

Malta Centre for Restoration

Incorporating The Institute for Conservation and Restoration Studies

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Meeting Minutes: Project PRO0094/01

Recorded By:	Daniela Apap Bologna (DAB)	Approved By:	Joseph A. Cannataci
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Meeting held:

Date	Time	Location
Mon 25 March	10H00 to 19H00	Board Room, MCR, Malta
Tue 26 March	09H00 to 18H00	
Wed 27 March	08H00 to 12H00	

Attendees (Partners):	Attendees IKONOS Project Office staff:	Meeting Chair:
Hocine Belahreche (HB) Rachid Benslimane (RB) Joseph Cannataci (JAC) Abdel Sami Abu Dayyeh (ASD) Messaoud Hamiane (MH) Huda Kilani (HK) Ingvall Maxwell (IM) [arrived Monday 25 th in the afternoon] Ziad Al Saad (ZS) Joseph Schirò (JS) Evangelia Varella (EV) [arrived Monday 25 th in the afternoon] Emilia Vassiliou (EVS) [arrived Tuesday 26 th morning]	Daniela Apap Bologna (DAB) Peter Paul Barbara (PPB) Carmen Dalli (CD)	Joseph Cannataci (JAC)

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Topics:

Items	Notes	Action By	Due Date
1st day 1. Introduction	<ul style="list-style-type: none"> ❖ Dr Joseph Cannataci (JAC) explained the symbolic presence of the Hon. Minister Louis Galea's (Minister for Education and Culture) and that of Dr Derek Fee (EU delegate in Malta) at the Opening of the IKONOS project. ❖ A brief description of the proceedings for the steering committee meeting was given. The substantial part of the first day was taken up by presentations from the various representatives of the 		

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	institutes involved in the IKONOS project.		
2. First Presentation Rachid Benslimane	<ul style="list-style-type: none"> ❖ At 10:25 Rachid Benslimane (RB) on behalf of the <i>Laboratoire de Transmission et de Traitement d'Images (LTTI)</i>, Morocco gave a presentation on the main functions and services offered by his institute [please see handout of presentation]. In his presentation RB gave an overview of the field of digital image and analysis offered by LTTI. The various database systems and samples of the database were shown in the form of a Powerpoint presentation. ❖ JAC outlined the HerITage project and discussed methods of stitching using digital imagery. Unlike laser scanning where spheres are used as reference points, RB describes the non-calibrated stereo matching techniques used. An overlapping zone of 40%-50% is used. ❖ JAC commented on the interesting element of RB's software as it may eventually prove useful during the didactic evaluations of objects within IKONOS. ❖ RB continued to say that LTTI have 5000 images of texture. ❖ JAC asks whether the LTTI system is a dual language one. RB replied that only the French language is used. This issue was raised to introduce the problems IKONOS may face due to the multi-lingual factor it will need to resolve in the cataloguing of artefacts. ❖ RB concluded at 10:40 		
3. Second Presentation Ziad al Saad	<ul style="list-style-type: none"> ❖ Prof Ziad al Saad (ZS) gave a Powerpoint presentation introducing the <i>Institute of Archaeology and Anthropology, Yarmouk University (IAA)</i>, Jordan to the IKONOS partners [please see handout of presentation]. ❖ One of the points raised by ZS was the B.Sc program in Conservation. The course is only a year old (Oct. 2001) and it is divided into Architectural conservation and Object conservation . JAC asked about the number of students and ZS replied saying that 40 students of different nationalities attend the course. The course work also includes risk management. 		

