



EUROPEAN CULTURAL
HERITAGE SKILLS ALLIANCE

**Securing an innovative and enterprising
heritage sector: Twelve transformative
recommendations from the CHARTER project**

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Programme

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Sector Skills Alliances – Blueprint for sectoral cooperation on skills

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Application area

This document is a formal output for the European Commission, applicable to all members of the CHARTER project and beneficiaries.

Statement of originality

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Note from authors

CHARTER is aware that the European examples illustrate important aspects of the recommendations, but are by no means complete in terms of European coverage. Suggestions for further examples are therefore very welcome and will be taken into account on the CHARTER homepage.

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About CHARTER

CHARTER – European Cultural Heritage Skills Alliance is the Blueprint for sectoral cooperation on skills for cultural heritage, for which it was granted Erasmus+ funding from 2021-2024. The project's mission is to sustainably protect, promote and enhance European cultural heritage by creating a lasting and comprehensive sectoral skills strategy, bridging gaps between education and vocational systems and employers' needs, and propose training and curricula for the development of new skills for heritage professionals. Like other Blueprints, CHARTER built on previous work carried out and commissioned by the European Commission to address sector skills mismatches. EU frameworks such as EQF, ESCO, EQAVET were analysed to gather information that later will feed into EU tools such as CEDEFOP's Intelligence portal or improve the ESCO platform. The ultimate goal is to develop a sector skills strategy that will be rolled out at national and regional level. The final skills strategy will address the needs of the future, integrating transversal competences in the fields of innovation, digitalization, new technologies, green/blue economies and sustainability. CHARTER works to impact and benefit the following target groups: universities, higher education institutes and academics; VET centres and trainers; students; the cultural heritage industry and professionals; networks; policy makers and other Erasmus+ projects.

Introduction to Recommendations

The following recommendations form a central part of the future Skills Strategy and aim to achieve the goal of a well-functioning heritage ecosystem. They are the result of the research, enquiries, consultation and cooperation with regional, national and European stakeholders carried out by the project since 2021. They provide a blueprint for the main stakeholders (European Union level, EU Member States & Regional authorities, E&T providers and Heritage institutions/employers) on how to bridge the gaps between education & training systems and labour market needs in the heritage sector.

This document is a synthesis of the Cultural Heritage Skills Strategy document where the recommendations are justified and explained in much more detail and with examples. It is divided into two parts: the 12 recommendations of the project as a whole, and the recommendations divided by stakeholders (European Union level, EU Member States & Regional authorities, E&T providers and Heritage institutions/employers) with suggestions on how actions can be applied.

The Recommendations that follow seek to provide a roadmap for actions that bolster and sustain the heritage sector and wider community, emphasising upskilling, future-proofing, and ensuring the recognition and transferability of heritage skills. Moreover, they aim to ensure equitable career paths and promote comprehensive data analysis and evidence-driven decision-making in sector governance. They will also foster the fundamental potential and agency of heritage, and make evident its contribution to collective and individual identities. This approach not only supports the flourishing of the sector but also aligns with a more integrated and democratic values-based and sustainable future for Europe.

Collectively the Recommendations support achieving the CHARTER vision: An innovative, enterprising sector that transforms the heritage resource into a driver of sustainable social, economic and environmental change, and is an attractive and rewarding career option.

Recommendations involving:

List of acronyms

BP	Blueprint project	EURES	European Employment Services
CCI	Cultural and Creative Industries	E&T	Education and training
CET	Continuous education and training	HE	Higher education
CH	Cultural heritage	HEI	Higher education institution
CPD	Continuing professional development	IET	Initial education and training
ECTS	European Credit Transfer and accumulation System	ISCO	International Standard Classification of Occupations
ECVET	European Credit System for Vocational Education and Training	LLL	Lifelong learning
ECQA	European Certification and Qualification Association	LO	Learning outcomes
EHEA	European Higher Education Area	MoU	Memorandum of Understanding
EQAR	European Quality Assurance Register for Higher Education	NACE	Nomenclature statistique des activités économiques dans la Communauté européenne/ Statistical classification of economic activities in the European Community
EQAVET	European quality assurance standards for vocational education and training	NQF	National qualifications framework
EQF	European Qualifications Framework	NRP	National Quality Assurance Reference Points
ESCO	European Skills, Competences, Qualifications and Occupations	QA	Quality assurance
ESG	Standards and Guidelines for Quality Assurance in the European Higher Education Area	SQF	Sectoral qualifications framework
		VET	Vocational education and training

CHARTER Project's 12 Recommendations

01

Establish skills strategies for the heritage sector for a systemic change

WHY

National, regional and local Heritage Ecosystems within the EU are diverse (27 Member States and 244 regions with widely varying policy and legal frameworks that directly impact heritage practice). They each have unique cultural practices, territorial and geographical features, heritage typologies, employment and education systems, legal competences and decision-making powers, and local drivers of change. **Addressing such complexity requires a combination of skills intelligence, skills policies, and a strategic and structured governance to effect systemic changes.** Effective skills governance requires promoting holistic coordination, participatory cooperation and collaboration across the whole of government; engaging stakeholders throughout the policy cycle; building integrated information systems enabling bottom-up feedback; and ultimately aligning and coordinating financing arrangements. These are the essential components of a skills strategy (CHARTER, 2021a; 2024a).

Currently, **heritage skills intelligence and forecasting are not sufficiently coordinated** by national/regional stakeholder collaboration, skills platforms, or integrated strategies, leading to a situation where they **seldom deliver a comprehensive overview of skills gaps and needs** for the entire cultural heritage ecosystem on national and/or European level. This makes overcoming mismatch between E&T and employer expectations, such as digital, practical social skills and work-based experience, and an employment landscape that does not reflect the evolution of the field, very challenging (CHARTER, 2023d; 2024b).

Skills strategies aligned in a concerted, multilevel governance model will maintain and nurture the heritage resource and equip the sector to adjust systemically to current societal challenges. European coordination of skills intelligence, incorporating a trans-sectoral approach to heritage, will also **benefit other economic, social and environmental policy priorities** (CHARTER, 2023c).

ACTIONS PROPOSED

EU level

1.1. Foster strategic co-operation at EU level on heritage skills development by bringing together national and regional stakeholders responsible for heritage skills strategies, to strategically align and strengthen national / regional skills governance.

1.2. Encourage, at EU-level, to continue working on skills intelligence starting with the collection, aggregation and analysis of heritage data and statistics to strengthen evidence-based education and training policies from a cultural heritage ecosystem perspective (sectoral, sector-integrated and neighbouring sectors).

1.3. Strengthen and promote trans-national and interregional cooperation, and create complementarities between the different Erasmus+ actions and the Regional Skills Partnerships, in particular those related to innovation to strengthen the focus on heritage skills.

EU Member States & Regional authorities

1.4. Identify and mandate key stakeholders (national/regional authorities, sector institutions, E&T providers) to formulate a national/regional heritage skills strategy utilising the results and tools of the CHARTER project in multi-stakeholder dialogue with education providers, employers and public authorities, civil society and heritage networks, to build capacity in heritage professions and underpin skills governance

1.5. Identify and mandate a body to implement and further develop the national/regional heritage skills strategy, to collect and aggregate heritage skills data, and to contribute transnationally to the European Heritage Skills Alliance and other European initiatives on heritage skills governance.

1.6. Encourage regional and national authorities to increase investments in heritage skills development, for example aggregating in large-scale and regional skills partnerships in the framework of the Pact for Skills.

Examples related to Recommendation No. 01



E1. Regional Skills Partnership for Cultural and Creative Industries in the Basque Country

Regional Skills Partnerships (RSPs) are collaborative initiatives designed to address skills gaps and promote workforce development at the regional level. The first Regional Skills Partnership (RSP) for Cultural and Creative Industries (CCIs) - part of the European Pact for Skills programme, which connects industrial ecosystems to address regional skills gaps - is underway in the Basque Country, Spain.

KSIgune, the Basque Country's Higher Education and Research Cluster for Cultural and Creative Industries (CCIs), was selected by the European Commission as one of four initiatives to enhance sectoral skills and boost regional competitiveness by 2030. KSIgune has been tasked specifically to bridge the gap between Higher Education and CCIs in the Basque Country.

Founded through a collaboration between the Basque Government and Euskampus Fundazioa, KSIgune's objectives include developing a comprehensive training plan focused on digital, green, and entrepreneurial skills, fostering collaboration, and strengthening knowledge transfer between academia and industry. It also aims to facilitate cross-border cooperation through alliances like the Euroregional Green Audiovisual Hub, connecting the Basque Country, Navarre, and New Aquitaine.

The Regional Skills Partnership, supported by the European Commission, brings together over 30 partners including employers, authorities, and training providers to implement skilling actions.

More information:

https://pact-for-skills.ec.europa.eu/about/news-and-factsheets/new-pact-skills-regional-partnership-launch-basque-cultural-and-creative-industries-2024-03-20_en

<https://www.ksigune.eus/en/ksigune-first-regional-skills-partnership-ccis-europe>

E2. Skills Investment Plan for the Historic Environment, Scotland

The Skills Investment Plan (SIP) for the Historic Environment is a sector-wide strategy designed to ensure that Scotland has the expertise required to promote, manage, and safeguard its historic environment. Originally launched in 2019, the SIP was reviewed and updated following extensive consultation to align with *Our Past, Our Future*, Scotland's historic environment strategy, and to build the skills necessary to achieve its objectives.

As a collective framework fostering collaboration, the SIP focuses on three key priorities:

- Building capacity and growing provision
- Attracting future talent and improving access
- Fostering innovation

Through consultation, eleven key focus areas were identified to create a sustainable skills system for the sector, among which: Securing sustainable resources; Strong sector leadership; Collaboration and alignment; Data-informed decision-making and reporting; Growing 'brand heritage'; Stabilizing, maintaining, and growing specialized technical skills; Accreditation and standards; Attracting future talent and developing inclusive pathways; Accessibility of Continuing Professional Development (CPD); Improving digital literacy and solutions; Skills to address the climate crisis.

More information:

https://www.historicenvironment.scot/about-us/what-we-do/skills-investment-plan-for-the-historic-environment/#attracting-future-talent-and-improving-access_tab

<https://www.historicenvironment.scot/archives-and-research/publications/publication/?publicationId=eae386ce-ed05-48db-8f99-b148014fb023>

02

Counteract the loss of heritage skills

WHY

Systematic collections of heritage skills at risk such as the Red List of Endangered Crafts demonstrate that knowledge and skills transfer mechanisms in many areas of **heritage practice (e.g. heritage crafts, industrial and maritime heritage, built heritage) are endangered or have been lost (CHARTER, 2021a, 2021b, 2023d, 2024e)**. This is partly due to economics: the market for many heritage skills or products no longer exists or is too small to be viable. Moreover, increased and general outsourcing of services in the heritage sector has **halted the continuity of knowledge transfer** within heritage institutions and organisations. A decline in social and economic standing of heritage professions, due to employment precarity and short-term contracts, has further **decreased the attractiveness of the sector**.

A major concern raised by heritage practitioners in CHARTER's regional workshops was that the skills transfer cycles between different generations, usually occurring outside of formal E&T, in small-scale enterprises and self-employed, family-run and community-based heritage activities, **have been severely disrupted (CHARTER, 2024a)**. Therefore, the sector faces an existential threat from the combination of age-cliff and lack of interest from young people.

The loss of heritage knowledge and skills is highly problematic for the sector. Critically, these **skills are capable of adapting to present needs becoming economic drivers**, addressing contemporary challenges in implementing the sustainable development goals, such as strengthening social resilience and mitigating climate change through the sustainable use of resources. This is particularly relevant for traditional crafts skills, which are intrinsic to a sense of place and its local resources.

ACTIONS PROPOSED

EU level

2.1. Complement national and regional efforts to foster skills and knowledge transfer at EU level by funding European and international learning experiences for skills at risk in the heritage sector, in particular skills for which national and regional markets have become too small to support a living for practitioners.

EU Member States & Regional authorities

2.2. Establish regular opportunities for heritage knowledge and skills transfer to foster intergenerational learning/mentoring/tutoring experiences, enabling regular meetings between students and employers from the private/public/non-profit heritage sector.

2.3 Instigate the regular monitoring of skills, including traditional crafts, at risk on the national/regional levels, and maintain and resource education and training for these skills, including up-and re-skilling opportunities, to ensure a sufficient number of trained practitioners for the heritage market in a country or region.

2.4. (Re-)Establish crafts as a subject in school education to foster motor and sensorial skills and aid pupils' cognitive development and raise the visibility of heritage careers.

2.5. Raise awareness among all heritage stakeholders of the use of EU Regulation (2023/2411) on the protection of geographical indications for craft and industrial products to protect and promote heritage skills, knowledge and products.

2.6. Initiate funding programmes/tax breaks/subsidy schemes for the benefit of family-run and small-scale heritage businesses and community-based organisations to offset employment precarity and stimulate the engagement of newcomers.

Education and Training providers

2.7. Ensure that small but viable training sectors continue for the benefit of sectors where needs exist by e.g. adjusting relevant criteria for offering programmes and creating joint trans-institutional programmes.

Examples related to Recommendation No. 02



E3. Establishing a register for disappearing cultural heritage professions in The Netherlands

The rise in attention to specialized crafts in the Netherlands is driven by several factors: the recognition that these crafts require specific vocational education and training (VET), their crucial role as links between professionals and products, and their contribution to innovation across various domains. The Specialistisch Vakmanschap Meld- en expertisepunt (Reporting and Expertise Centre for Specialized Craftsmanship - REC) was established in 2011 as a protective measure to prevent education programmes in rare, specialised crafts from disappearing.

The REC serves as a focal point for endangered specialized VET programs and occupational groups facing shortages. Over the years, it has received notifications concerning various professions, indicating concerns about the sustainability of their education programmes. These professions include framers, metal roofers, sewing machine technicians, forest and nature assistants, urban designers, and neon glass blowers.

The REC's role involves investigating notifications, identifying bottlenecks, supporting stakeholders in finding solutions, and developing ad hoc educational arrangements. It assesses notifications based on indicators such as the profession's specialization, future prospects, and threats to continuity. The REC intervenes based on the severity of the situation.

For instance, in the restoration sector, the REC collaborated with the Centrum voor Restauratietechniek (Centre for Restoration Technique) to address challenges in education and knowledge infrastructure. This collaboration resulted in initiatives like aligning graduate numbers with market demand, updating qualification structures, and exploring certification possibilities.

More information:

<https://www.s-bb.nl/activiteiten/specialistisch-vakmanschap/>

E4. Young talents wanted – Voluntary Social Year in monument conservation in Germany

The Jugendbauhütten ("Youth Building Workshops") are a project of the Deutsche Stiftung Denkmalschutz (German Foundation for Monument Protection), organised by the International Youth Community Services.

Young people aged 16 to 26 can apply to one of the 16 Bauhütten. For a whole year, they can learn traditional building techniques at one of the Jugendbauhütten across Germany, apply them to the original and experience the special nature of the genuine and authentic with their own hands. The model was the medieval building huts where people lived and worked together. Here the apprentice learnt from the master on the original. Various seminars on style and materials, research and working methods, the basics of monument conservation and the importance of European cultural heritage, complement the practical work on the monument.

More than 4,500 young people have so far completed a Voluntary Social Year in monument conservation in the Jugendbauhütten. Some of them have not only found a passion here but a vocation: Participants often later decide on a career in monument conservation or in one of the traditional trades.

