



Specialisations:

Trends and Challenges in Conservation-Restoration Education

Prague, Czech Republic

April 5TH, 2025

CONTEXT

This one-day symposium jointly organized by E.C.C.O. and ENCoRE aims to bring together educators and professionals to discuss the future of education and training in conservation-restoration. Education and training need to evolve as the sector develops as a natural consequence of global evolution. The needs of the sector and education are not always aligned, which may induce discrepancies between the skills future conservator-restorers acquire and the professional ecosystem in which they will work.

1. Do conservator-restorers need a specialisation in their professional practice, and if so, to which extent?
2. How does this impact the content of educational programmes?

TOPICS

This symposium aims to open the discussion between professionals and educational institutions on the necessity of specialisations. The suggested topics cover the CR professional profile's needs, challenges, and development through proper education. The symposium aims to provide a forum for discussion of questions such as the ones outlined below, rather than to showcase schools and their programmes.

I. Present needs of the conservation-restoration profession in the heritage sector

- What does the sector demand?*
 - Very specialised professionals with a narrow field of application or generalist professionals with some knowledge of a wide range of materials, but with a general approach?
 - Are the needs for specialisation in a heritage institution (gallery, library, archive, museum, etc.) and in private practice different or not?
 - To which extent should these skills be taught: doing research in conservation-restoration and hands-on practice?
- To which extent does the depth of specialised training influence the level of competences as set out in the E.C.C.O. Professional Guidelines and the E.C.C.O. Competences?*
 - Are there specific areas where highly specialised professionals are needed?
 - In countries where training programmes are organised by specialisations, is there evidence that CRs develop their profession in the same field in which they were trained? If not, how do professionals adapt a specific training to an additional specialisation or even a multi-material day-to-day activity?
 1. Which specialisations are overrepresented?
 2. Is there a lack of offer in some specialisations?
 3. Is there a danger of losing specialised knowledge?



II. Challenges within educational institutions to meet the demands of the sector

- Should specialisations be offered in the training programmes? And if so,*
 - At the BA level? (all courses? final courses?)
 - At the Master's level?
 - At both BA and MA?
- If specializations are to be offered in the training programmes, how should they be organized?*
 - By material composition (wood, paper, stone, etc., or: organic/inorganic) ?
 - By type of function/object (paintings, books, furniture, etc.)?
 - By type of category: ethnographic, contemporary art, archaeology finds, archival material and library holdings, etc.?
- How many credits are required to qualify as specialised training?*
- If training programmes are more general, should they leave:*
 - specialised training for later specific non-formal courses / workshops / seminars (= lifelong learning courses),
 - or should specialised training be acquired over time through work experience?

III. Soft skills development

- How does specialised training influence the development of soft skills such as critical thinking, problem solving, teamwork, etc.?*
- How does the mastery of such soft skills contribute to having more versatile professionals, able to adapt themselves to different work scenarios/fields/environments?*
- Are such soft skills sufficiently taught in CR training programmes? And, if not, what are the emerging professionals lacking to meet the needs of the sector?*
- Do training institutions provide opportunities for senior professionals to upgrade/update their skills through lifelong learning (workshops, seminars, conferences)? Is it enough? What is missing?*
- Are there / Should there be possibilities offered by the educational system to professional conservators-restorers to acquire the skills for a new specialisation?*

CALL FOR ABSTRACTS

Submissions are accepted for both oral presentations and posters. In both cases, attendance to the symposium is required.

- Authors may submit a maximum of ONE abstract as a presenting author and TWO on co-authorship.
- Abstracts must be submitted in Word format, Arial, 10 pts, single-spaced, left-aligned. The text should not contain tabs.
- Abstracts must be written in ENGLISH and sent to communication@encore-edu.org with the following information:
 - AUTHOR(S) FULL NAME
 - CONTACT AUTHOR
 - AFFILIATION
 - TELEPHONE NUMBER
 - E-MAIL ADDRESS
 - TITLE OF THE CONTRIBUTION
 - KEYWORDS
 - ABSTRACT (max. 500 words)
- The abstracts and papers submitted will be peer-reviewed by the Scientific Committee on the basis of originality and technical quality.



IMPORTANT DATES

- DEADLINE FOR ABSTRACTS SUBMISSION : **15th February, 2025**
- COMMUNICATION ACCEPTANCE : **1st March, 2025**

VENUE

EMMAUS MONASTERY
 Vyšehradská 49/320
 128 00 Nové Město,
 Prague, Czech Republic

REGISTRATION

The registration includes the delegate pack, coffee breaks and lunch.
 The seats are limited and are available on a first-come-first-served basis.
 Registration: <https://forms.gle/8ytsKeWgPzyYmqDt9>

SCIENTIFIC COMMITTEE

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