
GUIDELINES FOR STRATEGIC NATIONAL PLANNING OF TRAINING AND EDUCATION FOR MUSEUMS, CULTURAL HERITAGE AND RELATED FIELDS IN SWEDEN AND IN INTERNATIONAL CO-OPERATION

Jan Rosvall

Introduction

The guidelines presented in this document are a preliminary strategy for establishing a comprehensive policy for the needs of training and education within the sector and adjoining areas, across fields of knowledge and professions concerned, on relevant levels and for the various institutions and operators.

The objective of these guidelines is to analyse the problems, objectives and goals for development of a far reaching system of educational and training programs and courses for museums, cultural heritage and related fields of activities.

This objective comprises a close collaboration between museum, cultural heritage organizations and educating organizations, notably within universities and colleges, but also other kinds of educating bodies.

Background

In various kinds of context, the need for closer cooperation has been observed between museums and universities. Further, the demands on continuing and mid-career education and training for personnel have been raised effectively during recent years, both internationally and in Sweden.

Even though certain initiatives have been taken, already gaining some valuable results, (e.g. in Sweden), it is obvious that a well developed mechanism of close cooperation between the world of museums and educational programs leading to professional positions in the field, still is lacking. Issues concerning coordination and mutual

support of research between museums and cultural heritage organisations, (v.s. university disciplines specifically aimed at museological and conservation-related topics and fields of problem) also still are to be solved.

It is necessary to underline however that a general strategy for education and training conceptualized as in these guidelines needs to be closely related with a similar strategy for research and development.

The global objective is to generate a long-term strategy. That will match solutions to the needs and demands of basic training and general education within the whole field of museology and cultural heritage. Incorporated here, besides university based education both in traditional disciplines and in modern professional cross-disciplinary programs, are also pre-university vocational training and appropriate specialized education, as well as post-university education.

These guidelines, in addition, aim to clarify various kinds of mid-career training and education. Such education and training may comprise any level, such as the employer museum institutions, but also other such as universities, special educational institutes, commercial course producers etc.

These guidelines base the evolving Swedish museum-cultural heritage-conservation educational policy on corresponding international governing policies, organizations and process. The objective in this respect is twofold, partly to link Swedish policy and education with established and developing international norms, agreements and actual market for educational options, partly to transmit reciprocally useful and valuable Swedish experience to the international scholarly and professional community.

Need of strategic guidelines for education planning

Presently there is a lack of comprehensive model for training and education on all levels within concerned fields of museums, cultural heritage and related areas. This is obvious in Sweden as well

as internationally. It is hence important to try to establish a comprehensive structure, where the entire system of education and training might be inserted and defined, with respect to basic criteria, such as:

- area of competence
- definitions of professions
- occupational demands
- levels of education and character of educational institutions
- length and formal specifications of training and education
- specialities and other qualifications
- degrees or various kinds of diploma, certificates etc.
- evaluation of educational programs

Attached to these guidelines a few foreign models are presented, for illustrative purposes.

In the centre of these guidelines a matrix is presented, aiming to illustrate the vast field of competence and training-educational segments related to conservation-museum studies-museology.

With due respect to existing courses, programs etc., offered in the field, it is even more important to state the lack of training and education in certain parts of the field. Given the actual situation, it is urgent to try to satisfy actual needs, by means of reorganization and further development of operating structures or establishment of totally new programs, e.g. well developed trainee-systems, exchange of staff-members between various partner institutions etc. Certainly, the most urgent task is to develop a well prepared strategy, with a full range of components.

Many areas of competence in the professional fields are connected with scholarly-scientific-professional activities and public structures in a global context, where mobility of qualified individuals is an important factor. For Sweden this aspect implies not only a Scandinavian and a European setting, but also a truly international perspective.

This factor is observable for example in the case of internship positions, which the students regularly are demanding and supplied with, as part of their academic education in the field (e.g. at the programs for Integrated Conservation of Built Environment, or Conservation of Cultural Heritage/Natural History, or Museum Studies, or the Doctoral program in Conservation-Museum Studies, at Göteborg University as well as the academic program for Museology and Cultural Heritage at Umeå University, all of these in Sweden.)

The Göteborg programs have a carefully developed network of potential internship positions on an international level, in Europe as well as elsewhere, prepared to accept these students.

The preparatory papers enclosed to these guidelines try to formulate such aspects of competence and educational organization, which need to be well defined, analysed and tentatively developed into a generally accepted model for continued evaluation and redevelopment of education and training in this sector.