More information:

https://www.denkmalschutz.de/fileadmin/media/PDF/Brosch%C3%BCren/Jugendbauh%C3%BCtte/JBH_Broschuere_2021_english.pdf

03

Complement core heritage skills with transversal skills to foster inter- and trans-disciplinarity

WHY

Employability and versatility of the heritage workforce are best served by **a careful and considered combination of essential core skills and relevant transversal skills**, all of which need to be reflected in the learning outcomes of curricula (CHARTER, 2023e).

The core heritage skills operate across the six functions described by the CHARTER cultural heritage ecosystem model, viz. Recognition; Preservation & Safeguarding; Engagement & Use; Research & Development/Education; Management; Governance & Policy-Making. Whereas these **core heritage skills are essential** for the heritage ecosystem to work, they **must be complemented with transversal knowledge**, skills and attitudes because:

- Heritage transcends disciplinary boundaries, and many professionals typically operate in **multidisciplinary teams of practitioners** with different training backgrounds. Often, they also need to connect with diverse groups of stakeholders. Therefore, "soft skills" such as communication and interpersonal/intercultural skills are crucial.
- **Ethics and values**, usually mentioned in the context of transversal skills, **inform all aspects of work** in the heritage sector, and are, therefore, core skills for all heritage professions.
- **Self-employment is widespread** in the sector, and therefore instruction in management, financial administration and entrepreneurial skills is important.
- **Digital skills and data analysis are high on the agenda** of many employers, for instance those looking for professionals working in the field of digital communication and outreach.
- **Future skills**, such as creative thinking, resilience, curiosity and tolerance, **help practitioners** tackle unforeseeable challenges **in a fast-changing world**.

Furthermore, all professionals in the heritage sector, regardless of their specific professional profiles or level of attainment, require a basic understanding of heritage. This is reflected in a set of **essential sector-specific heritage skills** and attitudes identified by CHARTER **that are requisite learning outcomes for all heritage curricula and therefore should be included in all of them** (CHARTER 2023c):

- Recognise heritage in your own environment and the

context of others

- Respect the value of heritage as a common good
- Appreciate different, evolving and even conflicting views on heritage
- Interact and collaborate with a diverse range of heritage actors
- Implement norms and protocols to prevent specific risks for heritage

ACTIONS PROPOSED

EU Member States & Regional authorities

3.1. Support and fund heritage E&T programmes that allow the sector to fulfil the six functional areas of the heritage ecosystem as defined by CHARTER: Recognition; Preservation and Safeguarding; Engagement & Use; Research & Development/Education; Management; Governance and Policy Making.

3.2. Ensure that education and training policy foster a considered combination of core and transversal skills in heritage curricula and encourage inter- and transdisciplinary approaches.

Education and training providers

3.3. Ensure that heritage E&T programmes transmit the core skills and knowledge necessary for fulfilling the six functional areas of the heritage ecosystem as defined by CHARTER: Recognition; Preservation and Safeguarding; Engagement & Use; Research & Development/Education; Management; Governance and Policy Making.

3.4. Integrate transversal skills with core skills in curricula to ensure that professionals are prepared to work in complex, multidisciplinary, and changing environments with diverse stakeholders.

3.5. Complement all heritage-related E&T curricula with the set of five essential sector-specific cultural heritage skills identified by CHARTER as a baseline competency for all those active/operating in heritage.

Examples related to Recommendation No. 03



E5. National PhD in Heritage Science

The National PhD Programme was first established in Italy in 2022 with the aim of promoting interdisciplinary, multidisciplinary and transdisciplinary training opportunities, strengthening transnational and international relations in research. Among the 27 fields in the National PhD Programme, the Heritage Science field aims at fostering coordination, overcoming the fragmentation of the higher education system in the field of research applied to cultural heritage and creating a new generation of researchers and professionals working in the field, able to collaborate and compete in the context of the most prestigious European and international initiatives.

The research and innovation activities of the PhD in Heritage Science (PhD-HS) aim at improving understanding and interpretation, conservation and protection, management and sustainable use of tangible and intangible natural and cultural heritage. Sapienza University of Rome is the coordinating body. Universities contribute by coordinating and/or participating in one of the planned curricula (11 in total, from archaeology to artificial intelligence, from art history to applied physics to the study of matter, from museology to environmental sciences).

In addition to the participation of public bodies (CNR and INFN), PhD-HS includes the involvement of institutions belonging to the Ministry of Culture to better link research to real needs and to address current needs and future challenges. PhD-HS was built with a strong international emphasis. It is compulsory for PhD students to take courses and conduct research abroad (secondment) for a period of not less than 6 months and for a maximum of 12 months at universities, institutions, and cultural institutions.

More information:

https://phd.uniroma1.it/web/DOTTORATO-NAZIONALE-IN-HERITAGE-SCIENCE_nD3864_IT.aspx

E6. Course in risk management for cultural heritage

Risk management for cultural heritage will gain importance in the future and can be regarded as a core skill for all heritage professionals. Stakeholders in cultural heritage preservation need intuitive digital tools for the risk assessment of their collections and objects to develop structured, comprehensive, and shareable conservation plans. The Austrian University for Continuing Education Krems offers a free online course for this purpose.

Composed of 8 units, the 'Risk Management for Cultural Heritage' course highlights how important it is for the cultural sector to activate an approach that enables professionals to adapt to the current global situation, develop solutions, and act immediately to manage the risks posed by climate change and global warming. The course is divided into several thematic lessons. International experts from various fields of cultural management and heritage protection present the content in short videos. Additional self-study materials are also provided to ensure independent and in-depth study of the individual subject areas.

The learning success is checked by self-assessment questions per unit. The following topics are covered:

- Fundamentals of cultural heritage protection
- Assessment and categorisation of risks
- Mapping of hazards and cultural heritage
- Mitigation interventions
- Management of complex emergencies
- Damage assessment
- Scenario training
- Stakeholders and community

To confirm active participation in the course, an automated certificate is issued on completion. Creative Commons License: CC BY-NC-ND 4.0.

More information:

<https://imoox.at/course/RMCH>

04

Offer future-focused education and training (E&T)

WHY

CHARTER identified **eight pathways of E&T** opportunities which address current – and in all likelihood – future gaps and needs of the heritage sector. These pathways constitute segments of heritage E&T for which CHARTER recommends **new curricula should be developed** or that current curricula should be adapted **in light of social, cultural, economic and environmental requirements** (CHARTER, 2023e).

- 1. Community engagement:** The heritage sector has evolved towards a more democratic and socially just framework where communities are invited to actively participate in the governing, co-creation of meaning, and collective stewardship of heritage. Health and well-being are important elements of this pathway.
- 2. Sustainability in built heritage and landscape:** Europe faces sustainability questions in its built heritage and landscapes, including with regard to energy-inefficiency. A lack of understanding of historical techniques and materials poses major skills gaps.
- 3. Cultural heritage crafts and knowledge:** Strengthening E&T for this pathway is required to tackle the widespread shortages, uneven distribution, and age-cliff affecting experienced crafts-persons that are leading to the loss of skills and knowledge that are essential to the sector.
- 4. New heritage in conservation-restauration:** New heritage presents fresh challenges to professionals involved in the conservation process. Training is needed for skills to assess, interpret, strategize, document and communicate for new and diverse forms of heritage.
- 5. Cultural heritage in the digital environment:** The considerable shortage of digital skills and competences resulting from the digital transition and the development of AI must be addressed. The proposed pathway applies to both transversal and core digital skills (e.g. diagnostics, recording, 3D digitisation, digital analytics and data visualisation).
- 6. Participatory leadership and management:** This model for steering and operational processes supports cultural heritage institutions in realising their societal and economic objectives and work towards the common good.
- 7. Cultural heritage policy design and regulation:** Curricula in this pathway combine legal, political, and economic studies with cultural heritage disciplines to train professionals and researchers in designing policies and regulations.
- 8. International cultural heritage relations:** This pathway covers a wide range of international

issues from cultural diplomacy and cooperation, international relations, and global challenges such as climate change and illicit trafficking of cultural goods.

In addition to the content outlined in the CHARTER eight pathways, a number of structural dimensions for innovative and emerging E&T are suggested. These include the social and market relevance of curricula, a considered distribution of core and transversal skills to foster trans- and inter- disciplinarity, innovative teaching/delivery formats, research-based E&T, work-based learning, collaborative development and implementation of curricula, quality assurance, the qualifications of educators/trainers, and the accuracy of learning outcomes. Balancing these considerations in education and training provision and content will ensure they respond to current and future heritage workforce requirements and challenges.

ACTIONS PROPOSED

EU level

4.1. Consider and apply, if possible, the themes of the eight CHARTER pathway Guidelines when designing new EU initiatives, funding schemes, programmes, policies, and action plans for research, education and training, and innovation impacting cultural heritage.

EU Member States & Regional authorities

4.2. Support E&T providers by backing and funding the implementation of relevant curricula or modules based on the eight CHARTER pathways, aligning with national and regional skills forecast and heritage skills strategies.

4.3. Continuously update and revise E&T for the heritage sector as part of the implementation of national and regional heritage skills strategies and skills governance.

Education and training providers

4.4. Review and adapt existing, and develop new curricula following the recommendations of the CHARTER Guidelines on the eight pathways, based on national/regional/local current and projected skills gaps and needs and other relevant societal and economic developments.

4.5. Ensure that curricula combine innovative educational content as described by the eight CHARTER pathways with general educational quality dimensions.

Examples related to Recommendation No. 04

**E7. COMMUNITY ENGAGEMENT | Heritage interpreter**

Heritage Interpretation is an educational pathway designed to enhance visitor experiences and foster the discovery of meaningful perspectives and connections related to cultural heritage. Traditionally, this practice has aimed to improve the visitor experience and convey the significance of preserving heritage resources. Recently, however, a shift towards hermeneutical approaches in meaning-making has been gaining traction. These approaches encourage rethinking theory and practice to align with inclusive and participatory methods that respect the diverse meanings different communities attribute to heritage.

This shift necessitates a fundamental change in the role of professional interpreters. Instead of merely communicating heritage values to the general public, interpreters are evolving into facilitators who support diverse people in relating the past to their present and reflecting on desirable futures.

Adopting a holistic, hermeneutical paradigm in heritage interpretation requires professionals to adhere to ethical standards and engage in critical-reflective practice. Those facilitating community engagement must build bridges between conflicting viewpoints, and possess advanced skills to explain the validity of multiple perspectives. They must differentiate these perspectives from disinformation, misrepresentations, or flawed interpretations, while also identifying any valid points within them.

More information:

<https://interpret-europe.net/>

<https://interpret-europe.net/studying-heritage-interpretation/>

Several profiles and a competence matrix for the field of heritage interpretation have been developed, among which:

Certified interpretive guide

<https://interpret-europe.net/training/ie-courses/certified->

[interpretive-guide-cig/](#)

Interpretive Planner at World Heritage Properties in Europe

<https://unesdoc.unesco.org/ark:/48223/pf0000381194?posInSet=1&queryId=7d566396-b8d2-4018-a8f1-45b1edddae74>

Competence matrix for the professional field of heritage interpretation

<https://freidok.uni-freiburg.de/fedora/objects/freidok:194697/datastreams/FILE1/content>

E8. SUSTAINABILITY IN BUILT HERITAGE AND LANDSCAPE | Course in “Energy Renovation for Traditional Buildings”

The “Energy Renovation for Traditional Buildings” programme aims to upskill building professionals with the expertise needed to carry out high-quality, energy-efficient renovations on traditional buildings, particularly those built before the 1940s. This aligns with Ireland's climate action and energy efficiency targets by promoting sustainable renovation practices.

The programme integrates both theoretical knowledge and practical skills to enhance the professionals' capability to renovate traditional buildings sustainably and effectively.

It provides essential knowledge on the principles of building materials, sustainable environmental approaches and methodologies specific to older structures. It also presents the appropriate strategies and solutions for renovating traditional buildings while maintaining their structural and historical integrity.

Students are trained to use modern digital tools for detecting and analysing defects in buildings, helping assess a building's condition prior to energy upgrades. They are also taught how to employ techniques for sensitive data gathering in accordance with best practice conservation principles.

More information:

<https://imoox.at/course/RMCH>

Examples related to Recommendation No. 04



E9. TRADITIONAL CRAFTS AND KNOWLEDGE | Crafts 50 (and beyond)

Traditional crafts, central to European culture and the circular economy, need preservation and revenue growth to remain viable. The economic crises of 2008-2014 and the COVID-19 pandemic led to income loss and unemployment in the crafts sector, especially in some European regions.

Threats to the sector include limited production quantities, lack of economies of scale, local market dependence, aging professionals, and fragmentation into rural microbusinesses disconnected from the global market.

The **Mad'in Europe** organisation ran the project "Crafting 50 & Beyond" - funded by the Erasmus + programme between 2020 and 2022. It aimed to enhance the entrepreneurial skills of European craftspeople aged 50+ and support their digital transition. By understanding the competencies of craftsmen from different partner countries, the project developed activities to foster creativity and digital skills. Leveraging the economic restructuring necessitated by the pandemic, the project addressed the entire craft sector, considering each country's cultural and legislative contexts. It worked directly with craftsmen using a co-construction methodology and offering blended mobility to equip them with the business and technological skills needed to boost their businesses.

The project produced a Craftsman Business Guidebook and an Arts and Crafts toolkit available in 8 languages.

More information:

<https://www.madineurope.eu/en/craft-50>



E10. NEW HERITAGE IN CONSERVATION-RESTORATION | Conservation-Restoration of Modern and Contemporary Art, and Media Art Conservation – Academy of Fine Arts Wien

The Institute for Conservation-Restoration of Vienna Academy of Fine Arts delivers several courses aimed to impart to students the knowledge and skills that will enable them to preserve cultural assets in their cultural significance in an appropriate manner in the long term.

The curriculum is characterized by the interweaving of reflexive-theoretical and research-based practice and provides students with a scientific approach for evaluating the material and immaterial aspects of cultural property.

The institute supervises the degree course in conservation and restoration and the dissertation degrees.

The degree programme offers specialization in several core areas, among which one is dedicated to *Conservation-Restoration of Modern and Contemporary Art, and Media Art Conservation*. In this section, students are engaged in the examination and conservation of various objects ranging from two- and three-dimensional artworks to installations and media art. They deal not only with conceptual or performative forms of art, but also with a great variety of novel materials and artistic modes of production and technologies, which compel participants to re-think the principles and methods of conservation ethics. Students also learn how to apply special forms of documentation, interviewing techniques and methods of analysis and evaluation.

More information:

<https://www.akbild.ac.at/en/institutes/conservation-restoration/study-focus/modern-and-contemporary-art>

Examples related to Recommendation No. 04



E11. CULTURAL HERITAGE IN THE DIGITAL ENVIRONMENT | Dicolab Training programme

The Fondazione Scuola dei beni e delle attività culturali, is charged with implementing Dicolab, the training programme of the National Plan of Digitisation of cultural heritage of the Italian Ministry of Culture.

This programme is significant due to its scale (aiming for 40,000 certificates by 2026), duration (four years), the diverse audience it targets (including public and private employees of cultural institutions, freelancers, and employees of companies operating in the cultural heritage sector, as well as graduate students and doctoral candidates), and the lack of an established format for digital training for the digital heritage themes.

Therefore, the Dicolab training programme is experimenting with a digital skills framework for cultural heritage based on the CHARTER project model and thus on the functions performed by those working in this sector.

