus for the conservation centre. The College has good relations and contacts with the local authority, Birmingham City, and intends to develop links with suppliers through this project.

It has contacts with a number of local professional practices including architects and engineering companies. Hall Green has links with the National Trust both locally and nationally and has written to a number of local conservation societies but without reply to date.

It has been heavily involved in the PICKUP initiative including an article in the magazine although they have received no money from this source to date.

including West Kent College, which will act as providers of training.

Kent is unique among the six current locations in being an independent trust not based on an educational establishment.

Current activity is concentrated on obtaining funding by grants, donations and fees for the ongoing security of the Trust, and the establishment of the Trust HQ in the King's Gate, with a training resource in the casemates, at Dover Castle in co-operation with English Heritage.

The objectives of the Trust are to promote training courses and provide information on conservation of buildings ranging from an introduction, through traditional craft skills, to master craftsman, professional levels and for continuing professional development.

It has applied for charitable status and has an executive board composed of a small group of Trustees meeting regularly to set targets to be implemented day to day, by the Acting Chief Executive, who is also responsible for ensuring the Trust's ongoing operation is commercially viable.

The Lambeth Centre - South London

Growth in concern for protection of the natural, and more recently for the man-made environment, and now the specific initiative to preserve the architectural heritage, have combined to increase significantly demand for conservation training. This has grown further because of the restrictions on land available for new construction and the effects of the recession such that maintenance, repair and refurbishment accounts for over 50% of the construction industry's workload.

In response to this demand, Lambeth (formerly Vauxhall) College has been successful in obtaining a Business Development Grant from the Department for Education and a grant from the South Thames Training and Enterprise Council (TEC). This is for a project to develop a range of modular training courses under the PICKUP programme to update the skills of people working in small and medium sized building companies who wish to specialise in building conservation and restoration work.

In addition to West Kent College further training is to be provided by the Kent Training Centres Ltd at Whitfield, Dover, using facilities at Dover Castle. Ultimately similar facilities will be available at Chatham Historic Dockyard.

Contacts have been made in France, Belgium, Germany and Italy. It is intended to develop these further in the future with the possibility of offering exchanges of staff and students and of BCCT establishing a training centre in northern France.

It has an element of Employment Training (ET) to update the skills of unemployed construction tradesmen. Having grown from the Brixton School of Building, Lambeth College is well placed to undertake this work, having an enviable reputation for comprehensive training and education in the construction industry.

This 7 month project is just over half-way: the initial planning, training needs analysis, staff skills audit, training design and initial promotional activities are all well advanced. The delivery and review phases are about to commence and from the progress to date the College is confident of a successful outcome. The intention is to provide a final report on the outputs in relation to the original objectives and to envisage how the next phase of restoration training may be developed on the basis of these short modular PICKUP courses, into longer stand-alone conservation training.

The opportunity has been grasped during the project to enhance and enlarge upon existing links with employers and

suppliers, going further afield than the immediate London area. The College has always operated an open door policy which continues to encourage employers to see what is going on in training and to ensure that courses are relevant to their needs. This approach has been used to provide detailed input via a "training needs" proforma of the industry's requirements for conservation training. Strong links exist with the TEC and these are being reinforced.

Some contacts have been made with local authorities' conservation staff mainly at Greenwich, Lewisham and Lambeth as a result of joint initiatives at Nunhead and West Norwood cemeteries where the College intends to assist with preservation of a number of monuments as a training exercise.

The College has links with SPAB, Friends of West Norwood and Nunhead Cemeteries, the local heritage society "Vision for Vauxhall", which intends setting up a Trust, and the architect for Belgrave Children's Hospital where some co-operative work has been done; it intends to expand further contacts with professionals and conservation organisations in the future.

Lambeth is continuing to co-operate with COTAC, the CITB, COSQUEC and the City and Guilds to develop appropriate qualifications in conservation training. These include a mastercraftsman award at

the equivalent of NVQ level 4 which is being piloted by a working party of colleges with the City and Guilds of London Institute. The current courses at Lambeth are mainly in trade skills. A degree course having a more general/managerial emphasis in conservation is being planned at the adjacent sister college, the University of the South Bank. The University, the College and the City and Guilds College at Lambeth will be working together to offer a complementary range of skills, experience and courses believed to be unique in this country: Lambeth will be offering mainly practical trade skills, the University academic/professional specialisms and the City and Guilds "fine arts" training.

There is the intention in the longer term to obtain a major historic building for use as an on-site training facility and conservation centre/base. Danson Mansions has been identified as the possible location for this purpose and discussions are proceeding with local authority, which owns the property, and English Heritage.

