

Kulttuuriperintöalalla tarvittavaa osaamista koulutuksen ja työelämän näkökulmasta - EU:n CHARTER-hankkeen suosituksia

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Taideteollisuusalan erikoisammattitutkinnon tutkinnon perusteiden uudistamisen
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The CHARTER project and its objectives

- Create a **lasting and comprehensive skills strategy** for the sector
- **Bridge gaps** between educational and occupational systems and employer needs
- **Propose training and curricula** for the development of new skills for cultural heritage professionals
- Develop a **transferable methodology and framework** that will make it easy to **recognise competences and skills** found across the CH sector and **encourage exchange, capacity building and movement within Europe**
- Produce cultural **heritage policy recommendations** and advocate at EU level for the benefit of all current and future CH workers and students.

CHARTER-hanke 2021-2024 – Erasmus+ Sectoral Blueprint

CHARTER

Cultural Heritage Actions to Refine Training, Education and Roles

THE CHARTER CONSORTIUM

(47 members):

21 full members:

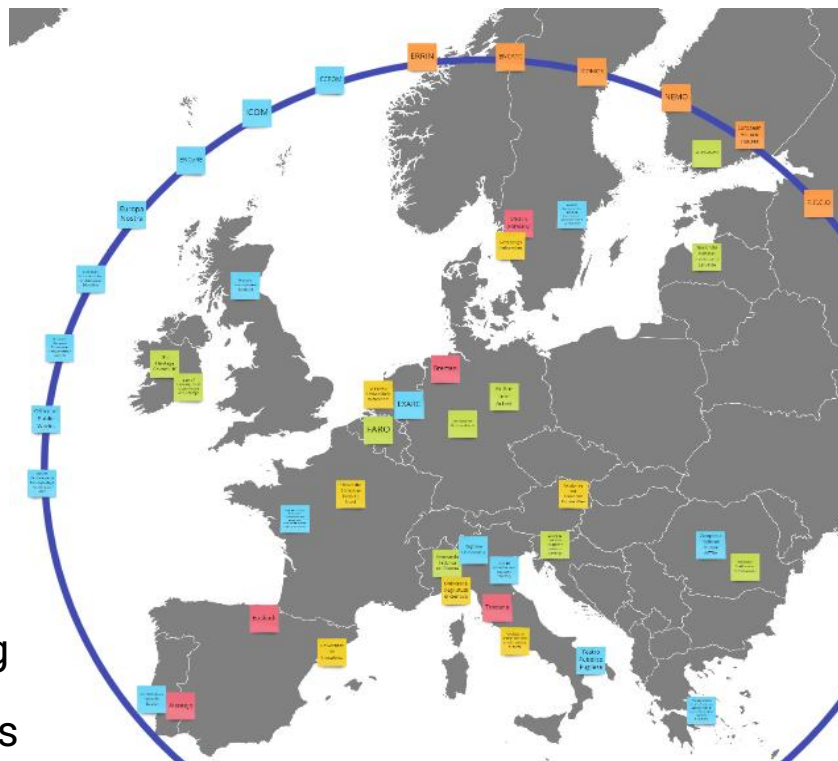
- 7 leading academic/training org.
- 8 employer and policy maker org.
- 6 European/International networks

7 affiliate members

- 5 (+1) regions
- 2 institutional bodies

19 associate partners, representing a wide spectrum of the Cultural Heritage field and European regions

10 Expert Advisory Board members



A European alliance among 4 key stakeholder groups

1. The **education and training** providers that seek to improve clarity on curricula provision, types, levels and delivery routes to promote quality in learning outcomes, equivalence and mobility.
2. The **industry** that wish to be certain of the availability of high-quality expertise, distributed regionally to facilitate the sustainable access, use and promotion of cultural heritage
3. **Public bodies and agencies** that need to articulate policies that safeguard, sustain and promote cultural heritage for the common good by resourcing the transmission of skills
4. Cultural Heritage **professionals** that seek recognition for their roles and mission as these relate to experience, expertise and professional qualification.

