Participants at the GA. Photo: Muriel Verbeck

Participants during the poster session. Photo: Muriel Verbeck
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The ENCoRE conference "Teaching Conservation-Restoration" took place in Liège on 26 March 2014. After the first conference 2001 in Munich it was the second conference organised by ENCoRE. Again it took place previous to ENCoRE’s General Assembly, taking advantage of the presence of numerous representatives of Member Institutions.

The call for papers had been sent out in autumn 2013. Until the deadline before Christmas as many as 28 abstracts for presentations were received, coming from 16 European countries and from 4 non-European countries. In an anonymous rating procedure the Board - being supported by Nico Broers and Muriel Verbeeck from the hosting institution École Supérieure des Arts (ESA) Saint-Luc in Liège - selected 10 papers. In a second step the selection was expanded to 12. Furthermore, a call for student posters to be shown in the context of the conference was sent out.

The venue was organised by the Centre Européen d’Archéométrie de l’Université de Liège, in a perfectly equipped new lecture hall, thanks to David Strivay, Head of the Centre Européen d’Archéométrie de l’Université de Liège.

The audience was welcomed by the Director of the ESA Saint-Luc Anne-Marie Wynants, by David Strivay and by the Chairman of the Board of ENCoRE Wolfgang Baatz. The first two sets of presentations were dedicated to fundamental considerations as well as to scientific and technical contents of conservation-restoration education.

The conference proved to be a great success, and the interest of the audience is best described by the presence of the attending students, who stayed from morning until the very end in the evening.

Thanks are expressed to all those who helped in organising the event, the ESA Saint-Luc in Liège, in particular to Muriel Verbeeck and Nico Broers and to David Strivay from the Centre Européen d’Archéométrie de l’Université de Liège.
The 10th General Assembly of ENCoRE took place in Liège from 27-28 March 2014 at the École Supérieure des Arts Saint-Luc in Liège. 22 ENCoRE Members participated in the meeting which was held in a lecture hall of ESA Saint-Luc.

After the report of the Board and the usual formalities the first important topic was the Document on Practice in Conservation-Restoration Education in its revised form. The document had been subject of discussions at the previous ENCoRE General Assembly 2012 in Valencia. Since that, the Board had sent it to the ENCoRE Members two times asking for propositions for amendments, a number of which were received over the months and included into the discussions. Furthermore, the document had been put up for discussion twice at the E.C.C.O. Committee. The finalised draft had been sent out to the Members again shortly before the General Assembly.

The participants received the document very positively, as the following comments show:
- “It will be very helpful to the students”
- “It is very important to have the practice requirements and ratio on paper”
- “It is not possible to calculate the exact amount of practice but you need to define what practice is”

Nevertheless, once more a number of details was discussed and some changes and additions inserted. The final document was adopted unanimously on the second day. For educators the Document on Practice in Conservation-Restoration Education will provide an important tool when e.g. negotiating teaching hours for practice with the university administration.

The other important topic of the General Assembly was a revision of the Statutes of ENCoRE. At the previous General Assembly a moratorium in admitting new members had been decided, due to the advances in conservation-restoration education in Europe since the founding phase of ENCoRE. The proposition for revised statutes which had been submitted by the Board was explained in detail by the chair-

man, discussed by the Members and adopted with 19 votes and 1 abstention on the second day.

With the Document on Practice in Conservation-Restoration Education, the full frame of education for conservator-restorers at EQF level 7 (Master Degree) was defined now for the first time. Until now, the diversity of the curricula offered in Europe had made it impossible to compare them. Nevertheless, with the definitions of the Competences for Access to the Conservation-Restoration Profession, the ENCoRE Clarification Paper and the Document on Practice in Conservation-Restoration Education it will be possible for a university to “puzzle together” the specific parts necessary for reaching this level.