Contacts have been made in mainland Europe and Lambeth are participating in the PETRA bids for short term training and work experience for young persons through the EC. The intention is to provide further exchanges in the future with Spain and Holland; grant aid for this initiative is being sought from the Council of Europe through COTAC.

The Lincoln Centre

Following a full review in 1991 by the Lincolnshire College of Art and Design it was agreed that the objectives of the National Historic Building Crafts Institute Trust could be maintained and enhanced if some curriculum changes were made.

Lincolnshire College of Art and Design reached a management agreement with the Trust and The National Historic Building Crafts Institute (NHBCI) which still operates from an administrative base at Witham Park premises.

Zibby Garnett an administrator with extensive conservation experience has been appointed to manage NHBCI and the Historic Decorative Crafts programme.

Lincolnshire College of Art and Design is planning to amalgamate with De Montfort University (formerly Leicester Polytechnic) and will become a school of Applied Art and Design within the University. The College will not be establishing its own workshops but intends to continue working on building trades subjects with the North Lincolnshire College where there is already a good working relationship.

Lincolnshire College of Art and Design has established very good links with the Lincolnshire TEC and intends to reinforce and expand upon the current informal links with contractors and professionals in the building industry.

The Architectural Conservation Centre South West at Plymouth

The aims and objectives of the Centre are to provide a service in architectural conservation awareness, education, research and consultancy. The embryonic centre has been established in the Hoe Centre, Plymouth, adjacent to the RIBA South West Regional Office, and the University of Plymouth School of Architecture benefits from being able to draw upon the many facilities and specialisms available in the building.

Strong links have been established with relevant professional institutions such as the RIBA, RTPI, RICS and the building network in the region.

The intention is that the centre will

Some international links have been established with Germany, Italy, and France and the College are keen to develop strong contacts with Spain and Czechoslovakia.

A wide range of working relationships exist, for example with the local City Crown courts, an historic building used as a teaching resource and with SPAB through Rachel Bower.

The courses currently available are:-

BTec National Diploma in Conservation and Restoration Studies
BTec Higher National Diploma in Historic Decorative Crafts
BA(Hons) in Conservation and Restoration.

Lincoln is also part of a team developing a proposed City and Guilds Master Crafts Course in Building Conservation.

ultimately be self-financing, able to support the relevant staff needed for the proposed activity. Initially it is hoped that the centre will be aided by the University through funds from the PICKUP grant or its successor.

The activities include mid career training for all those involved in conservation including a post graduate Diploma/MA in Architectural Conservation for the professional in practice, and part time attendance began in September 1992. The market research for the development of this course has been supported by a grant from PICKUP. Short courses, conferences and lectures suitable for general awareness and CPD, commenced in May 1990. They

are to be expanded to include further conservation techniques, for example the repair of cob in conjunction with the Devon Earth Building Association in October 1993. A research project into the composition and properties of cob in Devon was started in September 1992. This will be extended with a survey in September 1993 of the location, number and type of cob buildings in the South

West and with work on the repair of cob. The centre also aims to raise public awareness of the need to care for the built heritage. It is in negotiations to secure a regular slot on local television, and is beginning to work with local schools and amenity societies. A consultancy service may be offered to professionals within the region making use of the University's wide ranging expertise and technical equipment.

NETWORK PROJECT - AIMS AND OBJECTIVES

In conclusion we thought that it would be helpful to re-state the Aims and Objectives of The Network Project.

- 1 Create across the country a network of self-sustaining training centres for the conservation of historic buildings and monuments, within a three year period.
- 2 Build upon local strengths and enthusiasms to achieve across the network a range of courses directed at a spectrum of client markets i.e. from professionals, architects, engineers and surveyors, through building managers, craftsmen and conservation officers to interested laymen with special attention to amenity societies and local authorities.
- 3 Encourage centres to link with supportive elements of local communities i.e. TECs, employers, suppliers, local authorities, professional firms and amenity societies.
- 4 Work with appropriate organisations i.e. City and Guilds of London Institute (CGLI), the Council for Occupational Standards and Qualifications in Environmental Conservation (COSQUEC), the Construction Industry Standing Committee (CISC) and the Construction Industry Training Board (CITB) to establish relevant assessment and qualifications for courses and students.
- 5 Encourage the centres to become the focus for community awareness of building conservation and to act as a forum for advice on conservation to providers and clients.

