Day 1

1.3 Cultural Heritage Actions to Refine Training Education and Roles: CHARTER Project Overview Ness Roche

CHARTER

Cultural **H**eritage **A**ctions
The final Skills Alliance Strategy with policy recommendations

to **R**efine **T**raining, **E**ducation
E&T provisions and professional development

and **R**oles
People's mission towards cultural heritage and its contribution towards sustainability

Cultural Heritage Actions to Refine Training, Education and Roles

Project overview for COTAC Conference 23 November 2021
Nessa Roche, Department of Housing, Local Government and Heritage, Ireland

Co-funded by the Erasmus+ Programme of the European Union

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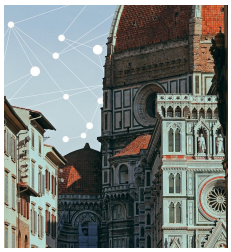

PROJECT MISSION

To sustainably protect, promote and enhance European tangible and intangible cultural heritage by creating a lasting and comprehensive **sectoral skills strategy**, bridging **the gaps between educational and occupational systems and employer needs** and proposing **training and curricula** for the development of new skills for cultural heritage professionals.

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Background to CHARTER

Blueprint for Sectoral Cooperation on Skills (2017)

A European Commission initiative to select sectors for funding (€4m for 4 year projects) which demonstrate readiness to correct identified skills gaps and mismatches between education and training and industry needs

Cultural heritage was submitted by the Commission in 2019 as part of a competitive process to select sectors (the fourth 'wave').

6 sectors are selected per wave. The construction blueprint is also underway looking at green / retrofit skills (www.constructionblueprint.eu)

Cultural heritage succeeded in being selected and the CHARTER consortium won the competitive application

Existing evidence was used to demonstrate the readiness of cultural heritage, including the Open Method of Coordination report of member states' experts, **Skills, training and knowledge transfer in cultural heritage professions**, 2019 (the UK was represented by Kate Gunthorpe of English Heritage)

https://op.europa.eu/en/publication-detail/-/publication/e28e8b00-86fb-11e9-9f05-01aa75ed71a1/language-en

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WHAT IS CULTURAL HERITAGE?

FARO CONVENTION COUNCIL OF EUROPE 2005 (Framework Convention):

"Cultural heritage is a group of resources inherited from the past, which people identify, independently of ownership, as a reflection and expression of their constantly evolving values, beliefs, knowledge and traditions."

Cultural heritage includes **all aspects of the environment** resulting from the interaction between people and places through time.

This includes the built environment: structures, landscapes, objects and the associations they hold and the skills that created them and sustain them – a critical element of the intangible cultural heritage

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WHO ARE CULTURAL HERITAGE PROFESSIONALS?

Cultural heritage professionals work with the resources that we value as a source for common well-being and quality of life, which as a collective we regard as a common good

Built environment occupations work with buildings and places of cultural heritage character and significance:

- Architects, engineers and surveyors
- Tradespeople – **stone, brick, weltrades, carpentry/joinery, roofing, painting-decorating** etc.
- Craftspeople/specialists – many external and internal materials, fixtures and features such as **thatch, glass, marble, iron, ceramic**, etc.

What types of functions do these roles have in relation to cultural heritage?

- Governance; management; R&D; recognition; conservation-restoration; education
- Design, alteration, repurposing/refitting
- Not creation / production / disposal / replacement as usual in construction occupations

Each role has a different skills mix and level

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PROJECT STAKEHOLDERS

In order to achieve a durable sectoral skills alliance, the project will involve and analyze the needs and expectations of the following main stakeholders:

1. The **education and training providers** that seek to improve clarity on curricula provision, types, levels and delivery routes to promote quality in learning outcomes, equivalence and mobility.
2. The **industry and employers** that wish to be certain of the availability of high-quality expertise, distributed regionally to facilitate the sustainable repair, access, use and promotion of cultural heritage
3. **Public bodies and agencies** that need to articulate policies that safeguard, sustain and promote cultural heritage for the common good by resourcing the transmission of skills
4. **Cultural Heritage professionals** who seek recognition for their roles and mission as these relate to experience, expertise and professional qualification.