Main deliverables:



Available on the section
“**Results**” of
www.charter-alliance.eu

- D2.1. A New Landscape for Heritage Professions. Preliminary Finding**
- D2.2. Factsheet - Families of Competences**
- D2.3. Matrix and methodology assessment**
- D3.1. Cultural Heritage Education and Training in Europe. Pathways to Qualifications**
- D3.2. Benchmarking analysis of innovative/emerging curricula**
- D3.3. Existing quality standards and certification schemes**
- D3.4. Identification of gaps and needs in the education and training offer**
- D3.5. Literature collection**
- D3.6. Guidelines for innovative/emerging VET, HE, LLL curricula**
- D4.1. Who is not a stakeholder in cultural heritage? Mapping dynamics of internal and external CH stakeholder**
- D4.2. Forecast to fill gaps between education and training supply and labour market needs**
- D4.3. Report from Regional case studies**
- D4.4 Overall sector integrated dynamics and future scenarios**
- D5.1 Booklets 1, 2 and 3**
- D5.2 Proposal of a European Observatory for skills related to Heritage**
- D5.3 Charter Alliance long term Action Plan**

Key findings

1

CHARTER MODEL OF THE CULTURAL HERITAGE ECOSYSTEM

A circular value chain model based on the six Functions will enable stakeholders to understand, measure and evaluate the socio-economic impact of the cultural heritage sector.

2

HERITAGE IN NACE

The NACE taxonomy of economic activities can be improved to correctly identify heritage activities and make reliable data on heritage enterprises emerge.

3

HERITAGE IN ISCO

The rich diversity of heritage occupations needs to be included in the ISCO taxonomy for occupational profiles.

4

HERITAGE IN EMPLOYMENT STATISTICS

A new methodology for cultural employment is needed to correct the underestimation of heritage related employment.

5

HERITAGE IN ESCO

A heritage thematic view would help to identify heritage related occupations and skills for better access and use of ESCO.

6

HERITAGE IN THE LABOUR MARKET – EURES AND BEYOND

An enhanced interoperability between national and EU level job portals with updated indicators would boost the match of demand and supply.

7

CHARTER PROFESSIONAL COMPETENCES PROFILE TOOL

A new tool to map core and transversal skills, knowledge and competences of professionals, ensuring skills transferability across the heritage sector.



Key findings

1

EIGHT INNOVATIVE AND EMERGING TRAINING PATHWAYS

Charter proposes eight pathways for heritage E&T that hold high future potential

2

CORE AND TRANSVERSAL SKILLS FOSTERING INTER- AND TRANS- DISCIPLINARITY

Core heritage skills are essential for the heritage ecosystem to work, but they have to be complemented with transversal skills

3

HERITAGE SKILLS AT RISK

Economic reasons and the decline of social standing have endangered many heritage skills which are essential for the conservation and safeguarding of the heritage and heritage practices

4

RECOGNITION OF PRIOR NON-FORMAL AND INFORMAL LEARNING

A great deal of heritage training takes place in non-formal and informal settings, which pose challenges for recognition

