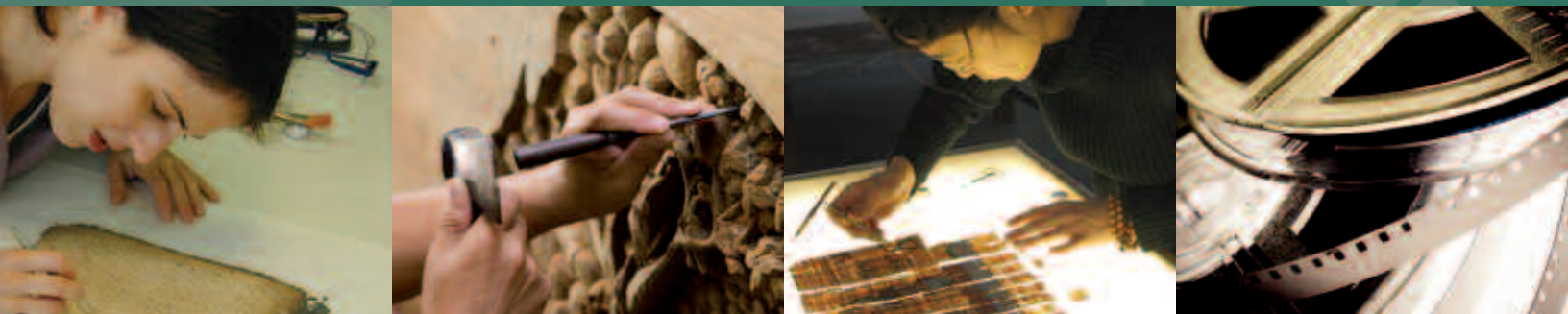




CONNECTING TO THE WORLD'S COLLECTIONS:

MAKING THE CASE FOR THE CONSERVATION
AND PRESERVATION OF OUR CULTURAL HERITAGE

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A PARTNERSHIP PROJECT OF
THE SALZBURG GLOBAL SEMINAR AND
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THE INSTITUTE OF MUSEUM AND LIBRARY SERVICES

The U.S. federal Institute of Museum and Library Services is the primary source of governmental support for the nation's 123,000 libraries and 17,500 museums. The Institute's mission is to create strong libraries and museums that connect people to information and ideas. The Institute works at the national and international levels and in coordination with state and local organizations to sustain heritage, culture, and knowledge; enhance learning and innovation; and support professional development. To learn more about the Institute, please visit www.imls.gov

SALZBURG GLOBAL SEMINAR

**Challenging present and future leaders to solve issues
of global concern**

The Salzburg Global Seminar is a unique international institution focused on global change—a place dedicated to candid dialogue, fresh thinking, and the search for innovative but practical solutions. Founded in 1947, it challenges current and future leaders to develop creative ideas for solving global problems, and has brought more than 25,000 participants from 150 countries and regions to take part in its programs. The Salzburg Global Seminar convenes imaginative thinkers from different cultures and institutions, organizes problem-focused initiatives, supports leadership development, and engages opinion-makers through active communication networks, all in partnership with leading institutions from around the world and across different sectors of society. To learn more about the Seminar, please visit www.salzburgglobal.org

Sixty cultural heritage leaders from thirty-two countries, including representatives from Africa, Asia, the Middle East, South America, Australia, Europe, and North America gathered in October 2009 in Salzburg, Austria, to develop a series of practical recommendations to ensure optimal collections conservation worldwide. Convened at Schloss Leopoldskron, the gathering was conducted in partnership by the Salzburg Global Seminar (SGS) and the Institute of Museum and Library Services (IMLS). The participants were conservation specialists from libraries and museums, as well as leaders of major conservation

building international connections among preservation professionals and with policy makers and the public; avoiding the storage of knowledge in separated silos; the importance of using both top-down initiatives from institutional executives and bottom-up mandates from conservators and public stakeholders; the increased use of technology and Internet resources, including social networks, blogs, e-mail, and educational websites; casting the current global economic challenges as opportunities rather than barriers; listening to and learning from indigenous peoples regarding the safeguarding of their cultural heritage, so

SUMMARY

centers and cultural heritage programs from around the world. As co-chair Vinod Daniel noted, no previous meeting of conservation professionals has been “as diverse as this, with people from as many parts of the world, as cross-disciplinary as this.” The group addressed central issues in the care and preservation of the world’s cultural heritage including moveable objects (library materials, books, archives, paintings, sculpture, decorative arts, photographic collections, art on paper, archaeological and ethnographic objects) and immoveable heritage (buildings and archaeological sites).

Collections stewardship is central to the mission of all cultural heritage institutions, and yet resources for proper preservation and treatment are often sorely lacking, emergency plans are not always in place, and public awareness of and support for conservation is not as strong as it should be. However, advances in conservation research and preservation technologies are offering new solutions and strategies for addressing conservation needs. The assembled Fellows held six plenary sessions and divided into five working groups to issue recommendations for action. Activities of the seminar were broadcast daily to conservators internationally by an interactive “blog” by Richard McCoy, associate conservator at the Indianapolis Museum of Art, on the Newsblog of the International Institute for Conservation of Historic and Artistic Works.

A paradigm shift away from traditional perceptions of culture as “elitist” was emphasized throughout the seminar. Other themes that emerged during the three days included:

that they feel that they own their own community museums and that their culture will be respected and kept alive; the growing interest in documenting the protection of intangible traditions associated with cultural collections; and the impact of climate change on preservation and the pressing necessity for heritage conservation to be represented in existing and forthcoming international agreements and treaties.

At the end of the seminar, the Fellows unanimously endorsed a Salzburg Declaration on the Conservation and Preservation of Cultural Heritage (see p. 30) that affirmed the importance and value of cultural heritage to cultures and societies globally. This Declaration urges the cultural heritage sector to work together with governments, non-governmental organizations, and other stakeholders to

- Integrate conservation projects with other sectors to provide a lever for social and economic development,
- Commit to increased community engagement and raise public awareness regarding at-risk cultural heritage,
- Strengthen the investment in research, networking, educational opportunities, and the exchange of knowledge and resources globally, and
- Promote responsible stewardship and advance sustainable national/regional conservation policies and strategies, including risk management.



The “Hills were Alive” for three wonderful days in Salzburg where 60 global leaders in conservation and cultural heritage policy and management gathered to promote responsible preservation strategies, strengthen educational initiatives, build international connections, and imagine better public awareness campaigns. In the months ahead, we will work together to generate momentum and support for future projects that meet the goals and objectives of the Salzburg Declaration.

– **Debra Hess Norris**





Debra Hess Norris

INTRODUCTORY SESSION

The participants were welcomed by Edward Mortimer and Susanna Seidl-Fox of the Salzburg Global Seminar, both noting the importance of off-the-record discussions and an open exchange of ideas. The Seminar's home in Austria – the eighteenth-century-rococo palace Schloss Leopoldskron – provided an elegant and sequestered environment where participants from widely diverse backgrounds could become informally acquainted during breakout groups, discussions, meals, and other casual activities. Barriers were lowered and true interchanges occurred on key topics that benefited from international perspectives. New friendships formed on the basis of subsequent collaborations and global exchange.

