

Charter

EUROPEAN CULTURAL
HERITAGE SKILLS ALLIANCE

Mid-term results – Matrix and methodology assessment

Deliverable D2.3

Date: 25/05/23

Author: WP2





INDEX

Introduction	4
1. Heritage in the 21 st century	5
1.1. Heritage Re-framed: Tracking and analysing contemporary trends	8
1.2. Heritage Re-purposed	11
2. Modelling the Heritage Sector	18
3. The Heritage Ecosystem	22
3.1. Mapping the Heritage Sector – professional self-identification	26
4. Project survey	32
5. Next Steps	49
5.1. Conclusion and recommendations	49
5.2. Closing Remarks	50
6. Appendixes	53
A - Sector specific skills for the heritage sector - Ljubljana workshop	53
B – ISCO Survey template	55
C – Original titles / Homogenised titles	59
D – ISCO code / Title / Territory	66
E – NOC / ISCO code	71
F – CHARTER ISCO Survey occupations	80



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

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

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

This document contains original unpublished work except where clearly indicated otherwise. Acknowledgement of previously published material and of the work of others has been made through appropriate citation, quotation, or both.

Copyright notice

Copyright © Members of the CHARTER Consortium, 2021-2024

Citation

Corr, S. Lagerqvist, B. Marçal, E. Mignosa, A. Newman, C. (2023). *Mid-term results – Matrix and methodology assessment*. CHARTER Consortium.



Version	Status	Name, organisation	Date	Changes
0.1	Final draft	Susan Corr, The Heritage Council Bosse Lagerqvist, ICOMOS Elis Marçal, E.C.C.O. Anna Mignosa, Erasmus University Rotterdam Conor Newman, EAB member Contributors: Kubra Karatas, Erasmus University Rotterdam Patrick Lehnes, CHARTER EAB Member Fabian Scholtz, Erasmus University Rotterdam Jacqueline van Leeuwen, FARO	13/03/2023	Complete draft for QC
0.2	Final draft revised	Susan Corr, The Heritage Council Bosse Lagerqvist, ICOMOS Elis Marçal, E.C.C.O. Anna Mignosa, Erasmus University Rotterdam Conor Newman, EAB member	17/05/2023	Corrected according to quality control and reviewer comments
1.0	Final version for publication	Susan Corr, The Heritage Council Bosse Lagerqvist, ICOMOS Elis Marçal, E.C.C.O. Conor Newman, EAB member	23/05/2023	Final corrections

Review and approval

Action	Name, organisation	Date
Reviewed by	Internal reviewers: Gunnar Almevik, University of Gothenburg Karin Riegler, Academy of Fine Arts Vienna Nessa Roche, Department of Housing, Local Government and Heritage Ireland Margherita Sani, NEMO Ondina Taut, National Heritage Institute Romania Marzia Piccinino, Fondazione Scuola dei beni e delle attività culturali External reviewers: Ana Schoebel, EAB member Erminia Sciacchitano, EAB member	24/04/2023
Approved by	Herman Bashiron Mendolicchio (UB) Lluís Bonet (UB), Coordinator	24/05/2023

Distribution

Date	Action	Distribution level
June 2023	Submitted to the European Commission by Coordinator	Public



Introduction

This report is the final deliverable of WP2 whose work has sought to:

1. Track and analyse contemporary trends in heritage thinking impacting heritage practice.
2. Design a methodology to identify the range of current and emerging professions operating in the sector.
3. Signal gaps, needs and challenges facing sector professional practice.

Three governing principles emerge from WP2 investigations. These inform the remainder of these analyses, and guide the work of CHARTER going forward:

1. Heritage *per se* is cultural praxis – heritage is a cultural function of social groups and a common good for people and diverse societies.
2. A healthily functioning societal relationship with heritage manifests as a circular dynamic in which heritage values are generated and regenerated through participatory engagement with heritage assets, mechanisms and processes. These, in turn, are drivers of social and economic wellbeing. The circular dynamic, which is analogous to an ecosystem, provides the tool with which to identify gaps and needs in response to changes and challenges facing societies.
3. Professional activities and processes emerge in response to this view of heritage. These can be clustered across a range of core functions which come to describe the heritage sector, and can be mapped according to individual competences.

Accordingly, this report is arranged into two parts. The first part offers a panoptic on heritage theory and the heritage sector, with particular emphasis on the role of heritage in contemporary society, emerging trends, and the interfaces between the multiplicity of stakeholders, professional practitioners, avocational actors and an increasingly diversified public. An important consideration, therefore, is the transversal nature of heritage values, and how they are, or ought to be, generated, shared, stewarded and conserved, sustainably. Here too WP2 focuses on the new agenda for heritage as expressed in various international declarations and conventions, and its implications for professional practitioners.

This is the prism through which the sector is interrogated and analysed in the second part of this report. The pace at which the sector is evolving is quite remarkable, due in no small measure to the willingness of heritage professionals to adapt to, drive and take ownership of emerging circumstances and the new agenda. The challenges are considerable, and while the range of skills and knowledge in the professional toolkit is growing, so too are new fields of practice. A methodology for self-mapping onto a template of relevant skills and competences has been developed and tested. This makes visible the various combinations of competences amongst the different cohorts of contemporary practitioners, and the gaps that should be addressed in training and education.



1. Heritage in the 21st century



Our cultural heritage and the way we preserve and valorise it is a major factor in defining Europe's place in the world and its attractiveness as a place to live, work and visit.

(European Commission 2014)¹



Cultural heritage has the potential to contribute positively to people's lives and to European societies as a whole. It can do so by improving psychological and social wellbeing or strengthening social inclusion. Engagement with cultural heritage also fosters a sense of belonging to a European community, based on common cultural legacies, historical experiences and shared values.

(European Commission 2019)²

Heritage has undergone a paradigm shift in the last twenty-five years or so. The so-called 'New Heritage'³ (values-based, people-centred heritage) is emerging re-framed and re-purposed, with significant consequences for how heritage is managed and used as a public resource, and affecting all stakeholders, from professionals to avocational actors, as well as the general public. Principles governing the 'New Heritage' underpin the Framework Convention on the Value of Cultural Heritage for Society (CoE, Faro 2005)⁴ which is a cornerstone of the CHARTER project.

The transformation of the sector itself has been seismic. New operational contexts have emerged, expanding into areas that throw up fresh challenges and opportunities for heritage professionals, as well as steering the sector in the direction of pluralism, well-being, and social resilience, all in the name of sustainability⁵. The unique contribution the heritage sector makes to reinforcing and propagating values-based democracy and human rights has been recognised for some time in public policy and is now driving the agenda. More than a mere directional change in policy, the momentum behind this evolution is coming from within the sector itself, from experience on the ground and academic research.

¹ 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, 22.07.2014) <https://eur-lex.europa.eu/legal-content/en/ALL/?uri=CELEX:52014DC0477>

² European Framework for Action on Cultural Heritage, European Commission, European Union 2019 <https://op.europa.eu/en/publication-detail/-/publication/5a9c3144-80f1-11e9-9f05-01aa75ed71a1>

³ See Fairclough 2009. The terminology has not achieved full traction in the literature, nevertheless, does convey the paradigm shift of heritage practice.

⁴ Council of Europe Framework Convention on the Value of Cultural Heritage for Society (Faro 2005). See also Heritage and Beyond (CoE 2009), a Council of Europe-sponsored collection of essays on aspects of the Faro Convention.

⁵ Council conclusions of 21 May 2014 on cultural heritage as a strategic resource for a sustainable Europe [https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52014XG0614\(08\)](https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52014XG0614(08))



Corresponding with the post-modern turn shaping all aspects of contemporary Western society, the origins of these changes lie in the 20th century intellectual movements referred to as phenomenology and existentialism. In the last few decades, these schools of thought have coalesced with a rainbow of contemporary discourses on landscape, environment, feminism and postcolonialism. Ashworth describes the emergence of three different historical paradigms that have informed heritage practice. The 'preservation paradigm' stems from the late 19th century and represents a traditional perspective on the past where the objective is to protect specific objects from change, development or other threats. This was followed in the 1960s by the 'conservation paradigm' where collections and environments were included together with specific objects and where contemporary uses were addressed in relation to an imagined future. In the 1980s the 'heritage paradigm' emerged focusing on how cultural values are constructed in contemporary society as opposed to value being inherent in objects or environments. The 'heritage paradigm' refocused attention away from experts towards lay people and how they use and value historic remains. A comparable, three-phase evolution in conservation practice is noted by Sully, viz. 'materials-based conservation', 'value-based conservation' and 'peoples-based conservation' respectively, and by Joks Janssen et al. in respect of the valency of heritage in urban and land-use planning which they see as a progression from 'sector' to 'factor' to 'vector'. These different stages in the evolution of heritage thinking and management coexist because the paradigm shifts are incomplete, but also, they each have merits⁶. The result is a fast-evolving but nonetheless holistic, critically-informed and empirically-grounded perspective on the entanglement of culture and nature, time, place and identity. This is the coalface of contemporary heritage practice, and it is where practitioners, educators and trainers in the heritage sector intersect with the public on a daily basis. In fact, the sector has become one of the key testing-grounds of sustainability in a complex and politically-charged nexus, where values, theory, practice and people connect with an irreplaceable resource.