Strategic planning considerations

A plan for development of a strategy and educational policy for the museum and cultural heritage sector might be organized as follows:

*** DEFINITIONS OF PROBLEMS TO BE SURVEYED**

Definition of problems.

*** POINT OF DEPARTURE - FRAME OF REFERENCE**

International and national prerequisites, such as international agreements, guidelines, norms etc.

National steering documents, regulations, bylaws etc.

Existing programs of education, training courses, their objectives, organization and resources.

Traditions prevailing within the sector and surrounding professional fields.

* NEEDS

Survey of actual needs for education and training, including implications of earlier commissions, reports and available evaluations.

* OPERATIVE CONDITIONS

Legislative prerequisites, international conventions, professional obstacles, traditionalism, and lack of cooperative spirit between employing institutions and educational programs.

* CONSEQUENCES

Various scenarios.

* MODELING AN EDUCATION STRUCTURE

Principal education strategy for the sector.

Matrix for the educational system.

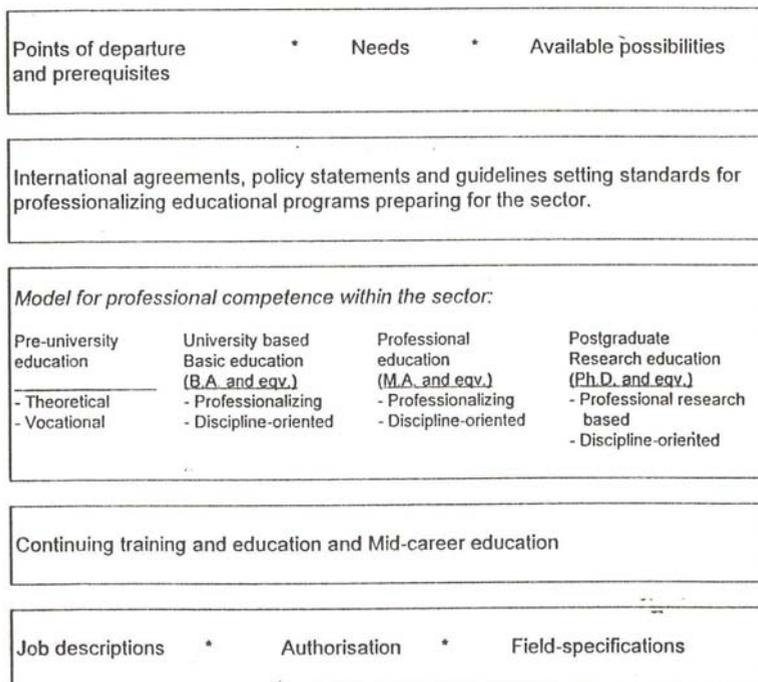
Links with the professional societies.

Components of an educational system and their interrelations.

* PILOT STUDIES AND TESTING CONTINUED DEVELOPMENT

Presentation of a set of prototype examples of education in operation, as well as proposals for new programs, procedures for testing and long-term evaluations.

In condensed form, a model for educational strategy might be illustrated with following tentative matrix:



It might be of relevance to observe, that the generally adopted international guidelines concerning training and education have been incorporated here. These documents have been approved of by these organizations, and they are generally accepted as useful guiding principles when establishing new educational programmes in the area, but also in relation with continuous evaluation and restructuring of existing programs and courses.

In this context, there is obviously a need for coordination of these certifications, as well as some modernization to bring them up to full

coherence. It would be preferable to have only one unifying set of general guidelines for all kinds of education in the sector, and additionally, more specific for various sub-programs, such as for conservators-restorers, conservators of built environment, and museologists, to identify core-professions.

The documents relating to education and training in the field of museum and cultural heritage are:

- | |
|---|
| <ul style="list-style-type: none">* Standards and Ethics for Museum Training Programs
Developed within ICOM by ICTOP, (International Committee for Training of Personnel), and relates generally to qualified positions in museum institutions.
* The Conservator/Restorer - A Definition of the Profession
Developed within ICOM by CC, (Committee for Conservation), and relates primarily to positions for professional conservators/restorers, both in public service and in the private sector. |
| <ul style="list-style-type: none">* Guidelines for Education and Training in the Conservation of Cultural Monuments and Sites
Developed within ICOMOS by CIF, International Training Committee, and relates to professional positions in architectural conservation and conservation planning of built environment, in public service or in the private sector. |

These three Guidelines primarily aim at preparing standards for professionalizing educational programs, with comprehensively organized education at the university level, generally managed as a fixed program. In this respect they differ from traditional "free" or "liberal" university studies lacking the back-bone system of

professionalizing programs with their focus on core-curriculum based vocational preparations.