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PROJECT MAIN GOALS

- To create a lasting, comprehensive sectoral skills strategy to ensure Europe has the necessary cultural heritage to support sustainable societies and economies.
- To bridge the gaps between educational and occupational systems and employer needs
- To reduce skills shortages, gaps and mismatches, and overcome the paucity of cultural heritage statistical data
- To achieve a people-centered, integrated and sustainable approach towards cultural heritage and its dynamics in future scenarios.
- To sustainably protect, promote and enhance European tangible and intangible cultural heritage
- To build a durable cultural heritage skills alliance in Europe

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THE CHARTER CONSORTIUM

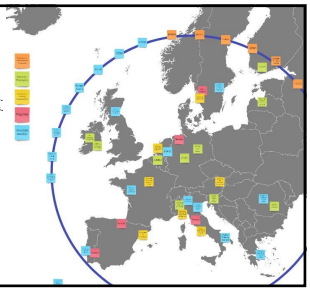
21 full members, from 14 EU states:

- **7 leading academic / training organisations.**
- **8 employer and policy maker organisations.**
- **6 European / International networks.**

7 affiliate members

- **5 (+1) regions**
- **2 institutional bodies**

19 associate partners, representing a wide spectrum of the Cultural Heritage field and European regions



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21 Full Partners and 7 affiliate members

7 ACADEMIC /TRAINING ORG:

- Universitat de Barcelona, **Spain (COORDINATOR OF THE PROJECT)**
- Akademie der bildenden Künste Wien, **Austria**
- Erasmus Universiteit Rotterdam, **The Netherlands**
- Fondazione Scuola dei beni e delle attività culturali, **Italy**
- Göteborgs Universitet, **Sweden**
- Université dept stadt di Genève, **Italy**
- Université Sorbonne Paris 13 Nord, **France**

8 INDUSTRY / EMPLOYERS PARTNERS:

- Dept. of Housing, Local Government and Heritage, → The Heritage Council HC, **Ireland**
- FARO, Vlaams steunpunt voor cultureel erfgoed, **Belgium**
- Institutul National al Patrimoniului, **Romania**
- Kultur und Arbeit, **Germany**
- MUSEOVIRASTO (National Board of Antiquities), **Finland**
- Nacionāls kultūras mantojuma aizsardzības, **Latvia**
- Fondazione Fabbrica del Duomo, **Italy**
- Zavod za varstvo kulturne dediščine Slovenije, **Slovenia**

6 EUROPEAN / INTERNATIONAL NETWORKS:

- E.C.C.O. → Verband der Restauratoren, **Germany**
- ENCATC
- European Historic Houses
- ICOMOS
- VERSO (**Deutscher Museumsbund**)
- EGAIN
  - Alentejo, Portugal
  - Bremen, Germany
  - Euskadi, Spain
  - Toscana, Italy
  - Västra Götaland, Sweden
  - (Sibiu, Romania)

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19 Associate members

- ICCROM- The International Centre for the Study of the Preservation and Restoration of Cultural Property
- ICOM - International Council of Museums | ICOM-CC and ICOM-ICTOP
- European Network for Conservation Restoration Education (ENCoRE)
- Europa Nostra
- European Association for Architectural Education
- Direzione Generale Educazione, Ricerca e Istituti Culturali, Italy
- **Office of Public Works, Ireland**
- Istituto Centrale per la Patologia degli Archivi e del Libro, Italy
- Historic Environment Scotland, UK
- Regione Lombardia, Italy
- Viceconsejería de Cultura y Patrimonio Cultural. Gobierno de Canarias, Spain
- Complexul National Muzeal ASTRA, Romania
- ART-ER Attractiveness Research Territory - Emilia-Romagna, Italy
- Pôle patrimoine. Réseau de coopération des acteurs du patrimoine culturel en Pays de la Loire, France
- Teatro Pubblico Pugliese, Italy
- EXARC - Experimental Archaeology, The Netherlands
- Swedish Association for Building Conservation Contractors and Consultants, Sweden
- Universidade Nova de Lisboa. Faculdade de Ciências e Tecnologia. Dep Conservação e Restauro, Portugal
- The Laboratory for the Study and Conservation of Ancient & Modern Cultural Properties. University of West Attica Faculty of Applied Arts and Culture. (CULTLAB), Greece

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What kind of results would demonstrate the success of the CHARTER project?

