

A collaboration between
DOCOMOMO International and GCI

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A Global Survey on Education and Training for the Conservation of Twentieth-Century Built Heritage

Research Report



Getty
Conservation
Institute

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The Getty Conservation Institute (GCI) works internationally to advance conservation practice in the visual arts — broadly interpreted to include objects, collections, architecture, and sites. The Institute serves the conservation community through scientific research, education and training, field projects, and the dissemination of information. In all its endeavors, the GCI creates and delivers knowledge that contributes to the conservation of the world's cultural heritage.

Docomomo International's (1990) mission is to advance responsible stewardship of modern architectural heritage. Currently based at Técnico-University of Lisbon, dedicated to documentation and conservation of buildings, sites and neighborhoods of the Modern Movement, Docomomo represents 3,000 interdisciplinary members across the globe organized through 71 chapters, providing insight into their respective countries' activities towards preservation of modern architectural heritage and acting as local advisory bodies.



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FOREWORD

This report is the result of a collaboration between DOCOMOMO International and the Getty Conservation Institute (GCI). DOCOMOMO International is a professional organization, dedicated to documentation and conservation of buildings, sites, and neighborhoods of the Modern Movement. Its Specialist Committee on Education and Training (ISC/E+T) was established in 1994, with the mission of educating the younger generation, the general public, and society at large on the value of modern architecture and its preservation. The GCI is a nonprofit organization dedicated to advancing conservation practice internationally, and launched its Conserving Modern Architecture Initiative (CMAI) in 2013, with the aim of advancing conservation practice for twentieth-century heritage. The GCI and DOCOMOMO ISC/E+T agree that as more sites from the twentieth century are recognized for their heritage value, existing and upcoming professionals must be equipped to conserve them through expanded education and training opportunities.

As the number of training and educational activities in this sphere expands, and as both DOCOMOMO International and the GCI look to ways they can support these efforts, the idea of a survey was conceived to provide valuable information on the state of modern conservation education and training, and its potential audiences. Given our common aims, a collaborative partnership was created to embark on this effort together.

The goal of the survey was to provide a snapshot of the state of education and training initiatives on twentieth-century heritage around the world, including an understanding of how many courses of this type are being provided; where they are taking place; what subjects are being taught; the academic/professional level and working language of the courses; and their audiences. Together, the two organizations created a questionnaire and developed a list of academic and training institutions that would receive it. The information elicited from the questionnaire gives both organizations an understanding of the material being taught, the gaps that exist in this teaching, and the impediments that may constrain this area of study. The team then worked to summarize the responses, as presented in the findings that follow.

Almost two-thirds of the respondents acknowledge an interest in the subject of conservation of twentieth-century built heritage, and over one-third of the sample group recognizes the importance of the subject. Nevertheless, this area of practice is still nascent, and the survey revealed many challenges. The results, however, provide a useful starting point for discussion. Rather than reaching definitive conclusions, the findings of this survey identify lessons and recommendations for the near future, which should also be beneficial to relevant professional, educational, and academic communities.

With this information in hand, it will be possible for the two collaborating organizations to focus attention more directly on the provision of guidance, through their respective planning and future initiatives. Both DOCOMOMO ISC/E+T and the GCI share a mission to support, enhance, and contribute to training and educational activities that advance the conservation of our modern heritage. Through their own activities and by offering support to the many existing programs in the field, as well as potential new ones, the partner organizations hope that new generations of professionals will be able to make the best possible contribution to this collective endeavor.

DOCOMOMO ISC/E+T

GCI/CMAI

ACKNOWLEDGMENTS

We would like to express our gratitude to all the respondents from all over the world who took the time to participate in this survey, sharing precious information on their teaching programs and activities.

The project was led by Chandler McCoy, Getty CMAI Project Manager, with DOCOMOMO's Andrea Canziani and Wessel de Jonge, co-chairs of ISC/E+T from the Italian and the Netherlands' chapters respectively.

The design of the questionnaire, its distribution, and the collection of data was led by Cesar Ballester, Associate Project Specialist at Getty, with contributions from other Getty Conservation Institute staff members and the aforementioned DOCOMOMO contributors. We are also grateful for the support of Tim Hart—Getty's Head of Audience Research—and Vincenzo Riso from the DOCOMOMO Iberia chapter.

The elaboration of data and the writing of this report was undertaken by GCI staff, including Associate Project Specialist Margherita Pedroni, with input from Cesar Ballester, Chandler McCoy, Gail Ostergren, and DOCOMOMO representatives Andrea Canziani and Wessel de Jonge.

The authors thank Jeff Cody, Sara Di Resta, Ana Paula Arato Gonçalves, Sarah Sojong Yoon, Shikha Jain, Yasuko Kamei, and Carolina Quiroga, and gratefully acknowledge the support of many professional colleagues that contributed suggestions to the creation of contact lists.

We are also grateful to Cynthia Godlewski and Chelsea Bingham in GCI Publications, who helped in the preparation of this publication, to the copy editor, Allison Vanouse, and to Hespenheide Design.

EXECUTIVE SUMMARY

This survey is a joint initiative of the Getty Conservation Institute's Conserving Modern Architecture Initiative (CMAI) and the DOCOMOMO International Specialist Committee on Education and Training (ISC/E+T) to assess the state of affairs regarding education and training on the subject of twentieth-century built heritage conservation worldwide. More specifically, it aims at understanding whether the subject of twentieth-century built heritage conservation is being taught, and, if so, where and how. The information garnered from this survey helped to develop an understanding of what the available resources are, and where gaps exist in the field. The findings will guide the future initiatives of the CMAI and the DOCOMOMO ISC/E+T in their aim to contribute to twentieth-century built heritage conservation and support related educational efforts.

From May 2018 to October 2019, a total of 758 institutions in 115 different countries received the questionnaire through an online survey platform. Of the 758 contacted, a total of 261 institutions from 84 countries responded, which represents an average response rate of 34%. Among the respondents, 220 institutions in 71 countries offer educational activities on twentieth-century built heritage conservation or did so in the past two years. Of these, 145 (or 66%) offer education activities at the undergraduate level, 133 (60%) at the graduate level, 55 (25%) at the Ph.D. level, and 57 (26%) offer training at the professional level.

The information gathered shows that the subject of twentieth-century built heritage conservation is included in the curricula of many institutions. Among the respondents, 41 institutions do not currently offer educational activities on the subject, but most of the respondents plan to do so soon. Review of the absolute numbers and respondents' write-in comments makes it clear that there is still need and demand for more training opportunities, especially at the professional level.

The responses received reveal different approaches to the pedagogy (and practice) of twentieth-century built heritage conservation. They also include opinions on whether or not it should be taught separately from traditional conservation curricula, and how it can be integrated therewith. While the responses reveal a multitude of different initiatives and achievements related to the teaching of this subject, and demonstrate that it is taught widely throughout the world, they also reveal its challenges. It seems that growing interest, recognition, and awareness of this field has led to a greater need for education and training opportunities, especially at the professional level. This can be addressed by increasing the number of education and training offerings, ensuring that they are geographically well distributed and accessible, and developing and disseminating didactic materials specific to this field. Drawing on the findings of the survey, the ISC/E+T and the CMAI include a set of recommendations for addressing these needs at the end of this report, intended to highlight what can be done to advance the field of conservation of our modern heritage.

This is the first survey on the availability of educational opportunities in twentieth-century built heritage conservation to be carried out at a global level, and it is not intended to be exhaustive.

Instead, it should be interpreted as a first attempt to gather information, which may be supplemented in the future.

Section 1 of this report describes in detail the survey's purpose, methodology, and challenges, while section 2 presents the findings in detail. The latest version of the questionnaire sent to the recipients is included in Appendix I. The complete list of institutions contacted is presented in Appendix II.

INTRODUCTION

This educational survey aims to assess the state of affairs in twentieth-century built heritage conservation education and training worldwide. More specifically, it aims to understand if the subject of twentieth-century built heritage conservation is being taught, and, if so, where, at which levels, and how. It is our hope that the publication of this report will help to identify current trends, gaps, and the most pressing needs in the education field at the global level, while further consolidating a network of institutions involved in teaching the subject. Ultimately, we hope this will highlight areas of potential work or support, not only for our institutions but also for others active in the field of heritage conservation.

The target of the survey is twentieth-century built heritage in its wider sense, including works from the entire century rather than strictly focusing on the Modern Movement. Within the context of this project, we chose not to take a position in the debate about whether twentieth-century built heritage conservation should be considered as a separate discipline from earlier heritage conservation. However, the premise of this work is that dealing with the heritage of the modern era poses a set of particular challenges that deserve recognition and specific considerations.

Over the last decades, the built heritage of the twentieth century has been challenged by many factors: lack of appreciation and protection; aging and failure of experimental and short-lived materials and details; uncertainty in the choice of conservation approaches and treatments; functional obsolescence; rapidly changing user expectations and requirements for building performance; and so on.

While there is a trend towards increasing appreciation and protection of twentieth-century heritage globally, and significant advancements for its conservation have been made, there is still a ways to go. Raising public awareness and strengthening the capacity of those involved in the conservation field via training and promulgation of existing resources are pressing issues, especially if we consider the lack of expertise in twentieth-century heritage conservation, and the sheer quantity of buildings produced during the period that are reaching an age for which major interventions are needed, or will be necessary soon.

The specific challenges that twentieth-century heritage poses, from both a theoretical and material standpoint as well as the relative novelty of the topic, make education and training opportunities especially important. Even though the terms education, training, and capacity building are often used interchangeably, they represent different facets of learning, and their specific meanings are worth clarifying. Education aims at teaching a broad set of skills that are usually transferable across a variety of fields including theory, critical thinking, research, and the presentation of information. Education providers are usually academic institutions dealing with systematic processes of qualifications and passing of specific levels (e.g. undergraduate, graduate, Ph.D., etc.). Training is designed to impart content-specific knowledge or practical skills to participants, and it usually

targets those already working, such as professionals or practitioners. Whether developing new skills or building upon existing skills, the objective of training is to give trainees the opportunity to apply their knowledge practically. Capacity building programs encompass a diverse range of activities, aimed at building professionals' or organizations' skills and ability to function effectively in relation to their conservation projects. These activities include placing experts in institutions, providing technical assistance in collaboration with an institution's staff, or creating mentoring or fellowship programs to foster leaders within an institution, country, or region.

The role of education and training has been discussed at the international level, and its importance is reflected in international guidelines and initiatives. In 1994, only a few years after the 1988 foundation of DOCOMOMO, their International Specialist Committee on Education and Theory (ISC/E+T) was established to foster educational activities on the subject of modern heritage, and discuss its methodologies at an international level. In 2016, the committee changed its name to Education and Training to reflect the growing importance of continuing education, aiming at the inclusion of conservation professionals. Among the ISC/E+T's aims is the mission of educating to protect "by prevention," which means preserving not by action and reaction to specific threats, but by creating knowledge, awareness, and appreciation of modern buildings with the younger generation: students who will be the next professionals and the next decision-makers. Graduate workshops in the framework of the DOCOMOMO International Conferences are increasingly successful, and prove that young people like to be involved in assignments concerning the adaptive reuse and conservation of "modern heritage." Since the first Student Workshop in Istanbul, initiated by DOCOMOMO Turkey in 2006, the ISC/E+T has provided young graduates with the opportunity to experiment and learn about the documentation and conservation of modern heritage.

The 2017 Madrid-New Delhi Document of the International Scientific Committee on Twentieth-Century Heritage (ICOMOS-ISC20C) also acknowledges the pivotal role that education plays in addressing not only the specific challenges of twentieth-century heritage—such as understanding, sustaining significance, and dealing with material challenges—but also the environmental sustainability of this built heritage. Article 11.4 of ICOMOS-ISC20C states:

Encourage and support professional educational programs to build capacity and skills for twentieth-century heritage conservation. Educational and professional training programs in many disciplines need to include the principles of conservation for twentieth-century heritage and address its specific challenges including understanding significance, technical and material challenges and ensuring environmental sustainability.

Education and training are among the key activities of the Getty Conservation Institute as well. For the past several years, the CMAI has been offering training and workshops on the conservation of twentieth-century built heritage tailored to professionals. During an Experts Meeting, "A Colloquium to Advance the Practice of Conserving Modern Heritage," organized by the Getty Conservation Institute in 2013, education and training were one of the themes discussed (Normandin and Macdonald 2013). The selection of education as one of the four themes of the Experts Meeting reflects the strategic role it plays in the field, as well as the need to strengthen it. According to the authors of the Experts Meeting position paper, "Education and training in the conservation of modern architecture," the previous ten to fifteen years had shown educational institutions starting to include the topic of twentieth-century built heritage conservation in their curricula, and more education opportunities had been created worldwide. Reflecting the increasing complexity and

specialization in the world of heritage conservation, it was clear that the level of knowledge and the skills that professionals needed to master were increasing, but the learning opportunities available at the time were piecemeal and uncoordinated, despite the best efforts of some educational providers (Prudon and Cody 2013). The experts attending the GCI colloquium recommended a list of short-term actions aimed at improving coordination and achieving a comprehensive approach to the issues faced by this field (Normandin and Macdonald 2013, 79). One of the recommendations was to look at current education and training programs, examine the available courses, and investigate what people are teaching, where they are teaching it, and how and at which level it is being taught.

This educational survey report is the first step to answering questions that surfaced in the GCI colloquium, as well in the DOCOMOMO ISC/E+T debates over the past years. The outcome is not an inventory of all available education and training activities on the subject, but rather a snapshot of the state of the affairs, highlighting the main trends, achievements, and needs of the field. Apart from assessing the level and subjects of the educational activities, the present survey gathers information on the outputs these education activities have produced in terms of further work and research, the teaching methods used, and the additional resources that would be most useful to support education and training activities. Additionally, the survey enquires about the level of interest the subject commands among enrolled conservation/preservation students or professionals.

The implementation of this initiative presented some challenges and limitations. The survey targeted both academic institutions and non-academic entities offering courses or training on built heritage conservation—more details on the survey recipients is provided in section 1. As the first survey of its kind, it has involved the challenges of creating a contact list of relevant institutions from scratch; gathering the contacts of the recipients; and obtaining pertinent, clear, and consistent responses. Additionally, there is no shared vocabulary among the respondents, nor is there agreement on approaches to the discipline. These ambiguities had an impact on the interpretation of the responses received. The results obtained provide an initial overview of the main trends in the field and will help to define priority actions to support this sector, as outlined in sections 3 and 4.

SURVEY METHODOLOGY

1.1 Data Collection

The CMAI, together with DOCOMOMO ISC/E+T, developed an online questionnaire of 23 questions aimed at gathering a broad range of information regarding the educational activities and training available on the subject of twentieth-century built heritage conservation. The questionnaire was crafted to keep answers concise and data-comparable by asking multiple-choice questions. In order to allow respondents to express their views or share a link to external resources, it also included ten open-ended questions. The latest version of the questionnaire sent to recipients is in Appendix I.

1.2 The Questionnaire

The questionnaire collected information on the following six topics:

a. Identification.

- i. Name and location of the institution;
- ii. name and contact person.

b. Educational Activities and Training. Whether the institution currently offers or had offered within the past two years any educational activity and/or training on the subject of twentieth-century built heritage. If yes, the respondent was asked to specify:

- i. At what level: undergraduate, graduate, Ph.D., professional training;
- ii. Per level, the number and type of training opportunities being offered: a course, a module, a workshop, a certificate or a special diploma, a degree program (see glossary for definitions);
- iii. Per each level and type of training, what subjects are being taught: building conservation practice, material conservation practice, design, or other (see glossary for definitions);
- iv. The education or training activities names (i.e. title of the course/training) and links to their syllabi/program and bibliography.¹

c. Teaching methods and materials.

- i. The teaching methods currently used for the educational activities on the subject of twentieth-century built heritage;
- ii. Any additional teaching materials that would be useful for the scope.

d. Further research and dissemination.

- i. If the education or training activities resulted in further research by students, completion of a thesis, case studies, or publications.
- ii. If yes, how was this information disseminated.

e. Level of interest among enrolled students or professionals. Respondents were asked if enrolled conservation/preservation students or professionals had expressed an interest in the subject of conservation of twentieth-century built heritage.

f. Additional comments. Open question asking if there is anything else the respondent would like to add on the subject of teaching the conservation of twentieth-century heritage.

If the institution does not currently offer education or training on the subject of twentieth-century built heritage, the respondent was asked:

- g.** If there is any **future plan** to include these in their educational or training offering;
- h.** If there have been any **expressions of interest** from conservation/preservation students or participants on the subject of conservation of twentieth-century built heritage.

1.3 Who Received the Survey

The survey targeted both schools of architecture and city planning as well as heritage entities, public bodies, professional associations, and nonprofit organizations offering courses or training on built heritage conservation. For each country, a list of institutions and relevant recipients was created by consulting publicly available directories of universities and non-academic institutions, existing networks—such as the European Association for Architectural Education (EAAE), Plataforma Lattes for sourcing Brazilian contacts, the platform Conacyt in Mexico, and the directory of the National Council for Preservation Education in the US—as well as specialized publications, input from professionals working in the field, and direct search using search engines.

In order to reduce the language barrier, the survey was sent in three languages, English, Spanish, and Portuguese. Subsequently, the responses received in Spanish and Portuguese have been translated internally into English.

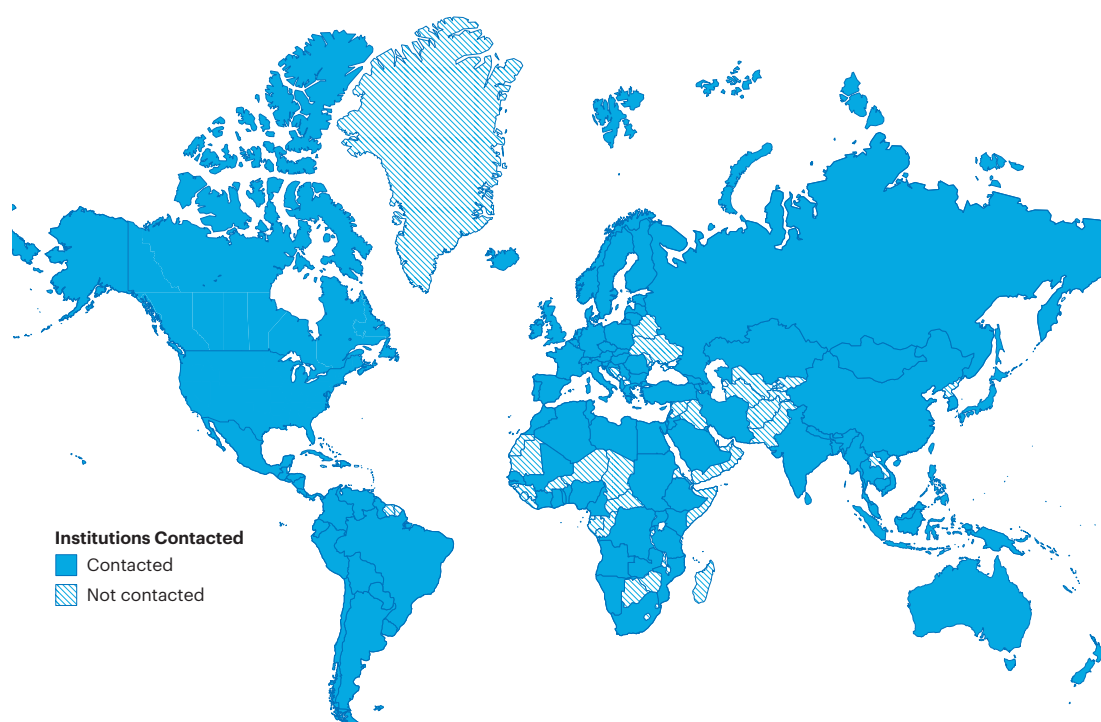
Of course, education and training for heritage conservation happens in schools and faculties other than architecture and city planning. Since the target of this survey is built heritage, however, it was decided to focus the research on this group of institutions, which is where most of the courses and training on the subject happen.

Figure 1.1 represents in solid blue the countries in which at least one institution was contacted. Table 1.1 provides the actual number of institutions contacted per region, and the number of responses received.

TABLE 1.1

Summary table showing the number of institutions contacted and the responses received from May 2018 to October 2019.

Geographical Area	Number of Contacts	Number of Responses	%
Africa	80	25	31.3
Asia	153	52	34.0
Europe	261	86	33.0
Latin America and the Caribbean	163	57	35.0
North America	92	36	39.1
Oceania	9	5	55.6
Total	758	261	34.4

**FIGURE 1.1**

A total of 758 institutions in 115 different countries were contacted. The map shows in solid blue the countries in which at least one institution has been sent the questionnaire and with the blue hatch the countries in which no institution was contacted.

1.4 Response Rate

From May 2018 to October 2019, the survey was sent to 758 institutions in 115 different countries throughout the world. Of the 758 institutions contacted, the survey was answered by 261 institutions from 84 countries,² meaning a response rate of 34% (fig. 1.2). The complete list of institutions contacted and respondents can be found in Appendix II. The number of institutions contacted and the responses received have been organized by geographical regions,³ summarized in table 1.1.