5

QUALITY ASSURANCE IN HERITAGE E&T

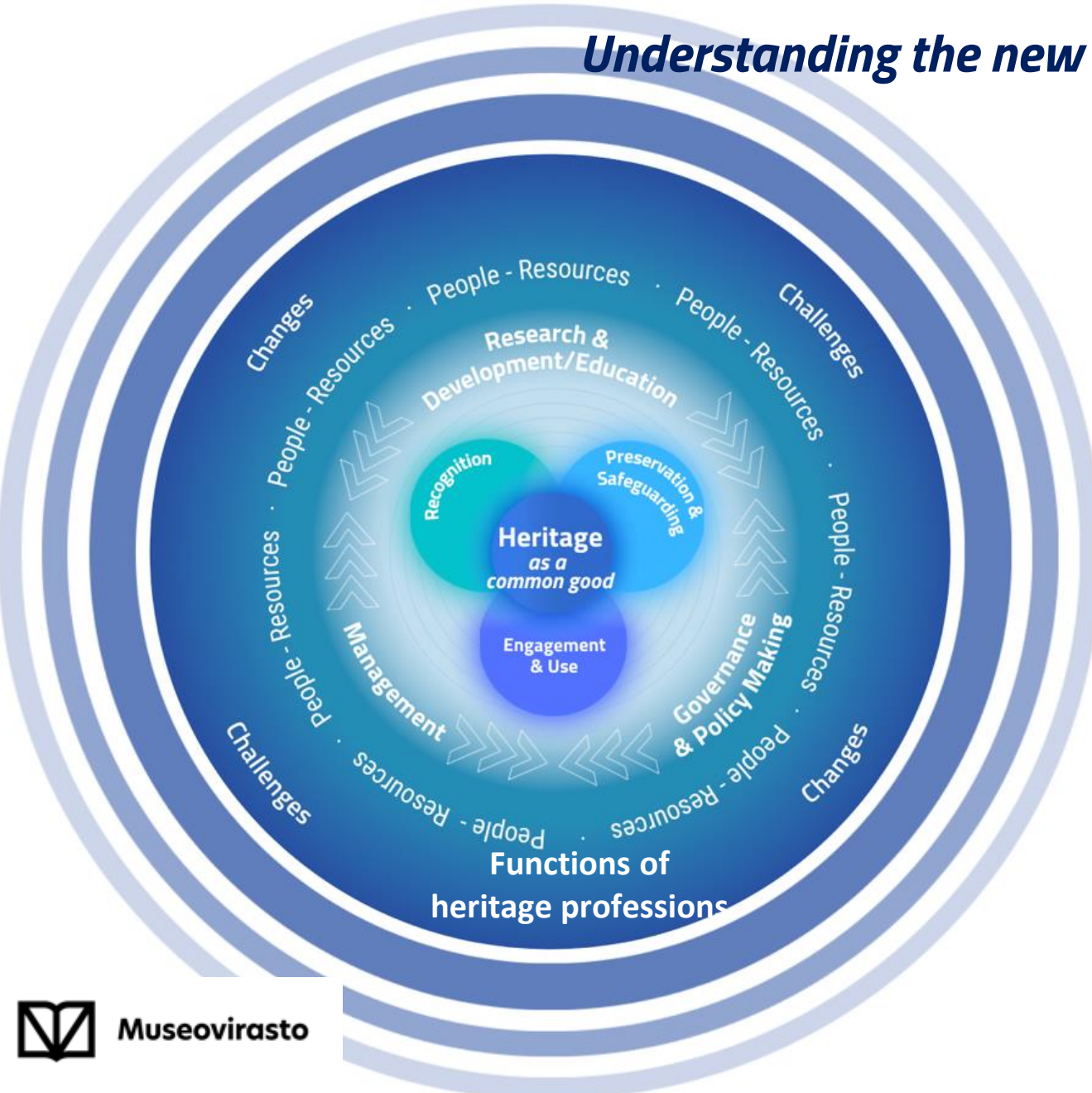
Quality assurance is fundamental for supporting employment and promoting mobility for students and professionals between sectors and countries

