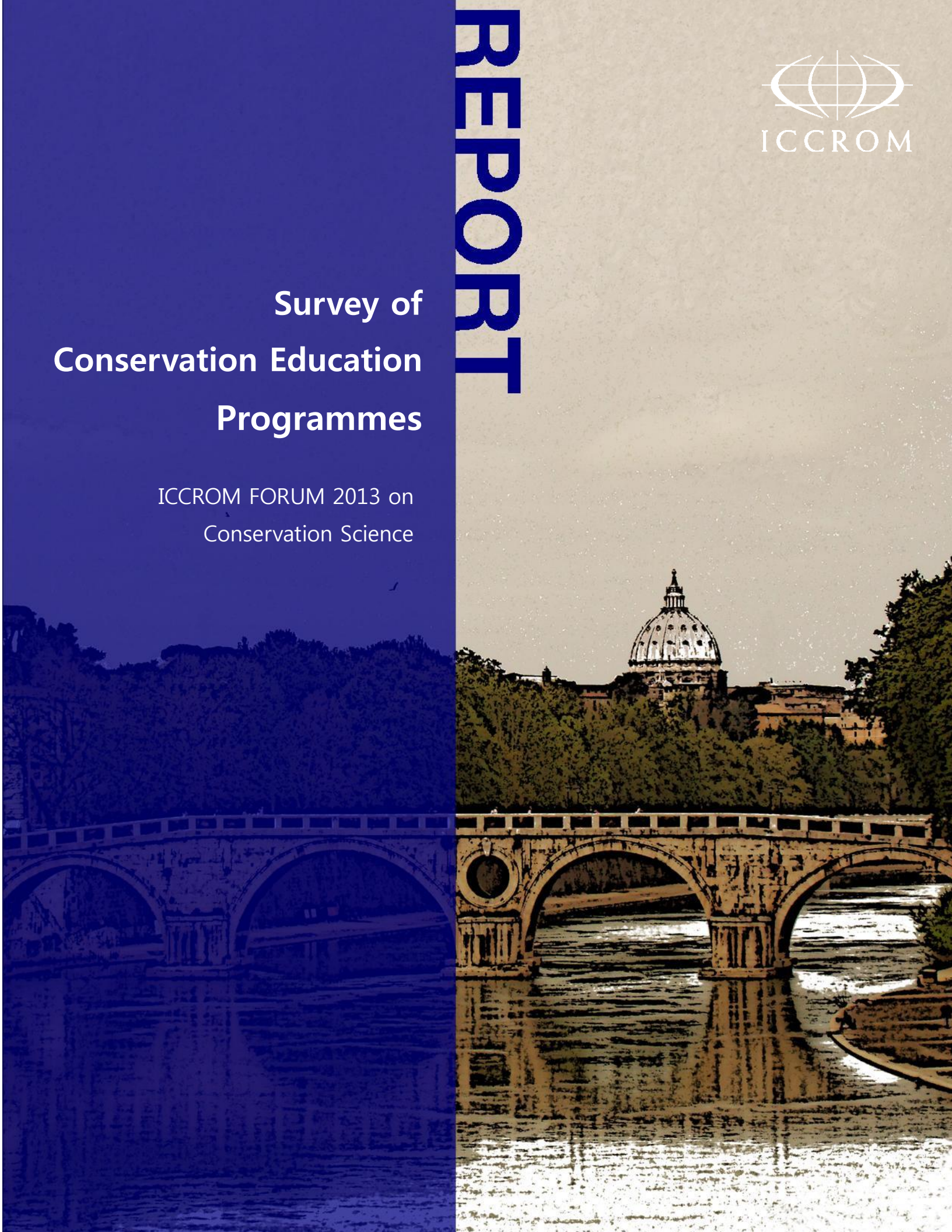
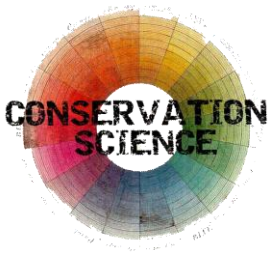
REPORT

ICCROM

Survey of Conservation Education Programmes

ICCROM FORUM 2013 on Conservation Science





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CONTENT

Acknowledgements

This online survey was undertaken by ICCROM between 13-27 September 2013, in preparation for the ICCROM Forum 2013 on Conservation Science. Thanks are due to those conservation educators who kindly took the time to fill in the online questionnaire; and to Stavroula Golfomitsou co-ordinator of the ICCROM Forum Consortium of partners working group on Education, for her contribution to the design of the questionnaire, and to other members of the ICCROM Forum Consortium of partners working group on Education who advised on the objectives and scope of the survey: Sebastian Dobrusskin, Fernando Pina, Jianyun Li, Luiz Souza, Norman Tennent, Stefan Wuelfert, and Yu Zheng.