A strong and durable **cultural heritage skills Alliance** that will work well across the EU by:

- Making visible **Roles and Occupations, existing and emerging**
- Ensuring **Learning outcomes** describe necessary **core and transversal skills needs** (cognitive, affective and psychomotor)
- Translating Learning Outcomes into **Education and training qualifications** so that education providers operate a mutually beneficial network
- Enabling Informal **on-the-job learning** to be translated into **credits**

This means that:

- **Competences** can be recognised by employers, clients and procuring organisations, so that:
  - **Cultural heritage work** is valued and paid accordingly
  - **Europass** uses qualifications to bring personal **mobility**
  - **Personal development** plans are used by all
  - **Upskilling in core and transversal skills** is easy

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CH: INTEGRAL PART OF SUSTAINABLE DEVELOPMENT

- Using **environmental, social and economic metrics**, the work of CH professionals can be shown to be a **sustainable economic service with social and educational impact and benefits:**
- **Communicating** the importance of CH skills to achieving social sustainability by making explicit the functions of **valorization, understanding** and **mediation** to promote social integration and cohesion.
- Ensuring both the proper resourcing and recognition of these functions as professional activities by **making them visible in EU Standards of occupations.**
- Cultural heritage is **intrinsically 'green'**. Cultural artefacts already exist so they contain embedded carbon. Cultural heritage is the opposite of built-in obsolescence. CH skills depend on many traditional, effective and efficient ways of creating, repairing and adapting our environment.
- CH generates economic value by **mapping** the activities as a sector of discrete economic activity and ensuring these activities are identified in the EU classification system for economic activity [NACE Codes]

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MOTIVATING KEY STAKEHOLDERS

Political decision makers

Ursula von der Leyen, 27.11.20: "*Culture and education are what link our history with our future. This is what makes us unique. Our soul, our culture, our diversity, our heritage*".

Students

- Providing stimulating curricula with experts at home and throughout the EU on Erasmus+ exchanges
- Recognition of Cultural heritage qualifications in public and private initiatives all over the EU and beyond
- Visible career path, with progression routes and decent pay at home and around the EU

Professionals

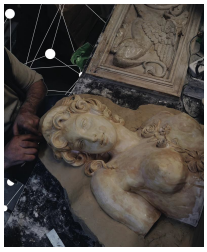
- Enhance skills of existing experts
- Attract career-changers and give visible career paths

Educators

- Share core and transversal skills and their EQF levels, competence requirements and best practices, as well supportive learning outcomes

Employers, users and clients

- Give certainty to users and clients
- Employers could recruit to fill their needs on the basis of published occupational profiles



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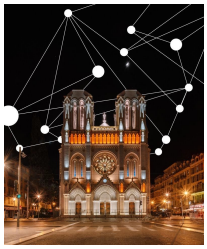
SYNTHETICALLY, THE PROJECT WILL DELIVER:

- ✓ **Transferability**
- ✓ **Mobility**
- ✓ **Quality**
- ✓ **Economic visibility**
- ✓ **Access to EU tools, platforms, mechanisms**



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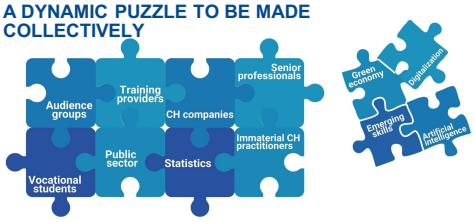
A CH SKILLS ALLIANCE: A DYNAMIC PUZZLE TO BE MADE COLLECTIVELY



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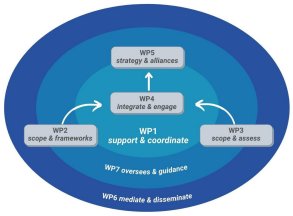
A PROJECT BASED ON 7 WORK PACKAGES



WP1 - Project coordination and management

WP2 - Strategic analysis of CH competences and occupational profiles

WP3 - Vocational Education and Training and beyond

WP4 - Sector integrated dynamics

WP5 - Alliances, Sustainable strategies and Policy recommendations

WP6 - Communication and Dissemination

WP 7 - Quality and Evaluation

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5 fields of analysis crossing WP2, WP3, WP4