6

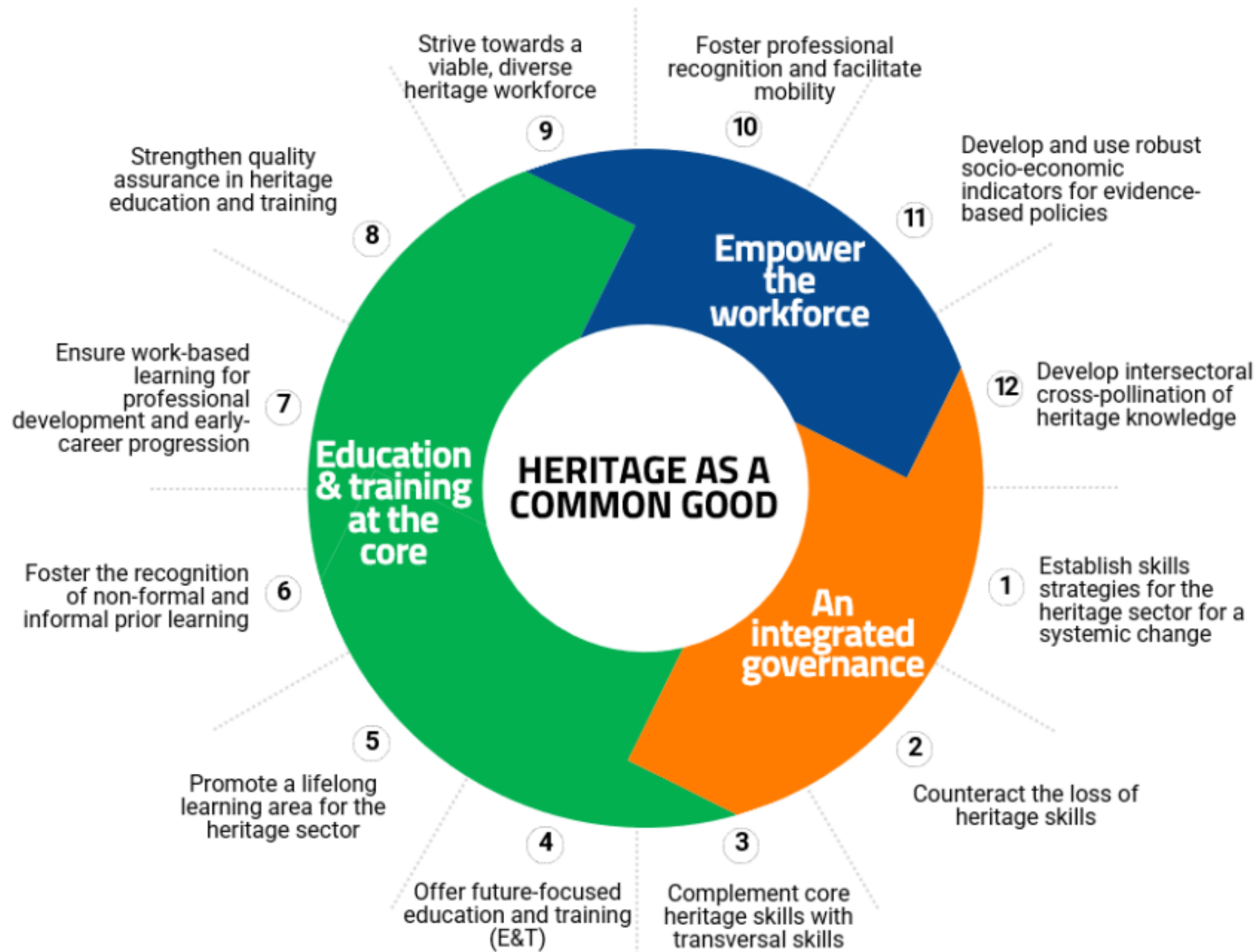
A LIFELONG LEARNING AREA FOR THE HERITAGE SECTOR

A heritage Life Long Learning (LLL) area encompassing Vocational Education and Training (VET), Higher Education (HE) and Continuous Education and Training (CET) is essential for future-proofing heritage E&T

Understanding the new heritage paradigm contextualises professions



Recognition	Preservation & Safeguarding	Engagement & Use
Identification, recognition, advocacy	Ensuring long term survival and care, from maintenance to conservation	Understandable, accessible, engaging, as a resource
Research & Development / Education	Management	Governance & Policy Making
Knowledge and innovation, required for all activities	From strategic planning to everyday administration	Decision-making at local, regional, national, and international level



