ENCoRE
NEWSLETTER

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European Network for Conservation - Restoration Education

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Dear Members, Partners and Readers

The ENCoRE Newsletter number 6 reflects many of the important activities which have taken place in the European cultural heritage area within the last year. Thus the report on the 3rd General Assembly of ENCoRE last year in Munich gives an account for the two major achievements, the adoption of the “Document on the Clarification of Conservation-Restoration Education at University Level or recognised Equivalent” and the change of the statutes of ENCoRE, opening the way for Full and Associate Membership to all European Countries. Joanna M. Arszynska presents the Institute for the Study, Restoration and Conservation of Cultural Heritage at the Nicolaus Copernicus University in Torun, Poland, which will host the next ENCoRE General Assembly in 2003. Erling Skaug presents “the University Model in Oslo revised. A proposed application of the Bologna Declaration” and the Hornemann Institute in Hildesheim, one of our new partners, gives information about the Center for the Preservation of World Cultural Heritage.

One of the major activities in the European conservation-restoration field has been the finalisation of the APEL project “Survey of the legal and professional responsibilities of the Conservator-Restorers as regard the other parties involved in the preservation and conservation of cultural heritage” and the publication of the resulting report and recommendations and guidelines. The project was coordinated by E.C.C.O. the President of which, Gerlinde Tautschnig, gives a summary of the project as well as the “guidelines for the adoption of common principles regarding the conservation-restoration of cultural heritage in Europe”.

Finally, I would like to draw your attention to the cover of this issue showing the new Web address of ENCoRE (www.encore-edu.org). In the “News from Members and Partners” column Karen Borchersen from the ENCoRE secretariat tells you more about this initiative, which hopefully will be the basis for and initiative of much more activity and cooperation between our Members and Partners. Moreover, it will provide our present and coming students with some very helpful search and information facilities.

René Larsen
Chairman of the Board
ENCoRE was represented by Joost Caan and René Larsen of the Board at the 5th European Conference on Research for Protection, Conservation and Enhancement of Cultural Heritage in Krakow, Poland, 16-18 May this year. In the workshop “Education and training needs for the conservation and protection of cultural heritage” Joost Caan presented the paper “The European Network for Conservation-Restoration Education; promotor of research and education in the field of cultural heritage”. In the full lecture hall as well as outside there was a great interest in ENCoRE and our opinions. This was reflected by the fact that the flyers and the ENCoRE clarification documents accompanying our poster was handed out in the space of a few hours.

The mood of the speakers and participants at the very well organised workshop was very positive and committed. One of the major conclusions and recommendations from the workshop to the European Commission was that cooperation between education and research within cultural heritage should be established between the respective General Directorates and their programmes to improve dissemination of the research results and support the research based conservation-restoration education.

The 6th Framework Programme

In the opening session Christian Patermann, European Commission, Director, DG Research, Environment Programme told the many people present that by their active involvement they have helped to keep cultural heritage object research in the new 6th Framework Programme. However, the 6th Framework Programme is meant to support mega research projects which donot match the reality and resources of cultural heritage research. This becomes even more questionable seen in the light of the fact that dissemination of cultural heritage research to the end users is inadequate as expressed by Mr. Patermann. A contribution to solve this problem may be to improve the cooperation activities between education and research as recommended by the education and training workshop

Expression of Interest (EoI)

As follow up to the recommendations from the education and training workshop in Krakow, the Board of ENCoRE has sent the European Commission the expression of interest of ENCoRE to cooperate on and support the research activities in the 6th Framework Programme for research including dissemination of research results and integration of the education and research activities within the cultural heritage conservation and restoration area. The EoI has been circulated to all Members and Partners of ENCoRE.

Access to the documents

The papers and posters presented at the Krakow meeting will be published by the European Commission within the next month. The poster and the EoI of ENCoRE can be found on our homepage.

René Larsen
Cooperation with E.C.C.O.

At its meeting on the 13-14 April 2002 the Board of ENCoRE discussed the progress of the implementation of the conservation-restoration education into the European Higher Educational System (the Bologna Process). On the basis on this discussion it was concluded that activities to support the development towards fully recognised academic educations according to the Pavia Document, the E.C.C.O. Guidelines and the ENCoRE Clarification Document are needed to avoid drawbacks for the educations in some countries as well as to ensure that the professional conservator-restorers responsibilities can fulfil the recommendations given in the APEL report.

The Board found it necessary to invite E.C.C.O. to discuss and set up detailed goals, strategies and recommendations for the development of the European conservation-restoration education towards 2002 to meet the needs in the profession for the highest possible quality in the protection of our cultural heritage. I am happy to announce that E.C.C.O. has accepted this invitation. Thus representatives from the E.C.C.O. working group on education, qualification and practice will meet the Board of ENCoRE in Antwerp this September to discuss and prepare a draft paper to be discussed and elaborated among the members of the two organisations.

René Larsen
New Website for ENCoRE

ENCoRE has now got its own domain on the internet. Our new website is encore-edu.org.

The Website is physically located on a webserver located at the School of Conservation in Copenhagen.

The website has a new structure, which will hopefully make it easier for our members and partners to find the information needed. Thus it should be easier to find the documents concerning work, as well as old articles from the newsletters. For students it will be easier to find out about the different educations in Europe, due to the various lists and not least to the clickable map in the Members-forum. The website includes a calendar. It will be open to arrangement of interests for our members and partners.

The Board and the Secretariat of ENCoRE would like to thank Sebastian Dobrusskin from Berner Fachhochschule for his suggestion for the design and structure of the website, which has been used as a basis for the final product.

We will be happy to receive any comments which can be send to Encore@encore-edu.org

Karen Borchersen, the secretariat of ENCoRE
The 3rd General Assembly took place (as well as the ENCoRE Symposium 19–21 June 2001) within the framework of the MUTEC 2001. 18 Full Members and 3 Associate Members participated in the meeting.

Two major achievements in particular mark the 3rd General Assembly, one of them being the adoption of the “Document on the Clarification of Conservation-Restoration Education at University Level or recognised Equivalent” and the other consisting in a relevant changes to of the statutes of ENCoRE, opening Full and Associate Membership to all European Countries.

The report of the Chairman focussed on one of the most recent activities in networking, the organisation of the activities and reactions to keep the scientific and technical research for the protection of cultural heritage in the new 6th Framework Programme of the European Union. After the report about other activities, the Chairman reported the numbers of Full Members being 24, of Associated Members being 7 and of ENCoRE Partners being 17.


Two new Partners, the “Kunsthistorisches Museum” Vienna, and the “Hornemann Institut” Hildesheim were accepted.

As a start-up for the debate of the draft Clarification Paper, Joost Caen gave an introduction to the Sorbonne Declaration, the Bologna Document and the follow-up meeting in Prague of the European Ministers for Education concerning the introduction of the Bachelor-Master-PhD system in Europe. Relating to this theme, Erling Skaug gave an overview on the new Conservation-Restoration curriculum at the University of Oslo, which is based on the BA/MA/(PhD) system.