The model being tested for the Dicolab courses is based on a generative process that, starting from the six functions identified by CHARTER, refines them progressively to identify the training unit. The aim is to design a value chain model for digitization that expresses the set of relevant macro-processes for the value production of cultural heritage, anchored to the eight levels of the EQF – European Qualification Framework, articulated by knowledge, skills, autonomy, and responsibility.

More information:

<https://dicolab.it/>

E12. PARTICIPATORY LEADERSHIP AND MANAGEMENT | MUSTCHANGE. DEIA (Diversity Equity Inclusion Accessibility) values at National Museum of Science and Technology Leonardo da Vinci

The National Museum of Science and Technology Leonardo da Vinci in Milan (Italy) has always believed in the importance of reflecting the values and needs of a changing society. This is why the Museum decided to undertake an internal professional development process with the aim to reflect on, and make more effective, the way we listen and respond to society's needs, especially the ones of the most fragile.

From 2021 to 2023 the Museum proposed the "Must Change" Project financed by Fondazione Cariplo, which involved 12 professionals with 36 other organizations from 12 countries in a one-year training programme run by Change Network OF/BY/FOR ALL, a US-based organization created by American singer Nina Simone. The programme was focused on how cultural institutions should be representative of communities (OF), co-created with communities (BY) and open to communities (FOR). In the meantime a permanent internal, 'DEIA work group' (15 professionals), was established, heterogeneous in terms of roles and responsibilities (consisting of professionals from: Collections Curators, Exhibition Design, Education, Fundraising, Communication, Press, HR) which met twice per month from 2022 to 2023. Moreover, through the two years pilot CAP – Participatory Active Collection curators collaborated to introduce participatory practice to diversify the Museum's collections and involve new heritage bearers. A positive spin-off of these activities is the extension of the training to the entire Museum staff (95 professionals), organized into transversal or function-specific groups, with the aim to discuss key concepts, integrate them into internal practice and collect training needs as the basis for the continuation of the training in 2025.

More information:

<https://www.museoscienza.org/it/deia>

Examples related to Recommendation No. 04



E13. CULTURAL HERITAGE POLICY DESIGN AND REGULATIONS | Cultural Policy and Comparative Heritage Legislation

This course, offered by the University of Bologna, aims to provide a comprehensive understanding of the regulatory sources and instruments needed for the effective protection, management, and promotion of cultural heritage and evaluates the normative and institutional frameworks established by legislation at local, national, and global levels.

It is structured as a series of seminars that focus on heritage protection mechanisms, offering students an in-depth analysis of local, national, European, and international legislation related to the identification, protection, and enhancement of cultural heritage and providing them with an insight into the legal, institutional, managerial, and economic tools necessary for fostering robust cultural policies.

By comparing different legal frameworks, the course helps students identify and understand the legal challenges surrounding cultural heritage protection across various jurisdictions. This comparative approach enables students to analyse how different legal systems govern cultural heritage and to critically assess their strengths and limitations.

The course also equips students with the skills to design and implement effective cultural policies that align with the objectives set by institutions for promoting and preserving cultural heritage sectors.

Complex issues are also addressed, such as international trade and restitution of cultural properties, global norms for movable heritage, the protection of cultural heritage as a human right in peace and in conflict situations and the legal norms surrounding virtual heritage.

More information:

<https://www.unibo.it/en/study/phd-professional-masters-specialisation-schools-and-other-programmes/course-unit-catalogue/course-unit/2023/454760>

E14. INTERNATIONAL CULTURAL HERITAGE RELATIONS | Master in Advanced Public and Cultural Diplomacy for International Relations

The "Master in Advanced Public and Cultural Diplomacy for International Relations" is a 1 year Specialisation Master's Degree issued by the Università Cattolica del Sacro Cuore, Rome. It addresses graduates and young professionals from all over the world with diverse academic backgrounds. It is designed to understand the increasing role of non-State actors in international affairs, as well as the strategic influence of the arts and digital media in foreign policy.

The Master combines four different fields of study: *Public Diplomacy and International Relations*; *Soft Power and Cultural Diplomacy for the global reputation of Countries and Cities*; *Global Communication for the engagement of worldwide audiences*; *Business Diplomacy*. The programme includes different subjects and lectures from top scholars and professionals, related to the main theme and field visits. After in-class educational sessions, all students will undertake their professional training with an internship.

The programme's ambition and goal is to train not only skilled professionals with multidisciplinary competences to face the current challenging scenarios, but most of all, "Citizens of the World" with a vision and a commitment to creating bridges across cultures for dialogue and peacebuilding.

More information:

<https://aseri.unicatt.it/aseri-masters-master-in-cultural-diplomacy>

05

Promote a Lifelong Learning area for the heritage sector

WHY

An increasing number of heritage professionals trained and started their careers in sectors other than heritage, as CHARTER learned through its regional workshops. (CHARTER, 2024a). In addition, many newly established E&T programmes in heritage focus on continuing education and training (CET), rather than initial education and training. In a survey among CHARTER partners in which they were asked to recommend innovative/emerging curricula, more than half were CET (Charter, 2022b). **Up- and re-skilling** in the framework of CET **has often been the path to heritage professions** in fields such as heritage management, conservation architecture, energy retrofitting of traditional buildings, and the development of digital heritage content. **Lifelong learning (LLL)**, encompassing VET, HE and CET, **is, therefore, essential for future-proofing heritage E&T**, and constitutes a vital element of the sectoral skills strategy.

Heritage is constantly subject to **new developments** in technologies, societal changes and economic trends which **call for a quick response** from researchers and heritage E&T providers to equip learners and professionals with corresponding skills and knowledge. The enormous rise in demand for professionals with digital outreach skills during the COVID-19 pandemic is being followed by other challenges connected to the fast development of artificial intelligence.

The role of CET, and its sub-category continuing professional development (CPD), **is to respond to training needs arising in the short-term**. This is possible because CET, which mostly offers non-formal and shorter E&T programmes, tends to be **more flexible, and able to react much faster to new trends** than initial HE or VET. In contrast, the formal nature and duration of most VET and HE programmes result in considerable lead-in periods before graduates of newly developed programmes enter the job market.

Any type of CET will profit from individual learning accounts as these facilitate the visibility and validation of skills and knowledge acquired in this way.

ACTIONS PROPOSED

EU Member States & Regional authorities

5.1. Ensure that up- and re-skilling CET opportunities are part of national/regional skills strategies for heritage, to meet the targets set in the European Pillar of Social Rights Action Plan, and that these are included in the allocation of resources.

5.2. Promote Lifelong Learning/CET as a means for professionals with non-heritage backgrounds to transition to the heritage sector in cooperation with E&T providers

5.3. Implement the EU Council Recommendation on individual learning accounts (2022/C 243/03) to facilitate visibility, validation and recognition of acquired skills and competences in lifelong learning/CET, career guidance, national registries of eligible quality trainings and paid training leave for all professionals (including self-employed practitioners).

Education & training providers

5.4. Initiate and expand the provision of up- and re-skilling CET opportunities as a vehicle to promptly address evolving gaps and needs in heritage practice, and to allow smoother mid-career transition to the heritage sector.

5.5. Increase and improve the offer of online, blended learning and on the job and part-time opportunities so that CET programmes are accessible to people in full-time employment.

Heritage institutions/employers

5.6. Offer and increase continuous professional development (CPD) opportunities to staff, including mentoring, coaching and professional exchanges (participation in conferences, workshops etc.). Ensure that all CPD opportunities are quality assured, giving preference to accredited/certified E&T providers when working with external institutions.



E15. Access to specialised knowledge of intellectual property rights

Continuing Education and Training (CET) opportunities are up- and re-skilling vehicles that can promptly address evolving gaps and needs in heritage practice and to allow smoother mid-career transition to the heritage sector. Organisers can utilise external expertise to address evolving gaps and needs in heritage practice, such as a new field of knowledge or greater specialisation.

This is particularly the case when it comes to legal matters. Knowledge of intellectual property rights is a serious and consistent gap in the heritage sector. The LEARN-IP training was developed specifically for the heritage sector by the European project, **Intellectual Property Rights and Geographical Indication Training for Cultural Heritage and Cultural Tourism**. It can be offered by training providers but is also accessible as a self-learning course. Here, training modules can be chosen according to actual needs or where it is clearly signalled during training that professional legal assistance is indispensable.

More information:

<https://learn-ip.eu/>

<https://learn-ip.eu/information/training-modules/>

E16. Vocational training for transdisciplinary heritage-related skills

Transdisciplinary and interdisciplinary competencies in the workforce of heritage managers are not usually high priorities in European academic curricula that lead to heritage-related qualifications. The HERITAGE-PRO training scheme valorises expertise from different disciplines relevant to cultural heritage preservation by a transdisciplinary approach. It includes:

- a multilingual training scheme that can take place parallel to work including all disciplines necessary for the successful management of preservation activities at heritage sites;
- multilingual guidelines for heritage managers to give them support through challenging preservation processes;
- a multilingual training kit for easy uptake of the training scheme;
- a concept for a training camp in a virtual environment for future heritage managers as well as young craftspeople in the heritage preservation field in European countries.

The training targets site managers and craftspeople (architects, archaeologists, conservators, curators, art historians, installers, carpenters, masons); administrators (e.g. government officials engaged in public agencies who are involved in the planning processes of heritage preservation at local, regional, and national levels); politicians, urban and regional planning specialists, members of European, national, regional and local non-governmental organisations and the private sector engaged in heritage preservation and sustainable management, students of cultural management, people undertaking master craft education, locals/volunteers e.g. in "circles of heritage friends".

The training is available in free downloads in English, German, and Spanish.

More information:

<https://heritage-pro.eu>

06

Foster the recognition of non-formal and informal prior learning

WHY

The Lisbon Strategy underlines the importance of lifelong learning as one precondition for the EU to reach its ambitious social and economic goals. This implies that **recognition must not be reserved** for formal learning but must be extended to non-formal and informal learning as well, in order **to provide the job market** with much needed **skilled workers**.

A great deal of heritage E&T takes place as non-formal and informal learning, mainly, but not exclusively, in terms of up-skilling and re-skilling through CET or CPD, learning on-the-job, and in the context of traditional crafts. **Non-formal and informal learning are more difficult to recognise** than formal learning because both must first undergo validation/certification processes before they can be recognised by the relevant bodies (CHARTER, 2023a).

Recognition is essential for ensuring that professionals who have been trained in a non-formal or informal manner **can pursue advanced education or career changes**. It is also **vital to ensure their mobility** and is particularly relevant for gaining admission to regulated professions, which are very common in the heritage sector. CHARTER identified a number of **effective validation and certification processes supporting the recognition** of prior non-formal and informal learning on the regional and national levels in Europe. These can serve as good practice examples for other European regions or countries. Recognition may also increase the visibility of **volunteers' training** and their contribution to heritage, as their training tends to be non-formal in nature.

Micro-credentials can support the recognition of shorter periods of non-formal learning for which are otherwise not recognised. The **use of learning outcomes** is another effective instrument for supporting recognition. Curricula that state well-defined and realistic learning outcomes foster transparency and thus aid validation, certification and recognition.

All validation/certification/recognition of prior learning must be based on **fair, transparent, timely standards and processes**. However, when it comes to non-formal and, in particular, informal learning taking place in community-based or family-run contexts, special care must be taken that these processes do not overload those practitioners who transmit skills non-formally or informally with bureaucratic procedures. It is important to note that this exception should apply only to the specific community/family learning

situations outlined above. Nevertheless, robust validation/certification/recognition mechanisms are still essential for producing reliable results in most situations.

ACTIONS PROPOSED

EU Member States & Regional authorities

6.1. Establish at national/regional levels systems of validation and certification of non-formal and informal prior learning that apply to all E&T sectors and EQF levels, including access to the doctoral level, that are transferable and recognisable across Europe.

6.2. Ensure that these validation/certification systems are based on the 2012 European Council Recommendation on the validation of non-formal and informal learning (2012/C 398/01), the European guidelines for validating non-formal and informal learning and align with existing good practice contained in the European inventory on validation.

6.3. Take great care that validation/certification of non-formal/informal learning taking place in community-based or family contexts is sensitive to the capacity of practitioners that provide this type of learning and the environment in which it takes place.

6.4. Implement the EU council recommendation on a European approach to micro-credentials for lifelong learning and employability (COM 2021/770) and badges for short courses which otherwise would not lead to recognisable qualifications. Consider the use of open digital badges (i.e. verifiable digital awards issued to individuals) as a tool to validate informal and non-formal learning for the labour market.

6.5. Expand the recognition and validation of non-formal and informal learning to volunteers' training to increase the visibility of their training, certify their knowledge and skills and valorise their contribution to heritage.

Education & training providers

6.7. Design curricula for non-formal training based on well-defined and realistic learning outcomes.



E17. Validation of professional experience for access to academic diplomas

Validation/certification/recognition of non-formal and informal learning (including professional experience) should apply to all E&T sub-sectors and EQF levels, including access to the PhD level (EQF 8). Some countries have already implemented this approach in their national legislation. The following examples highlight this approach in the context of access to PhD studies:

- The Ecole Universitaire de Recherche Humanités, Création et Patrimoine (FR) and Paris-Est Sup (FR) launches PhD calls for professionals of the heritage sector based on validation of acquired experience either in a professional, non-profit or even volunteer context <https://www.paris-est-sup.fr/en/doctoral-studies/preparing-a-phd-at-paris-est/phd-based-on-validation-of-acquired-experience-vae/>
- The University of Gothenburg/The Craft Laboratory on Crafts PhD programmes (SW), allows admission to third-level courses and study programmes by the validation of "acquired substantially equivalent knowledge in some other way in Sweden or abroad" and "specific professional or vocational experience"
- <https://www.uhr.se/en/start/laws-and-regulations/Laws-and-regulations/The-Higher-Education-Ordinance/>
- Examples of PhD in crafts: <https://www.gu.se/kulturvard/doktorsavhandlingar-och-licentiatuppsatser-vid-institutionen-for-kulturvard>

E18. Validation and certification of non-formal and informal learning: The ValiKom project

Various heritage knowledge and skills, including traditional crafts and techniques, are threatened with extinction or have already died out. Nevertheless, this knowledge is highly relevant, especially as it is typically only passed on orally or only survives in a regional context and outside any formal educational delivery. This non-formal or informal knowledge is not usually acknowledged, with the practitioners not recognised as professionals. As a result, even highly proficient practitioners can be at a disadvantage in terms of categorisation and remuneration. As a result, people with these vocational skills are at a financial disadvantage even when they have extraordinary skills.

The German VALIKOM project is a partnership of the German Confederation of Skilled Crafts (DHKT) and the German Chambers of Commerce and Industry (DIHK), supported by the Federal Ministry for Education and Research (BMBF). The project has developed and trialled a standardised procedure with

which vocational skills can be identified, assessed and certified. The skills are assessed in terms of a recognised (advanced) vocational qualification. If the validation procedure shows that the participant has all of the key skills required to carry out a reference occupation, s/he receives a certificate that documents equivalence with the occupation in question.

The project established a nationwide offer so that people who are interested in the validation of their professional competences can find a chamber as a recognised validation centre within a reasonable distance. Although the validation procedure is not specifically targeted at cultural heritage-related activities, the model is transferable.

More information:

<https://www.validierungsverfahren.de/en/inhalt/project/purpose>

E19. Validation of non-formal and informal prior learning in Tuscany

CHARTER research suggests that heritage professionals consider opportunities for further learning in informal or non-formal contexts to be important for professional growth and continuous professional development. Knowledge and skills gained through work and life experiences, however, need to be made visible, acknowledged and validated.

