



ICOMOS INTERNATIONAL TRAINING COMMITTEE
COMITÉ INTERNATIONAL D'ICOMOS POUR LA FORMATION

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Guidelines for Education and Training - Practical Instructions for Practitioners

AIM OF THE GUIDELINES

1. The aim of this document is to promote the adoption of standards and guidelines for education and training in the conservation of monuments, ensembles and sites defined as cultural heritage by the [World Heritage Convention](#). They include historic buildings, historic areas and towns, archaeological sites, as well as historic and cultural landscapes. Their conservation is and will continue to be a matter of urgency.
2. The primary objective of conservation is to sustain the cultural significance, authenticity and integrity of the historic environment for present and future generations through effective care, repair and management. Conservation is a participatory process based on knowledge and understanding that must be based on systematic research and supported by stakeholders/participating groups; it involves scientific, technical, artistic and craft-based activities undertaken within a legal and policy framework.
3. Conservation of cultural heritage is recognized as resting within the general fields of cultural and social development and environmental stewardship. Sustainable management strategies that respect cultural heritage require the integration of conservation policies with contemporary economic, environmental and social objectives.
4. Conservation is a multi-disciplinary activity requiring an holistic approach that is shared and respected by the wide range of skilled professionals, craftspeople and administrators involved in the process. Conservation requires a flexible and pragmatic approach based on cultural awareness, education and training, sound judgment and an understanding of community needs.
5. These guidelines underpin conservation education, training and capacity building across the full spectrum of professionals, craftspeople, administrators and managers.

AIMS OF CONSERVATION EDUCATION & TRAINING

The aims of conservation education and training are to:

- a. provide appropriate levels of education and training to qualified professionals, academics, craftspeople and administrators/managers so that they have a thorough understanding of conservation theory, principles, ethics and good practice that enables them to become competent in the range of conservation works;
- b. enable craftspeople, who already have competent artisan skills, to be trained for conservation work including an understanding of the history of their craft, historic details and practices, and the theory of conservation with the need for documentation;
- c. enable conservation practitioners to recognize the role of conservation in environmental, social, cultural and economic sustainability;
- d. enable conservation practitioners to understand how damage may be caused to cultural property by natural and human disasters, and how this damage might be avoided or mitigated;
- e. provide training to build awareness for heritage managers and administrators on the wide range of conservation options, good practice and funding.

PROFESSIONAL ATTRIBUTES

Education and training for conservation should produce conservation practitioners who have the ability to:

- a. understand and interpret a monument, ensemble or site;
- b. understand the setting of a monument, ensemble or site, and its cultural, physical and intellectual context;
- c. investigate and understand available sources of information relevant to the heritage concerned, including the technologies (traditional and regional) used to produce them, and the social, political and historic forces that shaped them;
- d. interpret the results of this investigation in order to identify cultural significance and values associated with tangible and intangible elements of the heritage;
- e. be a part of a team working on a monument, ensemble or site, all of whose members respect its significance and values;
- f. understand and analyze the performance and transformations of monuments, ensembles and sites as complex systems in order to diagnose intrinsic and extrinsic causes of decay, and plan for and undertake their conservation;
- g. make balanced, responsible judgements based on ICOMOS charters and guidelines, current good practice and national and international standards for the long term benefit of the cultural heritage;
- h. recognise when specialist knowledge is required, define specialist areas of study and work in multi-disciplinary groups;
- i. produce coherent and relevant methodologies and specifications for the conservation of monuments, ensembles and sites;
- j. record all findings from investigations and works executed in a manner accessible to specialist and non-specialist users;
- k. provide expert advice on future maintenance and management for the long-term safeguarding and conservation of monuments, sites and ensembles;

- l. work with clients, stakeholders, local communities, administrators and policy makers to build consensus and to develop conservation and management strategies appropriate to local needs, abilities and resources;
- m. recognize the need to position conservation decisions within national regulatory and planning policy frameworks, including environmental protection and climate change.

DELIVERY OF CONSERVATION EDUCATION & TRAINING

1. Many satisfactory methods of achieving the required education and training are possible. Variations will depend on traditions and legislation, the nature, character and social role of heritage of the place, as well as the administrative, economic, social and cultural context of each region.
2. Specialist courses should be multidisciplinary and mutual learning should be encouraged. In addition to core subjects available to all participants, optional subjects will extend capacities and/or to fill the gaps in previous education and training. To complete the education and training of a conservation practitioner, on-the-job and practical training is recommended to give practical experience.
3. Courses aimed at continuing career development should build on the initial education and training of participants. Such short courses play a role in enlarging attitudes, updating the knowledge of specialists and introducing concepts and techniques of conservation and the management of the built and natural heritage.
4. Every country or regional group should be encouraged to develop at least one comprehensively organised institution to provide and/or support conservation education and training and specialist courses. Where such institutions do not exist, this may be achieved through regional exchanges and collaboration, by building new initiatives onto existing programmes and building up training capacity in these institutions.
5. The active exchange of ideas and opinions on new or improved approaches to education and training between national institutes and at international levels should be encouraged, including by national, regional and international level exchange of teachers, experts and students. Collaborative networks of individuals and institutions are central to the success of this exchange.
6. All conservation education and training programmes should be regularly evaluated by peers to maintain quality.

Recommended Appendices

1. Glossary of terms

Preferably based on or direct reference to ICCROM's list

2. Professional competencies diagram

Based on the COTAC matrix derived from the current Guidelines, link list in section 8 to the various levels of knowledge and understanding required for particular groups of conservation students.