

Education and Specialization of Conservators – the Perspective of the Profession and Heritage Conservation

ABSTRACT

Although the protection of cultural heritage is one of the key determinants of national identity, there is a systemic problem of education, training, and even directing staff to work in this area in our country. The Republic Institute for the Protection of Cultural Monuments of Serbia, as the central institution of the service for the protection of immovable cultural heritage of the Republic of Serbia, which is responsible for the timely and high-quality functioning of all segments of this transdisciplinary, layered activity, faces the challenges of a lack of specialized or at least “directly” educated personnel in the field of protection of cultural heritage. Experts who are engaged in research, protection and presentation of cultural heritage, regardless of their basic education, which can be in the fields of natural, social or technical-technological sciences, to applied and fine arts, profile themselves for a narrow professional framework of action through additional education, training or what is most often the case through professional guidance. This research is focused on the analysis of the state, needs and possible models of higher education, specialization and training of professional and scientific personnel dedicated to work on the preservation of the most valuable artifacts of our history and culture, which is essential for the consolidation and positioning of this specific activity.

KEYWORDS

Education, preservation of cultural heritage, conservation and restoration activities, Republic Institute for the Protection of Cultural Monuments of Serbia

WORLD HERITAGE EDUCATION PROGRAM

The 1972 Convention¹ is the first binding multilateral instrument of international law adopted with the aim of providing mechanisms for the preservation of cultural and natural heritage of outstanding universal value for humanity. It officially entered into force in 1975 after ratification by the first twenty member states.² On the basis of succession, the Republic of Serbia ratified the Convention on World Heritage on September 11, 2001.

Chapter VI “Educational programmes” of the Convention directs member states “to strengthen appreciation and respect by their peoples of the cultural and natural heritage by all appropriate means, and in particular by educational and information programmes”.³ By Operational Guidelines for the interpretation and application of the provisions of the Convention,⁴ which have been successively amended and supplemented since 1978, member states are encouraged to develop quality educational activities designed for different categories of users with the participation of schools, universities, museums and other institutions.⁵ After the revision of the Operational Guidelines in 1992,⁶ UNESCO, in accordance with Article 27 of the Convention, developed the World Heritage Education Programme⁷ with the aim of involving young people in the effort for heritage preservation, teaching them, as future decision-makers, how to contribute to heritage preservation.⁸ In the same year, 1992, the UNESCO Chairs and UNITWIN Network⁹ program was launched, within which academic and research institutions, through the exchange of knowledge and joint work, in partnership with UNESCO, work to improve knowledge and practice in the fields of education, natural and social sciences, culture and communication. Today, the international inter-university network consists of about 850 institutions from 120 countries, and two departments are active in Serbia.¹⁰

1 UNESCO, 1972. Convention Concerning the Protection of the World Cultural and Natural Heritage. <https://whc.unesco.org/archive/convention-en.pdf>.

2 The SFRY was a member of UNESCO from March 31, 1950. In the same year, it established the National Commission for Cooperation with UNESCO, and ratified the Convention on May 26, 1975 by the Law on Ratification, Off. Gazette of SFRY - International Agreements 56/74.

3 Convention: Chapter VI, Article 27.

4 UNESCO, 2021. Operational Guidelines. <https://whc.unesco.org/en/guidelines/>.

5 *Ibid.* Ch. VI, Art. 220. According to Decision 43 COM 11A, 2019.

6 *Ibid.* WHC.92/CONF.002/10 Add.

7 UNESCO, 1994. World Heritage Education Programme. <https://whc.unesco.org/en/wheducation/>.

8 Active platforms and forums are the World Heritage Young Professionals Forum, 1995, World Heritage in Young Hands Educational Resource Kit, 1998, World Heritage Volunteers: WHL, 2008.

9 UNESCO Chairs and UNITWIN Networks <https://www.unesco.org/en/unitwin>.

10 Since 2004, the Department of Cultural Policy and Management has been active at the University of Arts in Belgrade, and the Department of Hydrotechnics and Water Ecological Engineering of the Faculty of Civil Engineering of the University of Belgrade was joined in 2012 by the UNESCO Department for Sustainable Ecological Water Management.

