Charter

EUROPEAN CULTURAL
HERITAGE SKILLS ALLIANCE

Report: **Forecast to fill gaps between education and training supply and labour market needs. A preliminary analysis.**

Deliverable D4.2

Date: 12/01/24

Author: WP4

Cover sheet

Work Package 4 title: Sector integrated dynamics

"WP 4 places cultural heritage in its larger economic and social context. Using the research and outputs of WP2 and WP3 it will analyse how cultural heritage professionals engage with each other and with society to resolve structural and resourcing constraints and create synergies for more and better quality cultural heritage employment in Europe."

Task 4.2 title: Crossing the CH professional system with education and training supply

Description and purpose: "Combining the research and outputs of WP2 and WP3, stakeholder mapping and regional case studies to analyse the CH labour market at regional and national levels. Proposing improvements to fill gaps and improve CH virtuous learning circle, career development and quality certifications standards".

Deliverable: Forecast to fill gaps between education and training supply and labour market needs. A preliminary analysis.

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Programme	EPPKA2 – Cooperation for innovation and the exchange of good practices
Action	Sector Skills Alliances – Blueprint for sectoral cooperation on skills
Proposal	EAC/A02/2019
Application no.	621572-EPP-1-2020-1-ES-EPPKA2-SSA-B

CHARTER website: **www.charter-alliance.eu**

Disclaimer

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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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Citation

Almevik, G. Corr, S. Hannes, A. Lagerqvist, B. Marçal, E. Mignosa, A. Roche, N. (2023). *Forecast to fill gaps between education and training supply and labour market needs. A preliminary analysis*. CHARTER Consortium.

Version	Status	Name, organisation	Date	Changes
0.1	First draft	Bosse Lagerqvist, University of Gothenburg Contributors: Gunnar Almevik, University of Gothenburg, Astrid Hannes, ERRIN	04/09/2023	Draft for internal review
0.2	Draft for external QC	Bosse Lagerqvist, University of Gothenburg Elis Marçal, E.C.C.O. Anna Mignosa, Erasmus University Rotterdam Contributors: Gunnar Almevik, University of Gothenburg, Astrid Hannes, ERRIN Susan Corr, The Heritage Council Nessa Roche, Dept. of Housing, Local Government and Heritage	23/10/2023	Final corrections and inclusion of contributions
0.3	Final draft	Bosse Lagerqvist, University of Gothenburg Elis Marçal, E.C.C.O. Anna Mignosa, Erasmus University Rotterdam Contributors: Gunnar Almevik, University of Gothenburg, Astrid Hannes, ERRIN Susan Corr, The Heritage Council Nessa Roche, Dept. of Housing, Local Government and Heritage	10/01/2024	Final corrected draft after QC

Review and approval

Action	Name, organisation	Date
Reviewed by	Margherita Sani, NEMO Jacqueline van Leeuwen, FARO Erminia Sciacchitano, Expert Advisory Board Jermina Stanojev, Expert Advisory Board	04/09/2023 – 29/12/2023
Approved by	Herman Bashiron Mendolicchio, University of Barcelona Lluís Bonet, University of Barcelona / Coordinator	12/01/2024

Distribution

Date	Action	Distribution level
January 2024	Submitted to the European Commission by Coordinator	Public

1. Introduction

1.1 Aim of the report

CHARTER is an ERASMUS+ project within the European Blueprint for Sectoral Cooperation on Skills. Under the blueprint, stakeholders work together in sector-specific partnerships, which develop and implement strategies to address skills gaps in these sectors. CHARTER is the Cultural Heritage (CH) sector-specific partnership. All 47 partners in 18 EU member states, form an alliance to map European landscape of competencies, occupations, education and training, and develop recommendations for European strategies to address skills gaps in the field.

The aim of this report by WP4 is to collect and summarise preliminary findings from previous reports of the CHARTER project (from WP2, WP3, and WP4)[1], looking for improvements to fill gaps and improve CH virtuous learning circle, career development and quality certification standards. Moreover, this report is essential to inform how to structure deliverable 4.4. "Overall sector integrated dynamics and future scenarios"[2] (see below), where a substantially more critical reflection on these findings and results will be developed.

The mapping of the heritage sector needs to be improved with respect to the range and type of occupations that are now considered to be heritage professions. This is a direct result of a broadened concept of heritage which has reframed and repurposed the value of heritage to society, as comprehensively presented in CHARTER deliverable 2.3[3]. Identifying the educational needs this approach engenders, another part of the CHARTER project is formulating families of emerging curricula to be discussed in a coming report. The future gaps and needs can only be anticipated by contextualising heritage practice within the many challenges society faces and by obtaining a clear overview of the sectoral dynamics that are currently in play.

The outcome of this report and the deliverable 4.3 summarising the results of the regional workshops, will enable the development of recommendations for the heritage sector, to be presented in deliverable 4.4 in 2024. The preliminary lay-out for deliverable 4.4 follows this structure:

    A. WP findings, i.e., on "bullet-list" level the a) gaps and needs, and b) possible solutions, from reports from WP2, WP3 and WP4
    B. Previous qualitative surveys not yet presented and contextualised, i.e., a) the initial project partner survey, b) project partners survey made at GA in Vienna, c) qualitative survey at GA in Västra Götaland, and d) the job vacancy study
    C. Cultural heritage employments, i.e., quantitative data from different sources
    D. Stakeholder mapping (development and synthesis of D4.1 and other previous work)
    E. Future scenarios (the outcome of the Berlin Think Tank)

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[1] All deliverables from the CHARTER project to be found on https://charter-alliance.eu/results/
[2] Deliverable 4.4, to be formulated during first quarter of 2024.
[3] WP2 deliverable 2.3 Matrix and methodology assessment, chapter 1, pp. 5-17. https://charter-alliance.eu/wp-content/uploads/2023/04/D2.3-Mid-term-results-Matrix_and_methodology-assessment_FINAL.pdf

In parallel with formulating deliverable 4.4, the CHARTER project is preparing for the Paris meeting in March 19-20, where tentative recommendations will be presented and discussed. This preparatory work is based on section A in the structure for deliverable 4.4.

1.1. The CHARTER project in brief

Cultural Heritage Actions to Refine Training, Education and Roles (CHARTER) seeks to create a lasting, comprehensive sectoral skills strategy to guarantee that Europe has the necessary cultural heritage skills to support sustainable societies and economies, including transversal competences such as digital/technological and green/blue economy skills. The consortium is composed of 47 partners representing education and training institutions, organisations, networks, and employers of the European cultural heritage sector. The project is funded by Erasmus+ as a Blueprint initiative[4] for the period 2021-24, and as such has the purpose to:

- Gather skills intelligence and feed this into CEDEFOP's Skills Intelligence tool[5].
- Develop a sector skills strategy.
- Design concrete education & training solutions for quick take-up at regional and local level, and for new, emerging occupations.
- Set up a long-term action plan.
- Make use of EU tools e.g., EQF, ESCO, Europass, EQAVET.
- Address skills shortages and unemployment.

The project is organised through 7 work packages:

WP1 – project coordination and management

WP2 – Strategic analysis of cultural heritage competences and occupational profiles

WP3 – Vocational Education and Training and beyond

WP4 – Sector integrated dynamics

WP5 – Alliances, sustainable strategies, and policy recommendations

WP6 – Communication and dissemination

WP7 – Quality and evaluation

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[4] The European Commission, Blueprint for sectoral cooperation on skills
https://ec.europa.eu/social/main.jsp?catId=1415&langId=en
[5] https://www.cedefop.europa.eu/en/tools/skills-intelligence (CEDEFOP: European Centre for the Development of Vocational Training)

Work packages 2, 3, and 4 has so far been responsible for investigations resulting in reports, and to date the following deliverables have been published[6]:

D2.1. A New Landscape for Heritage Professions. Preliminary Finding

The report presents a new integrated model of the cultural heritage sector, defining its scope, dynamics and boundaries in relation to existing cultural, statistical, occupational and economic conceptual definitions, policy principles and frameworks.

D2.2. Factsheet Families of Competences

Factsheets with samples of brief descriptions of families of competences according to the matrix describing the new landscape of the cultural heritage sector.

D3.1. Cultural Heritage Education and Training in Europe. Pathways to Qualifications

The report features an investigation on how formal and non-formal education and training are transmitted and how these pathways may lead to qualifications for CH jobs and professions.

D3.2. Benchmarking analysis of innovative/emerging curricula

An analysis on the transmission mechanisms of knowledge to later be used for highlighting those curricula which are highly innovative for CH professions or show off as emerging professions in the near future.

D3.3. Existing quality standards and certification schemes

An overview of the European landscape for standards and certification schemes to support mutual recognition and promotion of certifications.

D3.4. Identification of gaps and needs in the education and training programmes

A document which aims to identify what is missing in the skills and competences transmission in relation to the needs of the CH professional market.

D3.5. Literature collection

The first literature collection on education and training including a comprehensive overview of the existing approaches and possible on-going developments.

D4.1. Who is not a stakeholder in cultural heritage? Mapping dynamics of internal and external CH stakeholder

Report presenting the mapping of roles and dynamics of internal and external stakeholders in CH and implications to Education and training systems in CH.

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[6] The deliverables can be downloaded from https://charter-alliance.eu/results/

> Preliminary conclusions on matrix and methodology in making competency profiles and occupations in the heritage sector visible.

This deliverable is the second from work package 4, and in parallel the last report from work package 3, D3.6 Guidelines for innovative/emerging VET, HE, LLL paths documents, is formulated. These will be followed by D4.3 Report from regional case studies, and D4.4 Overall sector integrated dynamics and future scenarios, thus finalising project results to be synthesised in the next phase to inform recommendations and an integrated strategy for the sector answering the blueprint mandate.

1.3 Methodology

This report identifies gaps and needs that are perceived to affect the development of professional activities within the field of heritage and showcase examples that demonstrate possibilities for resolving some of these needs. This work was based on a qualitative approach implying different sources of information, including CHARTER periodical working meetings, collection of proposals on good policy practices from consortium partners, analysis of existing documents on heritage sector and practice, and sectoral experts' interviews. Finally, this information was interrogated against the findings from previous deliverables of WP2, 3 and 4[7].

Through a consortium call, a total of 59 proposals for good policy practices were collected, 14 were assessed by WP4 as relevant based on how CHARTER topics were addressed and how well the following criteria were met: effective, efficient, impact and scalability, transferability, sustainability (A full list is included in Annex D).

As evident in chapter 6, there are regional examples that can provide inspiration to tackle the current gaps and needs of the sector. The full presentation and discussion on the regional workshops will be presented in deliverable 4.3.

Since the beginning of the project, existing documents about heritage from international organisations (EU, UNESCO, Council of Europe, OECD, …)[8] have been used to contextualise the topics within the current debate and learn from what has already been done.

Finally, interviews have been used by various WPs in order to get first hand suggestions about specific heritage related aspects. Specifically, for this report sixteen experts were interviewed (see Annex C for a full list) and selected through the in-depth knowledge of the field by consortium members from NEMO, University of Gothenburg, FARO, Erasmus University Rotterdam, and Fondazione Scuola Beni Attività Culturali. The experts to be interviewed were chosen based on their experience and ability to provide useful information for the project, and they are involved in heritage from different point of view. Some of the interviewees work for public organisations responsible

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[7] See deliverables at https://charter-alliance.eu/results/
[8] See WP2 deliverable 2.1 A new landscape for heritage professions – preliminary findings, pp. 55-58. https://charter-alliance.eu/wp-content/uploads/2022/08/D2.1-WP2-FINAL_V3.pdf

for heritage governance (i.e. ministries or heritage agencies); others are involved in private organisations which manage heritage and/or run projects, which often tackle new and urgent issues related to heritage, finally, some of the interviewees are involved in heritage education. They were all asked to reflect about: existing or potential gaps between education and training supply and the labour market needs and possible measures to fill them; career opportunities in the sector; other challenges (see Annex A for the list of questions). The semi-structured interviews were made through zoom by a group that broadly represents the full range of CHARTER partners: Gunnar Almevik, University of Gothenburg; Astrid Hannes, ERRIN; Herman Bashiron Mendolicchio, University of Barcelona; Fabiola Mancinelli, University of Barcelona; Camila Olga Del Mármol Cartañá, University of Barcelona; Gema Campo, University of Barcelona; Margherita Sani, NEMO; Anna Mignosa, Erasmus University Rotterdam; Kubra Karatas, Erasmus University Rotterdam; Karin Drda-Kühn, Kultur und arbeit e. V.; Marzia Piccininno, Fondazione Scuola dei beni e delle attività culturali; Caterina Lavarello, UNIGE Architettura; Jacqueline van Leeuwen, FARO; Linda Lindblad, University of Gothenburg; and Ondina Taut, Institutul Național al Patrimoniului.

1.4 Report Structure

Chapter 2 discusses three concepts central to the work of WP4 in its analysis of sectoral dynamics and stakeholders' roles: Heritage ecosystem, Labour market, and Quality certification standards combining material from previous deliverables and gathering information from several sources. It is followed by a chapter that looks at societal challenges which underpins the discussion in chapter 4. Chapter 4 presents the core and fundamental concepts and framework proposed by CHARTER for cultural heritage, which is understood as having the potential of being a positive, beneficial driver of change as opposed to the general understanding of drivers of change as having a negative impact on society[9] and which here, instead, are described (chapter 3) as societal challenges.

Chapter 5 identifies the needs of the sector that emerged from the results of analysis carried out by WP4; during meetings of the consortium, from any associated documents produced and interviews undertaken. Chapter 6 focuses on good policy examples submitted following a call, by WP4, to all consortium partners. Some initial observations on good examples from the regional workshops are also presented. Some concluding remarks in chapter 7 reflect on the findings presented in this report and draw some preliminary conclusions. The annex includes some of the documents used for the analysis.

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[9] Following the reasoning on the tenets for heritage ecosystem in WP2 deliverable 2.3, p. 25

2. Discussion on concepts and their application in the project

The rationale for this chapter rests in the objective of WP 4 to bring together the outcomes of WP2 and WP3 into synthesised texts with the aim to underpin the formulation of recommendations within the scope of WP5. For WP4 this deliverable represents an intermediate steppingstone towards the deliverable 4.4 that will bring together this deliverable (4.2), the deliverable on the regional workshops (4.3) and the final deliverables of WP3 (3.6) into the scope of the blueprint project requirements. In this process it is beneficial to identify concepts that contribute to building the context, not only for this report but for the continuation of the WP4 work and the conclusion of the project.

Three main aspects will be developed here. Firstly, according to CHARTER model, the tenets for a fully functional **heritage ecosystem** are the needed drivers of change for contributing to a sustainable, inclusive societal development, as concluded by WP2. Secondly, the **labour market** is explicitly pointed out as a focus area for WP4, followed by **quality certification standards**, although through a more general description than a detailed mapping.

Heritage ecosystem

A heritage ecosystem is normally understood as a system where interactions are facilitated and freely take place between academia, the industry which in this case equals heritage institutions and private companies operating tasks within the heritage sector, and the governing structure - a classic triple helix. This is also, to an increasing degree, involving the civil society, thus creating a quadruple helix[10]. the CHARTER project proposes the heritage ecosystem to be structured as a quadruple helix, where the principal outcome of the system is heritage enabling societal well-being. As a model, it will be applied and operationalised in different contexts, therefore we observe different heritage ecosystems as the model is implemented throughout Europe's territories' governance, communities, and heritage environments.

Labour Market[11]

The CHARTER project aims to develop a strategy to future proof the heritage sector. This requires understanding how demand and supply of heritage professionals correspond in the heritage labour market. Part of the analysis undertaken so far has, in fact, attempted to understand how heritage

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[10] The concept of 'heritage ecosystem' will be further elaborated in WP4 deliverable 4.3 Report from regional case studies. On the notion of quadruple helix and quintuple helix, see Donati, Letizia et al. 2023. The Evolutionary Emergence of Quintuple Helix Coalitions: A Case Study of Place-Based Sustainability Transition. Triple Helix 2023, 1-31. doi:10.1163/21971927-12340010

[11] In Eurofound, the (European) labour market is defined as: "The term 'European labour market' is used to describe the demographic profile of the labour force as well as the systems of regulation, at EU level, concerned primarily with the free movement of workers but additionally with other forms of regulation that shape Europe's labour market." https://www.eurofound.europa.eu/en/european-industrial-relations-dictionary/european-labour-market

practice is represented in the labour market. Is it recognised as an important sector in terms of employment? Does education provide heritage professionals what is sought in the current labour market? These are some of the questions that the project will answer and, in deliverable 4.4, present data that substantiates the results. At the same time there is a vagueness, grey zones, in the interfaces towards e.g., the cultural and creative industries, and the construction industry, as well as the tourism economy.

To examine the heritage labour market and go beyond official data analysis[12], an enquiry on job vacancies advertised on online platforms from 9 countries[13], was undertaken by WP2 and WP3 over two periods - from March to June 2022 and from March to June 2023[14]. Job vacancies ads are considered to reflect the real needs of the sector and may serve as indicators for the dynamics of the heritage labour market skills and knowledge demand. The aim was to identify the types of professions sought by the market as a reflection of the skills employers seek, what working conditions were being offered, and whether, at regional and national level, job vacancies had different requests. This approach is not new. A JRC Technical Report studies the Online Job Advert (OJA) database developed by CEDEFOP and Eurostat, (which is constantly being updated and improved), and compares it to the official cultural employment data from EUROSTAT.[15]

The JRC report suggests that there are several differences amongst countries, with more jobs being advertised in North and West Europe. Principally, not all countries have a central vacancy online site for the heritage sector. In addition, in some countries, informal ways of advertising jobs are becoming increasingly dominant, with social media platforms rising in importance. The report also underlines an over representation of certain groups such as managers and professionals. Furthermore, free-lance and crafts professions are nearly completely absent. Finally, the study concludes that the indicators used in the OJA are both insufficient and inaccurate in representing heritage professions. The public and private sectors are represented very differently, with the latter being poorly represented. All these features lead to unequal opportunities while impeding mobility of heritage professionals. A key point to mention is that 'newly emerged' jobs in the heritage sector would not be considered as heritage jobs in OJA[16] . The research on job vacancies undertaken within CHARTER confirms most of the findings of the JRC report. National differences, the lack of central vacancies platforms and, on the contrary, their variety, were also observed resulting in an analysis process particularly difficult and time consuming. Similarly, the informal ways of advertising jobs, with a rising importance of social media in advertising jobs was confirmed by the partners who participated in the research.

Regarding the labour market, from the start the research done by CHARTER showed that labour market data on heritage practice is scarce and inaccurate, or, where there is data, it does not

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[12] The need to search for alternative sources of data was already embedded in the analysis of online job vacancies in heritage in the perspective of WP2 – D2.3 and WP3 – D3.4

[13] The countries analysed were Belgium, France, Germany, Italy, Spain, Sweden, Poland, Latvia, Netherlands

[14] WP 3 deliverable 3.4 Identifying gaps and needs in the educational and training programmes, pp.18-20. https://charter-alliance.eu/wp-content/uploads/2023/08/D3.4.-Report-Identifying-gaps-and-needs-in-the-educational-and-training-.rammes.pdf

[15] Alternative data to monitor cultural occupations. An assessment of online job ads. Sanjuán, J., Montalto, V., Panella, F., Alberti, V. Luxembourg: Publications Office of the European Union, 2023. https://publications.jrc.ec.europa.eu/repository/bitstream/JRC132055/JRC132055_01.pdf]

[16] For more details see deliverable D2.3, pp. 44-45

represent the variety of heritage professionals that exists but tends to refer to narrow clusters within heritage professions. This is related to the problems of general definitions of occupations and skills, as presented and discussed in deliverable 2.3[17]

When it comes to general trends on how the labour market is developing the World Bank presented in 2018 the report *Skills and Europe's Labor Market. How Technological Change and Other Drivers of Skill Demand and Supply are shaping Europe's Labor market*[18]. The report is motivated from real and perceived insecurities about future jobs, and a divide between a well-skilled minority and a relatively low-skilled majority increasingly subject to temporary jobs and risking being substituted by incoming migrants. Having a general impact on labour market, it is fair to expect that these trends also can have an effect on the heritage sector. The report findings can be summarised as follows:

- New technology tends to redefine jobs rather than replacing jobs, leading to demands for higher skills.
- An increasingly ageing population might require higher labour productivity due to labour shortage, as well as increasing demands on low-paid jobs in health care.
- A clear shift from routine and manual jobs to non-routine and inter-personal jobs, i.e. the service sector.
- There is an increasing demand for jobs at the top of the professional and wage ladder and decreasing demand for middle-skilled jobs, i.e., a demand for high-skilled professionals capable of non-routine cognitive work.
- More of the population is increasing their educational level, i.e., upper secondary level, which together with an expanded access to university studies, is leading to a workforce more correlated with the increasing non-routine cognitive tasks.
- The low-educated workforce is increasingly subject for temporary employments, which imply high risks for lowering the skills level of the workforce in question.
- Whether the impact of migrant labour has a positive or negative impact is difficult to state, but native workforce with similar skills tends to be vulnerable to substitution.

The World Economic Forum's Future of Jobs Report 2023[19], presents the result of a global survey responded by 803 companies across 27 industry clusters and 45 economies from all world regions. The questions covered macrotrends and technology trends, their impact on jobs, their impact on skills, and the workforce transformation strategies businesses plan to use, across the 2023-2027 timeframe. The heritage sector cannot be singled out in the survey, but there are some comments on trends that might be relevant in the CHARTER project perspective:

- The world economy is undergoing a structural transformation due to economic, environmental and geopolitical trends that differ from the traditional globalization perspective, and where, specifically, climate change calls for integrated global policymaking. This might lead to decisions on increasing the resilience of value chains,

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[17] Presented in chapter 4 Project survey, discussing data related to ISCO and NOC. These problems is consequently reflected in ESCO, and the CHARTER project has an on-going dialogue with ESCO on improvement possibilities.
[18] https://elibrary.worldbank.org/doi/abs/10.1596/29965
[19] https://www.weforum.org/publications/the-future-of-jobs-report-2023/

making business locally more attractive than relying on the stability of international partners.

- To meet the goals of limiting global temperature rises below 1.5ºC, the large-scale global action towards a green transition is ongoing and expected to accelerate. The transitioning to a green economy is expected to create significant new job opportunities. Globally, the green transition could create 30 million jobs in clean energy, efficiency, and low-emissions technologies by 2030[20].
- The sectors with the expected biggest employee turnover of labour market the coming years are:
  - Media, entertainment, and sports, 32%
  - Government and public sector, 29%
  - Information technology and digital communications, 29%
  - Real estate, 27%
  - And with the lowest expected churn is Accommodation, Food and Leisure, 16%.

Even if not directly heritage specific, several heritage occupations can be found within those sectors.

The report ends with identifying which skills are expected to be the most important in the continuing global development of the labour market. In falling order of importance, they are[21]:

Analytical thinking; Cognitive thinking; AI and big data; Leadership and social influence; Resilience, flexibility and agility; Curiosity and lifelong learning; Technological literacy; Design and user experience; Motivation and self-awareness; Empathy and active listening; Talent management; Service orientation and customer service; Environmental stewardship; Resource management and operations; Marketing and media; Quality control; Networks and cybersecurity; Dependability and attention to detail; Systems thinking; Programming; Teaching and mentoring; Multi-lingualism; Manual dexterity, endurance and precision; Global citizenship; Reading, writing and mathematics; Sensory-processing abilities.

Most of these are highly relevant for the heritage sector as transversal skills, necessary for the ability to address the major challenges and fill the gaps of the sector. Similar findings in regard to the social interpersonal set of skills expressed here, resonate CHARTER proposal of basic skills for all of those active in the sector regardless of their role, level of impact or field of expertise[22] and the analysis carried on identifying gaps and needs in E&T from WP3[23].

