

The History of ENCoRE 1998-2018

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ABSTRACT

The paper presents the more than 20-year history of ENCoRE from the first initiatives, to the establishment of the network, to its present activities. Despite that its history is short, ENCoRE in its first 20 years marked the path for conservation-restoration education and has had a significant impact on the development of the academic conservation-restoration discipline in Europe. The activities of the network and the development within conservation-restoration education during the past two decades have been so rich that it is only possible to present a selection of the most important examples. These include the international, internal, and external activities and projects in which ENCoRE has participated as well as the invaluable and fruitful collaboration with the European Confederation of Conservators-Restorers' Organizations, E.C.C.O. In addition, we have tried to include the significant impact that individual people and politics - in our experience - have had on the development and outcomes of the activities, ultimately contributing to the considerable impact of ENCoRE on the development of the profession.

INTRODUCTION

Since the first foundation of the conservation-restoration education at the Academy of Fine Arts in Vienna in 1932, there has been a steadily increasing effort to qualify the European conservation of cultural heritage through education. It was stated in ICOM-CC's '*Code of Ethics - The Conservator-Restorer: A Definition of the Profession*', published in 1984, that conservation-restoration 'training should be terminated by a thesis or a diploma paper, and its completion recognized by the equivalent of a university graduate degree'. The Document of Pavia (1997) defined conservation-restoration, for the first time, as an academic discipline based on education at university level or a recognised equivalent up to doctoral level. Today, the 41 member institutions of ENCoRE fulfil the criteria of a university degree or a recognised equivalent, and a majority of them also offer PhD degrees.

THE BEGINNING

ENCoRE was formally founded in 1998, but the story already began with three landmark events in 1997. The initial event was a meeting that took place in connection with an EU initiative called 'Centers of Excellence'. It came about under the Dutch presidency, and the Netherlands, at that time, placed great emphasis on preserving cultural heritage. The Central Research Laboratory (CRL) and the associated education unit Opleiding Restoratoren had become part of the new Instituut Collectie Nederland (ICN) with the aim of having ICN recognised as a centre of excellence, specifically for research and education in the preservation of cultural heritage. For that purpose, representatives of European cultural heritage institutions and conservation-restoration education programmes, policymakers, and the European Commission's General Directorate for Research and Education were invited to the workshop 'Centres of Excellence' which took place on 15-16 May 1997 in Amsterdam (Scholten and Scholte, 1997).

During the workshop, the participants were divided into three working groups: policymakers, researchers, and educators. The working group on education, representing some of the leading European conservation-restoration education institutions, was given an overview of the new conservation-restoration education unit within ICN. The head of this new educational institution chaired the meeting and started by giving an introduction on the structure, content, and level expected - a four-year technical education below university level.

Ulrich Schießl and Wolfgang Baatz were sitting together at one side of the table, and René Larsen was sitting across them on the other side, right next to the head of the new school. He had only spoken a few words when the three looked at each other across the table and had their eye contact interrupted only when staring very seriously at the poor man, who became more and more nervous during his presentation. In particular, the statement 'conservation is not a science' was alarming. There was no need for words to express complete agreement among them. The head had hardly ended his presentation when Ulrich Schießl requested to speak, and it is almost certain that he opened his long response with a 'My dear Mr. Chairman' in the way that only he could say it. He expressed very strongly what most of the participants felt: It was not possible to tolerate this setback after almost two decades of efforts to achieve a consensus on the need for university-based education in conservation-restoration.

Subsequently, the other participants took the floor and all except for a few - the official Dutch representatives and some British colleagues - supported the idea of research-based academic conservation-restoration education at university level. This was the beginning of a new joint concerted fight for conservation-restoration science.

During the final plenary discussion, participants from the education workshop group complained about the division of education and research into two separate working groups, arguing in favour of conservation-restoration education at university level. However, ICN opposed this complaint with the argument that there was no need for PhDs; conservators should be productive in their field and not conduct research. This made even the representative from the European Commission's General Directorates for Research and Education (DG XII), Scientific Officer Dr. Julia Acevedo, take the stage in favour of academic conservation-restoration education, including a PhD degree, stating that education and research belonged together and should indeed have been in a joint working group.

THE IDEA OF ENCORE

After the workshop, at the final coffee gathering, Ulrich Schießl, Wolfgang Baatz, and René Larsen were standing in the sunshine on the terrace of the Museum Café, taken aback by what had happened and discussing how to deal with the situation. René Larsen spoke about his plans for establishing a Danish conservation-restoration science society. Ulrich Schießl immediately grasped the idea and said, 'why not make it a European network – a network of educational institutions?' The idea of ENCoRE was born.

When the three left the table, there was a plan. At Ulrich Schießl's suggestion, he would call a meeting for the European conservation-restoration education programmes, sharing the same ideas and goals. However, before this was put into effect, the second landmark event took place.

