



EDUCATIONAL AND TRAINING GAPS & NEEDS FOR HERITAGE PROFESSIONALS

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**WORKING GROUP MEETING ON RESEARCH
INFRASTRUCTURES AND HERITAGE SCIENCE
CAREER PATHS**

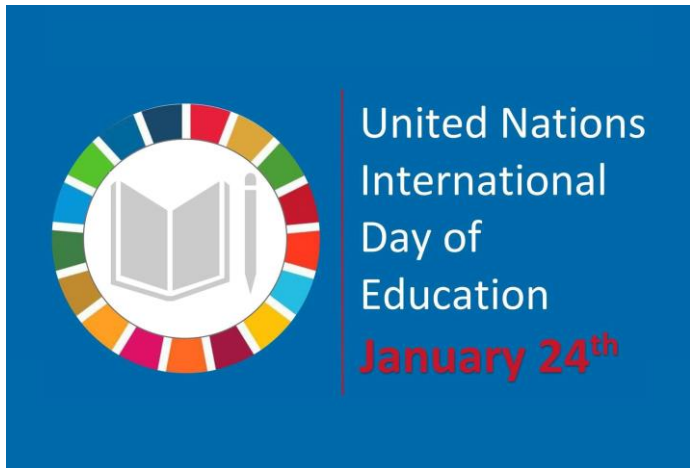
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The working group presentations and discussions will examine the provision of heritage science education, the skills necessary for employment in different heritage science sections and employers, as well as the typical heritage science career paths.

IPERION HS vision

IPERION HS at a glance. The IPERION HS consortium is determined to take up the challenge outlined in the Horizon 2020 for European research infrastructures, which calls for the establishment of a unique European research infrastructure for Heritage Science. Heritage Science is the interdisciplinary domain of scientific study of heritage. Heritage Science draws on diverse humanities, sciences and engineering disciplines. It focuses on enhancing the

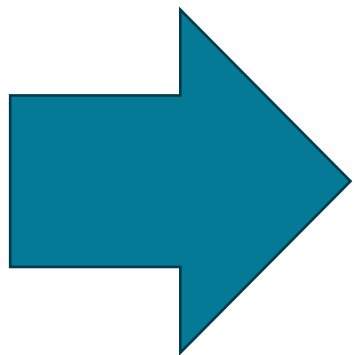
Education is a human right, a public good and a public responsibility.



Cultural **H**eritage **A**ctions to **R**efine **T**raining, **E**ducation and **R**oles



- Creation of 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**.
- Identification of **skills shortages and mismatches** in the cultural heritage sector to **bridge the gap between education and occupational systems** to ensure the sector's viability and illustrate its contribution to social, economic and environmental sustainability in Europe.



CHARTER seeks to contribute to the 1) the clarification of occupational roles and activities; and 2) the identification of curricula and learning outcomes to equip education and training to respond to current and future needs for cultural heritage skills

Identifying gaps and needs in the educational and training programs



Report: **Identifying gaps and needs in the educational and training programmes**

Deliverable D3.4

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This Report aims at identifying what is missing in the **skills** and **competences transmission** in relation to the needs of the cultural heritage labour market.

Definitions

GAPS in E&T provision in CH ss the **difference between the current (or needed) level of knowledge, competence, or performance and the ideal or desired one.**

(Gaps can be detected both at the individual and organizational levels)

In the CHARTER context, we consider gaps in E&T in terms of:

- **Knowledge** (insufficient/inadequate knowledge-transfer);
- **Competence** (insufficient/inadequate competence acquisition);
- **Performance** (insufficient/inadequate skill practice in the educational paths).

Needs are intended as the **result of gaps related to the education received**, that may cause a lack of knowledge, competence or performance.

At the basis of Gaps & Needs

Gaps and needs in the cultural heritage educational and training programmes, which often lead to a mismatch with the needs of the related professions, **are tightly connected to the role that this sector holds in the society.**



The lack of recognition of the role of these professions and the unclear boundaries of the related job profiles has an impact on the education and training programs, thus generating gaps in the educational offer.