Anne-Imelda Radice, the Director of the Institute of Museum and Library Services (IMLS) in Washington, D.C., and the initiator of the joint project, noted that she had been concerned with the care of cultural heritage since serving as a book-rescuing “mud angel” following the 1966 Florence Flood. When she accepted the directorship of the IMLS she emphasized her intentions to establish grass roots initiatives to solve the collections care problems identified in the “Heritage Health Index Report on the State of America’s Collections.” The meeting in Salzburg, Radice explained, was intended to give these initiatives a global context, making the gathering at Schloss Leopoldskron the sixth in a series of convenings under the rubric of “Connecting to Collections: A Call to Action.” This multi-year IMLS initiative focuses on the collections care needs of smaller cultural heritage institutions in the U.S. and gives them tools to make improvements in this area. The coordinator of this initiative, Nancy Rogers, also welcomed the participants and described the “Connecting to Collections Bookshelf,” a compendium of essential resources for optimal collections care, which will be sent to the Fellows.

The two invited co-chairs, Vinod Daniel, Head, Cultural Heritage and Science Initiatives, Australian Museum; Chairman, AusHeritage; and Vice Chairman, ICOM-Committee for Conservation, and Debra Hess Norris, Vice Provost for Graduate and Professional Education and Chair and Professor, The Department of Arts Conservation, The University of Delaware, Newark, launched the discussions with a listing of general goals and opportunities. In doing so, they addressed the pressing needs internationally to:

- Enhance public awareness and support for preservation by making cultural heritage collections relevant to grass roots and indigenous communities and better connect library and museum collections to societies
- Make a case for conservation in the midst of decreasing government support
- Increase communication among conservation professionals in various countries and organize effective interdisciplinary teams and partnerships
- Become cultural ambassadors engaged in major governmental policy decisions on topics ranging from climate change to social and economic development
- Strengthen emergency planning and preparedness for museums and libraries to facilitate rescue of objects following catastrophic floods, fires, and earthquakes; and man-made disasters
- Consider redefining the concept of conservation beyond the “Western” model.



We are very fortunate with this particular global seminar about preservation and conservation to welcome people from over 35 countries worldwide. These participants are not only trained conservators, librarians, or people who are in decision-making positions but are people who want to accomplish something after this particular seminar... I'm delighted to say that I'm a Fellow of the Salzburg Global Seminar. I was a participant as an instructor in a seminar called 453 which dealt with movement of art throughout the world. And after that experience I thought this was the only place to have this particular meeting, and obviously I was right.

— **Anne-Imelda Radice**





Lonnie Bunch

KEYNOTE LECTURE

Lonnie Bunch, the founding director of the new Smithsonian National Museum of African American History and Culture, delivered the keynote address, "A Call to Remember: The Power of Preservation," which addressed the question "Why Preserve?" and noted the ability of objects to communicate complexity, pain, and memory to a wide array of audiences.

Bunch presented compelling examples, including that of a pillowcase embroidered for a baby girl by her mother, a slave who was being sold to another owner and would never see her daughter again, and the coffin of a young black boy who was lynched for whistling at a white woman. He noted that many important heritage objects with stories to tell are still in attics and trunks and illustrated how communities can become

engaged with museums as they join in collection building and preservation of these treasures for the benefit of all audiences. Bunch told how his ideas for aspects of this new museum were enriched by visits to South Africa and Japan and noted the democratizing possibilities available through oral histories and new technologies such as social networking, Facebook, Twitter, MySpace, and Second Life. He emphasized the importance of preserving the tension created by contested voices that can and will speak through objects to future generations and the need to collect objects and stories of people who would rather forget than remember. Bunch's powerful keynote presentation is available at:

http://fora.tv/2009/10/07/Americas_Greatest_Strength_Is_Its_Ability_To_Forget



Nancy Rogers



Faeza Hussein, Anupam Sah



Joyce Hill Stoner



This session is very relevant to what I do at the University of Botswana...it is relevant because of my broader interest in indigenous knowledge systems...bringing forward the indigenous knowledge of our people based on memory and oral traditions...(for us, as Anglophone people, our language is more like the ministers talk and read the Bible and we listen. So it has perpetuated the oral tradition further than in the Islamic world where people had to copy the Qoran, learn it in Arabic and write it in the Arabic language.) What I will take home is the process of engaging with the community on the basis of mutual respect rather than, as a professional, I know it all and they know nothing. Here the emphasis has been, first analyse the problem, then ask why you want to solve the problem. Is it for your professional engagement or for the benefit of the community ...how the community wants to preserve or use their indigenous knowledge for heritage purposes as well as their self identity.

— **Kay Raseroka**



PLENARY 1: ADVOCACY AND PUBLIC AWARENESS

Moderator: Debra Hess Norris

Presenters: Simon Cane, Head of Operations, Birmingham Museum and Art Gallery, Birmingham

Ch'ng Kim See, Head, ISEAS Library, Institute of South-east Asian Studies, Singapore

Samuel Jones, Researcher, Demos, London

Museums and libraries exist for the public good, but the public may not be aware of the value and the need for preservation of their contents: books, archives, and historical and fine art objects. The cultural heritage community must be una-

Conservation is a form of social communication; it can reinforce and cement social capital. Archaic views formerly involved keeping the public separated from their heritage with "do not touch" signs. Now conservation studios must be opened up, and people should be invited in. Conservators must work with museum educators and the public and be able to explain both the glamorous and the everyday activities. Efforts to preserve cultural objects can be made engaging and fun through imaginative interactive exhibitions, school competitions with prizes, use of internet resources such as websites, "Flickr," etc. New programs can involve access for people with disabilities, such as "touch-it" exhibitions for blind visitors. The value of conservation in progress must be communicated more clearly; when an area is roped off for treatment or maintenance, it

PLENARY SESSIONS

The plenary sessions successfully combined presentations of general principles and case studies illustrating these principles and were followed by lengthy question-and-answer periods and further discussion.

pologetic about the importance of preserving our fragile heritage and overcome the challenges of finding the necessary funds. Conservation is an expensive activity that requires highly trained specialists. Cultural access and knowledge of proper care was once considered the right of the aristocratic; it must now become a grass roots and democratic initiative. Leadership can come from both top administrators and from the conservators themselves.

Panelists from the UK and Singapore discussed how to make members of society understand the value of cultural objects and how preservation strengthens civil society. Understanding must then transfer into action; "to think is not enough." Three central spheres of influence were defined: the political (policy makers, government officials, social and economic leaders), the public (museum and library audiences, owners of private collections), and professional conservators. Conservators have particular skills to bring to the table: knowledge of science, history, deterioration, and methods for treatment of material culture, yet they must work within institutional budgets. In addition, in order to address larger issues of cultural policy, conservators must improve their ability to communicate effectively with wider spheres of influence.

should not say "keep out" but "giving your heritage the care it deserves."