In this context it is of great relevance to see the similarities of the European Credit Transfer System (ECTS), which was established in the course of the Bologna Process, as compared to the parameters described by the European Qualification Framework (EQF). ECTS describes lectures in terms of what students are expected to know, understand and be able to do instead of – as was the case previously - describing teaching contents. EQF on the other hand describes 8 different levels of qualification by means of the respective knowledge, skills and competences achieved at this level – the similarities in the approach of the two systems are clear, and this common approach will aid when mapping the Competences for Access to the Conservation-Restoration Profession in conservation-restoration curricula. This concerns in particular the practice part of education, which is described in the Document on Practice in Conservation-Restoration Education and which represents the core of any conservation-restoration education at university level or recognised equivalent.

All these considerations were taken into account when revising the statutes. The representatives of the Members present at the General Assembly understood, accepted and supported the inherent strategy for the educational com-
munity, even those few Full Members who were going to lose - hopefully temporarily - their present membership status. Due to pressure of time it was however decided that until the next General Assembly all Members should retain their present status. The next General Assembly is planned for March 2016. This will give the Members time to adjust their curricula if necessary. It was in no way intended to exclude or lose those Members who do not yet fulfil the conditions for Full Membership. Nevertheless, it was necessary to set a clear signal, visible from inside as well as from the outside. It was therefore decided that also Associate Members should have the right to vote, but only with one vote in contrast to the Full Members who have two votes.

After the adoption of the new statutes the moratorium for admission of new Members was terminated by the General Assembly. The new statutes foresee a changed procedure for admission. Two persons appointed by the board will have to visit the institution applying, in order to gain a better understanding of the institution’s approach and set-up. This procedure replaces the request for two letters of recommendation by Full Members. In the light of the new Membership conditions and admission procedures, in a next step all institutions which at present are Member of ENCoRE will have to be re-evaluated. This will however take some time, as the details for the evaluation still need to be determined. Apart from these important issues also a number of minor revisions to the statutes were proposed and accepted.

The 10th General Assembly marks a significant change in ENCORE’s focus. At the time of its founding in 1997 ENCoRE’s main goal was to promote university based education and research for conservation-restorers. Meanwhile practically all European countries provide the respective conditions. EQF level 7 with the knowledge, skills and competences described, which by definition corresponds to Master level, has been accepted widely as being the necessary level of qualification for fully professional conservator-restorers. The decisions of the 10th General Assembly ENCoRE signify a second, enormous step in defining more precisely the frame of the curriculum for conservator-restorers. For the first time comparability of the different educational paths at university level or recognised equivalent will be possible.

Towards the end of the meeting, René Larsen was awarded Honorary Membership in ENCoRE, being one of the founders and certainly a most important part of the “brains” of the Board.

The Board of ENCoRE was re-elected with small modifications in its composition: Volker Schaible (Stuttgart) and René Larsen (Copenhagen) left the Board, which was instead joined by Karen Borchersen (Copenhagen) and Nico Broers (Liège).

ENCoRE is indebted to the ESA S.Luc, in particular Muriel Verbeeck and Nico Broers, for generously offering not only the lecture hall, but also coffee, lunches and the necessary infrastructure.
Introduction:

The profession of the conservator-restorer was defined for the first time at an international level in 1984 by ICOM-CC\textsuperscript{1} in *The conservator-restorer: a definition of the profession*.\textsuperscript{2} During the nearly 3 decades since then the profession issued a number of European documents and position papers. In the *E.C.C.O.*\textsuperscript{3} *Professional Guidelines* the description of the profession of the conservator-restorer was refined and extended; a Code of Ethics as well as the prerequisites and necessities of education were also defined.\textsuperscript{4} *The Document of Pavia* (1997), when defining the discipline, relates to education as well as to competencies, among other issues.\textsuperscript{5}

ENCoRE was established on the 9 November 1997 with the aim of promoting education and research in the field of conservation-restoration of cultural heritage,\textsuperscript{6} and to maintain and promote the academic level of the education of the conservator-restorer, according to the *Professional Guidelines of E.C.C.O.* and encouraged by the *Document of Pavia*. On the 23rd of May 1998 the founding members agreed on the Statutes of the network and confirmed the legal standing of ENCoRE as a new European network.\textsuperscript{7}

