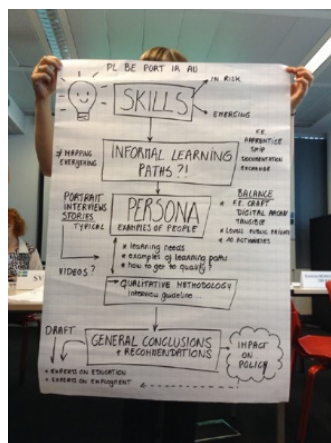# Voices of Culture and Open Method of Coordination reports on
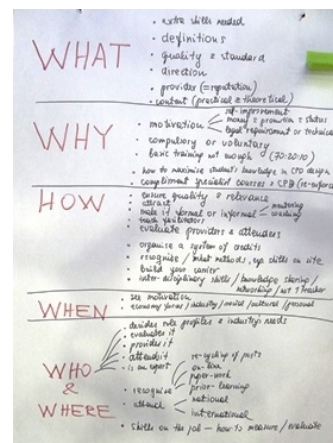## *Skills, Training and Knowledge Transfer in Cultural Heritage Professions*

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Coordination Chair

COTAC Edinburgh Group Workshop

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Skills, Training and Knowledge Transfer in Cultural Heritage Professions

VOC and OMC Reports: Context and aims

- EU politicians and policymakers recognise and support the important role of cultural heritage professionals in building Europe's future

- These reports are outputs of the *Council Work Plan for Culture 2015-2018* and the *European Year of Cultural Heritage* (EYCH). They are also inputs to implementing the *European Framework for Action on Cultural Heritage* (2018). The reports helped in the successful application for funding under the *Blueprint for Sectoral Cooperation on Skills*

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VOC and OMC Report benefits

- Implementing the recommendations will resolve several fundamental problems in identifying, measuring and valuing the work that cultural heritage professionals do

- Measuring this work gives visibility to the sector to help make the case for resources for education, training and awareness-raising within all sectors which interact with cultural heritage

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Are CH skills needs being met by education, training and knowledge transfer?

- The availability of expertise hinges on the availability of good quality education and training (formal and non-formal), as well as workforce mobility and working conditions

- However, many cultural heritage professions are not included in occupational statistics as their roles are not classified and their economic activity is not coded, meaning data cannot be collected.
  - *Without data, skills-needs forecasts cannot be made*

- Educational frameworks respond to sector forecasts, which are based on analysed data; if training needs are not articulated, training will not be funded

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OMC and VoC reports clarify the breadth of issues

- Absence of statistics to calculate the number and character of Europe's cultural heritage professionals and to forecast the knowledge and skills required – short and medium term

- Lack of mapped occupational profiles and occupational standards for many roles

- Absence from the International Standard Classification of Occupations, European Classification System (ESCO) and the Nomenclature of Economic Activities

- Absence from the Common Procurement Vocabulary

- Education and training providers lack clarity about learning outcomes or the likely demand for their programmes

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Skills, Training and Knowledge Transfer in Cultural Heritage Professions

- Education and training quality is difficult to assure without occupational profiles and standards as benchmarks

- Digital and other technological developments are changing skills requirements and putting craft skills at risk

- Education system prioritises academic achievement over craft skills

- Many recruitment or procurement authorities do not specify a requirement for competent cultural heritage professionals

- Skilled people are not attracted to start or motivated to stay in cultural heritage occupations where their competences are not valued

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Skills, Training and Knowledge Transfer in Cultural Heritage Professions

OMC recommendations

- EYCH Engagement: disseminate and communicate the value of Cultural Heritage

- OMC recommendation: stimulate multi-directional communication between cultural heritage, other sectors and new audiences to foster demand for, and supply of, CH skills, including by developing best volunteer management practice