The purpose of Accreditation of Prior Learning (APL) is to recognize the value of learning that has taken place outside of traditional academic settings and to provide individuals with opportunities to gain academic credits or qualifications based on their prior learning. Since the early 2000s, steps have been taken at European level to encourage and formalise the process of recognition and validation of learning achieved outside formal contexts.

In Italy the Tuscany Region has established an Identification, Validation, Certification (IVC) service aimed at people who demonstrate that they have gained experience in working, professional, training and social, voluntary and family life contexts. The service is activated at the request of the person concerned and is aimed at recognising skills through a reconstruction and evaluation of the experiences acquired, which must be relevant to one or more qualifications included in the Regional Qualification Framework.

The certification procedure envisages the issue of a certificate (Qualification Certificate or Certificate of Competences), which represents a formal title acquired by the person for recognition at national, but also at a European and international level.

More information:

<https://www.regione.toscana.it/-/i-servizi-di-individuazione-validazione-e-certificazione-delle-competenze>

07

Ensure work-based learning for professional development and early-career progression

WHY

Employers value practical knowledge, and on-the-job experience is **crucial for professional development and early-career progression**. The practical application of learned knowledge is invaluable for many heritage professionals who are facing increasingly complex and multifaceted tasks and problems in a fast-changing working environment. Despite this, **work-based learning often lacks visibility**, in particular when it comes to working-age learners seeking CET pathways, and there is a lack of awareness **or incapacity to access existing EU instruments** to support mobility in work-based learning. Learners, education providers and employers often find it challenging to organise internships due to lack of coordinating structures. Without placements, learners lose the chance to experience the sector from within, meet potential mentors and **see a range of viable career paths (CHARTER, 2023e, 2023d)**.

In addition, many work-based learning opportunities such as internships or traineeships offer **little or no remuneration**, thus perpetuating the precarisation of employment and **effectively debarring entrants from lower income and/or social backgrounds**. This unintended consequence undermines some of the positive benefits of workplace internships and has direct implications for the **future composition of the heritage workforce** and its ability to engage with diverse communities.

Work-based learning is often invisible, because internships are often not graded or included in diplomas. Transparency instruments such as the Diploma Supplement for HE, the Europass Certificate Supplement for VET and individual learning accounts for CET could help remedy this situation.

A stronger system of work-based learning eases access to the job market for young professionals and ensures fair career opportunities and a diverse heritage workforce. This would bridge the gap between the education and training world and the workplace reality.

ACTIONS PROPOSED

EU level

7.1. Expand the streams in relevant EU funding programmes such as Erasmus+ and other actions that support work-based learning opportunities in the heritage sector.

EU Member States & Regional authorities

7.2. Establish regulatory frameworks at the national/regional levels to ensure the adequate remuneration of apprenticeships, traineeships, and post-graduate internships, where bursaries are not available, as a means to remove barriers for entering the sector in line with the proposal for the EU Traineeship Directive (COM(2024) 132 final/2).

7.3. Mandate the use of the Diploma Supplement (HE), the Europass Certificate Supplement (VET) and individual learning accounts (CET) in line with the European Council recommendation on individual learning accounts (2022/C 243/03/2022) in national/regional education systems to document work-based learning and thus increase its visibility.

Education and training providers

7.4. Incorporate work-based learning (e.g. internships, practical training, study visits, and case studies) in all heritage curricula.

7.5. If not mandated by law, voluntarily utilise the Diploma Supplement (HE), the Europass Certificate Supplement (VET) and individual learning accounts (CET) in line with the European Council recommendation on individual learning accounts (2022/C 243/03) to document work-based learning and thus increase its visibility.

Education and training providers

7.6. Remunerate adequately all kinds of work-based learning regardless of whether they are part of an E&T programme or occur after graduation, as a means to remove barriers for entering the sector.

7.7. Resource and support structures to organise and administer workplace experience/internships collaboratively between education providers and employers.



E20. The German Volontariat¹ at museums – paid traineeship for a vocational qualification

The recruitment of qualified junior staff for the various areas of museum work is of central importance for the institutions. This academic traineeship in Germany offers access to museum professions for applicants with an academic degree in all degree programmes related to cultural heritage. It usually follows directly after a university education. The training at the universities provides the professional qualifications and the traineeship provides advanced knowledge and skills in fields of activity that are essential for the operation of a museum.

These traineeships operate as a contractual relationship and usually last two years. In publicly funded heritage institutions, compensation is in accordance with the wage agreements for civil service employees. This results in legally defined framework conditions for the organisation of the traineeship. At the end of the traineeship, a qualification certificate is issued which contains a description of the trainee's qualification programme and skills.

For trainees, this training programme is an opportunity to actively help shape museum work and develop their own initiatives. This enables them to enhance their personal profile and give them advantages to succeed in the labour market. An academic traineeship is no guarantee of a future job in a museum, but with a good traineeship, the chances increase considerably.

More information:

(in German only) <https://www.museumbund.de/wp-content/uploads/2024/03/1995-03-09-volontaere-museen.pdf>

These guidelines of Deutscher Museumsbund (German Museums' Association) describe the training requirements: <https://www.museumbund.de/wp-content/uploads/2018/03/2018-leitfaden-volontariat-web.pdf>

E21. Torno Subito

Torno Subito is an initiative of the Lazio Region launched in 2014 and funded by European funds (ESF). Through this initiative, over 10,000 young people have been supported by financing educational and work experiences aimed at acquiring knowledge and skills in both Italian and international contexts, with the goal of applying them back in the Lazio Region.

Torno Subito funds individual learning paths - in all disciplines, including the ones related to cultural heritage - structured in two phases: the first phase takes place outside the Lazio Region, in other Italian regions or European Union countries, and is aimed at acquiring greater knowledge, skills, and professional abilities through a training activity (such as attending specialization courses or advanced training courses) or a work experience (internships, stages, or apprenticeships) with a pre-identified partner (educational institution, public or private entity). In the second phase, which must be carried out in the Lazio Region, participants have the opportunity to apply the knowledge and skills they acquired through a paid internship.

The beneficiaries of "Torno Subito" are young people between the ages of 18 and 35, including university students, graduates, ITS (Technical Institutes) students and graduates residing in the Lazio Region, who are unemployed. The Lazio Region periodically publishes a call for applications that defines the specific conditions for participation (duration, funding amount, partners, etc.).

More information:

<https://www.bandotornosubito2024.it/>

¹ There is no adequate translation for the German word volontariat. It can be explained as more than vocational training and less than a permanent position.

08

Strengthen quality assurance in heritage education and training

WHY

Quality assurance provides reliable information on E&T programmes and their outcomes and thus can promote employability and (intra-sectoral and international) mobility of learners and professionals and can aid recognition. It is supported by transparency instruments such as credit systems. National and regional quality assurance systems must be complemented with European systems in order to reap their benefits on the European level. However, **quality assurance and credit systems for measuring student workload have been unevenly implemented in VET, HE and CET (CHARTER, 2023a).**

The **Bologna Process** has established a **European structure for quality assurance in higher education**, the so-called Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), that include a quality assurance mechanism for QA agencies (EQAR) which has been widely implemented. In contrast, the **European quality assurance standards for vocational education and training (EQAVET)** developed through the Copenhagen Process **have been implemented unevenly** among countries and lack many essential elements of their HE equivalent.

Where EQAVET has been implemented, it tends to focus on school-based vocational education and training (VET) and does not include the work-based learning component, thus leaving this vital element of VET without quality assurance. Furthermore, **ECVET**, the European Credit System for Vocational Education and Training, which measures student workload, **has not been implemented in all EU countries for work-based learning**, either. Work-based learning is a crucial element of heritage E&T and has been identified as a major gap by CHARTER, with particular relevance for young professionals entering the sector. This makes it even more important that it is quality assured.

This situation is even more challenging when it comes to continuing education and training (CET), because **no common European quality assurance mechanism or credit system** exists for CET. The

starkly uneven application of quality assurance in VET and the complete lack of a European quality assurance system in CET has exacerbated existing challenges for the heritage sector in the context of recognition, employability and mobility, as these depend to a large degree on European-level quality assurance processes. This situation risks the full implementation of the Lisbon Strategy and the European area of Lifelong learning, not just for the heritage sector, but for even Europe as a whole.

ACTIONS PROPOSED

EU level

8.1. Strengthen the Copenhagen Process and, within its framework, further develop the **European quality assurance standards for vocational education and training (EQAVET)** based on the principles established by their higher education equivalent to create a robust European system of quality assurance for VET. In particular, ensure that EQAVET includes a mechanism for the quality assurance of competent agencies.

8.2. Work with Member States and European associations of continuing education and training (CET) providers to establish a European system of quality assurance for CET based on principles established by higher education and a credit system measuring student workload in CET.

8.3. Aid the implementation and further development of quality assurance mechanisms for VET and CET trans-sectorally by providing targeted funding in relevant funding streams.

EU Member States & Regional authorities

8.4. Mandate the use of quality assurance (EQAVET) and a credit system (ECVET) for vocational education and training in every country/region for both school-based as well as work-based learning.

Heritage institutions/employers

8.5. Ascertain that continuous professional development (CPD) offered to staff is quality assured.

Examples related to Recommendation No. 08

CHARTER recommends fundamental changes to the quality assurance system for VET and to create a European quality assurance system for CET. These are innovative proposals for the systemic level, for which there are no existing examples. Instead, the two examples listed here highlight individual good practice for quality assurance in VET and CET that were implemented in the course of EU projects.



E22. Quality assurance through external review of training content

Formal certification is a lengthy and costly process. This quality assurance is justified in formal training but it can become an obstacle to verifying the quality of continuous professional development training. Rapid access to high-quality training is often essential to react promptly to challenges or new market conditions.

The European HERITAGE-PRO project has taken a good intermediate path: in order to offer staff at cultural heritage institutions fast yet high-quality training, a training institute affiliated with a university reviewed the content of an interdisciplinary training programme which was developed in the project. This assessment was delivered within a short timeframe and confirmed that the learners of this training content were utilising a high-quality educational product. The confirmation is available in a certificate.

This gives heritage experts who use this training content assurances of its quality. Although the assessment process was not an "official" one leading to formal certification the quality assurance was nonetheless undertaken by an accredited education provider.

More information:

<https://heritage-pro.eu/training-module/certificates/>



E23. BIBLIO - Boosting Digital Skills and Competences for Librarians in Europe

BIBLIO was an Erasmus+ funded project (2022-2023) which addressed the skills gap in the library sector due to digital transformation that is changing the role of libraries and librarians. The project goal was to enable library professionals and unemployed people in the library sector to offer innovative services for users. It facilitated the acquisition of digital and transversal skills by setting up a system for skills assessment, learning offer, validation, and recognition.

The BIBLIO quality assurance approach was based on the European Quality Assurance Reference Framework for VET (EQAVET), which describes the need to set goals and metrics, collect evidence to measure how these metrics are achieved, and then review this information to identify any actions that could improve performance.

The EQAVET quality assurance cycle influenced all the steps for the joint development and delivery of the BIBLIO project training activity, namely:

- Planning: agreement upon explicit goals and target group, clear information and customization of the training based on needs analysis;
- Implementation: training of staff involved in delivery of both hard and soft skills, continuous monitoring and open feedback system to ensure the achievement of learning objectives;
- Evaluation: all evaluation dimensions covered direct target groups (learners, VET providers and employers) and external relevant actors (e.g. libraries' staff and users) with a particular focus on work-based learning;
- Review: evaluation results were validated by relevant stakeholders and contextualized both in the revision of the training content, methodology and assessment measures.

More information:

<https://www.biblio-project.eu/>

https://www.biblio-project.eu/wp-content/uploads/2020/05/BIBLIO_VETMethodology.pdf

<https://charter-alliance.eu/wp-content/uploads/2023/01/D3.3.-Report-on-existing-quality-standards-and-certification-schemes.pdf> (p. 53-56)

https://employment-social-affairs.ec.europa.eu/policies-and-activities/skills-and-qualifications/working-together/eqavet-european-quality-assurance-vocational-education-and-training/eqavet-quality-assurance-cycle_en

09

Strive towards a viable, diverse heritage workforce

WHY

Heritage activities are characterised as having a non-market purpose. Many organisations are non-profit, and, **relying on irregular funding**, they lack the financial certainty needed to offer permanent jobs. Heritage employment mirrors the situation of the broader Cultural and Creative Industries (CCI) sector, specifically regarding the **predominance of self-employment, atypical working patterns and irregular income**, all of which contribute to weak social protection (CHARTER 2022c). For instance, data from the CCI shows that women are paid less than men, there is a pronounced gender segregation in cultural jobs, and women are less likely to advance to higher remunerated senior positions. However, the heritage workforce and its specificities cannot be sufficiently identified in these broader studies.

Such employment precarity **impacts directly on the workforce, as it lessens the attractiveness of the sector to new entrants, particularly those from disadvantaged and/or minority backgrounds**. Moreover, the perception of **lower remuneration** in the heritage sector compared with other sectors and equivalently qualified professions, suggests **limited career prospects (CHARTER, 2022c)**.

Members of **socially disadvantaged groups tend to be under-represented in heritage (CHARTER, 2024a)**. The composition of the heritage workforce has direct implications for the sector's **ability to engage with diverse communities**, and **the sector's overall resilience**. Without sustained efforts to strive towards inclusion of professionals from diverse minority and socio-economic backgrounds, and inclusive of all levels of ability, the heritage sector will diminish in relevance.

The **reliance on volunteers**, as evidenced e.g. in an enquiry into volunteering in the heritage sector in the UK, is in line with the "shared responsibility" and the "participatory approach towards heritage" enshrined in the Faro Convention (CHARTER, 2022c) but is not a sustainable substitute for salaried, qualified professionals. Nevertheless, **clear and transparent rules of engagement**, defining the roles of volunteers within the broader heritage workforce is needed to avoid any risk of exploitation.

ACTIONS PROPOSED

EU level

9.1. Support and advocate collecting comprehensive information on the demographic composition of the heritage workforce, its employment and working conditions.

9.2. Implement regulatory frameworks to counteract all kinds of inequalities in accessing heritage employment and to offset negative impact of high levels of atypical work patterns, employment precarity.

9.3. Promote the establishment of a charter of transparent and fair rules of engagement for volunteers in all heritage bodies and organisations.

EU Member States & Regional authorities

9.4. Develop a framework to encourage heritage institutions and private companies that receive public funding to implement inclusive and transparent hiring practices, diversity management and ensure transparency of pay scales to decrease social, gender, economic and cultural biases in the composition of the heritage workforce.

9.5. Collect comprehensive information on the demographic composition of the heritage workforce, its employment and working conditions for the heritage workforce skills strategy.

Heritage institutions/employers

9.6. Implement inclusive and transparent hiring practices and diversity management and ensure transparency of pay scales to eliminate social, gender, economic and cultural biases in the composition and operation of the heritage workforce.

9.7. Establish transparent and fair rules of engagement for volunteers in all publicly funded heritage bodies and organisations.

Examples related to Recommendation No. 09



©Staatliche Museen Berlin, Museum für Islamische Kunst, Foto Tabita Hub

**E24. Diversity management for museums – the MULTAKA project**

Initiated by the Berlin Museum of Islamic Art in 2015, the Multaka project is a cooperation between six Berlin museums: the Museum of Islamic Art, the Ancient Near East Museum, Bode Museum, the German Historical Museum, the Neues Museum and the Altes Museum. Multaka – Arabic for “meeting point” – bridges different historical periods as well as old and new places, by creating a dialogue through guided encounters between exhibits and a diverse audience. People with migration and/or refugee experience from Syria, Iraq, Afghanistan and Iran were trained as museum guides so they could lead interactive museum tours for other diaspora members in their native language.