A good deal of time was spent on the work on the Clarification Document. On the basis of the draft document which had been worked out since the 2nd General Assembly in Bern in November 1999 by a working group, the discussion focussed on minor adaptations and corrections of the prepared text. Given the differences in the Conservation-Restoration education systems in the countries of the Members, the consensus reached is a most remarkable one. In the end, the final version of the Clarification Document was unanimously adopted.

According to the second major item on the agenda, changes in the statutes were made, which now permit Full Membership for all European countries instead of only for EU countries, leaving EFTA countries only the possibility of Associate Membership status. This move has certainly to be considered a major step towards one of the main goals of ENCoRE, as it broadens the basis for scientific research on the one hand and on the other hand enlarges the possibilities for student and staff mobility.

A transition period of 2 years for adjustment of Membership Fees was foreseen for former Eastern Bloc Countries, in order to facilitate the amendment.
To highlight this strategic decision, Torun (Poland) was fixed to be the place for the next GA.

The treasurer’s report showed a clearly positive balance and was - after audit - accepted unanimously. In this context, organisational issues were discussed in order to make future procedures easier.

Finally, the election of the Board took place, which was unanimously re-elected in its old constitution, as there had been no proposals for new candidates, and the members of the present Board agreed to continue their work.

ECCO – European Confederation of Conservator-Restorers’ Organisations

Presentation of the project APEL (Acteurs du Patrimoine Européenne et Législation)

A survey of the legal and professional responsibilities of the Conservator-Restorers as regards the other parties involved in the preservation and conservation of cultural heritage

Premise

The APEL project has been launched by ECCO with the support of the European Commission DGX and the following eight partners:
- Afdeling Monumenten en Landschappen van het Ministerie Vlaamse Gemeenschap, Belgium
- ARP Associação Profissional de Conservadores-Restauradores, Portugal
- Arts Council of Southwest Finland
- Landesamt für Denkmalpflege Sachsen-Anhalt, Germany
- Meisterschule für Restaurierung und Konservierung Wien, Austria
- Ministero per i Beni e le Attivita Culturali, Italy
- ICCROM (International Centre for the Study of the Preservation and Restoration of Cultural Property).

The effort to preserve the cultural heritage involves the activities and contributions of different professionals. Therefore, it is essential to analyse the interaction between those professionals and to identify the specific roles and responsibilities of each of those involved, especially of the Conservator-Restorer whose profession has neither juridical definition nor legal recognition.

Each professional is responsible for his/her activities, not only from an ethical, moral and deontological point of view, but also, from a legal point of view. It is this latter consideration upon which the APEL project focuses.

ECCO has promoted this project with the aim to produce, for the first time at European level, a survey on the legislation concerning the preservation of the cultural heritage and an analysis of the conservation-restoration process at present used in 14 European countries with particular attention to the rule of the conservator-restorer. The project provides an overview of the legal frameworks regulating the preservation of cultural heritage, identifies the common aspects in the European countries and the weak points in legislation and proposes guidelines to unify methodologies and control procedures at European level. Furthermore it provides a legal bibliography and the relative documentary material as well as a proposal for a dictionary of legal terms in conservation – restoration.

To guarantee not only the preservation of the European Cultural Heritage but also the quality of the related activities it is very important to identify and to confirm common methodologies and control procedures and to elaborate common rules for the conduct of conservation-restoration projects. The partners of the project acknowledge this need as demonstrated by the development of the final document containing “Recommendations and Guidelines for the adoption of common principles regarding the Conservation-Restoration of Cultural Heritage in Europe” which will be diffused all over Europe.
Methodology of the project

There have been identified two main areas of study for investigation and comparison:

1) Survey of the legislation and legal frameworks concerning protected Cultural Heritage and its conservation-restoration in the European countries
2) Study of the conservation-restoration process and analysis of the methodological steps of the procedure at present used in the European countries with special regard to the position of the Conservator-Restorer within the wider conservation project team

The main objective of the project has been to understand the state of current legislation, namely, an examination of what the laws and regulations describe and anticipate, and what in reality happens in the daily practice of the work.

The surveys have been based on two questionnaires, one for each study area, completed by the ECCO member organisations and the partners with the aim of reviewing the national situation in 14 European countries. It is to remind that the surveys focus on protected cultural heritage, that is objects, buildings, monuments and sites which protection is regulated by the juridical power of national public institutions.

Survey of legislation in conservation-restoration

The questionnaire on legislation was designed to collect information and material on the existing legal frameworks regulating the preservation of cultural heritage, with particular emphasis as to how conservation-restoration and related professions are taken into account in this framework, and with special regard to the legal responsibility of the Conservator-Restorer.

Three fundamental areas were targeted to give specific information of the legislation in each European country:

- Cultural heritage and its preservation: juridical definitions and laws regulating the administration of cultural heritage
- Conservation-restoration and related activities: juridical definitions and laws regulating the conservation-restoration of cultural heritage
- Conservator-Restorer: juridical definition of the profession and aspects of the legal framework that govern the status of the profession

The survey has yielded an enormous amount of information. Firstly, the references to laws and regulations regarding the three above-mentioned issues were collected. Furthermore, references to secondary literature, which relate to these issues such as articles from specialised reviews, conference proceedings etc. international and European conventions and recommendations were also forthcoming.

A lawyer with expertise in international cultural heritage legislation has been entrusted with the analysis of the replies and with the preparation of a final report.

Comparative study of the conservation-restoration process

The questionnaire on the conservation-restoration process was designed to collect information on the methodological and decision-making steps in use in the European countries.

Three fundamental areas were targeted to give specific information concerning the legislation in every European country relating to:

- Identification of the different methodological steps
- Identification of the different professional disciplines involved in the process
• Identification of the “decision-makers”, their responsibilities and relative laws and/or regulations

Again, the survey has produced an enormous amount of information concerning the ways in which the conservation-restoration process is organised in all its stages in the European countries. A consultant Conservator-Restorer with specialist knowledge of professional qualification regulations was entrusted with the analysis of the replies and with the preparation of a final report for this survey.

Results

Thanks to the APEL project, the situation of conservation-restoration in Europe has been analysed from the legal standpoint by the highly qualified conservators-restorers of the ECCO member organisations and the public institutions in charge of the preservation of cultural heritage.

The project has created the basis for a comprehensive understanding of the legal frameworks concerning conservation-restoration in Europe and the practice of conservation-restoration procedures including the professional status of the Conservator-Restorer.

The legislation in use in the various European countries for the protection of cultural heritage does not always include specific laws or regulations, which anticipate conservation-restoration activities. Whenever references to these activities exist, neither the juridical responsibility nor the duties of the responsible person nor the control procedures required by law are always specified.