THE DOCUMENT OF PAVIA

On 18-22 October 1997, 45 representatives of European conservation-restoration education programmes and institutions, ICCROM, E.C.C.O., as well as individual experts from Europe met in Pavia, Italy at a meeting called 'Preservation of Cultural Heritage: Towards a European Profile of the Conservator-Restorer, European Summit', on invitation by the Associazione Giovanni Secco Suardo (The Pavia Document, 1997).

During the meeting, disagreement between the participants became more and more obvious, particularly regarding the definition of conservation-restoration as an academic profession based on university-based education, including the PhD level. At night, a small group of people sat together and tried to formulate the most important parts of the document. Ulrich Schießl was a major driving force in this initiative. Later, when the discussion of differences in meaning of terms in English, French, and Italian translations were about to split the meeting totally, he stood up and declared that he, as a German speaker, had no problem in recognising the essential messages and definitions in text. He argued so convincingly that it was impossible for the group to abandon a joint solution in favour of trivial details. In so doing, he completely changed the atmosphere, and in the last days of the meeting, a common desire to get together on the major important issues and goals became predominant. The 'spirit of Pavia' was born, which also inspired the third landmark event.

THE DRESDEN MEETING

On 8-9 November 1997, only three weeks later, representatives of 29 European institutions of conservation-restoration education at an academic level came together for a meeting of two days in Dresden, Germany at the Hochschule für Bildende Künste. Ulrich Schießl, at that time Professor in Dresden, organised the meeting, and the Ministry for Science and Fine Arts of the Free State of Saxony, Germany, supported it financially. The spirit of Pavia prevailed at this meeting, too, and the outcome was the ENCoRE Document of Constitution signed by all the participants (1997), published together with the documents presented at the meeting (European Meeting of the Institutions with Conservation Education at Academic Level, 1997).

During a break between meeting sessions Ulrich Schießl, Wolfgang Baatz, and René Larsen were discussing the name for the new organisation. It was Wolfgang Baatz who finally came up with the acronym ENCoRE, and immediately after the meeting, Ulrich Schießl arranged the trademark protection and design of the acronym, as well as the printing of the ENCoRE letterhead paper.

THE PROVISIONAL BOARD

As elected provisional board at the Dresden meeting, Ulrich Schießl, Wolfgang Baatz, and René Larsen had the specific task of preparing the draft statutes of the network and to plan the first general assembly, which was to take place in Copenhagen in May 1998.

When the first draft of the statutes was finished, René Larsen and Wolfgang Baatz met in Brussels; the latter had arranged a meeting with a lawyer specialising in European law for organisations. René Larsen, on the other hand had arranged a meeting with Scientific Officer Dr. Julia Acevedo from the EC DGXII in order to secure financial support for the coming General Assembly. After the meetings, which took place the same afternoon, they went to Café Falstaff next to the Brussels Stock Exchange. Here, they occupied a table at the window for several hours, elaborating on the statutes according to the advice from the lawyer and the EC official.

One of the important modifications made in this first version of the statutes was the change in the order of the objectives of ENCoRE from: ‘...promoting *education and research*...’ to ‘...promoting *research and education*...’ This change was emphasising the necessity for research as a fundamental basis for academic activities. Apart from that, this served as a necessary argument for the EC DGXII, allowing for the provision of financial support for the coming General Assembly in Copenhagen.

THE FIRST GENERAL ASSEMBLY

The provisional board finalised the draft statutes in Dresden, and on 22-23 May 1998, the first General Assembly of ENCoRE took place at the School of Conservation in Copenhagen, six months and one week after the birth of the idea at the coffee gathering in Amsterdam. The spirit of Pavia was still lively present among the 31 participants, representing 25 Conservation-Restoration education institutions, 17 countries, and 2 organisations, including E.C.C.O. (First General Assembly, Copenhagen 22-23 May 1998).

Ironically and against the intentions of the ‘Centres of Excellence’ workshop in Amsterdam, all this would never have happened without the clash of goals and ideas encountered there in such a committed debate, the Amsterdam workshop thus acting as a launcher and dynamo for the founding of ENCoRE. The network was registered in Denmark. It represented the majority of the leading conservation-restoration education institutions in Europe at that time. ENCoRE was represented by a board of six members: René Larsen, Copenhagen, Chairman; Ulrich Schießl, Dresden, Vice-Chairman; Wolfgang Baatz, Vienna, Secretary; Joost Caan, Antwerp, Vice-Secretary; Agnès LeGac, Lisbon, Treasurer; Anne Bacon, Newcastle upon Tyne, Special Affairs. The secretariat was established in Copenhagen, managed by Karen Borchersen. Shortly thereafter, the first ENCoRE newsletter was published, followed by the first version of a webpage (Table 1).