A long-term initiative in Singapore has arranged partnerships among five nearby institutions to conserve national heritage, increase availability, and inform and educate an audience ranging from school children to policy makers in what is essentially "a society of immigrants." These efforts began in libraries and are now spreading to museums. Library collections may need to be digitized to best increase accessibility. Funds must be leveraged to support conservation efforts.

The subsequent question-and-answer session discussed: bringing attention to the less glamorous aspects of conservation through open lab days and connecting conservation to the public's own everyday objects; networking conservation with other issues to show how it affects the livelihood of society; providing democratic access to viewable in-progress conservation treatments, which breaks down the concept of museums as elitist institutions; recognizing that the public will not seek out conservators—conservators must take the initiative.

PLENARY 2: EDUCATION AND TRAINING

Moderator: Vinod Daniel

Presenters:

Kathy Dardes, Head of Education, Getty Conservation Institute, Los Angeles

Marcelle Scott, Academic Programs Coordinator, Centre for Cultural Materials Conservation, University of Melbourne, Melbourne

Michèle Cloonan, Dean and Professor, Graduate School of Library and Information Science, Simmons College, Boston

International education to benefit conservation and preservation of cultural collections includes multi-year degree courses for specialists, short-term courses, workshops, internships, apprenticeships, and general consciousness-raising for all staff members of museums and libraries, private owners, and the public. The culture that must be preserved ranges from small movable objects to large archaeological sites, buildings, and paintings on walls. Conservation integrates the sciences and the humanities. There is no “one size fits all” model for conservation education; we must be holistic and interdisciplinary and consider both the tangible and the intangible heritage. Educational efforts must be located within overarching issues of human rights, cultural identities, climate change, and sustainability.

Panelists from Australia and the US representing both museums and libraries noted that learning about preservation can take place formally, informally, and socially in many different locations including classrooms, the workplace, and online. The conservation profession continues to learn about learning. Technological advances, including e-mail, blogs, open learning sites, Youtube, and Twitter, etc., should be mined for future initiatives and provide tremendous opportunities for preservation outreach and lifelong learning programs, especially for libraries.

For participants from developing countries, short courses and workshops were prevalent a decade ago, but recent assessments of alumni from these courses revealed some concerns. The participants felt that when they returned to their home countries they found themselves working in isolation and cut off from the international conservation community. Sustained contacts, interactions, mentoring, and other social connections are now considered necessary for effective learning and continuing development. The Getty Conservation Institute has developed new hybrid approaches, involving a network for formal and informal mentoring and coaching. This was exemplified by a successful course in photographic materials conservation held over a span of three years for 18 participants from Eastern European countries. There were three in-person summer school sessions in August and a website for continued contact. The students willingly stayed involved after the formal course was over.



Marcelle Scott, Américo Castilla



Kathy Dardes



Having people with a diverse range of specialties from this range of countries is the way for us to radically think differently, and I think the profession will be stronger if we can do that. I think Salzburg, having done these kinds of things in other fields, has got a well laid out plan, formula and setting in how you can get people together and make people feel relaxed to get the most out of them... Looking back I would say that in ten years time I am pretty certain that this particular meeting will be looked on as a landmark in terms of how the profession is going and growing.

— Vinod Daniel

Vinod Daniel

Graduates with degrees should be fit for practice and have the highly technical skills necessary to conduct conservation treatments; doctoral studies and advanced research should drive the discipline. However, the profession must also expand beyond the dominant demographic paradigm to immediately engage and empower others in preservation activities. In many developed countries the majority of professional conservators come from the ranks of well-educated, privileged young women; the profession must diversify. Important knowledge should not be siloed. Partnerships can ameliorate the silo effect and bring professional organizations together. These challenges are increased as departments are downsizing and some international training programs have been forced to close. Even in countries with conservation education and training programs there may not be jobs for all graduates.

There have been a number of educational initiatives in the field of library preservation. The Bologna Process, which began in 1999 and now includes 46 countries, aims to create comparable degrees across countries and universities in a European higher education area. Online learning opportunities will become a more common way for students to earn degrees. In the Library and Information Science (LIS) field, the WISE (Web-based Information Science Education) consortium is made up of a group of schools in the U.S., Canada, the UK, and New Zealand that share online courses for masters students. EUCLID (European Association for

Library and Information Education and Research) promotes collaboration among LIS programs in Europe. Establishing educational programs in countries without library information science and professional infrastructure poses an especial challenge. Untrained practitioners continue to carry out treatments in many countries.

Issues touched upon in the subsequent question and answer period included: the lack of jobs or supporting professional infrastructure for trainees; that in Africa only 20% of museums, libraries, and archives have professional staff—workshops are not enough; lifelong learning programs are needed; professional instructors are needed; help is needed for library digitization—people understand the theory but not the practice; funding sources may wish to support only short-term initiatives; worthy programs are closing due to lack of monetary support; donors should be better informed, especially by senior conservators; international collaboration and partnerships are essential; deterioration can actually provide a clarion call to action; some of the successful programs took two decades to develop; a balance must be sought between the ideal and the practical, especially in those parts of the world that lack formalized conservation education and training of any kind; it is easy to become overwhelmed by the vast array of needs; having passion but no power is draining.



Alice Ng, Agnes Brokerhof, Jasmin Simmons

FIRESIDE CHAT CONSERVATION IN THE DEVELOPING WORLD

Moderator: Vinod Daniel

Presenters:

Alain Godonou, Managing Director, School of African Heritage (EPA) Porto Novo, Benin; Director, Division of Cultural Objects and Intangible Heritage, UNESCO

Faeza Hussain, Director of Restorations and Engineering Department, General Iraq Museum, Baghdad

Carolina Castellanos, Cultural Heritage Consultant, Atlatlahucan, Mexico

Jasmin Simmons, Information Services Librarian for Special Collections and Rare Books, National Library and Information Systems Authority, Port of Spain, Trinidad and Tobago

Loh Heng Noi, Director, Heritage Conservation Centre, Singapore

The panel of five speakers focused their comments on conservation issues in Africa, Iraq, Mexico, Trinidad and Tobago, and Southeast Asia. All speakers emphasized that collaboration and partnerships are essential for the progress of conservation in their countries and regions. There are only a few professional conservators in many geographical areas; for instance it was estimated that in Africa there is only one staff curator or conservator per 500,000 people.

Iraq has a huge number of archaeological sites and collections to manage and preserve; the Iraq State Board of Antiquities and Heritage is collaborating with the University of Delaware, Winterthur Museum, and the Walters Art Museum to equip and staff an educational institute in Erbil to train Iraqi conservators. UNESCO and ICCROM have helped with projects in Latin America. Climate control has a large profile in Mexico, but cultural heritage is not included on the national agenda and is still considered “elitist.”