- EYCH Sustainability: plan and manage structures to build capacity and mobility

- OMC recommendation: support knowledge-sharing and succession-planning tools; develop guidance on personnel recognition schemes, validation of prior learning and mobility devise a lifelong learning toolkit; develop and use European cultural heritage standards

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Skills, Training and Knowledge Transfer in Cultural Heritage Professions

OMC recommendations

- EYCH Protection: research and map professions; generate strategic data

- OMC recommendation: address skills gaps and shortages through mapping and classifying occupations and activities to build a strong evidence base and generate data for the sector, including on skills at risk, and develop plans to safeguard and augment skills at risk

- EYCH Innovation: stimulate an integrated approach to education

- OMC recommendation: improve links between education and training providers and the workplace; support skills research at EU level; develop an information exchange portal and encourage establishment of more centres of excellence

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Steps towards sustainability in CH sector

- Our goal is a CH education and training system that gives people the knowledge and skills they need to start and stay working in CH
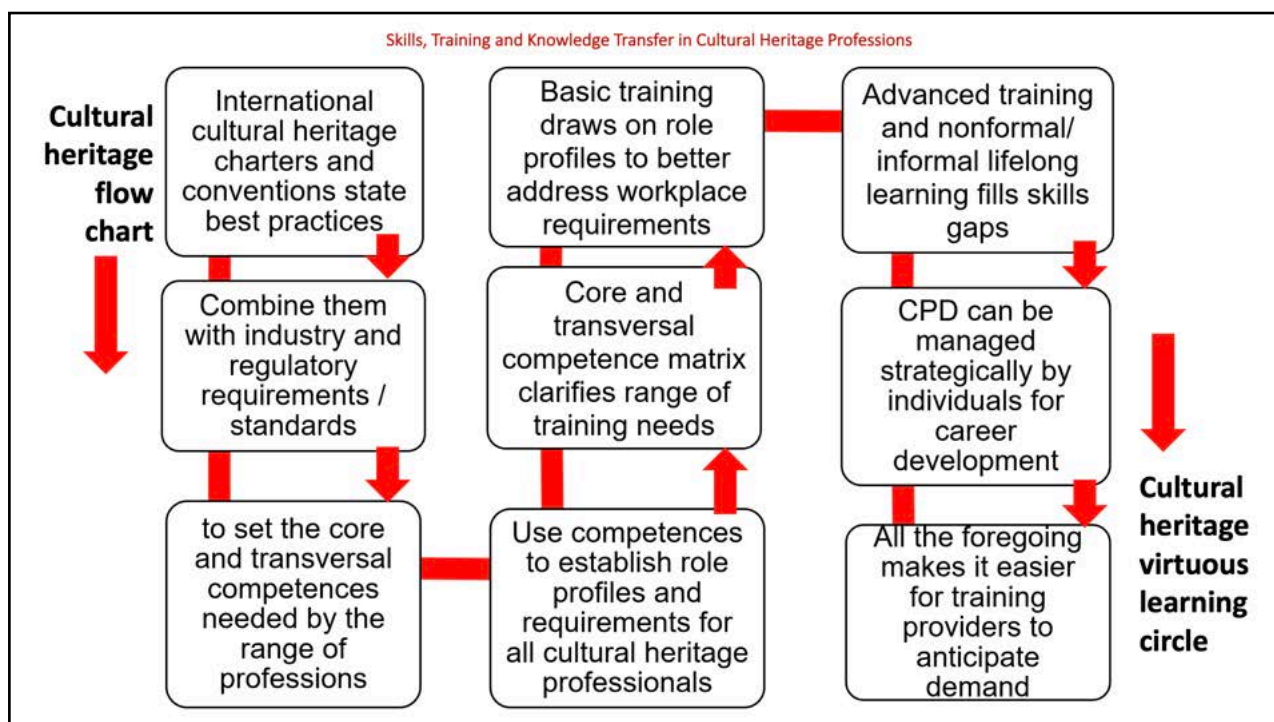
To achieve this we need:

- Knowledge of existing skills needs and accurate methods of forecasting future needs: what size is the sector? What work do people do now? What core and transversal skills will be needed in future?