Thus, heritage study and research play a singularly important role in broadening and deepening our reflexive understanding of our place among other people, in history and in nature. Heritage interpretation provides a very effective toolkit for challenging stereotypes and biases, which factor in personal development and societal resilience⁷, and is considered a resource in post-conflict reconciliation when it serves as common ground and a safe place where historical hurts can be explored and resolved⁸. The principle of unity in diversity, which lies at the heart of the EU's fundamental values, depends on such qualities⁹.

⁶ Ashworth, G., "Preservation, Conservation and Heritage: Approaches to the Past in the Present through the Built Environment", *Asian Anthropology*, 10(1) (2011), 1-18; Sully, D. 2013. "Conservation Theory and Practice. Materials, Values, and People in Heritage Conservation", in C. McCarthy (ed.) *The International Handbooks of Museum Studies, Volume IV: Practice* (Wiley-Blackwell, New Jersey 2020; Janssen, J., Luiten, E., Renes, H., & Stegmeijer, E., "Heritage as sector, factor and vector: conceptualizing the shifting relationship between heritage management and spatial planning", *European Planning Studies*, 25(9) (2017), 1654-1672. <https://www.tandfonline.com/doi/full/10.1080/09654313.2017.1329410>

⁷ cf. Lehnes, P. and P. Secombe (eds). 'How to Use Heritage Interpretation to Foster Inclusiveness in Schools. The HIMIS Guidelines for Teachers'. University of Freiburg, 2018. <https://doi.org/10.6094/UNIFR/165917>

⁸ E.g. Stanley-Price, N. (ed.) *Cultural Heritage in Postwar Recovery. Papers from the ICCROM FORUM held on October 4-6, 2005. ICCROM Conservation Studies 6* (ICCROM, Rome, 2007); Hisari, L., Barrett-Casey, K., and Fouseki, K., "The Role of Heritage in Post-War Reconciliation: Going Beyond World Heritage Sites", in M-T. Albert, R. Bernecke, C. Cave, A.C. Prodan & M. Ripp, (eds) *50 Years World Heritage Convention: Shared Responsibility – Conflict & Reconciliation* (Springer: Heritage Studies 2022; eBook <http://creativecommons.org/licenses/by/4.0/>).

⁹ Bergant Dražetić, M., E. Birkeland, L. Black, R. Cattani, P. Cegna, E. Carroll, L. Christ, et al. 'Voices of Culture - Structured Dialogue with the European Commission: Social Inclusion: Partnering with Other Sectors.' Brainstorming Report. Edited by Voices of Culture. Brussels: Goethe-Institut, October 2018. <https://www.voicesofculture.eu/wp-content/uploads/2018/10/FINAL-Brainstorming-report-SD7-Social-inclusion.pdf> - chapters 1.3 and 1.4 discuss how to square the circle of "unity in diversity" and the role of



Combined, these factors represent a significant and complex departure in heritage philosophy and purpose¹⁰. Thus, as well as giving shape and voice to a sector in transition, the CHARTER Project is assessing the fitness-for-purpose of the sector to match and deliver on these expectations. From education and training to frameworks and resources, CHARTER will develop policy proposals to address existing and predicted shortcomings in an attempt to future-proof the sector.

culture and heritage to strengthen social inclusion and European cohesion; Cultural Heritage as a Source of Societal Well-being in European Regions - ESPON Heriwell <https://www.espon.eu/HERIWELL>.

¹⁰ E.g. Turunen, J., "Introduction: using our pasts, defining our futures– debating heritage and culture in Europe", *International Journal of Heritage Studies* 26(10) (2020), 975-978; Simon, R. I., and & Ashley, S. L. T., "Heritage and practices of public Formation", *International Journal of Heritage Studies* 16(4-5)(2010), 247-254; Djabarouti, J., "Practice barriers towards intangible heritage within the UK built heritage sector", *International Journal of Heritage Studies* 27(11) (2021), 1101-1116; Strategy21 <https://www.coe.int/en/web/culture-and-heritage/strategy-21>.



1.1. Heritage Re-framed: Tracking and analysing contemporary trends

The re-framing of heritage has the same hermeneutic pedigree as landscape. Reflecting a steady evolution of thinking that has been in train since at least the middle of the last century, like landscape, heritage *per se* is conceived of as a product of consciousness and the human imagination; the record of the sentient human mind's cognisance of and response to objective reality, covering everything from cave paintings to golf balls on the moon, flamenco to falconry, language to religion.¹¹ Not to deny or disregard the sentience and agency of other living things, landscape and heritage theory can really only speak to our human way of being in the world, which is unequivocally *cultural*. Culturality is, inescapably, our *modus essendi*.¹² Thus, at an ontological level, there is no place for the typological binaries natural/cultural and tangible/intangible because everything that is *sic* 'natural' or 'tangible' owes its culturality to current social values and processes.¹³

Heritage *per se*

Focusing on heritage *per se*, on an ontology of heritage rather than on the facticity of heritage, i.e. the tangible and intangible things we declare to be this or that type of heritage, generates a universal view¹⁴ that admits the widest possible congregation of stakeholders and types of heritage, thus offering a panoptic on the present and an open door to the future. It is the *point de départ* of WP2.

The moment for a taxonomy of heritage matter comes later, if at all: such is of little relevance to the CHARTER mandate. When it comes to mapping professionals or others participating in a sector as diverse and as manifestly protean as contemporary heritage, self-identification of existing professional fields based on skills and competences is undoubtedly more useful than trying to produce a definitive list of concrete heritage types. As we shall see, heritage matter is multivalent – the meanings and values attaching to the heritage (including the value-principles informing heritage conservation practice), and the uses to which it is subsequently put, determine the actions and interventions of heritage professionals. This is the interface where the sector is evolving fastest, and where the work of diverse professionals intersects and is most visible.

¹¹ E.g. Casey, E.S., "How to Get from Space to Place in a Fairly Short Stretch of Time: Phenomenological Prolegomena" in S. Feld and K.H. Basso (eds) *Senses of Place* (School of American Research Press, Santa Fe, 1996), 13-52; Lindström, K., Palang, H. and Kull, K., "Landscape Semiotics", *The Routledge Companion to Landscape Studies* (Routledge, London, 2012); Wylie, J., "Landscape and Phenomenology", *The Routledge Companion to Landscape Studies* (Routledge, London, 2012).

¹² Newman, C., "Living in an Anthropocene: reconciling culture and nature for a sustainable future" in Juan-Manuel Palerm, Tessa Matteini and Saša Dobričić (eds) *Cultivating Continuity of the European Landscape. New challenges, innovations, perspectives* (Springer, New York, July 2023).

¹³ Akagawa, N., and Smith, L., *Safeguarding Intangible Heritage. Practices and Politics* (Routledge, London 2018); Lo Iacono, V. and Brown D. H. K., "Beyond Binarism: Exploring a Model of Living Cultural Heritage for Dance." *Journal of the Society for Dance Research* 34(1) (2016), 84-105, but see also Bakka, E. and Karoblis, G., "Decolonising or Recolonising: struggles on cultural heritage", *Journal of the Society for Dance Research* 39(2) (Nov. 2021), 247-263. Note: there is also a body of literature challenging the merit of the tangible-intangible dualism at any level, international conventions notwithstanding (cf Convention for the Safeguarding of Intangible Cultural Heritage (UNESCO 2003).

¹⁴ The universal meaning of 'heritage' aims to evince what all the particular heritage things have in common, regardless of the different types or forms of heritages.



Heritage values



Europe’s cultural heritage, both tangible and intangible, is our common wealth - our inheritance from previous generations of Europeans and our legacy for those to come. It is an irreplaceable repository of knowledge and a valuable resource for economic growth, employment and social cohesion. It enriches the individual lives of hundreds of millions of people, is a source of inspiration for thinkers and artists, and a driver for our cultural and creative industries.

(European Commission 2014)¹⁵

Heritage can be described as a values-based or values-driven phenomenon.¹⁶ This refers to the propensity of heritage matter to advance and recede from public consciousness, to move in and out of currency and obsolescence, and for heritage matter to hold different, and sometimes competing meanings and values for different people¹⁷. What drives these oscillations are contemporary cultural values, which are growing more intricate by the day. Irrespective of what specific meanings are attached to the heritage, what all heritage has in common is that it is valued, culturally, i.e. it is meaningful for people and therefore has value beyond its immediate, practical use-value, which speaks to the general unsuitability of existing indicators and measures of economic value when applied to the heritage sector. Whilst activities within the sector and some of their outcomes may be amenable to calculus, the value per se of heritage can, realistically, be assessed only in terms of general societal wellbeing¹⁸, over the *longue durée*.

¹⁵ 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, 22.07.2014. <https://eur-lex.europa.eu/legal-content/en/ALL/?uri=CELEX:52014DC0477>

¹⁶ E.g. Munjeri, D., “Tangible and Intangible Heritage: from Difference to Convergence”, *Museum International* 56(1-2), 12-19; Jones, S. and Leech, S., *Cultural Value. Valuing the Historic Environment. Report for the Arts and Humanities Research Council, Cultural Value Project* (University of Manchester 2015); see also 50 Years of the European Cultural Convention https://www.coe.int/t/dg4/CulturalConvention/Source/Bilan50_EN.pdf ; Opening Conference for the 50th Anniversary of the European Cultural Convention. Ossolineum National Institute, Wroclaw, Poland 9-10 December 2004. Proceedings.

https://www.coe.int/t/dg4/CulturalConvention/Source/WroclawActes_EN.pdf

¹⁷ E.g. Lowenthal, D., “Fabricating Heritage”, *History and Memory* 10(1) (Spring 1998), 5-24.

