



## SHARING CONSERVATION DECISIONS 2006

International Course - ICCROM - Rome, 16 October - 10 November 2006

### COURSE INFORMATION DOCUMENT

#### BACKGROUND

Cultural heritage has grown in size and diversity, as have the professions responsible for its protection and use. More than ever, there is a need to engage in a constructive and critical dialogue the various professions and stakeholders who can contribute to conservation and restoration decisions.

There is a continuous need to strengthen further interdisciplinary decision-making in conservation and restoration, to develop common discourses and unifying themes, while recognizing and celebrating approaches and methods, which are rooted in different cultures.

Thus, ICCROM, in collaboration with other leading institutions, as the Istituto Centrale per il Restauro di Roma (ICR), Opificio delle Pietre Dure di Firenze (OPD), Scuola di Alta Formazione Venaria di Torino and Institut National du Patrimoine (INP), developed this international course on Sharing Conservation Decisions in order to offer an opportunity to professionals to share and build upon their experiences and approaches in conservation decisions.

#### THE COURSE

The course begins with a brief look at the science of decision-making in other fields, and then analyses decision processes within our own field of cultural heritage. Issues include value systems and their application, professionals and their responsibilities, users and their expectations, resources and their availability - all within diverse social, cultural, legal, and economic contexts. Working from cases brought by participants, and examples in situ, the course will explore both the universal and the specific nature of decisions made.

The objective is to improve complex conservation decisions by ensuring transparency, clarity, and the effectiveness of the process.

#### TARGET AUDIENCE

The 18 course participants come from Brazil, China, Croatia, Cuba, France, Georgia, Germany, Great Britain, India, Italy, Japan, Mexico, New Zealand, Nigeria, South Africa, Spain, Turkey, and Vietnam. They represent a range of heritage and conservation professions dealing mainly with collections in museums, galleries, libraries, archives, built heritage. They are collection managers, conservators and conservator-restorers, conservation scientists, curators, directors, archivists, researchers. A third of them are involved in teaching and training activities at university level. Participants' list and profiles are attached.

Thanks to the contribution of



## **PROJECT TEAM**

The project team is composed of senior staff from ICCROM, INP, ICR, OPD, Venaria and guest lecturers from other institutions. It is expected that participants will be actively involved in debating and sharing knowledge and methodologies. Information on the Project team is attached.

## **WORKING LANGUAGE**

Although it is not the mother tongue of the majority of the group, participants are required to be fluent in English. The course team will be available at all times to help in overcoming language barriers during the workshops, case histories, seminars, study visits and other practical sessions.

## **COURSE STRUCTURE**

The course is focused on the discovery, discussion and practice of the concepts underlying the conservation decision-making processes. The structure is linear and progressive, with opportunities for participants and teachers, at various stages, and as the course develops, to refine and integrate the various notions.

Following an induction session, the course is structured into 6 units. Each unit includes 2 to 8 modules which in term include 1 to 8 sessions.

Generally, each course day is divided into modules composed by 4 sessions of 90 minutes (2 in the morning, 2 in the afternoon).

Every week, on Monday morning, one hour is dedicated to a review of the course so far (usually led by volunteer participants), one half day is allocated to individual study in which participants have the opportunity to read suggested articles, to use the ICCROM library or to arrange individual appointments with the available resource-persons and colleagues. Detailed course programme is attached.

## **VARIETY OF TEACHING AND LEARNING ACTIVITIES**

In order to tap and to develop the participants' wealth of learning and communicating skills, the course offers a variety of teaching and learning activities. It includes a balance of illustrated lectures, practical work, study visits, case histories, group works, seminars and discussions. Most sessions promote interactive learning.

## **PARTICIPANTS' CONTRIBUTION TO THE COURSE**

The course will bring together a group of professionals from very diverse backgrounds. The past experience and the challenges they face in their work will be an important contribution to the course content, and the exchange of experience, concerns and ideas is a major aim of this project. In particular, the event of "MINI-CONFERENCE" aims to link and open to the discussion participants' experiences through each participant's case-studies presentation. Mini-Conference abstracts are attached.

## **COURSE EVALUATION SYSTEM**

As for all ICCROM courses, a formal course evaluation system is in development. It will address course content and approach as well as the learning environment. It will involve the participants and their institutions, the coordinating and teaching team, as well as the partners. It will follow course impact and outcomes well after the end of the event.

In practical terms, the course evaluation will consist of questionnaires to participants and teaching team, during and after the course. Six months after the course, participants will be asked for final feedback.

## **COURSE UNITS**

### **UNIT 1: SHARING & COMMUNICATION TECHNIQUES: ANALYSIS OF DECISION PROCESSES IN CONSERVATION (16 - 21 OCTOBER)**

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*AIM: To improve communication skills, to examine decision making mechanisms and analyze processes and application in various fields.*

*SCENARIO: This unit is composed of 4 modules*

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#### **MODULE 1: THE PSYCHOLOGY OF DECISION MAKING PROCESS**

Introduction of the notion of DM science in the wider context with a particular emphasis on human factors.

#### **MODULE 2: A PARTICIPATORY ANALYSIS OF THE DECISION MAKING PROCESSES IN CONSERVATION**

Presentation and use of the COM System (a moderation system) in order to develop communication skills, to critically analyze conservation decision processes and highlight the fundamental role of communication in the practice of decision-making.