Tab. 1 General Assemblies and elected board members 1998-2018

GENERAL ASSEMBLY	MEMBERS OF THE BOARD
1 st General Assembly Copenhagen 22 - 23 May 1998 Board 23 May 1998 - 7 November 1999	René Larsen: Chairman Ulrich Schießl: Vice Chairman Wolfgang Baatz: Secretary Joost Caen: Vice secretary Agnès LeGac: Treasurer Anne Bacon: Special Affairs
2 nd General Assembly Bern 6 - 7 November 1999 Board 7 November 1999 - 22 June 200	René Larsen: Chairman Ulrich Schießl: Vice Chairman Wolfgang Baatz: Secretary Joost Caen: Vice secretary Agnès LeGac: Treasurer Anne Bacon: Special Affairs
3 rd General Assembly Munich 20 - 22 June 2001 Board 22 June 2001 - 10 May 2003	René Larsen: Chairman Ulrich Schießl: Vice Chairman Wolfgang Baatz: Secretary Joost Caen: Vice secretary Agnès LeGac: Treasurer Anne Bacon: Special Affairs
4 th General Assembly Torún 9 - 10 May 2003 Board 10 May 2003 - 25 February 2006	René Larsen: Chairman Ulrich Schießl: Vice Chairman Wolfgang Baatz: Secretary Anne Bacon: Treasurer Joost Caen: Vice Secretary Joanna Arscynska: Special Affairs
	Connected to the Board Vasilike Argyroupoulos: Fundraiser
5 th General Assembly Athens 24 - 25 February 2005 Board 25 February 2005 - 24 November 2006	René Larsen: Chairman Ulrich Schießl: Vice Chairman Wolfgang Baatz: Secretary Astrid Brandt-Grau: Treasurer Joost Caen: Vice Secretary Joanna Arscynska: Special Affairs Anne Bacon: Special Affairs Vasilike Argyropoulos: Fundraiser
6 th General Assembly Maastricht 23 - 24 November 2006 Board 24 November 2006 - 24 October 2008	René Larsen: Chairman Ulrich Schießl: Vice Chairman Wolfgang Baatz: Secretary Astrid Brandt-Grau: Treasurer Joost Caen: Vice Secretary Joanna Arscynska: Special Affairs Anne Bacon: Special Affairs Vasilike Argyropoulos: Fundraiser
7 th General Assembly Paris 23 - 24 October 2008 Board 24 October 2008 - 28 September 2010	René Larsen: Chairman Ulrich Schießl: Vice Chairman Wolfgang Baatz: Secretary Rupert Featherstone: Treasurer René Hoppenbrouwers: Vice Secretary Vasilike Argyropoulos: Fundraiser Marzenna Ciechańska: Special Affairs Roch Payet: Special Affairs
8 th General Assembly Vienna 27 - 28 September 2010 Board 28 September 2010 - 27 April 2012	Wolfgang Baatz: Chairman René Hoppenbrouwers: Vice Chairman Rupert Featherstone: Secretary Laura Fuster Lopez: Treasurer Vasilike Argyropoulos: Fundraiser Marzenna Ciechańska: Board Member Volker Schaible: Board Member René Larsen: Special Affairs

9 th General Assembly Valencia 26 -27 April 2012 Board 27 April 2012 – 28 March 2014	Wolfgang Baatz: Chairman Ulrich Schiessl: Vice chairman René Hoppenbrouwers: secretary Vasilike Argyropoulou: vice secretary Rupert Featherstone: treasurer René Larsen: special affairs Marzena Ciehanska: Board Member Laura Fuster- Lopez: Board Member
10 th General Assembly Liège 27 - 28 March 2014 Board 28 March 2014 - 15 April 2016	Wolfgang Baatz: Chairman René Hoppenbrouwers: Vice Chairman Rupert Featherstone: Secretary Vasilike Argyropoulos: Vice Secretary Karen Borchersen: Treasurer Marzena Ciechańska: Board Member Laura Fuster Lopez: Board Member Nico Broers: Board Member
11 th General Assembly Cambridge 14 - 15 April 2016 Board 15 April 2016 - 25 May 2018	Wolfgang Baatz: Chairman René Hoppenbrouwers: Vice Chairman Rupert Featherstone: Secretary Vasilike Argyropoulos: Vice Secretary Karen Borchersen: Treasurer Nico Broers: Board Member Marzena Ciechańska: Board Member Laura Fuster Lopez: Board Member
12 th General Assembly Torino 24 - 25 May 2018 Board 25 May 2018 -	Wolfgang Baatz: Chairman Laura Fuster Lopez: Vice Chair Rupert Featherstone: Secretary Vasilike Argyropoulos: Vice Secretary Dorte Vestergaard Poulsen Sommer: Treasurer Nico Broers: Vice Treasurer Jane Echinard: Board Member Aleksandra Hola: Board Member Adrian Heritage: Board Member

*Note: During all the years the ENCoRE Bureau has been run by Karen Borchersen, who also kept the daily communication in the network, the daily account, edited the ENCoRE Newsletter and Webpage etc.

FIRST ACTIVITIES

Thus, ENCoRE was established and began to work, following its goals and trying to get new members and partners, strengthened by a well-functioning secretariat. Newsletters no. 1 and 3 were distributed in 500 and 300 copies, respectively. Large parts of these, as well as the Dresden publication, were distributed by the EC DGXII from its office in Brussels and at its meetings in Europe (Report of the Board, 2000).