¹⁸ Darvill, T., Barrass, K., Drysdale, L., Heaslip, V. and Staelens, Y. (eds) *Historic Landscapes and Metal Well-being* (Archaeopress, Oxford, 2019); Grenville, J., “Conservation as Psychology: Ontological Security and the Built Environment.” *International Journal of Heritage Studies* 13(6), (2007), 447-461; Nolan, C. “Sites of Existential Relatedness: Findings from Phenomenological Research at Stonehenge, Avebury and the Vale of Pewsey, Wiltshire, UK”, *Public Archaeology* 18(1) (2019), 28-51; Paddon, H. L., Thomson, L. J. M., Menon, U. Lanceley, A. E. and Chatterjee, H. J. “Mixed Methods Evaluation of Well-Being Benefits Derived from a Heritage-in-Health Intervention with Hospital Patients.” *Arts & Health* 6(1) (2014), 24–25; Routledge, C., Wildschut, T., Sedikides, C., Hart, C. M. A., Vingerhoets, J. J. M., Arndt, J., Juhl, J. and Schlotz, W., “The Past Makes the Present Meaningful: Nostalgia as an Existential Resource.” *Journal of Personality and Social Psychology* 101(3) (2017), 638-652. See also “Cultural Heritage as a Source of Societal Well-being in European Regions – ESPON HERIWELL” available at <https://www.espon.eu/HERIWELL>



A corollary is the prioritization of public benefit from the heritage, and the mandate imposed on the heritage sector to deliver on this in meaningful ways that engage the public and demonstrably contribute to well-being and improve quality of life.¹⁹ While heritage practitioners in the past may have believed this is what they were actually doing, it must be recognised that expectations vis-à-vis demographic penetration have reached a whole other plane. In fact, critics would argue that the previous era of heritage management inadvertently alienated the socio-economically disadvantaged and minorities. The sector has been mandated to address this imbalance but, as argued below, training, resources and infrastructure are needed if these ambitions are to be matched with actions and results.

The new paradigm understands heritage as a cultural function of social groups and a common good for people and diverse societies. Heritage education and awareness fosters the human quest for meaning and understanding, producing moments of reflection, cogitation and review. Such lifelong personal development is inspired by encounters with other people through participation in social and cultural life, including the heritages of other people. At the same time, the dynamics of cultural life depend on individuals who question established meaning systems and explore new horizons. This focus on meaning and reflection is crucial for democratic societies under transformation and in pursuit of the ideal of unity in plurality. Thus, the 'New Heritage' seeks to encapsulate what may be essentially intangible and immeasurable, but which is highly meaningful for humanity²⁰. Given the creative dimension of heritage, or more specifically how heritage is used in the present and how it is reworked to imagine and realise new futures, it is imperative that the regulatory environment does not become an obstacle to the conditions and circumstances needed to allow this to happen.

Heritage agency

Values confer and generate agency. Put another way, the values that attach to cultural items and activities are the source of their agency, their cultural traction and currency. This principle brings to an end the idea of fixed, intrinsic value or meaning, the idea that the value or cultural worth of a heritage item is somehow an immutable property it possesses, what in axiological discourse would be referred to as its 'final value'. Indeed, fossilization of values is a harbinger of extinction.²¹ In fact, the very plasticity of values is what allows heritage matter to transfer intra- and inter-generationally, and to simultaneously mean different things to different people. It goes without saying that in contemporary social praxes, how we engage with the heritage shapes the present and influences how the future is imagined as well as how transformative processes are navigated. Heritage is, therefore, central to our contemporary cultural infrastructure. Underpinning diversity and distinctiveness in cultural creativity, it is a platform for cultural participation and co-creation,

¹⁹ E.g. Clark, K., and Lennox, R., "Public Value and Cultural Heritage", in A. Lindgreen, N. Koenig-Lewis, M. Kitchener, J. Brewer, M. Moore and T. Meynhardt (eds) *Public Value. Deepening, Enriching, and Broadening the Theory and Practice* (Routledge, London 2019), 287-298; Holden, J. and Baltà, J., *The Public Value of Culture: a literature review*. European Expert Network on Culture Paper (January 2012) available at: <https://www.interarts.net/descargas/interarts2550.pdf>; Clark, K., (ed.) *Capturing the Public Value of Heritage. The proceedings of the London Conference, 25-26 January 2006* (English Heritage, Swindon 2006).

²⁰ Lehnes, P., "It's Philosophy, Tim, but We Love the World: Why the World's Diversity Is so Precious for Meaning-Making" in P. Lehnes and G. Tilkin (eds) *Digging Deeper: Exploring the Philosophical Roots of Heritage Interpretation*, (Waldkirch, Alden Biesen: online, 2016. <https://doi.org/10.6094/UNIFR/165924>), 21–56.

²¹ As Robert Palmer puts it in his preface to *Heritage and Beyond* (CoE 2009, p.8) "Heritage is never merely something to be conserved or protected, but rather to be modified and enhanced. Heritage atrophies in the absence of public involvement.."; see also Zimmerman, L. J., "Is the "The Past is a Public Heritage" democratizing or alienating?". Paper presented at the American Anthropological Association annual meeting, Montreal 2011

https://www.academia.edu/16637059/Is_The_Past_is_a_Public_Heritage_Democratizing_or_Alienating



including at the interface of society and environment. In recognition of this, the term ‘values based heritage management’ has entered into the lexicon.²²

Given the geographical and historical forces that have shaped, and continue to shape, European identities, many aspects of the heritage represent shared, common ground²³. Nevertheless, the new understanding of heritage recognises cultural relativism: what heritage means to people is subject to change due to the mutability and multivalency of cultural values, and how they are mediated and negotiated. On the other hand, reinterpretation and critical revision of heritage can lead to transformations of cultural value-systems. Whereas this mutual relationship creates opportunities, it also poses potential risks. Heritage professionals, therefore, need to be aware of such risks, e.g. that phenomena worthy of value might be discarded or hijacked capriciously, or for puerile or nefarious ends. Malign revisionism is a constant threat, and the only safeguard against it is vigilance, expertise, public education, and cultural and political acuity. The heritage sector may be the first line of defense, and heritage professionals need to be trained as first-responders in this regard²⁴, but these are societal concerns. In the end, active, informed citizenship provides the best bulwark against cultural amnesia, deliberate or otherwise. Alarming, Eric Hobsbawm’s diagnosis that “The destruction of the past, or rather of the social mechanisms that link one’s contemporary experience to that of earlier generations, is one of the most characteristic and eerie phenomena of the late 20th century”²⁵ is every bit as prescient in the early 21st century and is manifestly the concern of the parties to the 2015 *Namur Declaration*²⁶.

1.2. Heritage Re-purposed

The re-purposing of heritage can be broadly characterised as the liberation and democratisation of a public asset whose benefits have been limited and delimited by a history of institutionalisation, exceptionalism, and top-down management, led by, what Laurajane Smith and others refer to as an ‘authorised heritage discourse’ that has promulgated various degrees of elitism and disenfranchisement.²⁷ Democratisation, which valorises the ordinary heritages of everyday lives, liberates the potent social phenomenon that is heritage. Built on this new thinking, the Faro Convention is just one of a number of international statements mandating practitioners to harness

²² E.g. Clark, K., “Values-Based Heritage Management and the Heritage Lottery Fund in the UK”, APT Bulletin 45(2-3) (2014), 65-71

²³ Council of the European Union Council Resolution on the EU Work Plan for Culture: 2023-2026 (2022/C 466/01) (Official Journal of the European Union, C 466/1, 7.12.2022)

²⁴ Lehnés, P., ‘What Do Populist Victories Mean for Heritage Interpretation?’ In Interpret Europe Spring Event 2017 - Proceedings, 68–92. Witzhausen: Interpret Europe, 2017. https://www.interpret-europe.net/fileadmin/news-tmp/ie-events/2017/Prague/ieprague17_proceedings.pdf

²⁵ Hobsbawm, E., *The Age of Extremes: the short twentieth century, 1914-1991* (Abacus, London 1994), 3. <https://rm.coe.int/16806a89ae>

²⁷ Smith, L., *The Uses of Heritage* (Routledge, London 2006); Fredholm, S., Eliasson, I., Knez, I., “Conservation of historical landscapes: What signifies ‘successful’ management”, *Landscape Research* (2017) <http://dx.doi.org/10.1080/01426397.2017.1335864>. According to Bodo, S., “Museums as Intercultural Spaces”, in R. Sandell and E. Nightingale (eds) *Museums, Equality and Social Justice (Museum Meanings)* (Routledge, London 2012), 181-191, 182, this represents a shift from a static paradigm to a dialogical one, from decisions based on “what is worth preserving and transmitting to future generations” to a heritage that “is constantly questioned and rediscovered by individuals who breathe new life into it”; Munjeri “Tangible and Intangible”. However, the Faro Convention links common cultural heritage to human rights, which is a very important development for which see Vícha, O., “The concept of the right to cultural heritage within the Faro Convention”, *International and Comparative Law Review*, 14(2) (2014), 25-40. On reframing the sector see Newman, C., Marcal, E., Corr, S. and Sciacchitano, E., (2020) ‘The cultural heritage sector and economic statistics. Profiling contemporary cultural heritage practice in the NACE codes’. *Economia della Cultura*, 323-335. Claire Giraud-Labelte must be credited with suggesting the verb libéré (liberate) to describe the praxes of heritage professionals and others who derive benefit from the heritage. Thanks go to Claire for what turned out to be a very stimulating discussion on the side-lines of the Charter meeting in Vienna, July 2022.



the power of democratised heritage as an engine of societal well-being—like the *Recommendations of the Committee of Ministers to member States on the European Cultural Heritage Strategy for the 21st century* (adopted in 2017), the *Council Resolution on the EU Work Plan for Culture: 2023-2026*, is nothing short of a manifesto in this regard.²⁸ It should come as no surprise, therefore, that demand for training in communication, multi-level and inclusive management and participative governance theory is growing within the sector²⁹.

