

## Development of a Discipline System at the School of Higher Education, Central Institute for Restoration of Italy

Zhou Hua<sup>1</sup>, Zhang Ziyang<sup>2</sup>, Zhan Changfa<sup>1</sup>

(1. College of Cultural Heritage Elite Engineers, Beijing Union University, Beijing 100191, China; 2. Restoration Center of the International College, Central Academy of Fine Arts, Beijing 100102, China)

**Abstract:** Over 80 years of development, Italy has established its models to develop professionals for preserving and restoring cultural heritage, namely, schools of higher education, academies of fine arts, and comprehensive universities, to train cultural heritage/artwork restorers as well as conservation engineers and scientists. Among these models, mainly led by the Central Institute for Restoration (ICR) of Italy, the education system focusing on the conservation of cultural heritage, with its unique characteristics and international influence, has become the typical paradigm for researching preserving cultural heritage, which is mainly guided by the Ministry of Culture of Italy, and for developing highly skilled education personnel.

The history of how Italy developed its industry and higher education system for preserving cultural heritage as well as the School of Higher Education (Scuola di Alta Formazione, SAF) of the ICR is briefly reviewed in this study. The focus of this study is to analyze the following aspects of the discipline of preservation and restoration of cultural heritage established by the SAF of the ICR: goals and principles adopted for education and training, criteria for new enrollments, standards for selecting new students, key curriculum, teaching staff and resources, and hands-on experience. As far as the integration of education with practices in the industry and qualifications for the professionals are concerned, a system that is guided by the development of a cultural relic-based industry and driven by the demand for conservation professionals has been established to integrate practices with education across different disciplines, providing comprehensive education on conservation of cultural heritage and related laws.

The model developed by the SAF of the ICR, which offers a master's degree for a student who is enrolled for a bachelor's degree, sheds some light on the development of disciplines relating to the preservation and restoration of cultural heritage in China. Such a model enables the students to receive inter-discipline education and rich practicing experience within a relatively short time, breaks the barrier between education and demand from the cultural heritage industry, avoids knowledge gaps, prevents repetitive learning, helps the students to master the key skills for preserving and restoring cultural heritage, and effectively shortens the training period for those who study part-time.

**Keywords:** construction of a discipline in cultural heritage; Central Institute for Restoration (ICR); system of cultural heritage-based disciplines; cultural relics conservation and restoration; talent cultivation

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