Introduction & Background

From 16 to 18 October, 80 leading conservation practitioners, scientists, educators and managers from around the world will meet in Rome to engage in critical discussions about how science should serve present and future cultural heritage conservation needs on a global scale.

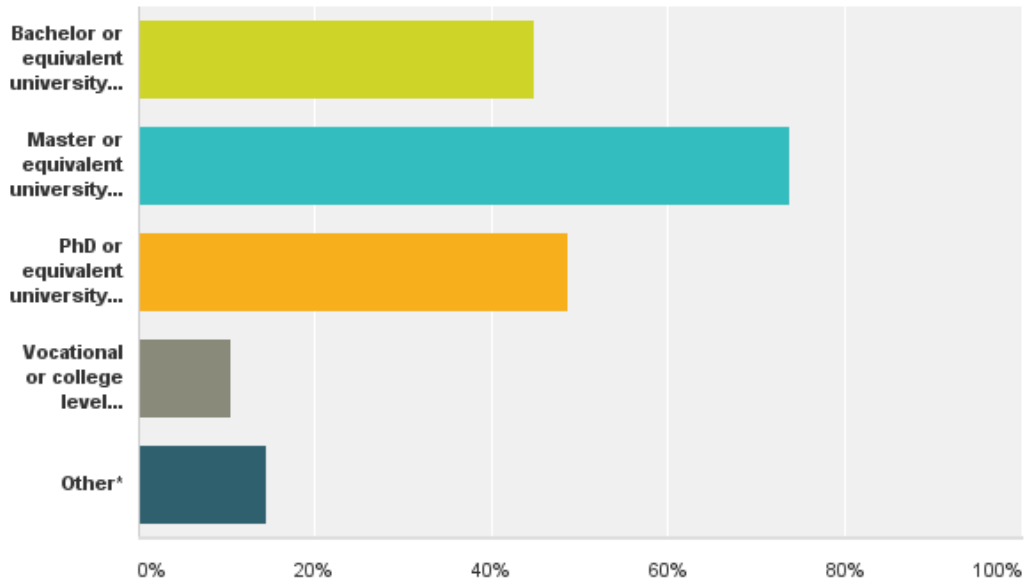
To support the Forum discussions, ICCROM undertook a survey of education and training paths for science in conservation. The survey link was sent to 120+ conservation training programmes in 38 countries in Europe, North America, Latin America, Arab States, and Asia and Pacific world regions, as identified through the ICCROM training base, and also the membership of ENCoRE (European Network for Conservation-Restoration Education).

The survey ran from 13-27 September 2013. The number of respondents undertaking the survey was 76, from 17 countries (64 Europe and North America; 9 Asia & the Pacific; 1 Arab States; 2 Latin America & the Caribbean) and the average respondent has been teaching in conservation for 14 years. These are the preliminary results.

RESULTS

Q3 What conservation programme(s) does your organisation offer?