Quality certification standards

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[20] Ibid., p. 23
[21] Ibid., pp. 260-
[22] See "Annex A - Sector specific skills for the heritage sector - Ljubljana workshop" in D2.3 on relevant skills for all occupations in the heritage sector.
[23] Deliverable 3.4 Identifying gaps and needs in the educational and training programmes, pp 13-16 and Annex I: https://charter-alliance.eu/wp-content/uploads/2023/08/D3.4.-Report-Identifying-gaps-and-needs-in-the-educational-and-training-.rammes.pdf

The first survey WP2 carried out at the beginning of the project enabled some information on the regulation of professions[24]. Access and pursuit of a profession may be contingent on established criteria or regulations, but EU member states show a wide spectrum of possibilities regarding the way professions are regulated (formal, self-regulated)[25]. As a matter of fact, the WP2 survey[26] gave some insights on professions with qualifications requirements for its practice. Within the 578 entries of the survey, 398 indicated whether the profession was regulated or not. Specifically, 100 entries were identified as regulated professions (8 of them were indicated as civil servants' positions) and 198 as self-regulated (with some overlap between the last two categories). The professions mostly identified among the regulated, are the more traditional and established and mainly focused on Preservation and Safeguarding followed by Crafts professions[27], and it can be understood.

A core goal of the European Union Is the free movement of people and services[28], and for this purpose many frameworks have been implemented both on the education and training provision as for professional recognition[29]. Mobility of professionals is dependent on the recognition of a person's qualifications or competences (where expertise corresponds to specific level of responsibility and autonomy[30]) for a specific profession.

In this context, it is understood that where specific conditions apply to the access and exercise of a professional activity, these serve to regulate a practice as a benchmark or form of quality assurance.

For the purposes of professional practice, CHARTER is concerned with competences: knowledge, skills, experience, autonomy and ethical responsibility and any associated forms of accreditation/recognition, and how competences are assured both when professionals enter the sector and progress through the whole cycle of a professional lifetime. The ways in which quality is guaranteed, how and by whom it is assessed, and how such quality assurance is made visible to the public or peers, in fact to the whole sector, are key questions for the project. Any quality assessment process must be efficient, transparent, accessible, and prone to continuous improvement.

In the heritage sector, for the purpose of professional practice and the necessary education and training, quality assurance is also driven by a culture of openness to developing, maintaining, and improving the bulleted items:

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[24] See also Directive 2005/36 on Recognition of professions https://single-market-economy.ec.europa.eu/single-market/services/free-movement-professionals/recognition-professional-qualifications-practice_en

[25] See deliverable 2.3, chapter referring to the ISCO survey, pp. 32-44

[26] WP2 Deliverable 2.3, chapter 4 Project Survey

[27] The ISCO survey was disseminated on an early phase of the project when the model and six Functions were not yet designed (D2.3)

[28] For more details on the free movement of professionals see: https://single-market-economy.ec.europa.eu/single-market/services/free-movement-professionals_en

[29] On the Recognition of professional qualifications in practice see https://single-market-economy.ec.europa.eu/single-market/services/free-movement-professionals/recognition-professional-qualifications-practice_en

[30] European Commission, 2018. The European Qualifications Framework: supporting learning, work and cross-border mobility. https://www.ehea.info/Upload/TPG_A_QF_RO_MK_1_EQF_Brochure.pdf

- regulatory frameworks through laws and guidelines stating boundaries and obligations within the sector and towards heritage[31];
- the education and training provision programs and their capacity to ensure continuous professional development;
- the organisation, outreach work and of professional bodies
- standards and sectoral agreements resulting from the previous, these can be developed on national as well as international levels, although international standards and guidelines are not always translated into law in member states, but usually considered in the education path;
- code of ethics, these are of principal concern for the heritage sector[32].

For the purpose of this report, we will refer to the systems of professional qualifications' recognition as they impact professional practice in the sector and are the backbone of professional regulation, and they are also critical for the mobility of professionals in Europe.

The 2005/36 Directive[33] consolidates and updates previous Directives on the recognition of professional qualifications and sets out to simplify the principles and rules for the recognition of professional qualifications acquired in another member state. It clarifies key definitions and concepts relevant for this transnational recognition of professional qualifications, Annex C.

The 2005/36 Directive has been under continuous revision having had several amendments and additions[34]. More recently in 2016 and with the purpose to clarify the status of regulated professions in the EU, a transparency and mutual evaluation exercise was conducted jointly with member states, aiming to provide a comprehensive overview of regulated professions in the EU. The main objectives of the process were the simplification and improvement of citizens' access to information on regulated professions and a call for commitment from member states to review the requirements they impose with regards to access to and pursuit of regulated professions[35].

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[31]See for example: CoE Framework Convention on the Value of Cultural Heritage for Society, 2005 (https://www.coe.int/en/web/conventions/full-list?module=treaty-detail&treatynum=199), European Parliament Resolution Towards an integrated approach to cultural heritage for Europe, 2015 (https://www.europarl.europa.eu/doceo/document/TA-8-2015-0293_EN.html). The ICOMOS report published with the EU: European quality principles for EU-funded interventions with potential impact upon cultural heritage, 2020 (https://openarchive.icomos.org/id/eprint/2436/)

[32] International Council of Museums, Code of Ethics, https://icom.museum/en/resources/standards-guidelines/code-of-ethics/; International Council of Monuments and Sites, Ethical Commitment Statement for ICOMOS Members,
https://www.icomos.org/images/DOCUMENTS/Secretariat/StatutesAmendments_R2_20130325/st2002-ethical-commitment-en.pdf; UNESCO, Ethical Principles for Safeguarding Intangible Cultural Heritage, https://ich.unesco.org/en/ethics-and-ich-00866; E.C.C. Professional Guidelines II - Code of Ethics https://www.ecco-eu.org/wp-content/uploads/2021/03/ECCO_professional_guidelines_II.pdf

[33] https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32005L0036

[34]For more details and the consolidated version of the Directive see https://single-market-economy.ec.europa.eu/single-market/services/free-movement-professionals/policy-developments/legislation-professional-qualifications_en

[35] For more details on the process and its outcomes see https://single-market-economy.ec.europa.eu/single-market/services/free-movement-professionals/transparency-and-mutual-evaluation-regulated-professions_en

In 2018, as a result of the transparency and mutual evaluation process, a new Directive (Directive EU 2018/958[36]) came into force targeting the existing fragmentation and uneven restricting requirements to access regulated professions in the Member States. It proposes a common approach at EU level by reviewing existing regulations of professions as well as proposing the formulation of new regulations, based on the principle of proportionality. By establishing the rules for such proportionality assessments, the Directive tries to ensure the proper functioning of the internal market, while guaranteeing transparency and a high level of consumer protection. Each member state has the responsibility to assess, prove, and monitor the proportionality of the legislative, regulatory, or administrative provisions that might restrict access or the pursuit of a new, regulated profession. The Directive states that such requirements must be justified by undeniable objectives of public interest[37]:

> 1. Member States shall ensure that the legislative, regulatory or administrative provisions restricting access to, or the pursuit of, regulated professions that they intend to introduce and that the amendments that they intend to make to existing provisions are **justified by public interest objectives.**

> 2. Member States shall consider in particular whether the provisions referred to in paragraph 1 are objectively justified on the basis of public policy, public security or public health, or by overriding reasons in the public interest, such as preserving the financial equilibrium of the social security system; the protection of consumers, of recipients of services and of workers; the safeguarding of the proper administration of justice; ensuring the fairness of trade transactions; the combating of fraud and the prevention of tax evasion and avoidance, and the safeguarding of the effectiveness of fiscal supervision; transport safety; the protection of the environment and the urban environment; the health of animals; intellectual property; **the safeguarding and conservation of the national historic and artistic heritage**; social policy objec-tives; and **cultural policy objectives**.

These aspects of quality certification standards and regulated professions are still underway for further discussions in the project before landing relevant recommendations.

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[36] Directive (EU) 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": https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32018L0958&qid=1695809849427
[37] Ibid. Article 6

3. Societal challenges

A heritage ecosystem has been proposed by WP 2 as a way of understanding the symbiotic process between social wellbeing and the nature of heritage as a resource for the same, in a dynamic that looks to the future because we have the ability to learn from the past; people have agency in both given the right conditions. These conditions are described as principles/tenets to be systemically applied. With such an ecosystem in place, the sector can become recognised as a resource in addressing the major challenges facing society at large. From a systemic viewpoint, most of the challenges are existing or potential voids in society's ability to create sustainable and inclusive futures; our wellbeing is at risk.

This chapter gives a brief overview of possible future scenarios, highlighting a Joint Research Centre foresight report, and a report from the international consultancy group ARUP referred to here, due to its pedagogical approach on how to define possible futures related to the Sustainable Development Goals. It considers the transfer from the Millennium Goals to the Sustainable Development Goals, their relevance for Europe and the major challenges, as presented by the UN Development Group for Europe and Central Asia. Finally, the results of internal discussions in the CHARTER project are also presented.

There has been an international move from forecasting to foresight to develop long-term strategies on sustainable development. Foresight considers alternative pathways, usually hypothesising several plausible scenarios. The processes employed deepen the understanding of the complexities involved and include participatory vision building, to aid the development of more resilient public policies.

The many dimensions of the current and unfolding environmental, social and economic situation are effectively summarised in the Commission Strategic Foresight Report, Sustainability and people's wellbeing at the heart of Europe's Open Strategic Autonomy[38].

A number of tools are now available to aid foresight. The European Commission has created 'resilience dashboards', using a set of indicators spanning four dimensions: social and economic, green, digital and geopolitical[39]. These are built in coherence with other Commission tools such as the SDG indicator sets, the European Pillar of Social Rights social scoreboard, the Transition Performance Index and thematic tools such as the Circular Economy Scoreboard or the Digital Economy and Society index. At the global level, UNESCO and UN Global Pulse have produced a set of experimentation-driven, self-organised learning tools – the portal *Futures for Intergenerational Equity* – for developing capabilities across a list of focal areas to advance equitable, just and fair generational relationships[40].

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[38] Communication from the Commission to the European Parliament and the Council: 2023 Strategic Foresight Report, Sustainability and people's wellbeing at the heart of Europe's Open Strategic Autonomy [Com(2023) 376 final, 6.7.2023] https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=COM%3A2023%3A376%3AFIN

[39] https://commission.europa.eu/strategy-and-policy/strategic-planning/strategic-foresight/2020-strategic-foresight-report/resilience-dashboards_en

[40] https://foresight.unglobalpulse.net/intergenerational-equity/

A JRC foresight report, *Towards a fair and sustainable Europe 2050*[41], presents options for collective actions and profound, even radical changes to address sustainability transitions. They range from redefining wellbeing, strengthening democracy and governance to promoting new business models from a sustainability and climate neutrality perspective. The research underpinning this report is summarised in 14 key messages covering strategic areas of intervention across the transition pathways. While the detail of this report – and foresight as a whole – will be of more central concern to forthcoming CHARTER deliverables, it is relevant to note the strategic areas of intervention it proposes. These are: a new social contract, required to address inequalities and transform the economy; governance for sustainability, people and economy for sustainability (which emphasises that people's behaviour and their competences and skills will be critical to address the necessary changes toward sustainable lifestyle[42]); and a global perspective on sustainability[43]. This report also contains four plausible scenarios: eco-states; greening through crisis; green business boom; and glocal eco-world. The vertical axis in this scenario exercise is society becoming either more collaborative / collectivist or individualistic / competitive; and the horizontal axis is whether broad policy mixes supportive of transformative change for sustainability would emerge or not[44]. Education is discussed as a social factor and labour market as an economic factor in all four scenarios.

In 2019, the international consultancy group ARUP[45] presented the report *Four Plausible Futures. 2050 Scenarios*[46], discussing four possible scenarios for the world in 2050. From a principal viewpoint they based their scenarios on two fundamental conditions: the health of the planet and us, the humans. By putting these conditions in tension between improvement and decline, a matrix formed by two perpendicular axes created four areas, thus framing four possible scenarios.

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[41] Matti, Cristian et al. 2023. Towards a fair and sustainable Europe 2050: social and economic choices in sustainability transitions, Publications Office of the European Union, Luxembourg. doi:10.2760/804844, JRC133716 https://op.europa.eu/en/publication-detail/-/publication/5d3fe069-1b1e-11ee-806b-01aa75ed71a1/language-en
[42] Ibid. p. 68
[43] Ibid. p. 5
[44] Ibid. pp 100-101, see Fig 10 on p. 101
[45] ARUP is a consultancy network established in 1946, primarily composed of designers, architects, planners, and sustainability engineers, spread in140 countries. The primary objective is to help private businesses and public organisations to navigate towards resilient and sustainable development. https://www.arup.com/
[46] FOUR PLAUSIBLE FUTURES 2050 Scenarios.2019. ARUP. https://www.arup.com/perspectives/publications/research/section/2050-scenarios-four-plausible-futures
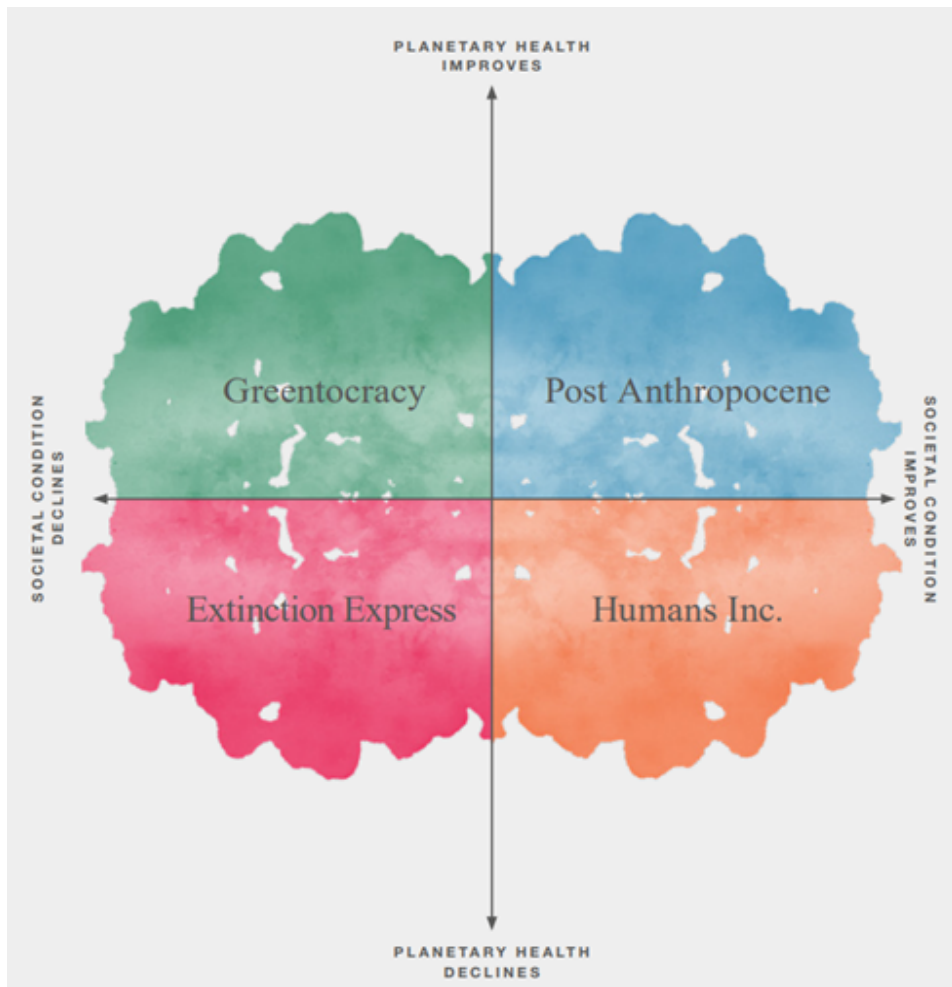
Figure 1, The ARUP matrix[47].

In their description of the scenarios obviously the Post Anthropocene is the most favourable one, indicating good possibilities for the survival of both the planet and mankind. However, present development and difficulties to reach a common understanding and joint measures of a substantial nature, will perhaps at best lead to the scenario of Humans Inc. To embark on the road towards the Post Anthropocene requires coherently and consistently addressing the 17 UN SDGs resulting in a substantial realisation of all goals[48].

The ability to realise the SDGs is dependent on a culturally based change of mindset among people in general - this implies individuals, communities, and governmental representatives on all levels. Two years before the UN adopted the 17 SDGs, the Hangzhou declaration of 2013[49] identified the

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[47] Ibid., p. 8
[48] Ibid., pp. 13-23
[49] The declaration was the outcome of the UNESCO International Congress, "Culture: Key to Sustainable Development", held in Hangzhou, China, in May, 2013: https://unesdoc.unesco.org/ark:/48223/pf0000221238
A set of necessary priorities: Integrate culture within all development policies and programmes; Mobilise culture and mutual understanding to foster peace and reconciliation; Ensure cultural rights for all to promote inclusive social development; Leverage culture for poverty reduction and inclusive economic development;

importance of including culture and heritage in strategies for sustainable development. Today, it is increasingly clear that heritage *per se* has the potential to affect a necessary cultural change, which makes heritage relevant to all 17 UN SDGs. Hence, the heritage sector, should in its long-term strategies, aim to deliver common goods that contribute to planetary health.

In 2017 the UN Development Group of Europe respectively Central Asia, and the UN Regional Coordination Mechanism for Europe respectively Central Asia, jointly launched the report '*Building More Inclusive, Sustainable and Prosperous Societies in Europe and Central Asia. From Vision to Achievement of the Sustainable Development Goals Call for Action from the Regional UN System* [50]. The report focused on the transition from the Millennium Development Goals to the 17 Sustainable Development Goals. All, sectors of society need to relate to the SDGs as paradigmatic for approaching the continued development of society on all levels. This includes of course also the heritage sector, although the role and potentials of heritage is not elaborated or addresses in the SDG's, apart from goal 11.4. Examples of possible contribution of the heritage sector to the fulfilment of the SDGs can be:

- *Goal 3* - reduce premature mortality from non-communicable diseases through prevention and treatment and promote mental health and well-being, *specifically by promoting the potential of heritage to improve well-being* [51].

- *Goal 4* - Promote formal and informal training for heritage professionals to prepare them for the job sector stimulating both the creation of small enterprises or their professionalization to work in public organisations/projects [52].

- *Goal 6* - protect and restore water-related ecosystems, including mountains, forests, wetlands, rivers, aquifers, and lakes, *specifically integrating heritage sites such as mills* [53].

- *Goal 7* - increase substantially the share *of renewable energy* in the global energy mix, *specifically by reusing existing mills and power stations* [54].

- *Goal 8* - devise and implement policies to promote the creation of women/young enterprises that can work in the heritage sector or in *sustainable tourism that creates jobs and promotes local culture and products* [55].

Build on culture to promote environmental sustainability; Strengthen resilience to disasters and combat climate change through culture; Value, safeguard and transmit culture to future generations; Harness culture as a resource for achieving sustainable urban development and management; and Capitalise on culture to foster innovative and sustainable models of cooperation. The declaration ends with a requirement that a "specific goal focused on culture need to be included as part of the post-2015 UN development agenda, to be based on heritage, diversity, creativity and the transmission of knowledge and including clear targets and indicators that relate culture to all dimensions of sustainable development".

[50] https://unsdg.un.org/sites/default/files/2017-Regional-Advocacy-Paper-FINAL-19-June-2017.pdf

[51] https://www.espon.eu/HERIWELL

[52] For example NCK - The Nordic Centre of Heritage Learning & Creativity AB https://cultureactioneurope.org/member/the-nordic-centre-of-heritage-learning-creativity/; or EUHeritage, https://www.euheritage.eu/mooc-registration/

[53] See for example https://www.fondazionecorippo.ch/en/old-mill/, or https://www.stanwayfountain.co.uk/the-watermill.html

[54] See for example https://theecologist.org/2014/may/03/green-watermill-restoration-thats-powering-30-homes, or https://www.visitestonia.com/en/keila-joa-hydroelectric-power-plant

[55] https://culture.ec.europa.eu/cultural-heritage/cultural-heritage-in-eu-policies/sustainable-cultural-tourism

- _Goal 9_ - Increase the access of small-scale enterprises, to financial services, including affordable credit, and their integration into value chains and markets, _specifically focusing on local traditions and craft specialties_[56].

- _Goal 5 and 10_ - Empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status, _specifically by implementing article 4 of the Faro-convention_[57].

- _Goal 11_ - enhance inclusive and sustainable urbanization and capacity for participatory, integrated and sustainable human settlement planning and management in all countries, _specifically promoting historical and cultural qualities_[58].

- _Goal 12_ - Develop and implement tools to monitor sustainable consumption and production through the adoption of sustainable procedures and consumables in heritage organisations. Also favouring _sustainable tourism while promoting local products and services_[59].

- _Goal 13_ - Strengthen resilience and adaptive capacity to climate-related hazards and natural disasters in all countries, _specifically promoting vernacular building techniques that can sustain e.g., earthquakes_[60].

- _Goal 15_ - ensure the conservation, restoration and sustainable use of terrestrial and inland freshwater ecosystems and related ecosystem services, _specifically concerning cultural landscapes_[61].

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[56] OECD, 2018, Culture and local development. Background document. https://www.oecd.org/cfe/leed/venice-2018-conference-culture/documents/Culture-and-Local-Development-Venice.pdf

[57] Council of Europe Framework Convention on the Value of Cultural Heritage for Society, https://rm.coe.int/1680083746, see also for example: John Pendlebury , Tim Townshend & Rose Gilroy (2004) The Conservation of English Cultural Built Heritage: A Force for Social Inclusion?, International Journal of Heritage Studies, 10:1, 11-31, https://doi.org/10.1080/1352725032000194222; or: Dorpalen, B.D. and Gallou, E. (2023), How does heritage contribute to inclusive growth?, Journal of Cultural Heritage Management and Sustainable Development, https://doi.org/10.1108/JCHMSD-03-2022-0050

[58] Hosagrahar, J., Soule, J., Girard, L. F., Potts, A. 2016. Cultural Heritage, the UN Sustainable Development Goals, and the New urban Agenda. ICOMOS Concept Note for the United Nations Agenda 2030 and the third United Nations Conference on Housing and Sustainable Urban Development (HABITAT III). ICOMOS, 15 February 2016

[59] Vasile Valentinaa, et al., (2015) Changes in cultural heritage consumption model: Challenges and limits. Procedia - Social and Behavioral Sciences 188 (2015) 42 – 52. https://doi.org/10.1016/j.sbspro.2015.03.337; Patiphol Yodsurang, et al., (2022) Community-based tourism and heritage consumption in Thailand: An upside-down classification based on heritage consumption, Cogent Social Sciences, 8:1, https://doi.org/10.1080/23311886.2022.2096531; Nocca, Francesca (2017). The Role of Cultural Heritage in Sustainable Development: Multidimensional Indicators as Decision-Making Tool. Sustainability 9, no. 10: 1882. https://doi.org/10.3390/su9101882

[60] Carabbio Raffaele, et al., (2018) How Can Vernacular Construction Techniques Sustain Earthquakes: The Case of the Bhatar Buildings. Frontiers in Built Environment, Volume 4 - 2018 https://doi.org/10.3389/fbuil.2018.00018

[61] Thiele, Julia, et al., (2020) Assessing and quantifying offered cultural ecosystem services of German river landscapes. Ecosystem Services, Volume 42, 101080. https://doi.org/10.1016/j.ecoser.2020.101080; Zerbe, Stefan (2022) Restoration of multifunctional cultural landscapes. Merging tradition and innovation for a sustainable future. Springer

- *Goal 16* - significantly reduce illicit financial and arms flows, strengthen the recovery and return of stolen assets and combat all forms of organized crime, *specifically by engaging young people in heritage-based projects enabling employment opportunities*[62].

- *Goal 17* - stimulate private-public as well as international partnership to share information and knowledge and scale up good practices[63].

From the perspective of the CHARTER-project the areas of heritage practices need to find the resources and create strategies to contribute to the SDGs. We can therefore identify a reciprocal need - the UN needs to recognise heritage as integral to all the SDGs, and heritage professions need to tackle all the SDGs in their practices to realise the goals. In the UN-paper several challenges, described as drivers of change, are presented, and discussed, and are similar or close to how the CHARTER project has identified societal, technological, and economic challenges[64].