The ENCoRE Board was participating actively in several European meetings and projects to promote the network (Larsen 1998, Larsen 2002, Larsen et al. 2003, Larsen 2003, Larsen 2006, Larsen 2009a). In order to facilitate exchange of expertise within the educational as well as the professional world, Ulrich Schießl initiated the publication of the diploma thesis titles and abstracts from the member institutions in the journal 'Zeitschrift für Kunsttechnologie und Konservierung', starting with edition 1/2000. Unfortunately, as the number of abstracts increased more and more, the editor had to stop this valuable publication of resources in 2008 due to the limited space in the journal.

COOPERATION WITH E.C.C.O.

ENCoRE's cooperation and joint activities with E.C.C.O. started right at its beginning and has always, until now, had central importance in its activities (van Reekum and Larsen 2004). On the personal level, ENCoRE owes a debt of gratitude to former Presidents André Masson, Stéphan Pennec, Gerlinde Tautschnigg, Ylva Player Dahnsjö; former Vice-President Janine van Reekum; former President Monica Martelli Castaldi (chronological order); former Committee Member David Aguilera Cueco; and current President of E.C.C.O. Susan Corr – all for their great efforts and invaluable cooperation in the service of our joint cause. This cooperation has been, so far, extremely important, as the full representation of the discipline (education and profession) of conservation-restoration can only be accomplished by the efforts of both the professional body and the organisation dealing with education.

THE FULCO PROJECT

One of the major tasks of ENCoRE was the participation in the EC-funded FULCO project (A Framework of Competences for Conservator-Restorers in Europe) (, which was coordinated by the ICN and dealt with a proposition of how to define the professional competences for conservator-restorers in Europe, as proposed in §4 of the Document of Pavia. The project was a spin-off of the 'Centres of Excellence' workshop in Amsterdam (Report on the European Project FULCO 1998) from 1 January to 31 December 1998.

It turned out to be a hard struggle. The discussions and arguments ran for and against university-level research-based education and whether the professional bodies, other entities, or the educational institutions should evaluate and guarantee the final qualifications of future conservator-restorers. These differences in approach led to meetings ending in quarrels as well as to extensive written correspondence, sometimes even in incomprehensible language. As many people will probably remember, Ulrich Schießl was not always diplomatic when presenting his views in a discussion. It happened that he became a declared *persona non grata* in the FULCO project, articulated by the project coordinator – something that then became a joke cited even many years later.

However, the disagreement eventually became so big that the project was in actual danger of collapsing, so the EC called the parties to a meeting in Brussels with the purpose of finding a compromise for moving on. The start of the meeting was quite difficult, given the critical approach of the head of the DG X. Conservator-restorers were (and are still) not so well known as a profession, and the head of the DG X was initially quite harsh. However, his tone changed rapidly when Stephane Pennec, who also attended the meeting, said, 'My name is Stephane Pennec, I am the president of E.C.C.O. and I represent 6,000 Conservator-Restorers in Europe'. Nevertheless, the fundamental disagreements remained unchanged, but the meeting at least resulted in everyone agreeing that the project should conclude in a dignified manner with the preparation of a joint written document to be adopted at the final meeting. Quite a number of ENCoRE member institutions were actively involved in the FULCO project and promoted the ideas and goals on which ENCoRE are based. Many efforts were put into the project to keep it also in accordance with the goals of the conservation-restoration community as formulated in the E.C.C.O. Guidelines and the Document of Pavia and, not least, to retain a certain unity within the community. The letter of comments of the Board of ENCoRE to the Vienna Discussion Paper was an important basis for the positive outcome of the project and the result of the Vienna meeting (Comments to FULCO – A Framework of Competence for Conservators-Restorers in Europe 1998, Scholten 1999).

THE DOCUMENT OF VIENNA

Thus, the European conference held at the Academy of Fine Arts Vienna from 30 November-1 December 1998, in which 43 representatives of European educational institutions, research institutions, and organisations within conservation-restoration participated, concluded the project. Finally, all the participants in the full meeting hall reached a consensus as laid down in the so-called Document of Vienna (1998), which was unanimously adopted. The document represented the consensus in the European conservation-restoration community on the necessity of verifiable professional standards for conservator-restorers and a number of related issues. In particular, it charged ENCoRE with the task to coordinate the clarification of the term 'conservation-restoration education at university level or recognised equivalent', in association with the Conservators-Restorers of Cultural Heritage in Europe: Education Centres and Institutes: A Comparative Research (CON.B.E.FOR) (Associazione Giovanni Secco Suardo 2000). This expression was used in the E.C.C.O. Professional Guidelines III (1994), leaving it open to interpretation: It could mean an equivalent level or - as preferably understood by non-university educational institutions - equivalent content or quality. It is noteworthy that the coordinator and the colleagues supporting ICN ultimately turned to Ulrich Schießl at the closing of the meeting and thanked him for his efforts to unite the contradictory views, thus helping to bring the meeting to a successful outcome.