As the closing event of the so-called FULCO project (A Framework of Competence for Conservator-restorers in Europe) a European conference was held in 1998. The outcomes of the meeting were laid down in the *Document of Vienna*,\textsuperscript{8} representing at that time the consensus in the European conservation-restoration community on verifiable professional standards for conservator-restorers and a number of related issues. The participants of the meeting made several principal and urgent recommendations, based on *the Document of Pavia*, among which were the harmonisation of conservation-restoration education at university level or recognised equivalent, and hence the need for clarification of “university level and recognised equivalent”. It was decided that these issues should be coordinated by ENCoRE, in association with the CON.BE.FOR project.\textsuperscript{9}

At its third General Assembly in 2001 ENCoRE delivered its contribution to this clarification in the form of the document *Clarification of Conservation/Restoration Education at University Level or Recognised Equivalent*.\textsuperscript{10} The clarification document takes into consideration the Bologna Declaration on the European Higher Education Area.\textsuperscript{11} The document states that the quality, democratic control of, and public insight into, conservation-restoration education can only be guaranteed by governmentally-validated academic education at university level, leading to protected and internationally recognised

\textsuperscript{1} ICOM-CC: International Council of Museums - Committee for Conservation
\textsuperscript{3} E.C.C.O.: European Confederation of Conservator-Restorers Organisations
\textsuperscript{4} Professional Guidelines of E.C.C.O. 1993/94
\textsuperscript{7} ENCoRE Newsletter 1/1998, http://www.encore-edu.org
\textsuperscript{8} The Document of Vienna 1-12-1998, http://www.encore-edu.org
\textsuperscript{10} Clarification of Conservation/Restoration Education at University Level or Recognised Equivalent, ENCoRE 3rd General Assembly 19 - 22 June 2001, Munich, Germany http://www.encore-edu.org

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academic titles. It also states that educational institutions which are not called universities, but which offer programmes of study which in length, content and quality are regarded by the governmental validating bodies to be equivalent to university degree provision, should be recognised as being at that same level. It declares that as an academic discipline conservation-restoration is per definition based on the highest level of research, and that the basis of education consists of an appropriate balance between integrated theoretical and practical teaching. Moreover, the document defines as an aim that the conservator-restorer licensed for independent practice is per definition a graduate at Master’s level from a university or governmentally recognised equivalent, or doctoral research level (PhD), and that the overall length of study for entry into the profession or to continue to doctorate level should be five years.

In 2006 the European Qualification Framework (EQF) was introduced by the European Commission, generically classifying levels of qualification on the basis of knowledge, skills and competences. According to the ENCoRE Clarification Document, the E.C.C.O.-ENCoRE Joint Paper\(^{12}\) and the 2004 update of the E.C.C.O. Professional Guidelines III\(^{13}\), the entry level for independent practice as a (fully professional) conservator-restorer is defined as being at Master level. Corresponding to annex 2 of the EQF recommendation, level 7 relates to the Master degree, whereas level 6 relates to the Bachelor degree and level 8 to the PhD\(^{14}\). According to the EQF the required level for independent practice as a conservator-restorer is therefore level 7.

The conservation-restoration profession was one of the first groups of professionals to respond to the EQF system and to work on a scheme for application within education as well as within the profession itself. The work E.C.C.O. dedicated to the development of definitions resulted in the publication of the description of the Competences for Access to the Conservation-Restoration Profession (2011)\(^{15}\), which is based on a concept map, a graphic scheme showing in a qualitative manner the fields of activity of the conservator-restorer in the conservation process. It was thus possible to show the complex interrelation of knowledge and skills inherent to independent practice. The detailed definitions in this paper also include an evaluation model for the description of the scales of knowledge and skills, respectively.

The present situation, with recognised academic conservation-restoration education programmes existing in most European countries accredited at level 7 according to EQF, requires the profession to develop descriptions and definitions of those parts of the conservation-restoration educational programmes which devoted to practice, with the purpose of improving learning outcomes descriptions, the quality of teaching, and didactic methods, to ensure the highest quality and evaluation, as well as comparison between programmes and facilitation of mobility of students and teaching staff. This is especially challenging as large parts of the teaching, training and performance of practice are based on tacit knowledge which needs to be transformed into meaningful written and spoken language and terms. Moreover, experience shows that in addition to the quality of content, high quality practice education and training also depends on the length of learning time and the teacher/student ratio. The present aim of ENCoRE is that all these necessary requirements can be specified on the basis of a clear and universally agreed definition of practice in conservation-restoration education.