	<ul style="list-style-type: none"> ❖ JAC referred to the relevance of Sub-project 5 to the students of Jordan as it will help teach different techniques to the students. Funding is also available to send students to different countries. ❖ ZS continues by saying that the University also has a museum with a permanent and temporary collections. Most of the objects at the University have been retrieved during Archaeological excavations done by the University department. His Majesty the King of Jordan recently also opened a numismatic collection within the Institute's museum. ❖ ZS mentioned a University station in the Jordan Valley that is equipped with computers and accommodation. They also have specialised libraries in Archaeology and offer museum studies. IKONOS would be very useful to the University of Yarmouk since they are still new in the teaching of conservation studies but the department is full of potential and willing to co-operate. ❖ JAC inquired about the training of the students. ZS replies that the students are trained in Germany. They also have a professor who graduated in Germany who is responsible for their training. ❖ ZS concluded his presentation at 11:20 		
<p>4. Third presentation Abdel Sami Abu Dayyeh</p>	<ul style="list-style-type: none"> ❖ Mr Abdel Sami Abu Dayyeh (ASD) proceeded to present the <i>Department of Antiquities (DOA)</i>, Jordan in the absence of Dr Fawwaz Al-Khreyshah [please see handout of presentation]. The presentation of the department revolved around a description of the multitude of sites that fall under the care of the DOA in Jordan. ❖ JAC enquired about the DOA's system of retrieving on-site information about both the artefact and topographical information. ASD replies saying that their system is at present still very manual. Digital capture is still not being used nor is the information directly input into a database system. ❖ JAC asks whether photogrammetry is being used. ASD was not in a position to answer the question but said that there is no efficient documentation 		

	<p>system as yet. Ms Huda Kilani (HK) explained that in Jordan it is mostly the foreigners working in Jordan that have the sophisticated equipment. Local staff needs to be trained.</p> <ul style="list-style-type: none"> ❖ The DOA do not have their own restoration laboratories. They have a mosaic conservation school and are planning to establish a stone conservation department run by the Yarmouk University. The Hashemite University has also started some form of restoration courses. ❖ Mr Joseph Schirò (JS) asked about the restoration of paper, paintings, metals etc. ZS replied by saying that at the Yarmouk University there is a paper conservation department. This department is rather new and has raised an interest in the restoration of organic materials, but the main area of interest remains stone, since they have an abundant stone related cultural heritage. 		
5. Fourth presentation	<ul style="list-style-type: none"> ❖ Mr Hocine Belhrece (HB) from the <i>National Museum of Setif, (MNS)</i>, Algeria gave a slide presentation about his museum [please see handout of presentation]. ❖ He introduced the partners to the museum structure and the collection at the museum by providing a detailed description of the exceptional mosaic pieces. 		
6. Fifth presentation Messaoud Hamiane	<ul style="list-style-type: none"> ❖ Dr Messaoud Hamiane (MH) from the <i>Universite des Boumerdes (UdB)</i>, Algeria, gave a presentation regarding his faculty [please see handout of presentation]. He briefed the committee about the Organisation, the students and the Department of Restoration and Conservation. The languages of study are English and French. ❖ JAC asked whether there are any other universities that teach conservation studies. MH replied that there are two other universities that offer conservation courses. One is far from Algiers and the other is the University of Algiers. In the courses at this university 80% of the course is art history, anthropology and archaeology, 		

	the third year focuses mainly on the sciences.		
7. Afternoon session	❖ The Steering Committee proceeded to the lunch break. JAC gave a power point presentation with a description of the facilities. The session ended with a three hour tour of the facilities at MCR. The conservation laboratories , the diagnostic labs and the documentation department were visited.		
2nd day 8. Sixth presentation Evangelia Varella	❖ Dr Evangelia Varella (EV) presented the Department of Chemistry of <i>University of Thessaloniki (Uth)</i> , Greece [please see handout of presentation]. She introduced the University by saying that it is the largest University in Europe and that it is fully equipped. The University is currently in the process of strengthening their interdisciplinary themes. Amongst the several courses they offer are chemistry, information technology, electronic media for presentation such as power point. The Chemistry Department offers a two year Masters degree in Conservation Science. With regards to the restoration aspect, the students are trained more from the aspect of scientific analysis and diagnosis than intervention. JAC asked about the practical sessions of the students. EV replied by saying that the practical work is done at the museums not at the university. JS asked whether the graduates are considered as support staff to conservation specialists. EV said that they are since they diagnose the work in need of restoration. The conservator then decides on the adequate treatment. EV continued by commenting that there is no such thing as a PHd in conservation. JAC explained that at MCR the idea was to set up a bachelor degree with a hands- on approach, which is neither a BA nor a BSc, but instead specifically a B.Cons which is a mix that will train students to become general practitioners. He explained that MCR has currently submitted a request to the senate of the University of Malta to further the studies in conservation at the MCR. The request involved the commencing of two Masters degrees, i.e an M Sc in conservation science and an M Cons targeted for conservators. The M Cons is intended to equip the student with the		