THE CON.BE.FOR PROJECT

In 2000, the CON.B.E.FOR project came to an end. It had started in 1998, initiated by the Associazione Giovanni Secco Suardo. It was a project that included many institutions and NGOs, among them E.C.C.O. and ENCoRE. The outcome of the CON.B.E.FOR project was a publication giving an excellent overview of the development, history, and ideas of the profession of the conservator-restorer and its education and included a rich bibliography. The aim of this project was to provide a clear picture of the current provision of education of conservator-restorers in Europe (Secco Suardo 2001, Bacon et al. 2001).

THE CLARIFICATION DOCUMENT

Taking up the task assigned to ENCoRE in the Document of Vienna started at the 2nd General Assembly of ENCoRE 6-7 November 1999 in Bern, where a working group was established in order to clarify the term 'conservation-restoration education at University level or recognized equivalent'. The discussion and formulation of an appropriate text involved 11 representatives of the ENCoRE member institutions (Table 2) who thereby contributed to the clarification of the educational level for conservator-restorers, taking into consideration the Bologna Declaration on the European Higher Education Area. The final version of the document called 'Clarification of Conservation/Restoration Education at University Level or Recognised Equivalent' (2001) was agreed unanimously at the 3rd General Assembly of ENCoRE in Munich on 22 June 2001. The document mirrors the close and intense cooperation of ENCoRE with E.C.C.O. with the aim of the recognition of conservation-restoration as a regulated academic discipline.

Tab. 2 Authors Clarification Document.

AUTHOR	INSTITUTION
Agnés le Gac	Universidade Nova de Lisboa
Christophe Zindel	FH Bern, Switzerland
Friedmann Hellwig	FH Köln, Germany
Gabriela Krist	Universität für Angewandte Kunst, Austria
Joost Caen	Hogeschool Antwerpen, Belgium
Mathias Knaut	FHTW Berlin, Germany
Renate Woudhuysen	Hamilton Kerr Institute, United Kingdom
René Hoppenbrouwers	SRAL, Maastricht
René Larsen	School of Conservation, Denmark
Ulrich Schiessl	Hochschule für Bildende Künste, Dresden
Wolfgang Baatz	Akademie der bildenden Künste Wien, Austria

THE E.C.C.O. - ENCORE JOINT DOCUMENT

The close cooperation between E.C.C.O. and ENCoRE continued with mutual representation in internal meetings with common interest, joint appearance, and input at external meetings as well as consultation and cooperation in the preparation of own and joint documents (Larsen 2004, Larsen and van Reekum 2004). One of the direct outcomes of this cooperation was the 'E.C.C.O.- ENCoRE Paper on Education and Access to the Conservation-Restoration Profession' (2003) approved by the General Assembly of E.C.C.O. in Brussels on 7 March 2003 and by the General Assembly of ENCoRE in Torun on 9 May 2003.

This document states, among other issues, that conservation-restoration education shall comprise a total of at least five years of full-time study or 5,500 contact hours of theoretical and practical education and training provided by, or under the supervision of, a university or recognised equivalent and graduating at a master's level. Furthermore, the document states that a graduate of conservation-restoration at a bachelor's level will be qualified to enter master's degree studies, but can only work in the conservation-restoration of cultural heritage in the public or private sectors under the direction and supervision of a professional conservator-restorer. It also states that a graduate of conservation-restoration at a master's level will be qualified to register for PhD studies. To become a professional conservator-restorer, sufficient years of post-qualification experience may be required, dependent on the national provisions set up by the respective conservator-restorer's organisation(s). In addition, the document states that the Doctorate Level in the conservation-restoration of cultural heritage is the basis on which researchers and educators should be recruited to develop future practice and research in this field.

This set of documents, the E.C.C.O. professional guidelines, the ENCoRE Clarification Document, and the joint E.C.C.O.-ENCoRE document constituted an important input to the development that has helped promote European conservation-restoration education institutions up to university level or a recognised equivalent.

THE NET-HERITAGE PROJECT

However, the development called for further clarification of the role of the academic conservator-restorer and the science of conservation-restoration versus the role of the conservation scientist. This was achieved with the NET-HERITAGE project final report of Work Package (WP) 5 'Report on the Opportunities in Conservation and Restoration and Science for Conservation in Europe' from 2010 and the establishment of the European network on Research Programmes applied to the Protection of Tangible Cultural Heritage (Bratasz and Świątkowska 2010). The starting point for the analysis,

definitions, descriptions, and recommendations of the WP 5 report was the ENCoRE definition of conservation-restoration as laid down in 'Clarification of Conservation/Restoration Education at University Level or Recognised Equivalent' (2001). The equally clear definition of conservation science/science for conservation as a 'scientific area, which provides knowledge, technical information or skills related to the natural sciences or engineering which enable the more effective preservation and conservation of cultural heritage' must be understood as being complementary to conservation-restoration. NET-HERITAGE was the first significant initiative that set out to coordinate the national research and development programmes of European countries and to support European programmes in research designed for the protection of tangible cultural heritage.

