

# W R O O N E



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European Network for Conservation - Restoration Education

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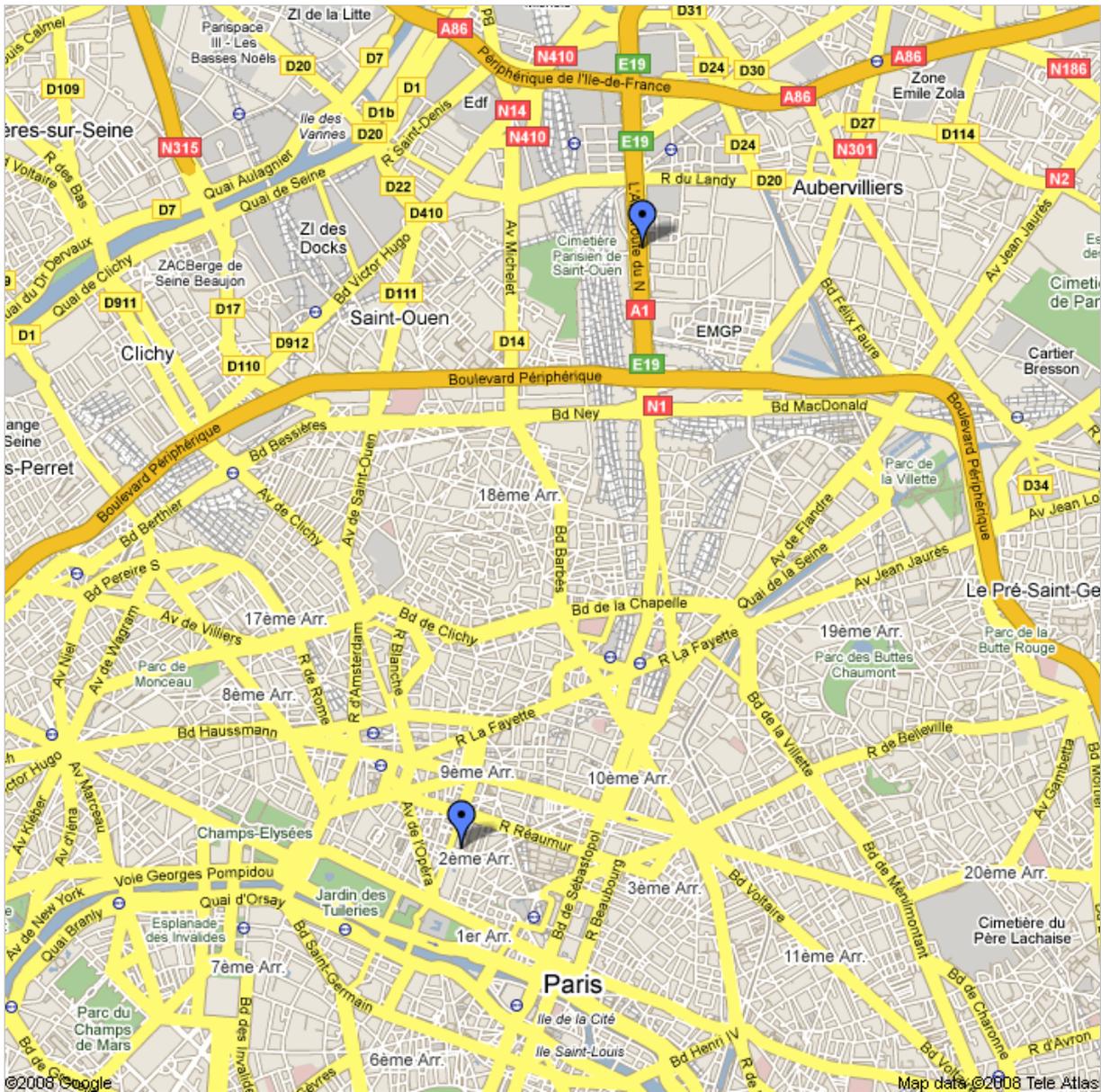
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Thursday Oct. 23rd at  
Institut national du patrimoine (INP)  
Galerie Colbert  
2, rue Vivienne  
75002 Paris  
3ème étage (salle Champollion-Buffon)  
(Métro Palais Royal ou Bourse)