- *Climate change* might represent the over-arching challenge, affecting the long-term planetary health. Heritage sites are increasingly damaged by climate-related extreme events, but heritage is also a resource to help people and communities adapt to the changes in climate that humans have already caused, and to mitigate future climate change by accelerating the transitions needed to hold global warming to 1.5°C. The OMC report on *Strengthening Cultural Heritage Resilience for Climate Change* from 2022[65], provides an interesting list of good practice examples on climate change adaptation or mitigation. The report concludes in a set of recommendations addressing the needs of: recognizing the importance of heritage, improved cooperation on all governance levels, development of an heritage risk assessment map, integration of heritage in other plans for mitigation and adaptation, reviewing of economics and fundings related to climate change measures, capacity building, and measures to increase research. Also, the Network of European Museum Organisations has made a survey on museums and climate change published 2022 in the report *Museums in the climate crisis Survey results and recommendations for the sustainable transition of Europe*[66]. Their recommendations in short comprises: recognise museums' potentials in climate change adaptation and mitigation, encourage communication, cooperation, and networking, increase energy efficiency and ecological perspectives on museum facilities

[62] For example, Cultura Contro Camorra, https://www.culturacontrocamorra.eu/en/home-en/
[63] The Commission (2020) Urban Agenda for the EU Partnership on Culture / Cultural Heritage Final Action Plan, https://ec.europa.eu/futurium/en/system/files/ged/master_final_action_plan_culture_cultural_heritage_v2.pdf; see also Boniotti, C. (2023), The public–private–people partnership (P4) for cultural heritage management purposes, Journal of Cultural Heritage Management and Sustainable Development, Vol. 13 No. 1, pp. 1-14. https://doi.org/10.1108/JCHMSD-12-2020-0186
[64] Besides internal project discussions on drivers of change, also other sources have influenced the understanding of the major global challenges, such as The international Organisation for Standardization (https://www.iso.org/strategy2030/drivers-of-change.html); EEA, Drivers of change of relevance for Europe's environment and sustainability (https://www.eea.europa.eu/publications/drivers-of-change) the ARCHE project, and their workshop 4 March 2023, Insight into the future (https://www.heritageresearch-hub.eu/event/insight-into-the-future-arche-foresight-workshop/)
[65] Strengthening Cultural Heritage Resilience for Climate Change. Where the European Green Deal meets Cultural Heritage. Eds. Leissner, J., Grady, A., Maraña, M., Baeke, F., von Cutsem, A. 2022. https://www.kreativnievropa.cz/co5fokmmap3aa309/uploads/2022/10/strengthening-cultural-heritage-resilience-for-climate-NC0822056ENN.pdf
[66] https://www.ne-mo.org/fileadmin/Dateien/public/Publications/NEMO_Report_Museums_in_the_climate_crisis_11.2022.pdf

management, encourage risk assessment for museums, allocation of funding for upskilling museum staff, promote global, cross-disciplinary networks for knowledge sharing. Linked to museums and measures to mitigate and adapt to climate change, the briefing *Museums, libraries and archives in the face of climate change challenges*, was presented in 2023 by the European Parliamentary Research Service[67],

- *Population dynamics* is constantly affecting several of the SDGs[68]. Typically, urbanisation resulting in depopulated countryside is a resultant change that concerns the SDG on sustainable agriculture and rural development. Also demographic, social, and cultural dynamics, with changes in related values and identities, lead to societal polarisation and international migration.

- Increased numbers of refugees and international migration resulting from *geo-political conflicts* - that might lead to criminal activity (trafficking) of stolen cultural goods - and also *socio-economic factors* are driving population dynamics[69], including shifts in world order and new alliances where global south-global north is replacing 'western/non-western' dichotomies. These population dynamics will require professional skillsets to find innovative and creative means of collaboration and integration amongst communities having to adapt to the diverse and complex realities of multiculturalism and pluralism. People carry different histories and backgrounds, increasingly shifting demographics requires mechanisms and opportunities whereby heritage qualities recognised in such contexts can be shared as a resource to drive social cohesion and to strengthen societal resilience.

- A positive driver of change noted by the UN report is the *elimination of gender inequality and the empowerment of women*[70], which, if successful and again recognised as being culturally transformative, will act as an accelerator of progress towards most of the SDGs[71].

- Linked to this is the need for political, *regulatory and governance framework* to embrace higher transparency and accountability aiming for health and well-being for all, while at the same time counteracting the instrumentalization of heritage by political populism.

- Cultural change is also driven by the *Knowledge shift*[72], addressed by goals on inclusive quality education and life-long learning for all. Intrinsically linked to this is the *technological shift*, including digitalisation and artificial intelligence meeting user demands, but put new demands on professional skills. Of interest here for capacity building and digital solutions for the heritage sector is the initiative Common European data space for cultural heritage, within Europeana. It has the mission to develop expertise, tools and policies to embrace digital change and encourage partnerships that foster innovation. Within the scope of knowledge shift and the availability of new knowledge through digital means, is the Horizon2020-funded project 4CH Project Competence Centre for the Conservation of Cultural Heritage. It aims to establish a structure where the central hub is the European Competence Centre, and linked to it, a network of national or regional Coordination Offices/national Competence Centres tailored on the needs of each country or region. The objectives of the 4CH structure are :

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[67] https://www.europarl.europa.eu/RegData/etudes/BRIE/2023/753970/EPRS_BRI(2023)753970_EN.pdf
[68] https://unsdg.un.org/sites/default/files/2017-Regional-Advocacy-Paper-FINAL-19-June-2017.pdf, p. 13
[69] Ibid., p. 19
[70] Ibid., p. 26
[71] Gender inequality issues in the heritage sector, see the OMC Report Towards gender equality in the cultural and creative sectors https://op.europa.eu/en/publication-detail/-/publication/36e9028b-c73b-11eb-a925-01aa75ed71a1/language-en/format-PDF/source-search
[72] Ibid., p 54

- o Establishing a regularly updated map of research and cutting-edge technologies related to preservation, conservation and sustainable promotion of monuments and sites.
  - o Reporting on the most valuable initiatives, experiences and best practices across Europe and internationally.
  - o Promoting a holistic and multidisciplinary approach to the conservation of cultural Heritage.
  - o Facilitating coordination between Heritage Agencies and CH Institutions across Europe and ongoing European initiatives.
  - o Building an effective partnership to promote the conservation and valorisation of CH.
  - o Enabling the take up and transfer of research project results by the cultural heritage sector.
  - o Defining training and upskilling programmes for cultural heritage institutions, operators and professionals.
  - o Developing consultancy, guidelines and protocols concerning the use of ICT with a special attention to technologies for cultural heritage management.
- *Increasing energy demands*[73] will affect cultural change as well as accessibility to sustainable and modern energy, this point is also linked to the technological shift.
- The SDGs also note the *production and consumption of goods and services*[74], and a strongly service oriented is the tourism industry, often operating integrated or very close to the heritage sector tending to commodify heritage assets[75]. Of importance is also global markets and economic policies that might lead to increased global competition for resources, where heritage needs to embrace a circular economy. The recycling of construction materials is an important part of this growing economy, although the reusability of used construction materials needs to increase[76]. To increase the availability of reusable construction materials naturally implies that the demolition of buildings eventually needs to increase as well. The obvious heritage statement is that the greenest building is the one already built, implying the benefits of increasing refitting and refurbishments, as pointed out by Historic England[77].
- All this reinforces the need for culture and heritage to be recognised as the fourth pillar of the SDGs; driving the conditions for societal well-being.

The complexities of these challenges cause changes that we as communities and as a society at large, need to manage by working more closely with heritage objectives within the frames of the 17 UN SDGs. This needs to be addressed if we are to survive and live well in ways that are socially cohesive, integrated, and environmentally and economically sustainable. Many of the challenges that impel change are the result of decisions we have made in the past and are the consequences of our human interactions between ourselves and our environment. We have history, we have a

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[73] Ibid., p 61
[74] Ibid., p 69, 75
[75] See for example the Medieval Week on the island of Gotland, Sweden, that takes place every summer https://www.medeltidsveckan.se/en/welcome/; or Neil Kennedy and Nigel Kingcome. 1998. Disneyfication of Cornwall – developing a poldark heritage complex. International Journal of Heritage Studies, 4:1.
[76] The Commission, Recycling residential building materials: opportunities and limitations, https://environment.ec.europa.eu/news/recycling-residential-building-materials-opportunities-and-limitations-2022-08-23_en
[77] There's no place like old homes. Re-use and recycle to reduce carbon. 2020, p. 33-. https://historicengland.org.uk/content/heritage-counts/pub/2019/hc2019-re-use-recycle-to-reduce-carbon/

footprint, we have created heritages whose only true value is the way in which heritage per se recalls us to ourselves and our place in the world. We need this moment of recall to learn how to move forward. The vision of hindsight, often considered a luxury, is in fact a clarifying moment of perception which allows us to see things more clearly and make better decisions for the future. The objective is to release the transformative power of heritage, through the dynamics of education and participation, to make the cultural changes we need to make if we are to sustain our place on this planet, a place being denied on a local level to so many already.

4. Conceptual frame

In the previous chapter the major challenges facing society have been presented where these challenges are understood as consequences of how our societies have developed. It is obvious that the future development of a more sustainable, inclusive, and non-aggressive society requires strategic changes framed by the 17 UN Sustainable Development Goals[78]. It is the concern of the CHARTER Alliance project that heritage, both as a formal professional field as well as a socio-cultural function *per se* in society, is a critical success factor. As emphasised in the CHARTER report *Mid-term results. Matrix and Methodology Assessment[79]*, the capacity/potential of the heritage sector to tackle these challenges and to contribute to a more sustainable, inclusive, and non-aggressive society can be realised where a balanced heritage ecosystem is in place.

Although the focus of this report is future-looking, it is however a future where challenges are increasingly characterised by crises. Given the global interconnectedness of our world, the foremost of these crises is climate change, now acknowledged as being an immediate and existential threat. It is also acknowledged that climate change is a result of human behaviours, behaviours whose metric, as a proxy for societal development, is mostly captured through the economic calculus of GDP. Activity that has been, and continues to be, exploitative of both natural and human resources to achieve economic growth and wealth that is not evenly shared or distributed around the globe. While this fact alone is exploitative of human fellowship and speaks to ethical behaviours, or the lack thereof, it is this same sense of fellowship, arising from our common humanity, that extends hope of making change if the extinction of nature and ultimately of ourselves is to be slowed down, recognising that it may even be too late to avert this outcome.

The CHARTER project argues for a perspective where heritage *per se* and all associated practices need to be engaged as a tool to help address this global polycrises. The potency of heritage lies in its cultural agency: its effect in our lives and on our behaviours in the conferring, generating and regeneration of value. In this sense, heritage is cultural praxis; it is the many manifestations of how we are in the world. As a resource, it offers us the opportunity to understand and make sense of our past in order to create wisdom for the future. Heritage, then, is that moment for collective self-evaluation which creates resilience and helps to build communities through participative processes, following the Faro-convention and its definition of cultural heritage[80] and the broader importance of heritage in society[81].

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[78] UN, Department of Economic and Social Affairs. Sustainable Development. https://sdgs.un.org/goals
[79] WP2 deliverable 2.3, p. 25
[80] The Convention states that "cultural heritage is a group of resources inherited from the past which people identify, independently of ownership, as a reflection and expression of their constantly evolving values, beliefs, knowledge and traditions. It includes all aspects of the environment resulting from the interaction between people and places through time". Council of Europe Framework Convention on the Value of Cultural Heritage for Society, Article 2. https://rm.coe.int/1680083746
[81] Stated as "promote cultural heritage protection as a central factor in the mutually supporting objectives of sustainable development, cultural diversity and contemporary creativity". Ibid. Article 5

4.1 CHARTER-defined drivers of change

Following the line of reasoning above, heritage *per se*[82] and associated professional heritage practices should address the major challenges and in this way become drivers for moving society towards resilient and sustainable development. The intended outcome of the CHARTER project is to propose the heritage ecosystem model as a tool for addressing the major challenges, thus turning heritage into a positive, beneficial driver of change.

This will promote the development of professional heritage activities as systems of human centred operations involving strategic planning, and participatory governing structures. The inherent capacity of heritage to enable understanding of the present by making sense of the past is fundamental for making wise future-oriented decisions. The CHARTER model for the heritage sector contains the following components:

- The six functional perspectives on heritage professions: Recognition; Preservation & Safeguarding; Engagement & Use; Research, Innovation & Education; Management; Governance & Policy Making.

- The organisation of these functional perspectives within an ecosystem that allows for a universal understanding of heritage *per se* which encompasses local and regional expressions of heritage. The tenets, implying fundamental principles, upon which such a Heritage Ecosystem is based are:

    a) A universal view of heritage *per se* based on its value to society.

    b) Six Functions that describe key heritage activities (all of which require education and training at all levels), that realise or implement the stated view of heritage,

    c) Bespoke platforms, i.e., specifically tailored to fit purpose, for horizontal management embedded in participatory governance structures that includes a feed-back loop mechanism whose outcome is to create knowledge, wisdom and self-awareness, which delivers quality of life.

The realisation of the tenets will provide improved capacity for society −locally, regionally, nationally, and internationally− to uphold and implement conventions and policy documents of the EU Commission and the Council of Europe.

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[82] This reasoning is fully developed in D2.3, chapters 1-3

4.2 Relevant international and European frameworks and policy documents

It has been possible to develop the CHARTER-model as the 'landscape' of heritage practice based on an enlarged concept of heritage enshrined in the Council of Europe's Framework Convention on the value of cultural heritage to society. This Framework Convention was subsequently instrumentalised and made operable through the development of the _Cultural Heritage Strategy for the 21st Century_[83] (Strategy 21). In effect the Faro Convention recognises heritage as a dynamic of people, place and participation through which heritage value is enabled and released. Strategy 21 makes this dynamic operable across three 'components':

The _social component_: it focuses on the relationship between heritage and societies, citizenship, the transmission and sharing of democratic values through participatory governance, and good governance through participatory management[84].

The _territorial and economic development component_: it focuses on the relationship between heritage and spatial development, the economy and local and regional governance having due regard for the principles of sustainable development[85].

The _knowledge and education component_: it focuses on the relationship between heritage and shared knowledge, covering awareness raising, training and research[86].

In parallel with the Strategy 21, the Commission's document on the _Framework for action on the cultural heritage_[87], illustrates the same need for operationalisation of heritage values into future oriented assets. The Commission Framework builds on the _2018 Year of the Cultural Heritage_ and the _Commission Communication Towards an integrated approach to cultural heritage for Europe_ (2014)[88], the first document to set out an integrated approach to cultural heritage at European level, followed by a Resolution of the European Parliament in 2015[89]. This framework seeks recognition for heritage as a resource for the future, to be safeguarded, enhanced, and promoted through peoples-based activities enabling engagement, social inclusion, and integration within the framework of local communities.

This Framework for Action is based on four principles aligned with the Faro Convention (Holistic, Mainstreaming/integrated, Evidence-based policy making, Multi-stakeholder) and five pillars of

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[83] https://www.coe.int/en/web/culture-and-heritage/strategy-21-challenges
[84] The social component is addressed through the following CHARTER functional perspectives: Engagement and Use, Recognition, Policy making, Preservation and safeguarding.
[85] The component is addressed through the following CHARTER functional perspectives: Governance, Management, Engagement and Use, Preservation and Safeguarding.
[86] The component is addressed through the following CHARTER functional perspectives: Education and Research, Engagement and Use, Governance.
[87] European framework for action on cultural heritage. Commission Staff Working Document, 2019. https://op.europa.eu/en/publication-detail/-/publication/5a9c3144-80f1-11e9-9f05-01aa75ed71a1
[88] https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=COM:2014:0477:FIN
[89] European Parliament Resolution Towards an integrated approach to cultural heritage for Europe (TA/8/2015) https://www.europarl.europa.eu/doceo/document/TA-8-2015-0293_EN.html).

action:[90] which give continuity to the range of efforts initiated with the European Year of Cultural Heritage.

1. Cultural heritage for an _inclusive Europe: participation and access for all_, to engage younger and older generations, professionals, and local communities with heritage and its European dimension[91].

2. Cultural heritage for a _sustainable Europe: smart solutions for a cohesive and sustainable future_, to integrate heritage into environmental, architectural, and planning policies[92].

3. Cultural heritage for a _resilient Europe: safeguarding endangered heritage_, to improve the way heritage is protected at European level. From developing quality principles for interventions in cultural heritage, to enhancing cooperation in risk management, and countering illicit trafficking. The goal has been to enhance the protection and the resilience of Europe's cultural heritage[93].

4. Cultural heritage for an _innovative Europe: mobilising knowledge and research_. Continues a large-scale effort to foster the emergence of innovative and cutting-edge solutions to the challenges of the heritage sector[94].

5. Cultural heritage for _stronger global partnerships: reinforcing international cooperation_. Keeps on the support to the implementation of the EU Strategy for international cultural relations, building on the interest and needs in partner countries and on Europe's expertise on cultural heritage[95].

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[90] The pillars were formulated as an outcome of the 2018 Year of Cultural Heritage, and underpinned the EU Council conclusions on the Work Plan for Culture 2019-2022 (2018/C 460/10), whose priorities are: A. Sustainability in cultural heritage, B. Cohesion and well-being, C. An ecosystem supporting artists, cultural and creative professionals and European content, D. Gender equality, E. International cultural relations. In the Council Resolution on the EU Work Plan for Culture 2023–2026 (2022/C 466/01), the priorities are a) Artists and cultural professionals: empowering the cultural and creative sectors, b) Culture for the people: enhancing cultural participation and the role of culture in society, c) Culture for the planet: unleashing the power of culture, d) Culture for co-creative partnerships: strengthening the cultural dimension of EU external relations. In principle the pillars of the 2018 Framework are still distinguishable as guiding the EU principles and actions on the role of culture and cultural heritage in society. In this report we therefore chose to use the 2018 pillars as a parallel structure to the components of the Strategy 21.
[91] The pillar is addressed through the following CHARTER functional perspectives: Education and Research, Engagement and Use.
[92] The pillar is addressed through the following CHARTER functional perspectives: Recognition, Preservation and Safeguarding, Management.
[93] The pillar is addressed through the following CHARTER functional perspectives: Governance, Preservation and Safeguarding.
[94] The pillar is addressed through the following CHARTER functional perspectives: Education and Research, Preservation and Safeguarding.
[95] The pillar is addressed through the following CHARTER functional perspective: Governance.

The six functional perspectives defined in the CHARTER model, their content and direction are in line with formal documents from the European Commission and the Council of Europe.

- *Recognition*, and *Engagement and Use.* The Faro Convention[96] relates heritage to human rights and democracy and stresses the importance of heritage because of the meanings and uses that people attach to it and the values our diverse interpretations of heritage represent. The Commission also points to this quality of heritage as a source of knowledge and mutual understanding having the potential to be one of the drivers of these processes by fostering the sense of belonging to the common European space[97].

- *Management*, and *Governance*. The Faro convention specifically points out the need for developing legal, financial, and professional frameworks that enable a broad participation of stakeholders in decision-making processes[98]. In 2014 the Commission presented the *Communication Towards an integrated approach to cultural heritage for Europe*[99]. The Communication puts people and human values at the centre of an enlarged and cross-disciplinary concept of heritage, where it is considered to be a 'shared resource' and a 'common good' held in trust for future generations. Its care is a 'common responsibility' for all stakeholders [from public authorities and professionals to private actors, civil society organisations, non-governmental organisations (NGOs) and the voluntary sector]. Multi-stakeholder and cross-sectoral working methods at all levels, including the EU, and improved cooperation between different policy areas that impact cultural heritage are therefore crucial to maximising heritage's contribution to sustainable human, social and economic development. In the OMC report on participatory governance in 2019[100], the principles of participatory governance in heritage have been translated into recommendations for heritage professionals and policy makers for a more open, participatory, effective, and coherent governance of heritage policy and practice. The OMC report underlines the importance of valuing the specific expertise of heritage professionals (i.e., in decisions with impact on heritage conservation, regulatory, planning), as well as their need to develop additional skills (i.e., negotiation, intercultural dialogue, mediation) to manage those processes.

- *Preservation and Safeguarding,* and *Education and Research*. The safeguarding of heritage faces increasing threats of a more immediate nature. Threats such as the effects of climate change, pollution, mass tourism, war and terrorism, have created an urgent need for the use of digital technologies in documentation as well as increasing accessibility[101]. The need to combine new and innovative approaches with traditional methods characterises the ongoing demand on heritage professionals to upskill and reskill 'on the

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[96] https://rm.coe.int/1680083746

[97] Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions Towards an integrated approach to cultural heritage for Europe (COM(2014) 477 final). https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=COM:2014:0477:FIN

[98] Article 11, https://rm.coe.int/1680083746

[99] Report towards an integrated approach to cultural heritage for Europe (2014/2149(INI)). Committee on Culture and Education. https://www.europarl.europa.eu/doceo/document/A-8-2015-0207_EN.pdf

[100] The OMC report, Participatory governance of cultural heritage, 2018. https://op.europa.eu/en/publication-detail/-/publication/b8837a15-437c-11e8-a9f4-01aa75ed71a1

[101] Declaration of cooperation on advancing digitisation of cultural heritage, 2019. https://digital-strategy.ec.europa.eu/en/news/eu-member-states-sign-cooperate-digitising-cultural-heritage

job', implying continuously maintaining and enhancing core and transversal knowledge and skills to adapt to current and future skills demand[102].

The model that CHARTER proposed is aligned with a number of relevant EU documents thus supporting its potential to realise a future proof strategy for the sector in Europe.

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[102] The OMC report, *Fostering cooperation in the European Union on skills, training and knowledge transfer in cultural heritage professions* (2019). https://www.cultureinexternalrelations.eu/downloader/download-file.php?file=2019/06/NC0119022ENN.en_.pdf

5. Needs

Where major challenges can be interrogated vis a vis 'systems thinking' such as the heritage ecosystem, the needs these challenges generate can in turn be systematically identified to deliver appropriate responses. The ecosystemic nature of the heritage sector suggests responses that, having human wellbeing at heart, lead to sustainable and inclusive futures.

The needs listed in this chapter are the outcome of the research so far undertaken by WP2 and WP3; CHARTER's internal discussions on drivers of change; the eighteen interviews undertaken by WP4; and the discussions at the project presentation for representatives of Commission Departments and Executive Agencies (DGs) that took place in Brussels on May 4, 2023.

5.1 Principal needs

From the project's internal discussions on drivers of change, it was possible to identify several main topics, which were echoed in the interviews and in the outcome of the research of WP2 and WP3.

Artificial intelligence and digital technology. Given its rapid development and the debate accompanying it, a major concern/point is the need to uphold and protect the authenticity of human experience both as intellectual and embodied knowledge. The attention paid to the role of technology with reference to all the six functions related to heritage, highlights the importance in finding the right equilibrium between the machine and the human being. As one of the interviewees stated[103], it is people who need to make "good and sustainable decisions" to identify the best system, to "clean" the data, to programme appropriately. With respect to embodied knowledge, particularly that associated with the craft sector, the relation between humans and machines is to be carefully considered as embodied knowledge goes beyond product and speaks to communities and their heritage.

The 17 UN SDGs. All goals need to recognise the transformative power of heritage where culture and heritage are to be considered the fourth pillar of sustainable development. At the same time, heritage strategies and heritage practices must be operationalized within the SDGs. During the Brussels meeting, it became evident that there is an urgent necessity to address skills needs in relation to energy efficiency, climate change challenge, illicit trafficking etc. Heritage is a fundamental function of society providing meaning and values as a shared good. Consequently, the heritage sector needs to influence neighbouring sectors, as well as society at large to make wise decisions for sustainable and democratic pathways in the ongoing development of society. This aspect has been confirmed by several interviewees who pointed to the role of heritage for sustainable development.

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[103] Hermans

Interconnectedness between different heritage fields of professional practice: a striking lack of interconnectedness between professional fields has been noted to characterise current heritage practice, and project participants recognise that this must change. Most of the respondents to the interviews pointed out the need for professionals to go beyond the boundaries of their practice to create a more holistic approach to heritage. This requires professionals in different areas to interact and cooperate. Another respondent[104] cited this as an opportunity to overcome the scepticism that sometimes creates boundaries among heritage professionals "because very few people have a multidisciplinary education". It was specifically stressed[105] that team working across disciplines recognising the need to break down silos are also essential skills to be conveyed in an educational or training context; working in silos is considered a brake to innovation. To stress this point, a contributor[106] to this work listed the variety of disciplines that they felt should be included in the education of a conservator.