Decolonisation and minority heritages

As we have seen, the sort of deep public engagement proposed in the various policy statements throws up a whole range of complex social issues that are pressing and current. There exists a considerable corpus of literature, including a growing number of ecofeminist writers, critiquing the crippling legacies of colonialism affecting indigenous minorities, autochthonous communities, and nature. These commentators are tabling, inter alia, heritages of the dispossessed, discriminated and displaced. The corollary, decolonisation of the heritage, also critiques the Eurocentrism of heritage theory and how it has dominated discourses and practices. We see this playing out in the repatriation of ethnographic material from museums³⁰. This canon of literature advocates for a more pluralist approach, not simply because heritage theory ought to strive to achieve universality but because heritage professionals have to take cognisance of the fact that many of us live in multi-cultural societies with diverse heritages and varied ways of *using* the heritage.³¹ Thus, decolonisation represents yet another significant, comparatively new, and extremely sensitive arena of heritage practice and engagement that illustrates the importance of transversality in heritage practice, of horizontal rather than vertical discourses and management structures.³² Often focused on the nature-culture interface, on how people relate to nature, this arena of thinking and activity illustrates one way that heritage practice can engage meaningfully and effectively with the sustainable development goals,³³ and is in keeping with the aims of the European Heritage Strategy

²⁸ Recommendations of the Committee of Ministers to member States on the European Cultural Heritage Strategy for the 21st century (CoE CM/Rec(2017)1; adopted 22.02.17); Council of the European Union, Council Resolution on the EU Work Plan for Culture: 2023-2026 (2022/C 466/01) (Official Journal of the European Union, C 466/1, 7.12.2022); European Framework for Action on Cultural Heritage. Commission Staff Working Document (European Union, 2019); see also Théron, D., (ed.) *Forward Planning: The Function of Cultural Heritage in a Changing Europe* (CoE 2000); see also Appendix. The London Group: Discussion Papers.

²⁹ OMC Report on "Participatory governance of cultural heritage" <https://op.europa.eu/en/publication-detail/-/publication/b8837a15-437c-11e8-a9f4-01aa75ed71a1>

³⁰ <https://www.museumsassociation.org/museums-journal/features/2020/11/a-new-approach-to-repatriation/#>

³¹ E.g. Winter, T. "Heritage studies and the privileging of theory", *International Journal of Heritage Studies* (2014).

³² E.g. Knudsen, B. T., Oldfield, J., Buettner, E. and Zabunyan, E., *Decolonising colonial heritage: new agendas, actors and practices in and beyond Europe*, Series: Critical Heritages of Europe (Routledge, Oxon and New York 2022) presenting the results of an international collaboration *European Colonial Heritage Modalities in Entangled Cities'* (2018-21); Kølvrå, C., and B. T. Knudsen. 2020. "Decolonizing European Colonial Heritage in Urban spaces—An Introduction to the Special Issue." *Heritage & Society* 13 (1-2): 1-9. For a case-study see Van Huis, I. "Contesting Cultural Heritage: Decolonizing the Tropenmuseum as an Intervention in the Dutch/European Memory Complex.", in T. Lähdesmäki, L. Passerini, S. Kaasik-Krogerus and H. Iris van (eds) *Dissonant Heritages and Memories in Contemporary Europe*, (Palgrave Macmillan, New York 2019), 215–248.

³³ E.g. Nurse, K., *Culture as the Fourth Pillar of Sustainable Development*. Report prepared for the Commonwealth Secretariat, London (2006). Some commentators also advocate for a new animism as a basis for sustainable living. Thus, heritage professionals are among the ranks of those aligning with traditional belief in a community of living things. In addition to displaying greater sensitivity towards other living things, such thinking also nuances the discourse on agency in a direction favourable to many indigenous peoples and their values. The thesis is that, at different levels of consciousness, all living things enjoy independent agency and therefore act in and on the world in their own inimitable way. Accordingly, as well as projecting a bespoke agency on to others—bespoke because we humans project cultural agency onto other things, living or otherwise, because that is our way of being in the world—, we too are affected by the agency of other living (and, some would say, non-living) things. Far from being the sole originators of



for the 21st Century (Strategy21) and the Recommendation of the Committee of Ministers on the role of culture, cultural heritage and landscape in addressing global challenges³⁴.

Heritage and sustainability

A development on the push towards democratisation links heritage practice with Sustainable Development Goals, with a very clear nod in the direction of societal sustainability.³⁵ Much of the literature envisages this playing out in the arena of cultural landscapes,³⁶ but it is clearly a dimension of all heritage practices and encounters.

While some international statements focused on culture in the context of sustainability,³⁷ the Faro Convention steered the conversation towards cultural heritage, leading to the 2015 declaration of ministers of the states' parties to the European Cultural Convention that culture and cultural

agency, we inhabit a world of interlocking agencies, whether we are attentive to them or not. Many indigenous peoples see these interlocking circles as a chorus of sentience, a collective consciousness, in which they participate and from which they draw knowledge and value. The merits of this way of seeing are championed in heritage literature. This development represents an important emerging dimension of the sector that does more than simply expose some of the blind spots afflicting the dominant heritage narrative but calls for a radical and deeper appreciation of diverse heritages and diverse worldviews. Offering new and more holistic responses to the global polycrises, this perspective is fully in step with contemporary best practice in cultural landscape management which has evolved at pace since the inclusion of Cultural Landscapes as a category on the World Heritage List (1992), of which five sub-types are now recognised see Rössler, M. and Nakamura, A., "World Heritage Cultural Landscapes. Synergies in the Asia-Pacific Region", in K. D. Silva, K. Taylor and D. S. Jones (eds) *The Routledge Handbook of Cultural Landscape Heritage in the Asia-Pacific* (Taylor & Francis Group, London and New York 2022), 78-99. For an overview see Rose, D. B., "Val Plumwood's Philosophical Animism: attentive interactions in the sentient world", *Environmental Humanities* 3 (2013), 93-104. Nature, it is argued, is not the only loser when value-dualisms are misappropriated; people lose out too! Inanloo Dailoo, S. and Pannekoek, F., "Nature and Culture: a New World Heritage Context", *International Journal of Cultural Property* 15 (2008), 25-47; Rose "Plumwood" p. 97; Inanloo Dailoo, S. and Pannekoek, F., "Nature and Culture: a New World Heritage Context", *International Journal of Cultural Property* 15 (2008), 25-47. It should be noted that contemporary materiality theory (Thing theory) too advocates for the agencies of all living things, representing a directional change creditable to object-oriented ontology, e.g. Fowles, S., "People without Things", in M. Bille, F. Hastrup and T.F. Sorensen (eds), *An Anthropology of Absence: Materialisations of Transcendence and Loss* (Springer, New York 2014), 23-41; Clark, N., "Thing Theory", *Human Studies: A Journal for Philosophy and the Social Sciences* 30(4), 471-477; Hoskins, J. "Agency, Biography and Objects", in C. Tilley, W. Keane, S. Küchler, M. Rowlands and P. Spyer (eds) *Handbook of Material Culture* (Sage, London 2006), 74-84.

³⁴ <http://placemakers.wdfiles.com/local--files/theoretical-analysis-examined/Cultureas4thPillarSD.pdf>;

Strategy21 <https://www.coe.int/en/web/culture-and-heritage/strategy-21>; see also Culture 2030 Goal campaign A Culture Goal is Essential for Our Common Future (UNESCO & Colegio de San Ildefonso, Mexico City, September 2022); https://culture2030goal.net/sites/default/files/2023-02/culture2030goal_Culture%20Goal%20-%20ENG.pdf) which offers a critical historiography of the general absence of culture and cultural heritage from the Sustainable Development Goals and the United Nations 2030 Agenda for Sustainable Development advocates for its inclusion. On the role of culture, cultural heritage and landscape in respect of global development see:

https://search.coe.int/cm/Pages/result_details.aspx?ObjectId=0900001680a67952 CM/Rec(2022)15.

³⁵ E.g. European Cultural Heritage Green Paper. Putting Europe's Shared Heritage at the Heart of the European Green Deal (Europa Nostra in partnership with ICOMOS, March 2021).

³⁶ E.g. Rössler, M., "World Heritage and Sustainable Development: The Case of Cultural Landscapes", in D. Offenhäuser, W.C. Zimmerli and M-T Albert (eds) *World Heritage and Cultural Diversity* (German Commission for UNESCO, 2010); EU Work Plan for Culture 2023-2026 (Council of the European Union, Council Resolution 15381/22, 29 Nov. 2022).

³⁷ E.g. Agenda 21 for Culture (United Cities and Local Governments, Barcelona 2008); Culture: Fourth Pillar of Sustainable Development (United Cities and Local Governments, Mexico 2010); Culture: a Driver and Enabler of Sustainable Development (UNESCO, Think Tank Piece 2012).



heritage *together* form the fourth pillar of sustainable development (*Namur Declaration*, 2015).³⁸ This axiom has become a staple of heritage discourses and a goal of heritage planning, management and practice.