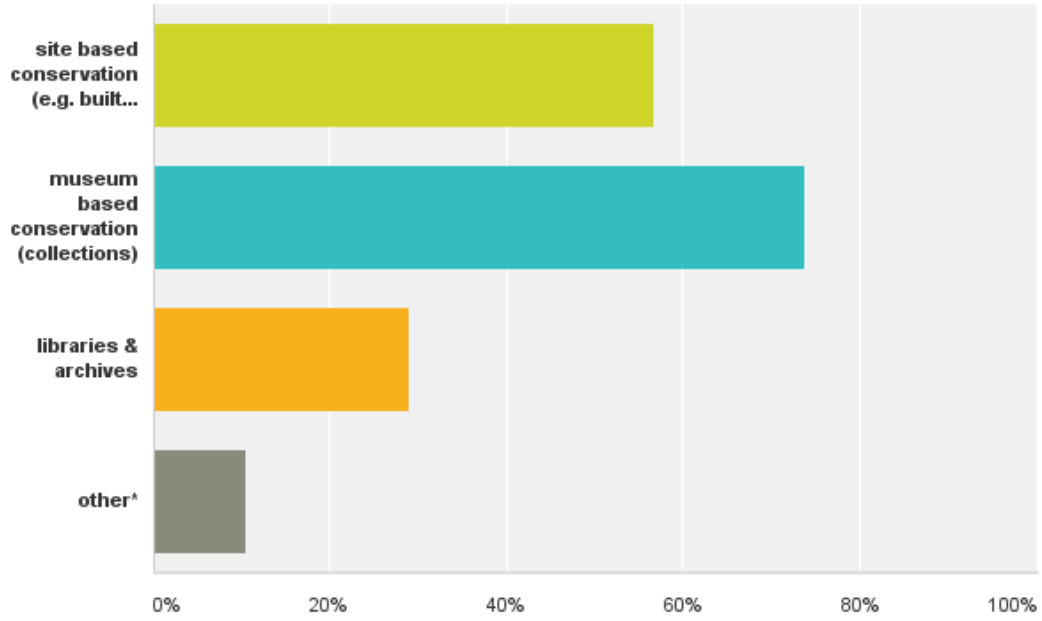
Answered: 76 Skipped: 0



Bachelor or equivalent university programme	44.% (34 responses)
Master or equivalent university programme	73% (56 responses)
PhD or equivalent university programme	48% (37 responses)
Vocational or college level training	10% (8 responses)
Other*	14% (11 responses)

Q4 What area of cultural heritage conservation do your courses relate to?

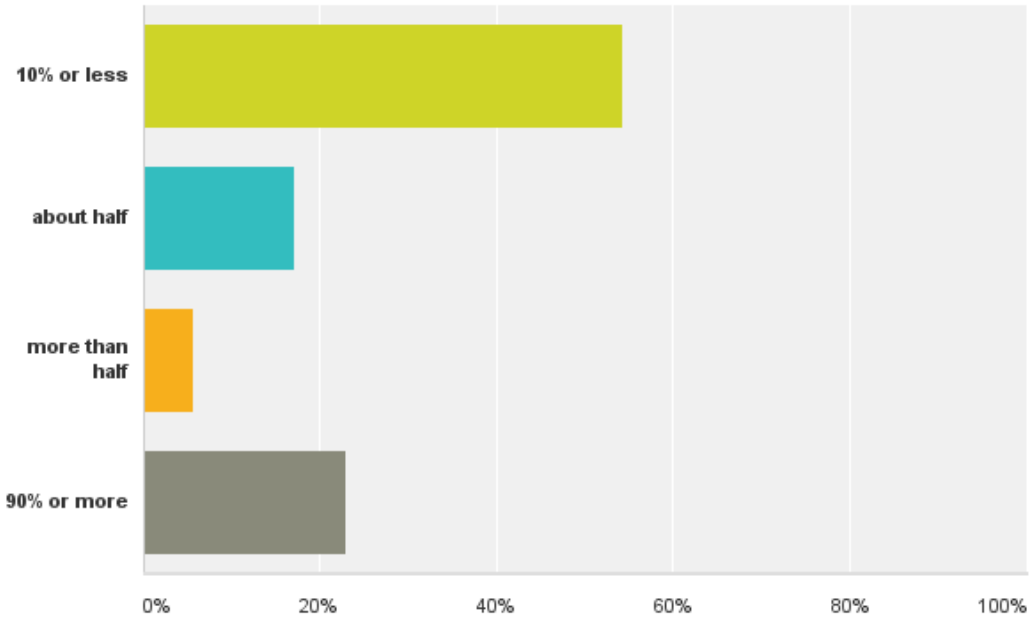
Answered: 76 Skipped: 0



site based conservation (e.g. built heritage; archaeological sites)	56% (43 responses)
museum based conservation (collections)	73% (56 responses)
libraries & archives	28% (22 responses)
other*	10% (8 responses)

Q6 In the student intake of the last 5 years, what percentage had higher education science qualifications ? Note: higher education = university or college level