CHARTER Project's 12 Recommendations

01

Establish skills strategies for the heritage sector for a systemic change

02

Counteract the loss of heritage skills

03

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

04

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

05

Promote a Lifelong Learning area for the heritage sector

06

Foster the recognition of non-formal and informal prior learning

07

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

08

Strengthen quality assurance in heritage education and training

09

Strive towards a viable, diverse heritage workforce

10

Foster professional recognition and facilitate mobility

11

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

12

Develop intersectoral cross-pollination of heritage knowledge

Recommendations involving:

European Union level

EU Member States & Regional authorities

Education & Training providers

Heritage institutions/ employers

Home CHARTER - European Cultural Heritage Skills Alliance

2.6. Recommendations involving education and training providers

2. Counteract the loss of heritage skills

Action proposed

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

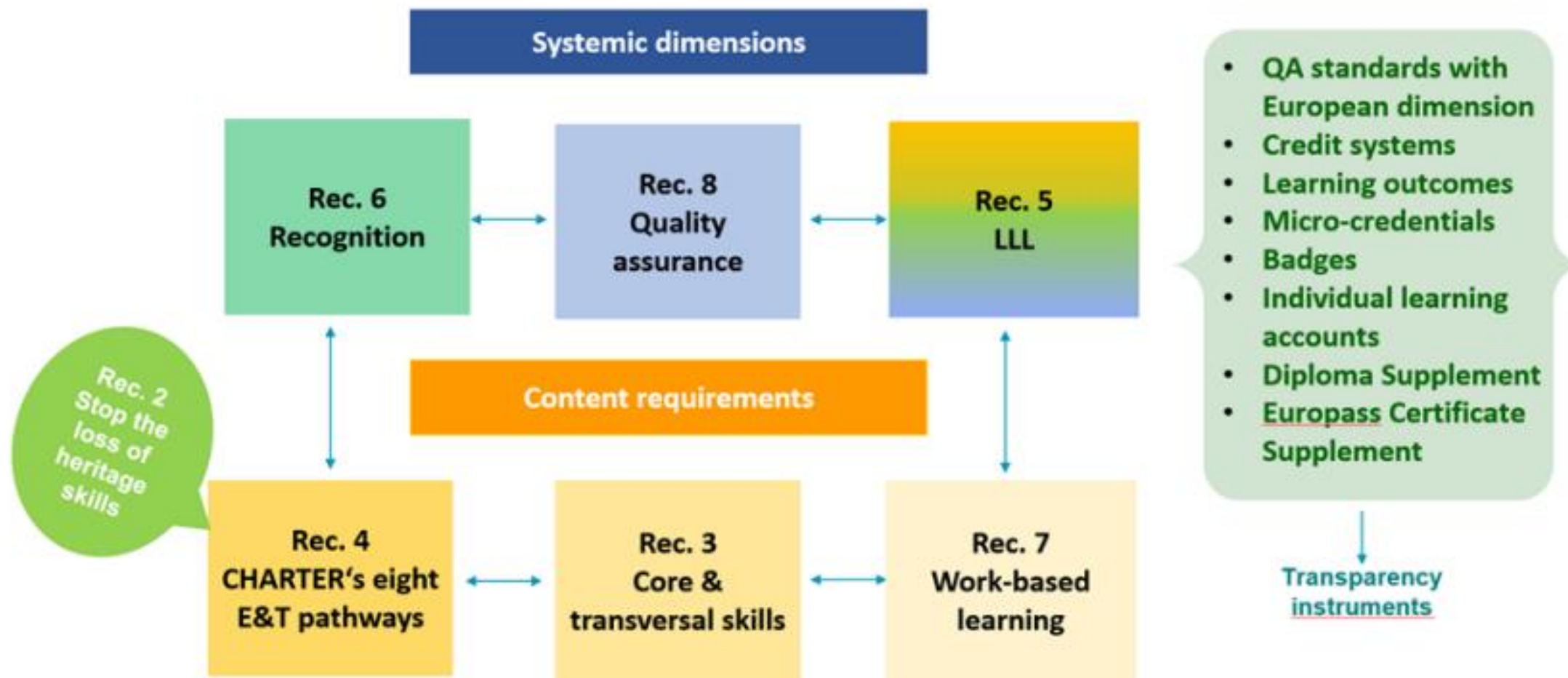
Suggestions on how to operationalise

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

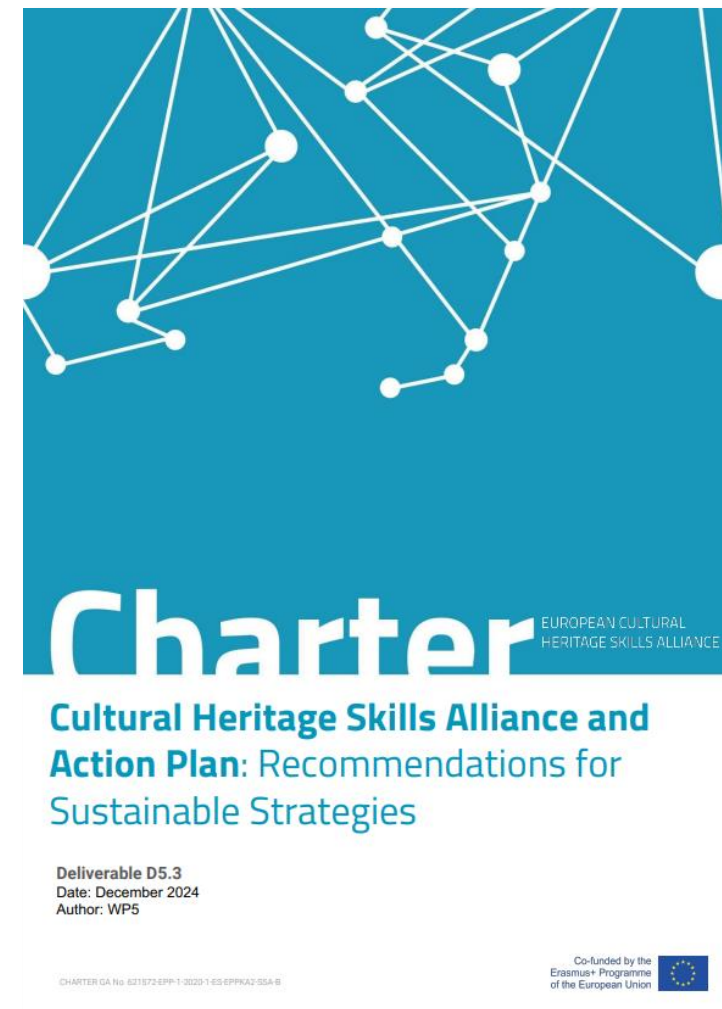
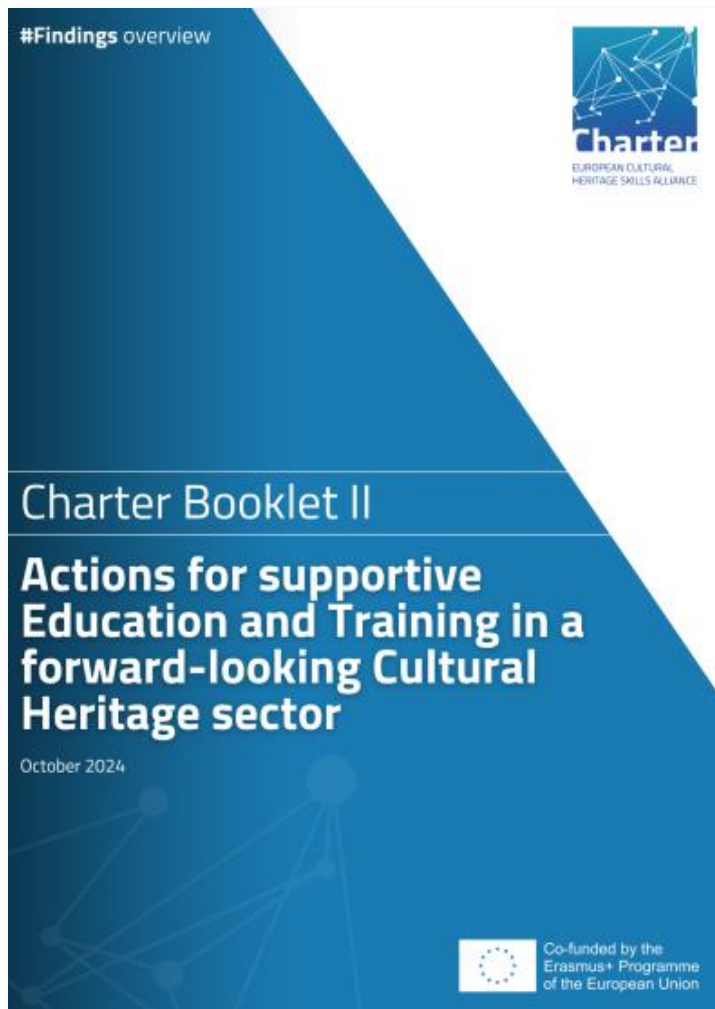