ENCORE JOURNAL OF CONSERVATION-RESTORATION

The idea behind and publication of the ENCoRE 'Journal of Conservation-Restoration Education' (JCRE) coincided with the closing phase of the fundamental transformation of the European higher education system known as the Bologna process. During the Bologna process, the conservation-restoration education programmes in most European countries underwent great changes, including the adoption of the Bologna University structure in most educational institutions. The intention of the journal was that it would develop into a sustainable professional communication channel for the support and encouragement of development and academic professionalism in conservation-restoration education (Larsen 2008a). Unfortunately, only two editions of the journal saw the light of the day, as the idea had been too ambitious.

EUROPEAN DIRECTIVE ON RECOGNITION OF PROFESSIONAL QUALIFICATIONS AND THE EUROPEAN QUALIFICATION FRAMEWORK

Another joint effort of E.C.C.O. and ENCoRE was the drafting of a supplementary text to the European directive on the recognition of professional qualifications (Recognition of Professional Qualifications in Practice 2005), with the aim of achieving the regulation of the conservation-restoration profession in Europe. This effort unfortunately did not succeed. The reason for this was an enormous delay, due to the serious disagreement in the field about the direction of development and the goals of conservation-restoration education. The already existing controversy, which had come to the fore in the Pavia debates, flared up with renewed force and led ultimately to the UK organisation ICON deciding to leave E.C.C.O.

On 23 April 2008, the European Parliament and the Council adopted and formally co-signed a recommendation to establish 'The European Qualifications Framework for Lifelong Learning' (EQF) (2008).

THE EUROPEAN CONSERVATION PRACTITIONERS LICENCE

Immediately after the publication of the proposal for the recommendation of the EQF system in 2006, a European project launched with Heritage Malta, acting as coordinator. The aim was to define the knowledge, skills, and competences for conservation practitioners of levels 2-5 for 12 specialisations and to establish a licence in order to regulate the profession. The ECPL project (European Conservation Practitioners License), supported by the EC Leonardo da Vinci Programme (ECPL 2005), was one of the first attempts (if not in fact the very first) to apply the EQF system to a distinct profession. Levels 2-5, of course, did not at all match the already existing documents, starting with the ICOM-CC Definition of the Profession (1984) and including the E.C.C.O. Professional Guidelines, the ENCoRE document 'Clarification of Conservation/Restoration Education at University Level or Recognised

Equivalent', as well as the E.C.C.O.-ENCoRE Joint Paper. In the course of the ENCoRE General Assembly in Maastricht in 2006, the ECPL project leader invited E.C.C.O. and ENCoRE to contribute as project consultants. At the next project meeting in Athens in December 2006, Monica Martelli-Castaldi, then president of E.C.C.O., and Wolfgang Baatz participated in and achieved very quickly a change of the goal of the project in the sense that only levels 6 and 7 should be defined. EQF level 7 for conservator-restorers was then accepted by more or less the whole conservation-restoration community and has not been questioned since. The result of the project also clarified that any detailed description of knowledge, skills, and competences would be limiting the discipline, as no further development of the field would be possible - a much more open description would be the only option.

The introduction of the EQF system urged ENCoRE, in cooperation with E.C.C.O., to start to formulate a generic format of the EQF within conservation-restoration education i.e. defining the generic learning outcomes according to EQF levels 6 (Bachelor's), 7 (Master's), and 8 (PhD) in terms of knowledge, skills, and competences. Discussion papers were published in the ENCoRE Journal of Conservation-Restoration Education, JCRE (Larsen 2008b, Caruana 2008, Corr 2009, and Larsen 2009b). The conservation-restoration EQF format was a basis for description of the National Qualification Frameworks (NQF), formulated as a support to our growing number of members facing the pending accreditation of their study programmes.

These developments coincided with the final break between E.C.C.O. and ICON and made E.C.C.O. change its strategy. Work on the definition of the professional profile of the conservator-restorer, intended to be included in an amendment to the European Directive on recognition of professional qualifications, was stopped. In 2008, a working group within the E.C.C.O. Committee, which should lay down the definitions for knowledge, skills, and competences of the conservator-restorer was established instead.

THE E.C.C.O. COMPETENCES

The working group had to rethink the fundamental concept of competences. The result should - in contrast to the ECPL outcomes - not limit and at the same time give the necessary outlines of competences for the fully professional conservator-restorer. After a difficult initial phase, the concept developed slowly, linking the definitions to the conservation-restoration process as outlined in the APEL project. A mind map was set up, which took into account the various pieces of the complex puzzle of the different competences associated with the individual steps of the process, related to specific learning mechanisms taken from the field of education science. In January 2009, a joint meeting with members of both E.C.C.O. and ENCoRE took place in Copenhagen, where the input from the education side was taken up in the scheme. Finally, after another ENCoRE input at the E.C.C.O. General Assembly in Sofia in March, the booklet 'Competences for Access to the Conservation-Restoration Profession' (2011) was ready and approved by the E.C.C.O. General Assembly in Barcelona in 2011.