	<p>critical facilities to take conservation decisions.</p> <ul style="list-style-type: none"> ❖ EV commented that a Phd in conservation would make students very authoritative in the field of conservation. ZAS gave an example of how a conservation team cannot be made only of conservation specialists. He used the example of the architect working with restorers when structural elements are being tackled.. ❖ JAC asked EV to speak about the Departments of History and archaeology also at Aristotle University. He asked whether IKONOS could benefit from connections with these departments. EV replied that these Departments mainly deal with history of art, archaeology and history. The students are usually studying to be architects, archaeologists etc. JS asked whether the conservator and archaeologist work together? EV replied that this happens mainly on large-scale excavations. JAC commented that the MCR students have been sent on-site in Italy to obtain on-site training as conservators on archaeological digs. A conservator must always be involved in the team. MCR also sends conservators on local digs such as the Tas-Silg excavation. JAC continued by saying that establishing conservation as a profession in its own right is rather difficult. Maltese law has developed in an attempt to permit the conservator to be granted a warrant. ❖ EV ended her session 		
<p>9. Seventh presentation Ingvall Maxwell</p>	<ul style="list-style-type: none"> ❖ Mr Ingval Maxwell (IM) presented <i>Historic Scotland (HS)</i>, The major part of his presentation revolved around an overview of the various sites that fall under the superintendence of Historic Scotland. ❖ IM commented that unfortunately the UK trains most architects only in modern architecture and not restoration of old buildings. He continued by explaining the scheme devised by Historic Scotland that encourages students from University to set up various workshops across the country depending on the exigencies of the locality chosen and the funding available. This gives these students opportunity to get hands-on conservation skills and their skills can be used for the benefit of Scotland's 		

	<p>cultural heritage.</p> <ul style="list-style-type: none"> ❖ Awareness is also being created in the Scottish Lime Centre – a training centre that is intended to create awareness of the traditional building skills. There are however considerable problems with funding since this is a charitable institution. ❖ He introduced the participants through use of a slide presentation to the facilities at Historic Scotland. 		
10. Eighth Presentation Emilia Vassiliou	<ul style="list-style-type: none"> ❖ Ms Emilia Vassiliou (EVS) gave a presentation on the <i>The Centre of Cultural Heritage, (CCH)</i>, Cyprus [please see handout of presentation]. Her slide show presentation introduced the participants to the artefacts restored by the Centre that included silver artefacts, icons, statues etc. ❖ EVS stated that the CCH is a non-profit making organisation with 5 full-time employees. Most of the conservation works are done through staff hired ad hoc for a specific project. CCH provide consultation and cataloguing services. 		
11. IKONOS overview	<ul style="list-style-type: none"> ❖ JAC briefed the partners on the salient matters regarding IKONOS. He explained that the bid was submitted in April 2001 and that in October 2001 negotiations started. On 7th December 2001 the contract was signed. The project started on 1 st January 2002. ❖ The IKONOS Project Management staff was engaged between December 2001 and March 2002. The team complement was completed by March 2002. ❖ The IKONOS finances will undergo full audit by the international firm Grant Thornton in Malta. ❖ JAC gave a power-point presentation outlining the basic project structure. ❖ The partners have been chosen on the basis of experience their institutes offer.. IKONOS continues to be concerned with a large-scale resource management issue, in the widest way possible. The IKONOS project should be sustainable long-term but for the project to be sustained further in future the consortium needs to maintain its credibility as a group. 		
12. Equipment details	<ul style="list-style-type: none"> ❖ JAC then gave a detailed description of the equipment that will be utilised. He explained that a classroom will be needed with computers linked to Internet, 		