	WP2 Strategic analysis of CH competences and occupational profiles	WP3 Vocational Education and Training and beyond	WP4 Sector integrated dynamics
A. Safeguarding and Preservation: protection, conservation, restoration, archiving, collection management, materials analysis, fieldwork …			
B. Crafts and traditional knowledge: intangible CH, CH-related crafts, traditional construction techniques, materials suppliers …			
C. Dissemination and communication: audience development, community engagement, promotion, visitor care and experience, accessibility, education, cultural mediation, interpretation, presentation …			
D. Knowledge: CH identification, study, research, recording …			
E. Planning / Management: strategic planning, site and project management, mediation, procurement, policymaking, finance, logistic, security, intellectual property			

6 REGIONAL WORKSHOPS

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WP2 GOALS – Strategic analysis of Cultural Heritage Competences and occupational profiles

- **Design a matrix** demonstrating the multidisciplinary nature of heritage practice: the activities and respective occupations.
- **Develop a methodology** to enable these activities and occupations map themselves onto the proposed matrix in terms of their competences and skills.
- **This mapping** will reflect levels and types of learning and **make visible** both core and transversal skills and competences (WP3).
- **Identify gaps, point to future synergies** and help direct future up-skilling or reskilling responding to the dynamics and needs of the sector and draft recommendations (WP3 and 4).

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WP3 GOALS – Vocational Education and Training (VET) and beyond

- **Mapping** education and training programmes for CH professions in all 5 areas of the call (using ENCoRE survey as protocol).
- **Draft methodology** according to the VoC and OMC reports for sustainable development in E&T for CH professions.
- **Analysis of transmission mechanisms of knowledge**, and exploration of nonlinear pathways mapping qualifications to frameworks (ISCED and ESCO, EQF) and systems (ECTS, ECVET and EQAVET).
- **Identify** existing CH innovative/emerging curricula, gaps and needs in E&T programs for traditional and emerging competencies and skills (WP2).
- **Propose** criteria and requirements for standards and certification schemes (WP4).

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WP4 GOALS – Sector Integrated Dynamics

- **Mapping, analysis and dynamics** of cultural heritage professionals and other social stakeholders' engagement mechanisms, synergies and skills needs and gaps.
- **Cross analysis** of CH professional system with education and training supply **to improve gaps and needs in skills and competences** from the digital shift to sustainable green and blue growth and social and territorial dynamics.
- **Regional case analysis** (WP2 and WP3).
- **Identify** sector dynamics, examine strategies, policies and good practices.
- **Analysis** of professional mobility schemes, future scenarios on challenges faced by Cultural Heritage and its professionals, and of skills needs for the public and policymakers.
- **Assess** previous WP results and regional case studies for improved recommendations drafting.

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WP5 GOALS – Alliances, Sustainable Strategies and Policy recommendations

- **Draft a transferable, sustainable skills strategy for cultural heritage** built on the WP2, 3 and 4 results, including its national and regional roll-out.
- **Propose recommendations** for the major challenges faced by the cultural heritage workforce.
- **Mainstreaming methodologies and outcomes** produced during the project's lifetime, maximizing impact and creating multiplier effects at the European, national and regional levels, creating a **long-term strategy for the sector.**
- **Engaging strategies for stakeholders and policy makers** in all participating countries, and at European level for feedback and dissemination, **to guarantee the project impact, transferability and life cycle at European, national and regional level.**

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WP6 GOALS – Communication and Dissemination

- **Ensure the best communication and dissemination** of the CHARTER project outputs and outcome related to specific target groups.
- Develop the **communication strategy, project branding design, website**: making the CHARTER project immediately identifiable to project groups and stakeholders.
- **Synergies with major events** organized by project partners and alignment with most relevant conferences/events organized at EU level.

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WP7 GOALS – Quality and Evaluation

- Establish **ethical and conceptual** requirements for the project.
- Produce **quality, risk and data** management plans.
- Appoint, animate, support and manage the **expert advisory board**.
- WP7 crosscuts **with all other work packages** and requires strict oversight of all team processes, methods and deliverables of the other work package programmes to ensure the project meets its quality, risk and data aims and objectives and **complies with Erasmus+ and other policy, sector and legal requirements**, standards and benchmarks.