Loh Heng Noi

The National Library and Information Systems Authority (NALIS) in Trinidad serves as a regional center for conservation of special collections and rare books and provides technical assistance and consultation for emergency planning throughout the Caribbean region, but has only one trained conservator and one conservation librarian. Unfortunately very few people want to spend the amount of time necessary to study library science, and scholarships go unused. As discussed by the panel on education, there have been many short courses and workshops for ten diverse countries in southeast Asia, but the recipients of the training need more coordination and help with on-the-ground problem solving and decision making. Here, it is most difficult to maintain standards for humidity and temperature. Collaborating partners often feel overwhelmed by the needs but must focus on establishing policy and encouraging change.

The ensuing question-and-answer session focused on: language problems, lack of continuity; the fact that practitioners in Israel or Mexico may still use traditional materials, but this knowledge should also be documented and possibly integrated with newer methods; the European way or the “high-tech approach” may not be right for all situations; pest control issues may be specific to different regions; time must be taken to build relationships and trust; PREMA (Preventive Conservation for Museums in Africa, sponsored by ICCROM) offered year-long courses in Africa for over fifteen years—400 professionals who were trained through that effort are now at work across the continent.



PLENARY 3: INDIGENOUS COMMUNITIES, ACCESS, AND CULTURAL REJUVENATION

Moderator: Vinod Daniel

Presenters:

Miriam Clavir, Conservator Emerita and Research Fellow, University of British Columbia, Museum of Anthropology, Vancouver

Kay Raseroka, Director of Library Services, University of Botswana, Gaborone

Panel members from Australia, Canada, and Botswana discussed case studies to illustrate conflict resolution between traditional ideas of preservation and a new openness for access to collections by native peoples. It is essential that communities feel they own their museums and libraries, that their stories will be told, and that their culture will be kept alive. The staff of an institution may not be indigenous but may hold indigenous materials that can now be handled and used for ceremonies. Indigenous peoples may feel alienated if objects with powerful emotional content are removed from their contexts and kept “dust free on shelves.” Decisions made by the staff of non-aboriginal museums or archives, whether government controlled or independent, may not be sympathetic or fully informed regarding interpretation and care for indigenous materials. Unilateral choices made by an outside group can seem to be a reminder of colonialism. Preservation must be balanced with access. Conservators and collections managers need to listen actively to their constituencies, earn trust, and share decision making and control; this may require great patience, and years may pass before successful collaborations are established. This extra time should be taken, and respect should be a mutual goal. Such collaborative partnerships turn the paradigm from “either/or” to “both/and,” as conservators seek to maximize the well-being of both the objects and their “owners.”

In Africa, oral exchange and face-to-face discussions are critical; culture is embedded in memory. There is a saying that “when an elder dies, a library burns”; however, it may be more accurate to say that each person’s memory is like an irreplaceable manuscript. Libraries recognize that there are various knowledge systems and see their communities as partners, not as mere recipients of learning. Part of the mission of libraries can be to preserve memory and knowledge for posterity, but in collaboration with its owners. Technology can assist elders to share their knowledge with the next generation, through students, teachers, principals, and families. For example, African students can take digital cameras home and interview their grandmothers or laptops are being made

available to aboriginal children in Australia. People should be allowed to speak for themselves in ways that will be preserved. Conservation, therefore, can also mean preserving memories from liberation struggles and freedom work.

The subsequent discussion period focused on the various cultural contexts in which conservation takes place and the fact that this context must always be taken into account: fixing a torn photograph, for example, may symbolize “fixing a family”; conservators and curators must also be aware of the symbolism of conservation treatments—the use of alcohol as a cleaning agent may represent spiritual “killing”; asking elders to wear gloves to handle a sacred object may send negative messages; conservators must be more representative of the constituent communities; museum spaces may be used for ritual activities; local musicians can be recorded playing local sacred music; rival religious and cultural communities can establish new ties and exchanges as they work together in order to preserve monuments or memories; there can be a profound impact in choosing what to remember and what to allow to be forgotten.



George Abungu



Plenary in Parker Hall

PLENARY 4: EMERGENCY PREPAREDNESS

Moderator: Debra Hess Norris

Presenters:

Hanna Pennock, Inspector, State Inspectorate for Cultural Heritage/
Collections, The Hague

Franz Grupp, Director, National Institute of Culture, Arequipa, Peru;
Director, Museum of Art, Santa Teresa Monastery

Lawrence Reger, President, Heritage Preservation, Washington, D.C.



Larry Reger, Hany Hanna, Franz Grupp

Panelists from the Netherlands, Peru, and the US emphasized the necessity for every institution to establish a tailor-designed plan for emergencies and to understand and engage in risk management, the ultimate embodiment of preservation. Preventive conservation addresses slow and relentless deterioration, but emergency preparedness addresses the possibility of swift and catastrophic destruction. The number one priority should, of course, be saving human lives, but the second priority should be the rescue of cultural heritage. Integrated management is best put in place throughout the whole museum or library, top down, but planning can and must be initiated and stimulated by the conservation staff. The plan should consider people, the building, and the collections, including electronic data, registration records, and archives. A full spectrum of catastrophes: fire, flood, earthquake, and theft should be considered, with special attention to the disasters most likely for the geographic region. The plan must

be reviewed and revised regularly, especially after changes in staff or technology. Networks should be pre-established to monitor news, notify state and local officials, locate supplies and information sources quickly, conduct conference calls for advice and assistance, and stay in communication.

Regular drills are key elements in emergency preparedness, and much can be learned from actual emergencies to help prepare for the next disaster. Practice drills should involve not only the entire museum staff but also the first responders, such as fire brigades, police, and military personnel. A case study was presented of an earthquake in Peru and the teams that were formed with conservators, the local fire department, nuns, and colleagues who arrived from Chile with assistance from ICCROM. Outside experts offer new perspectives, networks and expertise that may enable a more coordinated and effective response.

Emergency planning could be considered one of the most important subjects of the seminar. Not all collections are in institutions, and homeowners and caretakers of small collections should also be encouraged to establish their own emergency plans.

The subsequent question-and-answer session focused on the following: perhaps it should be legally binding to have emergency plans; the focus should move from disaster planning to Integrated Risk Management; UNESCO has been helpful with training in emergency preparedness in Latin America; orders should come from the top down—perhaps there should be a “Horror Story of the Month” to alert executives to their responsibilities; registrars are key figures as they have control over registry; archaeological sites must be protected as well—excavated artifacts must be guarded; the Heritage Health Index of 2005 documents that 2.6 billion items in museums, historic houses, zoos, gardens, libraries, and archives in the US are not protected by an emergency plan and that 80% of the institutions do not have a plan at all; disasters are geographical and thus an alliance for response is keenly necessary; websites can provide key information following disasters; military personnel should also be coached regarding the preservation of cultural heritage.

An additional presentation was made by Simon Cane, Head of Collections Care, Birmingham Museums and Art Gallery, Birmingham, regarding the discovery of a large cache of Anglo-Saxon gold and silver materials in Staffordshire, England, in the summer of 2009 and the resulting flood of 80 journalists from all major news media. Securing the site, protecting the artifacts, and managing the media represent other types of emergencies that require preparation and monitoring.