Friday Oct. 24th at  
Institut national du patrimoine (INP)  
Département des restaurateurs  
150, av du Président Wilson  
93210 Saint-Denis la Plaine

# Draft Agenda - 7th General Assembly 23-24. October 2008 – at the INP Paris, France

## Thurs. Oct. 23rd INP - Paris

- 9.00 – 9.30 Registration of Members
- 9.30 – 10.15 Welcome and presentation of INP
- 10.15 – 11.00 Meeting:
  - Opening by the Chairman of the Board
  - Approval of the Agenda
  - Election of Auditors
  - Report of the Board, René Larsen
- 11.00 – 11.30 Coffee/tea Break
- 11.30 – 13.00 Meeting:
  - Admission of new Members and Partners
  - Discussion of C-R EQF level 6,7 and 8
- 13.00 – 14.00 Lunch
- 14.00 – 15.30 Meeting:
  - Approval of C-R EQF level 6,7 and 8
  - Information on recommendations (ICCRUM, E.C.C.O. and ENCoRE)
- 15.30 – 16.00 Coffee/tea Break
- 16.00 – 17.00 EQF – from the professions point of view by Susan Corr (E.C.C.O.)
  - Info on ERASMUS multilateral networking
  
- 20.00 Dinner for participants of the ENCoRE GA

## Friday Oct. 24th at INP - Saint-Denis

- 9.30 – 11.00 Visit studios at INP
- 11.00 – 11.30 Coffee/tea Break
- 11.30 – 13.00 Meeting:
  - E-newsletter/journal (JCRE)
  - Accounts
    - Treasurer's report
    - Auditors report
    - Approval of the Accounts
- 13.00 – 14.00 Lunch
- 14.00 – 15.00 Meeting
  - Election of Board Members
  - Next General Assembly
  - Closing
- 15.00 – 15.30 Coffee/tea break
- 15.30 – 17.00 Wrapping of Meeting



# Report from the ENCoRE Board Meeting at the School of Conservation, Copenhagen 1 - 2. February 2008

Present at meeting were: Anne Bacon (AB), Astrid Brandt-Grau (ABG), Karen Borchersen (KB), René Hoppenbrouwers (RH) (participated on 1.2), René Larsen (RL), Ulrich Schiessl (US) and Wolfgang Baatz (WB)

The first part of the meeting was devoted to the reports of the Chairman and the Members of the Board.

The second part of the meeting the topics of the PhD network meeting in Germany, the new Journal, the list of research publications, the General Assembly 2008 in Paris, membership applications, the CRELLS project, the Website and ERASMUS grant possibilities were subject to discussion and planning.

## Report of the Chairman

In his report RL pointed out that including the ECPL project activities and the CRELLS project proposal work much of his and other Board member's activities related to discussion of the Professional Profile Paper and the relations of Icon and VDR to E.C.C.O. The situation has now settled in VDR in favour of E.C.C.O., whereas Icon has now left E.C.C.O. and is no longer a member.

There has been a lot of correspondence recently regarding the recognition and regulation etc. of our profession. The idea behind the profile document was to act according to European development aims to show that the C-R society in Europe is united in its efforts to ensure the highest possible level of protection for cultural heritage. This now needs to be followed by national actions in member states. National actions should be in addition to and linked with actions such as the recognition of education (including accreditation, EQF etc.), Life Long Learning, and the CEN standards which puts focus on the development of qualifications and the harmonization and equalization of our profession with other academic disciplines. The Chairman emphasized that things are now moving fast, especially in the education area and in a few years the ends will meet in the Life Long Learning cycle (accredited EH C-R education and probably also C-R professionals

accredited within a European Framework).