The analysis of the legislation and the conservation-restoration process in practice has revealed the common aspects in the European countries and underpinned the weak points in legislation. The methodological steps of the conservation-restoration process, the professions involved in conservation-restoration, the need for specific qualifications and definitions given in the documents, have been acknowledged and accepted all over Europe by the conservation-restoration professional bodies and the partner institutions involved.

The collected legal information has been classified in a bibliography with a keyword research system facility. An initial network of information and points of view has been established throughout Europe. Furthermore the project has established a system of analysis and collection of information concerning the process of conservation-restoration: its steps, actors, respective roles and responsibilities.

This constitutes an important base for a common procedure and language for the future.

To guarantee the quality of the conservation-restoration activities it is very important to promote common methodologies and control procedures and to elaborate a well-thought out regulation, which specify the absolute need for qualified professionals. Therefore the partners have approved the final document of the APEL project containing “Recommendations and Guidelines for the Adoption of Common Principles Regarding the Conservation-Restoration of Cultural Heritage in Europe” which set forth the minimum measures that national legal systems should embody in recognition of the precise nature of the conservation-restoration of cultural heritage. The European Union and the national governments need to define the specificity, which applies to the preservation of cultural heritage and must, therefore, address the need for specific laws, regulations and definitions. That means that “conservation-restoration” must be defined and that this definition conditions the nature, extent and limitations of the measures that can be adopted, as well as the interventions.
that may be made on cultural heritage. The planning of conservation-restoration must refer to a procedure that respects the different stages of the conservation-restoration process and include the allocation of specific budgets. The respective responsibilities of each of the actors involved in the process must be identified and the role and the responsibilities of the Conservator-Restorer in the different stages of the procedure must be specified. Consequently, the requirements for entry to the profession of conservator-restorer, and for subsequent practice, must be defined within a system of recognition of high level professional qualifications also by promoting the recognition and the professional status of the of the highly qualified Conservator-Restorers.

ECCO and the partners of the project will promote the diffusion of this document as it constitutes a fundamental tool for the professional community to be used on national and on European level in order to improve the quality of their activities and their professional status.

Future development - the legal and professional responsibilities of the Conservator-Restorer

The APEL project has documented the specific weaknesses of the European legislation system and the needs in this area. Common interests have been demonstrated and topics, which need major study, have been defined.

The research has shown that there is little legislation which mentions directly either the Conservator-Restorer or his/her work and responsibilities. For a full understanding of the legal situation in the field of conservation and, in particular, of the responsibilities and liabilities of the Conservator-Restorer, further research is necessary to analyse aspects of common law, contract law, copyright law, moral rights and so forth. These will have a bearing, either directly or indirectly, on the legal status of the profession and on procedural aspects of conservation-restoration.

Therefore, there is clearly a need for further research into juridical material and allied information which would allow study in greater depth of the situation in each country, while, at the same time, placing this information in the wider European context. In this sense the APEL project proposes the establishment of a ”Juridical Dictionary of Conservation-Restoration in Europe”. This dictionary will give prominence to the diversity of juridical definitions existing in the European countries and will explain the straight link of the definitions to the national provisions in force.

The network of information and points of view that have been established throughout Europe will continue by means of a “discussion forum” located within the APEL web site. This forum will continue to focus on and investigate all the issues raised by the APEL project.

All the relative material on the survey can be viewed on the web site “apel-eu.org” and the book of 324 pages in English and French can be ordered by ECCO:
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Gerlinde Tautschnig
President of ECCO, Main Co-ordinator of the APEL project
Recommendation and guidelines for the adoption of common principles regarding the conservation-restoration of cultural heritage in Europe

Recommendations

Cultural heritage contributes to the definition of the European identity. It constitutes a fundamental expression of the richness and diversity of European culture. The protection of cultural heritage, an irreplaceable witness of the past, represents a common interest to the European States, who must ensure the transmission of that heritage to future generations.

In order to comply with this responsibility, each State has established specialised institutions and services, and has adopted a legislative framework. This framework sets forth that cultural heritage which is recognised for its historic or artistic value, or according to other heritage criteria, is subject to a legislative system, which may also include measures for its conservation-restoration.

Some cultural heritage is not covered by this protection system or has not yet been recognised according to the criteria proposed by the legislative framework. It is no less a part of the cultural heritage, the conservation-restoration of which must be carried out according to principles that will guarantee the quality of interventions and ensure its long-term preservation.

However, the analysis of the legal systems for the protection of cultural heritage and the census of the situations that conservation-restoration professionals must face, reveal some serious gaps. These are likely to compromise the effectiveness of the protection measures set forth in the legal systems and the quality of conservation-restoration services and projects.

The fundamental role of the conservator-restorer is to preserve the cultural heritage for the benefit of present and future generations. The conservator-restorer contributes to the perception, appreciation and understanding of cultural heritage, while respecting its aesthetic and historical significance and its physical integrity.

It is a fact that not all European States have as yet adopted measures aimed at recognising a high level of education and qualification in order to enter the profession of conservator-restorer. In order to overcome these institutional gaps, the European Confederation of Conservator-Restorers’ Organisations (ECCO) adopted “The ECCO Professional Guidelines” in 1993, which define the terms of practice for the profession of conservation-restoration, the level of education required to exercise this profession and the ethical principles that said professionals must respect. To date, nineteen professional organisations located in fourteen European States have adopted the “ECCO Professional Guidelines I, II and III”.

On a European level, ECCO has contributed to the dissemination of its professional rules and of the ethical principles for conservation-restoration in partnership with other bodies. Notably, ECCO was involved in the adoption of the Document of Pavia in 1997, during the European Summit on the definition of a European profile for the conservator-restorer. The document was supported by the Conservation Committee of the International Council for Museums (ICOM).
In the Vienna Document of 1998, the professional community with the support of ECCO identified the need to define the role and responsibility of conservator-restorers during the process of conservation-restoration. In 2000, the report on “Conservator-restorers of cultural heritage in Europe: Education Centers and Institutes (CON.B.E.FOR)” pointed out the necessity for a high level of education and qualification for conservator-restorers. This objective is particularly developed by the European Network for Conservation-Restoration Education (ENCoRE) which proposes common principles for the education of conservator-restorers.

The efforts of the professional community represent one stage only. The public authority, responsible for the protection of cultural heritage, must take them on, in order to ensure the dissemination of common rules regulating the entrance to the profession and the practice of conservation-restoration, as well as the professional ethical principles.

In this respect, the quality of the measures and projects of conservation-restoration is a defining factor for the long-term preservation of the European cultural heritage. This quality is closely related to the recognition at a European level of the professional status of the conservator-restorer.

In this respect, these recommendations and guidelines set forth the minimum measures that national legal systems should formulate in order to recognise the precise nature of conservation-restoration of cultural heritage and, therefore, the need for a high level of qualification in order to practice this profession.