Public administration might play an increasingly important role in the future employment of heritage professionals. Acknowledging this, CHARTER will have one orientation towards public administration and policymakers in developing CHARTER recommendations, highlighting the need for greater awareness of heritage as a resource to be integrated across all the administrative areas of government. To cite another participant[107]: "Europe can give a strong impetus to the intersectoral approach of heritage" adding "that this shift is fundamental to setting frameworks for really integrating heritage in different societal domains" thus positioning heritage at the core of society as the CHARTER model envisions.

Staff diversity and elimination of gender based and other inequalities: several interviewees as well as the participant to the Brussels meeting underlined the need to act on organisational management in heritage to increase staff diversity and eliminate inequalities. This aspect relates first of all to the heritage organisations, but also to those heritage professionals whose activities can lead to the exclusion of some groups. However, "There are still skills and budget shortages in the professional heritage field to support heritage communities and for heritage professionals to really take on the role of broker there"[108]. As far as the first aspect is considered, the importance of diversifying staff was clearly stated[109]. However, achieving staff diversity in decision-making positions (directors, curators) will not happen if cultural work is poorly paid. If this is the case, the heritage sector will continue to attract people that can afford to be poorly paid and thus will only represent certain segments of society. "If this shortcoming is not tackled, in 30 years cultural/cultural heritage organisations will communicate to no one and will lose relevance"[110]. When it comes to inequalities, most of the interviewees underlined the need to raise awareness about heritage among communities, and more specifically among young people[111] as a fundamental step. For this to happen heritage professionals can play a fundamental role. Several interviewees[112] explicitly mentioned the need to upgrade the preparation of heritage professionals to tackle these issues, there are many gaps in the existing heritage management courses, which are very theoretical and fail to transfer to participants an awareness of the overall dynamics and

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[104] Pirri
[105] Gariboldi
[106] Nielsen
[107] Neyrinck
[108] Jorinck
[109] Gariboldi
[110] Gariboldi
[111] Calleja, van Alphen
[112] Gariboldi, Gill, Welling

functioning of the heritage sectors. It was suggested[113] that there is also a need for investing in management and mediators' profiles that focus on intersectoral work that can integrate heritage on a strategic level.

Funding. From the Brussels meeting It also emerged that the sector needs to work more actively and strategically with funding opportunities, such as public funding that can be linked to the economic and social impact of heritage, commercial interest in heritage, the possibilities of voluntary/philanthropic support, and the role and contribution of civil society organisations. This aspect was also mentioned by the interviewees who underlined both the need for funding and the need to improve education so that heritage professionals are capable of finding new funding sources and to better use the resources available. It was suggested[114] that funds can impact the current dynamics of the heritage sector and change them. The importance of a steady source of funds to guarantee the independence of heritage organisations and museums more specifically, were highlighted[115]. Funding is essential also to provide the education programs necessary for the sector[116].

Social uses and adaptive uses and reuse of heritage. The need to expand and improve practices informed by social use and reuse of heritage also emerged during the Brussels meeting. These approaches need to be addressed from the perspective of heritage's positive impact on social inclusion, health and well-being and as a resource for urban regeneration, sustainable agriculture, and rural development. These aspects were all confirmed by the interviewees who mentioned the need to "(…) integrate CH to the well-being of society"[117], acknowledging that "(…) there are a lot of challenges to truly mobilise the big social power of heritage [underlining the potential role of EU to] set frameworks for really integrating heritage in different societal domains"[118]. The importance of the regional dimension as well as of the local perspective was also evidenced, as was the need to be aware of the differences at operational level between urban and rural areas. In this respect, some of the interviewees underlined the lack of attractiveness of rural areas, which means that even when there are jobs available in these areas, people do not want to move there[119]. At the Brussels meeting, it also became evident that it is crucial to open heritage to other sectors e.g., audio-visual, publishing, and demonstrate the value that it brings to tourism, construction and other industries which can benefit from heritage skills. Again, several interviewees confirmed this aspect pointing at the link between heritage and tourism[120] and at the importance of a holistic perspective, as "It's not about preservation of a single monument or a block, it's about preserving a city or a region"[121].

Knowledge and skills transfer. this needs to be improved, different methods and opportunities should be explored to facilitate intergenerational learning, but processes to exchange good practices between regions, and increase the critical mass of experiences and knowledge was considered to be strategically important. The learning potentials to be exploited in exchanges between cities, and the way in which cities can facilitate mobility in cultural heritage should not be

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[113] Neyrinck
[114] Xuereb
[115] Zipsane
[116] Calleja, van Alphen
[117] Xuereb
[118] Neyrinck
[119] Colson
[120] Bergada, Neyrinck, Subirà
[121] Gustafsson

underestimated according to the results of the Brussels Meeting. This view was also unanimously confirmed in the interviews.

There are possibilities for exchanging experiences in peer groups, although not all managers see this as a form of learning. It was suggested[122] that there can be a great return on investment simply as a result of the networks that are built and the knowledge that is shared. It is also important to focus on learning from each other, for example in communities of practice, and consider that huge benefits can accrue from the possibility of doing this in an international setting[123]. Erasmus+ funds could be used to support international learning experiences of heritage professionals.[124] Moreover, the possibility to organise summer courses for professionals and/or short courses for particular target groups was raised[125]. For instance[126], these courses could focus on how to use the structural funds, how to develop circular economy strategies and business models, how to explore the heritage sector's relation to creativity and innovation, and how to improve financing and entrepreneurship capabilities/skills/capacities. The formal support is of great importance to fill the gaps in the heritage sector[127]. This can be achieved through close collaboration between educational institutions and employers to ensure that the education and training supply aligns with the current demands of the labour market. One final comment on knowledge and skills transfer expressed the need for more platforms to communicate and build networks, for instance enabling regular meetings between university students and companies and employers[128]. Heritage also needs tutoring programs, on all levels, with on the job training; public institutions, like museums, also need tutoring and the combination of senior tutors and students or young employees[129] is mentioned as a possible way to realise this.

Coding of occupations: The analysis done in WP2[130], highlighted the need to bridge the major variations that occur between the coding of occupations according to the International Standard Classification of Occupations ISCO[131] and those to be found in national coding systems (NOC). Some countries have NOC that are identical with or mirror ISCO, while other countries have developed systems of their own. Variations in content could also be found between countries using the ISCO structure, making the trans-national identification of heritage occupations virtually impossible at times. This issue, exemplifies a current debate in the heritage sector: the recognition of professions which, according to some of the interviewees[132], is a fundamental requisite to make the sector visible and, thus, prove its importance for society.

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[122] Calsius
[123] Hermans
[124] There are some possibilities within the Erasmus + programme, on adult education (staff training) and can consist of training or job shadowing at organisations that, apart from educational units, could be public bodies, research institutes, or organisations providing training. However, the main focus is on formal education within Lifelong Learning activities. https://erasmus-plus.ec.europa.eu/opportunities/opportunities-for-individuals/staff-training/adult-education-staff-training, see also https://erasmus-plus.ec.europa.eu/opportunities/opportunities-for-organisations/learning-mobility-of-individuals/adult-education
[125] Subirà
[126] Gutafsson
[127] Gill
[128] Colson, Gill, Xuereb
[129] Colson
[130] WP2 deliverable 3.2, pp. 32.
[131] International Standard Classification of Occupations, https://www.ilo.org/public/english/bureau/stat/isco/
[132] Marqués, Pirri, Zipsane

Description of skills: again, from the work of WP2 it became evident that within the ESCO[133] system there is a need to contextualise skills description through a sectoral approach, otherwise it is not possible to say in what way skills reflect competency in heritage practice. The system, building on ISCO, identifies nearly 14,000 skills divided in Knowledge, Language skills and Knowledge skills, and Transversal skills and competences. In total just over 3,000 occupations are described in ESCO, and for each occupation, essential skills and knowledge and optional skills and knowledge are defined. However, the skills in ESCO are abstracted to the point where they become so generic as to be applicable to many types of occupations across many sectors.

5.2 Training/Education (T/E) needs

Presently the deliverable 3.6 Guidelines for innovative/emerging VET, HE, LLL paths documents, of CHARTER WP 3 is subject for final drafting, and is not referred to in this deliverable. The WP3 has however, investigated the needs within T/E presented in a report in March 2023[134], based on a survey incorporating 47 respondents with expertise in T/E within the heritage subject, from 13 EU Member states. In short, focusing on general emerging areas, the report concludes that:

The training methods/organisation are slightly more important than the content as far as the provision of basic knowledge and competences for a CH profession are concerned – implying courses ranging from 1 to 3-4 years, in formal/institutionalised context, and including a certain degree of practical/on-the-job training, as well as a basic provision of transversal competences/skills related to management, communication/engagement of stakeholders including handling of diverse views, sustainable use of resources, and use of new technologies/digitalisation.

- Regarding innovation of training methods, multidisciplinary projects need to be promoted to enable cross-contamination of different disciplines: management, history, curatorship, conservation, communication, etc.

- The timeframe to launch new courses (as HE/VET) should be reduced and procedures simplified as much as possible.

- Short/specialised courses with innovative/emerging content should be promoted to bridge the gap between basic education/training and the need of the job market and of society. They should target all professions, at all levels, during the course of the professional career. Courses can be implemented together with the private sector/employers or sectoral association, as well as through European cooperation.

- Consistently, emergent innovative training programs could be developed based on relevant professional education as additional courses or integrated in existing study programs.

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[133] European Skills, Competences, Qualifications and Occupations, https://esco.ec.europa.eu/en
[134] CHARTER survey on training needs and emerging/innovative occupations, 2023. https://charter-alliance.eu/wp-content/uploads/2023/06/CHARTER-Report-on-the-SURVEY-of-emerging-curricula_FINAL.pdf

- For sectors related to new technologies, there is a need to develop consistent research and knowledge, implying the involvement of private professional/companies which use such technologies in the market.

- Concerning digital competences, the report concludes:

    - digital is not an end in itself but a means that enables things.

    - this requires an overarching strategy that enables "other" (new) forms of participation,
      interaction, multiple voices, business models, etc.

    - overseeing the totality and making an organisation agile requires digital leadership.

    - digital competences need to be increased for all employees including those involved in management, in addition to engaging specialists (ex. digital strategist).

    - the use of digital self-assessment tools is encouraged.

5.3 Systemic requirements

From the interviews performed by WP4 during spring and summer of 2023, most respondents confirm that there are competence gaps in establishing and understanding the nature of heritage *per se* and as an ecosystem and how heritage professionals can position it as a societal, future oriented resource. Gaps of a systemic nature within heritage practices were also identified.

From the perspective of the professional areas, several of the respondents expressed concerns on present and future practice of skills in heritage operations, such as:

Relation between theoretical and practical knowledge

Several interviewees underlined the lack of practical oriented education which has created a gap between theoretical and practical knowledge[135] . They stated that:

- "There is a clear separation, almost like a wall, between theoretical knowledge (learnt in the classroom) and the practical situations we face"[136].

- "I do wonder if today's graduates will have enough practical know-how"[137].

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[135] Colson, Gill, Hermans, Marqués, Nielsen, van Alphen, Wilgenburg
[136] Nielsen
[137] Hermans

- "There is a lack of practical-oriented content, digital competencies, or interdisciplinary approaches that are necessary for addressing modern challenges in the field of cultural heritage"[138].

- "A major gap has developed to bridge theoretical approaches and practical approaches (…) most young people are trained in higher education and are very theoretical"[139].

- "The biggest challenge for museums is to stay independent, be trustworthy and true to core values, to defend the high credibility of the organisation. In terms of skills, this has to do with ethics".

Relation between education providers and practice

The gap between theory and practice in education, unavoidably, affects the relation between education and practice. Often the sector looks for professionals with skills and knowledge different to those the education sector provides. Again, this was underlined by all respondents, however, it is interesting to notice that one of them[140] suggested that the lack of vocational training in the conservation-restoration field has been overcome since 2013 through the collaboration between the Ministry of Culture, the educational system and the conservation-restoration sector that has led to the organisation of specific training courses. Unfortunately, this is not (yet) a shared practice in Europe as all the other respondents underlined the existence of a divide between education and the sector. It was also suggested[141] the necessity to better inform and orientate students once they finish their studies as they are often unaware of the real requirements of working in the heritage field. For instance:

- There is a "(…) need for skilled carpenters, there's a need for skilled people, and they're hard to find. There's a disconnect, both if you're already in a trade school, in vocational education system, and then going into the labour market to find your place and to find your position"[142];

- "The museum education sector should be more in dialogue with the formal education sector"[143];

- "Universities make students believe they have everything, but you learn in life. (…) companies need to train people to do the job"[144].

- There is a "gap between the real needs of the labour market and the training offer currently available. Many guides decide to get training independently"[145].

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[138] Gill
[139] Colson
[140] Alphen
[141] Colson, Gariboldi, Marqués
[142] Wilgenburg
[143] Zipsane
[144] Colson
[145] Subirà

Digital skills

The majority of the interviewees mentioned digitisation. Interestingly, reference to digitisation was mentioned as a gap by some interviewees[146], as well as a challenge by others[147]. The answers evidenced the rising importance of digitisation as a tool for various heritage functions from research to enhancement, from recognition to governance, from research and education to management. But, as mentioned above (5.1.), there is also the need to find a balance between technology and human aspects "to make the right choices"[148], and to be aware of the risks of the digital divide[149] , this also illustrated the complexity of the relation digitisation-heritage:

- "As consultants, we must explain to organisations in the arts sector how best to manage their documents, for example, and how to do so sustainably. To be able to do that properly, we ourselves must also have a good technical understanding of the digital tools for this and be able to explain them. It would also be good if we could develop programmes ourselves, and adapt them to the specific needs of our target group"[150].

Missing skills

The interviews showed how the skills needed are not always the same. The answers showed differences possibly related to the interviewee's function (education, management, …). This point connects with the previous one, i.e., the need for digital skills widely underlined. Next to that, skills deemed necessary relate to the management of heritage and heritage projects[151], to find new sources of funds and be able to manage them[152], to learn about the importance of laws[153]. Generally, respondents suggested the missing skills could be provided both through formal (new BA and MA programs) and informal education (summer courses, networking, tutoring). The upgrading of teachers' knowledge is also called for[154]. It is interesting how some skills, though indicated with reference to specific professions, seem, in fact, to be relevant transversally for more functions:

- "A missing skill is that of interpreting and curating cultural content to be used for different purposes and through a variety of media and platforms (…). It is more than just a communication skill, it is about articulating content for different communication channels. It requires a solid and deep knowledge of content, an awareness of its possible uses and the ability to communicate with different professions"[155]. Such a description seems in line with Xuereb and Zipsane's call for museum educators.

- "There is a need for an official academic degree to become a tour guide or at least a Master. It is not only important to learn about contents because it is not only to transmit knowledge

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[146] Calsius, Gill, Xuereb, Welling
[147] Calsius, Hermans, Welling
[148] Hermans
[149] Calsius
[150] Calsius
[151] Gariboldi
[152] Gustafsson
[153] Pirri
[154] Nielsen
[155] Gariboldi

about cultural heritage, history, landscape, and gastronomy. It is also about managing a group, having intercultural communication skills, etc. Need for academic training for all kinds of tourism professions, tour guides among others, as country's ambassadors"[156].

- The differences in skills, deemed necessary by respondents, point at the variety of the sector but also at its constant evolution. The importance of equipping cultural professionals with skills that allow them to change fast, having the ability to quickly be reactive to change, was stressed[157].

Due to the fast pace with which change occurs, it is difficult to teach people today what they might need tomorrow. Being able to manage change, being flexible is one of the biggest challenges for heritage organisations. At the same time, it is important, CHARTER argues, to also be proactive, to be able to influence changes and challenges in such a way that the need for heritage professionals to be reactive, is minimised.

Interconnectedness of different heritage functions

There is a big gap, however, represented by the lack of creative and innovative multi- and trans-area practices, and even more so between the areas of professional practices and neighbouring fields of economic or societal activities.

- Some heritage objects represent specific challenges as they involve from the start several sectors of society. Industrial heritage is such an example. It "is extremely costly and cannot be funded in traditional ways. It's not like taking care of an open-air museum. We need completely new strategies, stakeholders, and collaborations with cultural and creative industries"[158].

- The six functions of the CHARTER model for heritage professions will be even more important as a key tenet for achieving this expansion of the heritage sector into an ecosystem. The interviewees noted that there are a lot of challenges to truly mobilise the big social power of heritage. How can heritage be integrated into different sectors of society? It was suggested[159] that building links and bridges with other sectors and connecting the heritage work to other areas of policy agenda is very important, not least when it comes to the present divide between natural and cultural heritage that needs to be seen instead as a whole[160]. There are lots of opportunities for the links between heritage and society to enable sustainable development (wellbeing, local sustainable food, social and sustainable economies, sustainable tourism, education, and many other social domains). Respondents concluded that it is the policy frameworks that do not (yet) make this possible right away.

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[156] Bergada
[157] Gariboldi
[158] Gustafsson
[159] Neyrinck
[160] Welling

Career Opportunities

Many respondents saw career prospects for heritage professionals, recognising the potential of heritage to provide "many opportunities"[161] in terms of jobs creation, still this is limited due to the lack of resources[162]. The answers pointed both at the possibility to develop careers in more "traditional" functions and to introduce new professionalisation. For instance:

- Pirri called for the introduction of legal professionals in the heritage sector.

- Van Alphen underlined that "The sector offers young people and late entrants' sufficient prospects to aspire to a job in monument care [also guaranteeing] job security".

- Bergada and Subirà notice that, Interestingly, while there are possibilities for tour guides "(m)ost of them have become tour guides by chance, not intentionally".

Challenges

Heritage professionals need to be able to integrate their practices in a more multi- and transdisciplinary manner under a remodelled, decentralised governance structure with increased participatory mechanisms[163]. This was also raised by some interviewees:

- "Challenges are to implement the interdisciplinary approach in practice and promote effective collaboration among different fields and disciplines. Often, there are still barriers between the individual areas, whether at the institutional, cultural, or linguistic level. It is important to break down these barriers and promote exchange and collaboration between disciplines to fully harness the potential of the interdisciplinary approach in the heritage sector"[164].

- "Promoting diversity and inclusion is an important challenge in the heritage sector. Interdisciplinary competencies can help incorporate different perspectives, traditions, and cultural backgrounds, enabling a more diverse and inclusive representation of cultural heritage"[165].

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[161] Marqués
[162] Nielsen
[163] See for example: Rodney Harrison. 2020. Heritage practices as future-making practices. In: Holtorf, C., Högberg, A., eds. Cultural Heritage and the Future. Routledge; Jeremy C. Wells & Barry L. Stiefel, eds. 2019. Human-centered built environment heritage preservation. Theory and evidence-based practice. Routledge; Kalliopi Fouseki, Torgrim Guttormsen, Grete Swensen, eds. 2019. Heritage and Sustainable Urban Transformations. Deep Cities. Routledge; Annelie Sjölander-Lindqvist. 2021. Introduction to heritage and development: the agency of heritage in rural and urban development practices. In: Eva Stegmeijer, Loes Veldpaus, eds. A Research Agenda for Heritage Planning. Perspectives from Europe. Edward Elgar Publishing
[164] Gill
[165] Gill

- "CH practitioners need to reach out to the general public, to stay relevant, and explain why we do this"[166] raising awareness and reaching out to young people[167], and "Securing and passing on that knowledge"[168].

- "CH needs to become a full member in the circular economy strategy, (…). Need a broader perspective on CH and need strategies for this. Need to rethink the (…) scope of conservation. It's not about preservation of a single monument or a block, it's about preserving a city or a region"[169].

For practitioners in heritage in all areas and on all levels, present, new, and emerging challenges will require increased awareness of the dynamic positioning of heritage questions and objectives within the societal setting, urging for adaptability of their competences and levels of knowledge and skills to be able to:

- Contribute to the development of a values-based democracy and to human rights;

- Develop and use an effective toolkit for challenging stereotypes and biases (intercultural dialogue);

- Improve quality of life (well-being);

- Address socio-economically disadvantaged and minorities, as the sector has been mandated to address this imbalance (social justice);

- Contribute to lifelong personal development through participation in social and cultural life, respecting the heritages of other people;

- Realise the value of heritage to people.

As previously stated, a heritage ecosystem, having core principles or tenets necessary to its proper functioning in the generation and regeneration of value, can in itself be understood as a driver of change in delivering societal wellbeing in the face of polycrises.

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[166] Colson
[167] Calleja, Xuereb
[168] Calsius
[169] Gustafsson

5.4 How to address the skill needs

Following the conclusion of WP3 deliverable 3.3[170], the value of non-formal and informal learning needs to be recognised since these approaches have the potential to offer greater flexibility in terms of time, place, and learning methods, compared with formal E&T. In the report the following principles are recommended for these learning forms:

- Define shared quality standards for informal learning paths, including levels of competences (by applying Bloom's Taxonomy or other such taxonomies which are fit for purpose for the respective learning path and ways to recognise them);

- Support shared tools that make the competences acquired through informal learning paths visible. In order to make them comparable, several levels of recognition should be possible (attendance certificates, portfolio assessment, exam assessment) and monitoring procedures for quality assessment should be in place;

- Link these documents to the recognition of these competences in higher education and the labour market: make them worthwhile and valuable in other contexts.

At least three different models of non-formal learning can be identified: Communities of practice, Virtuous learning circles, and Professional learning networks.

Creating opportunities for non-formal learning corresponds to the comment of one of the respondents on the importance of learning from each other. One way of achieving this can be through *communities of practice* that can shortly be defined as '(…) groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly'[171].

Virtuous learning circles[172] could be a method for the sharing of experiences, learning from each other, from other regions, and internationally. Virtuous learning circles are applied in several different situations, and areas of occupations and societal sectors. Depending on the area of application, the approach could differ, but in general it suggests a hermeneutic circle, where knowledge of certain objects or phenomena is dynamically improved through a process where questions provide knowledge that leads to new questions that provide new knowledge that leads to new questions, etc.

Another strategy considers the organisation of *professional learning networks* (PLN): building a system of people, spaces, and tools that support career-based learning. Due to the numerous means for learning – tools, techniques, places, people – the professional learning network can be

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[170] WP3 deliverable 3.3, Report on existing quality standards and certification schemes https://charter-alliance.eu/wp-content/uploads/2023/01/D3.3.-Report-on-existing-quality-standards-and-certification-schemes.pdf

[171] Wenger-Trayner, E. & B. (2015) Introduction to communities of practice, a brief overview of the concept and its uses. https://www.wenger-trayner.com/introduction-to-communities-of-practice/

[172] Virtuous circles, defined by Miriam-Webster online dictionary: a chain of events in which one desirable occurrence leads to another which further promotes the first occurrence and so on resulting in a continuous process of improvement, https://www.merriam-webster.com/dictionary/virtuous%20circle

described as 'multifaceted ecosystems of support for ongoing career-based learning'[173]. These networks could be composed of groups of heritage professionals using analogous and digital means for discussion, advising, sharing experiences, providing feedback, offering support and mentoring, in continuously evolving professional competences and skills.

In the following chapter (6. Pathways forward) examples of good policy practices from the partner regions in CHARTER are presented, that might be subject for any of the referred models above, following a process roughly designed like this:

- The region where a best practice has been identified put together material to be distributed to interested regions and they, in turn, make tentative plans for the adaptation of the example to their regions.

- The example region organises a workshop for the interested regions where the example can be scrutinised in more detail.

- The interested regions transform their plans from tentative to operational for a trial version, to be followed by internal feed-back and evaluation.

- The example region organises a second workshop where the interested regions bring their experiences and conclusions for joint discussions and sharing.

- Collectively, the regions collaborate to turn the example into a model.

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[173] Torrey Trust, Jeffrey P. Carpenter, & Daniel G. Krutka. Professional Learning Networks.
https://edtechbooks.org/encyclopedia/professional_learning_networks

6. Pathways forward – regional examples

This chapter focuses on possible ways ahead for addressing major challenges and considers the priorities for achieving the three tenets for the Heritage Ecosystem. It is composed of two parts: Emerging good policy practices, and initial observations on good examples from regional workshops.