THE SITUATION IN SERBIA

Institutional engagement in research, documentation and protection of cultural and natural assets in Serbia was regulated immediately after the end of the Second World War, and stemmed from a hundred-year tradition of studying and advocating for the preservation of monumental heritage.¹¹ In the post-war decades, when a modern theoretical approach to the protection of cultural heritage was taking shape and when key doctrinal documents were adopted under the auspices of UNESCO and the Council of Europe, experts from Serbia actively participated in international cooperation, both in the preparation and confirmation of legal acts and in the exchange of scientific and professional achievements.¹² Although in modern Serbia the protection of cultural heritage is one of the key determinants of national identity, the Republic Institute for the Protection of Cultural Monuments of Serbia, as the central institution for the protection of the immovable cultural heritage of the Republic of Serbia, faces the challenges of a lack of specialized or at least “directly” educated personnel.

The field of cultural heritage protection is a relatively young branch of scientific research and professional work, which, through academic education and professional training, should train future experts for comprehensive work on the study, protection, presentation and management of cultural heritage, based on acquired theoretical knowledge, knowledge of scientific research methods, practical conservation and restoration work, knowledge of conservation ethics and constant cooperation with scientists and professionals with competencies in this and other fields. Conservation and restoration has been studied as part of the academic educational program since the 1930s,¹³ and specialized academic study programs were established in most European countries by the end of the century. The first secondary and higher education programs were launched in Serbia in the 1970s. Until then, as most still today, experts in the field of cultural heritage protection in Serbia profiled themselves for a narrow professional framework of action independent of basic education, through additional education, training or, as is most often the case, through professional guidance and work in the presence of older, experienced colleagues, dealing with a cultural heritage. This includes works of construction and architectural creativity, works of fine and applied art or works of utilitarian value, from monumental dimensions

11 *The Law on the Protection of Cultural Monuments and Natural Rarities* of DFY was adopted in 1945, and the Government of Serbia established in 1947 the Institute for the Protection and Scientific Study of Cultural Monuments of the People's Republic of Serbia, which in 1960 was renamed the Republic Institute for the Protection of Cultural Monuments of Serbia – Belgrade.

12 The Venice Charter (1964) was signed for the SFRY by Đurđe Bošković, then a professor at the Faculty of Architecture in Belgrade, and in the mid-20th century, Serbian conservators were members of multinational teams, which, under the banner of UNESCO, carried out campaigns to save monuments threatened by the implementation of large infrastructure projects (e.g. relocation of temples in Abu Simbel, where M. Čanak, M. Medić i M. Vunjak participated).

13 At the Courtauld Institute of Art in London, conservation and restoration has been part of the academic education program since its establishment in 1932. <https://courtauld.ac.uk/about-us/our-history/>.

to filigree work, derived from various materials using all kinds of manufacturing techniques and technologies.¹⁴

The network of institutions for the protection of cultural monuments in the Republic of Serbia consists of 14 institutions organized at the republic, provincial, regional, inter-municipal and city levels. Slightly more than 60% of the total number of around 260 employees, who take care of 2635 immovable cultural assets, are highly educated experts-conservators from a variety of fields, from natural, social, technical and technological sciences to applied and fine arts – archaeologists, architects, ethnologists, ethnologists-anthropologists, historians, art historians, painters, sculptors, graphic artists and designers, as well as civil engineers, chemists and technologists, in addition to whom professional specialized work is performed by photographers, archivists and other technicians. The tendency to reduce the number of employees, which has been evident since 2005 as a consequence of the age structure and the introduction of a restrictive employment policy in the public sector,¹⁵ as well as the constant increase in the number of established immovable cultural properties and the number of jurisdictions, indicates that the number of employees, and especially qualified experts in the field of cultural property protection in Serbia, is insufficient. When we add to that the fact that the production of academically educated experts in the field of cultural heritage protection is negligibly low in relation to the needs (institutions lack 15% of highly educated personnel, and in some cases legally prescribed experts), it can be concluded that the issue of building a program of systematic education of conservators through different models of higher education, specialization and training, of essential importance for the consolidation and positioning of this specific activity, which is the foundation of preserving the integrity of our memorial fund and its adequate presentation and interpretation. Given that the competences of experts working in the service of protection must be grounded in various scientific, professional and artistic fields, the introduction of special conservation and restoration programs of cultural assets at the level of undergraduate studies is less significant. Development of a program of postgraduate master's, specialist and doctoral academic studies in the multidisciplinary, interdisciplinary and transdisciplinary scientific field (IMT field), which would meet the needs for highly qualified professional staff in the field of cultural heritage protection, equally trained for the development and application of scientific, professional and artistic achievements, but also the application of knowledge and skills required for work in the field of research, preservation, protection, presentation, interpretation and management of cultural heritage is of particular importance.

