

REPORT OF WORKSHOP HELD ON 1 AND 2 JULY 2005 IN SVÄTY JUR, SLOVAKIA

Preliminary remarks

Two preliminary remarks:

First: This report is part of a work in progress. It is meant to form the basis for actions to be undertaken by CIF members during the next three year period. These actions will be discussed further during the coming meeting of CIF in October (Xi-an).

Second: The workshop was attended mostly by members who are involved as architects in the conservation. The position archaeology in the discussions might therefore be somewhat underexposed. The coming debate could remedy this.

1. Introduction

The workshop comprised four sessions. Three of these addressed the problems and challenges facing the various levels of education and training and one was concerned with the impact of more general forms of education and training for the care for cultural heritage.

Each session started with a short introduction by one of the members:

- University level (Jukka Jokilehto);
- Vocational and technical training (Carlo Cesari);
- Post graduate/specialist level (Andrea Urland);
- Training and education, (Jaroslav Kiliàn).

The introductions and the following discussions together sketched in broad outlines a panorama of the sphere of action of CIF.

On the basis of these discussions the second part of the workshop was concerned with identifying an action plan to be proposed for the coming three year period.

Paragraph 2 of this report contains the summary of the discussions. Paragraph 3 puts forward the objectives for the coming three year period. Paragraph 4 contains the next step in the process.

There are three annex's: annex 1 contains the notes made during the workshop after each session by participants; annex 2 the program of the workshop; annex 3 the summary of the proceedings of the meeting.

2. Summary of the discussion

Although each session treated problems and challenges that were specific for its subject, the discussions made also clear that they also have a lot of issues in common. This summary will concern itself primarily with these.

- **Placing conservation in the curriculum**

The position of conservation as a discipline or craft in the educational system differs. The amount of time spent to make students familiar with the notions of conservation is relatively little. This is certainly the case if one realises that a great deal if not most of the work of the professions in architecture, engineering, construction etc is concerned with work to existing (old) buildings.

As conservation is in itself multidisciplinary, the formal educational background of those who are or will become involved in it in practice, is consequently diverse. On the university level there are various faculties involved and on the vocational level a variety of crafts.

For the university level it might be an option to identify the conservation subjects that should always be part of the curricula of the disciplines directly involved with building activities. In this respect conservation as a discipline could function as a bridge between the various faculties. It might be worthwhile to give this an international dimension cf. the way this is done for business schools.

On the other hand the gaps in knowledge, and therefore the subjects that ought to be taught differ per discipline. Also the available time for the study curriculum is limited, and the competition between the subjects sets its own limits to what is possible in this respect. An approach that would circumvent the question of what should be the content might be to advise about the amount of study points that should be concerned with/reserved for conservation.

The post graduate or specialist level of education might offer the possibility to fill gaps in the conservation knowledge. This presupposes conditions in the sphere of continuity, long term planning, recognition and certification of the post graduate level, that are as yet not met.

As concerns the curriculum/content of vocational technical training it should be recognised that some 80% of the construction work is related to maintenance work and the commission of this type of work goes directly to builders and craftsmen. In these circumstances there is no role for the architect to safeguard aspects of conservation.

Therefore the vocational training is a fundamental component of the conservation field. And it is essential that this is reflected in the content of the training. At present this is not the case and therefore there is a great gap in the distribution and application of conservation knowledge.

Apart from identifying specific conservation subjects and its place in the curricula, attention should also be given to the mental preparation of students for the fact that they will have to function in unforeseen situations that require specific decisions. The process of decision making, including the “thinking capacity” to recognise when something exceeds one’s own

expertise, should also be part of the education process on all levels within the education system.

CIF might be instrumental in the exchange of ideas and experiences of its members how to remedy gaps in the education at the different levels and to create awareness of the broad range of disciplines involved in conservation in relation to (the limits of) one's own profession and expertise.

- **Specialist and general knowledge**

The balance between specialist knowledge and general knowledge needs constant attention. Conservation itself is multidisciplinary and as such not specialist by nature. It is however impossible for one person to be master of all the disciplines involved in conservation. This leads to specialisation, which is the case on all levels of education.