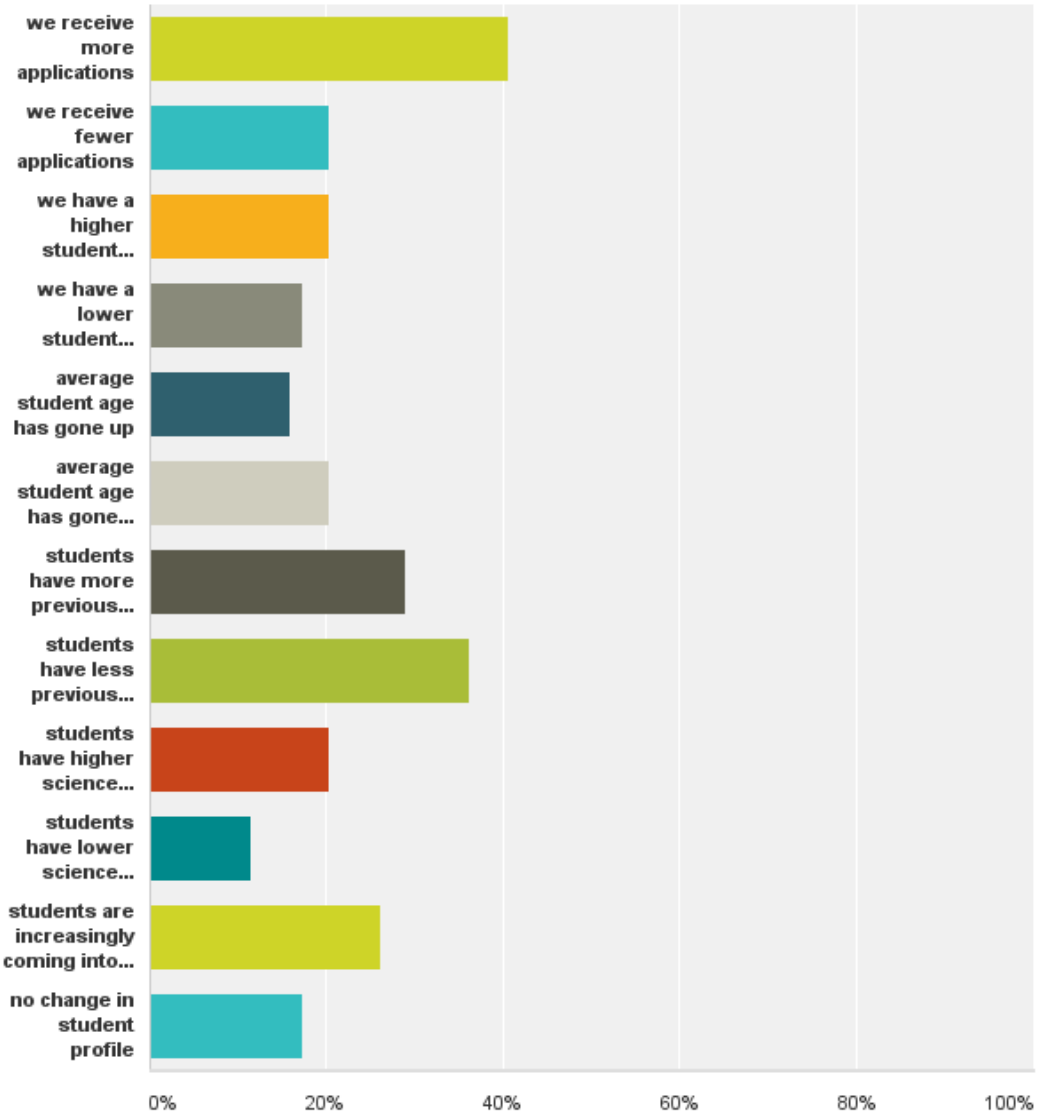
Answered: 70 Skipped: 6



10% or less	54% (38 responses)
about half	17% (12 responses)
more than half	5% (4 responses)
90% or more	22% (16 responses)

Q7 What are the general characteristics of your student intake? Please select as many that apply