During this discussion the Board considered the EQF proposal activity "THESEUS", instigated by Icon which seemed to have the same goals as the ECPL project, an activity which involved both ENCoRE and E.C.C.O. members. At the last General Assembly it had been decided that ENCoRE and E.C.C.O. would join as active partners in the already established ECPL project and plans for the continuation of this project were officially ongoing at the time the THESEUS proposal was initiated. The "THESEUS" proposal was initiated without informing or involving ENCoRE and so the THESEUS project was regarded as a violation of the positive culture of co-operation in the European conservation-restoration community which has brought so many good developments over the last 15 years. Because of this RL found it necessary to inform ENCoRE's members and partners that the "THESEUS" project did not have the official support of ENCoRE and that ENCoRE would continue to support and co-operate in the ECPL project and its follow up (letter sent to members on the 31st August 2007).

This whole situation is particularly sad in the present critical time for the UK C-R education. The C-R Course at Durham University has closed, The Royal College of Art C-R course in co-operation with V&A is under review and The Textile Conservation Centre at South Hampton University will close in 2010 despite the international campaign of support and pressure from the conservation community including ENCoRE and E.C.C.O.

## The ECPL project and the EQF Learning Outcomes for C-R education levels 7 and 8

The European Conservation Practitioner's License project, ECPL, was a two year pilot project funded by the European Union's Leonardo da Vinci program. You should all have received the project outcomes on a CDR and a flyer.

The project managed to define common standards for the highest of the EQF levels - 7 and 8 for each of twelve areas of specialization and to develop a Model Curricula. Both the Standards and the

Curricula follow the EQF principle of defining the standards using learning outcomes, thus allowing the validation of all forms of learning as required for the accreditation of higher education programs in Europe. Moreover, the learning outcomes meet the definitions, goals and descriptions of the ENCoRE Clarification Document as well as those of the E.C.C.O. – ENCoRE Draft Professional Profile Document for regulated professions.

During the project it was acknowledged that various other professions and occupations successfully contribute to the conservation-restoration process, under the direction of or in collaboration with a professional Conservator-Restorer. Thus, was formed the concept of "Related professions and related occupations", a generic term which refers to professionals, skilled craftsmen and other individuals who are specialized in other fields but who have acquired additional knowledge, skills and competences which allow them to collaborate with Conservator-Restorers on the conservation-restoration of cultural property.

The project with the Malta Qualifications Council as advisors suggested a mechanism to implement the recommendations of the EQF in a practical manner, instituting a means to bring together various stakeholders in this one sector and create its original target – a common license which would validate an individual's qualifications at European level granted by a recognized body.

As stated in one of the documents produced by the ECPL project, defining common standards, and through the creation of a model curriculum, the project has provided a benchmark which can be used to review existing practices or create new courses. Moreover, by providing a framework which may eventually be applied across Europe, the project aims to enhance evenness, transparency and quality assurance in qualifications and certification. By basing the recognized levels on learning outcomes the project provides the means to value prior learning and thus enables recognition of knowledge, skills and competences gained through formal, informal and regulated non-formal learning contexts.

### [The Conference: Fine Arts Training Programs and the European Higher Education Area, Valencia, 11-13 December 2007](#)

In December 2007 RL represented ENCoRE at the European conference "Fine Arts Training Programs and the European Higher Education Area" arranged by the Art Faculty of Technical University in Valencia. The conference was a Bologna process

status meeting in this education area and in the same time part of the 20 years celebration of the Erasmus program for mobility in education.

In his presentation "The recent development in the higher conservation-restoration education in Europe in line with the Bologna process, RL gave a brief overview of the development of the academic conservation-restoration education in Europe with focus on the most recent activities in relation to the recognition and development of the research based education program in line with the Bologna process for higher education institutions in Europe including the ECPL and other activities. You have all received a copy of this paper.

The conference reflected ongoing developments within European higher education area, complex developments which are taking place at several levels of structure and content of all the activities in relation to education. This was covered very well in the many sub themes of the conference not least the lectures and discussions and social events.

The event was characterized by a fine sharing of the knowledge, insight and passion of all the participants. High personal devotion, interest and expertise are necessary if a development as big and fundamental as the Bologna process is to come out as a success of the best quality to EHEA and society. Some of the lectures and discussions reflected that general awareness and recognition of the EHEA development processes and existing policies on this in Europe is very low and ignored in art educations in some countries. This only means that the influence of the education professionals and institutions in general on the development and its results will be restricted and maybe lead to unnecessary problems and quality problems in connection with the implementation of the Bologna instruments and structures. Though, it was particularly interesting to experience that the conservation-restoration area, although its education content is easily defined with respect to science (in its broad sense) and research, can be of inspiration to art education and that we in certain areas like ethics, philosophy and manual skills learning have many common interests and challenges to face.