As was noted in the previous section, conservation in general has no established curriculum as a discipline or course. This increases the importance of post graduate education and continuous / recurrent training as source of knowledge.

The current situation in these areas of education is very diverse. There are an almost bewildering number of courses and it is difficult to judge their quality. A great variety of models is used and these are subject to constant changes. This prohibits a concise view of what is available.

Postgraduate and continuous training that is meant to fill the gaps in conservation teaching in the initial phase, should take the broader view as starting point for its content. During the workshop examples were mentioned of two year programs with certificate for educating conservators based on the exchange between the various disciplines and their relation to the broader view.

On the whole the tendency in the post graduate phase however, is to concentrate on specialist subjects that are relevant to relatively few people. It was acknowledged that the development of new (specialist) subjects often requires a certain measure of exclusiveness: the laboratory phase.

But once the own identity established, cooperation and exchange with other sectors and initiatives should be sought.

Cooperation is considered a prerequisite for the viability of programs of postgraduate and continuous education and training: not only for the content and the quality of the courses but also with a view to the sustainability and continuity of the programs.

To further this, the contributions of the partners should be complementary. The possibility of linking (specialist) training to a research project might also be explored.

The diversity and the tenuous position of the initiatives underline the need for international exchange, the mapping of this terrain, and where possible actual internationally organised programs. This is for instance practiced in the Scandinavian countries.

In a later phase the possibility of the development of a set of international standards might be explored. There should however always be room for diversification in accordance with national and regional heritage characteristics.

- **Theory and practice**

Hands on experience was considered to be of much importance. It should be part of the education process on all levels. Such experience offers the opportunity to get a first acquaintance with the many layers of conservation as science and craft, for instance the relation of maintenance to restoration, and the properties of the various materials.

To put in practice what has been taught in theory, to relate theory to the hands on experience, a methodology is needed that translates the abstract to the concrete. It might be worthwhile to focus on the development of such methodology and to promote the exchange of knowledge and experiences.

The balance between theory and practice should be an integral part of the development of vocational technical training as a profession in its own right. The curriculum should for one part be based on the knowledge, obtained in the practice of conservation over the years, the traditional techniques, which is still available. Using this knowledge it should for the other part stimulate the development of new, innovative techniques and therefore be in close contact with the theoretical knowledge that is present in institutions of higher education, training centres and research centres.

For the educational system as a whole this means a sustained bilateral collaboration between the more practically inclined crafts and the more theoretically inclined university and post graduate education and research.

Such collaboration would benefit the whole system.

A special aspect of the practice of conservation is the fact that workers on all levels should be able to communicate with a wide range of parties. Already within the column of the conservation communication itself is rigged with sensitivities, for instance between the architect/specialist and the craftsmen/builders. In practice for instance it is often the case that the experienced craftsman or artisan is in a better position to judge what is should be done than the architect.

And then there is also the whole spectrum of parties that have an interest in or are officially involved with heritage.

- **The perception of heritage**

Over the years the perception of heritage has changed considerably. The concept of what should be regarded as heritage and should as a consequence be preserved has been widened: from built historic structures and sites, via urban areas, protected rural vernacular settlements, cultural landscapes and cityscapes, cultural routes, gardens and parks to intangible heritage. The age criterion is less and less an determining factor and so structures that still fulfil their original economic function are considered historic in the sense of being of (historic) cultural value.

This change in perception also blurs the difference between the field that ICOMOS covers and other fields of heritage such as the conservation of interiors and (movable) objects.

This has stimulated the awareness that a big part of our everyday environment can be perceived as our heritage. At the same time this has posed new questions as how to treat this heritage.

Is it feasible to protect all these manifestations of heritage?

Should this protection be the same for all? Or are there reasons to make distinctions in the measure of protection related to a selection within the field of cultural heritage?

Can this be done within a framework of general preservation?

On what criteria such a selection should be based?

How should social and economic interests be weighed against historic and cultural values?

What does this mean for the preservation and conservation, in principle as well as in practice? These are primarily questions of policy to be decided according to the “law of the land”. But they have undeniably consequences for the theory and practice of conservation as well as for its ethics.

The number of professions and parties/stakeholders and other persons and institutions that have an interest in conservation and its decision making process has grown considerably as well. Education and training should be focussed on them too.

