

8 innovative/emerging cultural heritage education & training pathways

The **CHARTER Alliance**'s recommendations for the development or reinforcement of 8 specific paths of **cultural heritage education and training for the future**

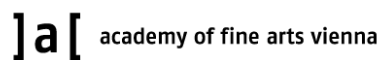
Based on the CHARTER report
"Guidelines on innovative/emerging cultural heritage education and training paths"



EUROPEAN CULTURAL
HERITAGE SKILLS
ALLIANCE



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Booklet designed based on the report:

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Introduction

The CHARTER report “**Guidelines on innovative/emerging cultural heritage education and training paths**” analyses the distinctive features of education and training (E&T) for cultural heritage (CH) professions in Europe, distils the CHARTER findings of what makes heritage E&T **innovative** and **emerging** and attempts an outlook on those segments (“pathways”) of heritage E&T which promise the greatest future potential.

The report outlines 8 pathways of E&T opportunities which address **current** – and in all likelihood – **future gaps and needs of the CH sector**. These pathways constitute those segments of heritage E&T for which CHARTER recommends that **new curricula** should be developed, or **current curricula should be adapted** to new requirements.

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. Moreover, we hope that the heritage sector at large will find the Guidelines a useful compass for the professions and profiles that will contribute to a sustainable cultural heritage sector in Europe.

The following booklet aims to showcase the 8 pathways in a concise and summarised way in order to provide a quick glimpse and overall idea for readers. The full report provides an extensive and in-depth approach, in terms of the context of the Guidelines, as well as a more detailed account of each pathway presented. If you find this booklet interesting, we strongly encourage you to take a look at the original and complete document.

[READ THE FULL REPORT](#)

Overview





COMMUNITY ENGAGEMENT



The heritage sector has evolved towards a more democratic and socially just framework. Now, audiences and communities are invited to actively participate in the governing, co-creation of meaning, and collective stewardship of heritage. This shift emphasizes a people-centered approach, empowering individuals to contribute to common goals, addressing challenges like sustainable development, social inclusion, demographics, healthcare, and resilience against disinformation and populism.

What occupations / professional profiles?

Cultural heritage educators

Volunteer coordinators

Audience advocates

Outreach officers

Interpretative agents

Community developers

Interpretative planners

Community brokers

Interpretative media creators

Audience developers

Public engagement coordinators

In-person interpreters

Online community managers

Cultural mediators

Heritage interpreters

KEY STRUCTURAL ELEMENTS



Knowledge

- Identify heritage significance for different communities and visitors
- Understand relevant contemporary concepts and values such as social equity, conflict resolution, sustainability, decolonisation, functional difficulties, and social diversity in the heritage context
- Identify methods of data collection, analysis and interpretation concerning the social and cultural context of local communities, audiences and organisations
- Identify ethical implications of cultural and social choices and group dynamics
- Comprehend structural, strategic and process analysis in diverse participatory contexts
- Understand the different mediation techniques and their impact evaluation.
- Identify information systems and sources and the techniques to detect falsehoods

Core skills

- Design innovative participatory projects and initiatives in co-operation with audiences and other stakeholders
- Produce and manage cultural projects;
- Employ effective communication, engagement and negotiation techniques to interact with different audiences and stakeholders
- Apply methodologies to facilitate mutual understanding, transformative learning and personal growth while respecting others' ideas and viewpoints
- Practice working in partnership with different stakeholders and in transdisciplinary teams, according to an intersectoral perspective
- Develop an interpretive narrative based on the following criteria: integrating valid aspects from differing or controversial points of view, while fending off misinformation, misrepresentations or flawed interpretations

Transversal skills

- Recognise individual competences, talents and needs for learning
- Communicate and interact empathetically with individuals, audiences and communities, respecting diversity and solving conflicts

Heritage functions

Recognition; Engagement and Use; Research & Development/Education; Management; Governance and Policy Making