**Guidelines**

1. **Definition of conservation-restoration:**

Conservation-restoration shall be defined as any action, whether direct or indirect, on an object or a monument, performed in order to safeguard its material integrity and to guarantee respect for its cultural, historical, aesthetic or artistic significance.

This definition conditions the nature, extent and limitations of the measures that can be adopted, as well as the interventions that may be made on cultural heritage.

2. **Procedure for conservation-restoration projects:**

The planning, orders or bids for conservation-restoration interventions must refer to a procedure that respects the following different stages of the conservation-restoration process and their linking:

- Initiation of a conservation-restoration project
- Preliminary examination, diagnostic examination and decision on intervention
- Project formulation and final approval
- Execution of the conservation-restoration intervention
- Monitoring and evaluation of intervention
- Documentation
- Maintenance and preventive conservation

And for the whole or a part of the stages of the above mentioned procedure:

- Selection of the service provider

The States must adopt legal measures to ensure that this procedure is respected in conservation–restoration projects so that its implementation guarantees the quality of the
interventions and the long-term preservation of cultural heritage.

3. National measures

The procedure for conservation-restoration interventions includes stages that must be described in national legislation. In particular, the national legal system regarding conservation-restoration will have also to specify the stages that must be carried out before and after the stage of the actual intervention.

Prior to the intervention:

- **Initiation of conservation projects.** The involvement of conservator-restorers in the development of strategic and managerial policy concerning cultural heritage should be explicitly anticipated and specified.

- **Preliminary examination, diagnostic examination and decision on intervention.** This essential stage of a conservation-restoration project, including documentation, requires the allocation of a specific budget.

- **Project formulation and its final approval.** The respective responsibilities of each of the actors involved in this stage must be identified. The role of the conservator-restorer in project formulation should be explicitly anticipated and specified.

During and after the intervention:

- **Monitoring and evaluation of the intervention.** This stage must ensure that the quality control during and after the intervention, is performed in accordance with the principles set forth in the Charter of Athens for the restoration of historical monuments (adopted in 1931), and the International Charter on the Conservation and Restoration of Monuments and Sites (Charter of Venice) adopted by ICOMOS in 1965. The execution of this stage must be entrusted to professionals with the required qualifications in conservation-restoration.

**Specific activities:**

- **Maintenance and preventive conservation.** This stage, which is essential to the conservation-restoration process, requires the identification of appropriate levels of care which are prescribed in a detailed maintenance regime and the allocation of a specific budgets.

- **Documentation:** This stage consists of the accurate pictorial and written record of all procedures carried out, and the rationale behind them. The documentation report must be submitted to the owner or custodian of the cultural heritage and must remain accessible. Any further requirements for the storage, maintenance, display or access to the cultural property should be specified in this document. Moral and intellectual property rights of each professional involved in carrying the documentation must be respected.

This essential stage of a conservation-restoration project requires the allocation of a specific budget.

And for all stages, before, during and after the intervention as well as for specific activities:

- **Selection of the service providers.** The project brief must specify that only applications presented by conservator-restorers who comply with the following requirements should be considered: High level of professional qualification and observance of the ethical principles agreed by professional organisations of conservator-restorers which are represented at European level. In the case of planning, orders or tendering, provision
must be made to ensure that considerations of quality prevail over financial ones both in the selection process and in the service providers brief. A conservator-restorer must participate during the preselection process.

4. Responsibilities in the conservation-restoration process:

The sequence of operations from prescription to execution and quality control, must be under the responsibility of an interdisciplinary team including conservator-restorers. In this case, the responsibilities of the conservator-restorer must be recognised at all stages, and especially those relating to the selection of service provider, preliminary examination, diagnostic examination and decision on intervention, the formulation of the project, the monitoring and evaluation of interventions, preventive conservation and maintenance.

5. Qualifications of the conservator-restorer:

The requirements for entry to the profession of conservator-restorer, and for subsequent practice, must be defined within a system of recognition of high level professional qualifications, validated by the public authority and defined by professional organisations of conservator-restorers which are represented at European level. This system must be based on the education level in conservation-restoration (university level or recognised equivalent) and on the quality of the acquired professional experience and should make provisions in case of professional malpractice.
The University Model in Oslo revised

A proposed application of the Bologna Declaration

Professor, Dr. Erling Skaug

Background

Since 1965 Norway has had an official training programme for painting, paper, and textile conservators, comprising internships and courses, and in its intentions equating a Master’s degree\(^1\). In 1998, this system was abandoned in favour of a regular study programme in art and object conservation at the reorganized Institute of Archaeology, Conservation, and History of Art, University of Oslo. It would include both Master’s and Bachelor’s degrees, and the possibility of a PhD would follow automatically.\(^2\)

It is a trivial fact that the existing structures of higher education in a country may not necessarily be ideal for every discipline. Due to factors inherent in the Norwegian university system, as well as to external circumstances, we have not been quite satisfied with the present programme. However, a forthcoming reform in the wake of the Bologna Declaration of 1999\(^3\) means a chance to revise it. As it were, our intentions behind this revision turn out to coincide with the “Clarification paper” dealt with during this General Assembly.

The present model is shown in Fig. 1. The existing Bachelor programmes in Norwegian Faculties of Art are 4 years, and must be composed of three different subjects. One may proceed to a Master’s programme in one of these subjects, provided that it has been studied for at least 1.5 years (3 semesters) at the Bachelor’s level. The reason for the three subjects is that the BA-degree should qualify for positions as adjunct lecturer in a high school (Gymnasium), where the teaching of a wide range of subjects is needed. Hence also the general rule that a BA degree should qualify for professional activity.

In our programme, therefore, conservation fills the maximum possible for any one subject at the BA level, namely 2 years (4 semesters). An additional, structured internship year, made obligatory with a salary from the Ministry, was supposed to compensate for the lack of practice in these two basic years.\(^4\)

The division into two levels of competence, BA and MA, met with some scepticism in advance. Conservation is still an unprotected profession. With some museums inevitably

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1. Adopted by the Ministry of Church and Education after a proposal from the principal museums on 22 April, 1965 (the programme was based upon the list of qualifications for membership in the Norwegian section of IIC Nordic Group of 1960). After 6 years of internships and courses, a diploma work was submitted to an officially appointed committee. Candidates being Bachelors in advance could apply to the University of Oslo for a formal evaluation of the diploma thesis as a Master’s degree. This has turned out successfully for all applicants till now, thereby bearing out the intention of the programme as "... in its kind on the same level as for the academically educated museum personnel."

2. The university model was recommended by the Ministry and sanctioned by the Parliament in 1985, but due to bureaucratic delays the University of Oslo was able to adopt it only in December 1995. The Department for Conservation Studies was formally established in 1997, and teaching began in 1998.


looking for the cheapest labour there would be no guarantee against the BA/technicians taking on independent positions right away, and possibly to fill the market. This would be a paradoxical consequence of the new university model, the intention of which was to raise the level. In the end, it would be incompatible with the actual responsibilities of the profession.