These groups are not all by nature predisposed to take kindly to preservation and conservation. Priority should be give to the sensitization of policymakers and the management of decision making bodies concerned with construction and town and country planning.

These developments and especially the ability to communicate with a diversity of partners and to deal with different interests, should also be given due attention in the conservation education on all levels.

Last but not least the role of future generations is crucial to the preservation of cultural heritage. Not only as the source of future architects, craftsmen, builders, administrators etc, but also because they will be the ordinary citizens who will decide upon the preservation of the cultural heritage. Therefore already in primary education they should become acquainted with the various aspects of cultural heritage.

- **Cooperation and Communication**

As the previous sections in this summary make clear, cooperation and communication are essential in the field of conservation and for the work of CIF.

Communication skills and conflict solving techniques should be introduced in conservation training. These skills are required at all levels of conservation work in practice. But the need to be given particular attention in the curricula of those disciplines that have/will be involved with management responsibilities.

Particular focus should be given on the building of bridges of communication and on collaboration between the training programs of different disciplines, including crafts people.

One of the principal tasks of ICOMOS of course is to further communication and where possible cooperation between professionals. It is therefore important that the different international scientific committees have a regular communication system. This should encompass the academic as well as the vocational technical level.

Communication is particularly relevant in the field of education, which is a common denominator to all international committees, and to many national committees as well. CIF should use this position as a springboard for its actions.

3. Action plan

In the discussions for an action plan there was an attempt made to distinguish the desirable from the realistic. For instance it would be unrealistic to take up as CIF the development of curricula. This requires financial and other support that is not available. This should be taken up by the appropriate institutes. In this instance however CIF should and could function as a channel of information, consultation and exchange.

In view of the experiences of the past few years and the fact that the work, or rather the action, is dependent upon the voluntary effort by its members, the aims should be realistic also in the sense that members are willing to take it upon themselves to further the aims as CIF aims and to keep each other informed.

Apart from that, every CIF members as individuals might of course further the interests of conservation within his or her own sphere of influence, but these actions are not CIF actions as such.

During the discussions the following CIF actions were identified. The plan still has more or less the character of an inventory.

- **Workshops**

Workshops such as the one held in July were considered an important *modus operandi*. In this context the following suggestions were made.

- ⇒ Concentrate on different target groups (university level, post-graduate, crafts and technicians, general awareness)
- ⇒ CIF could be a base for regular meetings on concrete problems; choose one problem per year so as to be able to compare the experiences. These could be relatively small workshops, hosted by the different universities/faculties or institutions.
- ⇒ Facilitate participation of all world regions and make an effort to guarantee such participation.

- ⇒ International cooperation in the field of training could be one theme for such workshops.
- ⇒ Regional working groups for CIF might be considered.
- ⇒ Xi-an workshop to continue the discussion on the action plan.

- **Data base**

- ⇒ Finding an institution to host the CIF Home Page and to manage & maintain it on a permanent basis.
- ⇒ Do this in a form that is open for insertion of information by others.
- ⇒ “WIKIPEDIA” type encyclopaedia for curriculum development, which should be open for members to insert information.
- ⇒ Identifying issues to be included on the CIF Home Page:
 - Type of basic education and training in reference to the ICOMOS Guidelines on Training and Education (Colombo 1993).
 - Professional qualifications, as reference, see COTAC model (Conference On Training in Architectural Conservation, UK).
 - Professional qualifications included in the training by the training centres in reference to Colombo Guidelines.
- ⇒ Making links to existing resources and databases on Post-graduate training, such as ICCROM.
- ⇒ Identify topics of research for funding.

- **Outreach to other professional bodies**

- ⇒ Seek collaboration with other professional institutions.
- ⇒ Establish working relations with the other international committees of ICOMOS, for instance by forming joint working groups.
- ⇒ Collaboration with conservators of movable heritage and various aspects of the built heritage, such as decorative surfaces, would be useful.
- ⇒ Develop contacts and keep in touch with such organisations as: UIA (International Union of Architects), EAAE (European Association on Architectural Education), Council of European Architects (White paper, 1995), Engineering associations, Urban planners, Workers’ organisations, etc.