14 D. Korolija Crkvenjakov, D. Đukanović, *Obrazovanje konzervatora-restauratora na akademijama i fakultetima umetnosti*, Zbornik Akademije umetnosti 9 (2021) 286–299.

15 Regulation on the procedure for obtaining consent for new employment ... Off. Gaz. of RS, No. 113/2013, ... and 59/2015).

CHALLENGES

The issue of development of an academic education program in the field of conservation is not a new topic. The draft Strategy for the Development of Culture of the RS until 2029, as one of the key interests and long-term goals, sets the development of relations between the culture and education sectors and the systemic connection and networking of cultural institutions and educational institutions.

The specificity of the (relatively young) conservation-restoration scientific field is the impossibility of comprehensive research and drawing conclusions without direct work on the monument itself. Based on the decades of experience of numerous “protectors” who have become internationally recognized experts, it can be safely asserted that only an academic environment and ex-cathedra training is insufficient to build competencies for work on research and protection of monumental heritage. Numerous eminent experts in the field of cultural heritage protection, as well as in other related fields, have attained academic degrees while working in institutes for the protection of cultural monuments. The experiences and knowledge gained in direct work on the preservation of cultural heritage with postgraduate training were later passed on to younger generations as recognized scientists and university professors.

Of particular importance for the dissemination of work results and the exchange of knowledge and experience among experts who deal with the protection of cultural heritage is the publication of expert texts on the conducted research, on the course and results of realized conservation and restoration works, as well as theoretical considerations on possible approaches to protection, ethical principles and modern conservation practice. Thanks to numerous published professional and scientific works, the authors of which have become experts in the service of cultural heritage protection, the development of the conservation profession in Serbia can be followed. Publishing is one of the institute’s activities, with a decades-long tradition. In addition to a large number of scientific, professional and scientific-popular publications on the results of the work within the regular activities of the protection service,¹⁶ the institutes continuously publish three journals – “Saopštenja” (“Communications”) of the Republic Institute since 1956, “Građa za proučavanje spomenika kulture Vojvodine” (“Materials for the study of cultural monuments of Vojvodina”) of the Provincial since 1957 and “Nasleđe” (“Heritage”) of the Institute of the City of Belgrade since 1997. Since 2013, the annual edition of the professional publication “Moderna konzervacija” (“Modern Conservation”) published by the National Committee of ICOMOS Serbia has been published regularly. All these publications contribute to the promotion of the value of the monumental heritage and the importance of its preservation, the development of the theory and philosophy of modern conservation and the improvement

16 From the pioneering efforts of rehabilitation and conservation of the church of St. Sophia in Ohrid (1955) or protective works in the Đerdap area since 1966 (Trajan’s Tablet, Lepenski vir, etc.), through complex conservation and restoration works on the restoration and protection of Serbian medieval monasteries to studies on contemporary conservation practice.

of theoretical and practical knowledge in the field of protection and preservation of cultural and natural heritage.

“Saopštenja”, “Građa” and “Nasleđe” are included in the list of categorized scientific journals as prominent national journal (“Građa”, M52) and distinguished national journals (“Saopštenja” and “Nasleđe”, M51). The Rulebook from 2020¹⁷ also prescribes special conditions that the scientific journal must fulfill – that the editor of the scientific journal has a scientific or teaching title (which is not an obstacle) and that the publisher of the journal can only be a “scientific research organization, scientific society or institution with activities of importance for science in co-publishing with a scientific research organization”.