CONSERVATION & RESTORATION SKILLS AUDIT

- Can teach with confidence 1
- Could teach but require research & development 2
- Visiting expert / lecturer required 3
- Could not teach no experience 4
- Needs to be taught on site / site project 5
- Could teach using existing facilities 6

CRAFT OCCUPATION.....

		1	2	3	4	5	6
Section 1 Theoretical	1 History of Architecture :- Architectural styles (interior & exterior)						
	2 History of Craft :- Traditions & Building Industry						
	3 Materials and their influence on architecture and vernacular buildings construction techniques						
	4 Performance of traditional building materials						
	5 Principles of conservation :- Philosophy off						
	6 Traditional recipes and mixes						
	7 Manufacture of traditional materials						
	8 Analysis of building materials & mixes						
Section 2 recording surveying measuring	9 Architectural surveying & recording (measured drawing)						
	10 Photographic surveying & recording						
	11 Archaeological surveying & techniques						
	12 Structural surveying & recording						
Section 3 administration management	13 Photogrammetry						
	14 Supervision techniques (project management)						
	15 Cost control						
	16 Estimating						
	17 Quantity surveying						
	18 Planned maintenance						
	19 Legal controls :- roles of county & district council						
	20 Grant systems						
	21 Listing & grading system						
	22 Voluntary societies (S.P.A.B, Victorian Soc)						
	23 Inspectorate						
24 Roles of the Architect, Q.S Managing Agent. English Heritage Conservation Officer							
Section 4 practical traditional building craft techniques & method of repair	25 Cleaning techniques						
	26 Consolidation & protection						
	27 New craft techniques, resins						
	28 Carving						
	29 Modelling						
	30 Construction techniques: stone						
	31 timber						
	32 brickwork						
	33 walling						
	34 tool making						
35 Workshop management & production							
36 Surface decoration (please list)							

Should be included in this category

Please list any heading or items you feel need to be included

Should be included in this category

Should be included in this category

List of skills & techniques

Name & address of firms who specialise in restoration & conservation

1)

2)

3)

If possible the firms should be within the South Thames area T.E.C but not 100% necessary

Guidelines on Education and Training in the Conservation of Monuments, Ensembles and Sites

The General Assembly of the International Council on Monuments and Sites, ICOMOS, meeting in Colombo, Sri Lanka, at its tenth session from July 30 to August 7, 1993;

Considering the breadth of the heritage encompassed within the concept of *monuments, ensembles and sites*;

Considering the great variety of actions and treatments required for the conservation of these heritage resources, and the necessity of a common discipline for their guidance;

Recognizing that many different professions need to collaborate within the common discipline of conservation in the process and require proper education and training in order to guarantee good communication and coordinated action in conservation;

Noting the Venice Charter and related ICOMOS doctrine, and the need to provide a reference for the institutions and bodies involved in developing training programmes, and to assist in defining and building up appropriate standards and criteria suitable to meet the specific cultural and technical requirements in each community or region;

Adopts the following guidelines, and *Recommends* that they be diffused for the information of appropriate institutions, organizations and authorities.

Aim of the Guidelines

1. The aim of this document is to promote the establishment of standards and guidelines for education and training in the conservation of *monuments, ensembles and sites* defined as cultural heritage by the World Heritage Convention of 1972. They include historic buildings, historic areas and towns, archaeological sites, and the contents therein, as well as historic and cultural landscapes. Their conservation is now, and will continue to be a matter of urgency.

Conservation

2. Conservation of cultural heritage is now recognized as resting within the general field of environmental and cultural development. Sustainable management strategies for change which respect cultural heritage require the integration of conservation attitudes with contemporary economic and social goals including tourism.
3. The object of conservation is to prolong the life of cultural heritage and, if possible, to clarify the artistic and historical messages therein without the loss of authenticity and meaning. Conservation is a cultural, artistic, technical and craft activity based on humanistic and scientific studies and systematic research. Conservation must respect the cultural context.