- Existing sustainable models showing how professionals learn, maintain and upgrade their skills as part of lifelong learning

To know these answers we need:

- Descriptions of the roles of heritage professionals so they can be mapped and their activities classified and coded to enable data to be generated and statistics gathered – which are essential to characterise the CH sector

- Models of good training and practice can we review, adapt and share

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Skills, Training and Knowledge Transfer in Cultural Heritage Professions

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Skills, Training and Knowledge Transfer in Cultural Heritage Professions

ERASMUS+ APPLICATION –
Required activities of a sector skills alliance

- Interpret research evidence when implementing E&T and designing qualification standards

- Where appropriate base work on existing skills studies commissioned by the EU (see EU Skills Panorama)

- Translate into innovative, learning outcome-orientated vocational curricula (applying ECVET) incl. work-based learning, underpinned by QA mechanisms in line with EQAVET

- Demonstrate measures to be taken for the formal recognition or certification of the new VET curriculum/a and how will pursue after EU funding has ended

- Carry out the proposed activities in a way that maximises the impact on one or several related professions in the sector

- Must also conform to Lot 1 activity requirements on design and delivery of VET

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Skills, Training and Knowledge Transfer in Cultural Heritage Professions

ERASMUS+ Key features of sector skills alliances

- Innovation in vocational education and training

- Impact beyond the project's lifetime and beyond the partner organisations

- Measurable impacts; transferable and accessible solutions

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ERASMUS+ Subject Matter Criteria

- Three mandatory areas:
  - Safeguarding and preservation
  - Crafts and traditional knowledge
  - Dissemination and communication

- Optional areas:
  - Knowledge (identification, study, recording)
  - Planning /management (strategic; site and project, mediation, procurement, policymaking, etc.)

- Compatibility with existing evidence:
  - Towards an Integrated Approach …
  - European Framework for Action..
  - Declaration of cooperation on advancing digitisation of CH
  - European quality principles
  - Voices of Culture report 2017
  - Open Method of Coordination report 2019
  - Competences for access to CR profession

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ERASMUS+ Award criteria: Relevance of the project

- Links to EU policy and objectives

- Education representation

- Sector representation

- Proposals integrate digital technologies

- Green and blue skills (circular and greener economy)

- Purpose: is relevant to objectives

- Consistency: clearly defined, sound needs-analysis, realistic

- Innovation in methods, techniques, results, solutions

- Generates European (transnational) added value

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ERASMUS+ Summary of activities to cover

- Develop a sectoral skills strategy – first key deliverable, identifying concrete actions and indicating activities, milestones and well-defined outputs

- Detail how major trends are likely to affect jobs and skills needs

- Underpin and illustrate with concrete examples of policies

- Develop a common methodology for assessing current situation and anticipating future needs and monitoring progress

- Identify occupational profiles that need to be revised or created and corresponding skills needs and levels, drawing on ESCO and existing competence frameworks – and may include development of sectoral competence framework

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ERASMUS+ APPLICATION

- Identify, describe and indicate priorities for the review or establishment of new qualifications on the basis of the relevant occupational profiles

- Foster development of VET solutions and business-education-research partnerships

- Devise solutions for mobility, capitalising on existing EU tools

- Develop actions to promote the sector to entrants – youth; gender balance

- Design long-term action plan for progressive rollout of project deliverables after its completion:
  - Governance structures; scalability; financial sustainability; visibility; dissemination of work;
  - Indicate how EU and national/regional funding can support

- Deliver material as open data

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ERASMUS+ Strategic Approach

- In addition, partners must develop a comprehensive and strategic approach encompassing all activities:

  - To support the sector in addressing most pressing challenges

  - To support to achieve medium and long-term goals (incl. where relevant: growth, innovation, competitiveness and employment)

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