This was a very important move. The E.C.C.O. competences constitute a fundamental step in the development of the profession, they delineate not only what a conservator-restorer is able to perform but can serve also as an explanation to the public what the profession is about. In terms of education, the competences should give the frame for conservation-restoration curricula. The E.C.C.O. competences provide a clear direction for education in the field, although their adoption into educational framework can be complex.

THE ORANIENBAUM COLLOQUIUM AND THE ULRICH SCHIEßL PHD COLLOQUIUM

After the turn of the millennium, several of the ENCoRE member institutions had already achieved an appropriate academic level (Schießl 2000), including access to a PhD degree within their programme. This made Ulrich Schießl devote his efforts to carry out his idea of a PhD network within the conservation-restoration science in Europe. He initiated the so-called Oranienbaum Colloquium, held at Oranienbaum Palace (Free State of Saxony, Germany), under the headline 'The State of the Art of a Young Discipline - Towards Cooperation of PhD Programmes in Conservation-Restoration Science in Europe' (Schießl and Herm 2009a).

As Ulrich Schießl formulated, 'The Colloquium aims to be a platform for PhD students in conservation-restoration science and lecturers involved in PhD study programs to discuss the state of the art of the discipline and to set up cooperation and exchange between institutions providing PhD programs in conservation-restoration science' and 'to present individual PhD projects of graduated conservator-restorers in the three main fields of art technology, history of restoration and conservation-restoration science' (Schießl and Herm 2009b). The first colloquium was held in 2008, followed by a second in 2010, and a third was planned for 2012 taking place in Dresden.

Due to health problems, René Larsen was not able to attend the ENCoRE General Assembly in Paris in 2008, and Wolfgang Baatz was acting chair at the meeting. Subsequently, he then stepped back from his function as a Chairman of the Board at the General Assembly in Vienna in 2010. On his proposition, Wolfgang Baatz was elected new chairman. René Larsen remained nevertheless a member of the Board until in 2014 at the General Assembly in Liège, when he resigned as a delegate from Copenhagen. Given his activities and merits for ENCoRE, he was appointed Honorary Member at the same General Assembly.

In July 2011, entirely unexpectedly, Ulrich Schießl died. He had been one of the driving motors of ENCoRE as well as at the Hochschule der Bildenden Künste Dresden, where he had been professor. In the following October, the Hochschule in Dresden organised a mourning ceremony, which was attended not only by colleagues from Dresden and all Germany but also by many people coming from various European countries. At that occasion, the decision was taken by René Larsen and Wolfgang Baatz to continue his initiative, the Oranienbaum Colloquium, and in honour of Ulrich Schießl to call it, from then on, the 'Ulrich Schießl PhD Colloquium'. It took some time for ENCoRE as well as for the Hochschule der Bildenden Künste Dresden to realise the idea, and only in 2014 did the first Ulrich Schießl PhD Colloquium take place (Call for papers. The Ulrich Schießl PhD Colloquium Dresden 2014), followed by the next in 2017 in Litomyšl, Czech Republic. It is the intention to have it continue every second year, alternating with the biennial ENCoRE General Assembly.

THE DOCUMENT ON PRACTICE IN CONSERVATION-RESTORATION EDUCATION

In May 2011 in Vienna, on the initiative of Wolfgang Baatz, the first discussion with René Larsen on definitions of the term 'practice' took place. They felt that without clearly defining the various stages of practice, any comparison of curricula would be very difficult. The Board took up the issue and developed it further, followed by a discussion of the first draft at the General Assembly in Valencia in 2012, where numerous ideas and propositions came up. The draft was then developed further by the Board in a long process and was sent out to the members for comments. As Master's graduates should be ready to act as professional conservator-restorers, an extended and sufficient amount of practice has to be part of the curriculum, controlled by the university and not randomly chosen. Addressing this issue and all its aspects was essential, particularly the competences laid down by E.C.C.O. The final amendments were made at the 10th ENCoRE General Assembly in Liège in 2014,

and the document was then adopted unanimously. The document contains fundamental definitions and statements and constitutes – apart from being a general description of how practice education for conservator-restorer students should take place – an orientation for educators and a valuable tool for negotiations with university administrators and university policy makers. As it has turned out, it has already been successfully used in the last years by a number of delegates in their home universities (On Practice in Conservation-Restoration Education 2014).