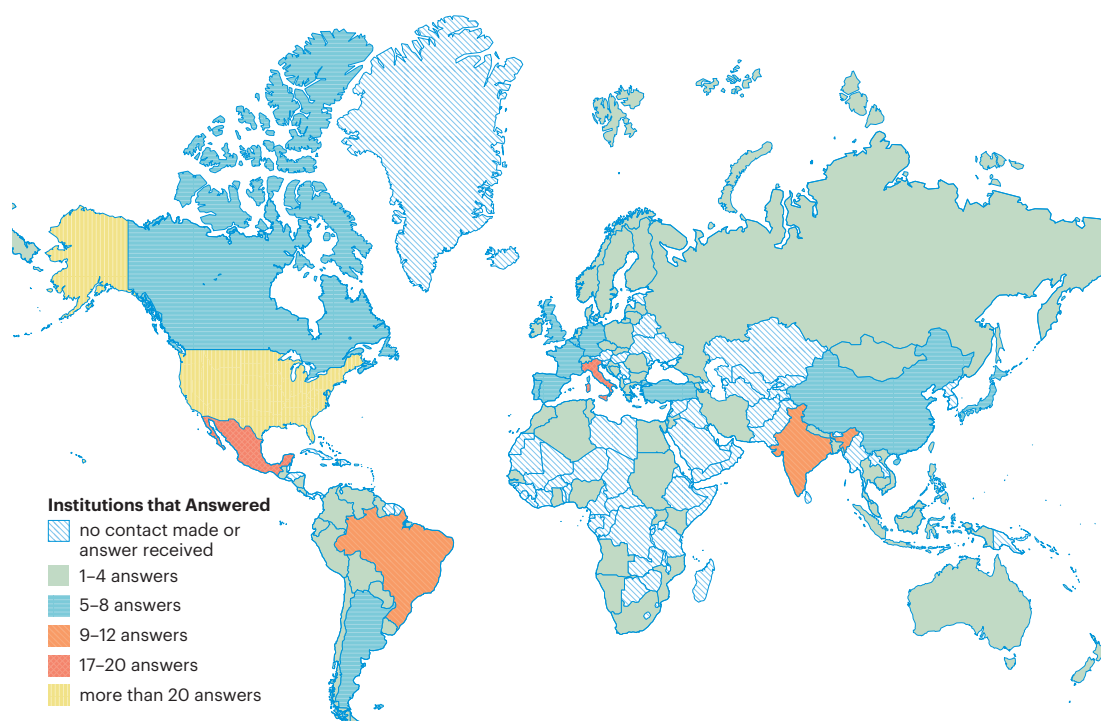


FIGURE 1.2

A total of 261 institutions from 84 countries responded to the survey. The map represents in different colors the absolute number of institutions per country that responded to the survey.

1.5 Challenges and Limitations

Due to the lack of an established network, challenges have presented themselves in gathering contacts, reaching the right recipients, and obtaining answers to the survey. Unfortunately, the work of some relevant institutions active in the field is not widely published, unpublicized, or the contacts of their representatives are not publicly available. Additionally, it was much easier to identify and locate contact information for academic institutions than to find training organizations that offer conservation courses to professionals. This is reflected in the numbers of institutions contacted and responses received: academic institutions outnumber the non-academic institutions in both cases.

Even though the response rate of 34% may appear low, several factors need to be considered to place this number in the right context:

- Although the questionnaire was sent to a wide range of schools of architecture and city planning as well as heritage organizations, public agencies, professional associations, and nonprofit organizations, it actually targets a narrow audience within that large group. It is very likely that institutions not offering courses on the subject of twentieth-century built heritage didn't feel any motivation to respond;
- This initiative is the first of its kind, and recipients responded on a voluntary basis. Therefore, some may not have felt any compelling reason to take the time to fill out the questionnaire, especially if there was no direct connection or previous relationship with the survey group;
- The level of detail and length of the questionnaire required a thorough knowledge of all the heritage courses and training delivered in an institution. In some cases the questionnaire may not have reached the person with access to this knowledge;
- There may have been institutional constraints or approval processes in place, preventing the recipient from responding;
- Because the survey was only sent in three languages (English, Spanish, and Portuguese) there may have been a language barrier.

Additionally, among the 261 entries, respondents provided information that varies greatly in terms of completeness, clarity, and consistency. Accordingly, the responses have been classified into three categories:

On-target entries (56%)

- Entries describing the teaching of twentieth-century built heritage conservation and not falling in any of the two categories below.

Ambiguous responses (37%)

- Unclear if the answers refer specifically to twentieth-century built heritage conservation, because they lack any reference whatsoever to twentieth-century heritage and consist of descriptions that seem to refer to general built heritage conservation; or
- Contradictory or potentially inaccurate answers. E.g., Respondent states that they have one or more individual courses on twentieth-century heritage conservation and in the description, he/she states that "the topic of twentieth-century is covered in a theory and methods class concerning themes in heritage studies internationally," meaning that the institution does not offer an individual course on twentieth-century heritage conservation but rather a module within another course; or
- Respondents state that their institution offers more than 2 individual courses on twentieth-century heritage conservation, but the syllabus or description provided does not mention twentieth-century heritage conservation at all.

Incomplete entries (7%)

- Respondents state only that their institution provides courses/training, and skip all other questions. E.g., no details are provided on the level, type, and description of the education and training activities, nor of contacts, teaching methods, and materials.

The findings of the 261 questionnaires have been fully retained and are presented in section 2, but the classification presented previously gives an idea of potential inaccuracies or distortions that affect the results. This distortion, however, does not mean that all potentially ambiguous entries are inaccurate or misleading. Rather, it suggests that some respondents may have filled the questionnaire without providing any detail or did not respond to all the questions, making it impossible to verify whether the content is relevant or not. In some cases, the respondents interpreted specific terms in a different way than we intended them, leading to deceptive responses to specific questions which, nevertheless, did not compromise the whole questionnaire. For example, the term “degree program” was intended by the authors to mean programs exclusively dedicated to the conservation of twentieth-century built heritage, while some respondents understood it to mean a general heritage conservation degree program with one or more courses on the conservation of twentieth-century built heritage. Another example is the term “laboratory,” which was meant by us to refer to hands-on activity dedicated to material conservation, while in some languages the term laboratory implies studio classes with project-based activities. The authors are fully aware that some answers may not be exact or consistent, but we are in no position to change them: the findings presented in this report are entirely derived from answers provided by respondents. Even though this may lead to certain inaccuracies in terms of numbers, this report aims to highlight—for the first time—global trends, not to provide global mapping or quantitative data.

According to the comments provided by some respondents, in certain contexts, education and training activities on the subject of twentieth-century built heritage conservation are fully integrated into broader courses of conservation and there is no separation or specificity to the subject, not even by modules. This may explain why some questionnaires and linked syllabi do not refer specifically to twentieth-century built heritage.

SECTION 2

SURVEY RESULTS

2.1 Overview of Education and Training Activities

Among the 261 respondents to the survey, 220 institutions from 71 countries stated that they offer education or training on the conservation of twentieth-century built heritage or offered them in the past two years (table 2.1 and fig. 2.1).

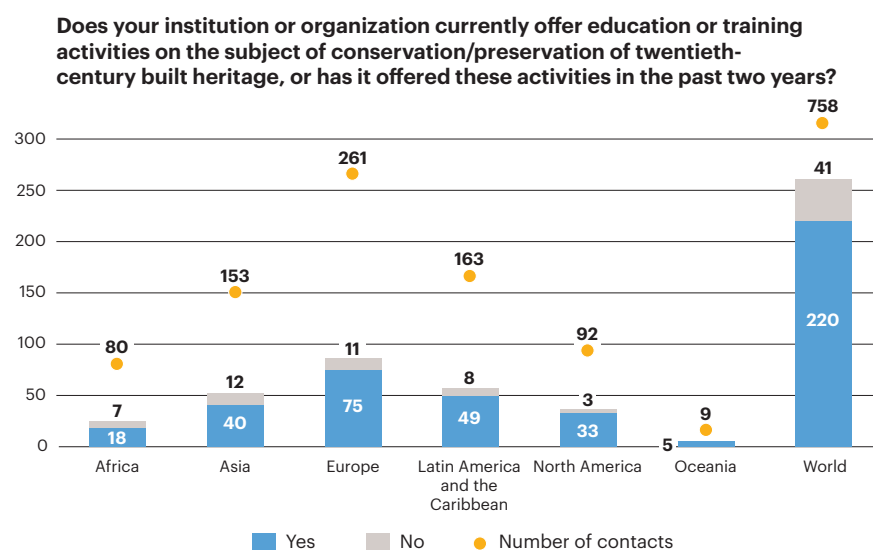
TABLE 2.1

Number of respondents providing educational activities on the subject of twentieth-century built heritage conservation at the global level, with detail per geographical region.

Does your institution or organization currently offer education or training activities on the subject of conservation/preservation of twentieth-century built heritage, or has it offered such in the past two years?		
	Yes	No
Africa	18	7
Asia	40	12
Europe	75	11
Latin America and the Caribbean	49	8
North America	33	3
Oceania	5	0
World	220	41

FIGURE 2.1

Numbers of institutional contacts and respondents in terms of positive/negative response: those providing educational activities on the subject of twentieth-century built heritage conservation (blue); those not providing twentieth-century built heritage conservation activities (gray); total number of institutions contacted (yellow dot).



Only 41 institutions stated that they do not currently offer education or training on the subject. Of these institutions, some specified that while they do not have dedicated educational activities, their general heritage conservation courses encompass lectures on “the subject or that the subject is dealt with at an implicit level as an understanding of the built environment as a continuum.” Of the 41 institutions currently not offering education or training, 21 institutions plan to offer such activities in the future. The majority expressed the intention of including the subject of twentieth-century built heritage conservation in the architecture curriculum, while others stated that their institution plans to organize summer schools or workshops on the subject.

Among the respondents, the percentage of institutions currently offering education or training on the subject, or which did so during the past two years, is high. However, due to the low response rate, this result cannot be interpreted as representative of a global trend of education providers in the field of heritage conservation.

As tables 2.2 and 2.3 show, among the respondents, academic institutions are the main provider of education and training on the subject, even at the professional level. Of the 220 institutions offering education or training activities on the conservation of twentieth-century built heritage, 193 are academic, and 27 are non-academic. This result is a consequence of the survey’s sample: as mentioned in the previous sections, the contacts of academic institutions outnumbered those of non-academic institutions.

TABLE 2.2

Types of institutions providing education activities on the subject of twentieth-century built heritage conservation.

	Responses	Number of institutions offering education and/or training activities on twentieth-century built heritage conservation
Academic institutions	225	193
Non-academic institutions	36	27
Total	261	220

TABLE 2.3

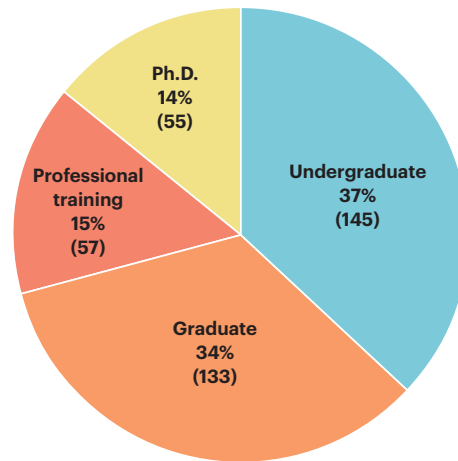
Types of institutions providing professional training on the subject of twentieth-century built heritage conservation.

	Providers of professional training
Academic institutions	44
Non-academic institutions	13

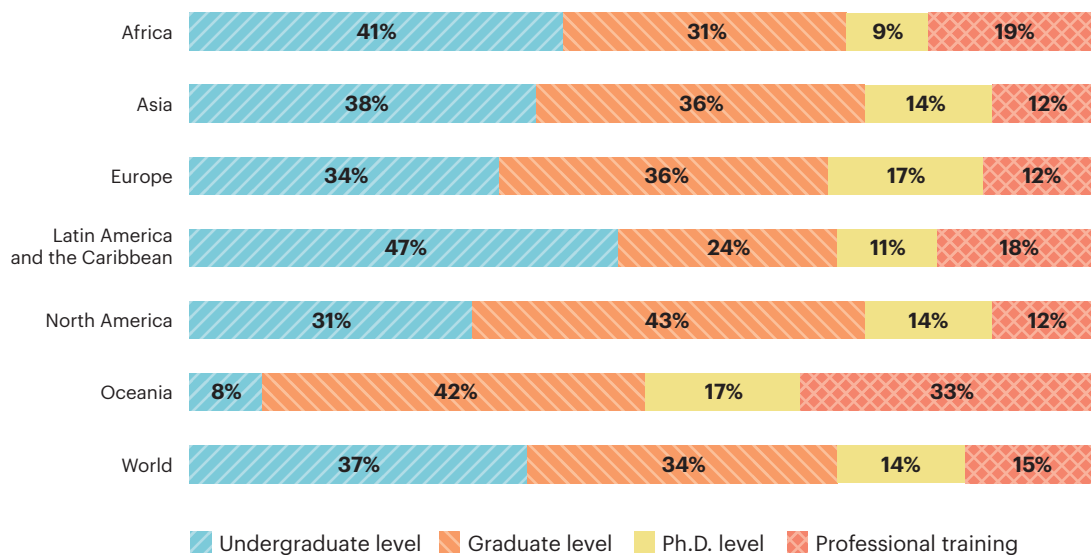
The teaching activities on this subject are more frequent at the undergraduate and graduate level than they are at the Ph.D. or professional training level. Figure 2.2a shows the number of institutions offering education and training at different levels, both as a percentage and in absolute numbers of respondents.

FIGURE 2.2A

Distribution of academic activities per level in terms of percentage of respondents. Absolute numbers appear between parentheses. Note that the question allowed respondents to select multiple answers; therefore, the total number of educational activities offered may be greater than the number of institutions providing them. Although a given institution may offer multiple educational activities at the same level (for example, 3 dedicated courses and one workshop at the graduate level) multiple courses at the same level are here accounted for as one count per level (or, one course at the graduate level).



The breakdown per geographical area of figure 2.2b offers some details and possible insights on regional trends. For example, according to the respondents in Latin America and the Caribbean and Africa, the subject is more commonly taught at the undergraduate rather than at the graduate level, while in Asia, North America, and Europe the numbers are almost even. In Oceania the situation is reversed, with only one institution teaching the subject at the undergraduate level, and five at the graduate level.

**FIGURE 2.2B**

Distribution of educational activities per level per geographical region in terms of percentage of respondents. Note that data, when presented as a percentage, can show total percentages higher or lower than 100% because of the necessity of using rounded numbers.

2.2 Undergraduate Level

Among the 220 institutions offering education on the conservation of twentieth-century built heritage, 145 stated that they offer some type of education on the subject at the undergraduate level (fig. 2.3).⁴

Does your institution offer educational activities on twentieth-century conservation at the undergraduate level?

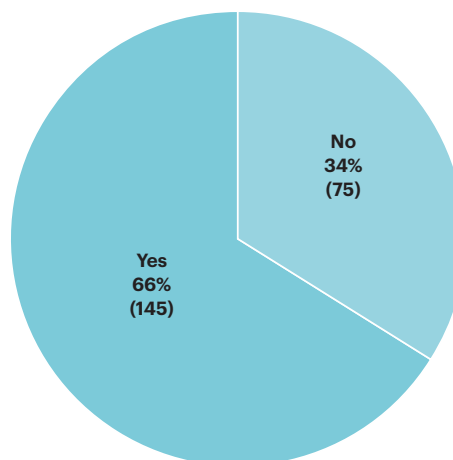


FIGURE 2.3

Percentage of respondents offering educational activities at the undergraduate level. Absolute numbers appear between parentheses.

At this level, teaching is primarily done through individual courses, followed by modules within other courses, then workshops. Significantly less common are dedicated degree programs and certificates or special diplomas (fig. 2.4).

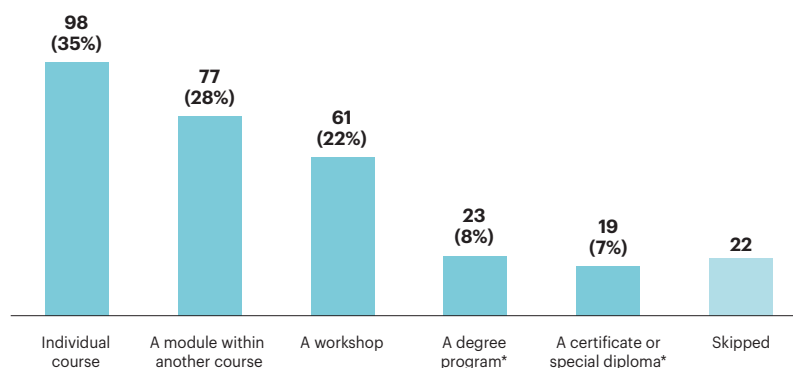
Regarding the subjects taught at the undergraduate level, building conservation practice and design are most often mentioned, selected by 34% and 32% of the respondents, while material conservation practice is found to be less frequent and selected only by 24%. A total of 10% of the respondents also selected "other" subjects (fig. 2.5). In one of the open-ended sections, some

FIGURE 2.4

Number of respondents offering educational activities on twentieth-century built heritage conservation at the undergraduate level per type. Note that the question allowed respondents to select multiple answers; therefore, the total number of educational activities may be greater than the number of institutions providing educational activities. Respondents: 123, Skipped: 22.

* Data not confirmed. Although we are not correcting the information provided by the respondents, we know after a fact-checking process that these numbers do not refer to degree programs, certificates, or a special diploma entirely dedicated to the conservation of twentieth-century built heritage.

Please specify the type and number of education or training activities on twentieth-century conservation that your institution or organization offers at the undergraduate level (please check all that apply).

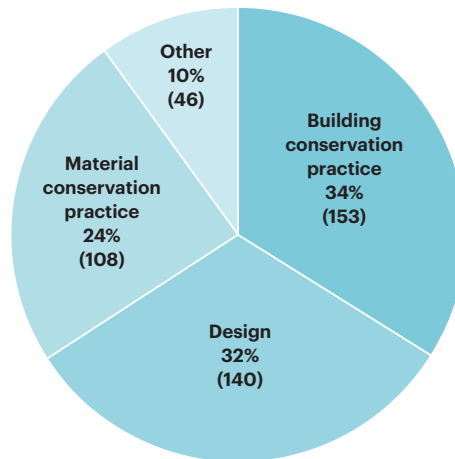


respondents specified the use of studio classes. Even though a studio class is not strictly a subject, it is a way of teaching that conveys several competencies and skills and it is understandable why respondents felt the need to specify it.

Please specify the subjects of the education or training activities on twentieth-century conservation that your institution or organization offers at the undergraduate level (please check all that apply).

FIGURE 2.5

Subjects of educational activities at the undergraduate level, in terms of percentage of institutional offerings reported. Absolute numbers appear between parentheses. Note that the question allowed respondents to select multiple answers; therefore, the total number of educational activities is far greater than the number of institutions providing educational activities at the undergraduate level. Respondents: 120, Skipped: 25.

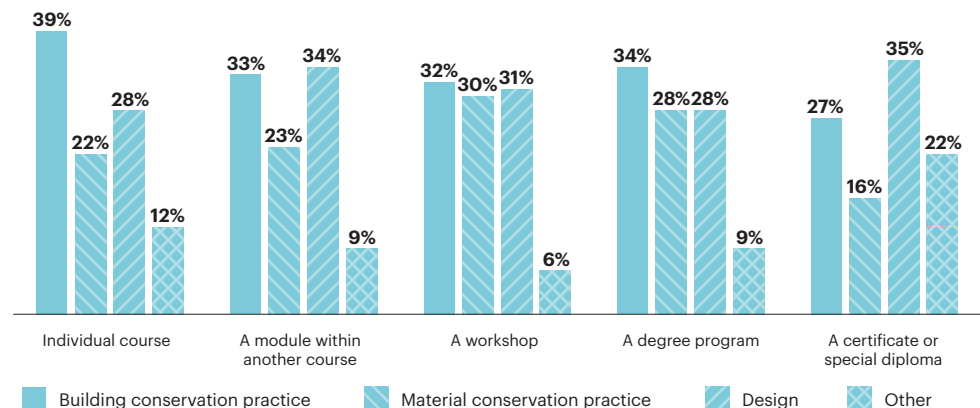


Looking at the distribution of subjects per type of educational activity, it is possible to detect specific trends (fig. 2.6). The average distribution mentioned previously is confirmed in dedicated individual courses and modules within other courses. Workshops and degree programs seem to have a more balanced distribution of the three subjects: building conservation practice is slightly more prominent, followed closely by design and material conservation practice, which are almost even. Finally, in the case of certificates and special diplomas, design is the most recurring subject at 35%, followed by building conservation practice 27%, and finally material conservation practice 16%.

Please specify the subjects of the education or training activities on twentieth-century conservation that your institution or organization offers at the undergraduate level (please check all that apply).

FIGURE 2.6

Subjects taught at the undergraduate level per type of educational activity, in terms of percentage of institutional offerings reported. Respondents: 120, Skipped: 25.



2.3 Graduate Level

Among the 220 institutions offering education on the conservation of twentieth-century built heritage, 133 stated that they offer some type of educational activities on the subject at the graduate level (fig. 2.7).⁵

Does your institution offer educational activities on twentieth-century conservation at the graduate level?