- **Tools**

- ⇒ Members of CIF. Their effort is essential for the success of even a minor portion of the inventory of actions. Members are to be invited to develop initiatives, to propose ways and means for their realisation.
- ⇒ Thematic Working Groups within the membership can contribute to a division of labour and a broader basis for the execution of actions within the membership, and therefore a more sustained effort.
- ⇒ Contribution of ICOMOS National Committees. The membership should reflect the diversity of conservation. The National Committees will be approached to contribute to this purpose.
- ⇒ Universities and training institutions and centres. CIF members not seldom are directly and professionally involved with these bodies. They therefore are in an excellent position to monitor existing projects in the field of research, curriculum development and methodology. Some of these might be “followed” or “adopted” by them as models to be presented and discussed within CIF to further the exchange of new ideas and concepts.
- ⇒ Financial contributions.

4. The next steps in this process

As was already remarked in its introduction, this action plan still has the character of an inventory. It is foreseen that the plan itself will evolve over the next months.

Other members than those who were able to participate in the workshop will be invited to give their observations. The planned CIF to be held parallel at General Assembly in Xi-an in October will be used for this.

The members who took part in the workshop are asked to make proposals for how each of them intends to put these actions and ideas into practice as part of an CIF program.

This request will also be part of the agenda for the Xi-an meeting and will also already be put to the membership when this document is distributed.

There will be in 2006 a workshop. On the basis of this document and the discussion to come, the subject of this workshop will be decided in November this year. As well as the venue.

ANNEX 1

OF THE REPORT OF THE WORKSHOP HELD ON 1 AND 2 JULY 2005 IN SVÄTY JUR: the sessions

This annex contains the notes of each session that were made by members of the workshop. They give a more detailed account of the issues raised during the discussion and in some cases also indicate ways of action.

I: University level education and training

Training subjects

- The **international doctrine**, including national and regional documents such as Burra Charter, is a valuable reference to be kept in mind when building up the common conceptual framework of education and training at the different training centres.
- The **establishment** of training programmes requires the continuity over a long period of time, and it is necessary to also consider the relationship of research and on-going field experience with the theory.
- It is important to review again the curricula of all the different disciplines being trained so as to have the necessary common knowledge, the “common denominator”, in relation to the built heritage.
- The **balance between theory and practice** in the training programmes is of importance, and in particular it is considered useful to introduce hands-on field work.
- This issue is of interest also in the case of developing **multidisciplinary training** programmes, and finding the roles for the students representing different disciplines, including technicians and interior designers.
- The question was raised about **how to teach theory in practice**, including the different subjects in the contents of the course as well as the field work.

Communication and different disciplines

- More than 50% of the project work of an ordinary architect or engineer is related to the existing building stock, either concerning maintenance, repair, changes or rehabilitation of the buildings or sites.
- In this work there is a need, on the one hand, of **generalists with specified common knowledge**, and on the other of a **system of certification of specialists**.
- It is essential also for the generalist to have thinking ability so as to be capable of critical judgement.

- One of the principal tasks of ICOMOS is to establish **communication** between professionals. It is therefore also important that the different international scientific committees have a regular communication system.
- Communication is particularly relevant in the field of training, which is a common denominator to all international committees and to many national committees as well.
- Particular focus should be given on the building of bridges of communication and collaboration between the training programmes of different disciplines, including crafts people.
- Communication skills and conflict solving techniques should be introduced in conservation training, particularly with disciplines who have management responsibilities.

Maintenance

- It is necessary to reconsider the attention in education and training to ordinary maintenance in addition to specialised restoration tasks. **Maintenance and repair** of the historic building stock requires the participation of various technical disciplines, concerned for example with the installation of utilities, changing of fittings, and surface treatments.
- One question is: **How to repair!** Another important question is: **Should we repair!**
- Like in the case of various technical equipment, such as automobiles, it would be useful to introduce the practice of preparing a **building maintenance manual** with guidelines on regular inspections and planning of maintenance work.
- Teaching of **maintenance strategies can be seen in the framework of “sustainability”**, seeing a building as part of long-term economic and social-cultural investment. Partly this requirement can be seen in the framework of the norms concerning health and safety.