A tentative, empirically based overview of how the examples address CHARTER topics, major challenges, sectoral priorities, and the CHARTER ecosystem tenets, are presented in Annex E

As a result of a call to the consortium partners to propose examples on emerging good policy practices addressing the drivers of change, in total 59 proposals were submitted, some on exemplifying good policy practices but others also having slightly different scope as project-based activities. Out of these 16 have been chosen using five criteria considering: Effectiveness, Efficiency, Impact and scalability, Transferability, Sustainability, and subsequently, how they address central topics of the CHARTER project identified as:

Upskilling-reskilling, Green transition, Transition to circular economy, Policy making/implementation, Quality certification standards, Ecosystem approaches, (Initial) Training on the job.

Each example indicates how it relates to major challenges, sector priorities, and tenets for enabling the heritage ecosystem. Most of these examples can be developed transversely through virtuous learning circles run by the regions.

6.1 Examples combining diverse topics

Slöjd & Byggnadsvård – "Craft & Building preservation" A resource centre at Nääs, Floda, Sweden[174]

Slöjd & Byggnadsvård is a resource centre established in 1990 and managed by Region Västra Götaland. The centre aims to develop crafts and building preservation as an industry, a cultural heritage and a mediator of knowledge regarding integrated conservation of the built environment. The starting point is the heritage in combination with sound and sustainable materials. The centre was created as a way to educate people and to bring together different competences connected to heritage to offer help and advice to house owners, municipalities and the civil society. During more than 30 years the centre has offered exhibitions, a unique library, thousands of short courses/educations, festivals, camps and other activities, free advice to house owners, and a shop with materials needed for craft and building preservation. The centre is managed on the regional level, but during the last years digital opportunities are more and more used making it possible to

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[174] https://www.slojdochbyggnadsvard.se/en/about-slojd--byggnadsvard/

reach out to people in all of Sweden and the Nordic countries. The centre is situated at Nääs, a listed mansion with several historic buildings in beautiful surroundings.

Topics:	Upskilling-reskilling
	Green transition
	Policy making/ implementation
	Ecosystem approach
Major challenges:	Demographic, social and cultural dynamics
	Global markets and economic policies
Sector priorities:	Sectoral organisational management
	Expanded and improved social uses and adaptations
	Knowledge and skills transfer
CHARTER tenets:	Heritage mandate to deliver public benefit and improve quality of life.
	Training and education in the six functions of heritage at all levels, increasing democratic values and resilience of society.

The "VAKK-network" – Cooperation on safeguarding cultural heritage in times of climate change, Sweden

VAKK is a network of heritage organisations in the western parts of Sweden. VAKK is an abbreviation that can be translated into "West Swedish cooperation on cultural heritage and climate change". The cooperation started as a project in 2015 with the aim to map and analyse the effects of climate change on the heritage in the regions of Västra Götaland and Halland. The project report pinpointed the need for long term cooperation, in order to plan and organise actions, research and information efforts regarding climate impact on cultural heritage, and to promote heritage aspects to be included in climate change mitigation actions. The project also produced a digital tool with maps and information about climate impact on heritage. The purpose of the project report and its related digital map is that municipalities and property owners should use the information in spatial planning and property management.

The project has transformed into a network, continuing the work. Regional heritage management organisations of West Sweden are represented in the network; as well as the county administration, regional museums and the county council.

Topics:	Green transition
	Policy making/ implementation
	Ecosystem approaches
	Transition to circular economy
Major challenges:	Demographic, social and cultural dynamics
	Climate change
	Political, regulatory and governance framework
Sector priorities:	Incorporating the 17 UN SDGs
	The professional inter-connectedness
	Knowledge and skills transfer
CHARTER tenets:	Heritage mandate to deliver public benefit and improve quality of life
	Bespoke platforms for horizontal management embedded in participatory governance structures

Stride for Stride for skills

The project Stride for Stride for skills aims at identifying and anticipating skills needs. It is therefore strategic to ensure better information on employment trends and to support the design of upskilling and reskilling policies accompanying the transformations of the labour market. Anticipating skill trends, rather than adapting VET policies to changes only after they happened, is crucial. In this scenario, the potential of the regional dimension emerges as an optimal governance level to design policies supporting vocational education and training systems adapted to new skills needs. With a multistakeholders' approach, six regions in five EU Member States - Catalonia, the Basque Country, Tuscany, Brittany, Varaždin and Vestland, promoted the Erasmus Plus project "Stride for Stride for skills adaptation/anticipation in European Regions" to build strong regional skills ecosystems, collaborative networks aimed at aligning the supply of vocational education and training with regional smart specialisation strategies (S3) and addressing the opportunities generated by green and digital transitions and the sustainable development goals of the 2030 Agenda. In this perspective, Stride for Stride aims at contributing to the definition and consolidation of regional ecosystems with a multi-level and multi-stakeholder capacity building action, which aims to improve local skills governance processes, and allow for more effective adaptation of VET systems to job transformations and possible crisis scenarios.

Topics:	Upskilling-reskilling
	Policy making/ implementation
	Ecosystem approach
Major challenges:	Demographic, social and cultural dynamics
	Global markets and economic policies
	Political, regulatory and governance framework
	Technological shift
Sector priorities:	Incorporating the 17 UN SDGs
	The professional inter-connectedness
	Sectoral organisational management
	Funding
	Knowledge and skills transfer
CHARTER tenets:	Training and education in the six functions of heritage at all levels, increasing democratic values and resilience of society
	Bespoke platforms for horizontal management embedded in participatory governance structures

Transforma – An Inclusive Culture Program for the Central Alentejo, Portugal

The main goal of Transforma is to establish Central Alentejo as a truly inclusive region through the transforming power of culture. Comprising two interconnected subprograms, it is based on two intervention logics with a view to boosting social inclusion strategies:

Subprogram 1 intends to act in the promotion of social inclusion through culture. It includes:

- Workshops in the various municipalities of Central Alentejo,

- Debates focused on the role of culture as a transformer and enhancer of social inclusion,

- A final international conference on the topic of Health and Culture.

Subprogram 2, more operative, intends to implement social experiences of inclusion through culture, directed to the target groups in question, and consists of:

- A Cultural Prescription project developed in conjunction with the health sector (primary care).

-   A Cultural Mediation project, which promotes the development of initiatives aligned with the strategy defined in the National Plan for the Arts.

-   The development of inclusive programming in specific spaces, working together with cultural programmers.

-   The development of artistic residencies in schools.

-   An inclusion through cultural project, which includes 26 actions of inclusion through culture, covering all the municipalities of Central Alentejo.

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Topics:	Policy making/ implementation
	Ecosystem approach
	(Influx in cultural heritage sector)
Major challenges:	Demographic, social and cultural dynamics
	Global markets and economic policies
	Political, regulatory and governance framework
	Tourism dynamics
Sector priorities:	Incorporating the 17 UN SDGs
	The professional inter-connectedness
	Sectoral organisational management
	Expanded and improved social uses and adaptations
CHARTER tenets:	Heritage mandate to deliver public benefit and improve quality of life
	Bespoke platforms for horizontal management embedded in participatory governance structures
	Training and education in the six functions of heritage at all levels, increasing democratic values and resilience of society

6.2 Focus: Quality certification standards

"Casa Artelor" ("The House of Arts"), Romania

This training and certification programme, tailored for the sector of traditional craftsmanship, was designed to increase the competitiveness of traditional craftspeople in the labour market and to support the transferability of traditional knowledge and abilities.

Romania still has a large number of craftspersons, skilled in many cultural trades and craftsmanship. There is, however, a lack of official certification for their skill status as a result of the non-formal learning process. For these craftspersons to properly function within the labour market, and for them to take advantage of the mobility and development opportunities offered by the European area, a recognized form of certification is required.

The "House of Arts" programme focuses on initiating a process for the formal recognition of the status of traditional craftspersons through the accreditation of the ASTRA Museum as a Centre for evaluating and certifying professional competences obtained through non-formal means. In itself, this is a pilot project, as the ASTRA Museum will become the first Romanian institution to issue valid certificates for traditional craftspeople.

Topics:	Quality certification standards
	Upskilling-reskilling
	Ecosystem approach
Major challenges:	Demographic, social and cultural dynamics
	Global markets and economic policies
	Political, regulatory and governance framework
Sector priorities:	Expanded and improved social uses and adaptations
	Knowledge and skills transfer
CHARTER tenets:	Heritage mandate to deliver public benefit and improve quality of life
	Training and education in the six functions of heritage at all levels, increasing democratic values and resilience of society

Certified experts regarding cultural values, Sweden

According to the Swedish Planning and Building Act (2010:900)[175], it is the client's responsibility to guarantee expert judgement on cultural values according to the regulations in the plan for the built environment. The Planning and Building Act is a national framework for all municipal planning and building.

The starting point is that the inspection must be carried out within the framework of the developer's documented self-inspection. An inspection plan must indicate which inspections are to be carried out and who is to carry out the inspections. In a start notice, the building committee at municipal level must determine the control plan that will apply. In that context, the building committee needs to take a position on whether the client's organisation contains sufficient competence for society's demands to be assumed to be fulfilled. One way for the developer to show that his organisation contains sufficient expertise is to employ certified experts in certain subject areas[176].

The Swedish National Board of Housing, Building and Planning has specified through regulation[177] the requirements a person must meet to be certified as an expert for the control of cultural values according to the Planning and Building Act. The examination of whether a certain person meets the requirements of the regulation is done by a certification company that has been accredited for the purpose. Currently, only RISE[178] Certification is accredited to issue certifications.

Topics:	Quality certification standards
	Policy making/ implementation
Major challenges:	Demographic, social and cultural dynamics
	Global markets and economic policies
	Political, regulatory and governance framework
Sector priorities:	Expanded and improved social uses and adaptations
CHARTER tenets:	Heritage mandate to deliver public benefit and improve quality of life
	Training and education in the six functions of heritage at all levels, increasing democratic values and resilience of society

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[175] https://www.boverket.se/en/start/building-in-sweden/swedish-market/laws-and-regulations/national-regulations/pbl-pbf/

[176] cf. Gov.prop. 2009/10:170, p. 303-304, https://data.riksdagen.se/fil/25c66e43-b749-4ba9-a14e-fd26f0390ab9

[177] KUL 2, BFS 2011:15, https://www.boverket.se/sv/lag--ratt/forfattningssamling/gallande/kul---bfs-201115/

[178] RISE – The Research Institute of Sweden. It is an independent research institute and is one of 43 companies that is completely or partially owned by the Swedish state. https://www.ri.se/en

'Register of Heritage Contractors', Quality certifications standards, Ireland[179]

An industry-led registration and branding scheme for building firms competent to carry out conservation works in Ireland. Building firms (management contractors, main contractors, sub-contractors and micro-enterprises) are included in the register on the basis of a portfolio of completed projects that demonstrate good practice. They sign up to an ethical code, and commit to annual 'continuing learning and development'. A website broadcasts their availability and conservation skills for the marketplace.

Topics:	Quality certification standards
Major challenges:	Demographic, social and cultural dynamics
	Global markets and economic policies
	Technological shift
Sector priorities:	Knowledge and skills transfer
CHARTER tenets:	Heritage mandate to deliver public benefit and improve quality of life
	Training and education in the six functions of heritage at all levels, increasing democratic values and resilience of society

6.3 Focus: Training on the job

Grants for passing on craftsmanship in a master-apprentice scheme, Flanders[180]

A grant, funded by the Flemish government, for passing on craftsmanship serves as financial support for craftsmen who take one or more apprentices for a number of months (max. two years) to teach him and/or her the tricks of the trade. Craftsmanship is seen as a form of intangible heritage that resides in people's heads and hands: knowledge and skills rooted in tradition. Here, craftsmanship is seen very broadly: it may involve crafts, but also, for example, certain applied arts or performing arts. Passing on this kind of craftsmanship is necessary to keep it alive. By supporting craftsmanship, Flanders can profile itself internationally and address the UNESCO call for passing on this kind of heritage, previously within the programme Living Human Treasures[181] which has been incurred into the convention on intangible heritage[182].

[179] https://heritageregistration.ie/
[180] https://www.vlaanderen.be/cjm/nl/cultuur/cultureel-erfgoed/subsidies/beurzen-voor-het-doorgeven-van-vakmanschap-een-meester-leerlingtraject
[181] https://ich.unesco.org/en/living-human-treasures
[182] https://ich.unesco.org/en/home

Topics:	Initial training on the job
	Ecosystem approach
Major challenges:	Demographic, social and cultural dynamics
	Global markets and economic policies
Sector priorities:	Funding
	Knowledge and skills transfer
CHARTER tenets:	Heritage mandate to deliver public benefit and improve quality of life
	Training and education in the six functions of heritage at all levels, increasing democratic values and resilience of society

Jugendbauhütten - Deutsche Stiftung Denkmalschutz

The Jugendbauhütten (youth construction workshop) is a program that is part of the Deutsche Stiftung Denkmalschutz (German Foundation for Monument Protection). The Jugenbauhütten enables young people between 16 and 26 years to spend years as volunteers in maintenance and restoration of monuments. The Jugendbauhütten have currently 16 bases all over Germany[183]. Doing their work, the young people are organised in smaller groups and supervised by a skilled conservator-restorer or craftsmen. The program has already been running for several years, and has permanent funding provided by different stakeholders.

Topics:	Initial training on the job
	Upskilling-reskilling
Major challenges:	Demographic, social and cultural dynamics
Sector priorities:	Expanded and improved social uses and adaptations
	Knowledge and skills transfer
CHARTER tenets:	Heritage mandate to deliver public benefit and improve quality of life
	Training and education in the six functions of heritage at all levels, increasing democratic values and resilience of society

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[183] https://www.denkmalschutz.de/denkmale-erleben/jugendbauhuetten.html

Task Force Maritime – German Maritime Museum, Germany

The Task Force Maritime is a local initiative running since 2020 in Bremerhaven. The attempt is to repair and restore maritime heritage objects like ships in the ownership of the German Maritime Museum. The 15 participants are unemployed people, mostly with a craftsmen background, supervised and supported by two skilled craftsmen. The funding is offered by local labour market funding and museums funds.

The project is an attempt to save technical complex objects in an underfunded environment. At the same time the project educates unemployed people and supports them to find their way back to the primary job market.

Topics:	Training on the job
Major challenges:	Demographic, social and cultural dynamics
Sector priorities:	Sectoral organisational management
	Funding
	Knowledge and skills transfer
CHARTER tenets:	Heritage mandate to deliver public benefit and improve quality of life
	Training and education in the six functions of heritage at all levels, increasing democratic values and resilience of society

6.4 Focus: Upskilling/reskilling

FARO, Vlaams steunpunt voor cultureel erfgoed/The Flemish institute for cultural heritage

The institution was founded by the ministry of culture for and with heritage workers within archives, heritage libraries, organisations that focus on intangible cultural heritage, heritage service providers, and museums. Their services extend to target groups such as policymakers and municipal culture and heritage services. They purposely bring together people with a wide variety of expertise and play a central role in putting current heritage issues on the agenda of policy and society. They organise practice-oriented heritage training programmes and offer advice as well as tailored guidance. By continuously developing and expanding their knowledge and expertise as well as investing in practice-oriented research, they are enabled to share national and international views, insights and practices with their partners.

Topics:	Upskilling-reskilling
	Policy making/ implementation
Major challenges:	Demographic, social and cultural dynamics
	Political, regulatory and governance framework
Sector priorities:	The professional inter-connectedness
	Sectoral organisational management
	Knowledge and skills transfer
CHARTER tenets:	Heritage mandate to deliver public benefit and improve quality of life
	Training and education in the six functions of heritage at all levels, increasing democratic values and resilience of society
	Bespoke platforms for horizontal management embedded in participatory governance structures

S.T.A.G./S.T.I. – Sail Training Association Germany/Sail Training International, Germany[184]

The STAG/STI are organisations providing sailing trips and experiences to everyone. Both organisations (STAG as a German representative for STI) are an umbrella organisation for many independent historical sailing ships often owned by clubs or other NGOs. People can pay to sail as a guest and will be educated in general techniques to operate and maintain historical vessels. At the same time the vessels are mostly run by volunteers educated on board by other skilled and experienced volunteers. Doing so STAG/STI protects the intangible heritage as well as the objects. At the same time there are attempts to get sail training itself recognized as intangible heritage.

STAG is offering financial support to allow young people to join trips and have their own training and teaching program mostly run by volunteers.

Topics:	Upskilling-reskilling
	Ecosystem approach
Major challenges:	Demographic, social and cultural dynamics
	Tourism dynamics
Sector priorities:	Sectoral organisational management

	Funding
	Expanded and improved social uses and adaptations
	Knowledge and skills transfer
CHARTER tenets:	Heritage mandate to deliver public benefit and improve quality of life
	Training and education in the six functions of heritage at all levels, increasing democratic values and resilience of society

Hornemann Institut Online-courses, Germany

The Hornemann Institute is an affiliated institute to the Hochschule für angewandte Wissenschaft und Kunst in Hildesheim. The Hornemann institute is a centre for the preservation of world heritage[185]. They support research, publications, conferences and offer a training program. In an e-learning environment, different courses can be booked, taught by different experts in their field. These courses are tailored for different stakeholders in the field of heritage conservation or management. Furthermore, they offer special school projects and support organisations with teaching materials[186].

Topics:	Upskilling-reskilling
Major challenges:	Demographic, social and cultural dynamics
	Technological shift
Sector priorities:	Expanded and improved social uses and adaptations
	Knowledge and skills transfer
CHARTER tenets:	Heritage mandate to deliver public benefit and improve quality of life
	Training and education in the six functions of heritage at all levels, increasing democratic values and resilience of society

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[185] https://hornemann-institut.hawk.de/sites/default/files/2022-05/Imagebroschuere-Hornemann%20Institut-2022_0.pdf
[186] https://hornemann-institut.hawk.de/en/online-courses

Topic: upskilling and reskilling, Latvia

In Latvia, the curriculum of civil engineering does not include specific knowledge and skills in cultural heritage, which are vital in the renovation of historic buildings, restoration, and repurposing. To solve this issue, the National Heritage Board (hereinafter – NKMP) together with the Ministry of Economics and the Latvian Association of Civil Engineers have agreed on additional knowledge requirements and an aptitude test for those civil engineers – construction work managers, construction supervisors, and designers – who are involved in the renovation of heritage objects and sites. The aptitude test is conducted by a special commission established by the NKMP. The purpose of the testing is to evaluate the practical experience of the applicant, as well as to test his or her knowledge in restoration, heritage conservation, as well as in topics related to climate change. The opinion issued by the NKMP has become a mandatory precondition for acquiring a relevant certificate from the Latvian Association of Civil Engineers. This proves that even in cases when proficiency testing on cultural heritage is not strictly required by law, it is possible to achieve an effective solution for upskilling-reskilling through multi-sectoral cooperation, mutual understanding, and good intentions. As a result, it has greatly impacted the quality of modifications to the spatial environment.

Topics:	Upskilling-reskilling
Major challenges:	Global markets and economic policies
Sector priorities:	Expanded and improved social uses and adaptations
	Knowledge and skills transfer
CHARTER tenets:	Heritage mandate to deliver public benefit and improve quality of life
	Training and education in the six functions of heritage at all levels, increasing democratic values and resilience of society

6.5 Two additional examples from regional workshops

The Monument Ambulance, Romania

The Ambulance for Monuments[187] project was launched in 2016 by the Monumentum Association[188] to rescue heritage-listed buildings and was further developed by a series of existent or newly created heritage organisations thus increasing the impact for preserving historic buildings by setting up regional organisations throughout Romania. The emergency interventions are carried out by experts, students and trained craftsmen on a voluntary basis with the support of local communities and authorities. The communities provide materials, accommodation and meals for coordinators, craftsmen and volunteers, and The Ambulance for Monuments provides the tools and workforce.

At the heart of the project in each region is an intervention kit and a lorry equipped with tools, construction equipment and materials. The costs are mostly funded by local and regional authorities, while private companies and donors fund additional materials, equipment and tools.

- The initiative has the following objectives:

- To get the communities involved in sustainable heritage safeguarding actions.

- To safeguard the immovable heritage and keep a record of such heritage.

- To increase the level of professional training of the experts through non-formal and informal participatory education based on the "hands on training system".

- To recover the traditional techniques and the local materials.

- To increase the philanthropy level and create new audiences for heritage.

The focus is on local decision making and sense of ownership of heritage. Younger experts and craftspeople are involved in the interventions, to ensure locally based awareness of heritage qualities securing maintenance needs on long term.

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[187] The Ambulance for Monuments project is further described on:

https://www.europeanheritageawards.eu/winners/the-ambulance-for-monuments/

http://ambulanta-pentru-monumente.ro/despre/?lang=en

https://www.interregeurope.eu/good-practices/ambulance-for-monuments-ambulanta-pentru-monumente

https://www.romania-insider.com/ambulance-monuments-2019

[188] http://asociatiamonumentum.ro/cms/category/ambulantapentrumonumente/

Topics:	Policy making/ implementation
	Ecosystem approach
Major challenges:	Demographic, social and cultural dynamics
	Political, regulatory and governance framework
	Technological shift
Sector priorities:	The professional inter-connectedness
	Sectoral organisational management
	Funding
	Knowledge and skills transfer
CHARTER tenets:	Heritage mandate to deliver public benefit and improve quality of life
	Training and education in the six functions of heritage at all levels, increasing democratic values and resilience of society
	Bespoke platforms for horizontal management embedded in participatory governance structures

The concept of the Swedish 'antikvarie'

The antikvarie profession of present-day Sweden is to a large degree the result of the bachelor's program in Integrated Conservation of Built Environments. The program was launched in 1978 as a response to several dysfunctions in societal management of historical and cultural qualities in the built environment, as perceived by a group of scholars at the University of Gothenburg[189]. An important motivation was the year of the European Architectural Heritage in 1975 and the congress in Amsterdam ending the year's theme. At the congress the conservation of the architectural heritage was recognised as a major objective for urban and regional planning, and the outcome of the congress, the Amsterdam Declaration, stated[190]:

> *There is a fundamental need for better training programme to produce qualified personnel. These programmes should be flexible, multi-disciplinary and should include courses where on-site practical experience can be gained.*

Since the first group took their degrees in 1981, a steady flow of c.a. 15-20 persons has each year entered the heritage sector and are working in wide range of areas: in public administration on local,

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[189] Lagerqvist, B, Martins Holmberg, I, Wetterberg, O, 2014. Integrated Conservation of Built Environments. Swedish reflections from three decades of program development. In: Preservation Education. Sharing best practices and finding common ground. Eds. Barry L Stiefel and Jeremy C Wells. University Press of New England

[190] The Declaration of Amsterdam, Congress on the European Architectural Heritage, 21 - 25 October 1975 https://www.icomos.org/en/and/169-the-declaration-of-amsterdam

regional, and national levels; in museums on all levels; in governmental bodies; as self-employed consultants; and in larger consultancy firms within architecture, planning, and also engineering. In a small country like Sweden this has had a large impact on how society at large understands the importance and relevance of heritage - even if most of the heritage professionals want to further improve the situation.

The studies today at the department of conservation implies a cross-disciplinary approach with possible in-depth directions towards buildings, built environments, urban landscapes, and cultural landscapes. The focus is on how to describe, care for, analyse and develop heritage assets through concrete conservation practices and strategic planning processes The professional and academic role is largely about being able to understand the preconditions for changes that have been made and will take place; how different stakeholders have worked today and historically to pursue different intentions affecting built environments; how problems, opportunities and different consequences can be formulated; and what supporting data and information need to be described, analysed and handled in an operational context.

Topics:	Policy making/ implementation
	Quality certification standards
	Ecosystem approach
Major challenges:	Demographic, social and cultural dynamics
	Global markets and economic policies
	Political, regulatory and governance framework
Sector priorities:	Incorporating the 17 UN SDGs
	The professional inter-connectedness
	Sectoral organisational management
	Expanded and improved social uses and adaptations
CHARTER tenets:	Heritage mandate to deliver public benefit and improve quality of life
	Bespoke platforms for horizontal management embedded in participatory governance structures
	Training and education in the six functions of heritage at all levels, increasing democratic values and resilience of society

All the cases illustrated show how some of the changes, which seem to be necessary to guarantee a future proof heritage sector, have already been taking place though in a scattered and non-coordinated manner. Still, these cases show possible way to implement the changes deemed necessary, and may provide useful lessons to avoid potential problems, difficulties, complexities that might occur.