<p>13. MCR preparatory course</p>	<p>equipped with web cameras. Project funding will provide for some of the cameras and video-conferencing equipment and satellite communications equipment but not for the computer classroom and web-cameras. Time zone factors will need to be considered. Included in the equipment there will be a data projector and here JAC gave an outline of the equipment as listed in the technical specs. [Please see technical specification handout]</p> <ul style="list-style-type: none"> ❖ The equipment will enable the countries not only to transmit but also to receive. It is simple to use and easily configurable. Video-conferencing equipment will give the ability for four types of simultaneous input for transmission. The console is designed to be operator controlled. There will also be video-cameras and a still camera with a high resolution that can be taken on-site. ❖ JAC then went on to explain that MCR's Preparatory Course inspired and may be designated as Introductory Course on Cultural Heritage in the Mediterranean. About 400 students have already attended this course in Malta since it was launched in 1999. Anybody can attend this course but it is particularly directed towards the possible candidates willing to take up a career in conservation and restoration. One of the course messages is that cultural heritage is fun. The students following the course would receive tuition on the general aspects of art history. They are tested on their ability to communicate their own knowledge in a written form, and are therefore given lessons about the methods of academic research and writing. They are also given the possibility of trying hands-on techniques such as line drawing (to test 2 dimensional perception), modelling (to test 3 dimensional perception), weaving, basic colour integration and other techniques used in paper restoration. This briefing was necessary to outline the basic elements of the prep course and so that the partners could understand further the type of students that would be eligible to the course. JS then explained in greater depth the practical sessions of the preparatory course. 		
<p>14. The Preparatory course and the</p>	<ul style="list-style-type: none"> ❖ The examination for the preparatory course is used as a filtering system. After 		

examination	<p>sitting for both practical and theory exams the students that are successful are interviewed. The interview sessions that will need to be conducted with the foreign students in the participating countries of the IKONOS project will be presumably interviewed via video-conferencing.</p> <ul style="list-style-type: none"> ❖ MH asked whether the equipment will be movable. JAC replied that the video-conferencing and satellite transmission equipment is made to be fixed, while the video and still cameras can be moved for recording purposes. The location of the room is not important - the importance should be given to the size of the room. It should be big enough to be accessible to the public and to take an average of 40-50 students during theory and practical sessions. JS pointed out that the door of the room should be preferably wide enough to allow large objects to be brought into the room. 		
15. Equipment and the Internet	<ul style="list-style-type: none"> ❖ JAC continued speaking about the equipment saying that it is intended to be user-friendly equipment. He encouraged partners to provide computers and web-cameras that would not be funded by the IKONOS budget. The bandwidth can eventually also be used, if appropriate, to obtain access from Internet. It will support an internet service. IKONOS should also enable experimentation with on-line tutoring. This will help determine the need of self-paced web tools. Not all students will be capable of learning at the same rate. JAC emphasised the problem that the student shall be faced with – the language problem. The computers will allow the student to access the on-line course material at no expense and either catch-up with course material or revise material. IKONOS will have somebody in Malta responsible for the entire network and it will be necessary for partners to request this person to book bandwidth allocation on the IKONOS network.. 		
16. Booking Satellite bandwidth space	<ul style="list-style-type: none"> ❖ The booking of satellite bandwidth space will be done beforehand. In case of emergency, bandwidth space booking, this can be done in a matter of minutes. It only entails an exercise in organisation. The system is a two-way system. It would be also ideal to have the steering committee 		

<p>17. Video-conferencing and Preparatory course cont.d</p>	<p>meetings via video-conferencing and indeed this may eventually also be necessary for budgetary reasons.</p> <ul style="list-style-type: none"> ❖ The students will be given the possibility during the preparatory course to ask impromptu questions. This is a functionality which the IKONOS project will be testing and reporting upon. ❖ <p>Decision 1 – technical specifications</p> <ul style="list-style-type: none"> ❖ JAC asked the partners to comment on the technical specification. No problems or queries were raised regarding the equipment so it was agreed that the tendering procedure will go ahead. ❖ JAC also concluded the discussion of the equipment by saying that the location for the equipment in each country has to be decided by the consortium. The equipment cannot be placed at an institute that will not prima facie be in a position to use the equipment to its full didactic potential. 	<p>Tender publication</p>	<p>ASAP</p>
<p>18. Expert missions</p>	<p>Decision 2 – adverts & expert missions</p> <ul style="list-style-type: none"> ❖ Before each expert mission adverts need to be published in the local press. The aim of these adverts will be twofold. 1) There will be adverts directed towards potential students wishing to win a scholarship in conservation studies at the Malta Centre for Restoration. 2) The other advert will be directed towards part-time staff that will be recruited in each partner country. This staff needs to act as on-site tutor during the transmission of the Preparatory course, and must be able to help the student during the practical sessions. During the expert mission the part-time staff will be interviewed by JAC and JS together with the local partner. During these missions JAC will concentrate on the technological side and shall view the premises of the partner institutes in order to understand the infrastructural set-up requirements needed from each institute. JS will be introducing the public to the hands-on conservation aspects during the seminar 	<p>Advert publication</p>	<p>10-14 days prior to each seminar in each country</p>
<p>19. Afternoon session. Cataloguing – Sub-project 1 [See handout on Task</p>	<ul style="list-style-type: none"> ❖ JS explained the IKONOS intentions with regards to categorisation and Cataloguing. He added that it is important that at the end of the exercise, the best database system will be designed and used by all partners. 		