As the competent ministry did not recognize institutes for the protection of cultural monuments in the wording from the Rulebook that “in the social and humanities, a publisher or co-publisher is traditionally also a cultural institution”¹⁸ the Institute, on behalf of the publishers, addressed the National Committee for History, Archeology and Ethnology of the Ministry of Science, Technological Development and Innovation, with a request that the Institutes remain independent publishers of the three periodicals mentioned. The Institute justified that “by stipulating that the Institutes, which for almost seven decades were the only publishers of these journal to enter into contracts with some other scientific society or scientific research organization, ... would lead to a significant change in editorial policy and the loss of authenticity of these very important publications for domestic science and the study of immovable and movable cultural assets.” If the Institutes avoided such association and were removed from the List of categorized scientific journals, there would be a risk of weakening their quality or even shutting down, which would lead to an irreparable loss for this specific branch of science in Serbia.

The position of the protection service is further complicated by the conditions of scientific representativeness, which make it impossible for experts employed in cultural institutions, who deal with the problem of the protection of monumental heritage from the domain of various fields of scientific and research work, to participate in scientific projects financed by the Ministry of Science, Technological Development and Innovation. Contemporary protection of cultural heritage has long been recognized as an inter-multi-transdisciplinary scientific field, which relies on achievements from the domain of various scientific disciplines, and experts who directly deal with this non-renewable resource must improve equally in theoretical and practical work. The achievements and results of the work of the conservation service in Serbia cannot remain on the margins of scientific work as a database for other people’s scientific research, but must be recognized as an important factor in Serbian science and thus be the basis for establishing a modern academic educational program of conservators.

17 Rulebook on categorization and ranking of scientific journals. Off. Gaz. of RS 159/2020.

18 In a letter from the Ministry of Science, Technological Development and Innovation, the editors of several journals were informed that the deadline for compliance with the Conditions for Editing Scientific Journals (*Ibid.* Annex 1) is one year from the date of receipt of the notice – circular email, sent on 14 December 2022 at 09:47/

The preparation and adoption of the “Study on the potential of scientific research organizations to contribute to the improvement of public policies and cultural development” in order to make state decisions aimed at social challenges and the preservation of cultural, historical and national identity and national, European and world heritage is recognized in the National Strategy.¹⁹ This task was “assigned” to the field of social sciences and humanities, which demonstrated a lack of understanding of the complex field of protection of monumental heritage, and the essential participation of experts from the field of natural and technical-technological sciences in the field of cultural heritage protection was completely denied.

Given the complexity of the challenges, overcoming which depends on the future of the Service for the Protection of Monumental Heritage of Serbia as a relevant, internationally recognized core from which excellent experts in the field of protection grow, as it has been for more than half a century²⁰ or as an operational expert service with questionable competences, which may be the future of the service as a consequence of (realistically possible) staff outflow, is a question that can only be resolved by the competent ministries by adopting a set of measures that would create conditions for the long-term connection of culture and science in order to strengthen the profession of conservatorship, whose degradation and visible collapse in the past decades is evident present.

CHALLENGES OF CONSERVATOR EDUCATION

The final goal of this research is to point out the existing and new educational models, which would contribute to the strengthening of the conservation profession²¹ and, accordingly, the protection service. The questions, which we must answer first, are related to defining the knowledge, experiences and competences that qualify an expert to deal with the protection of cultural heritage.

The ability and willingness for parallel field work and study research, critical reasoning, creative thinking and the skill of quality writing are prerequisites for work in

19 The strategy of scientific and technological development of the Republic of Serbia for the period from 2021 to 2025 “Moć znanja” (“Power of knowledge”) (2021) Official Gazette of RS 10 of 10 February 2021: M.24.