#### **MODULE 3: VALUES IN CONSERVATION: AN HISTORIC PERSPECTIVE**

Exploration of the values and messages of cultural heritage, their changes in time and their relation to conservation.

#### **MODULE 4: CURRENT APPROACHES & CHALLENGES IN CONSERVATION DECISION MAKING**

Time for Mini-conference (participants and resource-persons present and discuss their specific experience of conservation decision).

### **UNIT 2: "CULTURAL PROJECT": CONSERVATION DECISIONS IN CONTEXT (23-28 OCTOBER)**

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*AIM: to discuss and clarify the notion of 'cultural project', which considers the " object", its context and the actors involved in the conservation decisions*

*SCENARIO: the unit is composed of 6 modules, 3 study visits, and 1 roundtable*

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#### **MODULE 1: "CULTURAL PROJECT": PROPOSAL FOR A METHODOLOGICAL APPROACH**

Discussion of the methodological steps for the definition of the cultural project. Practical exercise mapping actors & resources

#### **MODULE 2: INTERNATIONAL CHARTERS & INTERPRETATION OF TERMINOLOGY**

Historical review of the role of international charters and guidelines, and a reflection on the issue of terminology in conservation; critical reading of a selection of international charters, and a seminar on the relevance of such instruments at national/local level.

#### **MODULE 3: LEGISLATION, ROLE & RESPONSIBILITIES FOR CONSERVATION**

Exploration of roles and responsibilities of stakeholders & actors of conservation decisions in legal frameworks (identification of conflicts and contradictions)

#### **MODULE 4: VALUES ASSESSMENT**

Presentation, application and discussion of different systems of values assessment

#### **MODULE 5: USE AND CONSERVATION**

Discussion of the relationship of use and conservation of cultural heritage (examples drawn from different types of heritage and contexts)

#### **MODULE 6: MECHANISMS OF DECISIONS MAKING IN OTHER CONTEXT**

Analysis of mechanisms of decisions making developed in other context: Risk management

#### **MODULE 7: CASE-STUDY: THE CRÈCHE**

Visit of the Istituto Centrale del Restauro with particular emphasis to the Crèche conservation project, followed up by a visit to a Crèche collections in the Museo San Martino in Naples and of the living traditions

**MODULE 8: CASE-STUDY: HERCULANEUM CONSERVATION PROJECT**

Study visit to the archaeological site of Herculaneum and the various issues raised by the conservation and use of the site.

**UNIT 3: FOCUSING ON THE OBJECT AS A SOURCE OF INFORMATION (30 OCTOBER-1 NOVEMBER)**

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*AIM: develop in concertation, the necessary skills to understand the object, its messages and its context, in order to develop the various scenarios (options) for its conservation.*

*SCENARIO: 4 modules in which the discussion will focus on the benefits/limits of what different sources of information can bring, and on issues of information management*

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**MODULE 1: LOOKING & SEEING**

Developing skills for visual examination and understanding of the "object" ; familiarizing with the notion of "implicit knowledge"

**MODULE 2: WRITTEN & GRAPHIC DOCUMENTATION**

Investigation of how the documentation (written & graphic, information system) can inform decisions. Challenges in information management and use

**MODULE 3: SCIENTIFIC ANALYSIS & TECHNIQUES**

Critical review of the role of the scientific analysis and techniques in informing decisions

**MODULE 4: BUILDING SCENARIOS & ANALYSIS OF RESOURCES**

Presentation & discussion of the tools for formulating different options for conservation.

**UNIT 4: DECISIONS IN EMERGENCY SITUATIONS (2-3 NOVEMBER)**

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*AIM: to explore decision-making processes in specific situations of disasters and emergency*

*SCENARIO: Study visits to Florence and Assisi*

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**MODULE 0:** An emergency response workshop

**MODULE 1: CASE-STUDY: 1966 FLOOD IN FLORENCE**

Visit to the Opificio delle Pietre Dure and the discussion of specific conservation projects in order to explore how the '1966 Alluvione" contributed to the progress of the conservation science and research.

**MODULE 2: CASE-STUDY: 1997 EARTHQUAKE IN ASSISI**

Study and discussion of the earthquake in Assisi and the related conservation decisions.

**UNIT 5: IMPLEMENTING CONSERVATION DECISIONS & TOOLS FOR THE FUTURE  
(6-7 November)**

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*AIM: the unit will concentrate on the conditions for the implementation of decisions. . It also aims to discuss future project with participants once they return to their countries, and to evaluate the course*

*SCENARIO: 4 modules*

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**MODULE 1: REVIEW OF CULTURAL PROJECT FORMULATION**

Discussion of the notion of project and mechanisms for resources analysis, project monitoring and evaluation.

**MODULE 2: FUNDING FOR CONSERVATION**

Discussion of the opportunities and challenges of funding resources for conservation projects (private/public)

**MODULE 3: INVOLVING THE PUBLIC & THE DECISION MAKERS**

Illustration and discussion the involvement of the public and non-professionals, as well as decision makers (political level).

#### **MODULE 4: REVIEW & EVALUATION**

Review and discussion of the course objectives, context and content, and perceived outcomes

#### **STUDY TOUR (8-10 November)**

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*AIM: the study tour is organized by the Institut National du Patrimoine in Paris. It aims at presenting and discussing 3 large scales projects and the related conservation decisions: The recently opened Musée du Quai Branly (ethnographic collections), the storage areas of the Musée des Arts et métiers (science and technology collections), the Museum d'Histore Naturelles (Natural history collections).*

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