### [The CRELLS project](#)

The reason for the CRELLS project is the current lack of standards that exist in conservation activities (undertaken by various professions and occupations) in Europe in order to promote lifelong learning and regulation of the sector. Such stand-

ards relate to terminology and definition linked to roles involved in the conservation process, standards in education and training in conservation in line with the European Qualifications Framework (EQF), and standards for the recognition of knowledge, skills and competences acquired through formal, non-formal and in-formal contexts.

The main aims and objectives of CRELLS are the definition of nomenclature for participants in the conservation process, the comprehensive survey of conservation education opportunities in Europe, the definition of minimum common standards and curriculum principles for occupations stemming from VET which are related to the Conservator-Restorer's activity and the development of standards for the assessment of non-formal and informal learning leading to the licensing of people such as Conservator-Restorers.

Cooperation with E.C.C.O. and ICCROM with the Council of Europe

The hard work on the professional profile for the recognition of the profession through legislation has had results. E.C.C.O. is now in charge of writing the "European Recommendations on Conservation-Restoration", for the Council of Europe. This work started in 2007 and (according to time schedule for the work) the resulting document should be presented to the Council of Europe in March 2009.

Monica Martelli ( E.C.C.O.) proposed to Mr Daniel Théron of the Council of Europe, to Mounir Bouchenaki General Director of ICCROM and to the members of the ECCO Committee, that ENCoRE should work with E.C.C.O. in writing this document which will be the first European Recommendations on Conservation-Restoration.

ENCoRE has agreed to be part of this work, and Wolfgang Batz represented ENCoRE at the first working meeting held in Rome at ICCROM on the 8th of February 2008. At this meeting the first draft of the project was discussed so that by the end of March, a document would be ready to be presented to the Council of Europe.

### The members and partners situation

In the light of the Bologna process more of our members have been facing changes with respect to their study structures and status etc.

Sweden started their new 2 year Master course in the autumn of 2007. Norway has the possibility to increase the number of C-R courses at Bachelor level prior to their 2 Master courses.

The Swiss School has got acceptance of a two year Master on top of the 3 year Bachelor degree. This

was achieved after the supply of important arguments and documents from the ENCoRE Board. The ENCoRE Secretariat has received an application for Membership from the C-R Course at the Catholic University in Porto, Portugal. This course also has the necessary resources for offering education including a PHD course in C-R according to the ENCoRE requirements.

In Spain, the new law states that C-R professionals should have a 4 year Master degree from art academy C-R education courses. A new C-R course (3 + 2) at the Art faculty of the technical university in Valencia as well as co-operations between other art academy courses and local universities may ensure that 5 years programs can be offered all over Spain. The Valencia C-R course will probably apply for membership of ENCoRE as soon as all practicalities have been solved.

On the negative side the Sorbonne C-R course has left ENCoRE for the reason that they cannot raise the 300 Euro for membership each year.

The partner situation is stable, but still passive. Maybe invitations to partners to attend meetings like the coming 10 years anniversary event on PhD in conservation-restoration, may initiate some more dynamic activities with our partners and attract new too?

### The newsletter, the new journal and communication to the members and partners

Information to members and partners has been rather sporadic during the recent period. Therefore, RL suggests that the Newsletter is changed to an e-newsletter, which can be more frequently circulated with information to and from our members and partners. This would include reports from both Board meetings and General Assemblies.

Apart from the suggestion from RL ("Journal of Conservation-Restoration Education", "JCRE".) no ideas for the name of the new ENCoRE journal have come in. RL suggested that the Purpose or Mission for the Journal should be to cover all aspects of education and education development including theory, didactics, new methods and experience in teaching practice with the purpose to support and encourage development and academic professionalism in conservation – restoration education

On the basis of the guidelines for ArtMatters, that RH has provided the Board with, KB and RL have drafted a suggestion for an author's guide to discuss further.