However, the rules of the system had to be followed. Therefore we squeezed into these two years a good handful of basic subjects, in the hope that our BA students - in case they never returned for an MA - would be curbed by initial self-restraint on the one hand and sufficiently informed for self-development on the other.

The schedule became very taxing indeed. When the first group of students passed their exams last summer and embarked upon their internship, we were all a bit exhausted. Up to 6 days a week and 10-12 hours a day was a much heavier work burden than that of other studies at the Faculty with the same credit points per semester. The actual question was how much might really be absorbed and understood during such a crash course of two years. And our most serious concern was that too little time remained for interventive conservation and restoration - the most critical phases of our work.

To these misgivings were added two external problems. Budget cuts for all Norwegian universities eliminated the possibility to establish an MA course in the foreseeable future. The BA, or halfway level, would thus remain the only option for a long time to come. Next, the Ministry’s support of the paid internship year began to crumble. Its financing was provisionally saved only a few weeks before the placement of the first group of students, but the future is far from clear.

In other words, not even the halfway level would go as planned. I prepared a note to the Faculty, stating that the study programme was no longer a responsible one.

A revised programme

In the meantime a reform of the study structure of Norwegian universities was under way. The main points in this reform are that, in accordance with the Bologna declaration, the BA will be reduced from 4 to 3 years, and that subjects at BA level should be broken down in half-semester units and offered as “export modules”, i.e., be available as interdisciplinary subjects.

Our note to the Faculty could thus be followed by a proposed revision modelled on the future structure. Just before Christmas, the Faculty
asked me to sketch such a revision in more detail. This sketch was ready in early January for a discussion within the Institute, where it has now been accepted.

The idea (Fig. 2) is that the auxiliary subjects in the present programme are turned into export modules, available “á la carte” also by future art historians and archaeologists. These subjects do not qualify for interventive treatment. Thus we lose the somewhat problematic BA restorer/technician, in exchange for a broader preparatory platform for conservation and restoration: Interventive conservation is to be taught exclusively in the MA programme, and with more time for it.

The interdisciplinary function of these modules are to improve contact and integration with our neighbouring fields, to direct attention to the physical object as a field of research, to prepare humanists better for museum jobs, and to enhance an understanding of the necessity of preservation. The latter would be in accordance with the ICOM-CC “Dresden Resolution” of 1983\(^5\). Suggested export modules are:

1.a History of painting technology; and the corresponding alternative
1.b History of artefacts technology;
2. Technical museology (including preventive conservation, transport, storage, analytical methods, documentation, and scientific writing);
3. History and philosophy of conservation;
4. Chemistry and materials science

These four modules make up 1 - 1.5 year altogether. Their proportions are open to discussion. Field conservation for archaeologists is also being considered. Module no. 2 may be particularly useful for museum technicians, a highly needed category of museum personnel. Our Ministry wants the new system to be implemented next year and to be fully operative in 2003.

\(^5\) At the interim meeting of the ICOM-CC in Dresden on 5 September, 1983, an international resolution was adopted recommending that institutions being responsible for educating art historians, archaeologists, architects, librarians and related professions should formally acknowledge that their education was not considered complete without at least an introduction to the elementary principles of conservation. The function of such an introduction was not to give competence to conserve and restore, but to bring attention to and develop an understanding of the significance of the discipline and its importance for other disciplines.
NEW: Conservation Records in the Internet

An innovative database called hericare (heritage conservation and restoration experience) has recently been uploaded (www.hericare.de). Hericare offers easy access to practical and up-to-date information from all lines of specialization in conservation-restoration.

Hericare consists of two components. The hericare documentation software complements the online database.

Documentation software

With the help of the documentation program hericare-docu, conservators can create documentation records of their current preservation projects in a fast, easy and inexpensive way. The structure of the documentation program stays on a general level, so as to guarantee that all areas of specialization can be covered. Each record will be subdivided into the chapters Object Identification, Object History, Materials and Methods, Condition, Treatment Plan and Measures. Users can attach existing files to particular input fields, or copy text blocks from existing text files and paste them into the input fields. Drop-down menus and internal databases for literature, pictures, investigations, addresses and products assist them in their documentation work. Export/import-functions facilitate the cooperation of several participants in a project. A summary of each documentation record adds to clarity.

With the help of the program’s conversion tool, the record files can be converted into a common file format. In this way, users can easily edit a report in their own text processing program, adapting it, for example, to their corporate design, or to special requirements of their clients. By imparting the files to the Hornemann Institute, documentation records which have been created by means of hericare-docu can be published in the online hericare-database.

Currently, the documentation software is available in English and in German. A French version is being developed.

Database

Hericare-database allows users to view reports by others and to exchange technical experience with these authors. The copyright will be maintained. As each individual page will carry its author’s name, individual achievement will always remain connected with personal authorship, as well as with an author’s institution or company.

Hericare-database offers multiple research opportunities in an ever increasing inventory of documentation records. Information about applied measures and products in conservation-restoration is available here.

Among others, the database contains all those conservation projects which have been sponsored by the Deutsche Bundesstiftung Umwelt (German Federal Environment Foundation) in the past, and which have, until recently, been managed by the Umweltbundesamt (Federal Environment Agency), under the name of MONUFAKT. Currently, only German data-sets are available.

A forum has been created so that the users of hericare-database can exchange information, ideas and comments on individual documentation records.
The concept for hericare was developed at the Hornemann Institute between 1999 and 2001. During the developmental phase, experts working in the fields of conservation of monuments and sites, database development, software ergonomics and library systems supported the Institute.

Further information: www.hericare.de

Publication of degree dissertations on Internet

In order to encourage international academic exchange, the Hornemann Institute offers graduate conservators-restorers the opportunity to publish abstracts of their university-level degree thesis on Internet. Images, tables of contents and foreign-language summaries will be uploaded at request, full-text downloads can be provided.

By this means, the authors are given an excellent opportunity to introduce others to their personal skills. New professional contacts and chances for professional exchange may result. The copyright will be maintained, further publications will be possible at any time. Currently, more than 50 German conservators-restorers benefit from this option. Nearly all specialties in conservation-restoration are represented:

http://www.hornemann-institut.de/english/diplom.html

The Hornemann Institute has been active as a scientific service center in the field of conservation-restoration since 1998. The institute’s non-profit holder, the Society for the Preservation and Conservation of World Cultural Heritage (Verein zur Bewahrung und Erhaltung des Weltkulturerbes e. V.), enjoys the support of:

- the City of Hildesheim,
- the University of Applied Sciences and Arts Hildesheim/Holzminden/Göttingen with its Institute of Conservation,
- the University of Hildesheim with its Centre for Distance Studies and Further Education.

The German Commission for UNESCO (DUK) has granted a patronage to the Hornemann Institute.
The Institute for the Study, Restoration and Conservation of Cultural Heritage, Faculty of Fine Arts
Nicolaus Copernicus University in Torun, Poland

Joanna M. Arszynska MAC.