Training sectors

Higher education; Continuing E&T; Workplace learning

Qualification levels

EQF 5, 6, 7, 8

RECOMMENDED CURRICULA



Title	Who is it targeted for?	What does it prepare you for?
Co-production of temporary exhibitions	<p>Museum professionals and independent curators who have experience with organising exhibitions, but wish to learn the opportunities and complexities of co-creating a temporary exhibition and its parallel activities with diverse audiences and communities.</p>	<p>Negotiate solutions between parties and explain, remain impartial and facilitate their equal participation.</p>
Coordination of cultural heritage volunteers	<p>Volunteer coordinators (or future coordinators) of cultural heritage institutions and projects, as well as members of associations who want to learn about the principles of group organisation and planning. It can also be offered as a short module in an MA degree in cultural heritage management.</p>	<p>Establish relationships of trust between the permanent staff of the heritage institution and the volunteers. Exercise management and supervision of volunteers, including respectful review of their performance.</p>
Creation and animation of virtual communities for the protection and valorisation of cultural heritage	<p>Staff of heritage institutions and projects who want to set up virtual communities for the protection and valorisation of cultural heritage.</p>	<p>Manage and moderate virtual communities and intervene in cases of conflict and inappropriate online content.</p>



SUSTAINABILITY IN BUILT HERITAGE AND LANDSCAPE



Europe faces a sustainability challenge in its built heritage and landscapes, with over 85% of the EU's building stock having been constructed before 2001 and much of it being energy-inefficient. A lack of understanding of historical techniques and materials poses major skills gaps in the construction industry. Energy retrofitting measures may unintentionally harm heritage values. Balancing user needs and heritage preservation is crucial. Democratisation links heritage practice to the Sustainable Development Goals, emphasizing societal sustainability.

What occupations / professional profiles?

In the pathway of sustainability in built heritage and landscape, traditional professional profiles remain, but **new sustainability tasks have been incorporated**. Occupations like **conservation architects, conservator-restorers, and archaeologists** now include roles such as **energy auditors, building energy rating assessors, thermal bridge modelers, ventilation validators, and air permeability testers**. The focus is on integrating sustainability tasks into existing professions rather than introducing entirely new occupations.

KEY STRUCTURAL ELEMENTS



Knowledge

- Understand materials, structural conceptions, building physics and technologies, traditional and new
- Comprehend applied energy theory and climate mitigation and adaptation
- Recognise the history and theories of built heritage and cultural landscape
- Understand conservation-restoration techniques for built and natural landscapes
- Interpret economic aspects and laws, regulations, procurements and current policy frameworks
- Appreciate priority EU drivers of change including environmental protection policy

Core skills

- Examine and analyse the core characteristics, status and performance of the built heritage and landscape
- Translate the values of built heritage and landscape in concrete projects
- Implement solutions for improving sustainability performance, including energy management
- Manage processes, coordinate teams and procurement
- Apply energy planning, design interventions and quality control of all phases of process of intervention

Transversal skills

- Apply written and spoken communication and presentation skills to communicate expert content to colleagues from other disciplines/fields and to non-expert audiences
- Identify, evaluate and balance conflicting interests and goals
- Demonstrate specific information technology and digital tools skills
- Apply social skills to build a collaborative environment
- Implement legal, economic and financial management of processes
- Merge technical competences and critical thinking