## List of recognized Conservation – Restoration scientific research Journals

In Denmark the establishment of research indicators for evaluating research activities in higher education institutions has started. Like in the UK and Norway these evaluations will be based on among others bibliometric measures and the ability to raise money from external research funds. The evaluation is foreseen to impact on up to 5 % of the institutions budget for research. The score on publication will be for selected peer reviewed journals, some monographs from international recognized publishers and maybe also peer reviewed conference preprints like the ICOM-CC. Other publications will not count or only count with minimal scores.

The Secretariat has only had one reaction from a member institution on the list of C-R journals we circulated several months ago. RL is sure that this trend of bibliometric measures will spread all around Europe. Therefore, there is a need to discuss this subject seriously in ENCoRE.

## Board Members Report

AB reported on the C-R education situation in UK, where the main necessary goal seems to be that society has to be made more aware of the value of cultural heritage if the necessary financial support is to be found to enable UK Universities to maintain the high level of conservation education and research. US reported that the VDR presidency has changed and that Volker Schaible had been elected the new president. Furthermore, it was reported that most of the German C-R education programs have implemented the Bachelor/Master system.

## PhD network meeting in Germany

US reported that the event in Dresden together with the 10 years ENCoRE anniversary could not be realized, but we may combine the celebration with the General Assembly in Paris 2008. In addition, it was decided to work for the realization of a PHD network meeting in the beginning of September 2008 as an Oranjenbaum (Dessau, Germany) culture activity together with the University of Amsterdam. This idea was forwarded by US on the suggestion of Anne van Grevenstein.

## The new Journal

The guidelines and format of the new journal was decided and the Name "Journal of Conservation-Restoration Education" (JCRE) agreed. It is hoped that the first

issue will be printed on September 1st 2008, the deadline for articles was set to May 1st. However, its birth will depend on the number of submitted papers.

In addition, it was decided to suggest for the General Assembly that the Newsletter in the future will be published as an e-Newsletter appearing on the ENCoRE Website. RH agreed to co-ordinate the new e-newsletter and assist AB in the editorial work. Next issue of the Newsletter will be circulated in this new form as an example for discussion at the General Assembly.

## The list of research publications

RL and the School of Conservation will circulate the official Danish bibliographic list to the Board for discussion as soon as it is completed. After eventual adjustments it will be forwarded to the members for a final discussion and decision on the General Assembly.

During this discussion ABG reported that INP offers free web access to diploma thesis to ENCoRE Members. This requires a password which can be achieved by contacting the librarian at INP.

# Regarding EQF versus NQF and responsibilities – The ENCoRE C-R EQF

On 23 April 2008 the European Parliament and the Council adapted and formally co-signed a recommendation establishing the European Qualifications Framework for lifelong learning (EQF) [1]. The recommendation creates a reference framework which will relate different countries' qualifications systems and frameworks together. It is meant to act as a translation device to make qualifications more readable and understandable to employers, individuals and institutions, so that workers and learners can use their qualifications in other countries.

The EQF is a lifelong learning framework, applying to qualifications obtained in all sectors of education, including general education, higher education (HE) and vocational training (VO). Its core is its eight reference levels of qualifications, from those obtained at the end of compulsory education, (level 1) to the highest (level 8: doctorate or equivalent).

The three highest levels correspond to higher education levels as defined within the European Higher Education Area, under the Bologna Process, e.g. Bachelor, Masters and PhD levels. However, it should be noticed that they may also stand for highly specialised professional qualifications.

According to the European agreement for life long learning each European country is responsible to formulate their National Learning Outcomes (NQF) on the basis of the recommended EQF (Table 1). At the national level each Higher Education Institution (EHI) is responsible for the formulation of learning outcomes for level 6, 7 and 8 on the basis of their NQF.

Therefore, it is obvious that ENCoRE must take up the task of writing a generic C-R EQF recommendation for the formulation of the individual C-R NQF. This should build on the EQF and the content of the ECPL learning outcomes, but covering all three levels 6, 7 and 8.

To be in time and to the help for our member institutions in relation with writing course pro-

grammes, accreditation the below draft C-R EQF (Table 2) is hereby circulated to the members as a proposal for discussion and decision at the coming General Assembly this year.