Further to the invitation to all ENCoRE members to the next General Assembly which is to be held in May 2003 in Torun, it would be worthwhile to share some information about the hosting institution.

The Institute for the Study, Restoration and Conservation of Cultural Heritage is the only institution in Poland offering education in the field of conservation-restoration of cultural heritage on academic degree level, located at the university. The history of the Institute goes back to the year 1947. Since then the present formula of the curriculum and research areas has been gradually developed. Presently, the Institute conducts research and offers education programmes on master, doctoral and post-doctoral level, covering different areas of the history of art, protection, conservation and restoration of monuments as well as the history of technology and techniques of arts and crafts. This diversity allows for interdisciplinary character of both the research and training.

The Institute incorporates 9 departments: History of Art - Middle Ages to the 18th cent., History of the 19th cent. and Modern Art, Conservation of Cultural Heritage, Museology, Painting Technology and Techniques, the Practical Art Training, Conservation of Painting and Polychrome Sculpture, Conservation of Paper and Leather, Conservation of Architectonic Elements and Details.

Since the very beginning the Institute has been an ENCoRE member (initially an associate one and this year a full member).

The Department of History of Art - Middle Ages to the 18th cent.

The Department conducts a variety of lectures and practical seminars and is particularly concerned with providing a basic, integrated curriculum in Art History to cater for the general needs of the Faculty. Along with creating the specialisation in Art History for the degree programme in the Protection of Cultural Heritage in 1997, the curriculum was extended by new subjects such as Orthodox art, Protestant art, Asian art and the marketing of art. Practical summer courses for both full-time and extramural students in the Protection of Cultural Heritage form an important part of the Departments activities. Such courses feature both classes on the study of style and training in descriptive cataloguing with the ultimate aim of introducing students to the various issues in research.
The main research interests focus on the art of Prussia in the period before the Teutonic Knights, mediaeval late-Gothic architecture of the Baltic Coast and Baltic Lowland, modern painting of Gdansk and the architecture of Northern Poland in the 17th and 18th centuries.

The Department of History of the 19th cent. and Modern Art,

The Department conducts lectures and seminars in European, American and Polish art of the last two centuries and of the present day. Other courses include the History of Asian art, Doctrines of art and Introduction to the History of Art. These courses are followed by students of art, art conservation and restoration, the protection of cultural heritage and cultural studies. Research of the Department concerns various aspects of contemporary art and of the art of Asia and recently is focused on such issues as the 19th cent. sacral architecture in the Kingdom of Poland and in the Russian Empire, the art from 1918 to 1939, art criticism in Warsaw 1918-1939, video art and Asian art including Indian painting.

The Department of the Conservation of Cultural Heritage

The main research areas focused on by the Department include the history and theory of conservation of monuments, the history of building organization and techniques, the historical analysis of cabinet-making and carpentry construction, the history of architecture including the so called “architectonic examination” and methods of the conservation of monuments of architecture and urbanization. A recently started major research program concentrates on the history of furniture making and the conservation issues pertaining to it. The educational offer prepares the students for work in the area of conservation services and in the research and documentation associated with organizing and supervising activities concerning the protection and conservation of monuments, issues concerning the conservation of architectural monument to historic spatial layouts according particular attention.

The Department of Museology

The Department is the main unit providing museology studies for the degree programme in the Protection of Cultural Heritage. The courses are geared to preparing students to deal with specific historic objects and to work in museums. The research and teaching interests of the staff are concentrated on so-called “movable artefacts”: paintings, sculptures, graphics, drawings and other works of artistic craftsmanship such as furniture, goldsmithery, ceramics, glass, fabrics and coins. The diversity of and scope of the lectures have led to the Department gaining a national reputation as a major center for the study of museology. During the course of their studies, students are also given many opportunities to gain further experience, with numerous field trips to museums, an advanced course in documentary photography and other subjects associated with museology such as the history of collecting and the arranging of museum exhibitions. An increasing emphasis is also placed on familiarizing students with the functioning of the art market. Research interests of the Department include Italian art and Italianism in Poland, Dutch painting, art critics and collecting in the 19th cent., modern goldsmithery in Prussia in the European context, the art of arranging exhibitions and museum space etc.

The Department of Technology and Painting Techniques

Educational offer of the Department is adjusted to the needs of all other specialities of the Institute for the Study, Restoration and Conservation of Cultural Heritage. The
students are taught to draw and paint, mostly in old masters’ style and to copy paintings. The curriculum also includes training in physical and chemical methods of examination of works of art. Beside traditional analytical methods the students are also acquainted with the most modern techniques using specialised analytical equipment. The Department conducts complex and specialised research of an interdisciplinary character in the field of easel and mural painting, polychrome sculpture, monuments of architecture and illuminated manuscripts. The services of expert appraisement and consulting regarding authorship and dating of works of art together with a detailed documentation of the structure of the works of art are also offered. The employees solve technological and conservation problems, offering the most recent scientific methods. Also the reconstruction of mural and easel painting is executed as well as copies of paintings.

**The Department of Practical Art Training**

The Department plays an important role in providing courses for the degree programme in Art Conservation and Restoration and conducts classes with students from the first year of their studies. Classes conducted by the Department tend to be geared to the requirements of particular specialisations (e.g. specificity of painting on paper backgrounds or mastering the difficult technique of glazing with resinous colours). The syllabi of individual instructors may be modified by the instructors themselves and changes which are introduced reflect the highly individualised education the Department aims to provide.

**The Department of the Conservation of Paintings and Polychrome Sculpture.**

Department activity is divided into conservation education - theory and practice and research projects, updating old and new methods and materials used in the field. Students are prepared to plan and conduct the conservation and restoration of their future projects. The course of studies includes all artistic and technical procedures as well as documentation procedures such as conservation diagnostics, determining the original techniques and state of preservation, stating treatment proposals and restoration programmes. The topics of scientific research are: improvements of lining techniques, safe cleaning of art objects, techniques and problems of conservation of 19th c. and modern paintings, optical, physical and chemical analysis of structure of art works and monitoring of conservation treatment, developing and evaluating methods and materials for retouching both of missing paint, gold and silver layers, methods and materials for conservation of murals. Considerable attention is paid to preventive conservation in museums, churches and private collections.

**The Department of the Conservation of Paper and Leather**

The Department came into being in 1969. In the same time the specialty of conservation/restoration of ancient paper and leather has been formed. The staff consist of highly specialized restorers and biologists. It is the only unit in Poland conducting research in the field of biodegradation and disinfection of historic artifacts of a very broad spectrum of size and structure - from single objects to mass disinfection of archive and library collections. New methods of conservation of diverse artifacts built of paper, parchment and leather are being developed and applied in educational program, including archeological leather, seals, books and documents, drawing and painting, tapestries and leather wall-hangings, globes and artifacts of the Far East, the latter resulting in organizing an
independent atelier specializing in the field of research and restoration of ancient Eastern textiles and papers.