Painting a stark picture of convergent global crises, the *Namur Declaration* recognises the remedial and preventive contributions heritage can and must make to build and maintain resilient, inclusive, healthy societies (viz. societies that are “more peaceful, just and cohesive” *Namur Declaration* 1.1).³⁹ It calls for redefinition “of the place and role of cultural heritage in Europe [as] a necessary response to the current challenges in the light of the changing European socio-economic and cultural context” (Namur Declaration 1.3), and considers the contribution of heritage under six themes that map out the principal areas where it is expected the heritage sector can make a contribution: (i) heritage and citizenship; (ii) heritage and societies; (iii) heritage and the economy; (iv) heritage and knowledge; (v) heritage and territorial governance; (vi) heritage and sustainable development⁴⁰. Thus, not only have the terms of reference for professional practitioners shifted considerably, but the demands on the sector have also increased, and expectations of what heritage and heritage professionals are capable of delivering have grown exponentially.

Heritage and the Fourth Pillar

Declaring culture and cultural heritage to be the fourth pillar of sustainable development recognises the fact that without united, open, confident, inclusive and informed societies we will succumb to the polycrises facing the global community. The connection between heritage and sustainability, therefore, operates on a higher plane than simply using heritage or heritage assets as exemplars of circular economy value chains.

The implications of this for heritage practitioners are clear. As well as institutional, regulatory, research and educational actors, growing numbers of professionals now work at community level, operating in the space between these traditional areas of practice and the general public. This is a specialised field of practice, requiring not only training and educational resources but also the development of an infrastructure of bespoke platforms, such as Landscape Observatories, where the delicate processes of public engagement, negotiation and empowerment can be nurtured.⁴¹ But for a small number of exceptional examples, this infrastructure is almost non-existent and is unevenly distributed across Europe. And, whereas local circumstances demand locally-designed solutions, even the most basic standardisation of mission and practice would be welcome. In short, heritage professionals are being mandated and trained to work, as it were, off-campus but are not resourced or mobilised in sufficient numbers to do so. Initiatives that because they are so few in

³⁸ Note: the distinction between culture and cultural heritage is skirted over in most of the literature on the subject. In the context of contemporary heritage theory which foregrounds the regenerative nature of heritage, the line between these two phenomena is, at best, fluid and permeable. At worst it is purely arbitrary.

³⁹ See also Krzysztofek, K., “The New Dimensions of Europe”, Background Document. 50th Anniversary of the European Cultural Convention. https://www.coe.int/t/dg4/culturalconvention/Dimensions_en.asp.

⁴⁰ Report from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions on the cultural dimension of sustainable development in EU actions (<https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=COM:2022:709:FIN>).

⁴¹ Cassatella, C., and Larcher, F., (eds) Landscape Observatories in Europe II. Uniscape En-route. Proceedings of the Uniscape En-Route International Seminar. Organised by Uniscape, Civilscape, Recep Enelc, University of Turin and Politecnico di Torino, Torino 22-23 September 2014. I Quaderni di Careggi Series (Uniscape, Firenze, 2014); Sgard, A., “Le paysage dans l’action publique: du patrimoine au bien commun. Landscape in Public Policy: from heritage to common good”, *Développement Durable et Territoires. Économie, Géographie, Politique, Droit, Sociologie* 1(2) (Open Edition Journals. Sept. 2010) <https://doi.org/10.4000/developpementdurable.8565>; Nogue, J., “El Observatorio del Paisaje de Cataluña y los Catálogos de paisaje. La participación ciudadana en la ordenación del paisaje” (Università degli studi di Padova, 2007). <http://www.geogr.unipd.it/setland/071004NogueES.pdf>



number and insufficiently resourced are effectively pilot studies, have not been rolled out at the scale or pace that is needed.⁴² Until this is addressed, the laudable aspirations of common good, societal resilience and so on, in international statements, conventions and declarations will not be realised.

Despite being mooted twenty or more years ago, heritage professionals are relative newcomers to sustainability, and sustainability theory is not routinely part of training programmes. If the heritage sector is to lend its weight to the drive for sustainability a commitment to training and infrastructure is needed.

Heritage and Landscape, Landscape as Heritage

Rehearsing some of the formulae of the Faro Convention and the Council of Europe Landscape Convention,⁴³ the *Namur Declaration* affirms the complementarity and strong thematic correspondence between these two conventions, how together they invoke the place-based nature of heritage, and its role in the formulation of identity and sense of belonging.⁴⁴ Place making draws on a combination of heritage and living communities. As the CHeriScape Project (2014-16) and others have demonstrated, focusing on place takes heritage beyond the realm of institutions, honouring the enriched, living locations where so much of the heritage, and the communities who have inherited responsibilities for its care, is to be found.⁴⁵ Place is where, and how, the strongest connections between communities and heritage are forged and maintained, and where the reciprocal relationship of heritage and community is most visible. This special bond is recognised as being key to the democratisation and liberation of the power of heritage and is a central tenet of many policy statements⁴⁶.

The potency of the bond between place and identity is something of a double-edged sword. On the one hand, place is where heritage is encountered through invested, lived experience, where points of reference and traditional bonds, manifested in the bricolage of 'ordinary' heritages, are co-authored, nurtured and reinforced at ground level. Place is where the work of building resilient

⁴² E.g. Conrad, E., Cassar, L. F., Jones, M., Eiter, S., Izaovičová, Z., Barankova, Z., Christie, M. and Fazey, I., "Rhetoric and Reporting of Public Participation in Landscape Policy", *Journal of Environmental Policy & Planning* 13(1) (2011), 23-47, DOI: 10.1080/1523908X.2011.560449. The authors identify three impediments to the type of public participation as envisaged by the ELC, viz. distance between public and expert understanding of landscape per se, lack of effective participatory mechanisms, and lack of scientific evaluation of public participation.

⁴³ Council of Europe The Territorial Dimension of Human Rights and Democracy: European Landscape Convention (Florence 2000). Note: in 2016 the convention was renamed Council of Europe Landscape Convention. See also Council of Europe Landscape Convention. Contribution to Human Rights, Democracy and Sustainable Development (CoE 2018).

⁴⁴ E.g. Giaccardi, E. and Palen, L., "The Social Production of Heritage through Cross-media Interaction: Making Place for Place-making", *International Journal of Heritage Studies*, 14(3) (2008), 281-297; Johnston, C., *What is Social Value? A Discussion Paper* (Australian Government Publishing Service, Canberra 1992).

⁴⁵ Fairclough, F., Baas, H., Bele, B., Dabaut, N., Anders Hovstad, K., Jerpasen, G., Larsen, K., Lascaris, M., Orejas, A., Pedrolí, B., Raap, E., Reher, G., Simon, V. K., Turner, S., van Eetvelde, V., van Caenegem, A., "The CHeriScape Project, 2014-2016: Key Messages from CheriScape – Cultural solutions for cultural problems", *Journal of European Landscapes* 1 (2020), 31-36. E.g. Fairclough, G. and Grau Møller, P. *Landscape as Heritage. The Management and protection of Landscape in Europe: a summary by the Action COST A27 "Landmarks"*, Geographica Bernensia G79 (University of Berne, 2008); Fairclough, G., Dabaut, N. and Van Eetvelde, V., "The constructive interaction of landscape and heritage", in M. Di Stefano (ed.) 2015, *ICOMOS 18 Florence Symposium, Heritage and Landscape as Human Values*, Conference Proceedings, (M. Di Stefano and S. Settis (eds) Theme 2 Landscape as Cultural Heritage (ICOMOS Italia Edizione Scientifiche Italiane s.p.a., 2015), 247-250; Malpas, J. "On Human Being as Placed Being", *Journal of Environmental and Architectural Phenomenology* 25(3) (2014), 11-12.

⁴⁶ Such as "Towards an integrated approach to cultural heritage for Europe: <https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52014DC0477> or the [European Cultural Heritage Strategy for the 21st Century \(CM/Rec\(2017\)1\)](#)



communities begins, and negotiating the heritages of people and places is a good place to start. To put it bluntly, there is far more 'ordinary' heritage among communities than nationally and internationally acclaimed 'special' heritages in exhibition galleries or at designated sites and monuments. Such heritages are more approachable and, if truth be told, more meaningful on a day-to-day basis⁴⁷. It is clear that place (cf. 'landscape') will be where the linkages between heritage and sustainability are actualised. Moreover, the steps that must be taken to address issues like climate change, biodiversity loss and ecosystems collapse will unfold, perforce, literally in the landscape, in the living environment. To be sure, formal, abstract exhibition of heritage items remain important meditative and mediative experiences, but when it comes to connections between heritage conservation and conservation as a principle of sustainability, the landscape is the best classroom and heritage items are the best teaching resources.⁴⁸

On the other hand, however, place-as-identity is vulnerable to weaponization⁴⁹. Ironically, it is often only when it is weaponized that full potency of place-fixed identity made manifest. Heritage and place-heritage are very easily turned from potentially inclusive phenomena into exclusive ones, coloured by othering and the sorts of inward-looking attitudes that divide and separate neighbours, exclude outsiders and embed fossilized attitudes. Division, which is the leitmotif of populism, represents the most serious obstacle to societal mobilisation on the scale that is needed to address the climate and biodiversity crises.