- **Inadequacy of statistical data on CH occupations and activities**
- **Poor recognition of CH activities' economic impact**

Result in the capability of tailoring *ad hoc* learning outcomes and in the quality of **education and training design and delivery**

Preliminary Assessments

This misunderstanding of skills' needs and gaps is observed in both the **initial and continuing education and training**.

01 July 2020

European Skills Agenda for sustainable competitiveness, social fairness and resilience



Skilling for a job» should be one of the **guiding principles** to be taken into consideration in the **EU paradigm-shift on skills**

EUROPEAN AGENDA
FOR CULTURE

WORK PLAN FOR CULTURE
2015-2018

DECEMBER 2018



FOSTERING COOPERATION IN THE EUROPEAN UNION ON SKILLS, TRAINING AND KNOWLEDGE TRANSFER IN CULTURAL HERITAGE PROFESSIONS

REPORT OF THE OMC (OPEN METHOD OF COORDINATION)
WORKING GROUP OF MEMBER STATES' EXPERTS

Council of the European Union

« How to foster cooperation
on skills, training, and
knowledge transfer in CH
professions? »

STRENGTHS

- Existence of strong and established formal curricula for the training in traditional CH fields (restorers and art historians)
- Provision of non-formal training programs for building management professions, museums, and traditional crafts.
- Existence of national systems of recognition, validation, certification and qualification for arts, crafts, and museums.

WEAKNESSES

- Traditions and traditional skills in intangible CH are at risk, even near extinction.
- The training for CH professionals is too theoretical, not sufficiently multidisciplinary and not able to provide those skills required by the labour market.
- Not enough attention for vocational and educational training (VET), which could be a driver for innovation and growth

How to assess GAPS & NEEDS

- Desk Research
- Collection & Analysis of quantitative and qualitative data
- European wide-coverage
- Different CH functions assessed
(Recognition; Preservation & Safeguarding;
Research – Development - Education;
Engagement & Use – Governance & Policy-
Making; Management)

- 1. Interviews with Young Cultural Heritage Professionals**
- 2. Survey on training needs and emerging/innovative occupations**

Interviews with Young Cultural Heritage Professionals

« *Meet The Young Cultural Heritage Professionals* » is a series of interviews that the CHARTER project made to motivate young practitioners to discuss and learn more about the perspectives of the new generation of heritage professionals as they enter the sector and take their first professional steps.

→ **Theory vs Practice**
→ **Management**
→ **Digital skills**

Most interviewees perceive their education was complete from the theoretical side, but not the practical.

« I think there was a disconnect between the very enjoyable, quite theoretical things I studied and the practical realities of the job market »

« There's not a connection with the “real world »

« The world of work and the world of education do not always operate with the same variables »

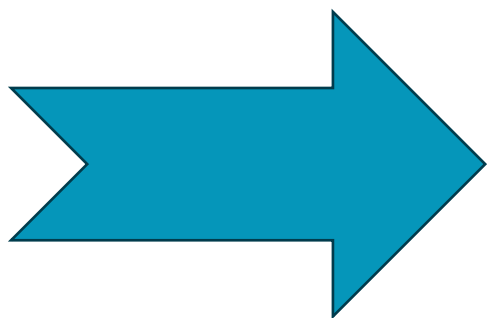
« Some of the practical skills needed cannot be or are difficult to obtain through university but are more related to the type of skills and competences gained through working experience »

What are the skills they notice as the most demanded in job positions?

« Experience »

«Experience is the most demanded skill »

« Sadly: experience »

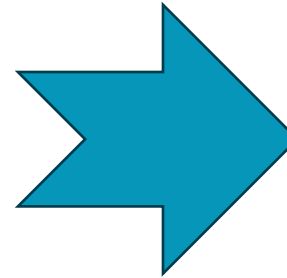


Rethink the design and offer of practical training or internships during higher education, to provide **new qualified professionals** with the set of skills and experience needed to be eligible to enter the job market.

To achieve this, **further collaboration between educational institutions, industry, networks, regions, local governments, and other stakeholders** could be explored.

Management emerges as a repeated term,
alluding to different categories:

- project management;
- heritage management;
- team management;
- project coordination;
- teamwork dynamics (physically and digitally);
- how to communicate with different types of stakeholders



Rethink the educational offer
of E&T programs
in the CH sector, to
provide more
multidisciplinary
knowledge

In relation to the world of **digital skills**, frequently highlighted in discussions over the future profiles, only 20% of interviewees referred to it, concretely as lack of “digital capacity” and “digital skills”.