These documents however are usable to a certain extent also for other kinds of university based education besides fixed professional programs, as well as for education and training outside the university system. This is valid especially for continuing and mid-career education, options aim at completing basic, disciplin which oriented education of traditional university type. Generally, such continuing education seems to be organized at Master's level, with the objective to offer individuals as much as possible a "complete" professional-scholarly education.

These internationally ratified documents are to be converted to Swedish circumstances as soon as possible. They have been used as a normative platform for the educational programs as the universities in Göteborg and Umeå "The Conservator/Restorer - A Definition of the Profession" has been translated into Swedish.

Generally these documents however are hardly directly applicable to groups of personnel other than the university-educated staff of museums and cultural heritage bodies. Given this background, it is highly advisable to develop and ratify generally valid guidelines for all kinds of personnel accross the entire sector.

In practice such a initiative and its outcome would imply the general benefits of a new guiding instrument, comprehensively aiming for the sector of conservation - museum institutions and cultural heritage services.

When well developed and generally accepted, such a document would allow for qualified coordination, increasing effectiveness professional programs at various levels.

Such steering and model-shaping instruments might also contribute to bridge gaps between sub-sectors, artificial traditional levels etc.

Following this procedure, it might be possible to establish an instrument for interactions not only between various professional

groups within the museum sector, but especially between this area and related fields of study, at universities or other organizations.

This kind of model might be a Swedish contribution for simplified and enhanced cooperation in the international context.

In addition, this model is based upon a proposal for a development of education and training in this sector, which has been prepared by the Institute of Conservation at Göteborg University, in close relation to committees for education and training within ICOM and ICOMOS, as well as for NORDPLUS-CONSERVATION (the Scandinavian academic exchange and grant-giving system, devised for conservation and museum studies).

Therefore it is desirable to consider close relations between on the one hand education institutions for museum studies and cultural conservation and on the other, important and future-oriented fields of competence for the museum sector.

This model is illustrated by following matrix, prepared as a proposal for the international educational committees to be developed and adopted for general use for various fields of competence, education programs and international guidelines.

Conservation Education Matrix

Ph.D. — level (4 years)				
Mid-career — level				
MA/Sc — level (1-2 years)				
BA — level (3-4 years)				
Upper secondary school/Vocational training (2-4 years)	Conservation/ Restoration of Cultural Property	Museology & Cultural Manage- ment	Integrated Con- servation & Architectural Res- toration of Built Environments	Other directly related areas (The Humanities, Science, Archi- tecture, etc.)

Based on the strategic issues presented in this document, a number of important questions may be raised.

The following list of issues is not comprehensive, but shows some tentative examples:

- * Establishment of programs and courses in conservation and museum studies at pre-university level, organized both as basic education for entrance to museum and cultural heritage-oriented university education, as well as an adequately adapted platform for training museum and conservation technicians.

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- * Survey of objectives, organizations and results and the relation between professional university programs specializing in areas of conservation and museum studies vs. discipline-based studies in traditional areas such as e.g. art history and archaeology.
 - * Analysis of needs for various kinds of competence, both "general", as well as "specialist-oriented", concerning the relation between various types of education and various phases of education during the professional career.
 - * Development of a systematic career structure and appropriate continuing -education courses for positions defined within the structure.
 - * Need for specialised training programs such as those for museum technicians, frontdesk staff, museum shop managers, and the need for continuing education and training for other kinds of museum and cultural heritage staff.
 - * International (Scandinavian, European, or other) exchange system for internships for employees on different levels of the career-structure, including a trainee-system with introductory programs for newly employed staff members, especially after finishing university studies.
 - * Establishment of a clear and user-friendly nomenclature for positions, with formulation of appropriate definitions of competence, and articulation of the education requirements leading to various positions in the career.
 - * Analysis of contents and organization of Master-programs in the field of conservation and museum studies.

Above presented examples are prepared as tentative starting points for a general survey of education and training needs comprising both basic education on various levels, as well as continued and mid-career training, and education offered by different kinds of educational organizations, in Sweden and in the international context.