Vivian Deniz, Kay Raseroka, Isabelle Vinson



Tim Whalen, Hanna Pennock

PLENARY 5: COLLABORATION

Moderator: Debra Hess Norris

Presenters:

Tim Whalen, Director, Getty Conservation Institute, Los Angeles

Catherine Antomarchi, Unit Director, International Centre for the Study of the Preservation and Restoration of Cultural Property (ICCROM), Rome

Wivian Diniz, Director for Movable Heritage, Federal Institute for Cultural Heritage, Brasília

Panelists from the Getty Conservation Institute in the U.S., ICCROM (International Centre for the Study of the Preservation and Restoration of Cultural Property, Rome), and the Federal Institute for Cultural Heritage in Brazil discussed the benefits and challenges of collaboration. True collaboration results in substantial gains in coverage and sustainability accompanied by some sacrifice of name recognition and control by each collaborating institution. Collaborators must move beyond their “comfort zones.” Collaboration involves sharing of intellectual, financial, and human resources and depends on the participants’ generosity and farsightedness. Collaborative projects generally take more time but better serve the common good; they can serve to make each collaborating institution work “harder and smarter.” In some cultures, the process may be as important as the outcome. Emergency Preparedness and Risk Management depend on collaborative efforts. Conservation online (<http://cool.conservation-us.org/>) is an example of a significant international collaborative resource available through the Internet and now administered by the American Institute for Conservation of Historic and Artistic Works. New technologies will continue to benefit future collaborations; social networking is currently a cost-free way to collaborate.

Each collaborative effort is different. Components for successful collaborations include: clear and meaningful objectives, detailed descriptions of outcomes, clearly identified, specific responsibilities, defined and agreed-upon plans of actions and deadlines, a common vision and approach, delineation of benefits expected for each collaborator, and an understanding of the collaborators’ respective strengths and weaknesses. ICCROM has been a major player in collaborative efforts of international training; there are also needs for international collaboration in research programs.

The National Institute for Historic and Artistic Heritage of Brazil (IPHAN) works with all cultural heritage outside of museums in that country. Brazil is so large that collaboration must be established within the country. Preserving historic sites involves identifying, registering, preserving, promoting, and protecting a wide spectrum of Brazilian cultural heritage. A protective network has been established among 27 bureaus to increase the legal protection for 1117 properties, 862 of which are immovable.

The ensuing discussion touched on the following issues: that the continent of Africa could benefit from strengthened relationships with ICCROM and UNESCO; collaborative partnerships for research are possible and have existed successfully in Europe for 25 years; collaborations should not, however, take away from the core work of conservation organizations—collaboration should not be an end in itself, though in many cultures the process of collaboration is as important as the goal; barriers to collaboration include: objects in too poor a condition to lend, conservators who will not share laboratories, people who wish to work alone, and people who feel they must compete to survive; collaborations can be at any scale in any space—it is not “one size fits all”; fundraising initiatives among institutions with related goals, such as US graduate conservation training programs, have resulted in much higher return than the institutions could have achieved independently.



What is most important about meetings like this is that it is in fact not focused on any particular expertise or job description...It incorporates so many countries and such a variety of people...We have incorporated into our efforts a huge number of new concerns...Climate change is going to present an ever-increasing difficult challenge for preservation. But the issues of sustainability go beyond just being green and being environmentally responsible...we have to incorporate all the stakeholders, all the people who are affected by our work and all the people who the work is for. If we don't do that we are not going to last, nor is the cultural material going to last. ...We are going to produce a declaration so there will be a piece of paper that anyone working in the field will be able to use...But as powerful as that piece of paper might be, the more powerful effect of this meeting will be like dropping a pebble in a pond – the ideas, discussions, friendships and networking that will occur will ripple out in an ever-growing series of circles...In a year or two there may be people who met here that will celebrate the success of an initiative that was developed because of their meeting, friendship and exchange, here in Salzburg.

– Jerry Podany



PLENARY 6: SUSTAINABILITY

Moderator: Vinod Daniel

Presenters:

Jerry Podany, Senior Conservator, Antiquities, J. Paul Getty Museum, Los Angeles; President, the International Institute for Conservation of Historic and Artistic Works, London

Cristina Sabbioni, Research Director, Institute of Atmospheric Sciences and Climate, National Research Institute, Rome

Anupam Sah, Head of Art Conservation, Research and Training, CSMVS Museum Art Conservation Centre, Mumbai

The presenters for this panel, representing conservation in the US, conservation science research in Italy, and a case study in India, emphasized principles of responsibility in stewardship and in sustainability. As responsible caretakers, the conservation community must maintain and preserve culture heritage for future generations. The concept of sustainability was originally defined by James Tobin in 1974 as the ability to maintain balance, but can be viewed as the balance of managing many different assets, resources, and concerns through compromise, in order to benefit the overall good. Heritage professionals must facilitate responsible access to heritage material, manage its change, and contribute to the health of our society, while, as world citizens, we accept our role as stewards of our planet. We may need to be more flexible in recommendations for humidity and temperature standards for collections care due to soaring costs of energy for museums, and the number of blockbuster exhibitions may need to be limited. Conservators must step forward to join national and international discussions on climate change.

The Noah's Ark Project (a pan-European consortium of ten organizations, both public and private) has created a synergy between the study of climate change and cultural heritage scientific research in Europe, and can be seen as a case study for the rest of the world. A series of predictions have been made on the impact and consequences of climatic change on the deterioration of building materials, including stone, wood, metal, and glass. For example, salt crystallization is predicted to increase over the next 100 years all across Europe, and biological growth is likely to increase in Central and Northern Europe but decrease in Southern Europe. Guidelines propose adaptation strategies for cultural heritage management in the face of climate change. Unfortunately, cultural heritage has been absent in the Intergovernmental Climate Change Panel Reports, despite the demonstrated effect of cultural



Jerry Podany, Ingrid Bogel

tourism on economic well being. Cultural heritage should become a priority in existing and forthcoming legislation and policy.

An additional presentation was made by Anupam Sah who shared a case study in an Indian village in the state of Orissa as a powerful example of the impact of heritage conservation on the economic health of a community. The village needed such amenities as roads, water, and cell phone service. The Orissa Village project brought artisans from throughout the region to reconstruct important traditional mural paintings that had deteriorated and disappeared. They used historical pigments, binders, and techniques, which had been carefully analyzed, to beautify the walls and buildings of the village. The murals were covered by the news media, attracted increased tourism, and brought about needed improvements in the village, including better drinking water, sanitation, and electricity. A stone restoration project and a wood conservation project are currently being undertaken.

Issues discussed in the subsequent question-and-answer session included: that World Heritage Sites are an excellent way to bring attention to climate change; cultural heritage cannot be saved "at any cost" because the cost may be too high—a responsible balance must be sought; tourism is a thriving industry and its income can be beneficial to a region if it is properly channeled, but tourism can also endanger site preservation; it is difficult to turn historic structures into "green" museums; the Orissa model was an excellent example of "starting small" to show sustainability.