7. Closing reflections and conclusions

A fully functioning heritage quadruple helix between Governance, Academia (including E&T and VET on different levels), Providers (including institutions, organisations, companies, etc. working professionally with heritage), and Civil society, will substantially increase the sector's ability to provide heritage as a common good.

What are the challenges for the heritage sector?

To avoid a juxtaposition of the heritage sector to society, but rather see it as an integrated and fundamental part of it, the notion of external and internal drivers of change could be seen as a purely theoretical construction - all drivers of change, externally as well as internally, are part of the reality for which we intend to establish a heritage ecosystem. Therefore, CHARTER identifies them as *Major Challenges*. They are composed of:

- Climate change

- Population dynamics

- Geo-political conflicts

- Socio-economic factors

- Gender inequality and the empowerment of women

- Knowledge shift

- Increasing energy demand

- Production and consumption of goods and services

What are the gaps of the sector?

On a generic level the principal gap is represented by the three tenets for a fully-fledged heritage ecosystem needed to be fulfilled:

- o Heritage mandate to deliver public benefit and improve quality of life;
- o Training and education in the six functions of heritage at all levels increasing resilience of society;
- o Bespoke platforms for horizontal management embedded in participatory governance structures, supported by democratic values in decision and policy making

CHARTER identifies *these three tenets as the Drivers of Change for the Heritage Sector*.

Addressing the major challenges, the gaps can be exemplified as follows:

Climate change

- Adaptation – for example measures that include climate control and energy saving (type of energy used in the museums/heritage sites); type of materials used to undertake the activities (recycled paper, recycled object for activities with the public, recyclable dishes and cutlery in the coffee of museums & heritage institutions); increased monitoring of historic sites and built environments concerning deterioration and background factors, with strategies for maintenance measures, and risk preparedness;
- Mitigation – for example promoting reusability and circularity; heritage-based models of development for small-scale economies in agriculture, forestry, recycling, place branding with possibilities for up-scaling;
- Increasing energy demand:
  - Reducing energy demand by increasing heritage-based adaptive reuse of existing buildings.
  - Energy efficiency measures of historic houses, museums, etc.

Population dynamics

- For example, incentives using heritage to stimulate rural and urban development; diverse small scale agricultural economies for local high quality food maintaining and developing agricultural heritage including the history and traditions of local food heritage; the walkable urban environment[191]; cross-generational, cross-cultural, cross-ethnical heritage project to decrease social polarisation.

Geo-political conflicts

- For example, heritage as an overbridging resource for dialogue and inclusive post-conflict projects; the multi-layered interpretations of heritage as a creative opportunity for conflict mitigation; the role of intangible heritage for displaced communities due to conflict.

Socio-economic factors

For example:

- Shift from a heritage market dominated by the public sectors to private-private partnership and public-private partnerships, here it is essential to ensure that a quality control standard and system exist.
- Aging of the heritage workforce in the public sector together with barriers to entry for the young generations limit the possibility to transfer knowledge and know how.

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[191] "…with their human scale, walkability, vibrancy, variety of functions and public spaces, many historic urban areas improve liveability and foster social inclusion, cohesion, and well-being. The shared use of streets, open and green spaces, and the entire historic urban landscape, as well as the intrinsic relationship between public and private spheres, can stimulate interaction, exchange, and integration between different communities and between existing and new residents." From: ICOMOS. 2021. Heritage and the sustainable development goals: Policy guidelines for heritage and development actors. An initiative of the Sustainable Development Goals Working Group of ICOMOS. Principal Authors: Sophia Labadi, Francesca Giliberto, Ilaria Rosetti, Linda Shetabi, Ege Yildirim, p. 77, https://openarchive.icomos.org/id/eprint/2453/13/ICOMOS_SDGPG_2022%20-%20FINAL3.pdf

- Increasingly shifting demographics requires mechanisms and opportunities whereby the heritage qualities recognised in such contexts can be shared as a resource to drive social cohesion and to strengthen societal resilience.

Promote social equality in all social dimensions, and enable the empowerment of women

For example:

- Increased measures to diversify staff.
- Measures to increase the no. of women in top positions in heritage organisations.
- Intersectionality based analysis of the heritage sector.

Knowledge shift

For example:

- Valuation and valorisation of practical skills/craft skills.
- Intergenerational learning.
- Processes to exchange good practices between regions and increase the critical mass of experiences and knowledge.
- Platforms to communicate and build networks, for instance enabling regular meetings between university students and companies and employers.
- Measures to ensure the transmission of craft skills to avoid the loss of different craft expressions.

Production and consumption of goods and services

- Diverse local production of goods, based on place-specific cultural traditions.
- Promotion of craft skills to underpin increased ability to recycle goods.
- Destination development according to principles of sustainable tourism and heritage qualities.

Following the survey of the World Economic Forum and the ranking of skills in the transformation of the labour market for the coming years, most of the skills identified in the survey are necessary transversal skills for the heritage sector's abilities to address the major challenges, and these skills are:

Analytical thinking;
Cognitive thinking;
Capacity to use AI and big data;
Leadership and social influence;
Resilience, flexibility and agility;
Curiosity and recognition of need for lifelong learning;
Technological literacy;
Design and user experience;
Motivation and self-awareness;

Empathy and active listening;
Talent management;
Service orientation and customer service;
Environmental stewardship;
Resource management and operations;
Marketing and media;
Quality control;
Networks and cybersecurity;
Dependability and attention to detail;
Systems thinking;
Programming;
Teaching and mentoring;
Multi-lingualism;
Manual dexterity, endurance and precision;
Attitude of global citizenship;
Reading, writing and mathematics;
Sensory-processing abilities.

The fact that heritage ecosystems do not yet universally exist implies that *the principal gaps are occurring in the interplay* between the major challenges, the society's ability to address those challenges, and the three tenets for heritage ecosystems. From a systemic viewpoint, most of the challenges are potential fundamental gaps generating voids in the society's ability to create sustainable and inclusive futures. These gaps need to be addressed by heritage ecosystems.

What are the needs of the sector?

- CHARTER needs to explore how professional areas in heritage interact with neighbouring sectors, and how this interaction could be improved in terms of expanding the implications of the six functions into other sectors.

- The aspects of quality certification standards and regulated professions need to be further discussed within the consortium in regard to professional mobility within the heritage sector without creating barriers for such mobility. Important are existing documents within the EU, specifically the 2005/36 Directive on the recognition of professional qualifications.

- All the 17 UN SDGs need to recognise the transformative power of heritage and include culture and heritage as a fourth pillar of the SDGs. At the same time heritage strategies and heritage practices must be operationalized within the SDGs. Examples on SDGs and heritage content might be:

  o Goal 3 - reduce premature mortality from non-communicable diseases through prevention and treatment and promote mental health and well-being, specifically by promoting the potential of heritage to improve well-being.
  o Goal 4 - Promote formal and informal training for heritage professionals to prepare them for the job sector stimulating both the creation of small enterprises or their professionalization to work in public organisations/projects.

- Goal 6 - protect and restore water-related ecosystems, including mountains, forests, wetlands, rivers, aquifers, and lakes, specifically integrating heritage sites such as mills.
- Goal 7 - increase substantially the share of renewable energy in the global energy mix, specifically by reusing existing mills and power stations.
- Goal 8 - devise and implement policies to promote the creation of women/young enterprises that can work in the heritage sector or in sustainable tourism that creates jobs and promotes local culture and products.
- Goal 9 - Increase the access of small-scale enterprises, to financial services, including affordable credit, and their integration into value chains and markets, specifically focusing on local traditions and craft specialties.
- Goal 5 and 10 - Empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status, specifically by implementing article 4 of the Faro-convention.
- Goal 11 - enhance inclusive and sustainable urbanization and capacity for participatory, integrated and sustainable human settlement planning and management in all countries, specifically promoting historical and cultural qualities.
- Goal 12 - Develop and implement tools to monitor sustainable consumption and production through the adoption of sustainable procedures and consumables in heritage organisations. Also favouring sustainable tourism while promoting local products and services.
- Goal 13 - Strengthen resilience and adaptive capacity to climate-related hazards and natural disasters in all countries, specifically promoting vernacular building techniques that can sustain e.g., earthquakes.
- Goal 15 - ensure the conservation, restoration and sustainable use of terrestrial and inland freshwater ecosystems and related ecosystem services, specifically concerning cultural landscapes.
- Goal 16 - significantly reduce illicit financial and arms flows, strengthen the recovery and return of stolen assets and combat all forms of organized crime, specifically by engaging young people in heritage-based projects enabling employment opportunities.
- Goal 17 - stimulate private-public as well as international partnership to share information and knowledge and scale up good practices.

- Suggested actions:

  - Improve the interconnectedness between different fields of professional practice at sectoral level.
  - Increase staff diversity, eliminating gender, race, ethnicity, and any other form of inequalities in sectoral organisations.
  - Stimulate the sector to work more actively and strategically to find and use different funding opportunities.
  - Expand and improve the social uses and adaptations of cultural heritage.
  - Improve knowledge and skills transfer, different methods and opportunities should be explored to facilitate intergenerational learning, but also processes for exchanging good practices between regions, and increase the critical mass of experiences and knowledge, through e.g., virtuous learning circles, community of practitioners, or professional learning networks.
  - Bridge the major variations between coding occupations according to ISCO and national coding systems (NOC).
  - Contextualise skills description through a sectoral approach within the ESCO system.

What are the needs relating to E&T?

The professional field and the training and education providers need to have close relations to enable internships, practice related activities in E&T, identify specific needs for curricula development, promote joint R&D-initiatives, etc. In some regions this is well established, in other regions there is severe lack of dialogue and communication between the professions and the E&T providers. In terms of needs in E&T, the following has been observed:

- **The training methods/organisations are slightly more important than the content in formal/institutionalised context, implying:**

  o courses ranging from 1 to 3-4 years, in formal/institutionalised context,
  o including a certain degree of practical/on-the-job training,
  o as well as a basic provision of transversal competences/skills related to management, communication/engagement of stakeholders,
  o including diverse views, sustainable use of resources and
  o use of new technologies/digitalisation.

- **Based on observations within E&T, it is possible to identify suggestions for change or propose actions:**

  o There is a need to involve multidisciplinary projects enabling cross-contamination of different disciplines: management, history, curatorship, conservation, etc.
  o The timeframe to launch new courses (as HE/VET) should be simplified.
  o Short/specialised courses with innovative/emerging content to bridge the gap between basic education/training should be devised, and the need of the job market/society should be given more attention.
  o Consistently, emergent innovative training programs could be developed in relation to professional education as additional course or integrated in the existing study programs.
  o Research and knowledge need to be developed for underpinning the application of new technology, enabling cooperation with private professional/companies.
  o Digital technology requires an overarching strategy that enables "other" (new) forms of participation, interaction, multiple voices, business models, etc.
  o Digital competences need to be increased for all employees and managers and should include digital self-assessment tool and digital leadership.

There is a n*eed for creating opportunities for non-formal learning* facilitating the exchange of knowledge, skills, experiences, and discussions, within the professional fields of heritage practice on a European level. This should be encouraged and principles for enabling quality certification standards should be met.

Are there ways forward?

There exist *examples on practices and policies* addressing CHARTER defined topics: Upskilling-reskilling; Green transition; Policy making/implementation; Ecosystem approach; Transition to circular economy; Quality certification standards; Initial training on the job. These examples are transferable and, in some cases, possible for up-scaling.

Final comment

Through these reflections and conclusions, the intention is to provide the base for the work to be done in the remaining period of the CHARTER project. In WP4 the next step is to initiate the production of deliverable 4.4 Overall sector integrated dynamics and future scenarios, bringing together outcomes from deliverable 4.3 on the regional workshops, and deliverable 3.6 on the emerging fields of curricula. Apart from that, the planning phase includes group-based activities to investigate, analyse, and formulate five themes as concrete as possible. The outcomes will underpin, but not dictate, the structure and content of deliverable 4.4. The themes are:

F. WP findings, i.e., on "bullet-list" level the a) gaps and needs, and b) possible solutions, from reports from WP2, WP3 and WP4
G. Previous qualitative surveys not yet presented and contextualised, i.e., a) the initial project partner survey, b) project partners survey made at GA in Vienna, c) qualitative survey at GA in Västra Götaland, and d) the job vacancy study
H. Cultural heritage employments, i.e., quantitative data from different sources
I. Stakeholder mapping (development and synthesis of D4.1 and other previous work)
J. Future scenarios (the outcome of the Berlin Think Tank)

The themes will run in parallel with ongoing preparations for the CHARTER meeting in Paris in March 2024, and the work to define and formulate findings and recommendations. However, it is important to stress that the deliverable 4.4 is a not yet finalised resource and guiding instrument for the projects ability to land relevant evidence-based outcomes, and where this report constitutes the base for chieving this.

8. Annex

In the Annex the following material is presented:

A. Letter to interviewees

B. List of interviewees

C. Key concepts derived from Directive 2005/36/EC of the European Parliament and of the Council of 7 September 2005 on the recognition of professional qualifications

D. List of submitted examples of good policy practices.

E. Graphic characterisation of the good examples from chapter 6, relating each example to the principal topics of the CHARTER project, the major challenges, the sectorial priorities, and the tenets for enabling the heritage ecosystem.

A. Letter to interviewees

Dear (interviewee),

We are part of [CHARTER the European Cultural Heritage Skills Alliance](). CHARTER is a EU funded project which maps the current and future needs of the cultural heritage sector to create a lasting, comprehensive sectoral skills strategy to guarantee that Europe has the necessary cultural heritage skills to support sustainable societies and economies, including transversal competences such as digital/technological and green/blue economy skills.

We believe that with your experience and expertise you could help us in our research. Therefore, we would like to invite you to participate in an online interview about needs in the cultural heritage labor market in your country and region and your suggestions to counteract possible skill gaps.

The interview will last ca. 30 mins and will be recorded. The findings from the interview will provide the basis for our next report on how well education and training supply meets market needs at a regional and national level, and the possibilities to fill gaps to improve the sector.

You will find the list of questions below, followed by the letter of consent.

1. Are there gaps between education and training supply and labour market needs in your region, and your country?
2.
   a. If yes, do you think they will change in the future?
   b. If not, do you think there will be gaps in the future and which ones?
3. What informal learning could fill the gaps?
4. What formal support could fill the gaps?
5. What do you think about the career opportunities in cultural heritage?
6. What future support is needed to improve the possibilities of making careers in cultural heritage? What is needed to
7. From your perspective, what other challenges for the Cultural heritage sector from your perspective?

If you accept, please propose times when you are available.

Best wishes,

(Interviewer)

B. List of Respondents for interviews

	Name	Surname	Country	Organisation	Role
1	Macarena	Bergada	Spain	AGUICAT- Association of Licensed Tour Guide for a responsible and Quality Tourism	President of AGUICAT
2	James	Calleja	Malta	EFVET	Principal and CEO of the Malta College of Arts, Science and
3	Mariet	Calsius	Belgium	CEMPER, centrum voor muziek en podiumkunsten erfgoed	Director and researcher
4	Amandine	Colson	Germany	Denkmal3D	Conservator/employer
5	Alessandra	Gariboldi	Italy	Fitzcarraldo Foundation	President
6	Susanne	Gill	Germany	Development Agency Rhineland-Palatinate	Geographer, urban and rural developer
7	Christer	Gustafsson	Sweden	Uppsala University - ICOMOS	Professor in conservation - Secretary-General for ICOMOS
8	Tine	Hermans	Belgium	FARO, Vlaams steunpunt voor cultureel erfgoed	Consultant
9	Mercè	Marqués	Spain	KROM RESTAURACIO SL	Conservator/restorer. Responsible for the company
10	Jorijn	Neyrinck	Belgium	Werkplaats voor immaterieel erfgoed	Director and UNESCO
11	Axel	Nielsen	Italy	Freelance	Restorer
12	Anna	Pirri	Italy	Luiss Guido Carli University in Rome	Senior Post-Doc Research Fellow
13	Anna-Lluïsa Su	Subirà	Spain	AGUICAT- Association of Licensed Tour Guide for a responsible and Quality Tourism	Professional Tour Guide
14	Wendy	V Wilgenburg	The Netherlands	Ambacht in Beeld Festival	Director
15	Agnes	van Alphen	Netherlands	Nederlands Centrum Erfgoed Opleidingen (NCE)	Expert
16	Menno	Welling	The Netherlands	Reinwardt Academy	Head of the master Applied Museum and Heritage Studies
17	Karsten	Xuereb	Malta	Ministry of Culture	Researcher / Cultural manager
18	Henrik	Zipsane	Sweden	European Museum Academy	Managing director

C. Key concepts derived from Directive 2005/36/EC of the European Parliament and of the Council of 7 September 2005 on the recognition of professional qualifications

The 2005/36 Directive clarifies key definitions and concepts relevant for this transnational recognition of professional qualifications, setting three systems of recognition of qualifications:

- **automatic recognition** of professional qualifications for seven sectoral professions. In this system, to work in another EU country, professionals must apply to the authority that oversees their profession in that country for the recognition of their qualifications which includes a formal diploma that complies with minimum training requirements as well as any other certificates proving successful completion of professional traineeships and state exams[192].

- **general system** of recognition of qualifications when the applicant has full access to the same profession in the home country, enabling the same recognition in another EU country. It requires the various national education and training schemes to be grouped into different levels and a harmonisation of the minimum training conditions for access to the profession. Compensatory measures can be imposed, such as an adaptation period of up to three years or an aptitude test when there are substantial differences in education[193].

- **automatic recognition on the basis of professional experience** with a required minimum duration and nature of such professional experience, can be applied to some industrial, commercial and craft professional activities such as carpenters, upholsterers, beauticians, and others[194].

In the context of the Directive the following definitions are of importance to contextualise the recognition mechanisms:

- **regulated profession** is by CEDEFOP defined as "professional activity or group of professional activities, access to which, pursuit of which, or one of the modes of pursuit of which is subject, directly or indirectly, by virtue of legislative, regulatory or administrative provisions, to possession of specific professional qualifications"[195]. ESCO defines a profession as regulated if its access, scope of practice or its title is regulated by law. This includes[196]:

- Professions with automated recognition of qualifications on European level;

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[192] https://single-market-economy.ec.europa.eu/single-market/services/free-movement-professionals/recognition-professional-qualifications-practice/automatic-recognition_en
[193] https://single-market-economy.ec.europa.eu/single-market/services/free-movement-professionals/recognition-professional-qualifications-practice/general-system_en
[194] https://single-market-economy.ec.europa.eu/single-market/services/free-movement-professionals/recognition-professional-qualifications-practice/recognition-based-professional-experience_en
[195] CEDEFOP. 2014. Terminology of European education and training policy. P. 214. https://www.cedefop.europa.eu/files/4117_en.pdf
[196] https://esco.ec.europa.eu/en/about-esco/escopedia/escopedia/regulated-professions

- Professions regulated on a national level; and

- Activities that are regulated in some or all Member States.

- **professional qualifications** are those qualifications attested by evidence of formal qualifications, an attestation of competence and/or professional experience;

- **regulated education and training** means any training, which is specifically geared to the pursuit of a given profession and which comprises a course or courses complemented, where appropriate, by professional training, or probationary or professional practice. The structure and level of the professional training, probationary or professional practice shall be determined by the laws, regulations or administrative provisions of the Member State concerned or monitored or approved by the authority designated for that purpose[197];

- **professional experienc**e refers to the actual and lawful pursuit of the profession concerned in a member state.

The 2005/36 Directive also permits a Member State to establish specific requirements in the access to a specific profession justified by the general public interest. Such professional rules would relate to, for example, the organisation of the profession, professional standards, including those concerning ethics, supervision and liability. This opens up for the opportunity for the wider implementation of the European Professional Card[198] as an online certificate of professional qualifications to facilitate mobility. It would speed the exchange between member states and enable monitoring the career of professionals' information in regard to their professional qualifications (university or institution attended, qualifications obtained, professional experience), their legal establishment, penalties received relating to their profession and the details of the relevant competent authority[199].

Through the Directive (EU) 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[200], two new definitions essential for the recognition of professional qualifications are added:

- **protected professional title as form of regulating a profession** where the use of the title in a professional activity or group of professional activities is subject, directly or indirectly, by virtue of legislative, regulatory or administrative provisions to the possession of a specific professional qualification, and where the improper use of that title is subject to sanctions;

- **reserved activities as a form of regulating a profession** where the access to a professional activity or group of professional activities is reserved, directly or indirectly, by virtue of legislative, regulatory or administrative provisions to members of a regulated profession holding a specific professional qualification, including where the activity is shared with other regulated professions.

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[197] Law insider. https://www.lawinsider.com/dictionary/regulated-education-and-training
[198] https://europa.eu/youreurope/citizens/work/professional-qualifications/european-professional-card/index_en.htm
[199] For more information see European Professional Card
https://single-market-economy.ec.europa.eu/single-market/services/free-movement-professionals/european-professional-card_en
[200] https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32018L0958&qid=1695809849427

D. List of submitted proposals on examples of good policy practices

#			
1	FARO, Vlaams steunpunt voor cultureel erfgoed	The flemish insititution for cultural heritage, funded by the ministry of culture. We work for and with heritage workers within archives, heritage libraries, heritage cells, organisations that focus on intangible cultural heritage, heritage service providers, and museums. Our services also extend to target groups such as policymakers and municipal culture and heritage services.	Jacqueline.vanleeuwen@faro.be
2	GRANTS FOR PASSING ON CRAFTSMANSHIP IN A MASTER-APPRENTICE SCHEME	A grant, funded by the Flemish government, for passing on craftsmanship serves as financial support for craftsmen who take one or more apprentices for a number of months (max. two years) to teach him and/or her the tricks of the trade. https://www.vlaanderen.be/cjm/nl/cultuur/cultureel-erfgoed/subsidies/beurzen-voor-het-doorgeven-van-vakmanschap-een-meester-leerlingtraject Contactperson: Sophie Muyllaert (Departement Cultuur, Jeugd & Media)	jacqueline.vanleeuwen@gmail.com
3	Many individuals possess a lot of knowledge that has been acquired through work experience and non-formal learning. It is important for our society to 'dig up' this 'hidden' knowledge, which is a great treasure, and identify and validate it in order to promote our professional and personal development, as well to increase the motivation, quality, and professionalism of all employees. This is the purpose of the NVQ system.	An NVQ certificate can provide added value on the labour market by providing sole proprietors with a certain reference for the skills required to provide their services on the market in a quality manner. In some cases, an NVQ certificate can also help in obtaining state subsidies or registering supplementary or craft activities, etc. NVQs can assist companies in recruitment or personnel affairs (obtaining formal grounds for employment or job retention, as well as promotions in case of inadequate education, etc.). Companies decide by themselves whether to place NVQs in their systematisation or to just use the NVQ certificate as an additional reference for the employee. It should be emphasised that employment in companies is traditionally based on the required education. With the NVQ certificate, individuals demonstrate professional competences for a particular profession, but do not obtain a level of education. https://npk.si/en/	Barbka Gosar Hirci, Institute for the Protection of Cultural Heritage Slovenia, barbka.hirci@rescen.si
4	The Dutch Meld- en expertisepunt Specialistisch Vakmanschap (Reporting and Expertise Centre for Specialized Craftmanship – REC)	The REC was opened by the minister of Culture, Education and Science in 2011 launching a specific point for small, specialized VET whose existence was threatened, and for small occupational groups, who noticed a shortage of crafts people in their field of expertise. Project manager Vivian Vijn	v.vijn@s-bb.nl	Marleen Hofland-Mol - Erasmus University - m.hofland@eshcc.eur.nl
5	Interdisciplinary in heritage-related skills	The main objective of this initiative is to upgrade the interdisciplinary competencies of the workforce of heritage managers all over Europe in order to better valorize expertise from different disciplines relevant for cultural heritage preservation. It includes - a multilingual training scheme that takes place parallel to work with a transdisciplinary approach including all disciplines necessary for the successful management of preservation activities at heritage sites; - multilingual guidelines for heritage managers in order to give them support through challenging preservation processes; - a multi-lingual training kit for easy uptake of the training scheme and make it accessible in the most efficient way; - a concept for a training camp in a virtual environment for future heritage managers as well as young craftspeople in the heritage preservation subject in European countries (young people at their career start e.g. at the end or shortly after formal education). Direct target groups are heritage professionals, e.g. those who are responsible in the field of cultural heritage preservation such as site managers and professionals included in preservation tasks (architects, archaeologists, conservators, curators, art historians). Indirect target groups are craftspeople working at heritage sites (installers, carpenters, masons), administrators and policymakers (government officials engaged in public agencies, who are involved in the planning process of heritage at local, regional, and national level, politicians (with a mandate for cultural heritage), urban and regional planning specialists, members of European, national, regional and local non-governmental organizations and private sector, who are engaged in the field of heritage preservation and sustainable management, young people in formal education for cultural management, e.g. at universities in different disciplines, people in master craftsmen education, locals/volunteers e.g. in "circles of heritage friends". https://heritage-pro.eu	Karin Drda-Kühn, Kultur und Arbeit e.V. - Association Culture & Work, heritage-pro@kultur-und-arbeit.de
6	Slöjd & Byggnadsvård – "Craft & Building preservation" A resource centre at Nääs, Floda.	Slöjd & Byggnadsvård is a resource centre established in 1990 and managed by Region Västra Götaland. The centre aims to develop crafts and building preservation as an industry, a cultural heritage and a mediator of knowledge regarding integrated conservation of the built environment. The starting point is our cultural heritage in combination with sound and sustainable materials. The centre was created as a way to educate people and to bring together different competences connected to cultural heritage and offer help and advice to house owners, municipalities and the civil society. Further reading: www.slojdochbyggnadsvard.se/en/about-slojd--byggnadsvard/ Contact: Ulrika Lindh ulrika.a.lindh@vgregion.se consultant cultural heritage and coordinator at S&B or Jan Johansson jan.johansson@vgregion.se head of department.	Marie Odenbring Widmark, Region Västra Götaland, marie.odenbring@vgregion.se