Multaka was born during the debates that followed flight, migration, and displacement of thousands of people during 2015, and their resettlement in Germany. Meanwhile, it has become a European network. The objective was to counteract presumptions and negative narratives on migration. Multaka reaches out to unaddressed communities and supports the exchange of diverse perspectives. It facilitates the interchange of diverse cultural and historical experiences. Through the acknowledgment of one's own cultural heritage, knowledge, and language, as well as reclaiming agency by the Arabic and Farsi/Dari-speaking guides, the initiative diversifies the narratives in the cultural sphere.

With workshops, talks, or special guided tours, people who have resettled in Berlin as well as locals are provided with an additional context of interactions and dialogues. The Multaka team members have diverse academic and professional biographies that enable them to tackle issues from various perspectives.

More information:

<https://multaka.de/>

<https://www.amirproject.com/multakainternationalnetwork>

E25. Training in diversity

'Culture for All' is a service supported by the Finnish Ministry of Education and Culture to promote an equal society where all people have the opportunity to participate in a diverse cultural life. It supports recognition of diversity and awareness of attitudes by offering information and diversity related training and tools.

In 2019 'Culture for All' together with other partners organised a first “Diversity Agents” course for 11 cultural workers and artists of non-Finnish origin or background with the aim to develop diversity in the arts and culture sector.

The course introduced participants to topics related to diversity, familiarized them with the arts and culture sector and cultural policy in Finland and offered an opportunity to work concretely with diversity in an institutional context. The course was repeated in 2022 and saw the participation of another group of 11 individuals.

All together, the course participants now represent the Diversity Agents network which is composed of 22 arts and culture professionals who have multicultural backgrounds, strategic diversity skills as well as knowledge and experience of the work ethic in Finland. In addition, they have extensive creative and problem-solving skills and the ability to communicate information in an engaging and constructive way.

Diversity Agents address a range of challenging and crucial issues such as structural racism, lack of equality and accessibility. As change makers and organizers, they offer their support to Finnish art and cultural organisations that see themselves as spaces of hospitality and care and want to reflect the multiplicity of our societies.

More information:

<https://www.kulttuuriakaikille.fi/en.php>

https://www.kulttuuriakaikille.fi/diversity_agents

10

Foster professional recognition and facilitate mobility

WHY

Workforce mobility is a key EU priority. It depends on recognition of the quality of professional practice across the EU, fit-for-purpose EU taxonomies for categorisation of professions, and well-functioning tools and mechanisms for mobility (CHARTER, 2024a).

Qualified and suitably **trained professionals are essential** to realise cultural heritage public interest objectives, which requires **robust validation, certification, and recognition processes**. To this end, some countries enforce legal frameworks to **facilitate professional recognition**, making transparent the conditions for accessing and practising these professions, and serving as **quality assurance in the private and public market as they are aligned with national/regional heritage requirements**. However, the diversity of these national and regional contexts and requirements can be an impediment to professional mobility if not harmonised across the EU (CHARTER 2023a).

The mutual recognition of professions across the EU requires **common understanding and identification of the profession title and requisite competences** in any given sector. However, heritage practice is insufficiently and **narrowly represented in ESCO** - the EU transnational tool that draws down data from the classification framework for occupations (ISCO), adding content to the level of competences/skills and knowledge for each occupation. Furthermore, ESCO abstracts knowledge and skills to the point that **heritage-related data are hard to recognise, retrieve and apply** within/by the sector. Inadequate categorisation of heritage practice is exacerbated by disparity and lack of harmonisation of national classifications between member states (CHARTER, 2023c).

Heritage stakeholders do not see a transparent strategy, practical guidance, or suitable communication infrastructure encouraging the contribution of sectoral experts' knowledge, which would be critical to validate and update ESCO. These taxonomic inconsistencies and shortcomings **directly affect the recognition of qualifications and competences**, constraining mutual recognition and mobility of heritage professionals in EU countries (CHARTER, 2022a; 2024a).

Because ESCO is based on ISCO, and is used for transnational professional recognition and mobility, it amplifies the impact of ISCO's inaccuracies and

misrepresentations of heritage practice. As an example, the European employment services (EURES) platform relies on ESCO to categorise job offers from national and regional platforms, aiming at fostering employment opportunities across the EU. In addition to not sufficiently representing the various types of heritage practice, **EURES also lacks harmonisation and interoperability across member states on their job platforms**, with lost opportunities for mobility of skilled heritage professionals (CHARTER, 2024c).

ACTIONS PROPOSED

EU level

10.1. Carry out a regular and collaborative review and co-design mechanism of ESCO with sectoral experts (national and regional) to guarantee its applicability in the recognition and mobility of heritage workforce. Apply CHARTER functions to label the two ESCO pillars (i.e. occupations and skills) as heritage related.

10.2. Support and enhance the wider interoperability of EURES, by linking it to all national Public Employment Services (PES) platforms, and the use of Europass to effectively guarantee heritage professional work opportunities and mobility at interregional, national, European level.

EU Member States & Regional authorities

10.3. Ensure active and continuous participation of heritage experts in the development of ESCO and implement the required changes on national/regional level.

10.4. Reinforce and disseminate national/regional sectoral job portals, especially Public Employment Services (PES) platforms, and improve their interoperability with EURES, stimulating the use of Europass to guarantee heritage professionals' work opportunities and mobility at interregional, national, European and international level.

10.5. Apply the general system envisaged by the EU Directive 2018/958, of the European Parliament and of the Council of 28 June 2018 on a proportionality test before adoption of new regulation of professions when developing formal recognition of professional qualifications serving the public interest, and by applying the necessary compensation measures for full alignment with national/regional legal frameworks.



E26. Green Skills and Knowledge Concepts: Labelling the ESCO classification

Action 6 of the European Skills Agenda emphasises that the green transition requires investments in skills of people and presents a set of concrete actions to support the acquisition of skills for the green transition, including through the definition of a taxonomy of skills for the green transition.

ESCO responded to this call to action by labelling relevant skills and knowledge concepts as 'green'. The action was followed by the publication of a technical report providing information about the labelling process, and guides ESCO implementers in their use of ESCO green concepts.

More information:

<https://esco.ec.europa.eu/en/about-esco/publications/publication/green-skills-and-knowledge-concepts-labelling-esco>

E27. Using ESCO for innovative employment and VET policies at regional level

ESCO (European Skills, Competences, Qualifications and Occupations) is a comprehensive multilingual classification system established by the European Union. It serves as a structured dictionary that describes, identifies, and classifies professional occupations and the associated skills and competences relevant to the EU labour market, as well as education and training.

Starting in 2021–2022, the Region Emilia-Romagna and the Italian Ministry of Labour through one of its agencies (ANPAL Servizi, now Sviluppo Lavoro Italia) collaborated to identify the most innovative occupations and the most requested skills by companies in the regional area in the fields of big data and circular economy, taking advantage of ESCO's updates in these areas.

While ANPAL Servizi is charged with developing a Skills Intelligence tool to match work supply and demand, the Region Emilia-Romagna is creating a long-term framework to anticipate local companies' needs, providing VET curricula aligned with local enterprise demands and revising qualifications.

In this joint effort, ESCO was adopted to pinpoint innovative occupations and skills, and its occupation taxonomies and

descriptors were used to define digital and green jobs, comparing them to local company needs.

Focus groups were held with companies, VET institutions and universities to test and complement the desk research conducted via the ESCO database. This work resulted in the creation of new profiles and in the updating of competence units in existing profiles in Emilia-Romagna. The research on the ESCO database generated a fruitful exchange among the three partners and resulted in important feedback provided to ESCO on the functioning of the database itself.

More information:

<https://esco.ec.europa.eu/en/news/use-esco-emilia-romagna-region-cooperation-anpal-servizi>

E28. Enhance the use of the national Public Employment Services (PES) platforms

At EU level, CEDEFOP, the European Centre for the Development of Vocational Training aggregates and collects information from online job vacancy (OJV) portals through its Skills-OVATE online tool, which links to national Public Employment Services (PES) platforms providing EU Member States' vacancies coverage. Although PES do not always interact with other online services such as private job portals, recruitment agencies, online newspapers and corporate websites, their use facilitates professional mobility across the 28 Member States.

The information provided by all these platforms should be linked and used by the EURES portal to enhance its interoperability with national levels, and its relevance for the EU labour market increasing its interest both for employers and employees.

At national level, some countries, e.g., Romania, in their national legislation require employers to post vacancies to the PES portal, resulting in more complete coverage of vacancies. This is not the case in countries such as "Ireland or Italy where the role of PES portals is minimal in contrast to the Czech Republic, Germany, Spain and France where it is important" (Online job vacancies and skills analysis, a Cedefop pan-European approach., 2019, p.19).

More information:

<https://www.cedefop.europa.eu/en/tools/skills-online-vacancies>

11

Develop and use robust socio-economic indicators for evidence-based policies

WHY

CHARTER has shown that even **basic data and statistics are lacking to correctly represent the sector's dimensions** (social, cultural, and economic) and cross-sectoral impacts. Heritage data collection and analysis across countries is not accurate, comparable, coherent, or easily accessible at EU level, because the current methodology and the **taxonomies used do not fully represent current heritage practice for occupations (ISCO), economic activities in the sector (NACE), or in describing education and training fields for heritage (ISCED) (CHARTER, 2021a; 2023c).**

The data produced by these frameworks are nevertheless used to generate statistics about employment, educational requirements, economic impact, participation, private and public expenditure also related to tendering and procurement, that can be used to predict future needs and support informed policy making. **They are not fully fit for purpose, do not support interoperability with the national and regional level, and do not capture the real dimensions of the sector (CHARTER, 2024c).**

Achieving visibility for the heritage ecosystem means **improving how it is identified and measured**, in particular in terms of taxonomies, frameworks and monitoring at European and national/regional levels. This requires a different value-chain model to provide a holistic and future-proofed matrix for data collection on current and emerging activities or occupations and for sectoral skills intelligence, such as performed by the Skills OVATE (CEDEFOP). It also requires an updated strategy able to **produce regular, reliable, and comparable data amongst member states in a transnational, systematic manner for long-term quality evidence that leads to accurate, up to date and responsible evidence-based policies (CHARTER, 2024c).**

ACTIONS PROPOSED

EU level

11.1. Create a task force to monitor professional skills and develop skills intelligence in heritage aligned with the EU satellite account on cultural statistics in cooperation with Member States and regional authorities.

11.2. Set up a "EU Satellite account for the cultural and creative sectors" where cultural heritage is clearly identifiable, by transforming the Eurostat Cultural Statistics Task Force into a permanent initiative. It should guarantee multi-level interoperability and integration of data and sectoral expertise through participatory dialogue with relevant Commission services (CEDEFOP, DG EMPL, etc.), national/regional organisations/statistical offices, and heritage experts.

11.3. Adopt the circular value chain model to update EU taxonomies (NACE and ISCO) and methodologies for data collection and analysis to measure heritage sector performance, employment, and skills to accurately reflect the sector. Ensure bottom-up mechanisms for exchange and alignment of methodologies and frameworks in data collection from national/regional to EU level to support evidence-based policies at multilevel governance.

11.4. Align with the CHARTER value chain proposal the taxonomies that apply NACE and ISCO as proxies, and are used for public procurement, in the provision of services and goods, the national classifications of occupations and in the classification of education and research areas.

EU Member States & Regional authorities

11.5. Launch a joint task force to monitor professional skills in the heritage sector in coordination with Member States and regional authorities.

11.6. Ensure active participation in the development of EU taxonomies (e.g. NACE and ISCO) and implement the required changes on national/regional level.

EU Member States and Regional authorities / Heritage institutions/employers

11.7. Promote a culture of data as a strategic competence throughout national/regional authorities, heritage organisations, institutions, as a systemic approach in the cultural heritage sector.



E29. HERMES - Material cultural heritage satellite account: an ESPON project to establish a new methodological framework in statistics - 2024-25

The project aims to define a statistical methodology for a material heritage satellite account, distinguishing it within the broader 'cultural' group of statistics. It derives from ESPON's previous projects (HERITAGE 2018-19; HERIWELL; 2020-22) and other research undertaken since 2019 by national, European and international bodies (EUIPO, England, UNESCO). HERMES aims to tackle the need for better data to accurately demonstrate the contribution of material heritage-related activities to the economy instead of relying on proxy estimations. The project aims also to stimulate the standardisation and harmonisation of material heritage data collection at the EU level following existing examples such as the Tourism Satellite Accounts.

The project outputs will enable national statistic offices to utilise the satellite account for more robust and standardised data collection instead of making approximate estimations of its contribution to national wealth and economic development.

HERMES is developing a conceptual framework to redefine the cultural heritage sector, introducing a value chain model capable of representing the main functions and activities characterising the sector. HERMES has analysed the CHARTER circular value chain model in its research. ESPON will hold stakeholder consultation to validate the proposed methodology. When developed, the methodology will be submitted to Eurostat for endorsement by member states, to become a guide for national statistics institutes.

More information:

<https://www.espon.eu/projects/hermes-material-cultural-heritage-satellite-account-methodological-framework>

12

Develop intersectoral cross-pollination of heritage knowledge

WHY

Heritage is a transversal sector that relies on inter- and trans-disciplinary exchanges with many other economic and social sectors, such as other cultural and creative areas, the building industry, education, and health. **Heritage is increasingly found in hybrid roles as professionals reskill into and out of heritage pathways**, forming new professions over time and intersecting with areas as diverse as illicit trafficking, the circular economy, disaster management, urban planning and spatial development, tourism, well-being, etc. This cross-pollination of heritage knowledge delivers **capacity required by other sectors and increases the capacity of the heritage sector**. There is, however, limited formal recognition of the intersectional nature of heritage practice and the full breadth of its socio-economic relevance to other sectors, resulting in a **fragmented policy and funding landscape**. **Clearer visibility of the heritage dimensions of climate adaptation, social inclusion, digital shift, circular economy**, etc. and the mutual challenges they present, will stimulate identification of the required competences in procurement of projects in those sectors and the design of European programme coordination across policy areas that touch on heritage.

Public procurement does not recognise many heritage related economic activities. The Common Procurement Vocabulary in the Procurement Directive (2014/24/EU) is derived from the NACE codes, which include very few heritage activities. Therefore, authorities contracting works, supplies or services are unable to specify heritage-related economic activities to attract tenderers competent in the relevant heritage skills. This gap creates **a risk to quality** of the provision of works, supplies and services, while also concealing the true size of the market for heritage skills. The Commission-funded **ICOMOS European Quality Principles in publicly funded projects** and quality-assessment tools designed by several European projects, designed to stimulate best heritage practices, should be widely used as a step to inform heritage-related procurement and project management when relevant.

ACTIONS PROPOSED

EU level

12.1. Implement CHARTER Recommendations cross-sectorally and use them across relevant policy areas and sectoral strategies, for example to recognise heritage competences in the new "Comprehensive Strategy for a Sustainable Built Environment" in the EU Circular Economy Action Plan 2020.

12.2. Incentivise that CHARTER's functional approach to heritage knowledge and skills is reflected in relevant public infrastructure procurement and other funding calls.