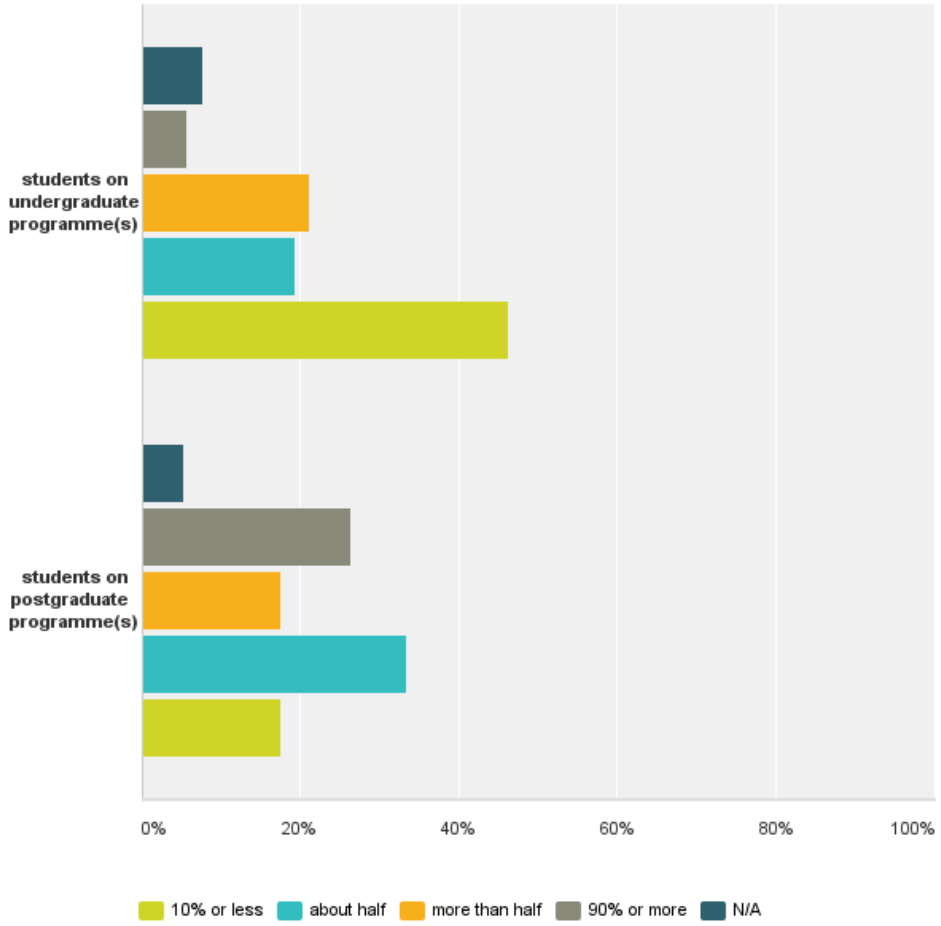
Answered: 69 Skipped: 7



we receive more applications	40% (28 responses)
we receive fewer applications	20% (14 responses)
we have a higher student intake	20% (14 responses)
we have a lower student intake	17% (12 responses)
average student age has gone up	15% (11 responses)
average student age has gone down	20% (14 responses)
students have more previous conservation experience on entering our courses	28% (20 responses)
students have less previous conservation experience on entering our courses	36% (25 responses)
students have higher science qualifications than before	20% (14 responses)
students have lower science qualifications than before	11% (8 responses)
students are increasingly coming into conservation after a previous career in another field	26% (18 responses)
no change in student profile	17% (12 responses)

Q8 In general, what proportion of your students during their studies undertake research that generates scientific information?