<p>descriptions and human resource allocation]</p>	<p>Decision 3 – Structure of Sub-Project 1 It was decided that the 200 items to be catalogued shall be a sample of the history of each participating country, including both artefacts and sites. It was further decided that these 200 items may be categorised under 5 major groupings:</p> <ul style="list-style-type: none"> a) Paintings (including wall paintings, easel paintings, wooden panel paintings & polychrome sculpture on wood; b) Metals, ceramics, glass and stone artefacts c) Textiles (including tapestries, costumes, carpets, liturgical, religious and burial vestments) d) Books & works of art on paper; e) Architectural and archaeological sites <ul style="list-style-type: none"> ❖ ZAS raised an issue regarding the exact definition of heritage artefact as intended by the IKONOS project. JS says that a heritage artefact to him would include all artefacts except sites. JAC added that IKONOS should not restrict itself exclusively to artefacts but should also include sites, since these would enhance the value of the project's results in many ways. ❖ JS opened the discussion amongst the partners about the ideal parameters for sub-project 1. He also suggested that the artefacts are chosen before the database is designed and that the system will be compatible with the 7 other partners.. JS said that as a group we should be discussing the particular types of artefacts to be considered for cataloguing. ZAS comments that it should really be up to the project leader of the particular sub-project to decide. JAC says that the original intention was to give the project leader as much latitude as possible within the guidance provided by the IKONOS Steering Committee. In this case, the discussion was taking place in order that some form of guidance and parameters be provided for CCH which is to lead sub-project 1. ❖ JAC briefed the partners about the structure of sub-project 1. He explained that the way to tackle this sub-project would be by coming to terms with the deliverables. JAC said that the 200 artefacts shall be divided into 5 categories but that the cataloguing proper would be 	<p>These criteria would guide Sub-Project 1 Team Leader in driving the sub-project forward</p>	<p>Detailed instructions for participants in sub-project 1 would be drawn up by Team Leader in consultation with JAC. (These instructions were drawn up in detail during a 2 hour meeting between EVS and JAC on Friday 29th March but never actioned or circulated since EVS was withdrawn from the project by CCH).</p>
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	<p>tackled at a later stage i.e during sub-project 3.</p> <ul style="list-style-type: none"> ❖ Referring to sub-project 1.1 DAB asked JAC whether the partners should be searching in their country's own database systems or whether other database systems in other countries outside the IKONOS participants will be taken into consideration. JAC replied by saying that while the search will be primarily conducted within one's own country, it is expected that each participant in sub-project 1 would also be allocated a number of countries the databases of which should be investigated.. It is expected that each participant may possibly come up with a list of 15 to 20 databases and an analysis of the databases shall be produced. ❖ ZAS asked about the meaning of risk criteria. JAC replied by saying that, during the first phase of the IKONOS project and particularly sub-project 1, the condition of the artefact needs to be identified so that a field within the database would be created. This information field will contain a quantified result of the extent of damage of a particular artefact. E.g unless an artefact will be restored in a month the object would be at risk. Risk cannot be taken lightly as it is a complex and determining issue. Sub-Project 1 is expected to tackle risk criteria from the more obvious aspects of risk management. The in-depth work on risk management in conservation of cultural heritage was the main focus of sub-project 6. ❖ EVS asked about the meaning of didactic value with respect to the cataloguing system. It was explained that this means whether a particular artefact was suitable or otherwise for hands-on practical training for say, a second year student in paintings or a third-year student in metals. Some IKONOS consortium partners like MCR and IAA have acquired certain experience in the suitability of certain artefacts at certain stages of training and the IKONOS network would help share and develop further such knowledge ❖ JAC asked the partners whether there are any difficulties with the deliverables as presented in the handout. He outlined his intention of defining clearly what the 		
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	<p>project leader must be sending. At the end of the sub-project one shall be focusing on one type of artefact or a sample of the country's artefacts. But this shall be discussed at the next Steering Committee meeting. RB mentioned the importance of not underestimating the complexity of constructing such databases.</p> <ul style="list-style-type: none"> ❖ JAC asked all the partners whether there are any objections to the project structure of sub-project 1. The partners found no objections and the project structure was approved as proposed. 		
20. Sub-project 2	<ul style="list-style-type: none"> ❖ Sub-project 2 deals with purchasing and installation of the video-conferencing equipment. JAC explained that all the partners need provide (apart from their 20% contribution) is a room with tables, chairs, electricity, PCs and internet access. He urged the partners to e-mail any eventual questions they may have regarding the infrastructural set-up requirements. <p>Task 1 Send a sketch/ ground plan of the room/ location that will house the video-conferencing equipment</p> <ul style="list-style-type: none"> ❖ JAC said that hopefully, during the next steering committee meeting, we will be able to evaluate the attendance of students that shall be present for the preparatory course that will be launched by video-conferencing. ❖ IM asked about the position of UCL within the project. JAC replied that UCL is currently discussing 2 main issues. The first issue is the 20% costs and the second is that they will only officially confirm their participation after having signed an official contract with the European office. JAC continued by saying that UCL had originally sent a program primarily focused on collections management to be inserted within the IKONOS project. This was thought to be an interesting idea but could not be fully inserted into the IKONOS proposal. The project needed to be tailored to suit the Mediterranean region and furthermore IKONOS could only afford funding for 27 months of UCL effort so 	All partners	5 April 2002

