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CONFERENCE ANNOUNCEMENT

“Education and Research in Conservation-Restoration”
Conference - 13. April 2016

- Call for papers

ENCoRE General Assembly - 14-15. April 2016

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Papers
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Cover picture: Students at the poster session in Liège 2014 (Photo: Muriel Veerbeek)

Education and Research in Conservation-Restoration

ENCoRE Conference, Cambridge, UK 13. April 2016

Call for Papers:

ENCoRE, the European Network for Conservation-Restoration Education, was officially constituted in 1998. Its aim is to promote research and education in the field of conservation-restoration of cultural heritage [ENCoRE Statutes § 2]. Developing education for conservator-restorers being one of main goals of ENCoRE, the Board decided to organize a one day international conference dedicated to Education and Research in Conservation-Restoration, prior to the 11th General Assembly of ENCoRE 14-15 April 2016 in Cambridge (UK). Both meetings will be hosted by the Hamilton Kerr Institute, Cambridge.

The conference will be supported by the digital C-R periodical CeROArt.

Please remember that ENCoRE offers stipends for students from your program to attend the meetings !

The conference **Education and Research in Conservation-Restoration** will focus on a variety of subjects, not exclusively, but in particular as listed below:

- Significance of research in conservation-restoration curricula (e.g. Bachelor, Master, PhD)
- Relation of conservation-restoration research to neighboring fields of research
- Relation of research and practice
- Impact of education based conservation-restoration research on professional practice
- any other related topics

The abstract must be sent to conference@encore-edu.org

Deadline for abstracts: 27 November 2015

Abstracts should describe original, unpublished work.

Abstracts must be written in ENGLISH and contain the following information:

- Author(s) full name
- Contact author
- Affiliation
- Telephone number
- E-mail address
- Title of the paper
- Key words
- Abstract (max. 500 Words)

Abstracts must be submitted in Word Format. After the evaluation of the proposed contributions and the selection of papers the program will be announced January 2016.

We hope to receive interesting papers demonstrating the various approaches and strategies academic research based teaching may take, dealing with integrated teaching of practical topics ("practice") and theory as well as with rather theoretical topics.

You are kindly asked to distribute this call for papers amongst interested colleagues – thank you in advance for your support.

The Board of ENCoRE

The 11th General Assembly of ENCoRE

Cambridge, UK 14 to 15 April 2016

At the last General Assembly of ENCoRE in Liège in March 2014 after more than two years of preparation the "Document on Practice in Conservation-Restoration Education" was approved. The importance of the document lies in its potential use as a tool in discussions within the profession, but in particular with university administrators or other stakeholders when budget and/or time restrictions are limiting the full integration of theory and practice or other didactic preconditions, which are considered as being of paramount importance. With this document and the changed statutes ENCoRE has entered a new phase.

The Board hopes that all ENCoRE members will be represented in Cambridge, since important issues will be addressed, in particular:

- Critical assessment of membership after the revision of the statutes 2014
- The relevance of 'practice' in conservation-restoration education programs
- The effects of the European Qualification Framework on teaching
- Research in a European framework considering the Horizon 2020 agenda

Education of conservator-restorers has shifted over the decades from teaching apprentices practice in studios in the classical master / pupil situation towards a complex education process on academic level, reflecting the fundamental changes within the profession.

At present there are numerous types of education for the discipline of Conservation-Restoration in Europe, showing many similarities but sometimes also considerable differences. The advocated student's mobility on the other hand requires that qualifications can be recognized mutually, not on the basis of purely formalistic procedures but in measurable terms of knowledge, skills and competences, as described in the European Qualification Framework (EQF).

ENCoRE will address the ongoing discussion on linking the European Qualification Framework (EQF) to the existing European Credit Transfer System (ECTS). Both systems are based on the same idea, aiming at creating a possibility to compare results. Skills, knowledge and competences are to be translated into a distinct level of qualification foreseen in the EQF. On the other hand, in the ECTS results are defined in terms of learning outcomes (competences) and not in terms of content of teaching as in traditional systems.

The definitions of the agreed "*Competences for Access to the Conservation-Restoration Profession*" issued by E.C.C.O. (European Confederation of Conservator-restorers Organizations') will give the necessary frame for this process.

This meeting as well as the international conference (see page 3) prior to the GA will be hosted by the Hamilton Kerr Institute, Cambridge.