## Regarding assessment and verification of individual EQF/NQF statements

However, on the European level there are several important issues to be dealt with in order to ensure the right quality in and development of the C\_R education.

On page 3 in the final European EQF document<sup>1</sup>, learning outcomes are defined as a statement of what a learner knows, understands and is able to do on completion of a learning process.

Therefore, ENCoRE and its Member institutions should only accept C-R EQF/NQF statements from an accredited/recognized C-R HEI Course. ENCoRE should focus on how and by which means to ensure the quality and reliability of individual C-R NQF statements:

- Courses should be given or controlled by and learning outcomes validated by an accredited C-R HEI Course.
- Learning outcomes obtained through professional practise should be validated by an accredited C-R HEI Course.

The EQF is meant to:

- Contribute to reducing barriers between education and training providers e.g. between HE and VOT.
- Facilitate validation\* of non-formal and informal learning.
- Make it easier to assess\*\* whether learning outcomes acquired in these settings are equivalent in content and relevance to formal qualifications.

\*Validation by a C-R HEI Course.

\*\*Assessed by a C-R HEI Course.

Per definition HEI and HE professionals are those qualified to assess and validate learning outcomes

at levels (5), 6, 7 and 8.

The C-R education and profession needs a strategic, systematic and well planned cooperative system concerning assessment and validation of learning outcomes and how these may be achieved. In the same time this may be the solution to the problems of meeting the ENCoRE education requirements in some countries.

## Endnote

1. The European Qualification Framework for Life Long Learning. Luxembourg: Office for Official Publications of the European Communities, 2008, ISBN 978-92-79-08474-4. DOI 10.2766/14352, Printed in Belgium (Available on the ENCoRE website).

Table 1 EQF

Level	Knowledge	Skills	Competence
6*	advanced knowledge of a field of work or study, involving a critical understanding of theories and principles	advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study	manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts take responsibility for managing professional development of individuals and groups
7**	highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research  critical awareness of knowledge issues in a field and at the interface between different fields	specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields	manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches  take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams
8***	knowledge at the most advanced frontier of a field of work or study and at the interface between fields	the most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice	demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research

\* The descriptor for the first cycle in the Framework for Qualifications of the European Higher Education Area agreed by the ministers responsible for higher education at their meeting in Bergen in May 2005 in the framework of the Bologna process corresponds to the learning outcomes for EQF level 6.

\*\* The descriptor for the second cycle in the Framework for Qualifications of the European Higher Education Area agreed by the ministers responsible for higher education at their meeting in Bergen in May 2005 in the framework of the Bologna process corresponds to the learning outcomes for EQF level 7.

\*\*\* The descriptor for the third cycle in the Framework for Qualifications of the European Higher Education Area agreed by the ministers responsible for higher education at their meeting in Bergen in May 2005 in the framework of the Bologna process corresponds to the learning outcomes for EQF level 8.

Table 2 C–R EQF (DRAFT)

Level	Knowledge	Skills	Competence
6*	advanced knowledge of a field of work or study of conservation - restoration, involving a critical understanding of theories and principles of conservation - restoration and other fields relevant to conservation - restoration	advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study of conservation - restoration	manage complex technical or professional conservation - restoration activities or projects, taking responsibility for decision-making in unpredictable work or study contexts under the guidance and responsibility of a conservator - restorer  take responsibility for managing professional conservation - restoration development of individuals and groups under the guidance and responsibility of a conservator - restorer
7**	highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study of conservation - restoration, as the basis for original thinking and/or research in conservation - restoration  critical awareness of knowledge issues in a field of conservation - restoration and at the interface between different fields of conservation - restoration and other fields of relevance to conservation - restoration	specialised problem-solving skills required in conservation - restoration research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields of conservation - restoration or other fields of relevance to conservation - restoration	manage and transform conservation - restoration work or study contexts that are complex, unpredictable and require new strategic approaches  take responsibility for contributing to professional knowledge and practice of conservation - restoration and/or for reviewing the strategic performance of conservation - restoration teams
8***	knowledge at the most advanced frontier of a field of work or study of conservation - restoration and at the interface between fields of conservation - restoration and other fields of relevance to conservation - restoration	the most advanced and specialised conservation - restoration skills and techniques, including synthesis and evaluation, required to solve critical problems in conservation - restoration research and/or innovation and to extend and redefine existing knowledge or professional practice of conservation - restoration	demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research in conservation - restoration

\* \*\* \*\*\* See Table 1

Note: The contents, levels and types of C-R knowledge, skills and competences are those as defined in the ENCoRE Document of Clarification, The E.C.C.O. Guidelines and the general learning outcomes defined by the ECPL project.