	<p>process. Indeed, the original IKONOS proposal was for 70% funding but this was negotiated upwards to 80% by MCR by December 2001;</p> <ul style="list-style-type: none"> ❖ HB commented a bout the Museum of Setif as also being a potential place for the equipment. He said that at the museum there is a spacious hall with a 170 seating capacity. He also added that Setif also has a University that can make use of this equipment and that Algiers is not within their reach. The University of Setif does not lecture in conservation but it is impractical for the people of Setif to go to Algiers to follow the course ❖ JAC commented that whilst the issues raised about Setif are understandable, the reason for having more than one partner in each country was not necessarily for them to have a node each but rather to complement each other. Thus an educational institution would be complemented by a museum or other institution responsible for collections management and care; <p>Decision 6 – Node location in Jordan</p> <ul style="list-style-type: none"> ❖ ASD said that in Jordan there should be also be a node at the DOA. ZAS is also in favour of a second node in Jordan particularly because of the concentration of cultural heritage in Jordan. ❖ JAC explained that the original project structure was intended to have one node per country with an educational institution being the most cost-effective catchment area for the location of the node. Moreover, between Amman and Irbid there is only 1 hr drive time and thus the Yarmouk University node was relatively easily accessible.. ❖ ASD said that, if only one node is available to start off with and this is locate din Irbid, there is a good possibility that DOA and Yarmouk link up to use the equipment to its full potential. ❖ JAC proposed and the meeting accepted that unless later reviewed following the mission to Jordan and raised during a subsequent steering Committee meeting, the node in Jordan be located at Yarmouk University in Irbid. 		
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21. Conclusion of 2 nd day	❖ JAC proposed to establish timeframes during the third day of the Steering Committee meeting.		
22. 3 rd day	<p>❖ The third day started with a discussion on the HIPMAN project which is being designed by MCR to improve documentation levels in conservation and the possibility was mentioned of later linking up IKONOS to this and other projects currently in the pipeline..</p> <p>Task 2</p> <p>❖ JAC once again referred to the Seminar to be held in each country. He said that the visit will be documented and that each partner will be sent a document of the proceedings.</p> <p>❖ JAC explained the meaning of field work sessions. He said that IKONOS will be sending students on-site and it is therefore essential that we find the best students. JAC clarified that when referring to sites we are not restricted to archaeological digs or monumental architecture but he is also referring to artefacts within museum collections.</p> <p>Task 3</p> <p>❖ Ideal sites for field trips have to be identified by and determined during the next steering committee meetings.</p> <p>Task 4</p> <p>❖ Prepare a report on the type of conservation courses in each respective country.</p> <p>Task 5</p> <p>❖ All partners are invited to recommend any locations that need to be visited during the expert missions.</p> <p>Decision 7 – TL Sub-Project 4 It was agreed by all the partners that if UCL back out of the project, MCR would temporarily take on TL role for Sub-Project 4 since MCR has already a substantial part of the course material ready. The Sub-project 4 TL issue would be finally settled during the next Steering Committee meeting.</p>	<p>JAC</p> <p>All partners</p> <p>All partners</p> <p>All partners</p> <p>All partners</p>	<p>2nd Steering Committee Meeting</p> <p>In time for circulation at 2nd Steering Committee By 10 days prior to mission</p> <p>2nd Steering Committee Meeting</p>
23. Sub-project 5	❖ The course by video-conferencing was re-discussed.		