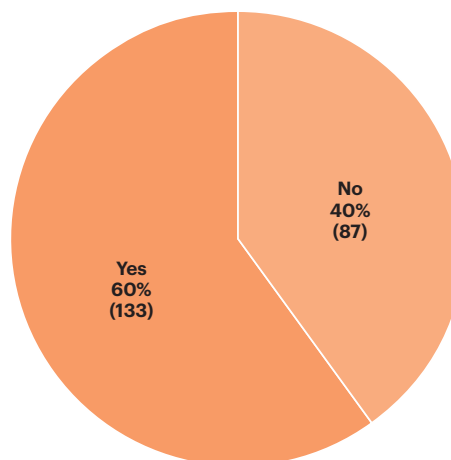


FIGURE 2.7

Percentage of respondents offering educational activities at the graduate level. Absolute numbers appear between parentheses.

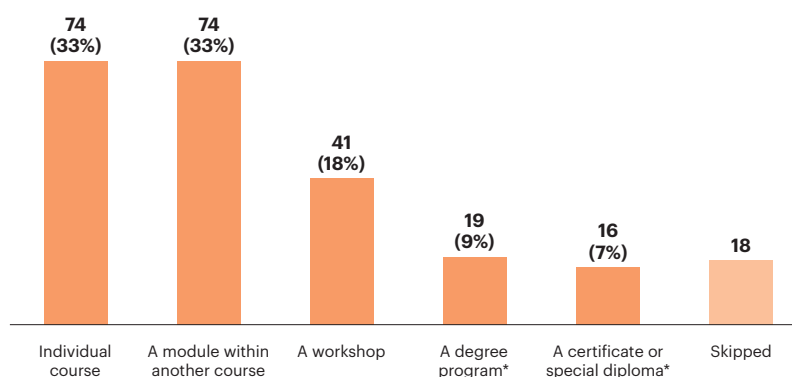
At this level, this subject is taught as frequently through dedicated individual courses as through modules within other courses. Significantly less recurrent are workshops, dedicated degree programs, and certificates or special diplomas (fig. 2.8).

FIGURE 2.8

Number of respondents offering educational activities on twentieth-century built heritage conservation at the graduate level per type. Note that the question allowed respondents to select multiple answers; therefore, the total number of educational activities is far greater than the number of institutions providing educational activities at the graduate level. Respondents: 115, Skipped: 18.

* Data not confirmed. Although we are not correcting the information provided by the respondents, we know after a fact-checking process that these numbers do not refer to degree programs, certificates, or a special diploma entirely dedicated to the conservation of twentieth-century built heritage.

Please specify the type and number of education or training activities on twentieth-century conservation that your institution or organization offers at the graduate level (please check all that apply).

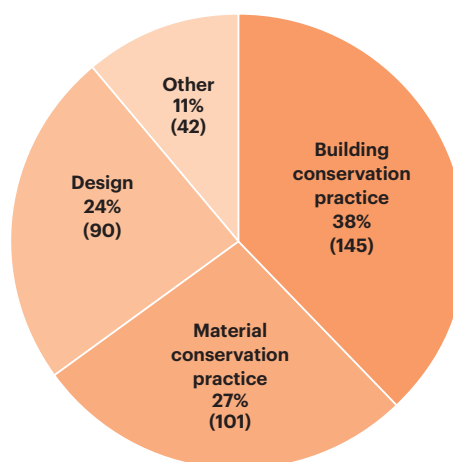


Regarding the subjects taught at the graduate level, building conservation practice is the most frequent, selected by 38% of the respondents. This is followed by material conservation practice and design, selected by 27% and 24% of the respondents respectively. A total of 11% of the respondents also selected “other” subjects (fig. 2.9).

Please specify the subjects of the education or training activities on twentieth-century conservation that your institution or organization offers at the graduate level (please check all that apply).

FIGURE 2.9

Subjects of educational activities at the graduate level in terms of percentage of institutional offerings reported. Absolute numbers appear between parentheses. Note that the question allowed respondents to select multiple answers; therefore, the total number of educational activities may be far greater than the number of institutions providing educational activities at the graduate level. Respondents: 109, Skipped: 24.

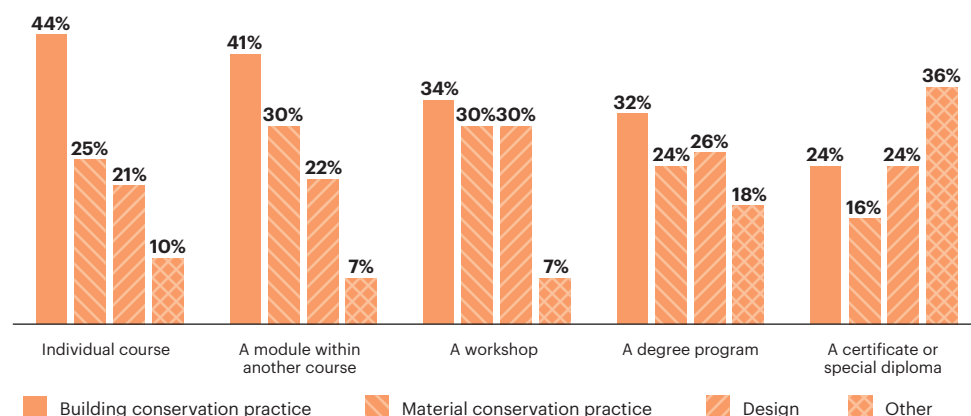


Looking at the distribution of the subjects per type of educational activity it is possible to detect specific trends. The average distribution mentioned previously is evident in dedicated individual courses and modules within other courses, while in workshops and degree programs the subjects are more evenly distributed. Even though the survey sample is small, it is surprising that in certificate or special diploma programs the choice of “other” unspecified subjects is the most frequent at 36%, followed by building conservation practice and design with the same frequency of 24%, and, finally, material conservation practice at 16% (fig. 2.10).

Please specify the subjects of the education or training activities on twentieth-century conservation that your institution or organization offers at the graduate level (please check all that apply).

FIGURE 2.10

Subjects taught at the graduate level per type of educational activity, in terms of percentage of respondent institutions offering the activity. Respondents: 109, Skipped: 24.



2.4 Ph.D. Level

Of the 220 institutions offering education on the conservation of twentieth-century built heritage, only 55 stated that they offer some type of educational activities on the subject at the Ph.D. level (fig. 2.11).⁶

Does your institution offer educational activities on twentieth-century conservation at the Ph.D. level?

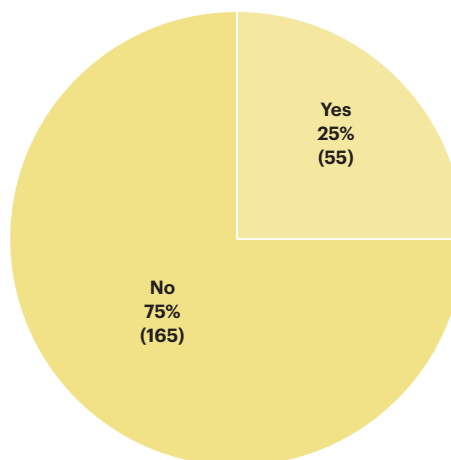


FIGURE 2.11

Percentage of respondents offering educational activities at the Ph.D. level. Absolute numbers appear between parentheses.

The most common subject of research or dissertations is building conservation practice, selected by 46% of the respondents, followed by design for 22%, material conservation practice for 19%, and “other” unspecified subjects, selected by 13% (fig. 2.12).

Please specify the number and type of research/dissertations on twentieth-century conservation currently being undertaken within your institution at the Ph.D. level (please check all that apply).

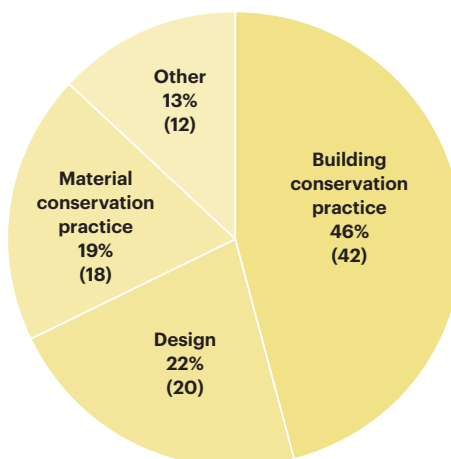


FIGURE 2.12

Percentage distribution of subjects of Ph.D. research at all respondent institutions with relevant programs. Absolute numbers appear between parentheses. Note that the question allowed respondents to select multiple answers; therefore, the total number of educational activities may be far greater than the number of institutions providing educational activities at the Ph.D. level. Respondents: 50, Skipped: 5.

2.5 Professional Training

Of the 220 institutions offering education or training on the conservation of twentieth-century built heritage, only 57 respondents stated that they offer some type of education or training activities on the subject at the professional level (fig. 2.13).⁷

Does your institution offer education or training activities on twentieth-century conservation at the professional level?

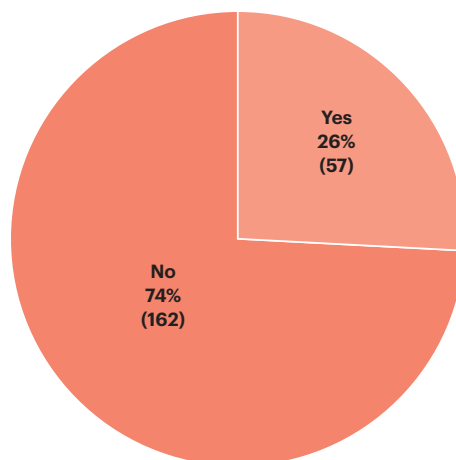


FIGURE 2.13

Percentage of respondents offering training activities at the professional level. Absolute numbers appear between parentheses.

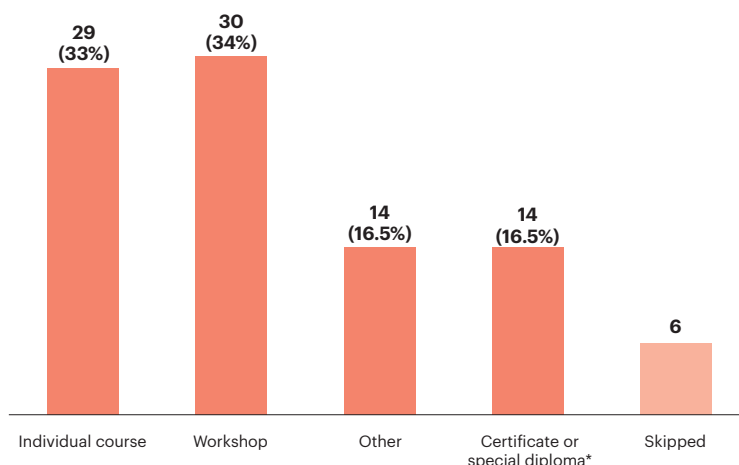
According to the respondents, at the professional level, the subject is more frequently taught through workshops and dedicated individual courses, selected by 34% and 33% of the respondents respectively. Significantly less common are certificates or special diplomas or other types of educational activities, both selected by 16.5% (fig. 2.14).

FIGURE 2.14

Number of respondents per type offering education or training activities on twentieth-century built heritage conservation at the professional level. Note that the question allowed respondents to select multiple answers; therefore, the total number of educational or training activities may be far greater than the number of institutions providing them. Respondents: 53, Skipped: 6.

* Several respondents selected both "individual courses" and "certificate or special diploma." In this context, we intended "individual course" to mean a one-off activity of a few hours or days, entailing the conferring of a certificate of attendance, or not. "Certificate or special diploma" was intended as a structured program, made up of several courses, at the end of which a formal certificate or diploma was awarded. While these two terms were intended to refer to different types of training, respondents may have interpreted them in a slightly different way, selecting "individual course" as well as "certificate or special diploma," acknowledging that their individual course provides participants with a certificate at the end.

Please specify the type and number of education or training activities on twentieth-century conservation that your institution or organization offers as professional training (please check all that apply).

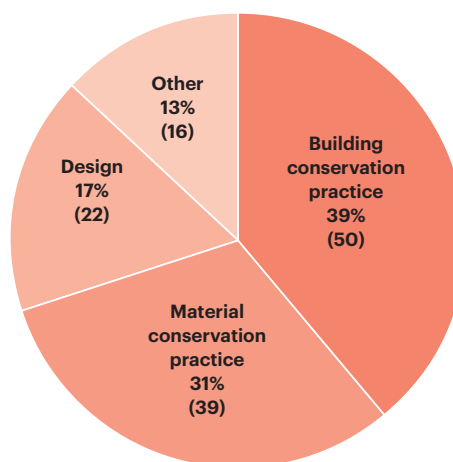


Regarding the distribution of subjects taught at the professional level, building conservation practice and material conservation practice are the most frequent subjects, selected by 39% and 31% of the respondents respectively, followed by design, 17%, and finally by “other” unspecified subjects, 13% (fig. 2.15).

Please specify the subjects of the education or training activities on twentieth-century conservation that your institution or organization offers as professional training (please check all that apply).

FIGURE 2.15

Subjects of education or training activities at the professional level in terms of percentage of respondent institutions. Absolute numbers appear between parentheses. Note that the question allowed respondents to select multiple answers; therefore, the total number of educational or training activities may be far greater than the number of institutions providing them. Respondents: 47, Skipped: 12.

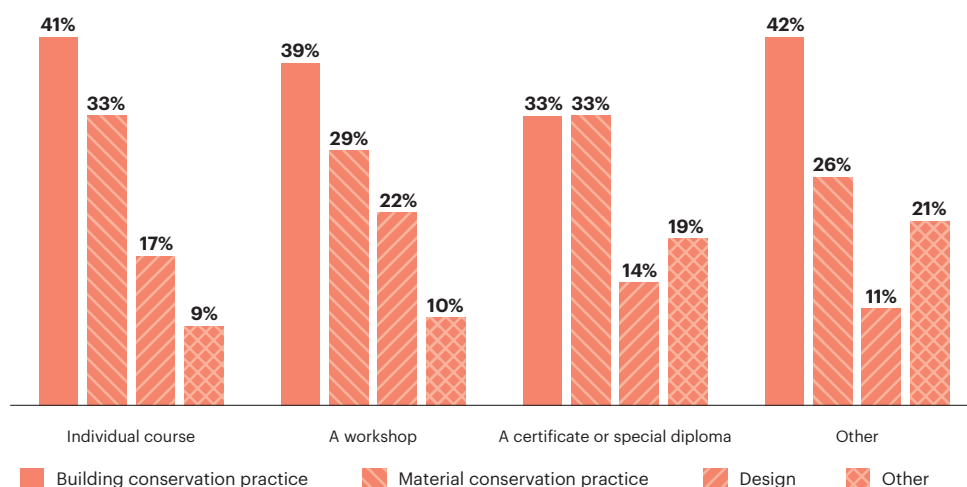


Looking at the distribution of the subjects per type of training activity, the average distribution mentioned can be seen in individual courses and workshops. Certificates and “other” activities show building and material conservation practice as the more recurrent subjects, followed by “other” unspecified subjects, and, finally, design as the least frequent topic (fig. 2.16).

Please specify the subjects of the education or training activities on twentieth-century conservation that your institution or organization offers as professional training (please check all that apply).

FIGURE 2.16

Subjects taught at the professional level by type of education or training activity. Respondents: 47, Skipped: 12.



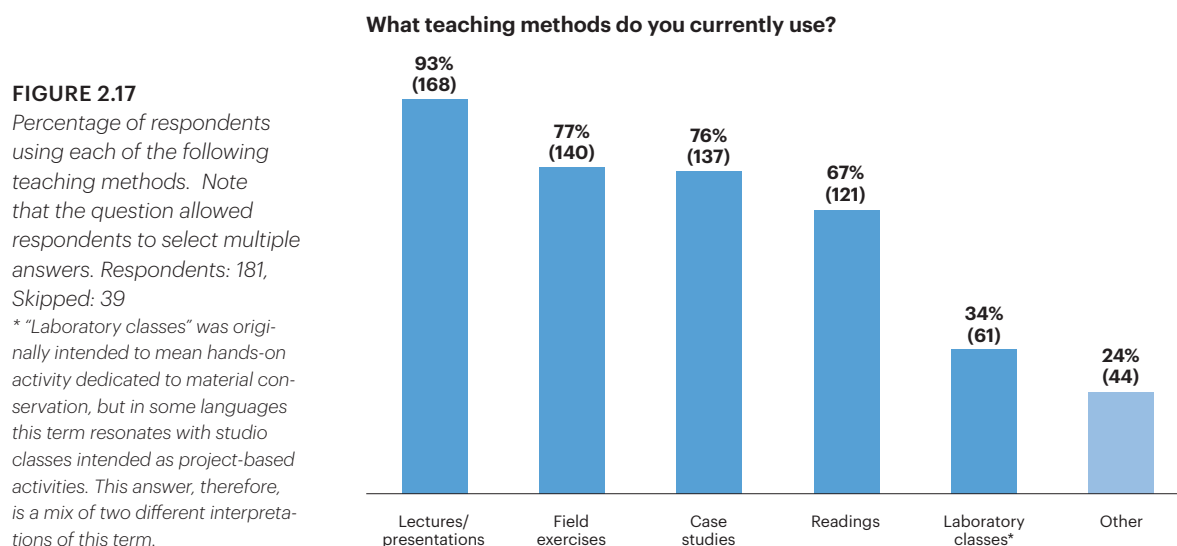
2.6 Teaching Methods and Materials

An important part of the survey investigates the teaching methods and materials used by institutions or instructors in their classes. The questions aimed at assessing the current didactic trends in the field and identifying the main needs and gaps that can be filled through the production and dissemination of additional teaching materials.

Current Teaching Methods

The questionnaire asked respondents what teaching methods they currently use in their education and training activities relating to twentieth-century built heritage conservation. It allowed respondents to select multiple pre-filled answers: field exercises, case studies, readings, laboratory classes, and “other.” Additionally, there was an open-ended section for respondents to provide information on other teaching methods used, or to provide additional details about what they had already provided.

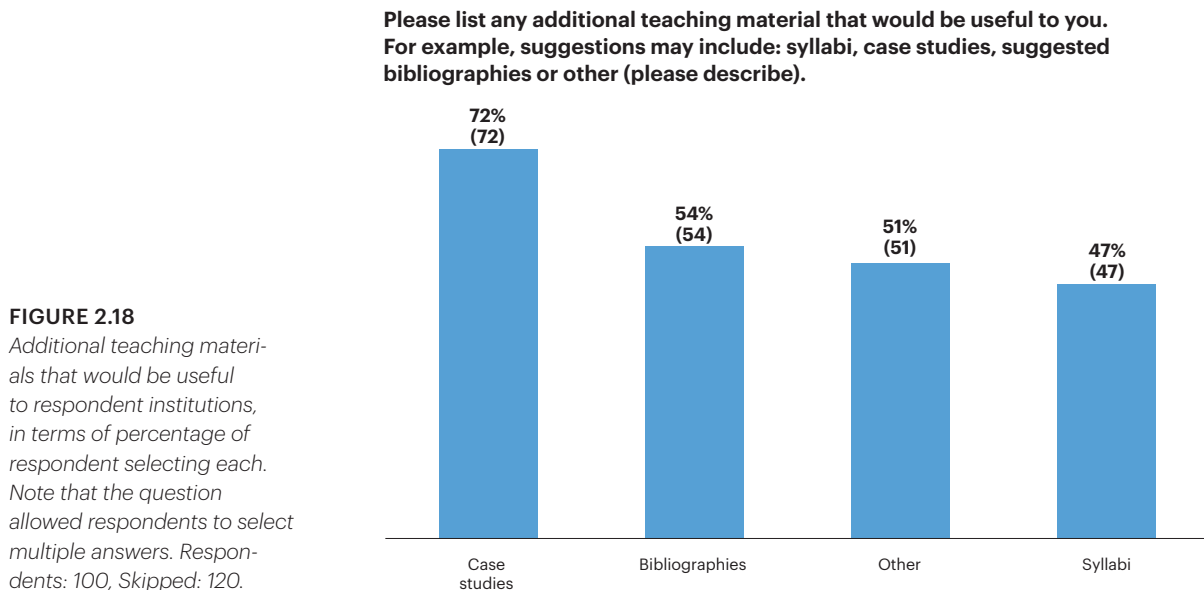
Of the 220 respondents whose institutions offer such education or training activities, 181 responded to this question (fig. 2.17). Almost all the respondents selected lectures and presentations as current teaching methods. More than two-thirds selected the use of field exercises, presentation of case studies, and assigned readings. On the other hand, among the respondents, only one-third selected laboratory classes, which appear to be a fairly rare teaching method. Note that the term “laboratory” may have been confusing to some respondents who took it to mean “studio classes” as previously mentioned on page 18.



A total of 44 respondents selected the answer “other” and provided the following activities: visits to heritage sites, exhibitions, construction sites, or attendance to external conferences. Among those 44, studio classes were also often mentioned. This is no surprise, given that responding institutions teaching heritage conservation are frequently located within schools of architecture, which often make use of project-based courses in their degree program. A smaller number of respondents also mentioned hands-on activities, class discussions, and video or documentary screenings. One respondent specified that his/her institution offers the program online by delivering the courses through the Moodle platform.

Additional Teaching Materials

In addition to the current teaching methods used, respondents were asked to list any additional teaching materials that would be useful to their educational activities. Surprisingly, this question had a very low response rate: only 100 responded and 120 skipped the question, making the sample size for this specific question much smaller than the others.



