

TAPE Rome 14-15 February Train the Trainers

General conclusions of the meeting:

1. Training courses can serve two purposes:
 - raising awareness of the need to undertake action for preservation of AV materials
 - providing basic information to staff at different levels, to help them to develop their own plans

2. From the reports submitted by participants and the discussion it appears that in all countries there is a lack of structural, organized training. There are a few training opportunities at academic/university level but these are often too much removed from day-to-day practice. There is a real need for people who can work with the materials (hands-on) and who have practical/ technical knowledge about replaying, handling, small repairs, cleaning etc. This situation will only get worse as the industry gets out of this field and does not train such technicians anymore. Bridging the gap between academic and practice is an important goal, those at management level have too little practical knowledge and the generation of self educated professionals is now moving out.

3. There is a serious risk that materials will be lost that are part of the record of the 20th century. For instance:
 - a. There is a lot of AV material in danger that is dispersed:
 - research materials not even known and not in archival care
 - materials in small archives without any resources

 - b. Apart from the primary materials themselves, the documentation and background information of the production of the 20th century is incomplete; categories like scientific film, instruction films, experimental film have not been properly studied or described.

 - c. Scientific specifications of media now in the hands of industry will disappear when the industry discontinues their production.

4. There is a lot of general literature in English but still a need for basic guidelines and do and don'ts in national languages. The researchers/technicians in the field communicate in English but the average collection manager needs more accessible information.

5. Whatever training TAPE can provide, it will only be a first step, and it is important to provide a conceptual framework for people to understand available literature and formulate requirements, so that they can then look further.

6. To have a lasting impact it is important to link with other initiatives e.g. IASA, FIAT etc. to network with national training institutes or teachers and to produce useful publications. The TAPE website could serve as a portal to all kinds of literature. TAPE should not duplicate efforts but can be a platform for a first introduction into the field that refers people to more extensive documentation or professional organizations offering support.

7. There are practical concerns that should guide the organization of training courses. For national courses short courses of two days may be more appropriate to enable people to attend and attract as many people as possible. For European courses this is not feasible because of

travel costs, etc. In this case it would be better to extend the course to four or five days. At the national level, needs and possibilities may be very diverse and partners will have to decide what best suits their situation. The target group and the level of the course can vary enormously, from a very broad presentation to a large audience of librarians to a customized course in a specific institute or a specific group. It is also possible to combine a general introduction for a broad audience with a more in-depth presentation for a smaller group. Partners will also consider possibilities like filling a 'slot' in a general meeting of e.g. archivists, or a meeting where decision-makers are present.

8. A variety of different teaching methods (lecture, discussion, group work, film, demonstration, samples, assignments, case-studies, working visits) enhances the effect of a course. What works best depends on the size of the group and the expectations of participants. Partners will consider which model best fits the situation.

9. It is important to emphasize an "archival approach" as opposed to the approach of broadcasting and producers. An element in the course should be to provide a context in which the institution functions. The link with the professional background of the audience should be made, so that they can relate their knowledge as an archivist/librarian to the AV field..

10. It must be conveyed when to involve a technician, and what should not be undertaken by a non-specialist. Colleagues in specialist institutions should be consulted for advice e.g. for quality checks when outsourcing, so the course should include information on where to get relevant information/assistance.

11. When dealing with e.g. identification and preservation the course should respect the division between audio, video and film. For other topics the three can be discussed together.