WORKING GROUP SUMMARIES AND NEXT STEPS

The Florence Flood of 1966 represented a critical moment for many incipient professionals in heritage conservation; ripples from the rescue efforts following that catastrophic disaster still have an impact on today's initiatives and assist a general international awareness of the need for preservation of cultural heritage. The 2009 session in Salzburg constituted one of the most international gatherings to date, now dedicated to beginning a new campaign for conservation entitled "Heritage—Pass It On."

Five working groups held multiple sessions interspersed among the more formal plenary presentations and discussions; each working group presented recommendations for action summarized briefly below and attached in full in the appendix.

Working Group 1: Emergency Preparedness

The executive management team of cultural organizations must be motivated to lead the entire staff in emergency planning, including guards, building maintenance staff, librarians, curators, conservators, and public relations representatives. Networks must be established with local responders, such as fire departments and emergency services and with regional, national, and international institutions and websites for assistance, advice, and information. Each organization should carry out regular drills.

Working Group 2: Raising Awareness and Support

Government agencies and other policy makers should be approached and made aware of the need for financial support for heritage protection and preservation. An international alliance should be formed to develop a global advocacy campaign to raise awareness of the need for protection of cultural heritage for children, teachers, and families. Corporations, foundations, and patrons should be informed and inspired to provide significant resources for the preservation of cultural heritage. Each cultural organization should commit to public outreach and advocacy initiatives.

Working Group 3: New Preservation Approaches

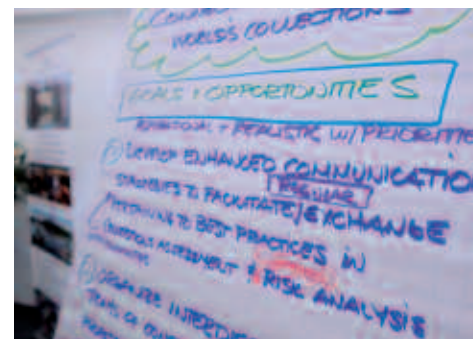
Research is needed to address the threat to cultural heritage induced by environmental changes; the impact must be defined, and models to reduce environmental impact should be developed, tested, and validated. New solutions should be sought regarding products and treatments for cultural heritage, including: longevity of contemporary materials, procedures for storage, evaluation of current treatment materials and technologies, and the development of new materials and approaches. Improved techniques should be developed for museum security, tele-monitoring of



Takeshi Ishizaki, Catalina Plazas



Anupam Sah



Working Group Reports

archaeological sites and cultural landscapes, and digitalization of library collections. Environmental guidelines for museum collections and loans should be re-examined.

Working Group 4: Education and Training

New educational models should be developed to train skilled conservation specialists in both developed and developing countries. Conservation specialists must also be trained in leadership, advocacy, and collaboration with communities. Global internships should be supported. Both short-term and long-term courses are needed. A central website should be developed for sharing models of conservation education. A process for on-going translation of current and new conservation education materials should be established and funded. Social networking technologies can be used to share images, video, and documents freely.

Working Group 5: Assessment and Planning

A culture of planning needs to be promoted across all the heritage sectors, operating in the context of a set of ethical, technical, and operational principles. Each planning phase should articulate its purpose and tangible outcomes. Monitoring, review processes, and performance indicators are key components of the planning cycle. Participation of all stakeholders in the assessment and planning process will foster a shared responsibility to ensure sustained conservation and management of cultural property.

Commitments Made by the Delegates

The delegates submitted a list of personal commitments for future action to be taken when they returned to their own countries and organizations. They promised to share the recommendations of the Salzburg Seminar on Conservation and Preservation with colleagues in their institutions, professional organizations, and

policy makers and to publish information and key points on websites, Wikipedia, and in local and national newsletters. Individual commitments made by the participants included intentions to plan educational programs for their communities, implement more days for children and young people at their museums, energize their staff to do more with less, write a textbook for museum conservators, establish contacts with the conservation training programs in their own countries, and improve collaborative participation in projects. Commitments were listed to promote more realistic and flexible environmental guidelines for museums, evaluate Emergency Preparedness Plans, carry out emergency drills, help to translate the "Emergency Response Wheel" into other languages, and expand risk management networks. Delegates wrote that they will raise funds to begin advocacy campaigns to raise awareness for heritage preservation and pursue recognition for policy makers or funders who have supported conservation of cultural heritage. A number of partnership initiatives emerged among the delegates, such as plans for linking an Iraqi training program with a U.S. conservation program, arranging joint presentations of a traveling exhibition on segregated schools, treating an important ceiling in Pakistan with a consortium of US graduate conservation students, and establishing a professional network among all the Fellows.

The Salzburg Declaration

At the end of the seminar, the Fellows unanimously endorsed a Salzburg Declaration on the Conservation and Preservation of Cultural Heritage that affirmed the importance and value of cultural heritage to cultures and societies globally. This Declaration (attached in the appendix) urges the cultural heritage sector to work together with governments, non-governmental organizations, and other stakeholders to integrate conservation initiatives into other social and economic initiatives; raise public awareness and engage the public; strengthen research, networking, educational opportunities, as well as the exchange of knowledge and resources globally; and promote responsible and sustainable national and regional conservation policies and strategies.



The one thing that was very interesting to me was the risk management and safeguarding which is something we don't have at all in Pakistan and it is very important. So when I go back I have to put emphasis on this and how we should acquire it. One of the participants offered that he could teach us the methods for emergency preparedness so once I get back I will try to invite him, as soon as the situation and the security is a bit better.

– Asma Ibrahim



Working Group on Raising Awareness and Support

APPENDIX: WORKING GROUP RECOMMENDATIONS LIST OF PARTICIPANTS, SALZBURG DECLARATION

Working Group 1: Emergency Preparedness

Facilitators: Lawrence Reger, Agnes Brokerhof

Working group members: Ch'ng Kim See, Franz Grupp, Hany Hanna, Mary Estelle Kennelly, Hanna Pennock, Jasmin Simmons, Tim Whalen

Cultural heritage organizations on a global level should be better prepared for natural and manmade disasters. Emergency preparedness and response should be seen as part of collection risk management. Institutions should start with small steps, use common sense, and realize that perfection is the enemy of the good.

RECOMMENDATIONS

- Engage management from within the organization. Send memos, raise issues in staff meetings, and use external leverage, e.g., museum, library, archive associations and resource organization, such as national institutes for cultural heritage.
- Know your institutional team members and involve them. Be aware of your responsibility within collections management and enforce your authority. Share your knowledge with others in the team, e.g., curators, preservation librarians, conservators, security and building maintenance staff, collection managers, external affairs/presentation staff.
- Make friends with first responders and stakeholders, e.g. fire departments, emergency services, local communities; this is a first step to a network.
- Connect collections safety to existing life safety procedures.
- Engage institutions with similar risks or circumstances, especially locally, and combine your strengths. Share your response friends; this expands your network.
- Train your teams, including management, first responders, and internal security.
- Carry out regular drills; consider a risk that could have a large impact in your institution, pretend it happens and do a drill. Use your common sense and experience and then evaluate

what went well and what not so well. Consider what needs improving.