20 Currently, the Institute for the Protection of Cultural Monuments of Serbia employs 1 doctor of arts and 4 doctors of science, 1 architect with an academic professorial title, an art historian with a scientific title, a historian and a chemist. Given that 5 of the employees are on doctoral studies (2 archaeologists, 2 art historians and 1 architect), in the next few years 15% of the employees in this cultural institution will acquire the academic title of a PhD. Considering the educational level of a large number of experts employed in the protection service and their scientific and research competence, one could think about founding a scientific institute in the inter-multi-trans disciplinary field, but by “withdrawing” these experts into the research sector of the service, which dealing with the protection of monuments has significantly weakened, and researchers would “be left without the monuments” they are researching. The idea of establishing an institute is not new. The Central Institute for Conservation worked until January 23, 2021, when it was annexed to the Department for Conservation and Restoration of the National Museum of Serbia. After ten years of its existence it failed to meet the criteria prescribed by law and to position itself as an independent scientific and research institution.

21 ICOM The Conservation-Resaurator: Definition of the profession, Copenhagen, 1984. <https://www.icom-cc.org/en/definition-of-the-profession-1984>.

the modern protection service. In addition to knowledge of conservation theory, ethical principles and methods of conservation work, the conservator must have knowledge of history, art and architecture, and especially of historical styles and artistic-craftsmanship and construction techniques. Knowledge of the basics of natural sciences and technology, as well as constant cooperation with experts in these fields, are a prerequisite for the application of modern materials, techniques and technologies in conservation. Harmony between theory and practice, constant improvement and continuous contact with a living monument are the foundation of correct thinking and correct behavior. Publishing the results of work and passing on knowledge and experience to younger colleagues are an inseparable part of the conservator's mission. "...This is why conservation cannot be classified as an artistic or scientific field: it has settled comfortably on the border between the arts, humanities, technical-technological and natural sciences ..."²²

The UNESCO report for 2021, „Reimagining our Futures Together. A new Social Contract for Education“²³ and “Beyond Limits: New Ways to Reinvent Higher Education”²⁴, are intended as the basis for creating a new concept of higher education until 2050, which “must be constantly adapted changes taking place in the world, that it is necessary for everyone to be able to participate in building the future of education”, and that solving many complex issues of today requires a “transdisciplinary approach and the ability to think and work with roots in different disciplinary specializations”.

The tradition of conservator-restorer education under the auspices of UNESCO is almost 70 years long,²⁵ and the transformation of education in the field of conservation and restoration has been in focus in recent decades. The promotion of research and education in this area, but also the preservation of the overall cultural heritage, are the proclaimed goals of the Council of Europe²⁶ and the main goals of two European conservator associations, the European Confederation of Conservator-Restorers Organizations – E.C.C.O.²⁷ and the European Network for Conservation/Restoration

22 D. Korolija Crkvenjakov, D. Đukanović, *Obrazovanje konzervatora-restauratora na akademijama i fakultetima umetnosti*, Zbornik Akademije umetnosti 9 (2021) 286–299.

23 UNESCO, 2021. Reimagining our Futures Together. A new Social Contract for Education. <https://unesdoc.unesco.org/ark:/48223/pf0000379707/PDF/379707eng.pdf.multi>.

24 UNESCO, Beyond Limits: New Ways to Reinvent Higher Education, Paris 2022 <https://www.whec2022.org/EN/homepage/Roadmap2030>. Roadmap Proposed for the third World Higher Education Conference – WHEC2022, Barcelona, 18-20 May, 2022.

25 At the 9th session of the General Conference of UNESCO in 1956 in New Delhi, it was decided to form an intergovernmental center for the study and improvement of restoration methods – today's ICCROM was founded in 1959 in Rome.

26 Recommendation of the Committee of Ministers to member States on the European Cultural Heritage Strategy for the 21st century, Council of Europe, 2017 https://search.coe.int/cm/Pages/result_details.aspx?ObjectID=09000016806f6a03.

27 European Confederation of Conservator-Restorers Organizations – E.C.C.O. was founded in 1991. The vision, mission and strategic goals were formulated in the Strategic Plan of the organization (2015), and elaborated thematically in the Professional Guidelines (2002, 2003, 2010). In 2007, the organization participated in the preparation of regulations for the European Conservation Practitioner's License (ECPL), and in 2010 it developed and published Competencies for access to the profession of conservator-restorer.