NOTE:
In the professional context the term “practice” stands for the exercise of the profession of the conservator-restorer (a conservation practitioner is not necessarily a full conservator-restorer!) In conservation-restoration education the term “practice” is related to activities of a (very rarely exclusively) practical nature.


Practice in Conservation-Restoration Education

In the education field the term “practice” remains unclear when comparing existing university curricula with the requirements of the profession. A definition of the term “practice” and its implications within the educational context of the profession of the conservator-restorer is therefore vital, in order to endow graduates of different universities or educational institutions with the necessary knowledge, skills and competences, according to the E.C.C.O. 2011 description.

A clear distinction of the different types of practice makes it possible to outline the characteristics, as well as to a certain degree the quantity, of practice in education institutions.

Learning Outcomes / Aim:

In preparation for independent professional practice, the learning outcomes of c-r education programmes must include all the necessary knowledge, skills and competences to allow the graduates to act, based on the E.C.C.O. Professional Guidelines (I) I. Definition of the Profession, in terms of the following activities listed there:

- strategic planning
- diagnostic examination
- assessment of condition
- the drawing up of conservation plans and treatment proposals
- preventive conservation
- conservation-restoration treatments and documentation of observations and any interventions
- develop programmes, projects and surveys in the field of conservation-restoration
- provide advice and technical assistance for the preservation of cultural heritage
- prepare technical reports on cultural heritage
- conduct research
- disseminate information gained from examination, treatment or research
- promote a deeper understanding of the field of conservation-restoration
- development in relation to research
- monitoring: the evaluation of the effectiveness of treatments (quality control)

All listed activities and decision making must be in accordance with the E.C.C.O. Professional Guidelines (II) code of ethics, and taking into account all the values (cultural, historical etc.) of the object.

Differentiation of Practice in Education

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

If practice unites all these above mentioned aspects then this definition makes evident that practice represents the central piece, the heart of any conservation-restoration education; it is in the dialogue with the object that all acquired knowledge and skills come together.

As conservation-restoration practice involves the application of direct or indirect physical action with respect to objects of cultural heritage, it is necessary to deliver, as an essential part of the educational process, practical experiences in relation to original objects as well as practical studies of the properties and interactions of their constituting materials.

In order to prepare future conservator-restorers for their profession, with a profile and code of ethics according to the E.C.C.O. Professional Guidelines, the teaching of all aspects and activities of practice as shown in the EQF description by E.C.C.O. is necessary. The final aim of conservation-restoration education is to impart all the knowledge, skills and competences needed for access to the conservation-restoration profession, so that the graduate can undertake all the responsibilities linked to the preservation of the cultural heritage as described in the E.C.C.O. Professional Guidelines.

The EQF description by E.C.C.O., derived from the sequence of the conservation process, gives clear indications for differentiating between practice types. In conservation-restoration education, activities of practice constituting a conservation-restoration process or a part of it
should therefore include all of the following:

1) Studies in materials, techniques and technology – to understand the materials constituting cultural heritage objects and the technology for producing them, to experience and learn about material behaviour and develop various dexterity skills related to the creation of the objects (e.g. creation of reconstruction/copies/replicas).

2) Diagnostic examination of the object and object collections
The act of identifying and documenting a condition of an object by investigation or analysis of the cause or nature of a condition and a statement or conclusion from such an analysis by:
A) Non-invasive examination
Diagnosis examination of the cultural heritage object by visual inspection at the macro and microscopic level and other examination methods, which do not alter the object.
B) Invasive examination
A variety of investigative methods to be used only when necessary and subsequent to non-invasive examination. Any sampling or resulting alteration of material(s) should be as limited as possible.

3) Assessment A) Condition assessment covers the basic cognitive process of classification of an object or collections of objects into classes or categories with respect to condition and context. An appraisal based on careful analytical evaluation (diagnosis).
B) Risk assessment is the determination of quantitative or qualitative value of risk related to a concrete situation and a recognized threat.