Heritage functions

Recognition; Preservation & Safeguarding; Research & Development/Education

Training sectors

Higher education; Vocational E&T; Continuing E&T; Workplace learning

Qualification levels

EQF 4, 5, 6, 7, 8

RECOMMENDED CURRICULA



Title	Who is it targeted for?	What does it prepare you for?
<p>Principles in safeguarding and preservation of cultural heritage for planners and project managers</p>	<p>Professionals working in supervisory positions in the sustainable building/landscape sector whose core functions are not related to CH, but who are planning to do work which affects places of heritage significance, e.g. architects, urban designers, construction and civil engineers, mechanical engineers, building services engineers, building and land surveyors (= maintenance etc.), landscape architects, geospatial surveyors (earth monitoring).</p>	<p>Manage the entire project, guiding the decision-making processes and evaluating the options. Supervise all interventions, motivating the team and enabling participation and achievement of high conservation standards.</p>
<p>Introduction to cultural heritage for building/landscape professionals</p>	<p>Craft professionals (e.g. electricians, aircon technicians, heating installers, plumbers, landscape contractors, carpenters, joiners, masons) with expertise in sustainable building/landscaping methods, energy efficient heating/cooling systems etc. planning to do work which affects places of heritage significance.</p>	<p>Apply specific intervention techniques, following a given design and criteria, coordinate with others on intersecting tasks, and request support when circumstances surpass his level.</p>



CULTURAL HERITAGE CRAFTS AND KNOWLEDGE



Crafts and crafts knowledge are expressions of both tangible and intangible heritage. Practitioners of traditional crafts and their knowledge on techniques and materials are essential for the conservation and restoration of tangible heritage. Moreover, as living cultural heritage, crafts practices have been recognised as intangible cultural heritage, too. Despite international recognition, cultural heritage crafts face challenges, risking decline. Maintaining education and training is crucial, as crafts offer essential knowledge in terms of re-innovation, sustainable low-carbon resource-management and production, creating local employment, strengthening circular-economy and fostering a repair culture. In addition, they also offer insights into future technologies like CAD/CAM design, 3D scanning and printing and AI.

What occupations / professional profiles?

This section lists professional profiles existing in Europe as well as profiles from other parts of the world which may serve as inspiration for Europe

Cultural heritage craftspersons

CH craft instructor

Custodian of traditions

CH craft teacher

CH craft consultant

CH crafts researcher

KEY STRUCTURAL ELEMENTS



Knowledge

- Identify materials, manufacturing and decorative techniques of crafts
- Distinguish tools, machinery and processes for handmade products
- Understand the labour regulations, environmental, social and economic principles of crafts business
- Recognise the context, history and evolution of crafts

Core skills

- Design and produce craft products, controlling the operational sequences
- Monitor quality control
- Apply traditional techniques and procedures
- Detect updated production resources and interpret market innovative trends, paying special attention to sustainability

Transversal skills

- Implement communication and networking to liaise with staff, organisations and institutions
- Administer data with digital literacy to manage workshop/business

Heritage functions

Preservation & Safeguarding;
Research & Development/Education (EQF 7 only)

Training sectors

Higher education; Vocational E&T;
Continuing E&T; Workplace learning

Qualification levels

EQF 3, 4, 5, 6, 7

RECOMMENDED CURRICULA



Title	Who is it targeted for?	What does it prepare you for?
Cultural heritage craftsperson (Various CH craft fields such as wood, pottery, textile, blacksmith etc.)	Students who wish to learn a cultural heritage craft; practicing crafts persons who have followed an informal or non-formal path and wish to acquire a formal education; persons interested in reskilling opportunities offered by the cultural heritage crafts field.	Work efficiently, taking a proactive approach.
Cultural heritage crafts consultant	Professionals on EQF 5 who are interested in the opportunities cultural heritage crafts entail for society, culture, and economy; persons who are interested in reskilling opportunities offered by cultural heritage crafts.	Manage complex activities or projects, taking responsibility for decision-making and leadership to implement change in an organisation or group.
MA Cultural heritage craft researcher	Graduates of craft-related studies and cultural heritage craft studies who have an interest in further researching crafts and crafts-related issues.	Research autonomy and intellectual responsibility for contributing to the professional knowledge and development of the field.



NEW HERITAGE IN CONSERVATION- RESTORATION



New heritage, i.e. heritage characterised by unfamiliar and unexpected material or immaterial cultural expressions, new modes of production and uses of technologies, presents fresh challenges to conservator-restorers and other professionals involved in the conservation process. Education and training programmes must equip practitioners with skills to assess, interpret, and strategize for new and diverse forms of heritage, covering materials such as electronics, digital content, specimens, and more. Novel approaches are needed for documentation, information gathering, and analysis of these unfamiliar expressions.