	<ul style="list-style-type: none"> ❖ The seminar was once again mentioned. JAC related MCR's experience where adverts in the newspapers attract up to 150 participants for every course.. Targeted audiences are usually the local cultural heritage public and students. The number of interested applicants can sometime be a problem due to the restricted space of the classrooms. ❖ JAC referred to RB's concern regarding the disappointment of students that will not make it through. JAC said that in such cases there is always a sense of disappointment. This a matter of selecting the best from each country. We have to explain to the unsuccessful student that the names of those that did not make it shall be kept for future reference just in case new opportunities arise. ❖ JAC referred to the problems which may be met at the stage of correction of papers. ❖ The part-time staff in each partner country has been included to remove the problems in the practical sessions. Therefore MCR will interview these people according to the staff recruitment system devised by MCR itself. Regarding the students admitted to the B.Cons (Hons) course at MCR, the final decision depends on the Board of Studies of the University of Malta. ❖ If, in the future, IKONOS II will extend the B.Cons course by distance learning, the consortium will need staff to supervise the students to our teaching standards. The 12 students to be given scholarships by MCR should form the nucleus of a group of tutors located in each country who will be able to supervise practical sessions even at B.Cons stage.. ❖ Once the 12 students commence their B.Cons course, they will be able to use the nodes for various lectures from the partner countries. ❖ Greece and Malta shall be working together in this particular project to be able to gauge the potential and problems posed by distance learning n conservation. ❖ The qualifications to enter the University of Malta vary from one country to another, however this information is already available at the IKONOS office. Over the age of 23 a person can enter as a mature student. 		
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	<ul style="list-style-type: none"> ❖ The timing of the seminars might need to be changed and the adverts might need to appear 10-20 days before the seminar takes place. <p>Decision 8 – Approval of Project Structure Following the previous discussions, the documents outlining the structures,time/resource allocation, deliverables and composition of the various sub-projects and which had been circulated by the Project Management Team prior to the Steering Committee Meeting were formally and unanimously adopted.</p> <p>Decision 9 – Approval of Project Plan The Project Plan which had been circulated by the Project Management Team prior to the Steering Committee Meeting was formally and unanimously adopted.</p> <p>Decision 10 – Allocation of scholarships</p> <ul style="list-style-type: none"> ❖ An important issue is raised. Since only 12 students can be chosen from the partner countries, the partners asked about the criteria for choosing these students. Will there be a minimum for each country? A vote was taken. RB – Best 12 from all the countries MH – He thinks that a fixed quota must be allocated to each country. HB – Agrees with the fixed quota IM – as above EVS – as above EV – as above ASD – as above ZAS – as above <p>It was agreed that one (the highest placed student from each country) student from each country has to be secured a place within the 12 IKONOS scholarship scheme with the remaining five places being awarded to those students who place highest in order of merit in the entrance examination..</p> <ul style="list-style-type: none"> ❖ JAC said that the cheapest way to conduct interviews shall be by video-conferencing. ❖ EVS asked about the language of the adverts. JAC suggested that all the adverts 	<p>All partners</p>	
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	<p>are done in English. If they cannot understand the text it means that they are not eligible to attend. EVS said that this would limit the response. JAC agreed and said that when needed the advert can be translated.</p> <ul style="list-style-type: none"> ❖ JAC explained that during the seminar an IKONOS overview will be delivered. The second part will consist of the preparatory course description. Then the scholarship matters shall be discussed. The seminar should last approximately three. ❖ Some partners said that the time allotted to the expert mission might not be enough. JAC says that he will take their advice on the length of time required. ❖ Options for the 2nd steering committee meeting dates were suggested. These are – Thursday 12 December or Monday 16 December 2002. ❖ At this point the Steering Committee adjourned to meet again in Jordan in December 2002. The precise dates would be communicated by the IKONOS Project Management Team after consultation with the Jordanian partners in the consortium; 		
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