(This document has been prepared by Dr. Jan Rosvall, Associate Professor and Director of Institute of Conservation at Göteborg

University. It was approved of by the Swedish Committee for Museum and Cultural Heritage Training and Education, on its Boardmeeting May 17, 1994.)

References

Appendicae:

Appendix 1:

"EDUCATION AND TRAINING IN AND FOR CONSERVATION" (INCLUDING MUSEOLOGY), (November 18-20, 1991, 2 pp)

- 1) Inventory and analyzing all existing documents
- 2) Taking into account other documents of relevance concerning conservation/museology
- 3) Discussion of a strategy to develop, stabilize and further develop concerned educational programs
- 4) Standing committee for training and education in conservation/museology

Appendix 2:

"LIST OF ASPECTS ON CONSERVATION (INCLUDING MUSEOLOGY) TO BE RECOGNIZED" (Proposal 1, October 31, 1991, 3 pp)

- A) General policy goal to be defined, developed and promoted
- B) Internationally and nationally recognized sets of conventions and principal decisions to be worked out
- C) Development, testing and implementation of an operative system of courses in conservation/museology, with continuous overviews

Appendix 3:

"CONSERVATION-MUSEOLOGY EDUCATION MATRIX" (Proposal 2, October 31, 1991, 2 pp)

Idiogram visualizing the model of the educational field.

Appendix 4:

"EDUCATIONAL SYSTEM IN CONSERVATION/MUSEOLOGY"
(Proposal 3, 2 pp)

Appendix 5:

"TRAINING AND EDUCATION: COMPONENTS OF THE
EDUCATIONAL PROCESS: ANALYZING SCHEME" (Proposal 4,
1 p)

Appendix 6:

"ELEMENTS OF A SYLLABUS FOR A MASTER'S DEGREE IN
MUSEOLOGY" (1 p) Ref.: Amsterdamse Hogeschool voor de
Kunsten, Museum Faculty.

Appendix 7:

"OUTLINE TRAINING SCHEME FOR MUSEUM STAFF: Figure
C" (1 p) Ref.: "Museum Professional Training and Career Structure."
Report by a Working Party 1987,
Published by Museums and Galleries Commission, London
HMSO 1987, p. 58.

*Example of educational process and career structure at British
Museums.*

apendix 1 1/2



EURO CARE

EUREKA UMBRELLA PROJECT - EU 140

ICCRUM

Education and Training in Conservation at International
Level - Past Experiences and Future Needs
Ferrara, Italy, 18-20 November 1991

Jan Rosvall:

EDUCATION AND TRAINING IN AND FOR CONSERVATION

The following presentation intends to promote a strategic policy for global cooperation within the field of training and education in conservation.

Conservation is here understood as a comprehensive concept, of truly cross-disciplinary nature, at the same time both scientifically-theoretically based, and also practically-professionally oriented.

As far as experienced during the last years, there is still not found any comprehensive such proposal with operative objectives, trying to connect all relevant training programs in the field of conservation, and also to link them together, as a group and working net-work, to the demands from operating conservation agents like museums, conservation centres, heritage bodies, consultants, private enterprises etc.

Practically speaking, my proposal contains the following components:

- (1) Inventoring and analyzing all existing documents, of direct relevance for training and education in conservation, like e.g.:
 - The ICOM Common Basic Syllabus for Professional Museum Training
 - The Conservator-Restorer: A Definition of Profession
 - and others which have to be further listed
- (2) Taking into account other documents of relevance concerning conservation such as:
 - Carta Venezia
 - World Cultural Heritage Guidelines (UNESCO 1990)
 - Bernard Feilden: An Introduction to Conservation (UNESCO/ICCRUM, 1979).
 - (UNESCO) World heritage management guidelines
 - Safeguarding historic urban ensembles in a time of change. Management issues for the 90's. (UNESCO/Ville de Quebec, 1991).

ICCRROM Ferrara

1991-10-31

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(3) My own proposals, principally:

- Proposal on concerted action concerning Training & Education in and for Conservation (draft version; 1991)
- Training and Education in Conservation (1988)
- Training and Education of Teachers in Conservation at Academic level (1989)

(4) Considerations concerning a Standing committee for training and education in conservation, with an active working program, continuously prepared for on-line-contacts with different university institutes etc.

The capacity and function of international bodies like ICCROM and Getty etc need to be considered seriously in this context.