**Department of the Conservation of Architectural Elements and Details**

The Department specialises in the area of the conservation and restoration of stone sculpture and architectonic elements. The work, focusing on problems in the conservation of stone, metal, wood and glass, was quite fruitful both in terms of research and conservation projects. The following areas were developed and researched: methods of stained-glass conservation, increasing the endurance and water-resistance of construction gypsum, the structural strengthening of wood under lowered pressure, the hydrophobization of brick walls, brick strengthening, the analysis and removal of deposits from stone, and the technology of plasters used for filling in cavities in stones and for structural strengthening.

In the academic year 2000/2001 the number of full-time students at the Institute was 417, extramural students 93; number of research and teaching staff was 70, including 19 professors.

The Institute’s representative to ENCoRE is Prof. Bogumila J. Rouba, Head of the Department of Conservation of Paintings and Polychrome Sculpture, PL 87-100 Torun, ul. Gagarina 7, tel/fax (+48 56) 6114621, brouba@art.uni.torun.pl, contact person Joanna M. Arszynska MAC, jma@chem.uni.torun.pl, additional information on the University is also to be found on the website www.uni.torun.pl, and about the town itself on the website: www.um.torun.pl

The text is based on the English translation for the publication “Instytut Zabytkoznawstwa i Konserwatorstwa” Torun 2001, ed. J. Krawczyk.
§1 Establishment
(1) There shall be established on 23 May 1998, by the undersigned parties as founding Members and in accordance with the free right of association as stated by the Danish Constitution an international non-profit network association called European Network of Conservation/Restoration Education ENCoRE
(2) ENCoRE shall be registered in “Erhvers- og Selskabsstyrelsen” (Danish Commerce and Companies Agency).
(3) The registered address of the ENCoRE shall be The Royal Danish Academy of Fine Arts, School of Conservation, Esplanaden 34, 1263 Copenhagen K, Denmark.

§2 Purposes
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).
(1) Research:
ENCoRE will -
- instigate, establish and promote research within the discipline of conservation/restoration
- instigate, establish and promote collaboration in research between academic institutions of education in conservation/restoration in Europe and other institutions active in research
- it will provide the academic end users responsible for the preservation of cultural heritage in Europe with research results and amplify the impact of research on academic conservation/restoration study programs in Europe.
ENCoRE will meet these purposes:
- by disseminating information relating to research activities
- by promoting the opportunity and increasing the efficiency of collaborative research in conservation/restoration
- by furthering integration of research into conservation/restoration education
- by establishing and publishing a multilingual glossary of terms in conservation/restoration
(2) Education:
ENCoRE will -
- advance and develop academic education in conservation/restoration in Europe to the highest level
- instigate, establish and promote collaboration in education between institutions in conservation/restoration in Europe and with other institutions providing a high quality of conservation/restoration activities
ENCoRE will meet these purposes
- by encouraging the application of the European Credit Transference System (ECTS) to facilitate the comparability of academic institutions for conservation/restoration education
- by encouraging the application of ECTS to facilitate the mobility of students of academic institutions for conservation/restoration education
- by promoting the exchange of students and teachers of conservation/restoration
- by promoting study visits by staff and students from institutions providing high quality conservation/restoration activities,
(3) The aims of ENCoRE shall be pursued without political, linguistic or ethnic discrimination.
(4) ENCoRE shall not be party to any dispute involving its Members

Statutes of the Association called European Network for Conservation/Restoration Education - ENCoRE -
§ 3 Membership
ENCoRE shall have four categories of Membership.

(1) Full Membership: any academic institution within Europe which provides education and research in conservation/restoration as the core subject leading to a university degree or a recognised equivalent, and which recognises the purposes of ENCoRE.

(2) Associate Membership: any institution in Europe which provides education and research and on the basis of academic qualifications provide a full study programme in conservation/restoration, and which recognises the purposes of ENCoRE.

(3) Honorary Member: any individual having served to an extraordinarily high extent the purposes and aims of ENCoRE.

(4) Supporting Member: any individual or institution who by financial or other means supports ENCoRE to fulfill its purposes and reach its aims.

§ 4 Application for Membership
An institution wishing to become a Full Member or an Associate Member must submit to the Board of ENCoRE a written application for Membership, accompanied by the following documents:

- complete documentation of the legal status of the institution (such as Act of Education, statutes, examination regulations and study rules) in the original language
- an official letter certifying the legal status of the institution in English
- a short description of the structure of the institution in English
- information on the research activity in the field of Conservation/Restoration if available
- a copy of its detailed study program, according to the European Credit Transfer System (ECTS), if available.
- letters of recommendation from two Full Members of ENCoRE.

The application has to be authorised by the institution. After considering the acceptability of the applicant the Board shall present it to the next General Assembly for approval.

Applicants wishing to become Supporting Member must submit to the Board a written application for Membership.

§ 5 Membership Subscriptions
(1) Acting on a proposal from the Board, the amount of the subscriptions shall be decided by the General Assembly.

(2) Changes in the amount of the subscriptions are decided by the General Assembly.

§ 6 Termination of Membership
(1) Membership shall be terminated:
   - by resignation following a written request to the board
   - for non-payment of the subscription after a lapse of eight months
   - by the merger, absorption or abolishment of the Member institution, unless the Board however recognises the maintenance of the Membership status under the new conditions

(2) the loss of one of the conditions of Membership.

(3) insolvency of a Member

(4) Members which resign or are expelled shall have no claim on the assets and resources of ENCoRE and may not claim reimbursement of their subscriptions.

§ 7 Partnership
(1) Partnership is open to European or other institutions providing a high quality of conservation/restoration activities and/or research and which are willing to cooperate with ENCoRE or want to further the purposes of ENCoRE. There is no subscription fee for Partnership.

(2) Institutions wishing to become Partners in ENCoRE are invited to submit to the Board a written application for partnership and information on the institution.