The Florence and Faro Conventions

Bringing landscape into play in the context of heritage practice speaks to the enormous repository of heritage assets and values that surround and support us in our everyday lives. The skillsets needed to analyse the unique heritage inscription represented by the landscape, have given rise to the new sub-discipline of landscape studies. But there is another win. Landscape is the exemplar *par excellence* of systemic interconnectivity, its study a lesson in complex, atemporal systems, continuously shaped and reshaped by the action and interaction of natural factors and the human imagination. Landscape is simultaneously a closed and an open system. Closed because its limits are the human imagination. Open because the imagination is boundless and readily assimilates new external stimuli.

When commentators describe landscape and heritage as *twinned* they mean that both derive from the same phenomenological stable.⁵⁰ Together they comprise an irrevocably combined, values-driven compendium of history.⁵¹ These commentators also appeal to the shared ecosystemic nature of landscape and heritage, characterizable as regenerative phenomena that operate according to the principle of reciprocity. A measure of the health of the heritage is whether it is

⁴⁷ Lehnés, P. 'The European Significance of Local Heritage'. Text. EPALE - European Commission (blog), 15 February 2018. <https://epale.ec.europa.eu/de/node/52059>.

⁴⁸ Pedrolí, G. B. M., Fairclough, G., Dabaut, N., & Van Eetvelde, V. "Cherishing heritage through landscape – a future vision", in T. Collins, G. Kindermann, C. Newman, & N. Cronin (eds.), *Landscape Values: Place and Praxis: Conference, Galway, 29th June – 2nd July 2016*. National University of Ireland Galway (NUI, 2016).), 277-281; Fairclough, G., Dabaut, N. and Van Eetvelde, V., "The constructive interaction of landscape and heritage", in M. Di Stefano (ed.) *ICOMOS 18 Florence Symposium, Heritage and Landscape as Human Values, Conference Proceedings*, (M. Di Stefano and S. Settis - eds) Theme 2: *Landscape as Cultural Heritage* (ICOMOS Italia Edizione Scientifiche Italiane s.p.a., 2015), 247-250.

⁴⁹ "Concept on Cultural heritage in conflicts and crises. A component for peace and security in European Union's external action" Council of the European Union, 2021 <https://data.consilium.europa.eu/doc/document/ST-9962-2021-INIT/en/pdf>

⁵⁰ Fairclough, G. and Grau Møller, P. *Landscape as Heritage. The Management and protection of Landscape in Europe: a summary by the Action COST A27 "Landmarks"*, Geographica Bernensia G79 (University of Berne, 2008).

⁵¹ di Stefano, M. (ed.) *Heritage and Landscape as Human Values. Conference Proceedings* (ICOMOS, Edizione Scientifiche Italiane, Napoli, 2015).



cyclic and self-sustaining: cyclic in the sense that heritage is both made, consumed and recycled by people— only in its consumption, its assimilation, is heritage passed along—, and self-sustaining in the sense that, upon being assimilated, heritage shapes people’s present, the values that inform their behaviours and attitudes and, therefore, the legacies (heritages) and values they, in turn, pass on to future generations.

Designated Cultural Landscapes provide us with important case-studies of timeless, enriching synergies between what is cultural and what is natural, while at the same time preserving cultural diversity. When Rössler and Nakamura write about the values of cultural diversity⁵² it is useful to consider this in terms of the vital link between genetic diversity and species resilience. When it comes to problem-solving two heads are better than one, thus it is that we need cultural diversity and a diversity of perspectives, experiences and knowledge to understand and tackle the world’s problem - because obviously the current model is not working!

It is clear that the Council of Europe too conceives of the Florence and Faro conventions as twins. The uneven uptake of the conventions (to date 40 member states have ratified the Florence Convention but only 24 have ratified Faro) means, however, that they have been separated at birth by many of the signatories to the conventions. It could be argued that actioning of the Landscape Convention has been delayed by the failure of some states to embrace the Faro Convention which addresses more directly the axiomatic role of devolved, participatory governance in the management of the heritage. This model of governance is also advocated for in respect of the landscape (Florence Convention Article 5.c).⁵³

⁵² Rössler and Nakamura “Cultural Landscapes”, p. 95.

⁵³ Cf Conrad et al. “Rhetoric and reporting”



2. Modelling the Heritage Sector



“...active participation in cultural heritage decision-making and implementation processes is particularly relevant for triggering well-being. This is because it contributes to citizens’ empowerment, enhancing their sense of belonging and the community as well as their feeling of self-efficacy and responsibility for their community.”

(ESPON HERIWELL 2022)⁵⁴

Acknowledging, therefore, the great and growing diversity of heritages, and providing space for emerging and not-yet-imagined heritages and practices, WP2 remains focused, not on the different types or manifestations of heritage but on heritage *per se*. As well as leading from the universal principles governing what makes a thing heritage in the first place, this approach also provides a timely corrective to the historically Eurocentric view of heritage and heritage practice which, it has been argued, has impacted on the potential contribution heritage can make to the Sustainable Development Goals. Heritage *per se* is the common ground of all heritages and accounts for the various propensities of heritage to be generated and re-generated as it is refracted through the prism of social values. This is the substrate of all professional practice and the bedrock of professional ethics and purpose. Note, however, that professional practitioners are not passive spectators in this regard; they have a vital role in contributing to and shaping public discourses on the heritage.

Being transversal to all human endeavour, heritage by its nature *is* cultural praxis. This view of heritage is critical to understanding ourselves, and pivotal to how we address the challenge of living sustainably. Recognising that participation in heritage is a major contributor to societal wellbeing⁵⁵, its valorisation is, therefore, a sine qua none of all heritage practice. This is not the sole remit of any one area of activity, or the responsibility of a few, it is the *modus operandi* by which people become involved in their heritages and is what guarantees the continuity of the heritage.⁵⁶ It begins with our earliest sharing of knowledge about our place in the world as a primary evocation of citizenship or expression of a social unit. The notion of participatory mechanisms are therefore fundamental to the formulation of the six Functions proposed by CHARTER, because they are considered structurally inherent to the participatory process.

⁵⁴ Synthesis report “HERIWELL – Cultural Heritage as a Source of Societal Well-being in European Regions”, 11 https://www.espon.eu/sites/default/files/attachments/HERIWELL_Synthesis%20report.pdf

⁵⁵ Final Report “HERIWELL – Cultural Heritage as a Source of Societal Well-being in European Regions” ESPON, European Union, 2022

https://www.espon.eu/sites/default/files/attachments/HERIWELL_Final%20Report.pdf

⁵⁶ “Although cultural heritage can be owned, not just by states or communities but also privately, it can be seen and treated as a **commons**. In fact, as highlighted in a Communication of the Commission, heritage resources, independently from their ownership, bear a value that is held in common, and are in this sense common goods. Therefore, they require a developed framework of collective governance (operating on multiple levels and involving multiple stakeholders), where all actors are actively involved in the maintenance, management and development of common heritage. The added value of the ‘commons’ perspective is that it means that all heritage categories (whether tangible, intangible or digital) can be addressed using an interdisciplinary approach, which is able to tie together themes and approaches to cultural heritage that are often treated separately, and thus bring to the fore the issue of governance” p.17 OMC Report on “Participatory governance of cultural heritage”, European Union, 2018 <https://op.europa.eu/en/publication-detail/-/publication/b8837a15-437c-11e8-a9f4-01aa75ed71a1>



“It should be noted, however, that strong legal protection for MCH [Material Cultural Heritage] is important but not enough to ensure sustainable conservation and management; MCH can be damaged or destroyed both deliberately and accidentally or suffer from lack of stewardship and neglect; hence the importance of education and awareness amongst local communities.”⁵⁷

The CHARTER model of the heritage sector intends, therefore, to capture activities that are particular to the sector itself, and externalizing processes whose interactions transform heritage into an accessible social good. In the case of heritage, common good arises from participation, where value is created and sustained and contributes directly to quality of life. It is a circular process because the generation and regeneration of value is a function of society reciprocally authoring and consuming its own heritage. The principle of circularity; a property of the circular economy; is axiomatic to a healthily functioning heritage sector,⁵⁸ which is why there is merit in drawing an analogy between the generation and consumption—in their fullest senses—of heritage and an ecosystem⁵⁹.

⁵⁷ Scientific Annex “Material Cultural Heritage as a strategic territorial development resource: Mapping impacts through a set of common European socio-economic indicators” 32
https://www.espon.eu/sites/default/files/attachments/HERITAGE_Scientific%20Annex.pdf

⁵⁸ E.g. Palmer, R., “Preface”, 8.

⁵⁹ “The ecosystem is defined by the alignment structure of the multilateral set of partners that need to interact in order for a focal value proposition to materialize” Adner, R. (2017, 42). Ecosystem as structure: An actionable construct for strategy. *Journal of Management*, 43(1), 39–58.