Educational and Training Programmes and Courses

4. There is a need to develop a holistic approach to our heritage on the basis of cultural pluralism and diversity, respected by professionals, craftspersons and administrators. Conservation requires the ability to observe, analyze and synthesize. The conservationist should have a flexible yet pragmatic approach based on cultural consciousness which should penetrate all practical work, proper education and training, sound judgement and a sense of proportion with an understanding of the community's needs. Many professional and craft skills are involved in this interdisciplinary activity.
5. Conservation works should only be entrusted to persons competent for these specialist activities. Education and training for conservation should produce from a range of professionals, conservationists who are able to:
 - a) Read a *monument, ensemble or site* and identify its emotional, cultural and use significance;
 - b) Understand the history and technology of *monuments, ensembles or sites* in order to define their identity, plan for their conservation, and interpret the results of this research;
 - c) Understand the setting of a *monument, ensemble or site*, their contents and surroundings, in relation to other buildings, gardens or landscapes;
 - d) Find and absorb all available sources of information relevant to the *monument, ensemble or site* being studied;
 - e) Be aware of, understand and apply Unesco conventions and recommendations, and ICOMOS and other recognized Charters, regulations and guidelines;
 - f) Be able to work with inhabitants, administrators and planners to resolve conflicts and to develop conservation strategies appropriate to local needs, abilities and resources;
 - g) To learn to diagnose intrinsic and extrinsic causes of decay as a basis for appropriate action;
 - h) To understand and analyze the behaviour of *monuments, ensembles and sites* as complex systems;
 - i) Inspect and make reports intelligible to non-specialist readers of *monuments, ensembles or sites*, illustrated by graphic means such as sketches and photographs;
 - j) Recognize when advice must be sought and define the areas of need of study by different specialists, e.g. wall paintings, sculpture and objects of artistic and historical value, and/or studies of materials and systems;
 - k) Give expert advice on maintenance strategies, management policies and the policy framework for environmental protection and preservation of monuments and their contents, and sites;
 - l) Work in multi-disciplinary groups using sound methods;
 - m) Make balanced judgements based on shared ethical principles, and accept responsibility for the long-term welfare of cultural heritage;
 - n) Document works executed and make same accessible.

Aims of Courses

6. There is a need to impart knowledge of conservation attitudes and approaches to all those who may have a direct or indirect impact on cultural property.

7. The practice of conservation is interdisciplinary; it therefore follows that courses should also be multidisciplinary. Professionals, including academics and specialized craftspersons, who have already received their normal qualification will need further training in order to become *conservationists*; equally those who seek to act competently in historic environment.
8. Conservationists should ensure that all artisans and staff working on a *monument, ensemble or site* respect its significance.
9. Training in disaster preparedness and in methods of mitigating damage to cultural property, by strengthening and improving fire prevention and other security measures, should be included in courses.
10. Traditional crafts are a valuable cultural resource. Craftspersons, already with high level manual skills, should be further trained for conservation work with instruction in the history of their craft, historic details and practices, and the theory of conservation with the need for documentation. Many historic skills will have to be recorded and revived.

Organization of Education and Training

11. Many satisfactory methods of achieving the required education and training are possible. Variations will depend on traditions and legislation, as well as on administrative and economic context of each cultural region. The active exchange of ideas and opinions on new approaches to education and training between national institutes and at international levels should be encouraged. Collaborative network of individuals and institutions is essential to the success of this exchange.
12. Education and sensitization for conservation should begin in schools and continue in universities and beyond. These institutions have an important role in raising visual and cultural awareness - improving ability to *read* and understand the elements of our cultural heritage - and giving the cultural preparation needed by candidates for specialist education and training. Practical *hands-on* training in craft work should be encouraged.
13. Courses for continuing professional development can enlarge on the initial education and training of professionals. Long-term, part-time courses are a valuable method for advanced teaching, and useful in major population centres. Short courses can enlarge attitudes, but cannot teach skills or impart profound understanding of conservation. They can help introduce concepts and techniques of conservation in the management of the built and natural environment and the objects within it.
14. Participants in specialist courses should be of a high calibre normally having had appropriate education and training and practical working experience. Specialist courses should be multi-disciplinary with core subjects for all participants, and optional subjects to extend capacities and/or to fill the gaps in previous education and training. To complete the education and training of a conservationist an internship is recommended to give practical experience.
15. Every country or regional group should be encouraged to develop at least one comprehensively organized institute giving education and training and

specialist courses. It may take decades to establish a fully competent conservation service. Special short-term measures may therefore be required, including the grafting of new initiatives onto existing programmes in order to lead to fully developed new programmes. National, regional and international exchange of teachers, experts and students should be encouraged. Regular evaluation of conservation training programmes by peers is a necessity.

Resources

16. Resources needed for specialist courses may include e.g.:
 - a) an adequate number of participants of required level ideally in the range of 15 to 25;
 - b) a full-time co-ordinator with sufficient administrative support;
 - c) instructors with sound theoretical knowledge and practical experience in conservation and teaching ability;
 - d) lecture space with audio-visual equipment, video, etc.;
 - e) fully equipped facilities including studios, laboratories, workshops, seminar rooms, and staff offices;
 - f) library and documentation centre providing reference collections, facilities for coordinated research, and access to computerized information networks;
 - g) a range of *monuments, ensembles* and *sites* within a reasonable radius.
17. Conservation depends upon documentation adequate for understanding of *monuments, ensembles* or *sites* and their respective settings. Each country should have an institute for research and archive for recording its cultural heritage and all conservation works related thereto. The course should work within the archive responsibilities identified at the national level.
18. Funding for teaching fees and subsistence may need special arrangements for mid-career participants as they may already have personal responsibilities.