7	The "VAKK-network" – Cooperation on safeguarding cultural heritage in times of climate change	VAKK is a network of heritage organisations in the western parts of Sweden. VAKK is an abbreviation that can be translated into "West Swedish cooperation on cultural heritage and climate change". The cooperation started as a project in 2015 with the aim to map and analyse the effects of climate change on cultural heritage in the regions of Västra Götaland and Halland. The project report pinpointed the need for long term cooperation, in order to plan and organise actions, research and information efforts regarding climate impact on cultural heritage, and to promote heritage aspects to be included in climate change mitigation actions. The project also produced a digital tool with maps and information about climate impact on heritage. The purpose of the project report and its related digital map is that municipalities and property owners should use the information in spatial planning and property management. The project has transformed into a network, continuing the work. Regional heritage management organisations of West Sweden are represented in the network; the county administration, regional museums and the county council. Contacts: Tomas Brandt, head of heritage and collections, Bohusläns museum. Tomas.brandt@bohuslansmuseum.se or Johan Apelman, Cultural heritage officer and coordinator in the network during 2023, johan.apelman@lansstyrelsen.se or Carina Carlsson, consultant Cultural heritage, Region Västra Götaland carina.m.carlsson@vgregion.se Links to the project report and its related digital map can be found here (in Swedish): www.vgregion.se/f/kulturutveckling/museer/digiseum/vara-digitala-utstallningar/kulturarv-for-framtida-generationer/ and www.kulturarvklimat.se	Carina Carlsson, Region Västra Götaland. carina.m.carlsson@vgregion.se
8	The Swedish Association for Building Preservation.	The association is an independent, non-profit organisation, concerned with buildings and environments of all types and from all periods all over Sweden. The association is taking part in the public debate to support opinions on preservation matters and advocates building preservation as a sustainable resource management for a society in ecological balance. Members are mainly people involved in building preservation on a professional basis, but the number of members from general public is increasing. Today there are about 6000 members. The association arrange conferences, seminars, guided tours and other activities. They have about 60 representatives all over Sweden that are links to the different regions and they organise local and regional activities as well as creating opinion in favour for preservation issues. The Association runs a list highlighting heritage at risk, Gula listan (the yellow list) on the website since 2008. They also arranges restoration camps each summer. The association also publish a periodical – Byggnadskultur (Built Heritage). Contact: Stephan Fickler stephan.fickler@byggnadsvard.se, operation manager or Tomas Nyström tomas.nystrom@byggnadsvard.se chairman Webb: Hem - Svenska Byggnadsvårdsföreningen (byggnadsvard.se)	Marie Odenbring Widmark, Region Västra Götaland, marie.odenbring@vgregion.se
9	The pilot study 'Nature and cultural heritage by water, collaboration for success'.	The project has its background in the EU Water framework directive that aims to create good ecological status in European lakes, rivers and groundwater, and of specific interest for the pilot study, watercourses. Ecologically motivated measures as well as the reconsideration of permits for waterpower has created a number of conflicts between different interests like nature/ecology, cultural heritage, local/civil society and the possibilities to produce 'green' electricity. The project has studied good examples where good results have been achieved to find ways to promote collaboration for better understanding and results. The project has been completed as a cooperation between University of Gothenburg, Region Västra Götaland and The Water History Network. Referens and contact: Bosse Lagerqvist, UGot project leader bosse.lagerqvist@conservation.gu.se	Marie Odenbring Widmark, Region Västra Götaland, marie.odenbring@vgregion.se
10	Hållbara Hus (Sustainable Houses) a business association in West Sweden for craftsmen, material suppliers and consultants in building maintenance, restoration and ecological construction.	The business association was founded in 2016 and today it has about 75 members, mostly small companies operating in West Sweden. They are businesses working with craft, materials and consulting (for example architects, CH consultants, some shops that also offers education). The members work with both new and old houses. The association wants to strengthen businesses in the building maintenance/preservation and ecological construction industries by offering ongoing education and upgrading of skills, certification courses, marketing, study visits and a large network of knowledge and contacts. www.hallbarahusvast.se	Marie Odenbring Widmark, Region Västra Götaland, marie.odenbring@vgregion.se
11	Enhancement of ecosystem synergies in respect to skills governance	The best practice PEINTRES-EURO-QUALIF (developed in France and Italy) is aimed at responding to the upskilling and reskilling needs of technicians involved in the restoration of the historical architectural heritage through the definition, in a European key, of skills and teaching methodologies suitable for dealing with the needs aroused by the green and digital transitions and by the impact of climate change. The activities focus on level 4, 5 and 6 qualifications of the European Qualifications Framework and, in particular as regards the Italian case, on the professional profile of "Cultural Heritage Restoration Technician" whose characteristics are regulated at national and regional level. Starting from the in-depth study of the peculiarities of the national and regional frameworks of qualifications in use in the territories of the project partner, the project has activated a comparison aimed at activating innovation processes in the design of the qualifications of the technicians of the restoration of the historical architectural heritage, according to methodologies and tools that can be replicated in different European contexts and easily transferred to similar professions. References and Contacts: Fabien Gandolfi - artemisia-formation@wanadoo.fr; Monica Brogi - brogi@scuolaedilesiena.it. Website: https://peintresdupatrimoine.com/	miriana.bucalossi@regione.toscana.it
12	Bettering of skill governance within the regional skill ecosystems to improve the skill identification and forecasting.	Project Stride for Stride for skills adaptation aims at identifying and anticipating skills needs and it is therefore strategic to ensure better information on employment trends and to support the design of upskilling and reskilling policies accompanying the transformations of the labour market. Anticipating skill trends, rather than adapting VET policies to changes only after they happened, is crucial. In this scenario, the potential of the regional dimension emerges as an optimal governance level to designing policies supporting vocational education and training systems in adapting to new skills needs. With a multistakeholder approach, six regions in five EU Member States - Catalonia, Basque Country, Tuscany, Brittany, Varaždin and Vestland, promoted the Erasmus Plus project "Stride for Stride for skills adaptation / anticipation in European Regions" to build strong regional skills ecosystems, collaborative networks aimed at aligning the supply of vocational education and training with regional smart specialization strategies (S3) and addressing the opportunities generated by green and digital transitions and the sustainable development goals of the 2030 Agenda. In this perspective, Stride for Stride aims at contributing to the definition and consolidation of regional ecosystems with a multi-level and multi-stakeholder capacity building action, which aims to improve local skills governance processes and allow for more effective adaptation of VET systems to job transformations and possible crisis scenarios. References and contacts: TANGI DE ROCHEFORT - Tangi.DEROCHEFORT@bretagne.bzh Websites: https://s4stride.eu/	miriana.bucalossi@regione.toscana.it

13	The role of regions in Digital education and skills: The new Regional Strategy on Digital Culture and Competencies of Tuscany Region - 2021-2025	The newly Tuscany Region's Strategy for culture and digital skills 2021-2025 defines actions and specific projects on digital skills addressed to citizens the PA, local entities and local communities (including enterprises) aimed at increasing competences and new digital knowledge in the entire territory. The Strategy focuses on digital skills and culture, developed under the framework of the Tuscany Digital Agenda and strongly correlated with the National Strategy on Digital Competences and the Operational Programme. The Tuscany Region is at the moment the first Italian Region to adopt a specific strategy for digital skills. Actions identified in the regional strategy are addressed to: - Employees of the Regional Government to consolidate basic skills and activate vertical pathways to disseminate and strengthen specific skills (use of data to support decision-making, cybersecurity, IT document management, privacy, digital public service design, ...). - Citizens and local governments, in coordination with the associations of municipalities, provinces, etc. - Local communities with a special focus on reducing the digital divise and target internal and peripheral areas, over 65, foreigners, unemployed people, NEET, micro-enterprises and agricultural holdings. The Tuscany Region's Digital Skills Strategy is divided into 4 axes: Digital Citizenship, Skills for the Digital Economy, Digital Education, and Digital Jobs to which the strategic objectives correspond. https://competenzedigitali.toscana.it/ Contact: sauro.delturco@regione.toscana.it Tuscany region	Francesca D'Angelo - EU Brussels office - Tuscany region. Email: francesca.dangelo@regione.toscana.it
14	Virtuos learning	Student Hub Atlantikwall Every year, a number of universities and the Leiden-Delft-Erasmus Center for Global Heritage organize a student workshop on a current spatial heritage issue. The students come from different studies, especially landscape architecture, history, archaeology and heritage studies. They work intensively in small interdisciplinary groups to answer a question from the heritage field in a four-day session. The students use a spatial design process as a powerful tool to analyze the problem and propose solutions. The end result consists of a number of visual designs with textual explanations that propose different solutions in a creative and concise way. Rients de Boer - Leiden University: r.de.boer@arch.leidenuniv.nl https://www.globalheritage.nl/agenda/2023-05-30-student-hub-atlantikwall	Anna Mignosa, Erasmus School of History, Culture and Communication, mignosa@eshcc.eur.nl
15	Career development; Upskilling and reskilling	All-Ireland Heritage Skills programme'. Bursaries to upskill craftspeople in traditional building skills. An international partnership between the Heritage Council, the Historic Environment Division of the Department of Communities Northern Ireland, and the Princes Foundation. one-year training and work experience leading to a UK NVQ level 3 Diploma in Heritage Skills (Construction) https://www.heritagecouncil.ie/news/news-features/applications-open-for-the-all-ireland-heritage-skills-programme and •https://princes-foundation.org/education/all-ireland-programme	Colm Murray, The Heritage Council, cmurray@heritagecouncil.ie, colmnicholasmurray@gmail.com
16	Quality certifications standards	'Register of Heritage Contractors'. An industry-led registration and branding scheme for building firms competent to carry out conservaiton works in Ireland. Building firms (management contractors, main contractors, sub-contractors and micro-enterprises) are inducted to the register on the basis of a portfolio of completed projects that demonstrate good practice. They sign up to an ethical code and commit to annual 'continuing learning and development'. A website broadcasts their availability and conservation skills for the market place, https://heritageregistration.ie/	Colm Murray, The Heritage Council. cmurray@heritagecouncil.ie, colmnicholasmurray@gmail.com.
17	Jugendbauhütten - Deutsche Stiftung Denkmalschutz	The Jugendbauhütten (youth construction workshop) is a program as part of the Deutsche Stiftung Denkmalschutz (German Foundation for Monument Protection). The Jugenbauhütten enable young people between 16 and 26 years the spend a volunteers years in maintenance and restauration of monuments. The Jugendbauhütten have currently 16 bases all over Germany (https://www.denkmalschutz.de/denkmale-erleben/jugendbauhuetten.html). Doing their work, the yound people are organized in smaller groups and supervised by a skilled restaurateur or craftsmen. The program is already running for several years now and has a permanent funding provided by different stakeholders. An English brochure is available (https://www.denkmalschutz.de/fileadmin/media/PDF/Brosch%C3%BCren/Jugendbauh%C3%BCtte/JBH _Broschuere_2021_english.pdf).	Dr. Lars Kröger, German Maritime Museum, kroeger@dsm.museum
18	S.T.A.G./S.T.I. – Sail Training Association Germany/Sail Training International	The STAG/STI are organisations providing sailing trips and experiences to everyone. In both organisations (STAG as a German representative for STI) are an umbrella organisation for many independent historical sailing ships often owned by clubs or other NGOs. People can pay sail as a guest and will be educated in general techniques to operate and maintenance historical vessels. At the same time the vessels are mostly run by volunteers educated on board by other skilled and experienced volunteers. Doing so STAG/STI protects the intangible heritage as well as the objects. At the same time there are attempts to get sail training itself recognized as intangible heritage. STAG is offering financial support to allow young people joining trips and have their own training and teaching program mostly run by volunteers. (https://sailtraininginternational.org/ / https://www.sta-g.de/)	Dr. Lars Kröger, German Maritime Museum, kroeger@dsm.museum
19	Task Force Maritime – German Maritime Museum	The Task Force Maritime is a local initiative running since 2020 in Bremerhaven. The attempt is to repair and restore maritime heritage objects like ships in the ownership of the German Maritime Museum. The 15 participants are unemployed people mostly with a craftsmen background supervised and supported by two skilled craftsmen. The funding is offered by local labour market funding and museums funds.	Dr. Lars Kröger, German Maritime Museum, kroeger@dsm.museum
20	Restaurator im Handwerk e.V.	Restaurator im Handwerk (restorer in crafts) is an association for professional craftsmen organized in local regional subgroups. The association educates and certifies trained craftsmen to become experts in restauration and historical maintenance technics. At the same time they function as a umbrella and lobbying group. Craftsmen can receive a master craftsman's diploma in 19 branches which is generally recognized. (https://www.zdh.de/ueber-uns/fachbereich-gewerbefoerderung/kultur-und-handwerk/denkmalpflege-restaurierung-baukultur/restaurator-im-handwerk/ / https://restaurator-im-handwerk.de/).	Dr. Lars Kröger, German Maritime Museum, kroeger@dsm.museum
21	Hornemann Institut Online-curses	The Hornemann institute is an affiliated institute to the Hochschule für angewandte Wissenschaft und Kunst in Hildesheim. The Hornemann institute is a centre for the preservation of world heritage (https://hornemann-institut.hawk.de/sites/default/files/2022-05/Imagebroschuere-Hornemann%20Institut-2022_0.pdf). They support research, publications, conferences and offer a training program. In an e-learning environment, different curses can be booked, taught by different experts in their field. This curses are tailored for different stakeholders in the field ofr heritage conservation or management. Furthermore, they offer special school projects and support organisations with teaching materials (https://hornemann-institut.hawk.de/en/online-courses).	Dr. Lars Kröger, German Maritime Museum, kroeger@dsm.museum

22	DenkmalAkademie – Deutsche Stiftung Denkmalschutz	The DenkmalAkademie (monument academy) is a program as part of the Deutsche Stiftung Denkmalschutz (German Foundation for Monument Protection). They offer educational programs for lifelong learning in presence, online and as in-house solutions. At the same time, they offer teaching programs to the interested public. Their focus is laid on general issues regarding heritage as well as heritage management (https://www.denkmalschutz.de/denkmale-erleben/denkmalakademie.html).	Dr. Lars Kröger, German Maritime Museum, kroeger@dsm.museum
23	DenkmalAktiv – Deutsche Stiftung Denkmalschutz	The DenkmalAktive (monument active) is a program as part of the Deutsche Stiftung Denkmalschutz (German Foundation for Monument Protection). The scope of this program is the engage schools with heritage. The awareness and interests of school kids should be raised in bringing them in contact with local monuments. DenkmalAktiv is supporting teachers in the development of school projects, offer teaching materials and support projects with funding (https://denkmal-aktiv.de/).	Dr. Lars Kröger, German Maritime Museum, kroeger@dsm.museum
24	Standards in quality of finish and material use in vernacular repair and future new build.	Irish Traditional Skills Initiative (ITSI) is a not for profit run by professional trades and craft practitioners, we are investigating if we can develop interest from the youth into taking a trade or traditional build skill as a career choice. ITSI feel that if introduced to and informed about the work involved, the structures, the history and identity of our built heritage then we may inspire some to pursur a career in the skills, crafts and trades. With an all time low in skills uptake, training and stringent standards in like for like repair and renovation ITSI want to investigate the needs to develop well trained hands with sufficient training and philosophy . Renovation, rejuvenation and reviving our rural towns and abandoned structures is the key to sustainable provision of housing and small business units. We cannot build ourselves out of a housing defect with concrete and foam insulations, we need to salvage what is crumbling for reuse and to consolidate what is still viable. We cannot do this without well-informed and well trained hands. Our current register of skilled hands is ageing and no programme to upskill or inspire is in action in Ireland. The only example is that of six students currently lucky enough to be partaking in the skills programme through The Princes Foundation. Irish Traditional Skills Initiative are in existence to bring skills, trades and craft to new hands and eyes in the hope of inspiring newcomers and by doing so starting to train and mentor those interested in the methods, thought processes, materials and learnt skills nesseccary .	Tom Pollard. Irish Traditional Skills Initiative , email itsiskills@gmail.com, 086 8627 306
25	Introduction to traditional building skills training	Pilot scheme to bring together local authorities, education and training providers, social protection offices, the State and contractor and community interests to undertake a building repair project to introduce students, trainees or construction employees to building conservation in classroom and on site. Read the evaluation report at https://www.buildingsofireland.ie/app/uploads/2019/10/Traditional-Building-Skills-Training-Scheme-2014-Evaluation-Report.pdf Nessa Roche DHLGH is the contact. Other contact details are in the report but many of the people involved have retired since.	Nessa Roche, DHLGH; nessa.roche@housing.gov.ie
26	Building conservation advice for owners	Pilot case (2022) gives owners a grant for a conservation-accredited architect to visit their protected structure, conduct a survey and compile tailored conservation advice. The architect's report will outline maintenance guidelines for the building and suggest repairs and improvements which would enhance the building's character, integrity and amenity.	Nessa Roche, DHLGH, nessa.roche@housing.gov.ie
27	Zugididi Cultural Development Strategy	Zugididi Cultural Development Strategy with the main motto - 'Reimagining culture and creativity for local development' and the slogan 'Creative Zugdidi for a Better Future', has been elaborated and adopted by Zugdidi Municipality, Georgia in 2022. This 5-year cultural development strategy, first for Zugdidi, outlines the overarching and transversal cultural themes as well as priorities for the city, along with outlining objectives, possibilities and perspectives for the years 2022 to 2026. The strategy draws on the themes raised by many individuals across Zugdidi Municipality who took active part in culture conversation and a public consultation which began in 2021. It sets out a collaborative vision for culture and the guiding principles, ambitions and aims which will enable it to continue to flourish, evolve, and help to stimulate its transformational power across society. The common goals of this strategy are to: ●Develop the conditions and skills for culture to thrive, so it is cared for, protected and produced for the enjoyment and enrichment of all present and future generations; ●Value, trust and support creative people – for their unique and vital contribution to society and the economy; ●Foster international collaboration and build on Zugdidi's reputation for cultural excellence; ●Motivate, strengthen and advance local communities through culture and arts; ●Support innovative development, modernization, and presentation of local tangible and intangible cultural heritage; ●Contribute to overcoming social and economic challenges and other prevailing problems, that the community faces; ●Highlight the important role of culture and creative industries, through diversification and growth of the local economy.	Levan Kharatishvili, Executive Director, Creative Spark. E-mail: lkharatishvili@gmail.com
28	Digitising Museums' and Heritage Institutions' collections	The pilot case refers to digitising museums' and heritage institutions' collections. The project will be led by conservator-restorers and conservation scientists, impacting the sector with a particular methodological approach to the digitising process. This will start in a smaller scale with the possibility to be then scaled up to a larger number of objects and institutions. Contact: Márcia Vilarigues, mgv@fct.unl.pt	Inês Coutinho, FCT NOVA, icoutinho@fct.unl.pt; Joana Lia Ferreira, FCT NOVA, jlaf@fct.unl.pt
29	Biennial conference/convention "Byggnadsvårdens konvent" (Buildning preservation convention)	The convention/gathering is an arena for authorities, cultural preservation institutions, cultural heritage officers, cultural heritage consultants, craftsmen, traders, managers and clients to make contacts, orient themselves and get to know each other, while also meeting their colleagues and other professional groups within the industry. Speakers with the latest news appear here, and participants are also offered an arena where they can present and discuss current projects in their own business. The convention is followed up by a building preservation exhibition/fair where the public can meet companies and craftsmen and get advice, buy equipment and get in contact with the right competences. The purpose of the convention is to gather the sector on a Nordic basis and offer a qualitative program of lectures, workshops, seminars, study visits and meetings and thereby strengthen building preservation, increase cross-sector exchange and make available important research results. The hole arrangement gather around 500 participants, around 120 contribute to the program with lectures or workshops, divided into around 8 different themes. It takes place in Mariestad, Västra Götaland. It has now been carried out 5 times since 2013. Five organisations are involved: University of Gothenburg/The Craft laboratory, Region Västra Götaland, The Swedish National Heritage Board, The Swedish association for Building Preservation and the business organisation Byggnadsvårdsföretagen. Contact: Linda Lindblad linda.lindblad@conservation.gu.se and Marie Odenbring Widmark marie.odenbring@vgregion.se	Marie Odenbring Widmark, Region Västra Götaland, marie.odenbring@vgregion.se