Nevertheless, interesting trends and information can be read from the answers received. The question itself suggested three possible answers: syllabi, case studies, bibliographies (fig. 2.18). Besides, the respondents had the opportunity to provide a more detailed answer in an open text format. More than two-thirds of the respondents stated that case studies would be a useful additional teaching material. Five respondents also specified what type of case studies they would find most useful, such as (quoting):

- Case studies regarding the listing of twentieth-century built heritage and heritage legislation;
- Case studies that involve innovative construction technology solutions and/or contentious policy decisions that have physical implications or contribute to major decision making;
- Case studies of heritage sites that have been successfully adaptively reused; discussion on reprogramming of buildings/sites that lost their original function;
- Case studies on the performance of twentieth-century building materials, e.g., sealants, fiberboard, etc.;
- Case studies from Africa.

Roughly half of the respondents also indicated bibliographies and syllabi as desired additional teaching material.

On the other hand, a little more than half of the respondents specified other types of teaching materials: documentaries, audiovisual didactic materials, online teaching modules and repositories, glossaries, textbooks, and the translation of existing didactic material into different languages.

Even though it can't be strictly considered didactic material, some respondents also stated that field trips, site visits, and exchanges between institutions or training partnerships would be beneficial to their educational activities.

2.7 Further Research and Dissemination

To have a sense of the impact of teaching twentieth-century built heritage conservation, the questionnaire asked if offering education or training activities on twentieth-century heritage had resulted in further research or work by students.

Of the 171 respondents, 85% stated that their education or training on twentieth-century built heritage conservation did result in further research or work by students (fig. 2.19). Of these, 134 respondents specified in the open-ended section what type of further research and dissemination was achieved. The vast majority stated that students' work led to printed or digital publications of design studio's work, master's, or Ph.D. thesis. Half of the respondents mentioned the participation of students in conferences and seminars. Half of them specified that students chose to undertake a final thesis on twentieth-century built heritage conservation. Interestingly, some respondents mentioned that the students' work led to proposals for heritage listings, or was used to organize workshops or panel discussions. Finally, a smaller number of respondents mentioned that students' work was shown in exhibitions, and two respondents mentioned that the work of their students was awarded prizes (i.e the Mies van der Rohe young talent award, the Vitra essay award, or university thesis awards).

Have education or training activities offered in the past or present resulted in further research by students, completion of a thesis, case studies, or publications?

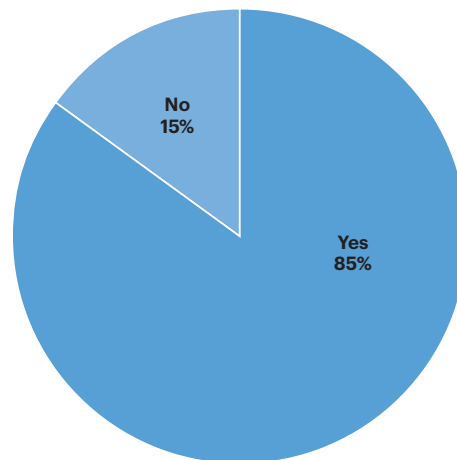


FIGURE 2.19

Percentage of respondents who stated that their education or training activities resulted in further research by students such as completion of a thesis, case studies, or publications. Respondents: 171, Skipped: 49.

2.8 Level of Interest among Enrolled Students or Professionals

The questionnaire also queried respondents about the interest that enrolled students or professionals expressed on the subject of conservation of twentieth-century built heritage. Of the 208 respondents to this question, 60% acknowledge that there is some interest on the subject of conservation of twentieth-century built heritage, 37% that there is a great deal of interest, and only 3% that there is no interest in the subject (fig. 2.20).

Have enrolled conservation/preservation students or professionals expressed an interest in the subject of conservation of twentieth-century built heritage?

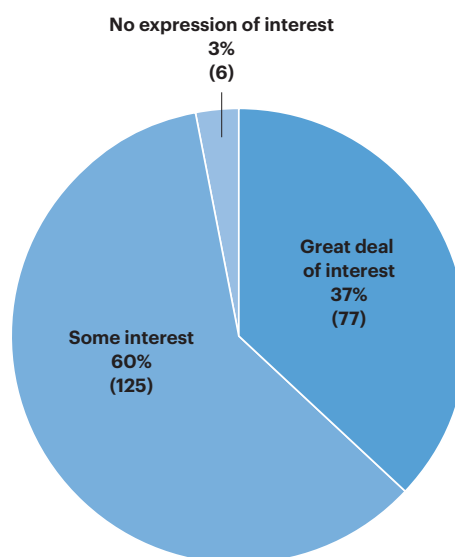


FIGURE 2.20

Level of interest in the subject of conservation of twentieth-century built heritage as reported by respondents (%). Respondents: 208, Skipped: 53.

Of the respondents, 86 added some further details in the open-ended section, which asked if there is anything else they would like to add about student/professional interest in the conservation of twentieth-century built heritage. One-third of the respondents mentioned that they are seeing an increasing recognition and interest in the topic. Some of the respondents lamented the challenges that the sector faces, such as insufficient funding, lack of qualified practitioners and contractors, little understanding or appreciation of twentieth-century heritage in certain contexts, and the underrecognized role of conservator-restorers (see glossary for definition). Others mentioned that, as a result of their education or training activities, some students decided to deepen their understanding of the subject by undertaking an internship, enrolling in a related workshop, or choosing to develop their thesis on twentieth-century built heritage. Other recurring topics are the interest in adaptive reuse and sustainability and the connected challenges of upgrading twentieth-century built heritage in relation to contemporary demands.

2.9 Respondents' Additional Comments

The last item of the questionnaire was an open-ended question asking if respondents would like to add anything else on the subject of teaching the conservation of twentieth-century built heritage. A total of 107 responders provided a wide range of comments, some specifically on the teaching of twentieth-century built heritage conservation and others concerning more general issues of conserving twentieth-century built heritage. These comments have been clustered in recurring topics, their content summarized, and in some instances, the write-in quoted.

It is generally agreed that there should be more training opportunities on this subject to improve the skills of professionals active in the field. In some countries, "conservation of built heritage is a very small component of the architectural profession. Those who study/practice it do it via post-graduate studies, sometimes at overseas institutions." For instance, one respondent from Africa stressed that training "Is urgently needed for Africa, where many of these buildings are in danger of being demolished." Some respondents would welcome yearly international workshops or summer schools organized by or in collaboration with DOCOMOMO, ICOMOS, the Getty, and educational and professional institutions. This would help the dissemination of the knowledge and experiences from different countries, as well as strengthening the network of professionals active in this field. A respondent from Oceania stated, "It would be great to have an international 'studio' experience, linking with other similar international programs; this would also establish and benefit cohort building networks" and one from Europe: "It's very important to create an international network of teaching. Students are very sensible on this point. And we too."

In terms of course structure, respondents provided more details on their various education and training activities. Among those, one respondent mentioned that the program

is restructuring its focus on building materials/pathologies/treatments as part of a larger heritage preservation curriculum refresh to integrate historic and contemporary material treatment practices for architecture and heritage preservation students. The new model will be module-based with opportunities for the public/continuing education students to participate in modules on an "à la carte" basis.

This may be an interesting formula, especially for professionals, allowing more flexibility in terms of time demand and more personalization according to individuals' interests than a traditional degree program.

In terms of the content of education and training activities, respondents stressed the need for a more multidisciplinary approach in the curricula, which would provide professionals with a broader set of skills to face the practice:

Joint programs of art historians, architects, scientists, and conservator-restorers are needed. Most of the architecture preservation programs in universities are left to architects (and sometimes art historians, and scientists), and conservator-restorers are ignored. In study programs of architects, art historians, and scientists the professional image and practice and the interdisciplinary work should be taught.

Additionally, the collaboration between academics and practitioners is considered very valuable in this field. This includes both practitioners teaching and sharing their professional knowledge,

as well as heritage professionals enrolling in dedicated education or training activities, creating a stimulating audience of trainees who can share experiences and learn from each other.

Respondents also expressed their views on teaching conservation of twentieth-century built heritage. The quotes reported below can give a sense of the differences of approach in the field. According to one respondent,

the merit of the “values and significance” approach is typically overestimated. Humanities-based programs tend to fall short. A greater emphasis on the Physical Sciences is needed within such programmes, preferably giving onwards expression as/into MSc programmes. Lab-based education and hands-on, remedial site work ought to be prominent and essential components. While typically more costly and resource-intensive, science-based conservation programmes offer the more credible and effective approach to address the needs of twentieth-century built heritage.

Another respondent stated that “conservation of modern heritage is subjected to a high level of substitution-reconstruction, the matter of authenticity is often neglected, materiality as part of the heritage should be respected and promoted.” Another stated:

Our program includes twentieth-century heritage, but does not define that solely in terms of style. Modern buildings of all styles, including ongoing practice of traditional building cultures, are included. This is an essential part of any coherent and culturally sensitive approach to conservation that is not limited to elite, Eurocentric, high-tech, or stylistically defined aspects of modern heritage.

Another respondent explained that “Our programme focuses on heritage management as a way of making conservation efforts sustainable. [...]” Another one explained that

[...] When designing interventions it is of fundamental interest to find an appropriate balance between the old and the new. Research is a substantial part of the design process, which is reflected in the statement Design by Research and Research by Design. The Section Heritage and Architecture focuses on the cultural/historical, technical, and architectural aspects involved in the conservation and transformation of buildings. Within the design process, Heritage and Architecture brings together the fields of cultural history, technology, and architectural design in an integrated approach, also involving aspects of sustainability and real estate parameters.

Some respondents highlighted the lack of professional recognition for conservators/restorers specialized in this field and their role in the conservation process. To address this issue, a respondent suggested setting up a multidisciplinary training with a component of conservation site work, in which architects and conservators could engage in collaborative work.

It is interesting to note that for some respondents the subject of twentieth-century conservation is taught as part of more general conservation courses, and some even stated that there should be no separation with courses teaching conservation of heritage from previous eras. For others, this spin-off seems obvious. For example, one respondent stated that initially, she taught otherwise, but having worked on twentieth-century heritage made her realize that dedicated courses are necessary due to the specificity of the subject: “[...] I sincerely believed that the preservation

of modern architectural heritage could not be separated from the rest, but having also worked on several buildings professionally, I now believe that we need a greater number of specialized programs.” In some cases, these views depend on the age of the bulk of the built heritage within certain areas. As an example, one respondent stated that given the nature of the heritage in his country, their current architectural conservation program deals mostly with modern buildings. In other cases, it may depend on pedagogical strategies, such as the case of another respondent stating that

most of our faculty teaching in heritage studies and conservation have related areas of expertise in modern heritage but teach within a broader context, which seems to be productive on both a theoretical and practical level. Students emerge with awareness more than expertise about modern heritage, and have a wider range of possible employment in heritage.

Other respondents stated that “the subject in question has already been embedded into several courses, including studios and lectures” or “we don’t have a specific course dealing with twentieth-century technology; it is simply embedded in all our coursework which focuses on material conservation as it relates specifically to buildings.”

Some reiterated the need for access to more publications, guidelines, and teaching material on the subject. Summarizing their responses: publications and teaching materials could be made available through digital platforms to allow for free or affordable access to information which otherwise is too expensive in some currencies. Practical conservation guidelines on modern construction materials, and more published case studies, especially with examples of adaptive reuse, would be helpful. One respondent offered praise for the *APT Bulletin* publications, stating that these have been particularly useful for this subject. Focusing on the educational side, some respondents also mentioned the need for teaching materials such as syllabi, lectures, presentations, and textbooks on the subject, possibly translated to different languages.

Some respondents expressed the need for more research and studies in specific regions of the world, or topics such as material conservation research in tropical areas, landscapes, urban conservation, and the history of engineering. Others highlighted the challenge of defining modern heritage and of identifying what should be conserved. To this aim, some said it would be useful to elaborate a framework to evaluate and assess twentieth-century built heritage.

Among the various responses describing the challenges of the field, the topic of sustainability of twentieth-century built heritage stood out. Respondents offered an array of ways in which their education and training activities deal with this issue. Among them, one mentioned heritage management as a way of making conservation efforts sustainable, another stated that “the topic should be placed in the context of the circular economy.” One respondent suggested that to increase the appreciation of twentieth-century built heritage and its protection, the topic should be more integrated with sociocultural, environmental, and economic issues, and that this multidisciplinary approach should be reflected in the education and training activities. These answers reflect the importance of the concept of sustainability—not intended only as energy saving—in the current debate regarding twentieth-century heritage conservation.

In their write-ups, 18 respondents stated that the topic is still neglected or undervalued in their countries, and that there is a need to improve awareness, appreciation, or protection of twentieth-

century built heritage. Respondents highlighted the need to raise the awareness and appreciation of the general public, and engaging communities to support the reuse and care for this recent heritage. This is especially true when dealing with difficult heritage, including examples related to negative events or trauma. Additionally, many highlighted a lack of protection, and the need to strengthen current legislation in their countries. They expressed especially the concern about “local governments and politicians not valuing modern heritage which is abandoned or demolished to make way for more profitable developments.” While recent heritage is not yet included in the existing heritage legislation of some countries, others find that existing legislation needs to be strengthened, “ensuring the inclusion of modern heritage into the existing heritage legislation, and integrating conservation of modern heritage into the planning process.”

Based on the comments provided, it is clear that the active engagement of many educational institutions goes beyond teaching per se. Through the work of their students they are playing an essential role, not only in fostering the study and documentation of twentieth-century built heritage, but also in raising awareness and growing a community of professionals sensitive to the topic. Several respondents stated that their institutions are also carrying out research, advocacy, dissemination, and capacity building activities on the subject. Through these activities, they are promoting the understanding of its significance and its conservation with local authorities and the general public.

Finally, a recurring issue noted by respondents is the lack of funding and resources to organizations and institutions for their education activities, research, and more generally to tackle the significant issues of twentieth-century conservation.

SECTION 3

OBSERVATIONS

Looking at the results of this survey, it appears that the subject of twentieth-century built heritage conservation is gaining traction and space in the curricula of academic and non-academic institutions. Responses indicate that some type of education opportunities on the subject are available in 220 institutions in 71 countries, and academic institutions appear to be the main education provider on the subject, even at the professional level.

The vast majority of respondents stated that there is interest from the enrolled students and professionals—60% acknowledge that there is some interest in the subject of conservation of twentieth-century built heritage, 37% state that there is a great deal of interest and only 3% report that there is no interest in the subject. Respondents also suggested that more education opportunities dedicated to conserving twentieth-century built heritage are needed: looking at the absolute numbers, this is especially true in certain areas of the world and at the professional level. Nonetheless, it seems that more education providers plan to add the topic to their programs. Among respondents, of 41 institutions not offering education activities on the subject, 21 plan to include it in their programs in the near future.

Educational opportunities are almost equally distributed between the undergraduate and the graduate levels, while professional training and Ph.D. research is much less common. In terms of subject matter, building conservation practice—including history, theory, and the methodology of twentieth-century heritage conservation—is most frequently mentioned, followed by material conservation practice and design, at almost the same frequency. While in the context of professional training, the subject of design is least mentioned.

In total, 85% of the respondents stated that their teaching activities resulted in additional work or research done by the students, such as publications and theses. Some respondents also mentioned other further activities, such as the organization of workshops and panel discussions, or proposals for heritage listings. Not only have these results highlighted the interest of the students in pursuing the subject outside the boundary of the mandatory or established education activities, they also demonstrate the positive impacts of raising awareness and knowledge on the subject of twentieth-century built heritage conservation among students. This, in turn, leads to tangible outcomes such as awards, heritage listings, the organization of workshops, exhibitions, and so on, highlighting the significant impact of education activities in this field.

Respondents also highlighted the many challenges of teaching the subject of twentieth-century built heritage conservation, such as the scarcity of funds and resources, the lack of institutional support due to low awareness and appreciation of twentieth-century built heritage among a broader audience, and the need for more publications, guidelines, and educational materials.

The topic of sustainability pertaining to twentieth-century built heritage came up in various contexts within the survey, reflecting its importance in current debate. Beyond energy-saving, respondents highlighted the need to integrate socio-cultural, environmental, and economic issues into their education and training activities.

In terms of additional teaching materials, the need for case studies is the most frequently mentioned. While a wealth of case studies have been published over the years—for example by DOCCOMOMO, through its journals, proceedings, technological dossiers; by APT through its bulletins; and most recently the Getty case study book series on conserving modern architecture—it appears that demand is still unsatisfied. This situation may be associated with the accessibility of already-published information, perhaps related to the lack of digitalization of older publications, the confusing use of keywords, and possible language barriers. But it can also be a matter of how existing case studies are presented. For case studies to be useful to both students and professionals, they need to have a clear explanation of the decision-making process and clear links to technical solutions. Some of these critical aspects are not always presented with enough detail to make existing case studies an adequate learning tool.

Respondents also expressed the desire for more bibliographies and syllabi. Reflecting on the role that technology can play in the education sector in reaching broader audiences, some respondents mentioned that documentaries, audiovisual materials, online teaching modules, and repositories could be better used. They also suggested the benefits of translating existing didactic material into different languages.

Obviously, across the globe, there are different approaches to twentieth-century built heritage conservation and its teaching. One issue that was frequently mentioned in this survey is whether the topic of conserving twentieth-century heritage is or should be taught separately from the teaching of traditional heritage conservation. Some respondents explicitly stated that in their teaching there is no such separation, and twentieth-century heritage conservation is taught seamlessly with the conservation of built heritage from an earlier era. For others, the topic needs its own dedicated courses, as referred to in section 2.9. This ambiguity of approaches likely impacted the interpretation of the responses provided, but it also demonstrates that approaches to the discipline diverge significantly among respondents.

We acknowledge that some of the answers provided by respondents may be inaccurate or unclear. This may be due to different interpretations of some terms, resulting either from a language barrier or a lack of a shared vocabulary in the heritage education field. Additionally, the structure of education and training programs varies greatly from country to country, and not all structures fit perfectly into the categories offered by the questionnaire. Each of these factors had an impact on the findings, especially in the resulting number of institutions providing education activities, per level and per type. The challenges and limitations inherent in a global survey like this are obvious. Nonetheless, the results provide us with baseline information, as well as an overview of global trends which will lead to better understanding of the situation in the education and training field at present. These will enable us to develop strategies that address the issues, and fill some gaps.

LESSONS AND RECOMMENDATIONS

Reviewing the results of the survey, the GCI and DOCOMOMO extrapolated key lessons and created a list of recommendations. These recommendations are strategic actions that will aid our respective institutions in developing responses and shaping future activities. We hope that other organizations will benefit from these lessons as well.

4.1 Lessons

- A significant number of institutions are delivering education for the conservation of twentieth-century built heritage in different ways and at different levels. Although there was no baseline information on this topic before this survey, our impression is that learning opportunities on the subject are growing, together with the interest of students and professionals in the subject.
- There is a lack of practitioners and contractors skilled in the conservation of twentieth-century built heritage. With more heritage buildings and sites requiring major interventions currently and in the future, the interest in the subject is growing, along with the awareness of its challenges. There is certainly a demand and need for more professional training on the subject.
- At the time of the survey, almost all education and training activities were happening through traditional in-person teaching, and only one respondent mentioned the intention to establish an online course. Distance learning was an underexploited resource. However, as the COVID-19 pandemic took hold, education and training providers around the world have been forced to turn to remote teaching. Due to the survey timing, the responses didn't reflect this abrupt change, and it is impossible now to predict how online education will impact this field in the long term.
- There is a need for a more inclusive approach to the conservation of twentieth-century heritage, recognizing and balancing the interdisciplinary roles that historians, architects, engineers, scientists, and conservators play in the teaching of this subject.
- There is a demand for didactic material dedicated to this topic, such as case studies, bibliographies, syllabi, textbooks, practical guidelines, glossaries, and audiovisual materials. For case studies to be a useful learning tool, they need to have a clear explanation of the decision-making process and be clearly linked to technical solutions.
- The topics of interest most often mentioned by respondents are sustainability, energy efficiency, adaptive reuse, material conservation, building technologies, modern urban, and landscape conservation.
- Reaching educational providers active in twentieth-century built heritage conservation has proven to be very challenging. Information on available education and training opportunities is dispersed, and not readily accessible to other institutions or prospective students and professionals interested in the subject.

- Education and training on twentieth-century heritage conservation is mostly included in wider heritage conservation education.
- Many educational institutions are actively engaged in the field beyond merely teaching it. Through the work of their students they are playing an essential role, not only in fostering the study and documentation of twentieth-century built heritage, but also in raising awareness and developing a community of professionals sensitive to the topic.
- Language can be a barrier to accessing existing resources. Translations of existing publications and materials to English and from English to other widely spoken languages can help their dissemination.

4.2 Recommendations

Education and Training Opportunities

- Increase the number of education and training offerings, ensuring that they are geographically distributed.
- Develop new professional training with a multidisciplinary approach and a mix of instructors from academia and practice, ensuring a good balance between theory and practice.
- Create training and high-quality education opportunities with leading experts in the field;
- Include the topic of sustainability in education and training activities and integrate sociocultural, environmental and economic issues.
- Explore opportunities offered by distance learning, which can result in module-based courses or lessons made available for continuing education or as specific components of in-person courses and training.
- Increase scholarships and grants to support access to education and training.
- Develop partnerships and collaboration between institutions involved in education to streamline efforts and foster the exchange of teaching resources and didactic materials.