Six (seven) recommended actions for heritage education, including transparency tools



Priorities	Dimension	Main challenges to be addressed	Recommended actions	Deliverables
Bridging skills gaps and needs	Content requirements	While heritage E&T generally succeeds in transmitting core heritage skills, transversal skills and inter- and transdisciplinary dimensions are frequently overlooked.	→ Recommendation no 3: Complement core heritage skills with transversal skills to foster inter- and transdisciplinarity	D3.2, D3.4, D3.5, D3.6, Booklet
		Employers value practical knowledge, and on-the-job experience is crucial for professional development and early-career progression. Yet, some heritage curricula do not include work-based learning, and even when it is included, it sometime lacks visibility.	→ Recommendation no 7: Ensure work-based learning for professional development and early career-progression	
		The heritage sector is faced with changing social, cultural, economic and environmental requirements, and these are not always reflected in the content and structures of current heritage E&T programmes.	→ Recommendation no 4: Offer future-focused E&T	
Stop the loss of heritage skills		Many heritage skills have already been lost or are at-risk due to a combination of societal and economic and E&T factors. Specifically, we are witnessing the disruption or loss of knowledge and skills transfer mechanisms.	→ Recommendation no 2: Counteract the loss of heritage skills	
Mobility of workers & learners	Systemic dimensions	A great deal of heritage E&T takes place as non-formal or informal learning. However, these types of learning are difficult to recognise. In turn, a lack of recognition presents significant obstacles to mobility and advanced education and career changes.	→ Recommendation no. 6: Foster the recognition of non-formal and informal learning	D3.1, D3.3, D3.5, E&T database
		An increasing number of heritage professionals initially trained in other sectors and enter the heritage sector only after a period of up- or reskilling through CET. Therefore, a LLL area for the heritage sector that encompasses all three sub-sectors of E&T (VET, HE and CET) is essential.	→ Recommendation no 5: Promote a Lifelong Learning area for the heritage sector	
Ensure the quality of E&T		Quality assurance of heritage E&T is essential to avoid damage or even loss of heritage. However, quality assurance has been unevenly implemented in VET, HE and CET.	→ Recommendation no 8: Strengthen quality assurance in heritage education and training	



Results - CHARTER



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