4) Planning and decision making concerning non-interventive and interventive C-R measures

5) Application of case-related non-interventive C-R measures
Preventive conservation including Long term conservation strategies Collection care Risk management Practice directly related to object/item(s) but without direct intervention

6) Application of case-related Interventive C-R measures
Remedial conservation and restoration treatments including Testing of materials and methods Intervention Interventive practice directly related to object/item(s) or their constituting materials (“hands on practice”)

7) Documentation
Creation of any form of documentation relating to the composition, condition, alteration, previous interventions and current treatment of the cultural heritage object.

8) Experience of professional practice
Training under realistic working conditions, including “hands on” practice but also other types of practice, routine procedures, and also organisational matters, contact and communication with stakeholders etc.

9) Dissemination
The dissemination of information gathered by the above mentioned activities and research.

In order to comply with their future responsibility and to prepare students to be professional conservator-restorers, all the above-mentioned types of practice should be present, in a well-balanced ratio, in a recognised Higher Education institution curriculum.

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16 In the context of this document the term cultural heritage objects includes also objects from natural history collections as well as modern and contemporary art and architectural elements.

17 Diagnosis is the identification of the nature and cause of anything. Diagnosis is used in many different disciplines with variations in the use of logics, analytics, and experience to determine the cause and effect relationships. It covers the act of identifying a condition of an object by investigation or analysis of the cause or nature of a condition and a statement or conclusion from such an analysis.

18 Other examination methods may include ultra-violet, infra-red or other electromagnetic radiation based methods.

19 In all cases, the quality of assessment is depending on the quality of data from examination and diagnosis of objects and environmental conditions and other significant factors.

20 Universities or recognised equivalent (EQF level 6-8).
The Document of Pavia recommends in para 4 “an appropriate balance of integrated theoretical and practical teaching”. As can be seen in the list above, all types of practice involve aspects of theory, which cannot be separated from the “hands-on” practice element. In fact, the hands-on part – as much as it may involve the necessity of training dexterity – is the last point in a long row of researching, decision making, planning, testing of materials etc. Practice is therefore always related to a theoretical background which has to be taken into account and comes into the teaching of practice.

On the other hand, theory can be taught on its own, independent of practice. Nevertheless, theoretical knowledge can be conveyed more easily when linked to practice.

Pure basic theory will be preferentially taught at the beginning of studies in order to give a basis from which to start. Theory will also be taught in a phase where the student has already accumulated enough practice in order to be able to relate theories to his/her experiences. More advanced theory will preferentially be taught in later phase where the student is confronted with problems of a deeper and more complex nature.

Apart from the teaching of pure theory, it is obligatory that in a conservator-restorer’s study curriculum, the teaching of explicitly practical interventions on original objects is provided, in terms of a variety of different conservation-restoration projects.

Didactic Requirements

It is necessary that candidates for conservation-restoration studies must prove they have the necessary aptitude in terms of manual skills. This has to be verified before the beginning of the studies by means of entrance assessment. Otherwise an indispensable precondition for reaching the learning outcomes is missing.

Education and training in some types of practice, as described above, requires a specific way of teaching as well as specific teaching conditions.

The education process must prepare the student for the responsibilities that a future conservator-restorer will take on. It is therefore necessary that the student is entrusted with conservation-restoration projects on cultural heritage objects during her/his studies under the guidance of a teacher. The projects and the tasks involved can be of a relatively simple nature in the beginning, but while advancing the student will have to master increasingly complex tasks. Teachers tutoring practice projects should normally be fully professional conservator-restorers themselves with ample experience in the relevant field.

Project-based practice education will consist of case studies which should teach conservation-restoration methodology as a primary goal. Apart from that, selected methods will be taught according to the needs of the projects and the specialisation covered in the curriculum.

A full conservation-restoration curriculum should enable the students to work through c-r projects from the very beginning to the end. As the students advance through the curriculum, the complexity of the projects should increase. In addition, towards the final stages of the curriculum the independence of the students in executing these projects should increase while the intensity of direct supervision decreases, in order for the students to become autonomous and responsible professionals. In the end, a level has to be reached which is compatible with the professional requirements, taking into account the interdisciplinary nature of conservation-restoration.