What occupations / professional profiles?

Conservator-restorers

Art historians

Conservation professionals for industrial heritage

Conservation professionals in relation to built heritage

Curators

Archivists

Specialists in the management of industrial and architectural/built heritage

Specialists in the domain of contemporary technological history

Specialists in the domain of materials science and engineering science

Specialists in information digitalisation and maintenance of electronic databases

KEY STRUCTURAL ELEMENTS



Knowledge

- Understand cultural anthropology and heritage dynamics
- Identify processes, materials, techniques and historical context
- Relate to conservation-restoration ethics and values
- Comprehend, gather and record information
- Understand risk mitigation
- Interpret the diverse meanings of heritage

Core skills

- Apply diagnostic and analytical tools and equipments
- Assess current and futures needs of the heritage sector adapting to change
- Manage risk applying measures and interventions
- Design, plan and manage projects in the field, plan and organise conservation-restoration actions and apply budgetary principles
- Assess current and futures needs of the heritage sector adapting to change
- Execute conservation-restoration processes and techniques (according to fields of specialisation)
- Disseminate and contribute to specialised publications

Transversal skills

- Work and communicate in an interdisciplinary environment
- Apply strategic thinking
- Use digital resources
- Mediate and advocate for cultural values
- Remain current with developments in the field
- Design, plan and manage projects, adjusting to budget

Heritage functions

Recognition; Preservation & Safeguarding; Engagement and Use; Research & Development/Education; Management

Training sectors

Higher education; Continuing E&T; Workplace learning

Qualification levels

EQF 5, 6, 7, 8

RECOMMENDED CURRICULA



Title

**Master programme in
the conservation-
restoration of
electronic heritage**

Who is it targeted for?

Candidates with a relevant Bachelor degree

What does it prepare you for?

Assess acquired data and conservation options, and guide the decision-making processes taking into account heritage values balanced with technical possibilities and available resources. Demonstrate personal responsibility to undertake interventions.



CULTURAL HERITAGE IN THE DIGITAL ENVIRONMENT



CHARTER describes digital skills in the heritage context in a dual manner. Firstly, as transversal skills which function as a tool (learning how to use and apply a specific digital technology). For example, this applies to (art) historians, archaeologists etc. who use digital technologies for conducting research. Secondly, this pathway applies to professions for which digital skills are core such as digital communicators or curators who facilitate the creation of digital heritage content and use it to engage with the public.

What occupations / professional profiles?

Digital experience of CH

- UX
- Digital engagement
- Digital accesibility & inclusion
- Digital mediation
- Gamification
- Digital storytelling
- Digital learning
- Digital content strategy
- Hybrid programming

Digital representation of CH

- 3D digitisation
- Open data policies
- Digital photography
- Digital preservation
- Virtual exhibitions/museums
- BIM for CH
- Discoverability through AI
- Digital collections curation
- Online collections management
- Digital property rights

Digital CH management

- Digital transformation management
- Digital strategy
- Digital sustainability
- Cross-organisational collaboration via digital tools
- Research in the intersection of art, technology and science
- Digital projects management
- DAM (Digital Asset Management)
- Digital property rights
- Data analytics

Digital communication of CH

- Digital communication
- e-Publishing
- Digital media platforms/channels
- Social media strategy
- Digital marketing
- Website architecture & dynamisation
- Audio-visual proficiency

KEY STRUCTURAL ELEMENTS



Knowledge

- Identify the technology related to CH functions and meanings, adapting it to CH needs
- Define what type of information/data are necessary and their use in the CH context
- Identify and consider ethical implications of the use of specific technologies/digital tools
- Identify the criteria to set up and implement a digital strategy
- Understand digital rights and regulations
- Comprehend the latest regulatory input at the national/regional and European levels
- Understand the impact and risk assessments concerning the use of the digital technologies/tools