Didactic Material to be Created and Disseminated

- Case studies on the conservation of twentieth-century built heritage that emphasize the implementation of technical solutions and the decision-making process, addressing topics of interest such as adaptive reuse, sustainability, conservation of modern materials and building technologies, conservation policy and legislation, and case studies from different regions of the world;
- Dedicated thematic bibliographies, glossaries, and practical guidelines;
- Dedicated textbooks, courses and training syllabi, examples of didactic modules, and an online repository of didactic materials, teaching modules, content, and structure;
- Specialist conference proceedings;
- Documentaries and audiovisuals;
- Translations of didactic material into different languages to reach broader audiences. Key publications in English could be translated to a few other widely spoken languages, but it would also be useful to translate interesting references published in other languages to English.

Network

- Create a database of education and training providers to make information on courses and training easily available.
- Consolidate a network of instructors and institutions involved in the education for twentieth-century built heritage conservation to share and streamline the dissemination of existing resources.

Endnotes

- 1 The answers to these questions have not been included in this report.
- 2 The survey was sent to a number of international organizations, of which only two replied (ICOMOS-ISC20 and DOCOMOMO International). Therefore, for representation purposes, it was decided to group those two organizations according to the location of their headquarters, Paris and Lisbon respectively.
- 3 The grouping of countries is done largely according to the composition of geographical regions used by the United Nation Statistics Division in its publications and databases. The assignment of countries or areas to specific groupings is only intended to provide an overview to the readers and does not imply any assumption regarding political or other affiliation of countries or territories by the Getty.
- 4 While taking into account all types of activities (individual courses, modules within other courses, workshops, dedicated degree programs and certificates or special diplomas), this count refers to the number of responding institutions and not to the number of educational activities.
- 5 While taking into account all types of activities (individual courses, modules within other courses, workshops, dedicated degree programs and certificates or special diplomas), this count refers to the number of responding institutions and not to the number of educational activities.
- 6 While taking into account all types of activities (individual courses, modules within other courses, workshops, dedicated degree programs and certificates or special diplomas), this count refers to the number of responding institutions and not to the number of educational activities.
- 7 While taking into account all types of activities (individual courses, modules within other courses, workshops, dedicated degree programs and certificates or special diplomas), this count refers to the number of responding institutions and not to the number of educational activities.

GLOSSARY

This glossary has been created to help readers of this report understand the results. It is more expansive than the glossary provided to questionnaire respondents, who were only provided with definitions of a few key terms.

Building conservation practice

History, theory, and methodology of twentieth-century heritage conservation, etc.

Built heritage

Consists of all aspects of the man-made environment including buildings, urban forms, and landscapes.

Capacity building

Programs encompassing a diverse range of activities aimed at building professionals' or organizations' skills and ability to function effectively in relation to their conservation projects. These activities include placing experts in institutions, providing technical assistance in collaboration with an institution's staff, or creating mentoring or fellowship programs to foster leaders within an institution, country, or region.

Certificate or special diploma

Titles conferred upon students by a college, university, or professional training institution on completion of education or training program focused on twentieth-century built heritage conservation.

Conservation

All the processes of looking after a place to retain what is important about it or its cultural significance. Conservation is the umbrella term that encompasses actions including repair, restoration, maintenance, and in some instances reconstruction. In the US, the term "preservation" or "historic preservation" is more commonly used, but the meaning of both these terms is synonymous with "conservation."

Conservator-restorer

A member of the profession entailing technical examination, preservation, and conservation-restoration of cultural property.

Course

Stand-alone educational component lasting for a standard duration (for example, for a semester or quarter) as part of the academic year for which academic credits are earned.

Degree program

An entire study program required to complete a university title (e.g., undergraduate or graduate degree). The program must be focused on twentieth-century built heritage conservation exclusively. E.g., Undergraduate degree on twentieth-century built heritage conservation/preservation/reuse etc.

Design

Project-based courses through which students develop individual or collaborative design propositions on the subject of twentieth-century built heritage conservation and adaptive reuse.

Education activities

Activities aiming at teaching a broad set of skills, usually transferable across a variety of fields such as theory, critical thinking, researching and presenting information, and other soft skills. Education providers are usually institutions dealing with systematic processes of qualifications and passing of specific levels (e.g., undergraduate, graduate, Ph.D., etc.).

Entry

A filled questionnaire received and recorded.

Material conservation practice

Technical or practical knowledge about the conservation of materials and/or architectural components (e.g., concrete, metals, timber or structures, finishes, furniture, landscape, to name a few).

A module within a course

A single component, a segment, or unit of organization within a course composed of a series of segments, modules, or units. The module must be focusing on twentieth-century built heritage conservation.

Open-ended question

Question allowing the formulation of a unique write-in answer.

Questionnaire

A group or sequence of questions designed to elicit information upon a subject, or sequence of subjects.

Survey

An investigation into the characteristics of a given population by means of collecting data from a sample of that population, and analyzing the results to understand their characteristics or determine trends.

Training

Teaching activities including short courses or longer professional development programs designed to impart content-specific knowledge or practical skills to participants.

Training aims at providing trainees with the skills they need to perform certain tasks or work duties. Whether developing new skills or building upon existing skills, the objective of training is to allow trainees to apply their knowledge practically. Usually, training is intended for professionals practicing in the field who want to enhance their job skills, often as part of their life-long learning strategy. The providers of training can be either academic or non-academic institutions. Certificates may be awarded at the end of training, but there is no passing of level and degrees are not earned.

Write-in

Text provided by respondents as the answer to an open-ended question.

Workshop

Brief and intensive educational stand-alone program focusing on twentieth-century built heritage conservation.

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APPENDIX I

The CMAI, together with DOCOMOMO ISC/E+T, developed an online questionnaire of 23 questions aimed at gathering a broad range of information regarding the educational activities and training available on the subject of twentieth-century built heritage conservation.

What follows is the latest version of the questionnaire sent to the recipients through an online platform.

Thank you for taking this survey sponsored by the Getty Conservation Institute's Conserving Modern Architecture Initiative (http://www.getty.edu/conservation/our_projects/field_projects/cmai/) and the Docomomo International Specialist Committee on Education + Training (http://docomomo.com/specialist_committees)

Your participation will help us better understand and identify training and educational programs on the subject of conserving modern heritage that are being offered throughout the world. The results of this survey will be summarized in a report which will be posted on our respective websites. By participating in this survey you consent to have your answers included in the summary report. Our report will include the names of participating institutions/organizations, but not the names of individuals who take the survey. In the survey, we ask for the name and email address of a person to contact for more information; if you choose to provide this information we will use it only to follow up on this survey and will not share it with any third parties.

1. What is the name and location of your institution or organization

Name

City

Country

2. Does your institution or organization currently offer education or training activities on the subject of Conservation/Preservation of 20th Century built heritage* or has it offered such in the past two years?

- ☐ Yes
- ☐ No

*The term "built heritage" includes buildings, urban forms, and landscapes

3. Does your institution or organization offer education or training activities on 20th century conservation at undergraduate level?

- ☐ Yes
- ☐ No

4. Please specify the type and number of education or training activities on 20th century conservation that your institution or organization offers at undergraduate level (please check all that apply).

	1	2-3	4-5	6 or more	N/A
Individual course *1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A module within another course *2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A workshop *3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A degree program *4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A certificate or special diploma *5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*1 The word course means a stand-alone educational component lasting for a standard duration (for example, for a semester or quarter) as part of the academic year for which academic credits are earned.

*2 The word "module" is intended as a single component, a segment or unit of organization within a course composed of a series of segments, modules, or units. The module must be focusing on 20th century built heritage conservation.

*3 The word "workshop" is intended as a brief and intensive educational stand-alone program focusing on 20th century built heritage conservation.

*4 The word "degree program" is intended as an entire study program required to complete a university title (e.g. undergraduate or graduate degree). The program must be focused on 20th century built heritage conservation exclusively. E.g. Undergraduate degree on 20th Century built heritage conservation/ preservation/ reuse etc.

*5 The words "certificate or special diploma" are intended as titles conferred upon students by a college, university, or professional training institution on completion of education or training activities focused on 20th century built heritage conservation.

5. Please specify the subject of the education or training activities on 20th century conservation that your institution or organization offers at undergraduate level (please check all that apply).

	Building conservation practice *1	Material conservation practice *2	Design *3	Other
Individual course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A module within another course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A workshop	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A degree program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A certificate or special diploma	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*1 For example history, theory, methodology of 20th Century heritage conservation etc.

*2 Technical or practical knowledge about the conservation of materials and/or architectural components (e.g. concrete, metals, timber or structures, finishes, furniture, landscape etc.)

*3 Project-based courses through which students develop individual or collaborative design propositions on the subject of 20th Century built heritage conservation

6. Please list the education or training activities names (i.e. title of the course/training) and URL web links to their syllabi/program and bibliography, if possible.

7. Does your institution or organization offer education or training activities on 20th century conservation at master's level?

☐ Yes

☐ No

8. Please specify the type and number of education or training activities on 20th century conservation that your institution or organization offers at master's degree level (please check all that apply).

	1	2-3	4-5	6 or more	N/A
Individual course *1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A module within another course *2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A workshop *3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A degree program *4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A certificate or special diploma *5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*1 The word course means a stand-alone educational component lasting for a standard duration (for example, for a semester or quarter) as part of the academic year for which academic credits are earned.

*2 The word "module" is intended as a single component, a segment or unit of organization within a course composed of a series of segments, modules, or units. The module must be focusing on 20th century built heritage conservation.

*3 The word "workshop" is intended as a brief and intensive educational stand-alone program focusing on 20th century built heritage conservation.

*4 The word "degree program" is intended as an entire study program required to complete a university title (e.g. undergraduate or graduate degree). The program must be focused on 20th century built heritage conservation exclusively. E.g. Undergraduate degree on 20th Century built heritage conservation/ preservation/ reuse etc.

*5 The words "certificate or special diploma" are intended as titles conferred upon students by a college, university, or professional training institution on completion of education or training activities focused on 20th century built heritage conservation.

9. Please specify the subject of the education or training activities on 20th century conservation that your institution or organization offers at master's degree level (please check all that apply).

	Building conservation practice *1	Material conservation practice *2	Design *3	Other
Individual course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A module within another course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A workshop	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A degree program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A certificate or special diploma	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*1 For example history, theory, methodology of 20th Century heritage conservation etc.

*2 Technical or practical knowledge about the conservation of materials and/or architectural components (e.g. concrete, metals, timber or structures, finishes, furniture, landscape etc.)

*3 Project-based courses through which students develop individual or collaborative design propositions on the subject of 20th Century built heritage conservation

10. Please list the education or training activities names (i.e. title of the course/training) and URL web links to their syllabi/program and bibliography, if possible.

☐ Yes

☐ No

	1	2-3	4-5	6 or more	N/A
Building conservation practice *1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Material conservation practice *2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Design *3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*3 Project-based courses through which students develop individual or collaborative design propositions on the subject of 20th Century built heritage conservation

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14. Does your institution or organization offer education or training activities on 20th century conservation as professional training?

☐ Yes

☐ No

15. Please specify the type and number of education or training activities on 20th century conservation that your institution or organization offers as professional training (please check all that apply).

	1	2-3	4-5	6 or more	N/A
Individual course *1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A workshop *2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A certificate program *3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*1 The word course means a stand-alone educational component lasting for a standard duration (for example, for a semester or quarter) as part of the academic year for which academic credits are earned.

*2 The word "workshop" is intended as a brief and intensive educational stand-alone program focusing on 20th century built heritage conservation.

*3 The words "certificate or special diploma" are intended as titles conferred upon students by a college, university, or professional training institution on completion of education or training activities focused on 20th century built heritage conservation.

16. Please specify the subject of the education or training activities on 20th century conservation that your institution or organization offers as professional training (please check all that apply).

	Building conservation practice *1	Material conservation practice *2	Design *3	Other
Individual course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A workshop	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A certificate program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*1 For example history, theory, methodology of 20th Century heritage conservation etc.

*2 Technical or practical knowledge about the conservation of materials and/or architectural components (e.g. concrete, metals, timber or structures, finishes, furniture, landscape etc.)

*3 Project-based courses through which students develop individual or collaborative design propositions on the subject of 20th Century built heritage conservation

17. Please list the education or training activities names (i.e. title of the course/training) and URL web links to their syllabi/program and bibliography, if possible.

18. Who may we contact with additional questions about these education or training activities?

Name

Email

19. Please list any additional teaching materials that would be useful to you. For example, this might include

- ☐ Suggested syllabi
- ☐ Case studies
- ☐ Suggested bibliographies

Other (please describe)

20. Have education or training activities offered in the past or present resulted in further research by students, completion of a thesis, case studies, or publications?

- ☐ Yes
- ☐ No

If yes, how was this information disseminated? (eg. Digital publication, printed publication, conference, etc.)

21. What teaching methods do you currently use?

- ☐ Presentation of case studies
- ☐ Field exercises
- ☐ Lectures/Presentations
- ☐ Laboratory classes
- ☐ Readings
- ☐ Other (please describe)

22. Have enrolled conservation/preservation students or professionals expressed an interest on the subject of conservation of 20th Century built heritage?

- ☐ No, there has been no expression of interest among students/professionals
- ☐ Yes, there is some interest among students/professionals
- ☐ Yes, there is a great deal of interest among students/professionals

Is there anything else you'd like to tell us about student/professional interest in the conservation/preservation of 20th Century built heritage?

23. Is there anything else you would like to add on the subject of teaching the conservation of 20th Century heritage?

24. Do you have any plans to include education or training activities on the subject of conserving 20th century built heritage?

☐ Yes

☐ No

If yes, can you tell us more about your plans to include these courses in the future?

25. Have enrolled conservation/preservation students or professionals expressed an interest on the subject of conservation of 20th Century built heritage?

☐ No, there has been no expression of interest among students/professionals

☐ Yes, there is some interest among students/professionals

☐ Yes, there is a great deal of interest among students/professionals

Is there anything else you'd like to tell us about student/professional interest in the conservation/preservation of 20th Century built heritage?

26. Is there anything else you would like to add on the subject of teaching the conservation of 20th century heritage?

27. Who may we contact with additional questions or information about education or training activities on 20th Century Built Heritage?

Name

Email Address

APPENDIX II

What follows is the list of institutions and organizations contacted to participate in the survey. Those that responded are marked with an asterisk. Note that this list of respondents includes both those institutions reporting that they currently offer education activities on the subject of twentieth-century built heritage conservation, and those who stated that they do not.

Due to the high number of respondents and different languages used, the names of all institutions are reported here in English, to facilitate understanding by all readers.

This list is not meant to be an endorsement of specific programs or institutions by the authors or their respective organizations.

The grouping of countries is done largely according to the composition of geographical regions used by the United Nation Statistics Division in its publications and databases. The assignment of countries or areas to specific groupings is only intended to provide an overview to the reader and does not imply any assumption regarding political or other affiliation of countries or territories by the Getty.

Response	Name of the institutions or organizations	Country	Region
*	POLIS University	Albania	Europe
*	Polytechnic School of Architecture and Urban Planning (EPAU)	Algeria	Africa
	Amar Telidji University of Laghouat, Department of Architecture	Algeria	Africa
	Ferhat Abbas University of Sétif, Institute of Architecture and Earth Science	Algeria	Africa
	Mentouri University of Constantine (UMC)	Algeria	Africa
	University of Mohamed Boudiaf at M'Sila, Department of Architecture (USTO)	Algeria	Africa
	Saad Dahlab University of Blida, Institute of Architecture and Urban Planning	Algeria	Africa
	University of Tizi-Ouzou, Department of Architecture of the Mouloud Mammeri	Algeria	Africa
	Badji Mokhtar University of Annaba (UBMA), Department of Architecture	Algeria	Africa
*	Agostinho Neto University of Angola, Engineering Faculty, Department of Architecture	Angola	Africa
*	DOCOMOMO Angola	Angola	Africa
	Higher Metropolitan Polytechnic Institute of Angola (IMETRO)	Angola	Africa
*	International Center for Heritage Conservation (CICOP)	Argentina	Latin America and the Caribbean
	Ortega y Gasset Foundation, Argentina (FOGA)	Argentina	Latin America and the Caribbean
*	Blas Pascal University (UBP)	Argentina	Latin America and the Caribbean
*	University of Belgrano (UB), Faculty of Architecture and Urbanism	Argentina	Latin America and the Caribbean
	University of Buenos Aires (UBA), School of Architecture, Design and Urbanism	Argentina	Latin America and the Caribbean
*	University of Mendoza (UM), Faculty of Architecture, Urbanism and Design	Argentina	Latin America and the Caribbean
*	University of Palermo (UP), Faculty of Architecture	Argentina	Latin America and the Caribbean
	National University of San Martín (UNSAM)	Argentina	Latin America and the Caribbean
	National University of Litoral (UNL), Faculty of Architecture, Design and Urbanism (FADU)	Argentina	Latin America and the Caribbean
*	John F. Kennedy Argentine University (UK), School of Architecture	Argentina	Latin America and the Caribbean
*	National University of Córdoba (UNC)	Argentina	Latin America and the Caribbean
	National University of Mar del Plata (MDP), Faculty of Architecture and Urbanism	Argentina	Latin America and the Caribbean

Response	Name of the institutions or organizations	Country	Region
	National Technological University (UTN)	Argentina	Latin America and the Caribbean
*	Torcuato Di Tella University (UTDT), School of Architecture and Urban Studies	Argentina	Latin America and the Caribbean
	National University of Architecture and Construction of Armenia (NUACA)	Armenia	Asia
*	urbanlab	Armenia	Asia
	APT Australasia Chapter	Australia	Oceania
	Australian Institute of Architects	Australia	Oceania
	The Australian National University, School of Archaeology and Anthropology	Australia	Oceania
*	University of Canberra, Faculty of Arts and Design, School of Design and the Built Environment	Australia	Oceania
*	University of Melbourne, Melbourne School of Design	Australia	Oceania
*	University of Sydney, School of Architecture, Design and Planning	Australia	Oceania
*	University of Western Australia (UWA), School of Design	Australia	Oceania
	Graz University of Technology (TU Graz), Faculty of Architecture	Austria	Europe
	Technical University of Vienna (TU Vienna)	Austria	Europe
	Azerbaijan University of Architecture and Construction, Faculty of Architecture	Azerbaijan	Asia
	American International University Bangladesh (AIUB), Department of Architecture	Bangladesh	Asia
*	BRAC University, Department of Architecture	Bangladesh	Asia
	North South University, Department of Architecture	Bangladesh	Asia
	University of Asia Pacific, Department of Architecture	Bangladesh	Asia
*	Hasselt University, Faculty of Architecture & Arts	Belgium	Europe
	KU Leuven, Faculty of Architecture	Belgium	Europe
	University of Mons (UMONS), Faculty of Architecture and Urban Planning	Belgium	Europe
*	Catholic University of Louvain, Faculty of Architecture, Architectural Engineering and Urban Planning (LOCI)	Belgium	Europe
	University of Liège, Faculty of Applied Sciences	Belgium	Europe
*	University of Liège, Faculty of Architecture	Belgium	Europe
*	The Free University of Brussels (ULB), Faculty of Architecture La Cambre-Horta	Belgium	Europe
*	University of Antwerp, Faculty of Design Sciences	Belgium	Europe
	The School of African Heritage (EPA) (established by ICCROM)	Benin	Africa
	The National Order of Architects and Urban Planners of Benin (ONAU)	Benin	Africa
	College of Science and Technology	Bhutan	Asia
	Spanish Agency of International Development Cooperation (AECID), La Paz	Bolivia	Latin America and the Caribbean

Response	Name of the institutions or organizations	Country	Region
	Spanish Agency of International Development Cooperation (AECID), Misiones	Bolivia	Latin America and the Caribbean
	Spanish Agency of International Development Cooperation (AECID), Sucre	Bolivia	Latin America and the Caribbean
	Bolivian Catholic University “San Pablo” (UCB), Department of Architecture and Graphic Design	Bolivia	Latin America and the Caribbean
*	Higher University of San Andrés (UMSA), Faculty of Architecture, Arts, Design and Urbanism	Bolivia	Latin America and the Caribbean
	Royal and Pontifical University of San Francisco Xavier de Chuquisaca (USFX), Faculty of Architecture and Habitat Sciences	Bolivia	Latin America and the Caribbean
	Bolivian Private University (UPB), Department of Engineering and Architecture	Bolivia	Latin America and the Caribbean
*	University of Valle (UNIVALLE), Faculty of Integrated Arts	Bolivia	Latin America and the Caribbean
	International Center for Conservation Heritage (CICOP Net Confederation), Brazil	Brazil	Latin America and the Caribbean
	Oswaldo Cruz Foundation (FIOCRUZ)	Brazil	Latin America and the Caribbean
*	Pontifical Catholic University of Campinas (PUC-Campinas)	Brazil	Latin America and the Caribbean
	Pontifical Catholic University of Minas Gerais (PUC-Minas)	Brazil	Latin America and the Caribbean
	Catholic University of Santos (UNISANTOS), Center for Exact Sciences, Architecture and Engineering	Brazil	Latin America and the Caribbean
	University of Brasília (UnB), Faculty of Architecture and Urbanism	Brazil	Latin America and the Caribbean
	University of Santa Úrsula (USU)	Brazil	Latin America and the Caribbean
*	University of São Paulo (USP), School of Architecture and Urbanism	Brazil	Latin America and the Caribbean
*	University of Campinas (UNICAMP), Faculty of Civil Engineering, Architecture and Urbanism	Brazil	Latin America and the Caribbean
	São Paulo State University “Júlio de Mesquita Filho” (UNESP)	Brazil	Latin America and the Caribbean
*	Federal University of Bahia (UFBA), Faculty of Architecture	Brazil	Latin America and the Caribbean
*	Federal University of Juiz de Fora (UFJF), Faculty of Architecture and Urbanism	Brazil	Latin America and the Caribbean
	Federal University of Minas Gerais (UFMG)	Brazil	Latin America and the Caribbean
	Federal University of Pelotas (UFPel)	Brazil	Latin America and the Caribbean