Within the framework of an educational system student practice projects have to be independent of the pressures of time/money which usually are dominating and limiting parameters to the activities of a conservator-restorer. Only considerable independence from time/money constraints gives the student the opportunity to develop a deeper understanding of conservation-restoration with all its implications, including the decision-making process. These conditions, in combination with the necessary infrastructure and professional teaching, will normally be found only in the context of a university or institution of recognised equivalence.
However, in order to prepare the student for the profession, projects with tight deadlines must also be experienced. This may be realised better in a placement, such as an internship outside the university or educational institution. In such an environment the student is able to experience the concrete implications of financial and time issues involved in the preservation of cultural heritage.

One of the most important prerequisites is the teacher:student ratio: Practice which does not involve original material will not need very close supervision and can normally be taught in larger groups. Student conservation projects, on the other hand, need a low teacher:student ratio, normally 1:6 or 1:8. In the case of a complex project this ratio may even come down to 1:1, as is usual for final master projects. The quality of an educational program depends directly on the teaching capacity which is allocated to the practice component of the c-r program by the university (or educational institution of recognised equivalence).
§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 “Erhvervs- 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 the results of research projects
• 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.

§3 Membership

ENCoRE shall have four categories of Membership.

(1) Full Membership: any academic institution within Europe which provides education and research providing 300 ECTS in conservation-restoration as the core subject leading to a Master’s level Degree from a university (or from an equivalent institution as recognised by a governmental body), corresponding to level 7 of the European...
Qualification Framework / EQF, and which recognises the purposes of ENCoRE.

The curriculum provided has to show a ratio of theory and practice approximately 1 : 1 and comply with the contents of the Document on Practice in Conservation-Restoration Education. Furthermore, it has to provide education and research according to the definitions given in the E.C.C.O. Competences for Access to the Conservation-Restoration Profession.

(2) **Associate Membership**: any academic institution within Europe which provides education and research providing at least 120 ECTS in conservation-restoration as the core subject leading to a Master’s level Degree from a university (or from an equivalent institution as recognised by a governmental body), corresponding to level 7 of the European Qualification Framework / EQF, and which recognises the purposes of ENCoRE.

or providing at least 240 ECTS in conservation-restoration as the core subject leading to a Bachelor’s level Degree from a university (or from an equivalent institution as recognised by a governmental body), corresponding to level 6 of the European Qualification Framework / EQF, and which recognises the purposes of ENCoRE.

The curriculum provided has to show a ratio of theory and practice approximately 1 : 1 and comply with the contents of the Document on Practice in Conservation-Restoration Education. Furthermore, it has to provide education and research according to the definitions given in the E.C.C.O. Competences for Access to the Conservation-Restoration Profession.

(3) **Honorary Member**: any individual who has served the purposes and aims of ENCoRE to an outstanding degree

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

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(2) If a membership has been terminated due to non-payment, new membership cannot be achieved until all missing payment has been received.

(3) 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, bequests 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 Members 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 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 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 the Board of ENCoRE, or in the absence of the chairman – a member of the Board.

(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

(8) Every Full Member has two votes, every Associate Member has one vote. If a membership fee has not been paid for the year previous to the meeting, the member cannot vote or stand for the board.

(9) Modification of the statutes, expulsion of a Member and dissolution of ENCoRE require a two-thirds majority in terms of votes by the members present.

(10) Except where otherwise provided for in these statutes or under existing laws, decisions shall be made by an absolute majority vote of the Members present or represented by written proxy. Each voting delegate can only carry a written proxy from one other Member institution.

(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 between six and eight Members elected by the General Assembly from among the delegates of the Full Members and of the Associate Members. No more than 2 delegates from Associate Members can be Members of the Board.

(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. The Chairman has to be a delegate of a Full Member.
(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
- admit Partners
- 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 a simple majority 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 audit the accounts and report to 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 allotted 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 email or fax is accepted with equal validity as mail.

Approved by the 10th General Assembly of ENCoRE March 28 2014