- Make a list of incidents that have happened in the last ten years.
- Choose one and evaluate what was the cause, what worked, what went wrong and what you would improve next time.

Working Group 2: Raising Awareness and Support

Facilitators: Catherine Antomarchi, Simon Cane

Working Group Members: Althemese Barnes, Susan Bioletti, Ingrid Bogel, Thomas Li, Kristi Multhaup, Alice Ng, Jerry Podany, Margie Reese, Tamara Sawaya, Sheng Jianwu, Ibrahim Thiaw, Diane Thram, Senka Tomljanovic, Jacinta Woo, Marsha Semmel, Sam Jones

Raising awareness and support should involve the professional conservation community, schools, community groups, and families, the private sector (including corporations, donors, and businesses), and policy makers (government agencies, allocating authorities, and culture departments).

RECOMMENDATIONS

- Approach policy makers to advocate for legislation regarding financial support for heritage protection and preservation and develop a mechanism to recognize policy makers who have had a positive impact on preservation of cultural heritage.
- Form an international alliance to develop a global advocacy campaign "Heritage – Pass It On" to raise awareness of the need for the protection of cultural heritage for children, teachers, and families.
- Build strong relationships with corporations, foundations, and patrons that result in their commitment to provide significant resources for the preservation of cultural heritage.
- Create and embrace advocacy opportunities for the preservation of cultural heritage.



For me the main highlight was the opportunity of hearing from other specific types of collections...it was very interesting to get examples of issues we share. Another highlight for me was that all along the seminar people talked a lot about values and families and what cultural heritage means to them, as opposed to about collections. The other thing I liked was to hear case studies and not only from America or the European context. Those case studies were a big lesson and very innovative. I feel we have to learn as much from those who live outside our western world as possible.

— **Catherine Antomarchi**





Ch'ng Kim See, Agnes Brokerhof, Mary Estelle Kennelly



Richard McCoy



Tamara Sawaya

Working Group 3: New Preservation Approaches

Facilitators: Stefan Simon, Charlie Costain

Working Group Members: George Abungu, Wivian Diniz, Darin Hayton, Takeshi Ishizaki, Catalina Plazas, Cristina Sabbioni, Isabelle Vinson

Cultural heritage is a dynamic process that involves different actors and changing definitions; solutions must respect global relevance and local regional specificities; possible synergies between various research approaches should be identified and supported.

RECOMMENDATIONS

1. Design and carry out research to address the threat induced by environmental changes

- Identify the critical levels for pollutants and environmental parameters in indoor/outdoor conditions
- Determine the impact of climate change on materials and structures and adapt technologies to mitigate potential negative effects
- Develop, test, and validate mobility models to reduce environmental impacts to immovable cultural heritage (vibration, climatic parameters, etc.)
- Develop compatible management systems on quality and sustainability of indoor/outdoor cultural heritage environments for museums, collections, and archives, including "green museums" and the adaptation of new energy efficiency tools
- Develop scientific criteria and tools to measure and regulate the impact of tourism on cultural heritage

2. Seek new solutions related to products and treatments for the protection of cultural heritage

- Study durability and decay mechanisms of contemporary materials and search for and identify decay indicators and develop procedures for storage and preservation
- Develop new and appropriate materials and technologies for improving the conservation of movable and immovable heritage and procedures to evaluate their suitability
- Evaluate treatments used in conservation at present and in the

past, assessing their suitability and future consequences

- Include and verify local or traditional methods and methodologies in conservation approaches
- Develop procedures for sustainable decontamination of cultural artifacts and collections from bio- and pesticides which have been applied in the past
- Develop innovative conservation proposals for contemporary art materials (e.g., plastics, ceramics, new alloys, glasses, new dyes, concrete, and photographic materials)

3. Further develop investigation and documentation technologies

- Develop techniques (e.g. surface topography, multispectral documentation, etc.) to enhance the identification of fakes or stolen artifacts (authentication, illicit traffic)
- Further develop portable, non-invasive instruments and intelligent multi-sensor systems for diagnosis, monitoring, and early warning in situ to quantify current condition in order to investigate and explain deterioration processes and their kinetics
- Further develop security technologies and systems for museums, libraries, and archives, including safe handling for movement and transport of artifacts
- Further develop web mapping and web GIS tools for the tele-monitoring and remote monitoring of archaeological sites and cultural landscapes, including new documentation procedures for monuments and archaeological sites
- Further develop digitization techniques in order to save library and multi-material collections endangered by acid decay etc.,
- Explore the replacement of highly technological equipment with basic technology in less developed situations

4. Adopt guidelines and develop tools to assist with implementation

- Adopt more flexible and realistic environmental guidelines for museum collections and loans and develop tools to assist in their implementation
- Refine and distribute procedures to preserve the content of multi-media documentation (e.g., audio/video tapes)



There is a paradigm shift being demonstrated here from the preservation professionals from all different backgrounds, that conservation and preservation is a social act, and that it is social outcomes that matter. It is not about stuff, it's about how people interact and are effected by the stuff.....The need for the profession is to advocate and to get the idea that cultural heritage is an issue of world concern, It's an economic issue, health issue, growth issue; it's part of all these agendas... That for me is the biggest message, that cultural heritage has a major part in maintenance of a civil society and all that it entails.

— **Simon Cane**





Working Group 4: Education and Training: The skills, attributes and attitudes conservators need to practice in a changing world

Facilitators: Mary Brooks, Marcelle Scott

Working Group Members: Americo Castilla, Schroeder Cherry, Mary Chute, Miriam Clavir, Michèle Cloonan, Kathleen Dardes, Alain Godonou, Asma Ibrahim, Richard McCoy, Laura McGrane, Loh Heng Noi, Debra Hess Norris

Leadership is an integral ability of conservators, equal to technical expertise and cultural awareness. There are varying conservation education models and training needs worldwide; a range of training models is required. It is key to recognize cultural difference, diverse audiences, and varied social contexts. Single, institution-owned portals for sharing conservation knowledge are not sustainable and may not be desirable. Crowd-sourced social networking technologies exist to share images, video, and documents freely; these technologies should be evaluated for this use. It is important to engage the highest level of governmental and non-governmental offices in understanding the importance of conservation education.

RECOMMENDATIONS

- Conservation education and training should include development of skills of leadership and cultural engagement.
- Conservation education should have two stages:
 - Development of a set of core skills encompassing technical, cultural, and leadership abilities in conservation (including: attitudinal skills such as cultural sensitivity and advocacy; technical skills such as materials and degradation processes, interventive conservation and preventive conservator, and generic skills including communication, problem solving, decision making and planning.
 - Development of advanced specialist skills, knowledge, and understanding, including interaction and collaboration among educational providers, professional bodies, and employers.
- A Masters in Conservation Administration (MCA) should be developed to sit alongside conservation PhDs.
- Internships in conservation programs should be supported globally
- Hybrid educational opportunities for related professionals/

scholars should be increased, including enhanced opportunities for more collaborative work in communities.