Response	Name of the institutions or organizations	Country	Region
	Federal University of Pernambuco (UFPE), Department of Architecture and Urbanism	Brazil	Latin America and the Caribbean
	Federal University of Amapá (UNIFAP), Department of Architecture and Urbanism	Brazil	Latin America and the Caribbean
*	Federal University of Ceará (UFC), Center of Technology, Department of Architecture and Urbanism and Design	Brazil	Latin America and the Caribbean
*	Federal University of Pará (UFPA)	Brazil	Latin America and the Caribbean
*	Federal University of Rio de Janeiro (UFRJ)	Brazil	Latin America and the Caribbean
*	Federal University of Rio Grande do Sul (UFRGS), Architecture College (PROPAR)	Brazil	Latin America and the Caribbean
	Mackenzie Presbyterian University	Brazil	Latin America and the Caribbean
	São Judas Tadeu University (USJT)	Brazil	Latin America and the Caribbean
*	University of Architecture, Civil Engineering and Geodesy (UACEG)	Bulgaria	Europe
*	University of Structural Engineering & Architecture “Lyuben Karavelov” (VSU), Department of Urban Planning	Bulgaria	Europe
	Varna Free University “Chernorizets Hrabar”, Department of Architecture and Urban Studies	Bulgaria	Europe
	Norton University, Architecture Department	Cambodia	Asia
*	The Vann Molyvann Project	Cambodia	Asia
	National Institute of Architects of Cameroon (ONAC)	Cameroon	Africa
	School of Architecture of Cameroon (ESSACA: École Supérieure Spéciale d’Architecture du Cameroun)	Cameroon	Africa
	University of Maroua, The Higher Institute of Sahel (Université de Maroua, Institut Supérieur du Sahel)	Cameroon	Africa
	Action Patrimoine	Canada	Northern America
	Algonquin College, Perth Campus, Heritage Institute	Canada	Northern America
*	Athabasca University, Heritage Resources Management (HRM)	Canada	Northern America
*	Canadian Conservation Institute (CCI)	Canada	Northern America
*	Carleton University, Architectural Conservation and Sustainability Engineering	Canada	Northern America
*	Carleton University, Azrieli School of Architecture & Urbanism	Canada	Northern America
*	Carleton University, School of Indigenous and Canadian Studies	Canada	Northern America
	Ryerson University, The Chang School of Continuing Education	Canada	Northern America
*	University of Montreal	Canada	Northern America
	Laval University	Canada	Northern America
	University of Quebec in Montreal, Heritage Institute	Canada	Northern America
	University of Waterloo	Canada	Northern America
	Willowbank, School of Restoration Arts	Canada	Northern America

Response	Name of the institutions or organizations	Country	Region
	International Center for Heritage Conservation (CICOP)	Chile	Latin America and the Caribbean
	National Center for Conservation and Restoration (CNCR)	Chile	Latin America and the Caribbean
*	DOCOMOMO Chile	Chile	Latin America and the Caribbean
*	Pontifical Catholic University of Chile, Faculty of Architecture, Design and Urban Studies	Chile	Latin America and the Caribbean
	Autonomous University of Chile	Chile	Latin America and the Caribbean
	Catholic University of the North	Chile	Latin America and the Caribbean
	Central University of Chile (UCEN)	Chile	Latin America and the Caribbean
	University of Arts, Sciences and Communication (UNIACC)	Chile	Latin America and the Caribbean
	University of Chile	Chile	Latin America and the Caribbean
	University of Los Lagos	Chile	Latin America and the Caribbean
*	University of Bío-Bío	Chile	Latin America and the Caribbean
	Universidad Mayor	Chile	Latin America and the Caribbean
	Beijing Jiaotong University, School of Architecture and Design	China	Asia
	Beijing University of Civil Engineering and Architecture, School of Architecture	China	Asia
	Chang'an University	China	Asia
*	DOCOMOMO China	China	Asia
	Shandong Jianzhu University, School of Architecture and Urban Planning (SAU)	China	Asia
*	Southeast University, School of Architecture	China	Asia
	The State Administration of Cultural Heritage (SACH)	China	Asia
	The World Heritage Institute of Training and Research for the Asia and the Pacific Region (WHITRAP)	China	Asia
	Tianjin University, School of Architecture	China	Asia
*	Tongji University, College of Architecture and Urban Planning	China	Asia
	Tsinghua University, School of Architecture	China	Asia
*	Xi'an Jiaotong-Liverpool University, Department of Architecture	China	Asia

Response	Name of the institutions or organizations	Country	Region
	The University of Hong Kong (HKU), Faculty of Architecture	China, Hong Kong Special Administrative Region	Asia
	The Chinese University of Hong Kong (CUHK), Faculty of Social Science, School of Architecture	China, Hong Kong Special Administrative Region	Asia
*	The University of Hong Kong (HKU), Division of Architectural Conservation Programs	China, Hong Kong Special Administrative Region	Asia
*	University of St. Joseph, Macao (USJ), Faculty of Creative Industries	China, Macao Special Administrative Region	Asia
*	Caribbean University Corporation (CECAR)	Colombia	Latin America and the Caribbean
	Pontifical Xavierian University	Colombia	Latin America and the Caribbean
	University of The Andes (Uniandes)	Colombia	Latin America and the Caribbean
*	University of Valle (Univalle)	Colombia	Latin America and the Caribbean
*	Pontifical Bolivarian University	Colombia	Latin America and the Caribbean
	Saint Thomas University	Colombia	Latin America and the Caribbean
	Cultural Heritage Research and Conservation Center (Centro de Investigación y Conservación del Patrimonio Cultural)	Costa Rica	Latin America and the Caribbean
	Integrated Public Procurement System (SICOP)	Costa Rica	Latin America and the Caribbean
*	Costa Rica Institute of Technology (TEC), School of Architecture and Urbanism	Costa Rica	Latin America and the Caribbean
	University of Costa Rica, School of Architecture	Costa Rica	Latin America and the Caribbean
	School of Architecture of Abidjan (EAA)	Côte d'Ivoire	Africa
*	University of Zagreb, Faculty of Architecture	Croatia	Europe
	University of Split	Croatia	Europe
	Technological University of Havana José Antonio Echeverría (CUJAE), Faculty of Architecture of Havana	Cuba	Latin America and the Caribbean

Response	Name of the institutions or organizations	Country	Region
	National Cultural Heritage Council of Cuba (CNPC)	Cuba	Latin America and the Caribbean
	Central University “Marta Abreu” of The Villas (UCLV), Faculty of Construction	Cuba	Latin America and the Caribbean
	University of Oriente, Santiago de Cuba (UO), Faculty of Construction	Cuba	Latin America and the Caribbean
*	Eastern Mediterranean University (EMU), Faculty of Architecture	Cyprus	Europe
	University of Cyprus, Department of Architecture (ARCH)	Cyprus	Europe
	Academy of Fine Arts in Prague (AVU)	Czech Republic	Europe
	Brno University of Technology, Faculty of Architecture (FA BUT)	Czech Republic	Europe
*	Czech Technical University in Prague, Faculty of Architecture	Czech Republic	Europe
	Academy of Arts, Architecture and Design in Prague (Vysoká škola uměleckoprůmyslová v Praze), Architecture Department (UMPRUM)	Czech Republic	Europe
	Kongo University (UK)	Democratic Republic of the Congo	Africa
*	Aalborg University, Department of Architecture, Design & Media Technology	Denmark	Europe
	Aarhus School of Architecture	Denmark	Europe
	The Royal Danish Academy of Fine Arts, School of Architecture, Design, and Conservation (KADK)	Denmark	Europe
	Pedro Henríquez Ureña National University (UNPHU), Faculty of Architecture and Art	Dominican Republic	Latin America and the Caribbean
*	Pontifical Catholic University of Ecuador (PUCE), Faculty of Architecture, Design and Arts	Ecuador	Latin America and the Caribbean
	Central University of Ecuador, Faculty of Architecture and Urbanism	Ecuador	Latin America and the Caribbean
	University of Cuenca, Faculty of Architecture and Urbanism	Ecuador	Latin America and the Caribbean
*	San Francisco University of Quito (USFQ), College of Architecture and Interior Design	Ecuador	Latin America and the Caribbean
	Technological University Indoamérica, Faculty of Architecture, Arts and Design	Ecuador	Latin America and the Caribbean
	Ain Shams University, Faculty of Engineering, Department of Architecture Engineering	Egypt	Africa
*	Arab Academy for Science and Technology and Maritime Transport (AASTMT), College of Archaeology and Cultural Heritage	Egypt	Africa
	Cairo University Faculty of Engineering (CUFE), Department of Architecture	Egypt	Africa

Response	Name of the institutions or organizations	Country	Region
*	DOCOMOMO Egypt	Egypt	Africa
	Future University in Egypt (FUE), Faculty of Engineering and Technology, Department of Architectural Engineering	Egypt	Africa
*	Helwan University, College of Fine Arts, Architecture Department	Egypt	Africa
*	Menoufia University, Faculty of Engineering, Department of Architecture	Egypt	Africa
	The American University in Cairo, Department of Architecture	Egypt	Africa
	The French University of Egypt (UFE), Faculty of Engineering, Department of Architecture	Egypt	Africa
	Dr. José Matías Delgado University (UJMD), Francisco Gavidia Faculty of Sciences and Arts, School of Architecture	El Salvador	Latin America and the Caribbean
	Francisco Gavidia University (UFG), Faculty of Arts and Design	El Salvador	Latin America and the Caribbean
	Estonian Academy of Arts (EKA), Faculty of Architecture	Estonia	Europe
	Addis Ababa University (AAU), Ethiopian Institute of Architecture, Building Construction and City Development (EiABC)	Ethiopia	Africa
*	Aalto University, School of Arts, Design and Architecture, Department of Architecture	Finland	Europe
*	Alvar Aalto Foundation	Finland	Europe
*	Tampere University, Faculty of Built Environment	Finland	Europe
	University of Oulu	Finland	Europe
	City of Architecture and Heritage (Cité de l'Architecture & du Patrimoine), Chaillot School	France	Europe
	National School of Architecture and Landscape of Bordeaux (ENSAP Bordeaux)	France	Europe
	National School of Architecture of Brittany (ENSAB)	France	Europe
	National School of Architecture of Clermont-Ferrand (ENSACF)	France	Europe
*	National School of Architecture of Grenoble (ENSAG)	France	Europe
	National School of Architecture and Landscape of Lille (ENSAPL)	France	Europe
	National School of Architecture of Lyon (ENSAL)	France	Europe
	National School of Architecture of Marne-la-Vallée (ENSA Marne-la-Vallée)	France	Europe
	National School of Architecture of Marseilles (ENSA-Marseille)	France	Europe
*	National School of Architecture of Montpellier (ENSAM), Specialized Master in Architecture and Contemporary Heritage	France	Europe
*	National School of Architecture of Nancy (EAN), Graduate school	France	Europe
	National School of Architecture of Nantes (ENSA Nantes)	France	Europe
	National School of Architecture of Normandy (ENSA Normandie)	France	Europe
	National School of Architecture of Paris Val-de-Seine (ENSAPVS)	France	Europe
	National School of Architecture of Paris-Belleville (ENSAPB)	France	Europe
	National School of Architecture of Paris La Villette (ENSAPLV)	France	Europe

Response	Name of the institutions or organizations	Country	Region
	National School of Architecture of Paris-Malaquais (ENSA Paris-Malaquais)	France	Europe
	National School of Architecture of St. Etienne (ENSASE)	France	Europe
	National School of Architecture of Strasbourg (ENSAS)	France	Europe
	National School of Architecture of Toulouse (ENSA Toulouse)	France	Europe
	National School of Architecture of Versailles (ENSAV)	France	Europe
*	ICOMOS ISC20C	France	Europe
*	Master Erasmus Mundus Techniques, Heritage, Territories of Industry (EMJMD TPTI)	France	Europe
	National Council of the Order of Architects	France	Europe
*	Georgian Technical University, Faculty of Architecture, Urban Planning and Design	Georgia	Asia
*	Tbilisi State Academy of Arts, Faculty of Architecture	Georgia	Asia
*	Dresden Academy of Fine Arts (HfBK Dresden), Art Technology, Preservation and Restoration of Artistic and Cultural Assets	Germany	Europe
	Bauhaus University Weimar, Faculty of Architecture and Urbanism	Germany	Europe
	University of Wuppertal, School of Architecture and Civil Engineering	Germany	Europe
	Beuth University of Applied Sciences Berlin	Germany	Europe
	Brandenburg University of Technology Cottbus-Senftenberg (BTU), Built Environment Program	Germany	Europe
	Detmold School of Architecture and Interior Design	Germany	Europe
	Frankfurt University of Applied Sciences	Germany	Europe
	University of Applied Sciences Cologne (TH Köln), Faculty of Cultural Sciences	Germany	Europe
	Technical University Nuremberg Georg Simon Ohm, Faculty of Architecture	Germany	Europe
	Trier University of Applied Sciences, Campus for Design and Art	Germany	Europe
	HafenCity University (HCU)	Germany	Europe
	Anhalt University of Applied Sciences, Department Architecture, Facility Management and Geoinformation	Germany	Europe
	Bochum University of Applied Sciences (UAS_BO), Department of Architecture	Germany	Europe
	Darmstadt University of Applied Sciences (h_da), Faculty of Architecture	Germany	Europe
	Philipps University of Marburg	Germany	Europe
*	Karlsruhe Institute of Technology University (KIT), Institute of Architectural Design, Art, and Theory (EKUT)	Germany	Europe
	Konstanz University of Applied Sciences (HTWG-Konstanz), Department of Architecture and Design	Germany	Europe
	Leibniz University of Hannover, Faculty of Architecture and Landscape Sciences	Germany	Europe

Response	Name of the institutions or organizations	Country	Region
*	Muenster School of Architecture (MSA)	Germany	Europe
	RWTH Aachen University (Rheinisch Westfalische Technische Hochschule Aachen), Faculty of Architecture	Germany	Europe
	RMB (Reuse of Modernist Buildings) Master's Program	Germany	Europe
	School of Architecture Bremen (SoAB)	Germany	Europe
	State Academy of Fine Arts Stuttgart (abk-Stuttgart), Department of Architecture	Germany	Europe
	Technical University Berlin (TU Berlin), Faculty VI: Planning, Building, Environment	Germany	Europe
	Technical University Dortmund (TU Dortmund), Engineering Sciences Program, Department of Architecture and Urban Planning	Germany	Europe
	Technical University Dresden (TU Dresden), Civil and Environmental Engineering	Germany	Europe
	University of Kaiserslautern (TUK), Department of Architecture	Germany	Europe
	Technical University Munich (TUM), Department of Architecture	Germany	Europe
	Technical University Bergakademie Freiberg (TU Freiberg), Faculty of Business Administration, Institute of Industrial Archaeology and History of Science and Technology (IWTG)	Germany	Europe
	University of Kassel, School of Architecture, Urban Planning, Landscape Planning	Germany	Europe
	University of Siegen, Faculty of Education, Architecture and the Arts	Germany	Europe
*	University of Stuttgart, Faculty of Architecture and Urban Planning	Germany	Europe
*	University of Applied Sciences and Arts HAWK, Faculty of Architecture, Engineering and Conservation	Germany	Europe
*	Kwame Nkrumah University of Science and Technology (KNUST), Department of Architecture	Ghana	Africa
*	Aristotle University of Thessaloniki, Interdepartmental Program Of Postgraduate Studies: Protection, Conservation and Restoration of Cultural Monuments	Greece	Europe
*	National Technical University of Athens (NTUA), School of Architecture	Greece	Europe
	Technical University of Crete (TUC), School of Architecture	Greece	Europe
	University of Patras, Department of Architecture	Greece	Europe
*	University Of Thessaly, Department of Architecture	Greece	Europe
	International Center for Heritage Conservation (CICOP) Guatemala	Guatemala	Latin America and the Caribbean
*	University of San Carlos of Guatemala, Faculty of Architecture	Guatemala	Latin America and the Caribbean
*	University of Guyana, Department of Architecture	Guyana	Latin America and the Caribbean
	National Autonomous University of Honduras (UNAH), Faculty of Humanities and Arts	Honduras	Latin America and the Caribbean

Response	Name of the institutions or organizations	Country	Region
	Budapest University of Technology & Economics, Faculty of Architecture	Hungary	Europe
	University of Pécs, Faculty of Engineering and Information Technology	Hungary	Europe
	Iceland University of the Arts	Iceland	Europe
	Aayojan School of Architecture, Jaipur	India	Asia
*	Ahmedabad University, Centre for Heritage Management (CHM)	India	Asia
	Anant National University, School of Planning	India	Asia
*	Ansal University, Sushant School of Art and Architecture (SSAA)	India	Asia
	Archaeological Survey of India (ASI)	India	Asia
	Centre for Built Environment, Calcutta	India	Asia
*	CEPT University, Faculty of Architecture	India	Asia
*	Chandigarh College of Architecture (CCA)	India	Asia
	Council of Architecture (COA)	India	Asia
	Delhi Institute of Heritage Research and Management (DIHRM)	India	Asia
	Gateway College of Architecture & Design (GCAD)	India	Asia
	Guru Gobind Singh Indraprastha University, University School of Architecture and Planning	India	Asia
	Indian Association for the Study of Conservation of Cultural Property (IASC)	India	Asia
*	Indian National Trust for Art and Cultural Heritage (INTACH)	India	Asia
	MBS School of Planning and Architecture (MBSSPA)	India	Asia
*	Piloo Mody College of Architecture (PMCA)	India	Asia
*	School of Planning & Architecture Delhi, Department of Architectural Conservation (SPA Delhi)	India	Asia
	School of Planning and Architecture Bhopal (SPA Bhopal), Department of Conservation	India	Asia
*	School of Planning and Architecture Vijayawada (SPA Vijayawada), Architecture Department	India	Asia
	Shri Mata Vaishno Devi University (SMVDU), Faculty of Engineering, School of Architecture & Landscape Design (FOE, DA&LD)	India	Asia
	Sinhgad College of Architecture (SCOA)	India	Asia
	Sir Jamshedjee Jeejeebhoy College of Architecture (Sir J.J. College of Architecture)	India	Asia
	Srishti Institute of Art, Design and Technology, School of Law, Environment and Planning (SLEP)	India	Asia
	The Indian Institute of Architects (IIA)	India	Asia
*	The Kamla Raheja Vidyanidhi Institute for Architecture & Environmental Studies (KRVIA)	India	Asia
	UNESCO New Delhi Cluster Office	India	Asia
	Atma Jaya Yogyakarta University (UAJY), Faculty of Engineering, School of Architecture	Indonesia	Asia

Response	Name of the institutions or organizations	Country	Region
*	Bandung Institute of Technology, School of Architecture, Planning and Policy Development	Indonesia	Asia
	Diponegoro University, Faculty of Engineering, Department of Architecture	Indonesia	Asia
*	ERTIM Conservation Institute	Indonesia	Asia
*	Gadjah Mada University, Faculty of Engineering, Department of Architecture & Planning, Center for Heritage Conservation	Indonesia	Asia
	Parahyangan Catholic University, Faculty of Engineering, Architecture Department (UNPAR Architecture Department)	Indonesia	Asia
	Petra Christian University, Department of Architecture	Indonesia	Asia
	Soegijapranata Catholic University	Indonesia	Asia
	Sumatera Utara University, Faculty of Engineering, Department of Architecture	Indonesia	Asia
	Tanjungpura University, Faculty of Engineering, Architecture Study Program (UNTAN Architecture)	Indonesia	Asia
	Trisakti University, Faculty of Civil Engineering and Planning, Department of Architecture	Indonesia	Asia
	Art University of Isfahan, Faculty of Conservation and Restoration	Iran	Asia
	Higher Education Center for Cultural Heritage	Iran	Asia
	Iran ICOMOS	Iran	Asia
	Iran University of Science and Technology (IUST), School of Architecture and Environmental Design, Department of Restoration and Rehabilitation of Historic Buildings and Site	Iran	Asia
	Iranian Cultural Heritage, Handicrafts and Tourism Organization (ICHHTO)	Iran	Asia
	Islamic Azad University - Central Tehran (IAUCTB), Faculty of Art and Architecture, Department of Preservation and Rehabilitation of Historic Monuments	Iran	Asia
	Shahid Beheshti University, School of Architecture and Urban Planning, Department of History of Architecture and Heritage	Iran	Asia
*	University of Sistan and Baluchestan, Faculty of Arts and Architecture, Department of Preservation of Historical Building	Iran	Asia
	University of Tehran, College of Fine Arts, School of Architecture, Department of Architecture Conservation	Iran	Asia
	University of Tehran, College of Fine Arts, School of Urban Planning	Iran	Asia
	Technological University Dublin (TU Dublin), School of Architecture	Ireland	Europe
	University College Dublin (UCD), College of Engineering and Architecture, School of Architecture Planning and Environmental Policy	Ireland	Europe
*	University of Limerick, School of Architecture (SAUL)	Ireland	Europe
	Bezalel Academy of Arts and Design, Department of Visual and Material Culture	Israel	Asia