The anticipated outcome of this intended snow-ball-project, aiming at "future conservation", especially is devoted to promote high quality training and education as the needed basis for the action of next generation of qualified professionals, teachers and researchers in conservation.

Enclosures:

- (1) Education and Training in and for Conservation:
 - Proposal 1 Listing of Aspects on Conservation to be recognized (3 pp)
 - Proposal 2 Conservation Education Matrix (2 pp)
 - Proposal 3 Educational System in Conservation: Standardized Box-System for Study-Credits, Exchange and Evaluation (2 pp)
 - Proposal 4 Training and Education Components of the Educational Process: Analyzing Scheme (1 p)
- (2) Training and Education in Conservation. A proposal for Nordic cooperation. (Building Conservation 88 symposium. Helsinki, 22-26 August 1988, Helsinki/ICCRROM, pp 53-62).
- (3) Training and Education of Teachers in Conservation at Academic Level. (Paper presented to ICOMOS-CIF, 1989, Ferrar/ICCRROM; 9 pp).

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EDUCATION AND TRAINING IN AND FOR CONSERVATION

PROPOSAL 1**LISTING OF ASPECTS ON CONSERVATION TO BE RECOGNIZED****(A) General policy goal to be defined, developed and promoted:**

1. Conservation to be in the interest of citizens-in-general, and introducing large-scale participatory mechanisms.
2. Promoting conservation, to be understood being compatibel with the outlook and policy in important adjacent areas (e.g. environmental protection, social welfare peaceful international stability etc) of all principal official & semioffical bodies.

The impact of conservation has to be developd in a way, which promotes it to be comparable with the general concepts such as "health", "peace", "welfare".

3. Conservation need to be developed to be attractive for enterprises and private commercial activities ranging from corporate to individual levels.
4. Conservation needs to be an internationally recognized field, yet still under local, regional and national responsibilities.
5. Conservation needs to be developed in a direction which is strongly future-oriented.

(B) Internationally and nationally recognized set of conventions and principal decisions to be worked-out and accepted:

1. Definitions of central concepts. Performanca and material standards, professional criteria etc.
2. Establishment of the discipline of (cultural) conservation normally operating at universities.

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3. Elaborated set of course-components and full educational systems of such components in the area of conservation, especially:
 - 3.a Core curriculum in "Conservation"
 - 3.b Basic general course in "Conservation"
 - 3.c Comprehensive Ph D - program in "Conservation"
 - 3.d Outlined standard programs, such as "Conservation of stone, wood, textile, paper", etc, and especially of more complex programs, especially
 - 3.e "Integrated conservation of built environments"
4. 4.a Explicitly defined credit system and methods for exchange evaluation
- 4.b Administrative system of exchange between different types of related programs
5. Establishment of a few region-based initial comprehensive "Institutes of Conservation"
6. 6.a Organization for continuous evaluation of existing course programs
- 6.b Mandates for election of peering groups for such evaluation
7. Grantgiving system (type (Erasmus - Nordplus), intended groups such as:
 - students (BA-, MA-, Ph D-levels)
 - post-docs
 - faculty staff members
 - professionals in extra-mural-positions
8. Development of a model for formal contracts of permanent cooperation with relevant heritage bodies, private enterprises etc (cf the well established model between medical schools and a "academic hospitals")
9. Establishment of Conservation Science Universities (cf "Health Science Universities")
10. Appointment of an initiating working group for development of a reporting system, based on ICOM: CIF, ICOM:ICTOP, CC:WGDC, ICCROM, EUROCAR, close contacts with UNESCO, CE, CEC, Council of Europe)

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PROPOSAL 1

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C

Development, testing and implementation of an operative system of courses in conservation, with continuous overviews:

1. Continuous cooperation on training and education, and establishment of a responsible operative group, (composed of CIF, WGDC, ICTOP etc.
2. Overviews of:
 - a) Training programs and education in conservation
 - levels, credit-systems, examination Standard
 - entrance qualifications criteria
 - educational systems, course structures
 - teaching materials
 - competence fields
 - b) Scrutinizing system to be developed
 - c) International qualified peering groups
3. Integration of conservation-oriented disciplines, with conservation as nucleus/basis, in chemistry, art history etc.
4.
 - a) Establishment of Ph D programs (programs & degree) in conservation (with possible subdivisions appropriate)
 - b) Consequently, where appropriate, normal demands on qualification with Ph D-degree for senior positions at university level, research and educational programs
5. Establishment of educational programs for teachers in conservation
6. Establishment of regional networks, based on "Conservation Science Universities"