# Recommendation on the Conservation-Restoration of Cultural Heritage



E.C.C.O.

with the participation of ENCoRE and the support of ICCROM



## European Recommendation for the Conservation and Restoration of Cultural Heritage

Approved by the General Assembly of E.C.C.O., Bruxelles, 17 March 2008

The Committee of Ministers, in virtue of article 15.b of the Statute of the Council of Europe, Considering that the aim of the Council of Europe is to bring about a closer union among its members, particularly in order to protect and implement the ideals and principles that are their common heritage;

In view of the European Cultural Convention signed in Paris on 19 December 1954, notably article 1;

In view of the Convention for the Safeguard of the Architectural Heritage of Europe, opened for signature in Granada on 3 October 1985, recognising that the architectural heritage constitutes an «irreplaceable expression of the richness and diversity of the cultural heritage of Europe, an inestimable testimony of our past and shared by all Europeans», notably its articles 6, 8, 10 paragraph 2, 17 paragraph 3, 18 and 19;

In view of the European Convention for the Protection of the Archeological Heritage (revised) signed at Valletta on 16 January 1992, underlining that «responsibility for protection of the archaeological heritage falls not only on the State directly concerned, but also on all European countries, in order to reduce the risks of degradation and promote conservation, in supporting exchanges of experts and experience», notably its articles 3 paragraph i-b), and 4 paragraph ii;

In view of the framework-Convention of the Council of Europe on the value of cultural heritage, signed at Faro on 17 October 2005, highlighting the «value and potential of well-managed cultural heritage as a resource for sustainable development and quality of life in a society in constant evolution», notably its articles 1, 9 and 11b ;

In view of the resolutions of the 2nd European

conference of ministers in charge of architectural heritage, held at Granada on 3 and 4 October 1985, notably Resolution no. 3 regarding the economic impact of heritage conservation;

In view of the resolutions of the 3rd European conference of ministers in charge of architectural heritage, held at Valletta on 16 and 17 January 1992, notably Resolution no. 3 regarding the priorities of a pan-European project for cultural heritage;

In view of the resolutions of the 4th European conference of ministers in charge of architectural heritage, held at Helsinki on 30 and 31 May 1996, notably Resolution no. 2 on cultural heritage, factor of sustainable development;

In view of these previous recommendations:

Recognising that cultural heritage constitutes not only an irreplaceable expression of the wealth and diversity of European Culture, but also a resource for sustainable development and quality of life in a society in constant evolution;

Considering that interventions on cultural heritage must act with respect for its integrity and not compromise its intrinsic values;

Judging that the conservation-restoration of cultural heritage is one of the essential factors in ensuring its transmission to future generations;

Observing that specific questions of conservation-restoration must be borne in mind when Member States are defining global policies for the protection and safeguard of their cultural heritage;

Underlining that high-quality interventions on cultural heritage can only be ensured through systems of professional qualification including continuing professional development as the basis for recognition of the people, firms and organisations in charge of conservation-restoration

Noting that cultural heritage must be protected and safeguarded by implementing, where necessary, appropriate conservation-restoration treatments and/or preventive measures guaranteeing long life to cultural heritage and the respect of its values.