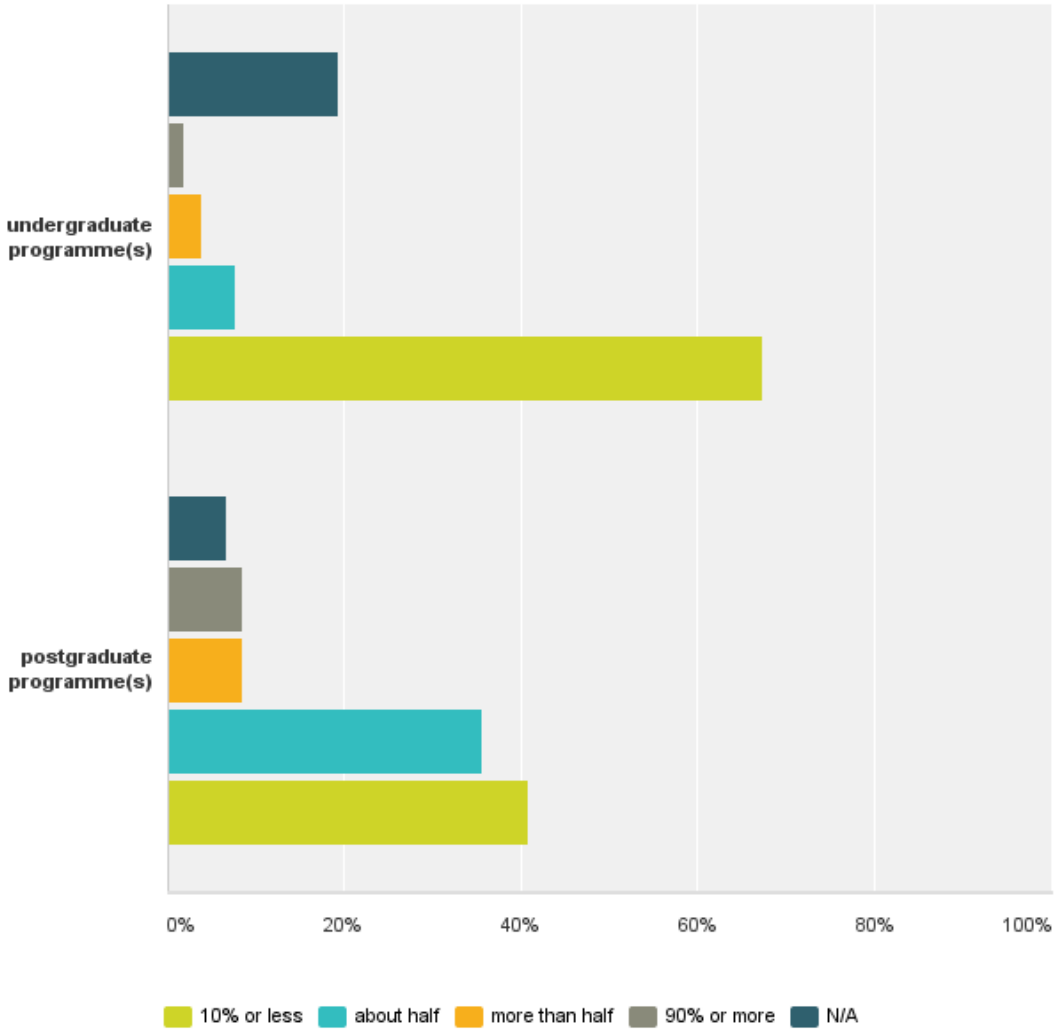
Answered: 68 Skipped: 8



	10% or less	about half	more than half	90% or more	N/A	Total
students on undergraduate programme(s)	46% (24 responses)	19% (10 responses)	21% (11 responses)	5% (3 responses)	7% (4 responses)	52
students on postgraduate programme(s)	17% (10 responses)	33% (19 responses)	17% (10 responses)	26% (15 responses)	5% (3 responses)	57

Q9 What proportion of these studies are published?

Answered: 68 Skipped: 8



	10% or less	about half	more than half	90% or more	N/A	Total
undergraduate programme(s)	67% (35 responses)	7% (4 responses)	3% (2 responses)	1% (1 responses)	19% (10 responses)	52
postgraduate programme(s)	40% (24 responses)	35% (21 responses)	8% (5 responses)	8% (5 responses)	6% (4 responses)	59

Comments

-for 9.: all projects go to CCI library, so they are accessible to the conservation community. If you mean published in a peer-review journal, the percentage would be 10-40%.

Q10 If one of your students wished to pursue a career in conservation science, what combination of academic qualifications and work experience would you recommend they should obtain? (Please indicate level, field and duration)

Percentages indicate what respondents thought to be "essential".

Science

BSc	MSc	Phd	BSc + MSc + Phd
52% (34 responses)	43% (28 responses)	15% (10 responses)	6% (4 responses)

Conservation

BA	MA	BA + MA
41% (27 responses)	47% (31 responses)	24% (16 responses)

Science Qualifications Only	Conservation Qualifications Only	Science & Conservation Qualifications
10% (7 responses)	2% (1 response)	87% (57 responses)

Science & Conservation qualifications

BSc + MA Cons	MSc + MA Cons	PhD Science + MA Cons
23% (15 responses)	17% (11 responses)	7% (5 responses)

Work Experience

Not needed	0-2 years	3+ years
14% (9 responses)	44% (29 responses)	41% (27 responses)