Education – ENCoRE.²⁸ During less than three decades of its existence, the Network has established principles based on which it establishes professional standards and publishes guidelines for education and practice, with the aim of regulating the profession of conservator-restorer.²⁹ Unfortunately, not a single academic educational institution from Serbia is a member of this network.

The topic of conservator-restorer education is still an open question in our country. The fact that the conservator-restorer should have both academic knowledge and practical skills opens the question of the possibility of combined education within the framework of the university system, as well as non-institutional education. Future conservators are faced with 10 years of education and professional development – 5–6 years of undergraduate studies and master’s or specialization, and then 3–5 years of practical work with experienced experts. In the meantime, future conservators should pass the professional conservation exam, and in the case of architects and civil engineers, the professional exam prescribed for these activities. The question inevitably arises, how to motivate young people to invest a whole decade in their education and job security in today’s world full of challenges and opportunities?

A special problem is represented by the output diplomas of educational study programs at our academies and faculties, which are narrowly defined as “artistic” or “scientific”. Future conservators who complete their undergraduate studies in the field of science, and master’s studies in conservation in the field of art, cannot continue their postgraduate training in specialist or doctoral studies in the field of science from which they originated, unless these are related fields. A possible solution is in the additional effort for students to “open up” more opportunities for themselves with two master’s degrees, or the solution is in the accreditation of study programs in the IMT field at the level of master’s and doctoral studies, which are relatively underdeveloped in the field of conservation-restoration in other European countries.

SEARCHING FOR A (GOOD) MODEL

One of the successful educational models in the field of conservation and restoration in our country is the two-year master study program of the Academy of Arts in Novi Sad “Conservation and Restoration”.³⁰ The goal of the program is the formation of experts who possess combined knowledge in the field of history, theory and philosophy of cultural heritage protection, in the field of art, social and humanities, technical and

28 European Network for Conservation/Restoration Education – ENCoRE (<https://encore-edu.org/>) was founded in 1997 with the aim of promoting research and education in the field of cultural heritage based on the guidelines and recommendations given in the Professional Guidelines of the European Confederation E.C.C.O. (*Ibid.*) and the Pavia Document from 1997. (https://www.ecco-eu.org/wp-content/uploads/2021/01/Document_of_Pavia.pdf).

29 C. Martelli et. al., *A European Recommendation for the Conservation-Restoration of cultural heritage* In: CeRO Art 9/2014; R. Featherstone and N. Broers (eds.) *Education and Research in Conservation-Restoration*, In: CeRO Art 2017. <https://journals.openedition.org/ceroart/5012>.

30 In the first cycle of 2016–2023, the program was accredited under the title “Conservation and restoration of works of fine and applied art”.

technological, natural sciences and technology. The program takes place in cooperation with the Academy of Arts and the Faculty of Sciences of the University of Novi Sad and a number of cultural institutions where students gain experience in working on original material through practice. This modern, transdisciplinary approach to education has proven to be a good model for the education of conservators over the past years, who, after completing their studies, begin their professional careers in various areas of heritage protection in institutes, museums, archives, galleries, as well as in private practice.

During the two years of study, students compensate for their missing knowledge. Artists in the field of science, research and writing, and students who came from the field of natural (chemistry) and technical and technological sciences (architecture), in the field of artistic techniques and skills. After the first seven-year cycle, no fundamental changes to the program concept were planned. A special task before the teaching staff is the selection of a new generation of lecturers, who have worked in the protection service, but have also obtained doctoral academic degrees.

From the point of view of preserving the cultural heritage, a good model of revision of the educational program was implemented at the Faculty of Architecture of the University of Belgrade. With the re-establishment of the Department for the History and Theory of Architecture and Art and the introduction into the compulsory program of courses in the fields of art history, architecture and urbanism, as well as the protection and revitalization of architectural heritage, future architects are introduced to the values, messages and importance of cultural heritage, from which some will more easily opt for further training in the field of protection. The long-term multiple positive effect of this change will be on the attitude of the profession and society as a whole towards the preservation of architectural heritage.

Of essential importance for heritage preservation would be the introduction of mandatory curricula on this topic in secondary schools and in basic studies in various scientific fields, so that young people get acquainted with the most valuable monumental heritage and the importance of its preservation.