Recommends to the governments of the Member States:

- to refer to the principles contained in the charter annexed to this recommendation when developing juridical standards that define and organise conservation-restoration, as well as the implementation of conservation-restoration strategies for their cultural heritage;
- to guarantee the quality of conservation-restoration work by making sure that conditions of access to and exercise of the profession of conservator-restorer are incorporated in the framework of a system recognising advanced professional qualification, based on the level of studies in conservation-restoration (university or recognised equivalent) and on the quality of acquired professional experience;
- to encourage and to support the development of specialised higher education in conservation-restoration that closely unites the teaching of theoretical and practical subjects.
- to include the conservation-restoration of cultural property into the measures that comply with the objectives of integrated conservation of cultural heritage;
- to consider that conservation-restoration is an integrated part of project planning involving cultural heritage and should be taken into consideration from the outset.
- to adapt their national legislation and orient their conservation-restoration policy for cultural property following the principles declared in the present recommendation;
- to take, with the support and collaboration of the professional organisations concerned, all appropriate measures to assure the implementation of these principles, established by the present recommendation.

Charges the General Secretary of the Council of Europe to transmit the present recommendation to the States that are not parties to the European Cultural Convention.

The charter annexed to the present recommendation forms an integral part of it.

# Charter regarding the conservation-restoration of cultural property,

*annexed to the recommendation on the conservation-restoration of cultural heritage.*

Conservation-restoration contributes to the safeguarding and understanding of cultural property benefiting present and future generations, in its aesthetic and historical meanings, its physical integrity, its context and its social uses.

## 2. Definition of conservation-restoration

The term 'conservation-restoration' means any direct or indirect treatment or measures that are planned and carried out on cultural property, following the objectives defined in point 1 of this Charter.

## 3. Treatments and Measures in conservation-restoration

Conservation-restoration is a coherent, coordinated, integrated and systematic process of studies and activities that include planning, treatment and measures intrinsic to preventive conservation, remedial conservation and restoration, as well as documentation of each phase in this process.

- a) The planning process encompasses historical, technical, scientific and feasibility studies to determine objectives and methodologies, in the establishment and evaluation of proposed conservation restoration work.
  - A diagnostic examination is intrinsic to the process as it determines the constituent materials of the cultural property, enables an assessment of its condition, identifies previous alterations – their nature, extent, and causes – leading to treatment recommendation.
- b) Preventive conservation consists of indirect actions on cultural property with the purpose of avoiding or delaying its deterioration.
  - Preventive conservation is an indispensable part of handling, use, transport, climate control, storage and display of cultural property.
- c) Remedial conservation is direct intervention on cultural property in those cases where it

is so fragile, or its deterioration is so rapid that it is at risk of being lost.

Remedial conservation mainly consists of interventions to stabilize, consolidate and disinfect.

- d) Restoration consists of direct intervention on cultural property, which due to past alterations or deterioration, has lost part of its meaning. Restoration is a complex ensemble of actions aimed at facilitating the appreciation, the understanding and the utilisation of the cultural property. Most often, It modifies the appearance and state of the cultural property.
  - Restoration can include actions such as cleaning, re-adhering, and the reconstruction and integration of missing parts
- e) Documentation consists of collecting, recording and organising all written and visual information on cultural property including its condition, treatment and measures as previously described in a), b), c) and d). It includes the justifications for conservation-restoration decisions. This documentation is integral to the cultural property and its conservation-restoration.

## 4. Principles of conservation-restoration

All interventions must respect the following principles:

- a) Conservation-restoration must respect the aesthetic, historic, spiritual and social meaning of cultural property and take into consideration both its physical integrity and context.
- b) The products, materials and procedures used must not harm cultural property nor pose an unjustifiable risk to the environment and people. The methods and operational mode as well as the materials used, must not compromise – as to the extent possible – any future examinations, treatment and analyses.

Method and materials must also be compatible

with the constituent materials of the cultural property. Conservation-restoration treatment should be governed by the principle that all treatments are reversible.

Should a reproduction, copy or cast of a cultural object be contemplated, the procedures implemented should not involve undue damage to the original.

c) Conservation-restoration must consider the social-usage requirements of cultural property. Should social usage of cultural property appear to be incompatible with its preservation, the owner or juridical body responsible for it must be advised of the fact.

d) Conservation-restoration planning must be an interdisciplinary process between the conservation-restoration specialist in charge of the project, and other responsible stakeholders.

The responsibilities of these different individuals or organisations must be established and shared according to their professional qualifications.

This charter is annexed to the recommendation on conservation-restoration of cultural heritage.