(15/10/92)

Contents of Training Programmes

Notes For Course Co-ordinators:

1. The Guidelines on Education and Training in the Conservation of Monuments, Ensembles and Sites have been produced in order to help course co-ordinators. This document should be studied carefully.
2. The level and length of courses will vary considerably. It would be useful if course co-ordinators or directors would indicate the normal standards required for students to qualify for entry, as well as the purpose of any qualification awarded on successful completion of the course. When recognized formal academic or training qualifications are awarded these should be identified. Following the course, the professional work obtained by participants should be monitored.
3. It is recognized that courses will be producing professionals from different backgrounds. All participants should take part in "core subjects" for which 60% of the credits should be given, with the remaining credits allocated to optional subjects which should be decided by the course co-ordinator according to the needs of the individual participant; for instance, an engineer may need instruction on art historical studies or archaeological techniques, and *vice versa*.
4. A possible standard for mid-career training for professionals is at least 1,200 hours work to include homework and a dissertation of which the ratio of "contact to study" is 1 : 2. These studies could lead to a Diploma or Masters degree in addition to any previous qualifications. Academic boards should ensure that interdisciplinary courses have autonomy and independence within the organizational structure of the parent institution.
5. Graduate studies for vocational training may take 4 or 5 years, and should include the items in paragraphs 6 and 7 of the Guidelines. They should involve some 360 hours of contact teaching. No professional should be regarded as qualified unless conservation forms part of his training.
6. Contacts between various institutions can be fruitful. Exchanges should be encouraged especially at undergraduate level.
7. The contents of courses should be studied, not with the aim of standardization, but to help course co-ordinators and directors to know themselves better. A *pro forma* has been devised giving a list of possible subjects with time divided into alternative didactic methods, e.g. lectures, seminars, workshops, site visits, and laboratory or practical work. As far as possible, the existing headings should be used and it is recognized that this will involve approximations; however, if essential, the blank boxes at the bottom may be used for other topics. A comparative study of a course can reveal interesting trends in its development over the years.
8. Permanent staff should be named and visiting lecturers enumerated, so that staff-student ratios can be understood.

May 11, 1992

Summary of Contents of Programmes of Courses in
Conservation of Monuments, Ensembles and Sites

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Name of Institution: _____
 Address: _____
 Title & Location of Course: _____
 Level & Length of Course: _____
 Character of training: _____

Subjects	Hours of didactic activities					%
	Lectures	Seminars	Visits	Projects Laboratory	Study	
Totals in hours:						
Percentages of types of activities:	%	%	%	%	%	%
Resource Definition & Policy of Intervention						%
1 History of art, architecture, settlements						
2 Historic structural systems						
3 Conservation ethics: History and theory						
4 Significance of cultural resource						
5 Legal & administrative instruments						
Methods of Survey and Analysis						%
6 Causes of decay, methods of analysis and diagnosis						
7 Internal environment of buildings, collections						
8 Hypothesis and reporting						
9 Heritage recording, documentation, inventory						
10 Surveying and non-destructive investigation						
11 Art historical methods						
12 Archaeological methods & conservation of sites						
Technology: Diagnosis and Intervention						%
13 Practical conservation: materials & structures						
14 Engineering techniques (structures, foundations)						
15 Rehabilitation, retrofitting, mech. & electr. services						
16 Maintenance strategies; programming & management						
17 Conservation of interior contents						
18 Industrial heritage (archaeology)						
19 Maritime archaeology						
Built and Natural Environment						%
20 Settlements; Morphology & typology						
21 Assessment of conservation and development						
22 Urban conservation, planning, norms & legislation						
23 Rural conservation, planning, norms & legislation						
24 Landscape and garden conservation						
Management						%
25 Economics, financing, social and cultural development						
26 Management of historic areas, user participation						
27 Tourism; Impact management						
28 Property management and valuation						
29 Disaster mitigation & planning, fire, flood & earthquakes						
30 Project preparation						
31 Project implementation						
Dissertation						%
32 Research methods						
33 Thesis or dissertation on subject chosen by participant						
Other						%
34						
35						