12.3. Update the Common Procurement Vocabulary codes (in line with recommended changes to NACE taxonomy) to adequately describe heritage economic activities in public procurement.

12.4. Engage the Joint Research Centre to devise a European cultural heritage competence framework using the CHARTER template to make heritage competences visible to heritage stakeholders and other economic sectors.

EU Member States & Regional authorities

12.5. Ensure that CHARTER's functional approach to heritage knowledge and skills is reflected in all public infrastructure procurements and other funding calls.

12.6. Integrate relevant cultural heritage areas in national/regional circular economy actions plans, in accordance with national/regional heritage policies, European heritage quality assessment guidance and CHARTER tools.

12.7. Encourage regional and national regional cultural heritage stakeholders to take advantage of existing EU opportunities for upskilling and collaboration to address the major transitions faced by the cultural heritage sector (such as European Heritage Cloud and Data Space for Cultural Heritage, the KIC Cultural and Creative industries of the European Institute of Innovation and Technology, the New European Bauhaus, the new Horizon Europe partnership for Resilient Heritage etc.).

Examples related to Recommendation No. 12



E30. Earth observation and Artificial Intelligence for cultural heritage preservation

The cultural heritage sector has barely recognised the potential opportunities from Earth Observation (EO) and Artificial Intelligence (AI). Once familiarised with both technologies, the advantages are very quickly apparent, e.g. in the provision of protective measures against natural disasters such as floods, fires or storms or in the detection of war damage at heritage sites. These new opportunities are currently only being utilised to a modest extent in archaeology and include, for example, organising access to satellite data, analysing and translating such data into preventive actions, and establishing interdisciplinary advisory structures. A new job profile is emerging: the EO data expert with a specialisation in cultural heritage preservation.

An interdisciplinary research project by the Centre for Cultural Heritage Technology at the Italian Institute for Technology shows what this could look like. The ALCEO project, carried out in collaboration with and co-funded by the European Space Agency, developed next-generation AI methods to automate the detection of looted cultural heritage sites. Innovative machine learning algorithms utilise the large amounts of data generated by satellite-based sensors. By measuring the dissimilarities between consecutive satellite imagery, the system detects 'anomalies' recognising typical patterns of looting activities. This allows looting to be recognised at an early stage and countermeasures to be taken.

The SATCULT project, funded by the ERASMUS+ scheme (2024-2026), is preparing the development of a training programme that will bring together cultural heritage managers, EO data experts and training developers.

More information:

<https://www.iit.it/web/alceo>

<https://www.satcult.eu>

E31. Cultural Welfare

The concept of 'cultural welfare' has gained traction over the past two decades due to increasing evidence of the positive effects of culture and the arts on health and well-being. This intersection, characterized by cross-sectoral cooperation between cultural and health sectors, has been particularly emphasized since the European Year of Cultural Heritage in 2018 and the COVID-19 pandemic. This trend has spurred the development of higher education paths and training courses that cater to professionals both from the arts and culture and from the social and health care sector.

Master's Degree Programme in Creative Well-being at the Turku University of Applied Sciences

The inter-professional Master's Degree Programme in Creative Well-being was launched in January 2020. It is a joint programme run by two faculties: Arts Academy and Health and Well-being. The programme is aimed at professionals from the arts and culture sector and social and health care workers who have at least two years' professional experience in their own field and a bachelor's degree.

Executive Master in Culture and Health, Cultural Welfare Centre (CCW), Italy

The Master was launched in 2021 thanks to the collaboration between the Cultural Welfare Centre (CCW) and project partners which are experts in the fields of health and culture. CCW was launched during the first lockdown (March 2020) as a response to the crisis caused by the pandemic and was formally established as an association in July 2020. CCW aims to contribute to the development, dissemination and promotion of cultural cross-over, i.e. the systemic and systemic relationships between Culture, the Arts and other policy areas, primarily Health, Social and Education.

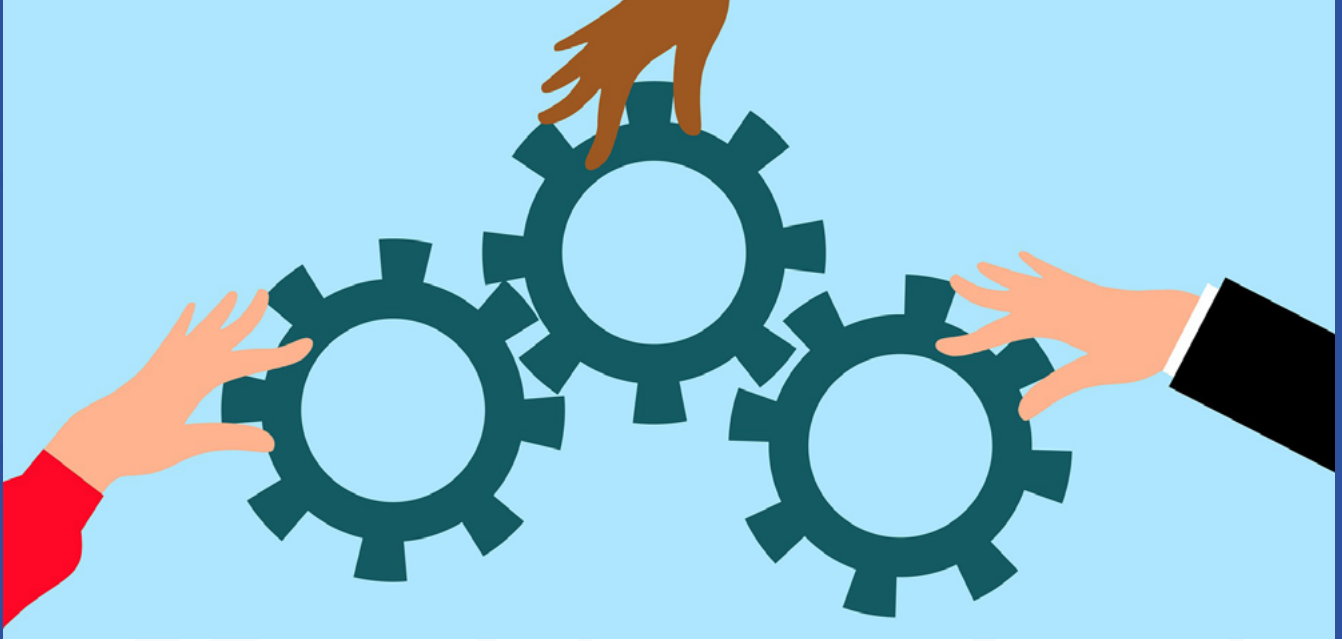
The development of these interdisciplinary programmes highlights the importance of fostering cooperation between the cultural and health sectors. By training professionals from diverse backgrounds together, they aim to enhance understanding and collaboration between sectors traditionally separate, to create a workforce capable of addressing complex societal challenges through innovative, culturally informed approaches.

More information:

<https://www.tuas.fi/en/research-and-development/research-groups/arts-health-and-well-being>

<https://culturalwelfare.center/master-executive-cultural-welfare-2025/>

Examples related to Recommendation No. 12



E32. Public-Private Partnerships for heritage as an alternative to public procurement

In public heritage sites and museums, often, activities related to heritage functions (e.g. conservation, engagement and use) may be run by private (non-profit/for profit) organisations. Depending on the functions, these activities can be outsourced using different tools, e.g. contracting out or public procurement. It has become evident that, whereas in the case of 'superstar' heritage it is not difficult to attract private organisations, with less famous/visited heritage it is sometimes difficult to appeal to the private sector.

A possible solution to this glitch comes from Public-Private-Partnerships (PPP). This is not a new tool but in the last 5-10 years it has attracted a lot of attention in Italy. The Italian regulatory framework foresees 'special' PPPs for heritage, with simpler procedures in the case of the creation of a PPP between a public heritage site and a private (non-profit) organisation.

Examples of these forms of 'special' PPP are Officine Culturali in Catania where a private non-profit organisation runs the activities necessary to the enhancement of an ex-monastery that belongs to the University of Catania and is a World Heritage Site (<https://www.officineculturali.net/progetti/monastero-dei-benedettini>). Another example is the Teatro

Tascabile di Bergamo, which has set a similar 'special' PPP with the municipality of Bergamo to manage an ex-monastery belonging to the municipality (<https://carmine.teatrotascabile.org/governance>). More recently, it is interesting to notice how 'special' PPPs are being adopted also for more 'famous' sites.

A recent example is the PPP put in place at the Reggia di Caserta, a UNESCO World heritage site owned by the Italian State that includes the ancient Bourbon royal palace and magnificent gardens. The necessity of managing a part of the garden, the so-called "Serre di Graefer", led to the subscription of a PPP – the first one applied to a historical garden – involving the Reggia di Caserta and a series of local enterprises collaborating to restore the original function of the historical greenhouses for the cultivation, study and sale of plants.

The introduction of this special model of PPP for heritage recognises the need for new governance and participatory tools for publicly owned heritage, which make possible both the involvement of the non-profit sector and society.

More information:

<https://reggiadicaserata.cultura.gov.it/le-serre-di-graefer-presentazione-alla-stampa-e-agli-addetti-ai-lavori/>

A person is shown working on a thatched roof structure, likely a traditional building. The person is wearing a dark shirt and light-colored trousers, and is using a tool to work on the thatch. The structure is made of wood and has a steep, pitched roof. The background shows a chain-link fence and some trees. The entire image has a blue tint.

Recommendations
involving directly the
European Union level

1. Establish skills strategies for the heritage sector for a systemic change

Action proposed

1.1. Foster strategic co-operation at EU level on heritage skills development by bringing together national and regional stakeholders responsible for heritage skills strategies, to strategically align and strengthen national / regional skills governance.

1.2. Encourage, at EU-level, to continue working on skills intelligence starting with the collection, aggregation and analysis of heritage data and statistics to strengthen evidence-based education and training policies from a cultural heritage ecosystem perspective (sectoral, sector-integrated and neighbouring sectors).

1.3 Strengthen and promote trans-national and interregional cooperation, and create complementarities between the different Erasmus+ actions and the Regional Skills Partnerships, in particular those related to innovation to strengthen the focus on heritage skills.

Suggestions on how to operationalise

- By bringing together key stakeholders in a Heritage Skills Alliance for the implementation and development of the sectoral skills strategy
- By providing support and funding for the Heritage Skills Alliance to continue the uptake of CHARTER results following the recommendations i.e. on future-focused education and training (E&T) (see Recommendation 4.1).
- By including skills development as a standing item for European expert groups and networks, such as: Expert Group on Cultural Heritage, EHMF, CDCPP and others.
- By promoting the up-take of CHARTER results among the members of the Pact for Skills Partnership for the Cultural & Creative Industries
- By making MS aware of the CHARTER results via the Expert Group on Cultural Heritage.
- By implementing the actions previewed in the Commission Communication (COM(2024) 131): *Labour and skills shortages in the EU: an action plan*, through a specific focus on heritage skills.
- By inviting CEDEFOP to join the Task Force (see Recommendation 11) to work jointly with Eurostat and DG EMPL in the improvement of taxonomies and methodology for skills intelligence.
- By creating synergies between what are otherwise siloed instruments to work on cultural heritage and skills development, e.g. the Interregional Innovation Investment Instrument, or the S3 partnership for Cultural and Creative Industries.
- By promoting opportunities for complementarities in skills development towards National Erasmus agencies, ESF+ managing authorities, and transnational networks.

2. Counteract the loss of heritage skills

Action proposed

2.1. Complement national and regional efforts to foster skills and knowledge transfer at EU level by funding European and international learning experiences for skills at risk in the heritage sector, in particular skills for which national and regional markets have become too small to support a living for practitioners.

Suggestions on how to operationalise

- By continuing to fund European/ international learning experiences for skills at risk.
- By including those skills that are most endangered (see factsheet) as priority areas within the Erasmus framework.
- By enhancing coordination across MS to map skills at risk in different regions and counteract their loss by targeted mobility actions.

4. Offer future-focused education and training (E&T)

Action proposed

4.1. Consider and apply, if possible, the themes of the eight CHARTER pathway Guidelines when designing new EU initiatives, funding schemes, programmes, policies, and action plans for research, education and training, and innovation impacting cultural heritage.

Suggestions on how to operationalise

- By incorporating the identified topics for future-focused pathways in all suitable funding programmes for innovation and research (these programmes and strands have been identified by the project and will be included in the Skills Strategy).
- By liaising with the Knowledge and Innovation Communities (EIT KICs) for promoting the identified topics for policy and innovation development.
- By including the identified topics in the next EU funding period calls.

7. Ensure work-based learning for professional development and early-career progression

Action proposed

7.1. Expand the streams in relevant EU funding programmes such as Erasmus+ and other actions that support work-based learning opportunities in the heritage sector.

Suggestions on how to operationalise

- By including in the criteria/mechanisms of the instruments a widened focus for work-based learning in the cultural heritage sector.
- By aiming to increase available funding for such instruments for increased work-based learning opportunities.
- By increasing efforts for targeted marketing of these opportunities to national and regional stakeholder groups through national agencies and contact points.

8. Strengthen quality assurance in heritage education and training

Action proposed

8.1. Strengthen the Copenhagen Process and, within its framework, further develop the European quality assurance standards for vocational education and training (EQAVET) based on the principles established by their higher education equivalent to create a robust European system of quality assurance for VET. In particular, ensure that EQAVET includes a mechanism for the quality assurance of competent agencies.

8.2. Work with Member States and European associations of continuing education and training (CET) providers to establish a European system of quality assurance for CET based on principles established by higher education and a credit system measuring student workload in CET.

8.3. Aid the implementation and further development of quality assurance mechanisms for VET and CET trans-sectorally by providing targeted funding in relevant funding streams.

Suggestions on how to operationalise

- By strengthening cooperation within the Commission in the field of quality assurance for VET and HE to profit from the latter's experience with quality assurance in the Bologna Process.
- By working together with the EQAVET network to align EQAVET closer with the principles established by the ESG, including a mechanism for the quality assurance of agencies conducting external reviews.
- By working together with national and regional competent bodies to strengthen the implementation of the Copenhagen Process.

- By strengthening cooperation between the Commission, Member States and European associations of CET with the goal of developing a quality assurance system and a credit system for CET.

- By incorporating development of quality assurance mechanisms for VET and CET trans-sectorally in all relevant fundings programmes for innovation and research (these programmes and strands have been identified by the project and will be included in the Skills Strategy).

9. Strive towards a viable, diverse heritage workforce

Action proposed

9.1. Support and advocate collecting comprehensive information on the demographic composition of the heritage workforce, its employment and working conditions.

Suggestions on how to operationalise

- By enabling a survey on the status and working conditions of the heritage workforce, inspired by the methodology outlined in CULT Committee Study (2021) "The Situation of Artists and Cultural Workers and the postCOVID-19 Cultural Recovery in the European Union" and Report of the OMC (Open Method of Coordination) group of EU Member States' experts (2023) "The status and working conditions of artists and cultural and creative professionals"

9.2. Implement regulatory frameworks to counteract all kinds of inequalities in accessing heritage employment and to offset negative impact of high levels of atypical work patterns, employment precarity.

9.3. Promote the establishment of a charter of transparent and fair rules of engagement for volunteers in all heritage bodies and organisations.

● By enabling further research on heritage workforce conditions, employment, and working conditions through e.g. Observatory (see Recommendation 11), a new OMC group, and/or through dedicated actions.

● By implementing the actions previewed in the Commission Communication (COM(2024) 131): Labour and skills shortages in the EU: an action plan, through a specific focus on the equality of workforce.