§ 8 Assets
The assets of ENCoRE shall comprise the subscriptions of the Members, gifts, requests and European, national or regional grants, as well as any other means of funding.
§9 General Assembly
(1) The Ordinary General Assembly shall be held at least every two years at the time and place designated in the notice of the meeting which will be sent to all Members at least two months before the appointed date and which will contain the draft of the General Assembly agenda.
(2) Any Full Member may request in writing at least one month in advance that an item be placed on the agenda of an Ordinary General Assembly. The General Assembly shall vote only on items appearing on the definitive agenda. The definitive agenda shall be sent to all Full Members convened to the General Assembly at least two weeks before the meeting date.
(3) An Extraordinary General Assembly may be convened either by the Board at its discretion, or by written request from at least one-third of the Full Members sent by registered post to the Board.
(4) Each Full Member and Associated Member shall only be represented by a maximum of two mandated delegates and one observer.
(5) Honorary Members are appointed by the General Assembly after a proposition through the Board by two Full Members.
(6) The General Assembly shall be chaired by the Chairman of ENCoRE.
(7) The General Assembly will decide on:
- proposal and discussion of projects and policies
- modification of the statutes
- admission and expulsion of Members and Partners
- appointment and dismissal of Board Members
- the approval of the report of activities and accounts for the previous period and the budget for the following period year
- the subscription
- the dissolution of ENCoRE
(9) Modification of the statutes, expulsion of a Member and dissolution of ENCoRE require two-thirds of the delegates entitled to vote to be physically present at the General Assembly; decisions require a two-thirds majority in terms of votes.
(10) Except where otherwise provided for in these statutes or under existing laws, decisions shall be made by an absolute majority vote of the Full Members present or represented by written proxy.
(11) In the absence of a quorum (50%), an Extraordinary General Assembly shall be convened at least thirty minutes after the time initially set up for the General Assembly and shall take decisions by a two-thirds majority of voting delegates physically present.

§10 Board
(1) ENCoRE shall be administered by a Board of six Members elected by the General Assembly from among the delegates of the Full Members.
(2) The Board shall have the sole responsibility for management and administration in all matters outside the powers assigned to the General Assembly.
(3) If nominations permit, candidates should come from different countries of the European Union.
(4) Elected Board Members shall elect from among their number a Chairman, a Vice-Chairman, a Treasurer, a Secretary and a Vice-Secretary
(5) If a Board Member loses her/his mandate as a delegate, she/he loses her/his Chair in the Board.
(6) Should a vacancy arise for the office of a Board Member, the General Assembly shall provide for a substitute at its next meeting.
(7) If one or more Board Members fail to discharge their duties, the remaining Members of the Board may convene an Extraordinary General Assembly to replace them, one month after having invited the Chairman to place the matter on the agenda of the Board.
(8) The Board has the mandate to
- delegate day-to-day management to its Chairman or a Member of the Board.
on its responsibility in addition confer clearly-defined special powers on individuals representing a Full Member or an Associate Member
prepare and decide upon the draft and definitive agenda of the General Assembly
decide and announce the time and place of the General Assembly

(9) To be quorate, meetings of the Board must be attended by at least three of its Members.

(10) Minutes shall be drawn up after each meeting.

(11) Except where otherwise provided in these Statutes decisions and resolutions of the Board shall be adopted by a majority vote of Members present, with the Chairman having a casting vote.

(12) Except in the case of special proxy arrangements, any decision which binds ENCoRE shall be signed by the Chairman and the Secretary of Board who shall not be answerable to third parties as regards the powers to this end.

(13) The Board, represented by its Chairman or a Board Member appointed for this purpose by the Chairman, shall represent ENCoRE to the community/public.

(14) The Board, represented by its Chairman or a Board Member appointed for this purpose by the Chairman, shall monitor legal proceedings in its capacity either as a plaintiff or defendant.

(15) ENCoRE shall be responsible for faults attributable to those acting as its agents. Board Members shall not incur any personal liability as a result of commitments entered by the ENCoRE. Their responsibility shall be limited to the faults committed during their administration. Full Members or Associate Members shall not be liable to faults committed by ENCoRE.

(16) The financial liabilities of ENCoRE are limited to its assets.

(17) The Board is obliged to ensure that the full name of ENCoRE is cited when entering into agreements on behalf of ENCoRE, and it must be stated that ENCoRE is a non profit association.

(18) The Board is obliged to report on its activities to the Members at the general assembly.

§11 Auditors
(1) Two auditors shall be appointed on the occasion of each Ordinary General Assembly. They shall report to the subsequent Ordinary General Assembly and audit the accounts for the Board in connection with the General Assembly.

(2) One of the auditors may convene an Extraordinary General Assembly.

§12 Dissolution and distribution of assets
(1) In the case of dissolution of ENCoRE, any balance remaining after settlement of its debts shall be transferred to an Organisation or Foundation with objectives similar to those of ENCoRE.

(2) On dissolution no part of the assets of ENCoRE may be allocated to the Members of ENCoRE.

§13 Language
(1) The language of ENCoRE shall be English. Official documents such as minutes of meetings, budgets and convening notices shall be published in English.

(2) Each Full Member or Associate Member is allowed to translate the ENCoRE statutes and other relevant documents of ENCoRE if it is considered necessary.

(3) All translations shall be marked “translation” and make reference to the original text, which shall have sole validity.

(4) It shall be possible in the languages of the European Community to call the Network by any name consistent with its main title, provided that the acronym “ENCoRE” is not changed.

§14 Communications
All communications must be received by the deadlines established by the Board. Communication by fax is accepted with equal validity as mail.

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Application for Full or Associate Membership

There are four categories of Membership for ENCoRE, Full Membership, Associate Membership, Supporting and Honorary Membership. The criteria for Membership are described in the ENCoRE Statutes. Partnership criteria are also described in the Statutes. Please use this form only if you wish to apply for Full or Associate Membership. Subscription rates for Full Members are 300 EUR per annum, and 150 EUR per annum for Associate Members. Please indicate below by ticking the appropriate box which category of Membership you wish to apply for.

Full Member ☐       Associate Member ☐

Name of Institution: .............................................................................................................................................
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Postal Address: ........................................................................................................................................................
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Address for Correspondence (if different from above): ..........................................................................................
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Name of Person to whom correspondence should be addressed: ...........................................................................
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Names of Full Members supporting this application
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Please enclose the following supporting documentation with this form
1. Documentation confirming the legal status of the institution e.g. Act of Education, Statutes, Academic Regulations. (Please supply these in your own language and in an English translation).
3. A copy of conservation related study programmes, if possible please supply this information in a form which relates to the European Credit Transfer System (ECTS).
4. Information on conservation related research activities
5. Letters of recommendation from two Full Members of ENCoRE

Please send the completed application form together with supporting documentation to the Chairman of the Board, ENCoRE, The Royal Academy of Fine Arts, School of Conservation, Esplanaden 34, 1263 Copenhagen K, Denmark.

Please do not send subscription until you have been notified that your application has been accepted.
Application for Partnership

Please note that there is no subscription fee for Partnership

Name of Institution: ........................................................................................................................................
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Projects for Partnership may include

- Research projects undertaken with one or more ENCoRE Members
- Student work experience placements
- Post graduate internships
- Participation in teaching programmes, e.g. seminars, workshops, lectures etc.
- Participation in Continuous Professional Development (C.P.D.) programmes, e.g. lectures, seminars, workshops etc.

Please give a brief description of your Partnership proposal below
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Please send your completed proposal form together with any supporting documentation you may wish to include, to the Chairman of the Board, ENCoRE, The Royal Academy of Fine Arts, School of Conservation, Esplanaden 34, 1263 Copenhagen K, Denmark.