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First task: mapping a new landscape for heritage professionals

The WP2 preliminary report is based on six months of research and testing, including examining cultural policy, existing economic models, educational, occupational and economic frameworks and statistical indicators. https://charter-alliance.eu/charter-alliance-heritage-professions/

The proposed model is the conceptual foundation for the whole CHARTER project.

- It identifies the core tasks and processes found across cultural heritage occupations. These are the **key activities** that support the functions of a cultural heritage occupation – they characterize and distinguish it from other occupations
- The key activities must correspond to the required **learning outcomes** of education and training, with a qualification accorded a level on the national and European qualifications frameworks
- Learning achieved in these activities, personal attitude (ethics) and practice **generate competences** that enable a person to perform an existing occupation or an emerging one
- Circular feedback contributes to the creation / refinement of education and training programmes which will match the current and forecast needs of the workforce: a main goal of CHARTER

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What are the cultural heritage functions?

Five knowledge areas: Safeguarding and preservation; Crafts and traditional knowledge; Dissemination and communication; Knowledge; Planning and management

WP2 examined the idea of a cultural heritage ecosystem based on functions rather than starting with occupations or knowledge areas. This approach was taken given the interconnected cultural resources and reflecting the need for an integrated, people-centred approach, as people – over time, carrying out many functions and in many roles – are the catalysts for the generation of value and maintenance of the inherited resource

- Families of interconnecting core cultural heritage functions and systemic or transversal functions, each of which contain clusters of activities
- Occupational profiles are composed of an appropriate balance of the functions required to serve the common good in a specific capacity, which will contribute to the health and longevity of the cultural heritage resource

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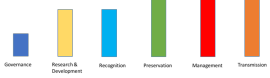
Assigning cultural heritage functions to occupations

- Core functions specific to the concept of cultural heritage and the manifestation of its value: **recognition**; **preservation and safeguarding**; **engagement and use**
- Systemic functions: cornerstones of an integrated approach: **governance and policymaking**; **research and development / education**; and **management**

All jobs require both advanced skills 'understanding' and 'awareness' skills, which combine to result in competence

The final model must describe the reality for each cultural heritage occupation: could a mixing console analogy be useful to show the respective levels that reflect core and transversal competences? This mix suggests a craftsperson's requirements



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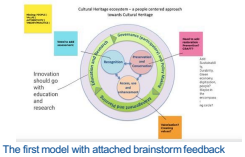
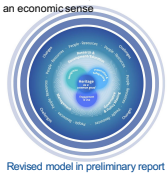
How describe the interplay of cultural heritage functions in a model?

A model is needed to describe recognition of values; interaction; and maintenance of value for society over time (not just for the client / purchaser) using a set of functions, processes and tasks carried out by various actors, not all formally employed in an economic sense





The first model with attached brainstorm feedback

Revised model in preliminary report

WP2: Susan Corr, Elle Marcel, Anna Mignosa, Jacqueline van Leeuwen, Paul McMahon

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Fitting cultural heritage into economic frameworks

Cultural heritage already exists: it is not a 'normal' economic sector of create, produce, use, dispose. Its value is not measured in financial / economic terms (or only partly at most)

- Economic frameworks presume linear value chains and do not facilitate a circular model
- Occupations are included in a NACE class of a cluster of jobs of similar core processes and activities (NACE is linked to tax codes and generates the common procurement vocabulary)
- The NACE classes are coordinated with the global occupational classification system, ISCO
- Both frameworks contain assumptions, e.g. state they include all occupations; include repair as a function of occupations, which however are not taught repair of older things; classify on educational attainment lines so professionals are separated from handskills

MANY CULTURAL HERITAGE OCCUPATIONS ARE MISSING!

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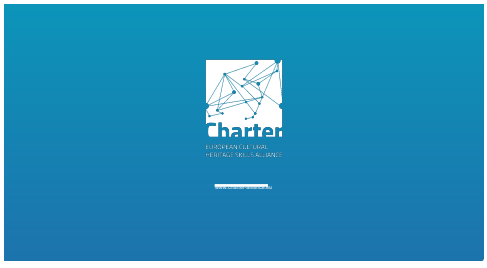

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