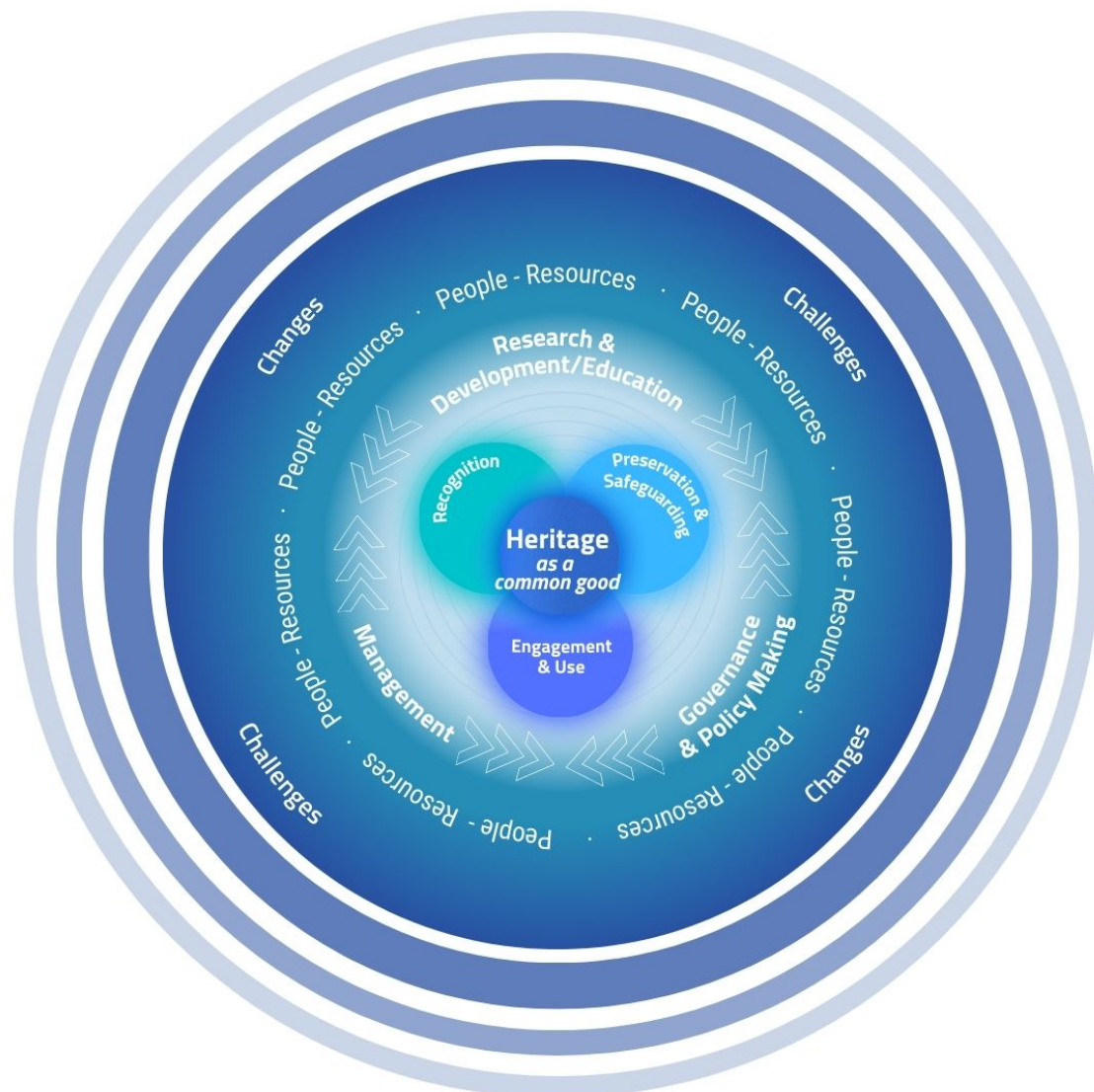


Fig. 1 The CHARTER Model: This model is animated by the potential of heritage to be a force for societal wellbeing and upholds the findings of the ESPON Heriwell report, amongst others cited earlier, that argue social wellbeing depends on our ability to participate in heritage. The quality of our encounters with the many and varied resources we have inherited from the past shapes how cultural and ecological change are perceived. Such knowledge and insight points to future directions in the management and husbanding of the resources that we inherit to sustain us, literally and figuratively; literally in recognising the nature of heritage as place-based, and figuratively in recognising the role of heritage in the formulation of identity and sense of belonging.

The CHARTER Model seeks to explicate the ecosystemic nature of the heritage sector where society, as both producer and consumer of heritage value, is a stakeholder in the social capital generated in these exchanges. Accordingly, the processes that release, realise and amplify value are modelled into a hierarchy of key areas of activities referred to as 'Functions'⁶⁰. The blurred edges in the Model (Fig. 1) reflect the fact that Functions cross-pollinate and behave in a non-

⁶⁰ Cf Bina, V., Chantepie, P., Deroin, V., Frank, G., Kommel, K., Kotýnek, J., & Robin, P. (2012). ESSnet Culture – European Statistical System Network on Culture – Final report. http://ec.europa.eu/assets/eac/culture/library/reports/ess-net-report_en.pdf



hierarchical manner, and activities clustered within the Functions are discrete and integral to the heritage sector.

Recognition	Preservation & Safeguarding	Engagement & Use	Research & Development / Education	Management	Governance & Policy Making
Refers to all the activities necessary to identify and recognise cultural heritage through, identification and advocacy.	Refers to the activities that need to be put into place to ensure the long term survival and care of cultural heritage, from maintenance to conservation, preventive conservation, restoration, and safeguarding of intangible cultural heritage	Refer to all activities necessary to access and open cultural heritage, make it understandable , make it available for consultation and use, raise awareness , etc. and its use as a resource by all stakeholders. Includes activities that add value beyond the action itself as it impacts society.	Refers to all the activities that are necessary throughout the process that go from the recognition of cultural heritage to the preservation and enhancement of cultural heritage.	Refers to all activities that go from strategic planning to everyday administration and management: it includes organisational development, human resources management, funding, legal aspects, marketing and communication, risk management and quality control.	Refers to the decision-making for cultural heritage in the wider domain of cultural heritage policy at local, regional, national and international level.

Fig. 2. The six functional areas of heritage professions

The Functions proposed by WP2 represent key conceptual areas or lenses through which heritage per se is apprehended. The Functions do not describe types of heritage, instead they cluster activities according to the ways in which heritage values are optimised for the benefit of society, and to help address the pressing challenges that society faces. As this work develops, the Functions may be used to aggregate sets of key objectives which delineate roles and occupations. At an operational level, jobs and tasks reflect an aggregation of activities expressed as competences that describe the skills and knowledge to be able to do the work.



3. The Heritage Ecosystem



“Multidisciplinarity is the leitmotif of a metamorphosis affecting not just research and education but large swathes of the emerging employment landscape where multidisciplinary teams are mobilised to tackle not component parts but whole systems of complex interconnections and relationships [../..]. Although clearly not all are ecosystems per se, the ecological metaphor is, nevertheless, routinely applied because it is a genuinely good analogy and, more importantly, being part of public discourse on global warming and biodiversity loss, it has currency.”

(Newman, C. 2023)⁶²

Traditionally, professional heritage practitioners were trained to keep one eye firmly on heritage as a legacy for future generations. This imperative still influences how the sector is structured, segregated even, into groups of professional practitioners whose occupations, skills and competences are attuned to the needs of specific types of heritage. In practice, these correspond to a typological sequence characterised by hierarchies of perceived significance. These were, and in many cases still are, reinforced in educational delivery routes and backgrounds, institutional structures, laws, regulations, public funding, international networks, and NGOs, and map, more or less seamlessly, onto employment in museums, galleries, archives and historic sites and monuments. This model has become fossilized in the statistical classification frameworks but, as we have seen, the sector is much more diverse than this and can no longer be defined solely in terms of these types of institutions and jobs.

⁶² Newman, C. “Living in an Anthropocene: reconciling culture and nature for a sustainable future” (in M. Agnoletti, S. Dobričić, T. Matteini, J-M Palerm (eds), *Cultivating Continuity of the European Landscape. New challenges, innovations, perspectives.* (in press: UNISCAPE & Springer, 2023)

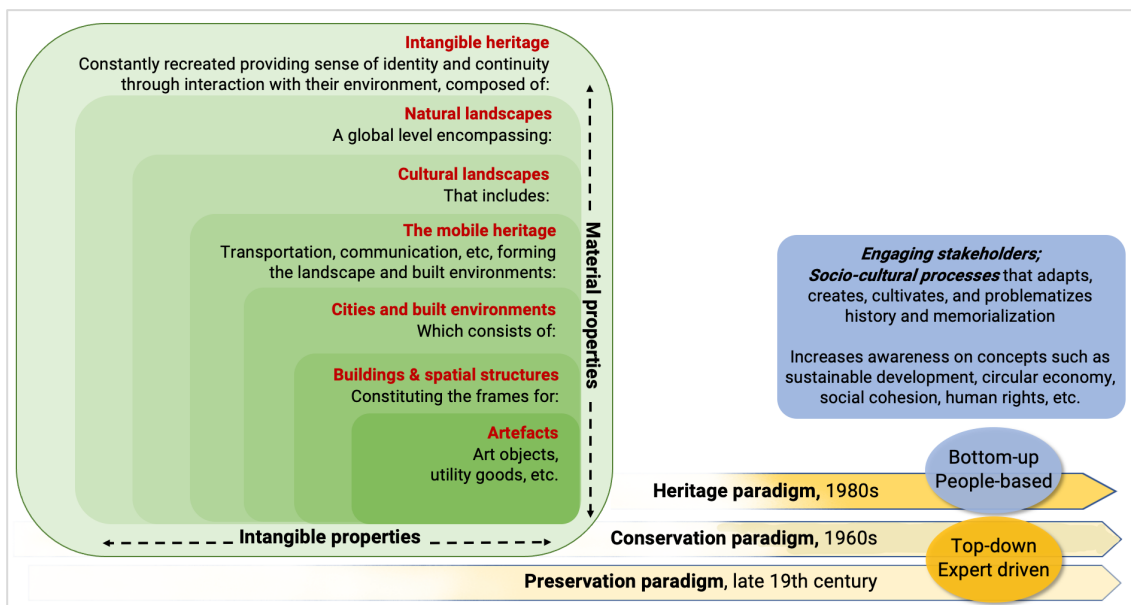


Fig.3. The typological outcome-based sequence indicating how heritage occupations are clustered, and the principal paradigmatic approaches that have ruled the specificity of the outcomes over time. These approaches are more or less still in operation due to incomplete paradigmatic shifts. The preservation paradigm together with the heritage paradigm constitute in principle ‘the authorised heritage discourse’⁶³. The clustered occupations therefore relate to all the three paradigmatic approaches although some are more reliant on a bottom-up, peoples-based activities, e.g., the mobile heritage.