Core skills

- Recognise the rapid evolution of the digital environment
- Design and/or apply digital technologies or tools consistent with professional role
- Apply procedures to solve routine problems, activating extraordinary measures when necessary
- Collect, display, curate, and preserve digital CH material
- Define and manage a digital CH project, solving problems and conflicts

Transversal skills

- Work in intersectoral and transdisciplinary teams, using the corresponding effective communication, engagement, empowerment and negotiation techniques
- Convey technical information effectively
- Present work to specialist and non-specialist audiences
- Communicate and promote cultural heritage through multiple digital media, channels, tools
- Demonstrate curiosity and openness to new perspectives
- English language proficiency
- Be open, ready and flexible to changes and updating
- Understand the ethical consequence of digital tools

Heritage functions

Engagement and Use; Management; Recognition; Governance and Policy Making; Research & Development/Education; Preservation & Safeguarding

Training sectors

Higher education; Continuing E&T; Workplace learning

Qualification levels

EQF 5, 6, 7, 8

RECOMMENDED CURRICULA



Title	Who is it targeted for?	What does it prepare you for?
Digital cooperative environments	<p>The scope of the course is to train, with a cross-fertilisation approach, a group of professionals coming either from the CH sector (e.g. museum curators, librarians, archivists) or the ICT sector (software developers and vendors, ICT experts etc.) to enable them to apply digital technologies to the CH institution/sector. The course is structured to foster cooperation among different professionals with technological or heritage backgrounds and help them to better understand reciprocal skills and needs when approaching digitalisation or a digital project.</p>	<p>Manage/supervise a small to medium digitalisation project of a team combining professionals from the heritage and IT sectors.</p>
Master in Artificial Intelligence for Cultural (Heritage) Services	<p>This Master targets the development of advanced digital skills in the cultural services sector (with particular emphasis on the public ones) to address its lack of highly specialised digital skills in AI. The goal is to prepare future digital transformation leaders for the increased development and uptake of AI in the cultural heritage sector. They will learn how to plan, design and use AI in the delivery of CH services, so as to improve the provision, effectiveness and value of these services and improve the capacity of the CH professionals in the management, knowledge and development of AI-related projects and services.</p>	<p>Lead teams to develop and implement AI-base projects and programmes at public cultural (heritage) institutions</p>



PARTICIPATORY LEADERSHIP AND MANAGEMENT



Which steering and operational processes support cultural heritage institutions in realising their societal and economic objectives and work towards the common good? The answer lies in what has been labelled “participatory governance”. This leadership and management model addresses heritage in a holistic, integrated and prospective manner. It requires leaders and managers to communicate with a wide range of groups and build sustainable partnerships. They have to be able to map and understand stakeholders’ roles inside and outside the institution as well as foster a common vision and sense of ownership.

What occupations / professional profiles?

Leaders of cultural heritage institutions / public administration of cultural heritage

Managers of cultural heritage institutions / public administration of cultural heritage

External professionals commissioned with leading projects on behalf of public or private institutions

Heritage (education) officer

Social enterprise officer

KEY STRUCTURAL ELEMENTS



Knowledge

- Understand and interpret participatory leadership/management methods;
- Comprehend different systems of operations and procedures in CH leadership/management
- Be aware of contemporary heritage models and the conceptual frameworks they are based on
- Understand the roles and interests of CH stakeholders in the different organisations and institutions
- Relate to heritage significance assessment
- Comprehend heritage protection and conservation/restoration regulations and the consequent limits of participatory governance

Core skills

- Map, communicate and interact effectively across all internal and external stakeholders and contexts
- Anticipate potential conflicts and obstacles during participatory processes
- Develop empathic relationships inside & outside institutions
- Be aware of and adapt to different cultural situations and perspectives
- Foster and enhance the ability to understand the value of cultural heritage for local actors (citizens, NGOs, third parties, politicians)

Transversal skills

- Develop and implement strategic targets and vision
- Implement crises, risk and time management
- Apply financial knowledge and raise funds
- Understand digitality
- Apply ethics and transparency rules
- Negotiate complex issues in complex environments