● By promoting existing good practices, such as the European Solidarity Corps info kit.

10. Foster professional recognition and facilitate mobility

Action proposed

10.1. Carry out a regular and collaborative review and co-design mechanism of ESCO with sectoral experts (national and regional) to guarantee its applicability in the recognition and mobility of heritage workforce.

10.2. Support and enhance the wider interoperability of EURES, by linking it to all national Public Employment Services (PES) platforms, and the use of Europass to effectively guarantee heritage professional work opportunities and mobility at interregional, national, European level.

Suggestions on how to operationalise

● By a continuous review and co-design efforts with sectoral experts to make the sector visible and searchable in the classification

● By enabling regular updates of ESCO with sectoral experts, through dedicated update calls to the sector.

● By labelling and publishing an "ESCO technical report" for the classification of heritage skills and knowledge concepts in ESCO, as recently done by ESCO on the green skills, using CHARTER functions.

● By identifying skills and knowledge for heritage in ESCO, create a "thematic view" for the heritage sector in ISCO

● By further close cooperation between the Commission's DG EMPL and ELA-EURES working towards updating relevant taxonomies

● By adopting the taxonomies' (ISCO and NACE) updates in the EURES architecture and search engine

11. Develop and use robust socio-economic indicators for evidence-based policies

Action proposed

11.1. Create a task force to monitor professional skills and to develop skills intelligence in heritage aligned with the EU satellite account on cultural statistics in cooperation with Member States and regional authorities.

Suggestions on how to operationalise

- By recognising the need and supporting a task force at European level on heritage skills intelligence as an action of the Heritage Skills Alliance (see Recommendation 1.1), through a joint effort of heritage, research and statistics institutions and networks
- By funding a pilot project on a heritage skills Observatory connected to the task force, through an appropriate source of funding, such as Erasmus+, JASPER, ESPON, or others

11.2. Set up a "EU Satellite account for the cultural and creative sectors" where cultural heritage is clearly identifiable, by transforming the Eurostat Cultural Statistics Task Force into a permanent initiative. It should guarantee multi-level interoperability and integration of data and sectoral expertise through participatory dialogue with relevant Commission services (CEDEFOP, DG EMPL, etc.), national/regional organisations/statistical offices, and heritage experts

- By initiating a development process for "EU Satellite account for cultural heritage" replicating the process done for creative industries.
- By strengthening the EHHF task force on economy and statistics and incorporating CHARTER recommendations to its work.

11.3. Adopt the circular value chain model to update EU taxonomies (NACE and ISCO) and methodologies for data collection and analysis to measure heritage sector performance, employment, and skills to accurately reflect the sector. Ensure bottom-up mechanisms for exchange and alignment of methodologies and frameworks in data collection from national/regional to EU level to support evidence-based policies at multilevel governance.

- By following the proposal in CHARTER (factsheet on taxonomies connected to Booklet 1), including a proposal for revision of specific codes.

11.4. Align with the CHARTER value chain proposal the taxonomies that apply NACE and ISCO as proxies, and are used for public procurement, in the provision of services and goods, the national classifications of occupations and in the classification of education and research areas.

- By actively encouraging and informing all relevant stakeholders on updates in NACE and ISCO taxonomies.
- By updating CPA and CPV, NOC, ISCED, OECD FRASCATI Manual for Research and Innovation following the changes in ISCO and NACE according to the CHARTER circular value chain

12. Develop intersectoral cross-pollination of heritage knowledge

Action proposed

12.1. Implement CHARTER Recommendations cross-sectorally and use them across relevant policy areas and sectoral strategies, for example to recognise heritage competences in the new "Comprehensive Strategy for a Sustainable Built Environment" in the EU Circular Economy Action Plan 2020.

12.2. Incentivise that CHARTER's functional approach to heritage knowledge and skills is reflected in relevant public infrastructure procurement and other funding calls

12.3. Update the Common Procurement Vocabulary codes (in line with recommended changes to NACE taxonomy) to adequately describe heritage economic activities and criteria for heritage expertise in public procurement.

12.4. Engage the Joint Research Centre to devise a European cultural heritage competence framework using the CHARTER template to make heritage competences visible to heritage stakeholders and other economic sectors

Suggestions on how to operationalise

● By reinforcing existing connections and leveraging developing policies in terms of heritage skills, such as recognising heritage competences in the new "Comprehensive Strategy for a Sustainable Built Environment" in the EU Circular Economy Action Plan 2020.

● By ensuring that heritage expertise is included in future calls for circular economy, and in the Blue transition

● By the relevant authorities including specific criteria for heritage expertise in heritage-related EU procurements and funding calls.

● By the relevant authorities working together towards further updating the Common Procurement Vocabulary codes.

● By using the CHARTER results and methodology as proposed in the Skills Strategy on Competence Frameworks for heritage.

A woman with blonde hair tied back, wearing a floral dress and a lanyard with a name tag that reads 'Felicia', is painting a fish on a canvas. She is standing in a room with a large window showing green trees outside and patterned wallpaper. On the table in front of her are various art supplies, including paint containers and brushes. The entire image has a blue tint.

Recommendations involving EU Member States & Regional Authorities

1. Establish skills strategies for the heritage sector for a systemic change

Action proposed

1.4. Identify and mandate key stakeholders (national/regional authorities, sector institutions, E&T providers) to formulate a national/regional heritage skills strategy utilising the results and tools of the CHARTER project, in multi-stakeholder dialogue with education providers, employers and public authorities, civil society and heritage networks, to build capacity in heritage professions, and underpin skills governance.

1.5. Identify and mandate a body to implement and further develop the national/regional heritage skills strategy, to collect and aggregate heritage skills data, and to contribute transnationally to the European Heritage Skills Alliance and other European initiatives on heritage skills governance.

1.6. Encourage regional and national authorities to increase investments in heritage skills development, for example aggregating in large-scale and regional skills partnerships in the framework of the Pact for Skills.

Suggestions on how to operationalise

- By the responsible ministerial bodies identifying, in agreement with the sector, a body to coordinate the future development of heritage skills strategies both on national, and if applicable, regional level (i.e. heritage skills development body)
- By mandating the body identified to seek funding (for example RDF, ESF+) to gather a multi-stakeholder task force/ national alliance (E&T, sector, employment, statistics) and initiate the development of national/regional skills strategies that align with the existing policy context, creating the framework for heritage skills governance (i.e. National Heritage Skills Alliance)
- By building a permanent and sustainable platform/space/forum for multi-stakeholder dialogue and exchange of views and ideas, and the implementation of the heritage skills strategy
- By liaising with the regional bodies in charge of regional skills development and data collection to develop a functional methodology for aggregating heritage skills data
- By motivating existing national/regional labour market observatories to collaborate in this process.
- By jointly identifying gaps and needs in existing data collection and seeking solutions
- By aggregating regional skills data on a national level and utilising the results in developing skills strategies
- By liaising with the Heritage Observatory on EU level
- By making the case for skills partnerships for all relevant stakeholders to encourage their national/regional creation, and to increase knowledge and uptake of existing investment initiatives
- An example of such a sectoral skills partnership is the Basque country Culture Pact for Skills.
- This can be done under the mandate and tasks of the National Heritage Skills Alliance as part of the implementation of a National Skills Strategy

2. Counteract the loss of heritage skills

Action proposed

2.2. Establish regular opportunities for heritage knowledge and skills transfer to foster intergenerational learning/mentoring/tutoring experiences, enabling regular meetings between students and employers from the private/public/non-profit heritage sector.

2.3 Instigate the regular monitoring of skills, including traditional crafts, at risk on the national/regional levels and maintain and resource education and training for these skills, including up-and re-skilling opportunities, to ensure a sufficient number of trained practitioners for the heritage market in a country or region.

2.4. (Re-)Establish crafts as a subject in school education to foster motor and sensorial skills and aid pupils' cognitive development and raise the visibility of heritage careers.

Suggestions on how to operationalise

- This can be done under the mandate and tasks of the National Heritage Skills Alliance as part of the implementation of a National Skills Strategy
- Depending on national mandates and division of tasks, this can happen in multiple ways, for example:
 - Regularly bringing together stakeholders from the offer and demand side (E&T providers, employers, sector, policy level (CULT, EDU, EMPL, ECO) to a common forum, as was done in CHARTER regional workshops
 - Organising or participating in a Skills Week event once a year
 - Creating mentoring offices for new heritage/CCI businesses on local and municipal level to facilitate knowledge transfer
 - Improving heritage skills transfer also includes national/regional legislation that allows for heritage professionals to teach in HE, even if they lack the customary qualifications required for teaching. This exception is relevant, for instance, in all programmes where professional hands-on experience is essential for E&T, such as in conservation-restoration, archaeology and crafts in the context of built heritage.
 - Develop maker spaces to enhance innovation and cooperation between the various heritage craftspeople and sectors.
- This can be done under the mandate and tasks of the National Heritage Skills Alliance as part of the implementation of a National Skills Strategy
- By reaching out to professional heritage associations with an understanding and knowledge of the specific skills at risk, to map and monitor these on a national/regional level
- Examples of how such a mapping can be done can be found in CHARTER regional experiences from Sibiu (RO) and Alentejo (PT)
- By the competent body responsible for schools' curricula on national and/or regional level revising the schools' curricula
- By simultaneously developing and increasing funding for crafts teachers
- By including in curricula experience-based learning with heritage crafts also for younger children

2.5. Raise awareness among all heritage stakeholders for the use of EU Regulation (2023/2411) on the protection of geographical indications for craft and industrial products to protect and promote heritage skills, knowledge and products.

- By raising awareness among professional crafts groups nationally of the protection of geographical indications for craft and industrial products
- By including heritage expertise, if applicable, in the national registration process
- By national, regional and local authorities supporting national/regional craft organisations (e.g. craft councils) to spread information about the EU directive and help craft producers through the process of registration

2.6. Initiate funding programmes/tax breaks/subsidy schemes for the benefit of family-run and small-scale heritage businesses and community-based organisations to offset the employment precarity and stimulate the engagement of newcomers.

- By jointly working with finance and culture sector ministerial-level bodies, either national or regional, to seek solutions targeting cultural and heritage sectors

3. Complement core heritage skills with transversal skills to foster inter- and transdisciplinarity

Action proposed

3.1. Support and fund heritage E&T programmes that allow the sector to fulfil the six functional areas of the heritage ecosystem as defined by CHARTER: Recognition; Preservation and Safeguarding; Engagement & Use; Research & Development/Education; Management; Governance and Policy Making.

Suggestions on how to operationalise

- By direct investment by bodies responsible for funding VET and HE, to cover core competencies included in the six functional areas to keep the ecosystem functional
- By jointly working with E&T and culture sectoral ministerial-level bodies, either national or regional, to monitor the effectiveness of the funding
- By regular Skills Development Forum discussions on skills development and the heritage ecosystem, and by maintaining a close connection with the heritage-related E&T sector
- This can be done under the mandate and tasks of the National Heritage Skills Alliance as part of the implementation of a National Skills Strategy

3.2. Ensure that education and training policy foster a considered combination of core and transversal skills in heritage curricula and encourage inter- and transdisciplinary approaches.

- By jointly working with E&T and culture sector ministerial-level bodies, either national or regional, aligning policy guidance
- By coming together for a regular Skills Development Forum discussing the heritage ecosystem through skills development
- This can be done under the mandate and tasks of the National Heritage Skills Alliance as part of the implementation of a National Skills Strategy

4. Offer future-focused education and training (E&T)

Action proposed

4.2. Support E&T providers by backing and funding the implementation of relevant curricula or modules based on the eight CHARTER pathways, aligning with national and regional skills forecast and heritage skills strategies.

4.3. Continuously update and revise E&T for the heritage sector as part of the implementation of national and regional heritage skills strategies and skills governance.

Suggestions on how to operationalise

- Regarding HE: ministerial-level bodies, either national or regional, could demonstrate clear policy guidance towards future-focused E&T based on CHARTER results
- Regarding VET: results can be taken up and incorporated into curricular development for heritage by a responsible body
- By raising awareness of future scenarios and E&T responses to these in e.g. Skills Week events and/or Skills Development Forum
- By including this as a task for the National Heritage Skills Alliance for skills strategy development with the mandated body coordinating this activity (see Recommendation 1.1).
- By making sure that updates are done in dialogue with the E&T providers to maintain alignment

5. Promote a Lifelong Learning area for the heritage sector

Action proposed

5.1. Ensure that up- and re-skilling CET opportunities are part of national/regional skills strategies for heritage, to meet the targets set in the European Pillar of Social Rights Action Plan, and that these are included in the allocation of resources.

5.2. Promote Lifelong Learning/CET as a means for professionals with non-heritage backgrounds to transition to the heritage sector in cooperation with E&T providers

5.3. Implement the EU Council Recommendation on individual learning accounts (2022/C 243/03) to facilitate visibility, validation and recognition of acquired skills and competences in lifelong learning/CET), career guidance, national registries of eligible quality trainings and paid training leave for all professionals (including self-employed practitioners).

Suggestions on how to operationalise

- This can be done under the mandate and tasks of the National Heritage Skills Alliance as part of the implementation of a National Skills Strategy
- The Alliance can contribute to the reporting needs connected with the EU Skills Agenda
- By making sure that up- and re-skilling stakeholders, such as institutes developing professional training, are included in dialogue, and by addressing labour market needs
- By raising awareness of LLL training possibilities for non-sector professionals e.g. through job agencies or national heritage agencies and sectoral networks
- By promoting the sector for potential entrants though e.g. Skills Week events
- By those bodies responsible for implementing the Recommendation.
- This body responsible for implementing the Recommendation can cooperate with ministerial-level bodies, either national or regional responsible for heritage, together

with the National Heritage Skills Alliance, to monitor the effectiveness of the learning accounts

- This recommendation links to E&T providers and employers, for whom possibilities for the individual learning accounts can be advocated

6. Foster the recognition of non-formal and informal prior learning

Action proposed

6.1. Establish at national/regional levels systems of validation and certification of non-formal and informal prior learning that apply to all E&T sectors and EQF levels, including access to the doctoral level, that are transferable and recognisable across Europe.

6.2. Ensure that these validation/certification systems are based on the 2012 European Council Recommendation on the validation of non-formal and informal learning (2012/C 398/01), the European guidelines for validating non-formal and informal learning and align with existing good practice contained in the European inventory on validation.

6.3. Take great care that validation/certification of non-formal/informal learning taking place in community-based or family contexts is sensitive to the capacity of practitioners that provide this type of learning and the environment in which it takes place.

Suggestions on how to operationalise

- By the heritage skills development body identifying the relevant national/regional counterparts responsible for validation and certification of learning, and initiating contact with them
- By ministerial-level bodies, either national or regional, that are responsible for validation establishing such systems, using the examples of existing ones identified by CHARTER
- By advertising and mainstreaming successful, established systems to the sector
- This can be done together and with the support of the National Heritage Skills Alliance
- By national or regional authorities responsible for validation, establishing such systems, using the examples of existing ones identified by CHARTER, as a follow-up of recommendation 6.1.
- By national or regional authorities responsible for validation, establishing such systems, using the examples of existing ones identified by CHARTER, as a follow-up of recommendation 6.1.
- Considering that this is a specific of the heritage sector and a critical factor in its skills development
- Can be done by consulting and in cooperation with practitioners and professional networks

6.4. Implement the EU Council Recommendation on a European approach to micro-credentials for lifelong learning and employability (COM 2021/770) and badges for short courses which otherwise would not lead to recognisable qualifications. Consider the use of open digital badges (i.e. verifiable digital awards issued to individuals) as a tool to validate informal and non-formal learning for the labour market.