NEW STATUTES AND LATEST ACTIVITIES

At the Liège General Assembly, another important step was taken. Following the proposition of the Board, changes in the statutes concerning membership categories and application procedures were decided: An institution offering a five-year curriculum in conservation-restoration can be Full Member with two votes, whereas an institution offering either a two-year Master's / 120 ECTS or a four-year Bachelor's / 240 ECTS curriculum in conservation-restoration can be Associate Member with one vote. This step took finally into account the fact that already in 2004, E.C.C.O. had changed the Professional Guidelines III (Education), taking up the concept of the E.C.C.O.-ENCoRE Joint Paper, which demands academic full-time studies of not less than five years (E.C.C.O. Professional Guidelines III 2004 and Statutes of ENCoRE 2014). The change in the membership categories was in line with the overall strategy of ENCoRE. Initially only the formal criterion of a Master's degree was condition for membership. Now, in order to further the development of education, a full five-year curriculum in conservation-restoration, which constitutes the long-term goal, is required. With numerous schools already offering a Master's degree and E.C.C.O. having modified its Professional Guidelines, this next step could be taken. Nevertheless, even when aiming at a full five-year curriculum in conservation-restoration, those schools that offer – according to the UK system – a Master's degree for Bachelor's graduates of other disciplines should not be excluded, hence the new distinction between Full Members and Associate Members.

The initiative of organising a conference in connection with the General Assembly, which had started in Munich in 2001, was taken up again in Liège as a one-day event with the headline 'Teaching Conservation-Restoration'. The contributions, as well as the submitted posters, were published in the electronic journal *CeROArt* (Batz 2014). It was followed by the Cambridge Conference 2016 'Education and Research in Conservation-Restoration' (Featherstone and Broers 2016) and Turin 2018 'The Impact of Conservation-Restoration Education on the Development of the Profession'. The publication of the latter is pending.

Following the new application procedures for ENCoRE membership, which now demand a visit to the applying institution by two persons appointed by the Board, a questionnaire was designed to provide advance information for ENCoRE in order to facilitate the in situ evaluation of the programme. The new procedure made decisions on membership much more transparent than it had previously been, when it had been sufficient to provide two letters of recommendation of existing members. Since the founding of ENCoRE, nearly two decades had elapsed. It was also decided at the 11th General Assembly in Cambridge that the existing members should provide information on their status. In this context, the Board was charged to prepare a suitable questionnaire.

As it turned out, designing the questionnaire proved to be far more complicated than expected. For the characterisation of a programme, a number of questions were prepared, apart from formal issues like duration, ECTS, and type of qualification. Information on the following was also included: entrance exams, number of accepted candidates per year, ratio theory, practice, specialisations, facilities, equipment, staff numbers, and staff qualifications. Moreover, the questionnaire asks the

member institutions about the possibility of offering PhD studies (autonomously or in cooperation with another university) and the gender distribution of the students. One of the most important questions relates to the teacher to student ratio for practice, which is recommended as 1:6-8, according to the Document on Practice in Conservation-Restoration Education. After testing the questionnaire with the institutions of the Board members, it was finally ready to be sent out to all the members in autumn 2017. The evaluation of the data collected provided interesting results, despite the fact that some of the questions would have to be more specific for statistical comparison between institutions. Nonetheless, the answers seemed to provide a good characterisation of the schools.

Evaluating the question of the teacher to student ratio proved nevertheless to be far more complicated than expected, as the answers related either only to the official teaching hours of the staff, the sum of working hours of the students, general tutoring, consulting, and even internships. The anonymised results – as far as they are reliable – are now being sent out to the members, and following the decisions of the General Assembly in Turin in May 2018, the questionnaire will be worked on again and improved by the Board. It is anticipated that, in the future, before each biennial General Assembly, the members will have to update their data so that ENCoRE will always have reliable information on them.

Another next step in this context will be the comparison of curricula in terms of specialisation. The data given is unclear because similar specialisations are often named differently. It is planned to set up a transparent system where – without hindering regional particularities – future candidates as well as the community in general can understand what the specifics of a certain school are.

Acknowledgments and Perspective

The work covered by ENCoRE until now has been considerable. It takes place exclusively on a voluntary basis. As not only the importance but also the tasks for ENCoRE have increased over the years, the Board was enlarged at the General Assembly in Turin and now comprises nine members. This way, it will be easier to distribute the tasks, even if one or more Board members are for whatever reason temporarily or no longer available (Statutes of ENCoRE 2014).

The authors herewith express their sincerest thanks in particular to all those who have accepted the task of acting as Board members over the years, as well as to all those who have actively supported ENCoRE or furthered its cause. ENCoRE has had considerable impact on the development of the profession, far more than had initially been expected. This impact implies a great responsibility, in respect to the preservation of the cultural heritage as well as to the profession of the conservator-restorer. ENCoRE is very much aware of this fact and will, in this sense, continue to guide its actions also in the future.

IN MEMORY OF ULRICH SCHIEßL

Unfortunately, a third name is missing among the authors of this paper. Ulrich Schießl left us unexpectedly on 25 July 2011. He was a leader in promoting the European conservation-restoration profession and academic education from the early 1990s onwards, until he passed away. His main aim was the recognition of the profession and the education needed to ensure the highest level of professional care and protection of our cultural heritage. Ulrich Schießl was one of the founders of E.C.C.O. in 1991, becoming member of the first Bureau and Committee in 1992, acting as Vice-President from 1992-1993 and as President from 1993-1995. He played an active and dominant role in the creation of the first E.C.C.O. Guidelines.

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