- More resources for professional development should be provided, including needs-assessment surveys to understand training needs and opportunities globally.

Such resources should include:

- Short-term courses of varying duration to encourage immediate, practical, and focused instruction on issues, including preventive conservation and upgrading skill sets.
 - Longer-term courses for developing formal opportunities for study, in some cases with the goal of creating new academic programs that will train conservators in accredited fields.
 - These programs should also include tangible outcomes: case studies, built structures, or small museum spaces; or a conservation role in a larger local, regional, or national project.
- A central website should be developed for sharing models of conservation education and good practice.
 - A process for the on-going translation of current and new conservation education materials should be established and funded.
 - A pilot program should be tried out in a specific geographic location to test a model that includes: exchanging trainers, internships, and ways of developing collaboration and advocacy skills.
 - To advance all of the above objectives, within two years a global meeting of preventive conservation educators (practitioners and administrators) should be convened to share best-practice models.
 - A pilot project should be created to explore social media applications and to establish protocols for good practice.
 - The Salzburg Global Seminar in conjunction with relevant partners should work with the community of Fellows to identify influential decision makers to be invited to attend a Salzburg Global Seminar on “Why Preserve?” to understand the social benefits and opportunities that derive from conservation education.
 - A replicable learning module “Why Preserve?” should be developed that could be taught world-wide. The outline would be sufficiently detailed, yet suitably adaptable, to be taught in a broad range of community and educational programs, including history, communities, climate change, and media studies.



I personally have been very enriched by the talk about new education trends...the revisiting of what we need to train our young people to think about and challenge them to think of how new conditions are to be met. The risk preparedness portion speaks close to my heart as I spend most of my time in very vulnerable regions be it to natural disasters or social ones...I have been very excited about the exchange...If I may say as well, the setting itself, the place, is very conducive to critical thinking. None of us here are speaking on behalf of an institution but rather for the benefit of the heritage world in general. I think that is very conducive to discussion.

— **Carolina Castellanos**



Working Group 5: Assessment and Planning for Conservation and Management of Cultural Heritage

Facilitators: Ian Cook, Anupam Sah

Working Group Members: Carolina Castellanos, Tom Clareson, Faeza Hussain, Hande Kökten, Kay Raseroka, Hasia Rimon, Solange Zúñiga

Planning is the essential framework for informed decision making and the achievement of conservation goals. The components of planning (documentation, assessment, scheduling, implementation, monitoring, etc.) should not be considered ends in themselves. Planning must address the need for flexibility to accommodate change. Planning should be participatory and transdisciplinary and should be guided by future uses and applications. It should take into account the impact of actions and outcomes on communities and other stakeholders. It should ensure proper communication strategies. Planning should be realistic and feasible in terms of the technical, financial, and human capacity required for implementation. Participation of all stakeholders in the assessment and planning process will foster a shared responsibility to ensure sustained conservation and management of cultural property.

RECOMMENDATIONS

- Promote a culture of planning across all heritage sectors.
- Operate assessment and planning regimes in the context of a set of ethical, moral, technical, and operational principles.
- Include a clearly defined brief and authorization or commissioning protocols in assessment and planning documentation.
- Develop generalized methodologies for the conservation and management of cultural property, including tangible and intangible heritage.
- Articulate the purpose, terminology, and rationale for each phase.
- Define tangible/visible outcomes for each component of the plan.
- Emphasize the implementation process as a key feature of the plan
- Assign responsibilities as well as budgetary and operational information.
- Establish monitoring, review processes and performance indicators as key components of the planning cycle.



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Tom Clareson, Kristi Multhaup

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SALZBURG DECLARATION

ON THE CONSERVATION AND PRESERVATION OF CULTURAL HERITAGE

31 October 2009 · Salzburg, Austria

On the occasion of the Salzburg Global Seminar session on *Connecting to the World's Collections: Making the Case for the Conservation and Preservation of our Cultural Heritage*, sixty cultural heritage leaders from the preservation sector representing thirty-two nations around the world shared experiences to address the sustainability of cultural heritage. The Assembly:

Recognizes that our global cultural heritage strengthens identities, well-being, and respect for other cultures and societies,

Affirms that cultural heritage is a powerful tool to engage communities positively and, as such, is a driving force for human development and creativity,

Reaffirms that an appreciation of diverse cultural heritage and its continuity for future generations promote mutual understanding between people, communities, and nations,

Acknowledges that although we have made tremendous gains in the cultural heritage sector in education, facilities, new technologies, and partnerships, our global cultural heritage is threatened by continuing deterioration and loss resulting from a shortage of trained conservation practitioners, natural and man-made emergencies and environmental risks, including climate change, and limited investment, and

Recommends that governments, non-governmental organizations, the cultural heritage sector, communities, and other stakeholders work together to:

- Integrate conservation projects with other sectors to provide a lever for social and economic development,
- Commit to increased community engagement and raise public awareness regarding at-risk cultural heritage,
- Strengthen the investment in research, networking, educational opportunities, and the exchange of knowledge and resources globally, and
- Promote responsible stewardship and advance sustainable national/regional conservation policies and strategies, including risk management.

The deliberations at the Salzburg Global Seminar for the *Conservation and Preservation of Cultural Heritage* have established a new collaborative platform to more effectively preserve the world's cultural heritage and address global challenges now and in the future.

The Assembly thanks the Salzburg Global Seminar and the Institute of Museum and Library Services in Washington, D.C. for initiating, organizing, hosting, and supporting the conference co-chaired by Vinod Daniel (Australian Museum) and Debra Hess Norris (University of Delaware, USA)

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Disclaimer

The report reflects many of the points raised and issues discussed during the October-November meeting, but is not an exhaustive exploration of the themes nor does it purport to reflect a consensus amongst the participants on all of the issues and ideas presented. The report seeks to reflect and summarize the multi-layered discussions that took place. The report does not claim to reflect the views of the donors or the author, nor does it necessarily reflect the views of the Salzburg Global Seminar or the Institute of Museum and Library Services.

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JOYCE HILL STONER is a professor, writer, and practicing paintings conservator. She serves as the Director for the Preservation Studies Doctoral Program at the University of Delaware, has taught paintings conservation for the Winterthur/UD Program in Art Conservation for 33 years, and has recently been named the Edward F. and Elizabeth Goodman Rosenberg Professor of Material Culture. She has authored more than 80 articles and book chapters on conservation topics. She founded and continues to coordinate the Foundation of the American Institute for Conservation oral history project, which contains interviews with more than 220

conservation pioneers internationally. She serves as a vice president of the Council of the International Institute for Conservation. Dr. Stoner holds a B.A. summa cum laude in Fine Arts from the College of William and Mary, an M.A. in Art History from the Institute of Fine Arts of New York University, a Certificate in Conservation from the Conservation Center of New York University, and a Ph.D. in Art History from the University of Delaware. Dr. Stoner was assisted in the preparation of this report by Abigail Swetz, a Program Specialist at the Institute of Museum and Library Services.

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