Response	Name of the institutions or organizations	Country	Region
*	DOCOMOMO Israel Chapter	Israel	Asia
*	Technion (Israel Institute of Technology), Faculty of Architecture and Town Planning, Avie and Sarah Arenson Built Heritage Research Center	Israel	Asia
	Tel Aviv University, The Yolanda and David Katz Faculty of the Arts, The David Azrieli School of Architecture	Israel	Asia
	The College of Management Academic Studies (The COLLMAN), School of Design & Innovation	Israel	Asia
	Assorestauro (Italian Association for Architectural, Artistic and Urban Restoration)	Italy	Europe
*	DOCOMOMO Italy	Italy	Europe
	D'Annunzio University of Chieti-Pescara, Department of Architecture (Ud'A)	Italy	Europe
	Institute of Architects, Landscape Planners and Conservators of the Province of Milan (Ordine Architetti PPC della provincia di Milano)	Italy	Europe
	Institute of Architects, Landscape Planners and Conservators of the Province of Florence and Florence Architects Foundation (Ordine Architetti PPC della provincia di Firenze e Fondazione Architetti Firenze)	Italy	Europe
	Institute of Architects, Landscape Planners and Conservators of the Province of Naples (Ordine Architetti PPC della provincia di Napoli)	Italy	Europe
	Institute of Architects, Landscape Planners and Conservators of the Province of Rome (Ordine Architetti PPC della provincia di Roma)	Italy	Europe
*	La Venaria Reale Center for the Conservation and Restoration of Cultural Heritage	Italy	Europe
	Marche Polytechnic University (UNIVPM), Department of Construction, Civil Engineering and Architecture	Italy	Europe
	Mediterranean University of Reggio Calabria, Department of Heritage, Architecture and Urban Planning (PAU)	Italy	Europe
	Pier Luigi Nervi Project	Italy	Europe
*	Roma Tre University, School of Architecture	Italy	Europe
*	Sapienza University of Rome, Faculty of Architecture	Italy	Europe
*	School of Cultural Heritage and Activities Foundation, Ministry of Cultural Heritage and Activities (MiBAC)	Italy	Europe
	High Institute for Conservation and Restoration (ISCR)	Italy	Europe
*	Polytechnic University of Milan, School of Architecture (POLIMI)	Italy	Europe
*	Polytechnic University of Turin (POLITO), Department of Architecture and Design (DAD)	Italy	Europe
	Tor Vergata University of Rome, School of Engineering	Italy	Europe
*	University of Genova, Department of Architecture and Design (DAD), School of Specialization in Architectural Heritage and Landscape	Italy	Europe
*	University Institute of Architecture of Venice (IUAV)	Italy	Europe

Response	Name of the institutions or organizations	Country	Region
	University of Basilicata, Department of European and Mediterranean Cultures: Architecture, Environment, Cultural Heritages (DiCEM)	Italy	Europe
*	University of Bologna, Department of Architecture (DA)	Italy	Europe
*	University of Brescia, Department of Civil Engineering, Architecture, Territory, Environment and Mathematics (DICATAM)	Italy	Europe
*	University of Cagliari, Faculty of Architecture and Engineering	Italy	Europe
	University of Camerino, School of Architecture and Design (SAAD)	Italy	Europe
*	University of Campania "Luigi Vanvitelli", Department of Architecture and Industrial Design	Italy	Europe
	University of Catania, Syracuse School of Architecture (SDS)	Italy	Europe
	University of Enna "Kore", Faculty of Engineering and Architecture	Italy	Europe
	University of Ferrara, Department of Architecture	Italy	Europe
	University of Florence, Department of Architecture (DIDA)	Italy	Europe
*	University of L'Aquila, Department of Civil, Construction-Architectural & Environmental Engineering (DICEAA)	Italy	Europe
	University of Macerata	Italy	Europe
	University of Messina, School of Engineering	Italy	Europe
*	University of Naples "Federico II", Department of Architecture (DiARC)	Italy	Europe
	University of Padua, School of Engineering	Italy	Europe
*	University of Palermo (UNIPA), Department of Architecture (DARCH)	Italy	Europe
*	University of Parma, Department of Engineering and Architecture	Italy	Europe
	University of Pavia, Faculty of Engineering, Department of Civil Engineering and Architecture (DICAr)	Italy	Europe
*	University of Pisa, Department of Civil and Industrial Engineering	Italy	Europe
	University of Sassari, Department of Architecture, Design and Urban Planning	Italy	Europe
*	University of Turin (in agreement with La Venaria Reale Center for the Conservation and Restoration of Cultural Heritage)	Italy	Europe
	University of Trento, Department of Civil, Environmental and Mechanical Engineering	Italy	Europe
	University of Trieste, Department of Engineering and Architecture	Italy	Europe
	University of Udine, Polytechnic Department of Engineering and Architecture	Italy	Europe
	Workshop of the Semi-Precious Stones (OPD)	Italy	Europe
*	University of Technology, The Caribbean School of Architecture (CSA)	Jamaica	Latin America and the Caribbean
	Kobe Design University, Faculty of Arts and Design, Department of Environmental Design	Japan	Asia
*	Kyoto Institute of Technology, KYOTO Design Lab	Japan	Asia

Response	Name of the institutions or organizations	Country	Region
	Kyoto University, Graduate School of Engineering and Faculty of Engineering, Department of Architecture and Architectural Engineering	Japan	Asia
	Nagoya Institute of Technology, Graduate School of Engineering	Japan	Asia
*	Nagoya University, Graduate School of Environmental Studies, Department of Environmental Engineering and Architecture	Japan	Asia
*	Nihon University, College of Industrial Technology	Japan	Asia
	Shinshu University, Faculty of Engineering	Japan	Asia
	The University of Shiga Prefecture, School of Environmental Science, Department of Design and Architecture	Japan	Asia
	Tōhoku University, School of Engineering, Department of Civil Engineering and Architecture	Japan	Asia
*	Tōkai University, School of Science and Technology, Department of Architecture and Building Engineering	Japan	Asia
	Tokyo Metropolitan University, Faculty of Urban Environmental Sciences	Japan	Asia
*	Tokyo National Research Institute for Cultural Properties (Tobunken)	Japan	Asia
*	Tokyo University of Science, Faculty of Science and Technology, Department of Architecture	Japan	Asia
	Toyohashi University of Technology, Department of Architecture and Civil Engineering	Japan	Asia
	University of Fukui, Faculty of Engineering, Department of Architecture and Civil Engineering	Japan	Asia
	University of Tokyo, Institute of Industrial Science	Japan	Asia
*	University of Tsukuba, School of Art and Design	Japan	Asia
*	German Jordanian University, School of Architecture and Built Environment, Department of Architectural Conservation	Jordan	Asia
	Jordan University of Science & Technology, College of Architecture and Design, Department of Architecture	Jordan	Asia
	Kazakh Leading Academy of Architecture and Civil Engineering (KazGASA), Department of Architecture	Kazakhstan	Asia
*	Jomo Kenyatta University of Agriculture and Technology, School of Architecture and Building Sciences (SABS), Department of Architecture	Kenya	Africa
	Technical University of Kenya, Faculty of Engineering and the Built Environment, School of Architecture and Built Environment, Department of Architecture and Environmental Design	Kenya	Africa
	The Kenya Polytechnic University College, School of Architecture and the Built Environment (SABE)	Kenya	Africa
	University of Nairobi, College of Architecture and Design, Department of Architecture and Building Science	Kenya	Africa
*	Kuwait University, College of Architecture (COAR)	Kuwait	Asia

Response	Name of the institutions or organizations	Country	Region
*	Riga Technical University, Faculty of Architecture and Urban Planning	Latvia	Europe
*	Lebanese American University, School of Architecture & Design	Lebanon	Asia
	Benghazi University, Faculty of Engineering, Department of Architecture and Urban Planning	Libya	Africa
	University of Liechtenstein, Institute of Architecture and Planning	Lichtenstein	Europe
*	Kaunas University of Technology, Faculty of Social Sciences, Arts and Humanities	Lithuania	Europe
*	Vilnius Academy of Arts, Department of Cultural Heritage Research	Lithuania	Europe
	Vilnius Gediminas Technical University, Faculty of Architecture	Lithuania	Europe
	Penang Heritage Trust	Malaysia	Asia
*	Taylor's University, School of Architecture, Building and Design	Malaysia	Asia
	University of Technology Malaysia, Faculty of Built Environment and Surveying	Malaysia	Asia
	School of Engineering, Architecture and Urban Planning (ESIAU)	Mali	Africa
	Puebla State Popular Autonomous University (UPAEP)	Mexico	Latin America and the Caribbean
*	Autonomous University of Aguascalientes, Design and Construction Sciences Academic Center	Mexico	Latin America and the Caribbean
	Autonomous University of Coahuila (UAdeC)	Mexico	Latin America and the Caribbean
	Autonomous University of Guadalajara	Mexico	Latin America and the Caribbean
*	Autonomous University of Guerrero, Faculty of Architecture and Urban Planning	Mexico	Latin America and the Caribbean
*	Autonomous University of Nuevo León, Faculty of Architecture	Mexico	Latin America and the Caribbean
	Autonomous University of Tamaulipas	Mexico	Latin America and the Caribbean
*	Autonomous University of the State of Mexico (UNAM), Faculty of Architecture and Design, Center for Research in Architecture and Design	Mexico	Latin America and the Caribbean
	Autonomous University of the State of Morelos, Faculty of Architecture	Mexico	Latin America and the Caribbean
	Autonomous University of Yucatán (UADY), Faculty of Architecture	Mexico	Latin America and the Caribbean
	Autonomous University San Luis Potosí, Faculty for the Habitat	Mexico	Latin America and the Caribbean
	Benito Juárez Autonomous University of Oaxaca, Faculty of Architecture	Mexico	Latin America and the Caribbean
	Colima University, Faculty of Architecture and Design	Mexico	Latin America and the Caribbean

Response	Name of the institutions or organizations	Country	Region
	College of Architects of Mexico City (CAM)	Mexico	Latin America and the Caribbean
	High School of Architecture (ESARQ)	Mexico	Latin America and the Caribbean
	Gestalt University of Design (UGD)	Mexico	Latin America and the Caribbean
*	Ibero-American University Mexico City (IBERO)	Mexico	Latin America and the Caribbean
*	Ibero-American University Puebla, Department of Art, Design and Architecture	Mexico	Latin America and the Caribbean
*	Intercontinental University	Mexico	Latin America and the Caribbean
*	Justo Sierra University, Cien Metros Campus	Mexico	Latin America and the Caribbean
	La Salle University Victoria	Mexico	Latin America and the Caribbean
	La Salle University, School of Mexican Architecture, Design and Communication	Mexico	Latin America and the Caribbean
	Latin University of America (UNLA)	Mexico	Latin America and the Caribbean
*	Manuel del Castillo Negrete National School of Conservation, Restoration and Museography (ENCRyM, INAH)	Mexico	Latin America and the Caribbean
*	Marista University of Mérida	Mexico	Latin America and the Caribbean
	Meritorious Autonomous University of Puebla (BUAP), Faculty of Architecture	Mexico	Latin America and the Caribbean
*	Metropolitan Autonomous University Azcapotzalco, Division of Sciences and Arts for Design (CYAD)	Mexico	Latin America and the Caribbean
	Metropolitan Autonomous University Xochimilco, Division of Sciences and Arts for Design (CyAD)	Mexico	Latin America and the Caribbean
*	Michoacan University of San Nicolás de Hidalgo (UMSNH)	Mexico	Latin America and the Caribbean
*	Monterrey Institute of Technology and Higher Education (ITESM)	Mexico	Latin America and the Caribbean
*	National Autonomous University of Mexico (UNAM), Faculty of Architecture	Mexico	Latin America and the Caribbean
	National Autonomous University of Mexico, Graduate School of Architecture (UNAM Posgrado Arquitectura)	Mexico	Latin America and the Caribbean
	National Institute of Anthropology and History (INAH)	Mexico	Latin America and the Caribbean
*	National Polytechnic Institute (IPN), Engineer Eugenio Méndez Docurro Center for Continuing Education	Mexico	Latin America and the Caribbean

Response	Name of the institutions or organizations	Country	Region
	National Polytechnic Institute (IPN), School of Engineering and Architecture	Mexico	Latin America and the Caribbean
	Spanish Agency for International Cooperation in Mexico (AECID Mexico)	Mexico	Latin America and the Caribbean
	Technological Institute of Querétaro	Mexico	Latin America and the Caribbean
	University of Guadalajara, University Center of the Coast (CuCosta)	Mexico	Latin America and the Caribbean
	University of Guanajuato, Division of Architecture, Art and Design	Mexico	Latin America and the Caribbean
*	University of Monterrey	Mexico	Latin America and the Caribbean
*	University of Sonora (Unison), Department of Architecture and Design	Mexico	Latin America and the Caribbean
	Veracruz University, Faculty of Architecture (FAUV)	Mexico	Latin America and the Caribbean
	Western School of Conservation and Restoration (ECRO)	Mexico	Latin America and the Caribbean
	State School of Conservation and Restoration of Zacatecas “Refugio Reyes”	Mexico	Latin America and the Caribbean
*	Mongolian University of Science and Technology	Mongolia	Asia
	ICOMOS Morocco	Morocco	Africa
	National School of Architecture in Fez	Morocco	Africa
*	National School of Architecture in Marrakesh (ENA Marrakesh)	Morocco	Africa
*	National School of Architecture in Rabat	Morocco	Africa
	School of Architecture and Landscape of Casablanca (EAC)	Morocco	Africa
	Catholic University of Mozambique, Faculty of Engineering	Mozambique	Africa
*	Eduardo Mondlane University, Faculty of Architecture and Physical Planning	Mozambique	Africa
	Lúrio University, Faculty of Architecture and Physical Planning (FAPF)	Mozambique	Africa
	Wutivi University, Faculty of Architecture and Physical Planning	Mozambique	Africa
	Mandalay Technological University	Myanmar	Asia
	Yangon Heritage Trust	Myanmar	Asia
*	Namibian University of Science and Technology (NUST)	Namibia	Africa
	Khwopa Engineering College, Department of Urban Design and Conservation	Nepal	Asia
	Nepal Engineering College (NEC), Department of Architecture	Nepal	Asia
	Tribhuvan University, Institute of Engineering, Department of Archeology	Nepal	Asia
*	Tribhuvan University, Institute of Engineering, Department of Engineering	Nepal	Asia
*	Amsterdam Academy of Architecture (Ahk)	Netherlands	Europe

Response	Name of the institutions or organizations	Country	Region
	Amsterdam University of the Arts (AHK)	Netherlands	Europe
	ArtEZ Institute of Architecture	Netherlands	Europe
*	Delft University of Technology, Faculty of Architecture and the Built Environment, Department of Architectural Engineering & Technology, Section Heritage & Architecture HA	Netherlands	Europe
	Eindhoven University of Technology (TU/e)	Netherlands	Europe
	International Institute for Asian Studies (IIAS)	Netherlands	Europe
	Rotterdam Academy of Architecture and Urban Design	Netherlands	Europe
	Zuyd University of Applied Sciences, Maastricht Academy of Architecture	Netherlands	Europe
*	The University of Auckland, School of Architecture and Planning	New Zealand	Oceania
	American University (UAM), Faculty of Communication, Arts and Technology Sciences	Nicaragua	Latin America and the Caribbean
*	National University of Engineering (UNI)	Nicaragua	Latin America and the Caribbean
	Redemptoris Mater Catholic University (UNICA)	Nicaragua	Latin America and the Caribbean
*	Centroamerican University UCA, Faculty of Science, Technology and Environment, Department of Design and Architecture	Nicaragua	Latin America and the Caribbean
	Ahmadu Bello University, Department of Architecture	Nigeria	Africa
	Chukwuemeka Odumegwu Ojukwu University	Nigeria	Africa
*	Federal Polytechnic Ede	Nigeria	Africa
*	Obafemi Awolowo University	Nigeria	Africa
*	University of Ibadan	Nigeria	Africa
*	University of Nigeria Nsukka, Enugu Campus	Nigeria	Africa
	Bergen School of Architecture (BAS)	Norway	Europe
*	Norwegian University of Science and Technology (NTNU)	Norway	Europe
	The Oslo School of Architecture and Design (AHO)	Norway	Europe
*	RIWAQ Centre for Architectural Conservation	Palestine	Asia
	Santa María La Antigua Catholic University, School of Architecture and Design	Panama	Latin America and the Caribbean
	The Papua New Guinea University of Technology (PNG Unitech), Department of Architecture & Building	Papua New Guinea	Oceania
	Columbia University of Paraguay	Paraguay	Latin America and the Caribbean
*	National University of Asunción, Faculty of Architecture, Research, Development and Innovation Center (CIDI FADA UNA)	Paraguay	Latin America and the Caribbean
	Our Lady of the Assumption Catholic University, Faculty of Science and Technology, Department of Architecture (Universidad Católica Nuestra Señora de la Asunción)	Paraguay	Latin America and the Caribbean
	Alas Peruanas University (UAP)	Peru	Latin America and the Caribbean

Response	Name of the institutions or organizations	Country	Region
	Andean University of Cusco (UAC)	Peru	Latin America and the Caribbean
	Catholic University of Santa Maria, School of Architecture (UCSM)	Peru	Latin America and the Caribbean
	Federico Villarreal National University (UNFV)	Peru	Latin America and the Caribbean
	Women's University of the Sacred Heart (UNIFE)	Peru	Latin America and the Caribbean
	Hermilio Valdizán National University (UNHEVAL)	Peru	Latin America and the Caribbean
*	"San Luis Gonzaga" National University at Ica, Faculty of Architecture	Peru	Latin America and the Caribbean
	National University of Engineering (UNI)	Peru	Latin America and the Caribbean
	National University of Engineering, Faculty of Architecture, Urban Planning and Arts, Graduate School (UPG-FAUA-UNI)	Peru	Latin America and the Caribbean
	National University of Saint Augustine (UNSA)	Peru	Latin America and the Caribbean
	National University of San Antonio Abad in Cusco (UNSAAC)	Peru	Latin America and the Caribbean
	National University of San Martín (UNSM)	Peru	Latin America and the Caribbean
	Peruvian Union University (UPeU)	Peru	Latin America and the Caribbean
	Peruvian University of Applied Sciences (UPC)	Peru	Latin America and the Caribbean
*	Pontifical Catholic University of Peru (PUCP)	Peru	Latin America and the Caribbean
	Private University of Tacna (UPT)	Peru	Latin America and the Caribbean
	Ricardo Palma University	Peru	Latin America and the Caribbean
*	Santo Toribio de Mogrovejo Catholic University (USAT)	Peru	Latin America and the Caribbean
	Spanish Agency for International Cooperation in Peru (AECID Peru)	Peru	Latin America and the Caribbean
	Peruvian Andes University (UPLA)	Peru	Latin America and the Caribbean
*	University of Lima, Faculty of Engineering and Architecture	Peru	Latin America and the Caribbean
	University of Piura (UDEP)	Peru	Latin America and the Caribbean

Response	Name of the institutions or organizations	Country	Region
	Holy Angel University, School of Engineering and Architecture	Philippines	Asia
	ICOMOS Philippines	Philippines	Asia
*	Mapúa University	Philippines	Asia
	University of Philippines Diliman, College of Architecture (UPD College of Architecture)	Philippines	Asia
	Cracow University of Technology, Faculty of Architecture	Poland	Europe
*	Gdansk University of Technology, Faculty of Architecture	Poland	Europe
	Lodz University of Technology, Faculty of Civil Engineering, Architecture and Environmental Engineering	Poland	Europe
	Warsaw University of Technology, Faculty of Architecture	Poland	Europe
*	Wroclaw University of Science and Technology, Faculty of Architecture	Poland	Europe
	Catholic University of Portugal	Portugal	Europe
	Institute of Architects, Regional Northern Section (Ordem dos Arquitectos, Secção Regional Do Norte)	Portugal	Europe
	Institute of Architects, Regional Southern Section (Ordem dos Arquitectos, Secção Regional Do Sul [OASRS])	Portugal	Europe
	SAHC - International University Master (University of Minho, Czech Technical University in Prague, Technical University of Catalonia, University of Padova)	Portugal	Europe
	Higher School of Arts of Porto (Escola Superior Artística do Porto [ESAP])	Portugal	Europe
*	University of Coimbra, Department of Architecture (DARQ)	Portugal	Europe
*	University of Coimbra, Institute for Sustainability and Innovation in Structural Engineering (ISISE)	Portugal	Europe
*	University of Lisbon, Faculty of Architecture	Portugal	Europe
*	University of Lisbon, High Technical Institute (Técnico Lisboa)	Portugal	Europe
*	University of Minho, School of Architecture	Portugal	Europe
	University of Porto, Faculty of Architecture (FAUP)	Portugal	Europe
	Hanyang University, College of Engineering Sciences, Division of Architecture	Republic of Korea	Asia
	Korea National University of Cultural Heritage (NUCH)	Republic of Korea	Asia
	University of Seoul, College of Urban Science, Department of Architecture	Republic of Korea	Asia
	Yonsei University (YU), Department of Architectural Engineering	Republic of Korea	Asia
*	Ion Mincu University of Architecture and Urbanism, Faculty of Architecture	Romania	Europe
	Spiru Haret University, Faculty of Architecture	Romania	Europe
	Technical University of Cluj-Napoca	Romania	Europe