INSTITUTE OF CONSERVATION
GÖTEBORG UNIVERSITY

PhD level (=4 years)	C O N S E R V A T I O N (The entire field) "HABILITAION" AVAILABLE				< PhD-prö- grams ENTRANCE LEVEL
MA/Sc-level (1-2 years)		MUSEOLOGY		AIR POLLUTION (Short course)	
Mid-career- level	CULTURAL & PRE- VENTIVE CONSERV.				< UNIVER- SITY EN- TRANCE LEVEL
BA-level (3-4 years)	CONSERVATION OF CULTURAL PROP. General & spec. incl. nat. hist.		INTEGRATED CON- SERVATION OF BUILT ENVIRON- MENTS		
Upper second- ary level/ High school/ Vocational training (apprentice- ships) (2-4 years)					
	CONSERVATION/ RESTORATION OF CULTURAL PROPERTY	MUSEOLOGY & CULTURAL MANAGEMENT	INTEGRATED CONSERVATION & ARCHITECTURAL RESTORATION OF BUILT EN- VIROMENTS	OTHER DIRECTLY RELATED AREAS (THE HUMANITIES, SCIENCE, ARCHL- TECTURE, ETC)	

To be defined and internationally agreed on:

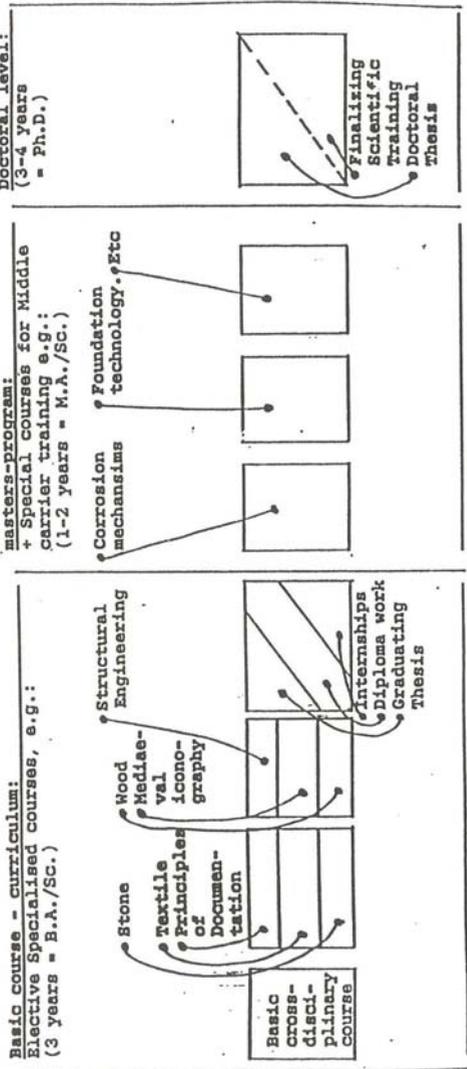
Criteria components and length of study-periods and curricula:

- * Internationally standardized levels and contents criteria
- * Exchange system
- * Grant-giving principles for teachers and students
- * Up-to-date listing and Application systems for entering training courses
- * Appointment of recognized Education institutes, according to specifications

EDUCATION AND TRAINING IN AND FOR CONSERVATION

PROPOSAL 3

Educational System in Conservation:
Standardized box-system for study credits, exchange and evaluation





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EDUCATION AND TRAINING IN AND FOR CONSERVATION

PROPOSAL 4

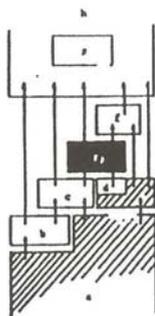
TRAINING AND EDUCATION

COMPONENTS OF THE EDUCATIONAL PROCESS: Analyzing scheme

1. Goal(s) of training
 - Practically - professionally
 - Theoretically - scientifically
2. General Platform
 - Paradigm = Hidden curriculum
3. Capacity of students
 - Intellectual
 - Practical
 - Emotional
 - Maturizational
4. Training System
 - Course-structure
 - Didactic means available
 - Teachers + staff
 - Economic and other resources
 - Localities
 - Instruments, equipment
5. Other Conditions
 - Scrutinizing system
 - Cross-disciplinary activities
 - Relation with professional organizations