II: Post Graduate/Specialist level

Issues / challenges / concerns:

- Organisation - Bureaucracy (especially in interdisciplinary courses)
 - Time-taking
 - Poor state support
 - Need for joining forces, for partnerships, exchanges
 - Support to short-term rather than long-term programmes (EU)
- Existence of different models, which would need to be mapped/explored or compared.
 - Difficulties in close collaboration (complementarity of programs)
 - A series of short courses could be the way (complementarity, common standards)
 - Personal contacts are essential.
- “Elite” approach should be avoided;

- A multidisciplinary basis to understand the limits of the own profession to be strengthened
- Professional/specialist isolation to be balanced by recognition
- The right balance between interdisciplinary (broader) and specialist training should be found
- The connection between graduate and post-graduate levels should become a concern
- Quantity should be balanced by quality
- The gap between theory and practice needs to be filled
- Application / interpretation of EU directives and Bologna Declaration are different in different countries / universities
 - Discussion for finding some coherence is needed (recognition degrees).
 - Existing tools at European level to be made better use of.
- Collaboration of universities / training centres at research level (common research projects) could financially and administratively be easier to organize (as alternative) and have a dissemination effect through teachers
- Information and experience- sharing needs to be strengthened:
 - The results of international initiatives (meetings, pilot training, etc.) should be made better available.
 - Respond to the existing needs.

III: Vocational technical training

Action Plan

1. Develop a list of training centres in the field
2. Evaluate the curricula in relation to the Colombo Guidelines and to the objectives defined below.
3. Propose a curriculum for basic training ...
4. Propose a continued education curriculum ...
5. Develop a pilot training programme
 - a. Selection of regional pilot work sites;
 - b. Develop special training courses for such sites
 - c. Laboratory testing appropriate to the sites
6. Propose integrated courses between superior institutions and training centres ...
7. Confirm the educational method relevant to regional specificity
8. Develop a list of financial support for the field.
9. Develop a programme to diffuse the know-how in order to encourage younger generations to be trained in this field

Training is a fundamental component of the conservation field, considering that some 85% of the construction works are related to maintenance work

Basic training and continued education

- Training on the built heritage, ancient and modern
- Training on materials, techniques, and technologies, ancient and modern
- Training on the work environment, such as legal, political, and other aspects;
- Training on manufacturers of materials

Objectives

- Ensure that viable interventions be correctly executed
- Ensure that the trades persons can advise on the maintenance programme;
- Ensure that the trades person can properly read the heritage values
- Ensure that maintenance programme will allow for better durability and long-term preservation of the built heritage;
- Ensure that the know-how of the traditional techniques survive.

The means

- Training should be adapted to regional heritage specificities and should comply with the objectives.
- Training should be sustained by bilateral collaboration between the masters and superior institutions in order to ensure reciprocity of knowledge.

Rationale

- Such training should be considered as a new profession based on earlier knowledge obtained from the practice that can still be transmitted by the masters and also based on theoretical knowledge carried by superior institutions, research centres, and training centres.

Tools

- Guidelines
- Protocol of techniques; how to do things;
- Master project specifications;
- Technical information pamphlets;
- Data base on the list of training centres, manufacturers, etc. ...

IV: Training and education

The breadth of the conservation field is growing (e.g. cultural landscapes, intangible heritage), and with it the understanding, philosophies and challenges of conservation. This in turn creates a greater target group and widening training needs.

- The target groups, our audience, range from children, the general public and users through decision makers to a wide field of professionals and skilled workers who will be involved in projects.
- The message is twofold: a better understanding and appreciation of cultural heritage will strengthen the case for its conservation; but there is also a need for better understanding of conservation ethics.
- Cultural heritage needs to be promoted as a vehicle for tolerance, multiculturalism and global understanding.
- Conservation must be seen and promoted in the context of development (regeneration), sustainability and environmental consciousness.

We need to recognize that:

- Training on conservation is part of a much larger educational package.
- There are different ways of delivering to different target groups.
- Training forms and methods must respect the local and economic conditions and understanding of values.