Response	Name of the institutions or organizations	Country	Region
	Timisoara Polytechnic University, Faculty of Architecture and City Planning	Romania	Europe
*	Transylvania Trust Foundation	Romania	Europe
*	Moscow Architectural Institute (MARKHI), ICOMOS Russia and DOCOMOMO Russia	Russia	Europe
	Re-School	Russia	Europe
	Saint Petersburg State University of Architecture and Civil Engineering (SPbGASU), Faculty of Architecture	Russia	Europe
	School of Heritage Conservation	Russia	Europe
	The Ural State University of Architecture and Arts	Russia	Europe
	University of Rwanda, School of Architecture and Built Environment (SABE)	Rwanda	Africa
	Qassim University	Saudi Arabia	Asia
*	Architectural University of Dakar	Senegal	Africa
	Panafrican Polytechnic Institute (IPP)	Senegal	Africa
	University of Belgrade	Serbia	Europe
*	National University of Singapore (NUS)	Singapore	Asia
*	Singapore University of Technology and Design (SUTD), Architecture and Sustainable Design (ASD)	Singapore	Asia
*	Urban Redevelopment Authority (URA)	Singapore	Asia
*	Slovak University of Technology in Bratislava (STU), Faculty of Architecture	Slovak Republic	Europe
	Slovak University of Technology in Bratislava (STU), Faculty of Architecture, Institute of History and Theory of Architecture and Monument Restoration	Slovak Republic	Europe
	Technical University of Kosice (TUKE), Faculty of Arts	Slovak Republic	Europe
	University of Ljubljana	Slovenia	Europe
	African World Heritage Fund (AWHF)	South Africa	Africa
	Cape Peninsula University of Technology (CPUT), Architectural Technology Department	South Africa	Africa
	Durban University of Technology (DUT), Faculty of Engineering and the Built Environment	South Africa	Africa
	Nelson Mandela Metropolitan University, Department of Architecture	South Africa	Africa
	The South African Institute for Heritage Science & Conservation	South Africa	Africa
*	Tshwane University of Technology (TUT), Department of Architecture	South Africa	Africa
*	University of Cape Town (UCT), Faculty of Engineering & the Built Environment	South Africa	Africa
	University of the Free State	South Africa	Africa
	University of Johannesburg, Faculty of Art Design and Architecture (FADA)	South Africa	Africa

Response	Name of the institutions or organizations	Country	Region
	University of KwaZulu-Natal (UKZN), School of Built Environment and Development Studies	South Africa	Africa
*	University of Pretoria, School for the Built Environment	South Africa	Africa
	University of Witwatersrand, School of Architecture and Planning	South Africa	Africa
*	University of Juba	South Sudan	Africa
	University of Northern Bahr El-Ghazal	South Sudan	Africa
	Foundation International Center for the Conservation of Heritage (CICOP)	Spain	Europe
*	IE School of Architecture and Design	Spain	Europe
	Institute of Architects of Catalonia (Col.legi d'Arquitectes de Catalunya [COAC])	Spain	Europe
	Institute of Architects of Spain (Consejo Superior de Colegios de Arquitectos de España [CSAE])	Spain	Europe
	Official Institute of Architects of Aragon (Colegio Oficial de Arquitectos de Aragón [COAA])	Spain	Europe
	Official Institute of Architects of Extremadura (Colegio Oficial de Arquitectos de Extremadura [COADE])	Spain	Europe
*	Official Institute of Architects of Huelva (Colegio Oficial de Arquitectos De Huelva [COAH])	Spain	Europe
	Official Institute of Architects of Madrid (Colegio Oficial de Arquitectos de Madrid [COAM])	Spain	Europe
	Official Institute of Architects of Valencia (Colegio Oficial de Arquitectos de la Comunidad Valenciana [COACV])	Spain	Europe
	Official Institute of Architects of Vasco Navarro (Colegio Oficial de Arquitectos Vasco Navarro [COAVNA])	Spain	Europe
	Polytechnic University of Catalonia in Barcelona (UPC)	Spain	Europe
	Polytechnic University of Catalonia in Sant Cugat del Vallès, Vallès School of Architecture (UPC-ETSAV)	Spain	Europe
	Polytechnic University of Madrid (UPM)	Spain	Europe
*	Polytechnic University of Valencia (UPV)	Spain	Europe
*	Polytechnic University of Valencia, Higher Technical School of Architecture (UPV-ETSA)	Spain	Europe
	Rovira i Virgili University	Spain	Europe
	Sert School, Josep Lluís Sert Professional Practice School, Training Center of the College of Architects of Catalonia	Spain	Europe
*	Spanish Cultural Heritage Institute (IPCE)	Spain	Europe
	Territorial Institute of Architects of Alicante (Colegio Territorial de Arquitectos de Alicante [CTAA])	Spain	Europe
*	Territorial Institute of Architects of Castellón (Colegio Territorial de Arquitectos de Castellón [CTAC])	Spain	Europe
	Territorial Institute of Architects of Valencia (Colegio Territorial de Arquitectos de Valencia [CTAV])	Spain	Europe

Response	Name of the institutions or organizations	Country	Region
*	University of A Coruña, School of Architecture	Spain	Europe
*	University of Navarra, School of Architecture	Spain	Europe
	University of Seville, Technical School of Architecture (ETSA)	Spain	Europe
	University of Moratuwa, Faculty of Architecture	Sri Lanka	Asia
*	Sudan University of Science and Technology (SUST), College of Architecture and Planning	Sudan	Africa
	Chalmers University of Technology, Department of Architecture and Civil Engineering	Sweden	Europe
	Lund University, Faculty of Engineering (LTH)	Sweden	Europe
*	Royal Institute of Art	Sweden	Europe
	Royal Institute of Technology (KTH)	Sweden	Europe
	Bern University of Applied Sciences (BFH)	Switzerland	Europe
*	Geneva University of Applied Sciences Technology, Architecture and Landscape (Haute école du paysage, d'ingénierie et d'architecture [HEPIA])	Switzerland	Europe
	Lucerne University of Applied Sciences and Arts, School of Engineering and Architecture	Switzerland	Europe
*	Swiss Federal Institute of Technology Lausanne (École polytechnique fédérale de Lausanne [EPFL])	Switzerland	Europe
	Swiss Federal Institute of Technology Zurich (ETH Zurich)	Switzerland	Europe
	University of Applied Sciences and Arts of Northwestern Switzerland (FHNW), Department of Architecture	Switzerland	Europe
*	University of Applied Sciences and Arts of Southern Switzerland (SUPSI)	Switzerland	Europe
	University of Applied Sciences Western Switzerland (Haute école spécialisée de Suisse occidentale [HES-SO])	Switzerland	Europe
*	University of Italian Switzerland (USI), Mendrisio Academy of Architecture	Switzerland	Europe
	Zurich University of Applied Sciences (ZHAW)	Switzerland	Europe
	Chung Yuan Christian University, College of Design	Taiwan	Asia
	National Cheng Kung University, College of Planning and Design	Taiwan	Asia
	National Chiao Tung University, Graduate Institute of Architecture (NCTU-Architecture)	Taiwan	Asia
	National Quemoy University, Department of Architecture	Taiwan	Asia
	National Taiwan University of Science and Technology (NTUST), Department of Architecture	Taiwan	Asia
*	Tunghai University, Department of Architecture	Taiwan	Asia
	Assumption University, Montfort del Rosario School of Architecture and Design, Department of Architecture	Thailand	Asia
*	Chiang Mai University, Faculty of Architecture	Thailand	Asia
	Chulalongkorn University, Faculty of Architecture	Thailand	Asia

Response	Name of the institutions or organizations	Country	Region
	Chulalongkorn University, Interfaculty Master Program in Cultural Management (MACM)	Thailand	Asia
	Kasetsart University, Faculty of Architecture	Thailand	Asia
	Maharakham University, Faculty of Architecture Urban Design and Creative Arts	Thailand	Asia
	Southeast Asia Regional Centre for Archaeology and Fine Arts (SEAMEO SPAFA)	Thailand	Asia
	Silpakorn University, Faculty of Architecture	Thailand	Asia
	Thammasat University, Faculty of Architecture and Planning	Thailand	Asia
	The Association of Siamese Architects under Royal Patronage (ASA)	Thailand	Asia
	African School of Architecture and Urban Planning (École africaine des métiers de l'architecture et de l'urbanisme [EAMAU])	Togo	Africa
	Higher School of Architecture, Audiovisual and Design (École Supérieure d'Architecture, d'Audiovisuel et de Design [ESAD Tunis])	Tunisia	Africa
	Ibn Khaldoun University (UIK), School of Architecture (École Supérieure d'Architecture et des Beaux Arts)	Tunisia	Africa
	Institute of Architects of Tunisia (Ordre des Architectes de Tunisie)	Tunisia	Africa
	University in Carthage, National School of Architecture and Urbanism (ENAU)	Tunisia	Africa
*	University of Tunis Carthage (UTC), School of Architecture and Design	Tunisia	Africa
*	Abdullah Gül University, Faculty of Architecture	Turkey	Asia
*	Atilim University, School of Fine Arts, Design & Architecture	Turkey	Asia
	Gazi University, Faculty of Architecture	Turkey	Asia
	Istanbul Technical University, Faculty of Architecture	Turkey	Asia
*	Middle East Technical University (METU), Faculty of Architecture	Turkey	Asia
*	Mimar Sinan Fine Arts University, Faculty of Architecture	Turkey	Asia
*	Özyeğin University, Faculty of Architecture and Design	Turkey	Asia
	University of Economics & Technology (TOBB ETÜ), Department of Architecture	Turkey	Asia
	Yildiz Technical University, Department of Architecture	Turkey	Asia
	Kyambogo University, Faculty of Engineering, Department of Lands and Architectural Studies (DLAS)	Uganda	Africa
	Makerere University, Department of Architecture and Physical Planning	Uganda	Africa
*	Uganda Martyrs University, Faculty of the Built Environment	Uganda	Africa
	Architectural Association School of Architecture	United Kingdom	Europe
	Arts University Bournemouth	United Kingdom	Europe
*	Birmingham City University, Birmingham School of Architecture and Design	United Kingdom	Europe

Response	Name of the institutions or organizations	Country	Region
	The Glasgow School of Art	United Kingdom	Europe
	Historic England	United Kingdom	Europe
*	Historic Environment Scotland	United Kingdom	Europe
	Institute of Historic Building Conservation (IHBC)	United Kingdom	Europe
*	Manchester School of Architecture	United Kingdom	Europe
	Oxford Brookes University, School of Architecture	United Kingdom	Europe
	Royal Institute of British Architects (RIBA)	United Kingdom	Europe
	The Prince's Foundation	United Kingdom	Europe
	Queen's University of Belfast, School of Natural And Built Environment	United Kingdom	Europe
*	The Society for The Protection of Ancient Buildings (SPAB)	United Kingdom	Europe
*	The Twentieth Century Society	United Kingdom	Europe
	University of Westminster, School of Architecture and Cities	United Kingdom	Europe
	University College London (UCL), The Bartlett School of Architecture	United Kingdom	Europe
*	University of Bath, Department of Architecture & Civil Engineering	United Kingdom	Europe
*	University of Cambridge, Faculty of Architecture and History of Art	United Kingdom	Europe
	University of Dundee, School of Social Sciences, Department of Architecture and Urban Planning	United Kingdom	Europe
	University of Edinburgh, Edinburgh School of Architecture and Landscape Architecture (ESALA)	United Kingdom	Europe
*	University of Edinburgh, Scottish Centre for Conservation Studies (SCCS)	United Kingdom	Europe
	University of Lincoln, School of Architecture & the Built Environment	United Kingdom	Europe
	University of Liverpool, School of Architecture	United Kingdom	Europe
	University of Newcastle, School of Architecture and Built Environment	United Kingdom	Europe

Response	Name of the institutions or organizations	Country	Region
	University of Nottingham, Department of Architecture and Built Environment	United Kingdom	Europe
	University of Plymouth, School of Art, Design and Architecture	United Kingdom	Europe
	University of Portsmouth, School of Architecture	United Kingdom	Europe
	University of Reading, School of Architecture	United Kingdom	Europe
	University of Salford Manchester, School of Science, Engineering and Environment	United Kingdom	Europe
	University of Sheffield, School of Architecture	United Kingdom	Europe
	University of Strathclyde, Department of Architecture	United Kingdom	Europe
	University of Ulster, Belfast School of Architecture and the Built Environment	United Kingdom	Europe
	West Dean College of Arts and Conservation	United Kingdom	Europe
	Ardhi University (ARU), School of Architecture and Design (SADE)	Tanzania	Africa
*	American College of the Building Arts	United States of America	Northern America
*	Association for Preservation Technology International (APT), Training and Education Committee	United States of America	Northern America
*	Ball State University, Department of Architecture	United States of America	Northern America
*	Belmont College, Building Preservation/Restoration (BPR) program	United States of America	Northern America
*	Boston Architectural College, School of Architecture	United States of America	Northern America
	Boston University, College of Arts & Sciences	United States of America	Northern America
	Bucks County Community College, Historic Preservation Program	United States of America	Northern America
*	California Preservation Foundation	United States of America	Northern America
*	California State Polytechnic University (Cal Poly Pomona), College of Environmental Design (ENV)	United States of America	Northern America
*	Clemson University, School of Architecture	United States of America	Northern America
	College of Charleston	United States of America	Northern America

Response	Name of the institutions or organizations	Country	Region
	Colorado State University, Department of History	United States of America	Northern America
*	Columbia University, Graduate School of Architecture, Planning, and Preservation (GSAPP)	United States of America	Northern America
*	Cornell University, College of Architecture, Art, and Planning (AAP)	United States of America	Northern America
	Delaware State University, College of Humanities, Education & Social Sciences	United States of America	Northern America
	Eastern Michigan University, College of Arts and Sciences	United States of America	Northern America
	George Washington University, Columbian College of Arts and Sciences	United States of America	Northern America
	Georgia State University, Department of History	United States of America	Northern America
*	Getty Conservation Institute	United States of America	Northern America
	Goucher College, Center for Humanities	United States of America	Northern America
	Historic New England	United States of America	Northern America
	Historic Preservation Education Foundation (HPEF)	United States of America	Northern America
	Historic Preservation Training Center (HPTC)	United States of America	Northern America
*	International Preservation Studies Center	United States of America	Northern America
	Lamar Community College	United States of America	Northern America
	Michigan Technological University, Department of Social Sciences	United States of America	Northern America
	Middle Tennessee State University, Center for Historic Preservation	United States of America	Northern America
	National Park Service, National Center for Preservation Technology and Training (NCPTT)	United States of America	Northern America
*	National Preservation Institute (NPI)	United States of America	Northern America
	National Trust for Historic Preservation, Training & Conferences	United States of America	Northern America
	Olmsted Center for Landscape Preservation	United States of America	Northern America
	Plymouth State University	United States of America	Northern America

Response	Name of the institutions or organizations	Country	Region
	Pratt Institute, School of Architecture	United States of America	Northern America
	RESTORE [restoretraining.org]	United States of America	Northern America
*	Roger Williams University, School of Architecture, Art, and Historic Preservation	United States of America	Northern America
*	Rutgers University, School of Arts and Sciences	United States of America	Northern America
	Salve Regina University	United States of America	Northern America
	Savannah College of Art & Design (SCAD)	United States of America	Northern America
	Savannah Technical College, Department of Historic Preservation	United States of America	Northern America
	School of the Art Institute Chicago (SAIC), Department of Historic Preservation	United States of America	Northern America
	Shepherd University, Department of History	United States of America	Northern America
	Southeast Missouri State University, Department of History and Anthropology	United States of America	Northern America
	Texas A&M University, College of Architecture	United States of America	Northern America
	Texas Tech University, College of Architecture	United States of America	Northern America
	The American Institute of Architects (AIA), Historic Resources Committee (HRC)	United States of America	Northern America
*	The Cultural Landscape Foundation (TCLF)	United States of America	Northern America
*	Thomas Jefferson University, College of Architecture & the Built Environment	United States of America	Northern America
*	Tulane University, School of Architecture, Master of Preservation Studies	United States of America	Northern America
*	University at Buffalo, School of Architecture and Planning	United States of America	Northern America
*	University of Arizona, College of Architecture, Planning & Landscape Architecture	United States of America	Northern America
	University of Central Arkansas, Department of Family and Consumer Sciences (FCS)	United States of America	Northern America
	University of Cincinnati, Department of History	United States of America	Northern America
	University of Colorado at Denver, College of Architecture and Planning (CAP) and the History Department	United States of America	Northern America

Response	Name of the institutions or organizations	Country	Region
*	University of Delaware, Center for Historic Architecture and Design	United States of America	Northern America
	University of Florida, College of Design, Construction and Planning	United States of America	Northern America
	University of Georgia, College of Environment + Design	United States of America	Northern America
	University of Hawai'i, Manoa, Department of American Studies	United States of America	Northern America
	University of Illinois at Urbana Champaign, The Illinois School of Architecture	United States of America	Northern America
*	University of Kentucky, UK College of Design	United States of America	Northern America
	University of Louisiana at Lafayette, Department of History, Geography, and Philosophy	United States of America	Northern America
	University of Mary Washington, Department of Historic Preservation	United States of America	Northern America
	University of Maryland, School of Architecture, Planning and Preservation	United States of America	Northern America
	University of Massachusetts Amherst, Department of Architecture	United States of America	Northern America
	University of Minnesota, College of Design	United States of America	Northern America
*	University of New Mexico, School of Architecture and Planning	United States of America	Northern America
	University of North Carolina, the School of Architecture	United States of America	Northern America
*	University of Notre Dame, School of Architecture	United States of America	Northern America
*	University of Oregon Portland, School of Architecture & Environment	United States of America	Northern America
*	University of Pennsylvania, School of Design	United States of America	Northern America
	University of Southern California, School of Architecture	United States of America	Northern America
*	University of Texas at San Antonio (UTSA), College of Architecture, Construction, and Planning (CACP)	United States of America	Northern America
	University of Texas, Austin, School of Architecture	United States of America	Northern America
*	University of Utah, College of Architecture and Planning	United States of America	Northern America
*	University of Vermont, College of Arts and Sciences	United States of America	Northern America

Response	Name of the institutions or organizations	Country	Region
*	University of Virginia, School of Architecture	United States of America	Northern America
	University of Washington, College of Built Environments	United States of America	Northern America
	Ursuline College, Historic Preservation Department	United States of America	Northern America
	Virginia Commonwealth University, Department of History	United States of America	Northern America
	World Monuments Fund	United States of America	Northern America
	International Center for Heritage Conservation (CICOP)	Uruguay	Latin America and the Caribbean
*	ORT University, Faculty of Architecture	Uruguay	Latin America and the Caribbean
	University of the Republic, Faculty of Architecture, Design and Urban Studies	Uruguay	Latin America and the Caribbean
	Central University of Venezuela	Venezuela	Latin America and the Caribbean
*	Eastern University, Department of Architecture	Venezuela	Latin America and the Caribbean
	Andes University, School of Architecture	Venezuela	Latin America and the Caribbean
*	National University of Civil Engineering (NUCE), Faculty of Architecture and Planning	Vietnam	Asia
	Vietnam Institute for Urban and Rural Planning (VIUP)	Vietnam	Asia
	Copperbelt University, School of the Built Environment, Department of Architecture	Zambia	Africa

CONSERVING MODERN ARCHITECTURE

An initiative of
Getty Conservation Institute

The *Global Survey on Education and Training for the Conservation of Twentieth-Century Built Heritage* was developed as part of the training and education activities of Getty Conservation Institute's Conserving Modern Architecture Initiative (CMAI). The CMAI's goal is to advance the management, conservation, and recognition of the value of twentieth-century built heritage through research, field projects, publications, and training activities. By developing materials and offering a variety of courses and training opportunities, CMAI aims at increasing the application of appropriate conservation methodologies and techniques, and expanding and strengthening a community of practice. For more information on CMAI visit www.getty.com/conservation/our_projects/field_projects/cmai

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International committee for
documentation and conservation
of buildings, sites and neighbourhoods of the
modern movement

The *Global Survey on Education and Training for the Conservation of Twentieth-Century Built Heritage* was initiated by the DOCOMOMO International Specialist Committee on Education and Training (DOCOMOMO ISC/E+T) and developed as part of their biannual program. The ISC/E+T was established to foster educational activities on the subject of modern heritage conservation and discuss its methodologies at an international level, increasingly also aiming at the inclusion of conservation professionals. Among the ISC/E+T's aims is the mission of educating to protect modern heritage by creating knowledge, awareness, and appreciation of modern buildings with the next generation of professionals and decision-makers. For more information on the ISC/E+T visit www.docomomo.com/about/organization/iscs/#ISCeducation