30	The restoration of the Cathedral of Santa María-OPEN FOR WORKS *	The Cathedral of Santa María rises in the old part of Vitoria-Gasteiz. It was built in the late 13th century and all throughout the 14th century. Of Gothic style, it was conceived as a church-fortress, with great volume and enclosed appearance, being part of the city's defenses. Between 1496 and 1861, the building operated as a collegiate church and it was that year when it was declared cathedral. Nowadays it is being restored within the project of the Santa Maria Cathedral Foundation, which manages guided tours and is in charge of restoration works. Visitors will enjoy gazing at live restoration and archeological works of this 13th century sanctuary consisting of a complex structure and full of testimonies from the past. Architects, archaeologists, stonemasons, scaffolding and reinforcements paint the picture of this innovative project in cultural tourism. In June 2000, when Santa María Cathedral implemented OPEN FOR WORKS a new system of visits under which visitors wearing a helmet could tour a church under construction, nobody suspected that with the passage of time this slogan would become a benchmark with significant repercussion on society. https://www.catedralvitoria.eus/en/open-for-works/	Ainhoa Bernabe Aramberri <a-bernabe@euskadi.eus>, BASQUE GOVERNMENT / Alazne Porcel Ziarsolo (UNIVERSITY OF THE BASQUE COUNTRY) alazne.porcel@ehu.eus
31	MARIA CRISTINA BRIDGE – DONOSTIA – AN INTERDISCIPLINARY INTEGRATED CONSERVATION PROJECT	The Maria Cristina Bridge is one of the most emblematic historic infrastructures in San Sebastian City. Despite being relatively young (115 years), it is an iconic public civil engineering infrastructure that plays a key role in connecting the city center with the main public transport facilities, open to pedestrians as well as to vehicles. Besides the function of connecting the two river banks, the bridge also acts as scenography and cultural meeting point for several public cultural heritage related activities. The conservation and restoration project of the decorative elements of the bridge are part of a wider conservation strategy which started in 2016, with the scope of solving the structural problems the bridge had, due to the degradation of the materials (mainly concrete) exposed to extreme climatic conditions. The project was lounged by the City Hall of Donostia/San Sebastian, in line with its aim to protect and put in value this infrastructure as part of the Cultural Heritage of the city, within a wider integral urban plan. This project was designed with an interdisciplinary approach, under the technical direction of the University of The Basque Country's teacher Jose Luis Larrañaga Odriozola. The team involved in the project gathered different expertise areas such as Historic-artistic, Civil engineering, Cultural Heritage conservation and restoration and Cultural Heritage scientific analysis. During the development of the project several students of the University of the Basque Country took part in the works, as a part of their extracurricular formative practices. This work is also the core of the Doctoral Thesis of Jose Luis Larrañaga and it has been object of study by several other conservation and restoration schools throughout the country. https://www.donostia.eus/home.nsf/0/5912934761DECAB1C125850400474EAE?OpenDocument&idioma=cas	Bernabe Aramberri, Ainhoa <a-bernabe@euskadi.eus> / Alazne Porcel Ziarsolo (UPV/EHU) alazne.porcel@ehu.eus
32	GORDAILUA- Heritage Collection Center and Visitable Store	Gordailua is the Center for Heritage Collections of the Provincial Council of Gipuzkoa. Its main objective is to preserve, protect and value the cultural heritage of the Territory. Gordailua is a center of confluence, which guards funds of different ownership and constitutes a unified collection and shared management. It guards thousands of ethnographic, artistic and archaeological assets. It conducts research from its own collections and facilitates studies on cultural heritage. Gordailua is a resource center, a platform that provides service and collaborates with the Gipuzkoa Museum Network, promoting the optimization of resources and sustainability. Gordailua makes up the material archive of the memory of Gipuzkoa. https://gordailua.gipuzkoa.eus/es/gordailua (info available in English) https://artsandculture.google.com/partner/gipuzkoako-gordailua	Bernabe Aramberri, Ainhoa <a-bernabe@euskadi.eus> / Alazne Porcel Ziarsolo (UPV/EHU) alazne.porcel@ehu.eus
33	Sustainable Places/Place development	Since 2016, the culture and business departments within Region Västra Götland have developed a joint working method for how to support local sustainable development in small places in the countryside in VG. The working method has been spread on more sectors within the region and is based on strengthening cooperation locally - community organisation. Several of the places are cultural environments and all development work is based on the place's local resources – its cultural heritage. Officers from the regional cultural administration are process support and coach the places in the work. Contact: Caroline Bergmann, Region Västra Götaland caroline.bergmann@vgregion.se or Björn Ohlén, Region Västra Götland, bjorn.ohlen@vgregion.se	Marie Odenbring Widmark, Region Västra Götaland, marie.odenbring@vgregion.se
34	Adaptive reuse of industrial historical sites	Within the Horizon project CLIC, Region Västra Götaland focused on how adaptive reuse of industrial historical environments can contribute to ecological, social and economic sustainability and at the same time contribute to the preservation of the industrial historical heritage. We worked with four industrial historical environments in the countryside; Fengersfors, Gustafsfors, Strömsfors and Forsvik. The starting point was to focus on how the environments could be filled with new activities that contribute to regional development. We drew up a regional action plan for how we will continue to work on the issue after 2021 when the project ended. Contact: Björn Ohlén, Region Västra Götland, bjorn.ohlen@vgregion.se	Marie Odenbring Widmark, Region Västra Götaland, marie.odenbring@vgregion.se
35	Round table	The Dutch ministry of Education, Culture and Science started a round table in order to maintain and strengthen the (public and cultural function) of craft and craftmanship with the program 'The innovative power of crafts, craftmanship and design' in the period 2022-2024. This resulted in a report More of Value (Maes (2021) Meer van Waarde in Dutch) and the start of the Craft Network which aims to build on the results and recommendations of this report. Gàbor Kozijn | g.g.kozijn@minocw.nl | Policicy officer Dutch ministry of Education, Culture and Science	Marleen Hofland-Mol | Erasmus University | hofland@eshcc.eur.nl

#		Description	Contact
36	Topic: upskilling and reskilling.	Description of the pilot case. In Latvia, the curriculum of civil engineering does not include specific knowledge and skills in cultural heritage, which are vital in the renovation of historic buildings, restoration, and repurposing. To solve this issue, the National Heritage Board (hereinafter – NKMP) together with the Ministry of Economics and the Latvian Association of Civil Engineers have agreed on additional knowledge requirements and an aptitude test for those civil engineers – construction work managers, construction supervisors, and designers – who are involved in the renovation of heritage objects and sites. The aptitude test is conducted by a special commission established by the NKMP. The purpose of the testing is to evaluate the practical experience of the applicant, as well as to test his or her knowledge in restoration, heritage conservation, as well as in topics related to climate change. The opinion issued by the NKMP has become a mandatory precondition for acquiring a relevant certificate from the Latvian Association of Civil Engineers. This proves that even in cases when proficiency testing on cultural heritage is not strictly required by law, it is possible to achieve an effective solution through multi-sectoral cooperation, mutual understanding, and good intentions. As a result, it has greatly impacted the quality of modifications to the spatial environment.	Juris Dambis, Head of National Heritage Board of of Latvia, juris.dambis@mantojums.lv
37	Varsinais-Suomen ilmastotiekartta (Climate roadmap for Finland Proper	Regional and municipality based roadmap that encourages all parties and stakeholders involved to recognize their role, possiblilities and responsibilites in sustainablility and climate change.	Liisa Seppänen, Finnish Heritage Agency, liisa.seppanen@museovirasto.fi (liseppa@utu.fi)
38	The small company "Rural dream" (Landsbygdsdröm)	A small company started in 2020 in Falkenberg, a municipality in west Sweden. The essence for them are to try to find, save and mediate empty houses. They want to do that by showing a different picture of life in the countryside, which makes more people want to move there. The mission of the business is to inspire more people to a life in the countryside. The company consists of three people, with different skills and backgrounds, united in the frustration surrounding the image of the Swedish countryside, in the love for the empty houses and the love of rural life. They work for example through their website and social media where people can connect and tell if they have a house or if they want a house. The company has inspired many Swedish municipalities to do own inventories looking for deserted houses that perhaps could be reused, sold to interested people that are looking for a house to take care of, or put their business in. More info in the website https://www.landsbygdsdrom.se/ Contact: Jennifer Erlandsson, jennifer@landsbygdsdrom.se or Robert Danielsson, robert@landsbygdsdrom.se	Marie Odenbring Widmark, Region Västra Götaland, marie.odenbring@vgregion.se
39	Webpages: https://www.kulttuuristaperinnoksi.fi/info	Open access -publication and webpages presenting cultural heritage from various perspectives and fresh approaches. main editor: Pirjo Hamari, puh. 0295 33 6005, pirjo.hamari@museovirasto.fi editor: Liukkonen, puh. 0295 33 6009, eija.liukkonen@museovirasto.fi	Liisa Seppänen, Finnish Heritage Agency, liisa.seppanen@museovirasto.fi
40	National Cultural Heritage Strategy (in Finland)	The strategy (composed by the Ministry of Culture and Education 2021-2022 and lunched in 2022) aims at implementing Faro convention into practise and promoting objectives of Agenda 2030 in Finland. In 2023, the more detailed implementation plan will be made together with cultural heritage sector and various stakeholders. The plan will focus on the timetable, methodology and means, resources as well as parties responsible for implementation of the plan. Päivi Salonen, Counsellor for Culture, Ministry of Culture and Education, paivi.salonen@gov.fi Mirva Mattila, Counsellor for Culture, Ministy of Culture and Education, mirva.mattila@gov.fi	Liisa Seppänen, Finnish Heritage Agency, liisa.seppanen@museovirasto.fi
41	Training course: Expert on circular economy	An intensive course meant for unemployed graduates with prior experience about environmental issues and / or sustainable development. The education aims at supporting sustainability and decreasing the pace of climate change with means of circular economy by educating experts for future needs in different sectors. https://hyplus.helsinki.fi/koulutus/kiertotalouden-asiantuntijan-koulutus/ Riitta Aho (riitta.aho@hyplus.fi) Heidi Vuorela (heidi.vuorela@te-toimisto.fi)	Liisa Seppänen, Finnish Heritage Agency, liisa.seppanen@museovirasto.fi
42	Project: Open milieus and handsome porches	Project aims at increasing the understanding of cultural heritage and developing the actions to protect and maintain cultural landscapes and built heritage on local level by including the locals in heritage work and to promote education of traditional skills and expertize needed. The focus is on the cultural heritage in Lapland. https://www.pohjoisinlappi.fi/avoimet-miljoot-ja-komeat-kuistit/uusi-avoimet-miljoot-ja-komeat-kuistit-hanke-on-alkanut/ Project manager Annika Kostamo, e-mail. annika.kostamo@pll.fi Projekti worker Isa Tuuri, e-mail. isa.tuuri@pll.fi	Liisa Seppänen, Finnish Heritage Agency, liisa.seppanen@museovirasto.fi
43	Webpages providing information about traditional building and restauration skills	Provides guidelines and instructions for traditional building conservation skills and restaurations with uploadable files. https://www.korjaustaito.fi/ korjaustaito@museovirasto.fi	Liisa Seppänen, Finnish Heritage Agency, liisa.seppanen@museovirasto.fi
44	Taylor-made courses for students about building conservation and restauration organized in collaboration with Aalto-university, University of Tampere, University of Oulu, Senate real estates, Livady Oy Architects, and Finnish Heritage Agency	Hands-on practical training in selected settings and environments combining a variety of stakeholders, expertise and experience about traditional constructions, methods and engineering skills. Helena Hirviniemi, helena.hirviniemi@museovirasto.fi Panu Savolainen, panu.savolainen@aalto.fi Marko Huttunen, huttunen@livady.fi	Liisa Seppänen, Finnish Heritage Agency, liisa.seppanen@museovirasto.fi
45	Circular economy	Deepened Nordic cooperation can speed up the circular economy and unlock multiple benefits and a sustainable, robust development path for the Nordic countries. This report explores how circular economy can be a key enabler for strengthening the Nordics as a region in the new geopolitical landscape. The report presents an overview of the benefits, status, and progress so far on circularity in the Nordics, an inventory of circular economy policies in the Nordics, and a first outline of opportunities for deepened Nordic collaboration and coordination to accelerate the circular transition and building a more resilient, sustainable Nordic region. The report highlights four areas where deepened Nordic cooperation can play an important role. LINK: https://www.norden.org/en/publication/circular-business-models?utm_medium=email&utm_source=transactional&utm_campaign=Norden_Newsletter	Pirjo Hamari, FHA, pirjo.hamari@museovirasto.fi

46	Cultural heritage barometer	Cultural heritage barometer The cultural heritage barometer is a citizen survey that is carried out at regular intervals, which explores people's views on cultural heritage and the cultural environment. The barometer's themes include, for example, the social and economic importance of cultural heritage, participation and responsibilities, ways of investing in cultural heritage, as well as the concepts of cultural heritage and environment, perceived importance and the importance of preservation. The cultural heritage barometer was implemented for the first time in 2017. The most recent barometer is from 2021 and was implemented by Kantar TNS on the order of the Finnish Museum Agency, the Ministry of Education and Culture and the Ministry of the Environment. The barometer's themes include, for example, the social and economic importance of cultural heritage, participation and responsibilities, ways of investing in cultural heritage, as well as the concepts of cultural heritage and environment, perceived importance and the importance of preservation. Kantar TNS carried out the survey in August 2021 on the order of the Finnish Museum Agency, the Ministry of Education and Culture and the Ministry of the Environment. A total of 2,031 people participated in the survey. The interviewed group represented the population over 18 years of age in mainland Finland. LINK: https://www.museovirasto.fi/fi/palvelut-ja-ohjeet/julkaisut/kulttuuriperintobarometri (in FIN)	Pirjo Hamari, FHA, pirjo.hamari@museovirasto.fi
47	Cultural heritage strategy	Cultural Heritage Strategy During 2021-2022, a proposal for Finland's first-ever cultural heritage strategy will be prepared. The aim is to produce a Government resolution for a cultural heritage strategy effective until 2030, with cultural heritage being seen as a source for sustainable solutions in all areas of society in the future. The work is based on the policies in the Government Programme. The Strategy will serve as a tool for the implementation of the Faro Convention of the Council of Europe and contribute to the achievement of the goals of the United Nations 2030 Agenda for Sustainable Development. Strategy preparation The steering group and the working group published their proposal for the Strategy in May 2022. A consultation round on the proposal was held between June and August 2022. Based on the opinions received, the strategy proposal was formulated into a government resolution. Implementation of the Strategy During 2023, the Ministry of Education and Culture will launch the preparation of an implementation plan for the strategy's set of objectives and policies. The plan will be drawn up in cooperation with the sectors and stakeholders. The plan concretises and prioritises the timetable, implementation method, responsible parties and resourcing of the measures.	Pirjo Hamari, FHA, pirjo.hamari@museovirasto.fi
48	MOI impact framework	The MOI Framework is an impact-oriented evaluation framework specifically designed to reflect current issues in the societal impact of museums. You can use the framework to take a critical and shared look at your museum's activities and performance to find the potential area(s) for development towards increased impact. Using the framework allows for group performance appraisal, increases shared understanding, demonstrates the current status in different areas, and acknowledges your museum's strengths, resources and goals. Using the framework can be beneficial in various situations, such as while developing a new strategy, or when there are major staff changes, as it can provide a better understanding of the working community and the current situation of different activities. Using the framework can also be beneficial when a museum wants to make changes in its operations and activities or check its position against its own impact goals. The MOI Framework is designed in the form of modules, each containing a number of impact statements that are the core of the framework. The framework consists of eight modules altogether, divided into Enabler modules and Impact modules. The evaluation process is not the final point in developing your museum, but rather a tool to help you identify issues to support this process. Once you have completed the evaluation process, you will be able to identify development objectives and to create a development plan based on the evaluation results. LINK: https://www.ne-mo.org/about-us/resources/moi-self-evaluation-tool.html	Pirjo Hamari, FHA, pirjo.hamari@museovirasto.fi
49	"Casa Artelor" ("The House of Arts")	Among the many activities of the future "House of Arts", for the purpose of this research we focus on its training and certification programme, tailored for the sector of traditional craftsmanship. The programme was designed in order to increase the competitiveness of the traditional craftspeople in the labor market and the transferability of traditional knowledge and abilities.	Ciprian Stefan, Director ASTRA Museum : ciprian.stefan@muzeulastra.com
50	Methodology of Intervention for Non-invasive Approach of the Energy Efficiency on Buildings with Historical and Architectural Value	The Ministry of Culture approved, by Minister's Order no. 3.568/2022, published in the Official Journal of Romania no. 1260/28.12.2022, the "Methodology of Intervention for Non-invasive Approach of the Energy Efficiency on Buildings with Historical and Architectural Value". The methodology aims to create the intervention framework in order to optimize the energy performance of buildings with historical and architectural value through non-invasive methods and approaches. This represents a first step in clarifying the way of intervention on valuable buildings, following the principles of intervention and framework solutions to help both the owners and the professional environment in Romania, in order to increase the quality of the interventions. National Institute of Heritage supported this approach by appointing one of its specialists to the Evaluation and Reception Committee of the methodology project. https://patrimoniu.ro/noutati/item/1271-metodologia-de-interventie-pentru-abordarea-non-invaziva-a-eficientei-energetice-in-cladiri-cu-valoare-istorica-si-arhitecturala	Iozefina Postăvaru; National Institute of Heritage, Bucarest, Romania; iozefina.postavaru@patrimoniu.gov.ro

51	National Strategy for Seismic Risk Reduction	At the proposal of the Ministry of Development, Public Works and Administration, the Romanian Government approved, by its Decision no. 1442/29.11.2022, the National Strategy for Seismic Risk Reduction (SNRRS), published in the Official Journal of Romania no. 1260/28.12.2022. The adoption of the SNRRS is an important step in strengthening the strategic framework for effective seismic risk management. SNRRS promotes the increase of earthquake resilience of communities and the built stock in Romania until 2050 and deals, from a sector perspective, with the issue of seismic risk at the level of public and private civil buildings, including those for essential public services and those with a value of cultural heritage. The main objectives of SNRRS are represented by: • the transformation, until 2050, of Romania's built stock into a built stock resilient to earthquakes; • reducing the seismic risk at the national level by saving lives, reducing injuries and protecting the built environment, through prioritized and efficient investments; • promoting well-being by creating related benefits by improving energy efficiency and sanitary conditions, among other functional aspects; • increasing resilience by integrating seismic/multi-risk considerations into territorial and sector planning and ensuring resilient post-earthquake recovery and reconstruction processes; • mobilizing participation and inclusive action by increasing the level of public awareness regarding seismic risk management and increasing the level of commitment in the implementation of risk reduction measures; • strengthening the institutional capacity in the field of seismic risk management and the quality and number of human resources involved in activities related to risk management. https://legislatie.just.ro/Public/DetaliiDocument/262408	Iozefina Postăvaru; National Institute of Heritage, Bucharest, Romania; iozefina.postavaru@patrimoniu.gov.ro
52	Restoration project of Palazzo Silvestri Rivaldi. Pilot implementation of the GBC Historic Building® protocol in Rome . The implementation of GBC HB® Protocol represents a concrete opportunity for an interdisciplinary project of environmental sustainability	This pilot project deals with the rehabilitation of a L-shaped single-floor building erected in 1909, which runs longitudinally (N-W/S-E direction) along Via del Colosseo. The works consist in upgrading the structure and maximizing the architectural organization of the building, with the restoration of the façades. Also, compliance with the guidelines provided by MiBACT 2015 will guarantee greater energy efficiency of the building and plants (water, mechanical and electrical installations).	Ministero della Cultura. Direzione generale, Educazione, ricerca e istituti culturali. Ufficio Educazione, formazione e ricerca Dott.ssa Elisabetta Borgia. elisabetta.borgia@cultura.gov.it; concettina.tropea@cultura.gov.it; paolo.massa@cultura.gov.it; andrea.arcieri@cultura.gov.it
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54	Certified experts regarding cultural values	According to the Swedish Planning and Building Act (2010:900), it is the client's responsibility to guarantee expert judgement on cultural values according to the regulations in the plan for the built environment. The Planning and Building Act is a national framework for all municipal planning and building. The starting point is that the inspection must be carried out within the framework of the developer's documented self-inspection. An inspection plan must indicate which inspections are to be carried out and who is to carry out the inspections. In a start notice, the building committee at municipal level must determine the control plan that will apply to the measures. In that context, the building committee needs to take a position on whether the client's organization contains sufficient competence for society's demands to be assumed to be fulfilled. One way for the developer to show that his organization contains sufficient expertise is to employ certified experts in certain subject areas. (cf. prop. 2009/10:170 p. 303-304)	Gunnar Almevik, UGOT, gunnar.almevik@conservation.gu.se
55	Certification for Heritage expert participation (antikvarisk medverkan) and heritage assessment report	In connection with the Historic Environment Act or the ordinance on grants the management of valuable cultural environments (listed buildings) , the county administrative board can decide on requiring heritage experts to be engaged (by property owner / constructor) in maintenance or renovation projects, conditioning a heritage assessment report. The heritage expert must have an adequate education, e.g., an academic degree with a building conservation restoration orientation, good knowledge of building maintenance and concerned legislation. The duties of the heritage expert include regular and good contact with the client, expert handling throughout the process, high quality of final inspection protocols and antiquarian reports and deliveries on time. In most cases, documentation and report writing are carried out by the heritage expert. The purpose of the report is to report what has been carried out and how the work has been carried out. The report becomes a public document and can be spread freely. Since a participating heritage expert is engaged on behalf of the applicant, it is the applicant's responsibility that the report is submitted to the county administrative board.	Gunnar Almevik, UGOT, gunnar.almevik@conservation.gu.se
56	National craft apprentice program	The Swedish Craft Apprenticeship includes 100 weeks, with a study rate of 100%, and is positioned in EQF 5-6. The training takes place in apprenticeship-like forms based on "Learning on the job" (LIA) and the interaction between a competent and experienced supervisor and a motivated student. The special pedagogy is the core of the education and is characterised by a great commitment and personal responsibility on the part of the student to succeed. The education plan is divided into six courses: Craftsmanship, Craft technology, Craft production, Sustainable craftsmanship, Start and Run a business, Degree project/Journey's exam The education is free of charge and eligible for study funds.	Gunnar Almevik, UGOT, gunnar.almevik@conservation.gu.se

57	HERCULES Laboratory - Cultural Heritage, Studies and Safeguarding	The HERCULES Laboratory is a research infrastructure of the University of Évora, dedicated to the study and enhancement of cultural heritage, with special emphasis on the integration of methodologies from physical sciences and materials in interdisciplinary approaches. It integrates several laboratories with state-of-the-art equipment with the capacity to develop innovative research comprising non-destructive in situ analysis, microanalysis, high-resolution chemical analysis and the development of innovative materials and products, making it unique in Portugal and one of the most attractive of its kind in Europe. This has led to novel opportunities and fields of research that have allowed to foster activities of the Laboratory four main lines of research: • Archaeometric approaches to Past Cultures; • Science for the Arts; • Science for Heritage Conservation; • New materials and tools for Cultural Heritage. https://www.hercules.uevora.pt António Candeias, candeias@uevora.pt hercules@uevora.pt	Alexandra Correia - alexandra.correia@adral.pt - 00351968090946 - Coordinator in the Department of Development and Cooperation of ADRAL - Alentejo Regional Development Agency Anabela Caeiro - anabela.caeiro@adral.pt - 00351966917807 - Project Manager at the Department of Development and Cooperation- of ADRAL - Alentejo Regional Development Agency
58	Validation of acquired experience as competences equivalent to a degree	Through an examination process, professionals can submit a file collecting their profile, diplomas and experience in order to be evaluated with the grid of competences from the professional title and training the professional aim to get. The process includes an oral tests with a jury where is assessed the capacity of the professional and his professional project. It is possible to get a partial VAE so the professional can submit again with low fee after improving his projects and capacities or a complet VAE with correspond to obtain the same diploma than people from initial training. https://www.inp.fr/Formation-initiale-et-continue/Formation-des-restaurateurs/Procedure-de-VAE https://www.vae.gouv.fr/espace-ressources/webographie/	amelie.methivier@inp.fr, National institute for heritage, conservation department, initial training.
59	Transforma – An Inclusive Culture Program for the Central Alentejo	The main goal of Transforma is to establish Central Alentejo as a truly inclusive region through the transforming power of culture. Comprising two interconnected subprograms, it is based on two intervention logics with a view to boosting social inclusion strategies: Subprogram 1 intends to act in the conditions and in the context of the structures and organizations that act or may act in the promotion of social inclusion through culture. www.cimac.pt/transformate. Subprogram 2, more operative, intends to implement social experiences of inclusion through culture, directed to the target groups in question	Filipe Duarte. Technician at CIMAC, filipe.duarte@cimac.pt

E. Tentative overview of examples in Chapter 6

	Craft & Building preserv.	VAKK-network	Stride for stride for skills	Trans-forma	Casa Artelor	Certified experts on cultural values	Register of Heritage Contrac-tors	Master-apprent. scheme, Flandern	Jugend-bauhütten	Task Force Maritime	FARO institute	STAG / STI	Horne-mann online courses	Upskilling-reskilling, Latvia	The Monu-ment Ambu-lance	The concept of antikvarie
TOPICS																
Upskilling-reskilling	X		X		X				X		X	X	X	X		
Green transition	X	X														
Transition to circular econ.		X														
Policy making/ implement.	X	X	X	X		X					X				X	X
Quality certification standards					X	X	X									X
Ecosystem approaches	X	X	X	X				X				X			X	X
Training on the job								X	X	X						
MAJOR CHALLENGES																
Demographic, social and cultural dynamics	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X
Globalisation and geopolitical dynamics																
Climate change: green and blue challenges		X														
Global markets and economic policies	X		X	X	X	X	X	X						X		X
Political, regulatory and governance framework		X	X	X	X	X					X				X	X
Tourism dynamics				X								X				
Technological shift			X				X						X		X	
SECTORAL PRIORITIES																
The 17 UN SDGs		X	X													X
Interconnected-ness between professioal fields		X	X								X				X	X
Sectoral organisational management	X		X	X									X	X		X
Funding			X					X			X	X			X	
Expanding use and adaptation of CH	X		X	X	X								X	X		X
Knowledge and skills transfer	X	X	X		X		X	X	X	X	X	X	X	X	X	
CHARTER Tenets																
Heritage mandate	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X
T&E in 6 functions	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X
Platforms governance structures		X	X								X				X	X

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Erasmus+ Programme
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