ANNEX 2

OF THE REPORT OF THE WORKSHOP HELD ON 1 AND 2 JULY 2005 IN SVÄTY JUR: the program

PROGRAMME OF THE WORKSHOP

DAY ONE, JULY 1ST

- 9:00 – 9:15** **Welcome and opening** statement by Carlo Cesàri, Président a.i
- 9:15 – 11:00**
1st session **Problems and challenges facing the university level**, introduction by
Mr. Jukka Jokiletho
Discussion
- 11:00 – 11:15 *Coffee break*
- 11:15 – 13:00**
2nd session **Problems and challenges facing the vocation technical training**,
introduction by Mr. Carlo Cesàri
- 13:00 – 14:00 *Lunch break*
- 14:00 – 15 :45**
3rd session **Problems and challenges facing the post graduate/specialist level**,
introduction by Mrs. Andrea Urland
Discussion
- 15:45 – 16:00** *Coffee break*
- 16:00 – 17:45**
4th session **Training and education**, introduction by Mr. Jaroslav Kilian
- 19:00** Departure for a **guided walk in the old part of Bratislava**

Note for the first day programme:

- The languages used during the workshop will be English and French. There is no simultaneous translation.
- Each session will focus on the problems and challenges facing one form or level of training.

- Every session will be summarized by a reporter. This should be a voluntary activity performed by one of the participants.

DAY TWO, JULY 2ND

9:00 – 11:00	Formulating the conclusions per session of day one, approximately a half hour per topic/ 2 hours total.
11:00 – 11:15	<i>Coffee break</i>
11:15 – 13:00	On the basis of the conclusions, formulating a program for the coming years.
13:00 – 14:00	<i>Lunch break</i>
14:00 – 15:45	Proposals for better functioning of the scientific committee Introduction by Mr. Caspar Laffree Discussion of the proposals/guidelines prepared under the auspices of Gustavo Araoz (VP ICOMOS)
15:45 – 16:00	<i>Coffee break</i>
16:00 – 17:45	formulation of a CIF opinion/standpoint in view of the General Assembly ICOMOS in China (Xiang) in October 2005

The final report of the meeting will be distributed via email

DAY THREE, JULY 3RD

9:30 – 16:00	Excursion
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ANNEX 3

OF THE REPORT OF THE WORKSHOP HELD ON 1 AND 2 JULY 2005 IN SVÄTY JUR: summary of the proceedings

SUMMARY OF THE WORKSHOP AND MEETING HELD ON 1 AND 2 JULY 2005 IN SVÄTNÝ JUR, SLOVAKIA

Introductory remarks:

- This summary serves to record the proceedings and the conclusions of the meeting. The contents of the workshop, its discussions and conclusions will find their way in the report that is to be prepared the coming weeks.

Opening of the workshop:

- After a brief introduction by the CIF president a.i. Carlo Cesàri, the president of ICOMOS Slovakia, Ms Viera Dvořáková, held a welcoming speech in which she stressed the importance of education and training for the field of conservation and preservation. She mentioned that it was the first time in the existence of the Slovak National Committee that such a meeting was held.
- In his opening statement Carlo Cesàri looked back on the two and a half years since the start of the present board and the unfortunate circumstances that surrounded this start. The sudden death of the president meant that there was no effective link with the past, and the other members were all new to the job. To get acquainted with it took time, time that had to be found in addition to the time needed for regular full time occupations. The workshop marks a new start and the aim is to decide upon a set of objectives for the coming three years: a kind of working program. The discussions and hence the program should be concerned with the various levels and kinds of education and training in relation to the many aspects of conservation: from the workman to the real estate developer; from restoration to maintenance; from the architect to the artisan. The membership of CIF should be a reflection of this diversity. The National Committees will be approached to help in reaching this goal. Education and training also are at the heart of conservation and preservation, and it is important to build a good working relationship with the other ISC's.

The workshop:

- The workshop approached its subject along four lines:
 - ⇒ The university level; introduced by Jukka Jokilehto.
 - ⇒ The vocational technical training; introduced by Carlo Cesari.
 - ⇒ The post graduate/specialist level; introduced by Andrea Urland.

⇒ The function of training and education for diverse target groups; introduced by Jaroslav Kiliàn.

The introductions were followed by lively discussions. A variety of suggestions and proposals for further exploration and study were made.

For every session one of the participants volunteered as reporter. Their reports formed the basis for the second part of the workshop in which also an action plan was formulated.