Heritage functions

Management; Governance and Policy Making

Training sectors

Higher education; Continuing E&T

Qualification levels

EQF 7, 8

RECOMMENDED CURRICULA



Title	Who is it targeted for?	What does it prepare you for?
Executive programme in participatory leadership (PL)	<p>Graduates of at least EQF 7 in senior leadership positions in large organisations wishing to update on recent scholarship on PL and participatory practices for CH leaders. This is envisioned as an international blended learning training course with 15 ECTS spread across 6 months. It needs to be designed in a flexible manner to ensure it can be completed parallel to working in a leadership position.</p>	<p>Lead change processes in highly complex and unpredictable situations; demonstrate substantial authority and autonomy; contribute to the development of new professional knowledge and practice.</p>
MA programme in participatory CH management	<p>Individuals planning to apply to management positions in small to medium sized cultural heritage organisations with a strong focus on local communities</p>	<p>Demonstrate authority and autonomy; manage change processes in complex contexts; review the strategic performance of staff.</p>
Introduction to participatory cultural (heritage) management	<p>This is a proposed module for any cultural management programme introducing students to participatory cultural (heritage) management principles.</p>	<p>Contribute to change processes using participatory management tools.</p>



CULTURAL HERITAGE POLICY DESIGN AND REGULATION



This pathway trains professionals and researchers in designing policies and regulations for cultural heritage. Offered by universities or specialized bodies, the curricula in this pathway combine legal, political, and economic studies with cultural heritage disciplines. Participants gain multidisciplinary insights, tools, and skills to navigate policy and legal frameworks at various levels of government. Programmes in this pathway cover motivations for regulatory intervention, understanding policy contexts, and proposing changes, with optional courses in project management and political science for a broader perspective.

What occupations / professional profiles?

Legal experts working at national/regional monument authorities or other government offices

Professional who work at the intersection of law, policy and cultural heritage on the international level (EU, UNESCO)

Professionals concerned with restitution claims (in governments, museums, archives etc.)

CH human rights consultants

Government advisors

Criminal justice professionals investigating art trafficking and illegal excavations on the regional/national/international level

Regulation and licensing officers

Policy makers

Academic researchers with a specialisation in a discipline of relevance for this pathway

KEY STRUCTURAL ELEMENTS



Knowledge

- Understand the local, regional, national, and international legal and regulatory framework of the sector (national and international cultural heritage law, administrative law)
- Relate to EU policy and institutions;
- Comprehend cultural heritage and sustainable development policies;
- Relate to policy evaluation and implementation
- Appreciate art history, museology and curatorship
- Understand tangible and intangible heritage concepts, related international conventions, standards and protocols affecting policy areas
- Recognise the place of CH in sustainable development

Core skills

- Evaluate critically changes and developments in sector norms, internally and externally generated
- Manage business legally, with attention to copyright and digitalisation of cultural property
- Measure and assess impact, risk and quality of policies, programmes and legislation at all stages to develop recommendations
- Apply key CH concepts: restoration, preservation, valorisation
- Demonstrate critical awareness of current conflicting culture and heritage issues
- Manage projects

Transversal skills

- Convey technical information effectively
- Communicate and promote work and content to audiences adapting to their level of expertise and using multiple media & channels
- Apply advocacy skills
- Apply active and empathic listening skills

Heritage functions

Research & Development/Education; Governance and Policy Making

Training sectors

Higher education; Continuing E&T

Qualification levels

EQF 7

RECOMMENDED CURRICULA



Legal frameworks and policies for cultural heritage

Title

Who is it targeted for?

What does it prepare you for?

This two-year MA programme (120 ECTS) is aimed at students who already have a bachelor's degree in cultural heritage studies or political-legal-economic subjects. More specifically, the admission criteria require interested students to have completed an undergraduate degree of, at least, 180 or 240 ECTS. Preference will be given to those with bachelor's degrees in the following disciplines: archaeology, art history, cultural studies, architecture, law, political science, economics, and international relations.