INSTEAD OF A CONCLUSION

After the ratification of the Convention in 2001, Serbia made enormous efforts to ensure the protection of monuments inscribed on the World Heritage List, but in the same period the protection service faced numerous challenges and remained relatively isolated from international trends aimed at improving the profession. The current state of the conservator profession and the status of the protection service are not satisfactory, which is also contributed to by the conditions of scientific representativeness and evaluation of the contribution of published professional and scientific results created under the auspices of the protection service. The rare successful models of education of future conservators in our country can be the nucleus of a future educational concept based on “a trans-disciplinary approach and the ability to think and work with roots in different disciplinary specializations” as proclaimed in the current UNESCO

vision of higher education and in accordance with Article 5 of the Convention, which prescribes for member states that they “endeavor to develop scientific and technical studies and research, ... as well as to work on establishing national or regional training centers in the field of protection, maintenance and popularization of cultural and natural heritage and on stimulating scientific research in this field.”

Instead of a conclusion, I will express the hope that the focus on the issue of finding a model for the strategic solution of the education of professional staff in the field of conservation and restoration will not disappear with the celebration of the 50th anniversary of the adoption of the Convention and that new modern educational programs will contribute to solving the key problems which the future of our profession and the future of Serbia’s cultural and natural heritage depends on.

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ОБРАЗОВАЊЕ И СПЕЦИЈАЛИЗАЦИЈА КОНЗЕРВАТОРА – ПЕРСПЕКТИВА СТРУКЕ И ОЧУВАЊА НАСЛЕЂА

Након ратификовања Конвенције 2001. године Република Србија је улагала огромне напоре да обезбеди заштиту наших споменика уписаних на Листу светске културне и природне баштине, али су активности на припреми нових номинација у последњих 16 година изостале. У истом периоду, служба заштите се суочила са смањењем и све лошијом структуром запослених, повећаним обимом и структуром посла и са недостатком специјализованих или „усмерено“ образованих кадрова. Остали смо и релативно изоловани од међународне мреже усмерене ка унапређењу струке и образовања у области заштите споменичког наслеђа.

С обзиром да су истраживања (релативно младе) научне области конзервације везана за непосредни рад на културним добрима, изградња програма академског образовања кадрова у овој области мора бити резултат сарадње сектора културе и образовања. Унескова актуелна визија развоја високог образовања, заснованог на прилагођавању променама и „транс-дисциплинарном приступу и способности размишљања и рада са коренима у различитим дисциплинским специјализацијама“ основа је на којој треба темељити образовне програме у области заштите, пре свега на нивоу постдипломских академских студија. У том светлу, услови научне репрезентативности и вредновања доприноса објављених стручних и научних резултата насталих у окриљу службе заштите морају препознати специфичност и комплексност професије конзерватора, што је предуслов за унапређење струке и јачање службе, од чијег деловања зависи очување културне баштине.

Конвенција из 1972. прописује за државе чланице да „у циљу гарантовања ефикасне заштите и очувања, као и што активније популаризације културне и природне баштине ... настоје да развијају научна и техничка проучавања и истраживања, као и да усаврше такве методе рада на основу којих ће држава моћи да се супротстави опасностима које угрожавају њену културну и природну баштину, као и да раде на успостављању националних или регионалних центара за обуку на пољу заштите, одржавања и популаризације културне и природне баштине и на стимулисању научног истраживања на том пољу.“

Иако тренутно стање професије конзерватора и стање стручног кадра у служби заштите у Србији нису задовољавајући, могући успешни модели образовања будућих конзерватора су у нашој земљи присутни. Поред две

акредитоване Унеско катедре, савремени програм образовања конзерватора који се спроводи на Академији уметности у Новом Саду може бити нуклеус за даље усавршавање и ширење образовног концепта осмишљеног за конзерваторе. Успешно повезивање овог и сличних студијских програма са факултетима из других научних и уметничких области, посебно на нивоу транс-дисциплинарних докторских студија, будућност је професије, струке и очувања културне и природне баштине Србије.