Along with the report of the workshop this plan will be sent to the participants and each of them will indicate what their role might be in the execution of the plan or any of its individual actions.

Proposals for the better functioning of scientific committees:

- The workshop was also used for discussion of the proposals for the better functioning of the International Scientific Committees (ISC's). Basis for the discussion was the paper of Gustavo Araoz of 15 April 2005. This paper is the preliminary outcome of discussions held by a working group of members of ISC's since October 2003 and contains various proposals for regulations concerning the ISC's and their position within the governing body of ICOMOS. The paper was sent beforehand to the participants.
- Caspar Laffree gave a short introduction of the 8 subjects that are identified in the paper as areas for special attention as it comes to the functioning and position of the ISC's. The discussion then focused on the membership issues, on the options concerning a scientific counsel and ICOMOS scientific program and on the question of parity between ISC's and NC's.

Central in the discussions were these two questions:

- Do we recognize the issues and problems set out in the paper as such?
- Do we share the opinion that the suggestions and measures put forward in the paper will contribute to the solution of these problems?

Peter Waldhäusl of CIPA, who from the beginning has been involved in the strategic planning process, was able to clarify and explain the background and purpose of the various suggestions etc when and where the debate required this.

- *Membership:* The participants did not share the notion that the membership as such is a problem that requires new regulations. It was stressed that apart from the regulated system of voting members the CIF statutes make membership open for all who are involved in the field that CIF covers. There are no restrictions to become a so called associate member. This principle might also be considered for other ISC's. The reflection in the membership of the diversity within the field of education and training requires certainly our attention (see opening remarks Carlo Cesàri), but it was felt that the measures proposed in the paper would contribute little in this respect. It was observed that the measures seem to harbor the possibility of more bureaucracy. Also it is not quiet clear how and by whom the question of expertise is to be decided. As regards the relation between the National Committees and the voting member, the present system was preferred as guarantee for a link between the national and the international level, to one that works with liaison officers.

- Scientific counsel and program:* The CIF members recognize the problems that lie at the base of the proposals. The exchange between the ISC's should be a permanent fixture in the functioning of ICOMOS and the ISC's. Also it was admitted that one VP in charge of the ISC's needs help and support in executing this task.

However, the suggestions and proposals in the paper seem to overlook the fact that most if not all bodies within ICOMOS are for their performance wholly dependent on volunteers. It was observed that this fact should be critical factor in judging the effectiveness of new measures.

Instead of creating a new governing body with all that entails for administrative and logistical processes, the focus might be more on the position of the presidents of the ISC and the need to have regular meetings and exchanges. It is not so much a question of structure as of culture. Once a year a meeting of the presidents of the ISC's seemed to be a minimum. The purpose of these meetings should be clear beforehand and should be focused on content rather than procedure.
- A standing invitation for the ISC's to take part in each others workshops, seminars etc might also contribute to stimulating the exchange.
- Parity of ISC's and NC's:* The background of the proposals is the circumstance that in some instances NC's trespass on to the territory of the ISC's and do so without the involvement or even consultation of the ISC's concerned. This leads to a kind of competition that hinders the work of ICOMOS rather than improves it. However undesirable such developments are, this does not seem to warrant a fundamental change of the governing structure of ICOMOS.
- The observations will be put in a letter of which a draft will be put to the participants for comments. The letter will then be sent to Gustavo Araoz. A copy will be circulated to all CIF members.

Other business:

- It was agreed that CIF should hold a meeting during the General Assembly in October. From those present five members were more or less sure that they would take part in the G.A. Caspar shall ask the secretariat in Paris which of the days is reserved for meetings of the SCI's.
- This year is election year. The election for CIF will be held by letter.
- During the meeting the report of the workshop will be presented and discussed with the members.
- It was also agreed that there will be a follow up of this workshop to be held in the first half of 2006. The date should be decided on in November 2005 at the latest. The agenda of this meeting/workshop/seminar will be decided on the basis of the action plan and the input of the host country.

Closing remarks:

- Carlo Cesari thanked the participants for their contributions to the workshop and the action plan for the coming years. He appreciated the open atmosphere which contributed

INTERNATIONAL TRAINING COMMITTEE

ICOMOS

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