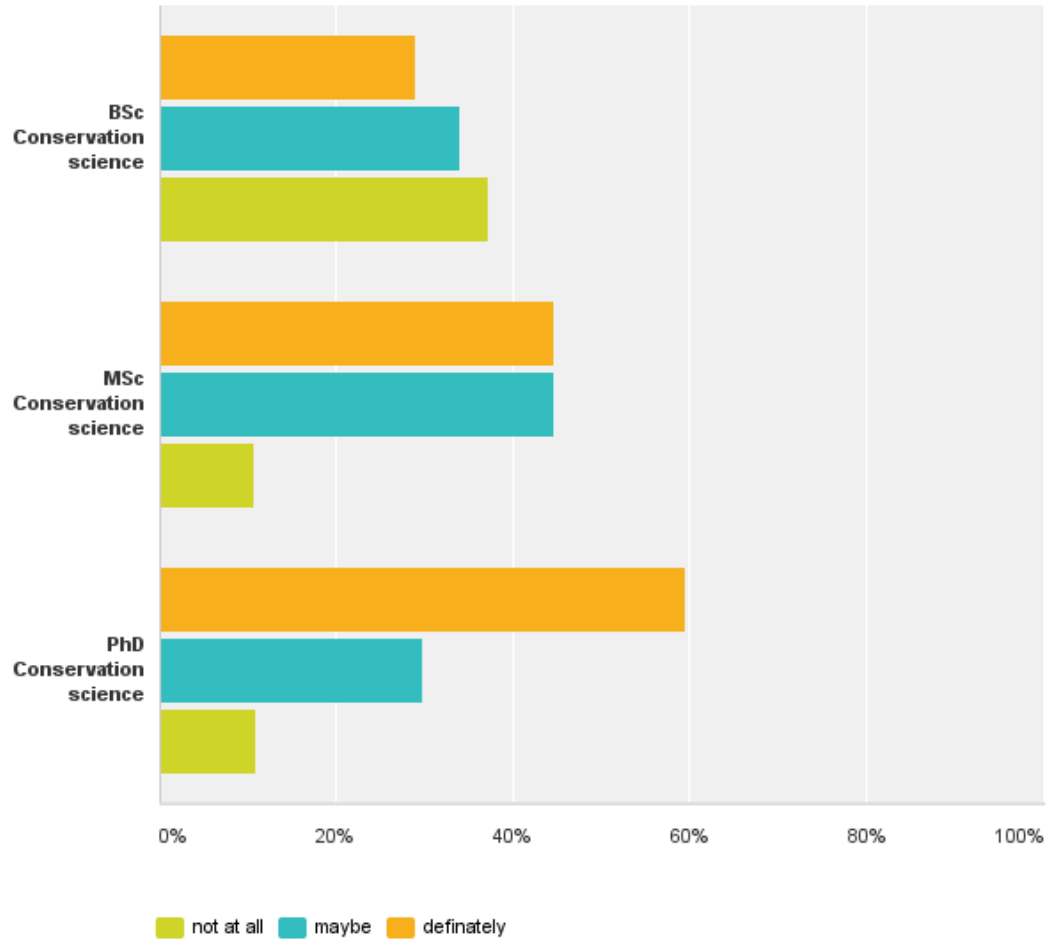
The largest categories of recommended qualifications are the combinations BA + MA in Conservation (24%) and BSc + MA in Conservation (23%). The majority, 87%, thinks you need both science and conservation qualifications. 44% of the respondents think you should have 0-2 years of working experience, and 41 % think you need 3 years or more.

Comments

-The bachelor level in conservation education is a great mistake We should offer only one step master degree

Q11 Is there a need for dedicated conservation science training programmes to train conservation scientists?

Answered: 66 Skipped: 10



	not at all	maybe	definately	Total
BSc Conservation science	37% (23 responses)	33% (21 responses)	29% (18 responses)	62
MSc Conservation science	10% (7 responses)	44% (29 responses)	44% (29 responses)	65
PhD Conservation science	10% (7 responses)	29% (19 responses)	59% (38 responses)	64