- By the heritage skills development body identifying the relevant national/regional counterparts responsible for implementation, and initiating contact with them
- By national or regional authorities responsible for implementation, formulating guidance for implementation, using the examples of existing ones identified by CHARTER
- By advertising and advocating the possibilities for micro-credentials to the sector
- This can be done together and with the support of the National Heritage Skills Alliance

6.5. Expand the recognition and validation of non-formal and informal learning to volunteers' training to increase the visibility of their training, certify their knowledge and skills and valorise their contribution to heritage.

- By the heritage skills development body identifying the relevant national/regional counterparts responsible for validation, and initiating contact with them
- By national or regional authorities responsible for validation, including volunteer work in the systems, using the examples of existing practices identified by CHARTER
- By advertising and advocating the possibilities to the sector
- This can be done together and with the support of the National Heritage Skills Alliance

7. Ensure work-based learning for professional development and early-career progression

Action proposed

7.2. Establish regulatory frameworks at the national/regional levels to ensure the adequate remuneration of apprenticeships, traineeships, and post-graduate internships, where bursaries are not available, as a means to remove barriers for entering the sector in line with the proposal for the EU Traineeship Directive (COM(2024) 132 final/2).

Suggestions on how to operationalise

- By the relevant competent body for implementation checking, after the Directive is finalised, if frameworks are in place and if not, starting a policy implementation process and disseminating this to all stakeholders
- This can be done together and with the support of the National Heritage Skills Alliance when it comes to career development in the heritage sector

7.3 Mandate the use of the Diploma Supplement (HE), the Europass Certificate Supplement (VET) and individual learning accounts (CET) in line with the European Council recommendation on individual learning accounts (2022/C 243/032022) in national/regional education systems to document work-based learning and thus increase its visibility.

- By the heritage skills development body identifying the relevant national/regional counterparts responsible for implementation, and initiating contact with them
- By national or regional authorities responsible for implementation, ensuring that these are mandated, if necessary using the examples of existing practices identified by CHARTER

- By advertising and advocating the possibilities to the sector
- This can be done together and with the support of the National Heritage Skills Alliance

8. Strengthen quality assurance in heritage education and training

Action proposed

8.4. Mandate the use of quality assurance (EQAVET) and a credit system (ECVET) for vocational education and training in every country/region for both school-based as well as work-based learning.

Suggestions on how to operationalise

- By national or regional authorities responsible for the development of VET, ensuring that these are mandated, if necessary using the examples of existing practices identified by CHARTER
- This recommendation links to E&T providers and employers, who need to be aware of the possibilities, and for whom possibilities can be advocated

9. Strive towards a viable, diverse heritage workforce

Action proposed

9.4. Develop a framework to encourage heritage institutions and private companies that receive public funding to implement inclusive and transparent hiring practices, diversity management and ensure transparency of pay scales to decrease social, gender, economic and cultural biases in the composition of the heritage workforce. .

Suggestions on how to operationalise

- By national or regional authorities responsible for the development of working conditions in diverse sectors, ensuring that necessary frameworks are in place, if necessary using the examples of existing practices identified by CHARTER
 - These can be aligned for heritage with existing action plans on EU level, including the Report of the OMC (Open Method of Coordination) group of EU Member States' experts (2023) "The status and working conditions of artists and cultural and creative professionals"
 - By including clear criteria for equitable working conditions in public funding
 - This recommendation links to heritage institutions and employers, who need to be aware of the requirements, and for whom they can be advocated (see Recommendation 9.9.)
-
- By initiating a national task force, possibly as part of the National Heritage Skills Alliance, to collect information
 - By working together with professional networks and associations

9.5. Collect comprehensive information on the demographic composition of the heritage workforce, its employment and working conditions for the heritage workforce skills strategy.

- An example from the national level for public sector was carried out in France: "Vingt-cinq ans d'évolution de l'emploi dans les professions culturelles 1995-2019"
- This recommendation links to recommendation 1.5 on establishing a workflow for collecting heritage skills data
- This recommendation also links to working together on heritage skills data on EU level (see Recommendation 9.1)

10. Foster professional recognition and facilitate mobility

Action proposed

10.3. Ensure active and continuous participation of heritage experts in the development of ESCO and implement the required changes on national/regional level.

10.4. Reinforce and disseminate national/regional sectoral job portals, especially Public Employment Services (PES) platforms, and improve their interoperability with EURES, stimulating the use of Europass to guarantee heritage professionals' work opportunities and mobility at interregional, national, European and international level.

10.5. Apply the general system envisaged by the EU Directive 2018/958, of the European Parliament and of the Council of 28 June 2018 on a proportionality test before adoption of new regulation of professions when developing formal recognition of professional qualifications serving the public interest, and by applying the necessary compensation measures for full alignment with national/regional legal frameworks.

Suggestions on how to operationalise

- By the competent national authorities for ESCO bringing in heritage expertise either by the inclusion of an expert member or by liaising with the Alliance
- By investing in developing heritage data as part of national cultural statistics in cooperation with the sector
- This recommendation links to working together on heritage skills data on EU level (see Recommendation 10.1)
- By closer coordination between ELA-EURES and national/regional job portal offices
- By ministries of employment as competent authorities ensuring that EURES covers all official public job portals for all ministries, to make the national job market more visible on EU level
- By providing targeted Europass guidance to heritage sector professionals
- By the competent national/regional authorities for professional recognition liaising with the National Heritage Skills Alliance for expert involvement when they look to regulate a heritage profession

11. Develop and use robust socio-economic indicators for evidence-based policies

Action proposed

11.5. Launch a task force to monitor professional skills and employment in the heritage sector in coordination with other Member States and regional authorities.

11.6. Ensure active participation in the development of EU taxonomies (e.g. NACE and ISCO) and implement the required changes on national/regional level.

11.7. Promote a culture of data as a strategic competence throughout national/regional authorities, heritage organisations, institutions, as a systemic approach in the cultural heritage sector.

Suggestions on how to operationalise

- By bringing together relevant existing bodies on a national/regional level who have a competence/mandate for monitoring the heritage sector and who collect data (see Recommendation 11.1)
- By establishing a system and a workflow to aggregate regional data on a national level
- This recommendation links to recommendation 1.5 on establishing a workflow for collecting heritage skills data
- By the competent national authorities (national/regional statistical bodies) involved in taxonomy development actively including sectoral experts as necessary
- By ensuring through stakeholders (national/regional statistics bodies, sectoral experts/networks, ministries of culture, heritage bodies/agencies) that the changes are implemented
- By all heritage stakeholders (sectoral experts/networks, ministries of culture, heritage bodies/agencies) highlighting the need for data and including in their permanent staff professionals capable of collecting and analysing sectoral data
- By the Heritage Skills Alliance promoting among all stakeholders the culture of data

12. Develop intersectoral cross-pollination of heritage knowledge

Action proposed

12.5. Ensure that CHARTER's functional approach to heritage knowledge and skills is reflected in all public infrastructure procurements and other funding calls.

Suggestions on how to operationalise

- By including criteria for heritage expertise in these procurements/calls on the national and regional levels, referencing heritage quality assessment guidance
- By engaging with programming bodies for funding for making the case of heritage expertise criteria
- By raising awareness in other sectors on the benefits and reasons for inclusion through guidelines and network advocacy
- By providing training for the procurement bodies

12.6 Integrate relevant cultural heritage areas in national/regional circular economy actions plans, in accordance with national/regional heritage policies, European heritage quality assessment guidance and CHARTER tools.

- By the heritage skills development body identifying the relevant national/regional counterparts responsible for circular economy action plans, and initiating contact with them
- By raising awareness in other sectors on the benefits and reasons for inclusion through guidelines and network advocacy
- By offering expertise for policy development

12.7. Encourage regional and national regional cultural heritage stakeholders to take advantage of existing EU opportunities for upskilling and collaboration to address the major transitions faced by the cultural heritage sector (such as European Heritage Cloud and Data Space for Cultural Heritage, the KIC Cultural and Creative industries of the European Institute of Innovation and Technology, the New European Bauhaus, the new Horizon Europe partnership for Resilient Heritage etc.).

- By the heritage skills development body and Alliance promoting upskilling opportunities, e.g. by liaising with NCP's, and using networks and platforms
- By offering mentorships and building partnerships with all heritage skills strategy stakeholder groups
- This can be done, for example, by: combining foresight work done for the heritage skills strategy monitoring with scouting funding opportunities and advocating them to the sector
- Or by finding support for small businesses' innovation research

Recommendations involving Education and Training providers

2. Counteract the loss of heritage skills

Action proposed

2.7. Ensure that small but viable training sectors continue for the benefit of sectors where needs exist by e.g. adjusting relevant criteria for offering programmes and creating joint trans-institutional programmes.

Suggestions on how to operationalise

- By including experienced non-diploma professionals for teaching highly specialised niche sectors
- By guaranteeing the continuance of programmes that teach highly specialised skills that are vital for the heritage sector, yet provide relatively few employment opportunities and do not attract large student numbers. The guarantee should apply also to E&T providers who offer programmes based solely on high threshold student numbers.
- If the national/regional employment market is considered too limited for "small" professions, joint trans-institutional programmes linking providers in different countries or regions may be the answer for heritage skills at risk.

3. Complement core heritage skills with transversal skills to foster inter- and trans-disciplinarity

Action proposed

3.3. Ensure that heritage E&T programmes transmit the core skills and knowledge necessary for fulfilling the six functional areas of the heritage ecosystem as defined by CHARTER: Recognition; Preservation and Safeguarding; Engagement & Use; Research & Development/ Education; Management; Governance and Policy Making.

3.4. Integrate transversal skills with core skills in curricula to ensure that professionals are prepared to work in complex, multidisciplinary, and changing environments with diverse stakeholders.

3.5. Complement all heritage-related E&T curricula with the set of five essential sector-specific cultural heritage skills identified by CHARTER as a baseline competency for all those active/operating in heritage.

Suggestions on how to operationalise

- By the bodies responsible for curricula design within E&T providers ensuring that relevant curricula transmit the core skills and knowledge required for fulfilling the six functions of the heritage ecosystem.
- By the bodies responsible for curricula design within E&T providers ensuring that curricula complement core skills with those transversal skills that enable graduates to work in complex environments.
- By the bodies responsible for curricula design within E&T providers including the set of five essential sector-specific cultural heritage skills identified by CHARTER as learning outcomes in all heritage curricula.

4. Offer future-focused education and training (E&T)

Action proposed

4.4. Review and adapt existing, and develop new curricula following the recommendations of the CHARTER Guidelines on the eight pathways, based on national/regional/local current and projected skills gaps and needs and other relevant societal and economic developments.

4.5. Ensure that curricula combine innovative educational content as described by the eight CHARTER pathways with general educational quality dimensions.

Suggestions on how to operationalise

● By the bodies responsible for curricula design within E&T providers reviewing regularly their existing heritage curricula and adapt them or develop new ones in light of the eight E&T pathways developed by CHARTER.

● By the leadership of E&T providers regularly checking if the general educational quality dimensions as described by the CHARTER Guidelines on the eight pathways are fulfilled by their institutions or if action is required.

5. Promote a Lifelong Learning area for the heritage sector

Action proposed

5.4. Initiate and expand the provision of up- and re-skilling CET opportunities as a vehicle to promptly address evolving gaps and needs in heritage practice, and to allow smoother mid-career transition to the heritage sector.

5.5. Increase and improve the offer of online, blended learning and on the job and part-time opportunities so that CET programmes are accessible to people in full-time employment.

Suggestions on how to operationalise

● By the leadership of E&T providers, in cooperation with the bodies responsible for curricula design, initiating new or expanding existing CET opportunities for evolving heritage skills and promoting CET programmes as opportunities for mid-career transition to the heritage sector.

● By the leadership of E&T providers ensuring that CET opportunities offered by their institutions meet the needs and learning styles of adult learners, making use of online and blended learning tools, provide learning on the job and part-time opportunities.

6. Foster the recognition of non-formal and informal prior learning

Action proposed

6.7. Design curricula for non-formal training based on well-defined and realistic learning outcomes to aid recognition at a future date.

Suggestions on how to operationalise

● By the bodies responsible for curricula design within E&T providers ensuring that the definition of learning outcomes is undertaken in a thoughtful and considered manner that takes account of the knowledge and skills learners may realistically acquire in a given programme or class.

A photograph of two construction workers on a roof, overlaid with a blue tint. One worker is in the foreground, leaning over and working with a tool on a wooden beam. The other worker stands in the background, looking down. The roof is covered with wooden planks and some debris. The background shows a white wall and a window.

Recommendations involving Heritage institutions/employers

5. Promote a Lifelong Learning area for the heritage sector

Action proposed

5.6. Offer and increase continuous professional development (CPD) opportunities to staff, including mentoring, coaching and professional exchanges (participation in conferences, workshops etc.). Ensure that all CPD opportunities are quality assured, giving preference to accredited/certified E&T providers when working with external institutions.

Suggestions on how to operationalise

- By all parties employing heritage-related workforce creating and regularly updating skills mappings and skills development plans that align with recognised needs and respond to sectoral challenges
- By investing time and money in workforce skills development and creating a workplace culture favourable of learning
- By making sure the investment happens only in quality assured training contexts

7. Ensure work-based learning for professional development and early-career progression

Action proposed

7.6. Remunerate adequately all kinds of work-based learning regardless of whether they are part of an E&T programme or occur after graduation, as a means to remove barriers for entering the sector.

Suggestions on how to operationalise

- By all parties employing heritage-related workforce creating clear and fair rules according to national/regional guidelines for compensating for work-based learning and ensuring their use

7.7. Resource and support structures to organise and administer workplace experience/internships collaboratively between education providers and employers.

- By working together with E&T providers to create and support functional structures for work-placed learning
- CHARTER can provide examples of functioning systems

8. Strengthen quality assurance in heritage education and training

Action proposed

8.5 Ascertain that continuous professional development (CPD) offered to staff is quality assured.

Suggestions on how to operationalise

- By choosing continuous professional development (CPD) providers using criteria that include demonstrating that it is quality assured

9. Strive towards a viable, diverse heritage workforce

Action proposed

9.6. Implement inclusive and transparent hiring practices and diversity management and ensure transparency of pay scales to eliminate social, gender, economic and cultural biases in the composition and operation of the heritage workforce

9.7. Establish transparent and fair rules of engagement for volunteers in all publicly funded heritage bodies and organisations.

Suggestions on how to operationalise

- By ensuring that national frameworks are fully followed, if necessary using the examples of existing practices identified by CHARTER
 - By making these practices visible and transparent
 - This recommendation links to a similar task on a national/regional level (see Recommendation 9.4)
-
- By ensuring that national frameworks are fully followed, if necessary using the examples of existing practices identified by CHARTER
 - By making these practices visible and transparent
 - This recommendation links to a similar task on a national/regional level (see Recommendation 9.5)

11. Develop and use robust socio-economic indicators for evidence-based policies

Action proposed

11.7. Promote a culture of data as a strategic competence throughout national/regional authorities, heritage organisations, institutions, as a systemic approach in the cultural heritage sector.

Suggestions on how to operationalise

- By all heritage stakeholders (sectoral experts/networks, ministries of culture, heritage bodies/agencies) highlighting the need for data and including in their permanent staff professionals capable of collecting and analysing sectoral data

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