Manage complex and unpredictable situations which require new strategic approaches; take responsibility for contributing to professional knowledge and practice in the field of CH laws and regulations.

CH Policy implementation through project funding

This intensive 10-day (3 ECTS) specialisation course aims to upgrade and refresh the knowledge and skills of professionals already working in the heritage sector on the most recent changes in national/regional and international CH regulations and policies and how they can be applied to project proposals. Prospective students include both civil servants and employees of private institutions and associations working in the heritage sector.

Exercise self-management in the analysis of legal changes relevant to CH and their implementation in operating procedures. Independently analyse calls for projects and propose the outline of project applications. Contribute to designing and writing project applications as a means to gain funding for the implementation of own employer's policy priorities.



INTERNATIONAL CULTURAL HERITAGE RELATIONS



In a globally interconnected system with increased professional mobility, cultural heritage is vital for international exchange. Professionals in this field engage in networks and projects funded by entities like the EU, requiring specific knowledge for intercultural environments. Education and training cover cultural diplomacy, cooperation, international relations, and global challenges like climate change and illicit trafficking of cultural goods. The pathway intersects with others, such as cultural heritage policy design, sustainability, digital heritage, participatory leadership, and community engagement, sharing skills like intercultural communication and negotiation with diverse stakeholders.

What occupations / professional profiles?

International project managers

Law enforcement staff combating illicit trafficking of cultural goods

Restitution researchers

Cultural cooperation experts/specialists (civil society)

Cultural diplomats/heritage diplomats/ heritage-led international relations experts (public sphere)

Disaster preparedness specialists

KEY STRUCTURAL ELEMENTS



Knowledge

- Recall international cultural relations rationales, frameworks, and core texts
- Understand the international legal and institutional frameworks (UNESCO conventions, EU, global and multinational frameworks)
- Identify geostrategic and geopolitical contexts
- Identify available funds and understand the logic and the application models
- Explain communication and negotiation techniques in international contexts
- Identify the players, networks and projects in the international ecosystems

Core skills

- Design international cultural relations policies, strategies and specific programmes and initiatives in cooperation with other stakeholders
- Map foreign CH contexts
- Develop geostrategic and geopolitical analyses
- Produce and manage international cultural cooperation projects
- Interact with audiences and stakeholders using effective communication, engagement and negotiation techniques
- Facilitate mutual understanding, transformative learning and write applications for funds according to the logic model used by funding agencies
- Work in partnership with different stakeholders and in transdisciplinary teams, according to an intersectoral and intercultural perspective

Transversal skills

- Practice cultural diplomacy awareness
- Communicate, interact and negotiate with social empathy and cultural diversity awareness
- Implement horizontal leadership, listen attentively and work in teams with international people
- Anticipate problems and solve conflicts among different cultures

Heritage functions

Engagement and Use; Research & Development/Education; Management; Governance and Policy Making

Training sectors

Higher education; Continuing E&T; Workplace learning

Qualification levels

EQF 6, 7, 8

RECOMMENDED CURRICULA



Title	Who is it targeted for?	What does it prepare you for?
<p>Countering cultural heritage crimes and illicit trafficking</p>	<p>Archaeologists, art historians, librarians, archivists, architects, restorers, professionals in the field of cultural heritage with a degree on at least EQF level 6 planning to upskill for cooperating with law enforcement in combating crimes related to heritage.</p>	<p>Highly responsible and autonomous work in cooperation with law enforcement to combat CH crimes. Contribute to the development of the sector and create new knowledge by researching and publishing in the field.</p>
<p>International strategies in management of CH sites and projects</p>	<p>CH professionals and independent cultural managers who wish to explore the opportunities and complexities of working internationally with a minimum qualification of EQF 6.</p>	<p>High responsibility and autonomy to build trust relationships with other professionals, institutions and cultural realities at international level.</p>



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