Elements of a syllabus for a master's degree in museology

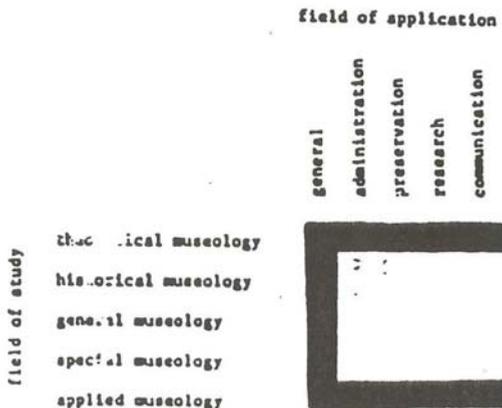
A master's degree program is one of the opportunities for pre-entry training in museum work, but might also be useful for those already in museum employment who seek an appropriate training. The present proposal aims at a course with a strong emphasis on theory (without neglecting practical application). As such the course is seen as a broadening and deepening of the content of the program of the Reinwardt Academy and the basic museology course given at the Leiden University.

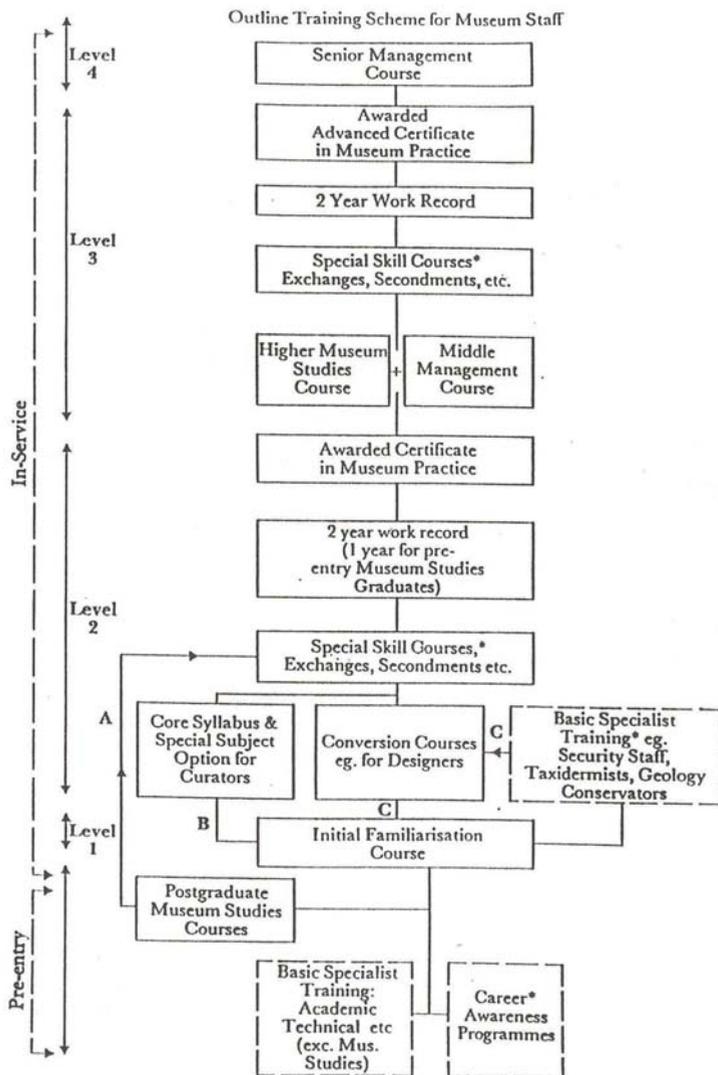


- a secondary school
- b lower technical training in the field of museology
- c advanced training in the field of museology, full time
- d museology as a minor subject at university
- e (international) masters degree
- f PhD dissertation
- g refresher courses
- h museum world

The two years program comprises ten specialized courses during the first year (40 weeks), and a master's essay/thesis during the second year. The specialized courses require 1600 effective hours (10 x 160), i.e. 40 credits in total. Each course (160 hrs = 4 weeks) is designed according to following structure: introduction (10 hrs), elaboration (40 hrs), capita selecta (30 hrs), self-study and assignment (80 hrs).

The content of the specialized courses is organized according to following scheme:





* For those unable to obtain it pre-entry

NB. 1. 'Certificate' used to avoid confusion with Museums Association 'Diploma'.

2. * Optional