Comments

-postgradute conservation science education program needed in Germany

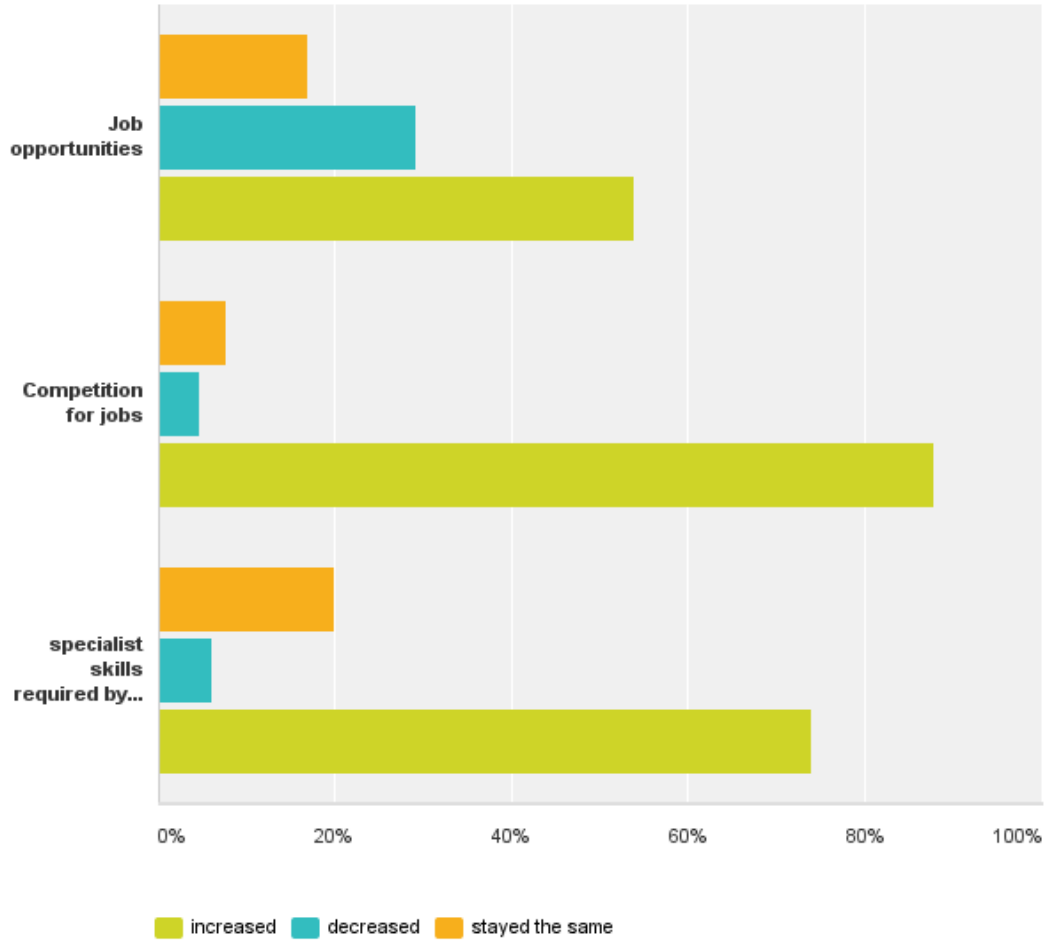
-There are some people coming out of Ph.D. programs in conservation science and archaeological science who are incredibly talented and will find placement. However, I have seen too many others who do not develop the fundamental scientific skills to succeed in a competitive job market. I feel that conservation science Ph.D. programs are doing these students a disservice, since if they were in chemistry or allied fields Ph.D. programs they would get the more rigorous training they require. If a new conservation science Ph.D. program were to open up, its acceptance standards and training would have to be more rigorous than those currently offered, and even then such a Ph.D. truly limits career opportunities for its graduates.

-There are a number of programs turning out conservation scientists and although there are more jobs there are still more (PhDs) emerging than the museum market can support especially as it is cutting conservation positions. What would be better would be to create more ways for existing scientists in universities etc.. to work with conservators (either through creating funding opportunities to help support these collaborations or giving these scientists more training in conservation issues so that the two fields can speak more effectively to each other.

-Conservation science should be imbedded in humanities and social sciences in order to succeed as an applied science and a help to the profession of conservation. It cannot be a profession in itself, it is no use to do research that cannot be used in practice.

Q12 How do you think the job market in conservation science has changed over the last 10 years?

Answered: 66 Skipped: 10



	increased	decreased	stayed the same	Total
Job opportunities	53% (35 responses)	29% (19 responses)	16% (11 responses)	65
Competition for jobs	87% (57 responses)	4% (3 responses)	7% (5 responses)	65
specialist skills required by employers	73% (48 responses)	6% (4 responses)	20% (13 responses)	65

Comments

-A lot of the conservation scientists working on technical studies, covering curatorial demands not conservation needs. I am not sure how this will change in the future. Although scientists are hired as conservation scientists they do more technical studies for artworks.

-The private practice (services, small private agencies and firms in archaeology, consultancy, documentation, restoration etc.) offering a science services are establishing more frequently in the last decade in our country.

-In Brazil the awareness for heritage preservation is still low, as a consequence the opportunities are still small, not showing the area formed in good working options.

-Brazil has just officially recognized and regulated the profession of conservator in 2013. Better late than never!

Final Comments

-I am worried about the focus of this questionnaire. The options are closed and rigid. You will get a set of answers that reflect your preoccupations but may miss many perspectives.

As for categories of “10 or less “then “about half “: It is not terribly descriptive. Good luck with this all improvements in science education in conservation is welcome.