This does not apply to profiles working mainly with specialized digital tools related to 3D, augmented reality, artificial intelligence, programming, etc.

- i. The new generation and the generations to come are exhibiting **an increasing level of digital literacy**, allowing them to both adopt and adapt to new developments with relative ease.
- ii. **The current cultural heritage sector is not yet heavily reliant on digital competences, although there is a niche for specific profiles.** It may be that, as the sector does not require specific, complex digital skills beyond a general set of digital knowledge and competences, **young people may not see digital as a skills gap or need to enter into the job market.**

Survey on training needs and emerging/innovative occupations

This is a survey performed with the aim to contribute to the **development of proposals of** Vocational and Educational Training (VET), Higher Education (HE), and Lifelong Learning (LLL) **guidelines for innovative/emerging E&T curricula.**

- **47 interviewed experts**
- Representing five different “clusters” (HE, VET, Heritage venues, Private sector, Governmental/Institutional sector)
- 13 Member States

The interviews gathered experts’ opinions on the characteristics of education/training courses/programmes to respond to **innovative and emerging training needs/gaps.**

The **aim** of the survey was twofold:

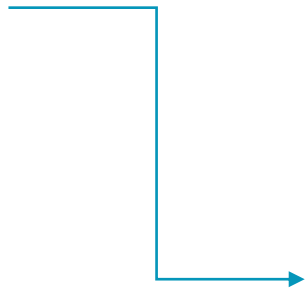
- to further focus the training needs
- to characterize the envisaged E&T offer of innovative/emerging courses in terms of educational subjects, target audience, duration, format of provision, educational level, as well as other variables influencing the quality and impact of the training at economic, social and institutional context in which the E&T is offered.

All the types of education and training are considered to be important, slightly in favour of **higher education** (as primary/basic source of education) **combined with continuing education** to cover specific training needs and updating

In order to be considered **innovative/emerging**, the courses/programmes would need to include the following dimensions:

- Include **work-based** learning opportunities;
- **Transcend disciplinary boundaries** and foster a wider understanding of heritage;
- Be **relevant for the society**;
- Include **sustainability** issues;
- Address **technological changes** and/or **digitalisation**;
- Include **innovative teaching/delivery formats**;
- Be developed or implemented in **cooperation with different institutions**.

The survey highlighted that the current education and training offer in the CH sector provides a sound basic education and does **not really need to be “innovative” in the content, but it is sometimes outdated or not aligned with market/societal needs.**



To overcome this, it is really important to

1. engage the larger possible group of the stakeholders, also representing different sectors and points of interest, in the design and/or the provision and/or evaluation of the training.
2. The practical learning, both in terms of workshops/laboratories and as working experience, is considered fundamental for most roles/jobs where crafts skills are required.
3. Need to have a formal recognition of the training/qualification



Report: **Guidelines on innovative/emerging cultural heritage education and training paths**

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The Guidelines are intended as a **flexible framework** which can easily be adapted to different regional or national education systems or national/regional variations in skills needs and gaps.

They have been designed to support education providers in creating/modifying cultural heritage curricula, cultural heritage organisations/employers in developing in-house training for their staff, (potential) students in selecting heritage E&T programmes, policy makers when deciding on relevant laws and regulations and scholars in their research on the CH sector.

Eight pathways of heritage E&T opportunities

1. Community engagement
2. Sustainability in built heritage and landscape
3. Cultural heritage crafts and knowledge
4. New heritage in conservation-restoration
5. Cultural heritage in the digital environment
6. Participatory leadership and management
7. Cultural heritage policy design and regulation
8. International cultural heritage relations

Pathways are **clusters of training opportunities** (i.e. individual E&T programmes or curricula, including workplace learning) **with similar innovative/emerging content**. While each pathway focuses on E&T opportunities with similar content, there may be **variations within a pathway in terms of structural elements**. That is to say, curricula within one and the same pathway may be situated on different EQF levels, with correspondingly differing learning outcomes or they may be offered in different education sectors (HE, VET, CET).

THANK YOU !



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