Referring to the areas of professional practice (Fig. 3), however, it remains important that the expertise required to operate existing jobs continues to deliver the skills and respective levels of qualification, guaranteeing knowledgeable and responsible handling of heritage context and content. Knowledge, engendered with respect to these types of heritage, drives new developments in heritage thinking; the workplace is the natural ground where up-skilling and re-skilling occurs. Rarely, however, is an integrated approach or creative cooperation demonstrated between these typologies of professional activity and this is particularly so when occupations are not closely positioned to each other in this typological sequence. There is a clear need for the sector to find common cause in light of the ‘New Heritage’.

⁶³ Smith, L. (2006). *Uses of heritage*. Routledge

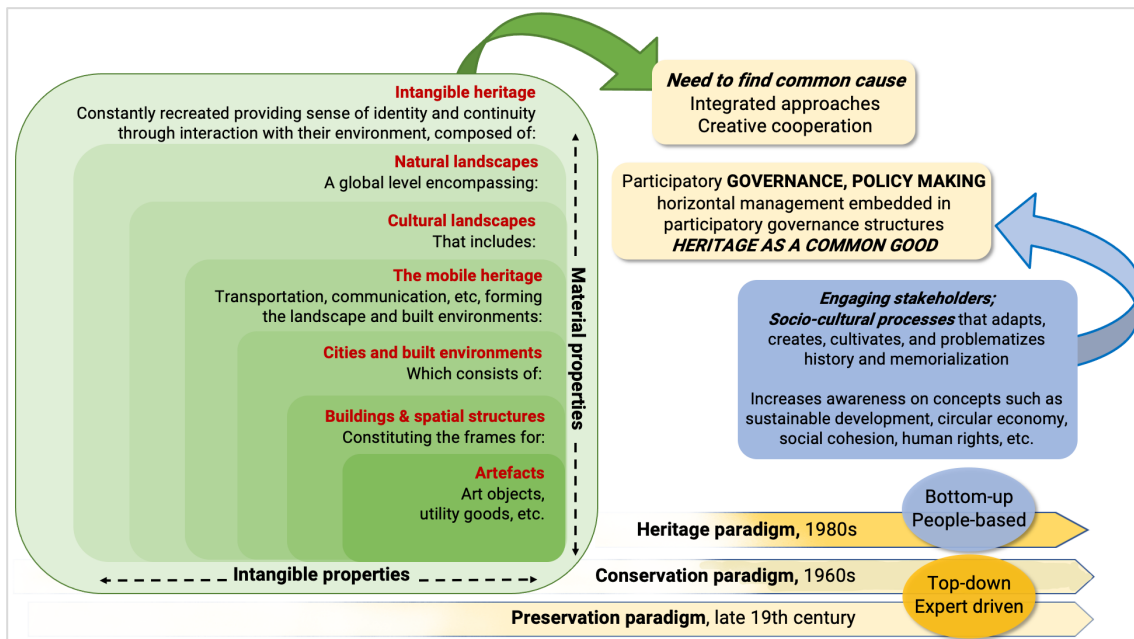


Fig. 4. The clustering of heritage occupations will for a foreseeable future remain as illustrated, for a number of reasons, e.g., educational programs, occupational profiles, legislative frameworks, organisational structures, directions and prioritisation of available funding, etc. There will obviously be a need to continue developing cluster specific expertise, but the urgent need is to establish integrated processes enabling a synergy between clusters to occur, underpinning the outcome of heritage practices impacting policy-making and in turn enabling a more resilient society. At the same time, it is fundamental to improve participatory approaches, engaging people in generating and regenerating heritage as a common good.

A transdisciplinary approach based around heritage as a phenomenon of collective, cultural meaning-making is required and can be achieved through the processes proposed by CHARTER. Based on an integrated and participative approach, it also will require mechanisms which involve policy makers and influence governance.

The understanding of heritage as collective cultural meaning-making is the essence of the democratic participative process. Its affirmation as a resource lies in the generation and regeneration of values by people and for people. It is this that confirms the democratic credentials of the 'New Heritage' paradigm while the circular and reciprocal motion of increasing return in value, prompts the analogy of an ecosystem of interdependent and interconnected parts or elements that all need to function in harmony for the ecosystem to work. Recognition of such a heritage ecosystem would lead to a standardised statement of heritage mission and practice to be agreed and implemented at local, national, regional and European level. It would also help to identify where gaps and needs emerge in the ecology of the ecosystem.

The adage that a chain is only as strong as its weakest link is apposite here: shortfalls between expectation and delivery are already apparent as traditional modes of practice and governance struggle to adapt to new ways of thinking and doing. For the 'New Heritage' to work, governance of the sector will have to undergo some remodelling to embrace greater levels of transversality concomitant with devolution of governance, whilst practitioners will have to integrate their practices in a more multi and transdisciplinary manner. Practitioners in heritage, including policy makers, will have to map themselves according to the processes they carry out, to their levels of knowledge and skill, and in relation to their ability to meet new and emerging challenges.

These challenges are often described as drivers of change. But the 'New Heritage' understood as



cultural praxis, can also be considered a driver of change. This is especially so where the re-framing and re-purposing of heritage can lead to transformations in cultural value. As pointed out in the opening section of this report; every sic 'natural' and 'tangible' heritage owes its culturality to social values and processes and societal awareness. Understanding the implications of this 'New Heritage', where it operates at the sectoral/societal interface, requires many new skills if it is to:

- Contribute to the development of a values-based democracy and human rights;
- be 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, including the heritages of other people;
- realise the value of heritage to people.

The conditions that would allow the 'New Heritage' to work as an ecosystem are centered around the following tenets:

- *The existential imperative*, as discussed in the writings of various philosophers⁶⁴, to situate ourselves in time and space, in the historical continuum, describes the importance of heritage to meaning-making, and is, therefore, the bedrock and *raison d'être* of heritage practice. It accounts for why values, such as those that are employed to declare a thing to be heritage, are formed and re-formed in a reciprocal manner, and, even more importantly, why this matters. Realising and releasing the multiple values of our heritage to this end is a participative activity and delivers a common good, which must be made operational in structures and policies.

Acknowledging the mandate placed on the heritage sector, to deliver public benefit in meaningful ways that engage the public and demonstrably improve quality of life, requires the public benefit from the heritage to be prioritized.

-The practices and activities required to fully realise what heritage offers society are reflected in *the six Functional areas* proposed by CHARTER. These Functions refer to the different modes of activity through which we discern and encounter heritage, and where competences for professional practice are located. These competences represent levels of skill and knowledge and are the routes through which participation takes place. It is imperative to resource education and training in heritage at all levels of society to raise awareness and underpin participation as a function of promoting democratic values. This will ensure against malign revisionism and contribute to the building of resilient societies promoting vigilance, expertise, cultural and political acuity.

-*Bespoke platforms and participatory governance mechanisms* ensure a 'feedback loop mechanism' in the structures of democratic decision- and policy-making. An architecture of horizontal management must be embedded in participatory governance structures.

-The propensity for continuous change and innovation in the ecosystem is understood as a function of *wisdom and knowledge generated by the ecosystem* itself operating in a values-driven setting. Because it is built around the motivating paradigm that heritage is a common good, the system should be able to respond to, uphold and implement relevant policies from the Commission and conventions from the Council of Europe.

⁶⁴ E.g. Heidegger, M. Building dwelling thinking. In: Heidegger, M. Poetry, language, thought (Harper and Row, London, 1971), 143-161; Malpas, J., Rethinking Dwelling. Heidegger, Place, Architecture (Bloomsbury Publishing, New York, 2021)



3.1. Mapping the Heritage Sector — professional self-identification

Mapping the heritage sector reveals the super-structure of professional activities as they are distributed across the six Functions (Recognition, Preservation and Safeguarding, Engagement and Use, Research and Development/Education, Management and Governance and Policy Making). This helps clarify the roles of the various professionals, locating their core and transversal competences, and illustrating where and how professionals may intersect to advance collective actions. The proposed methodology requires professionals to self-identify their roles and activities in cultural heritage vis-a-vis the Functions rather than type of heritage they typically work with. As the database grows, this methodology will generate a typology of professional practice and practitioners, identify emerging trends and stakeholders, and reveal the systemic nature of the sector. Mapping can also be applied to avocational actors in the heritage sector using the Functions to represent the points of intersection between people and the heritage.

This graphic suggests how the older typological approach to heritage assets, places or traditions can be mapped onto the activities and processes of the 6 CHARTER Functions. The circular motion illustrates how these Functions are systemic to each heritage typology, and how they are ecosystemic in the way they generate and regenerate values, which finds parallels with a hermeneutical spiral due to increasing levels of knowledge, engagement and insight.

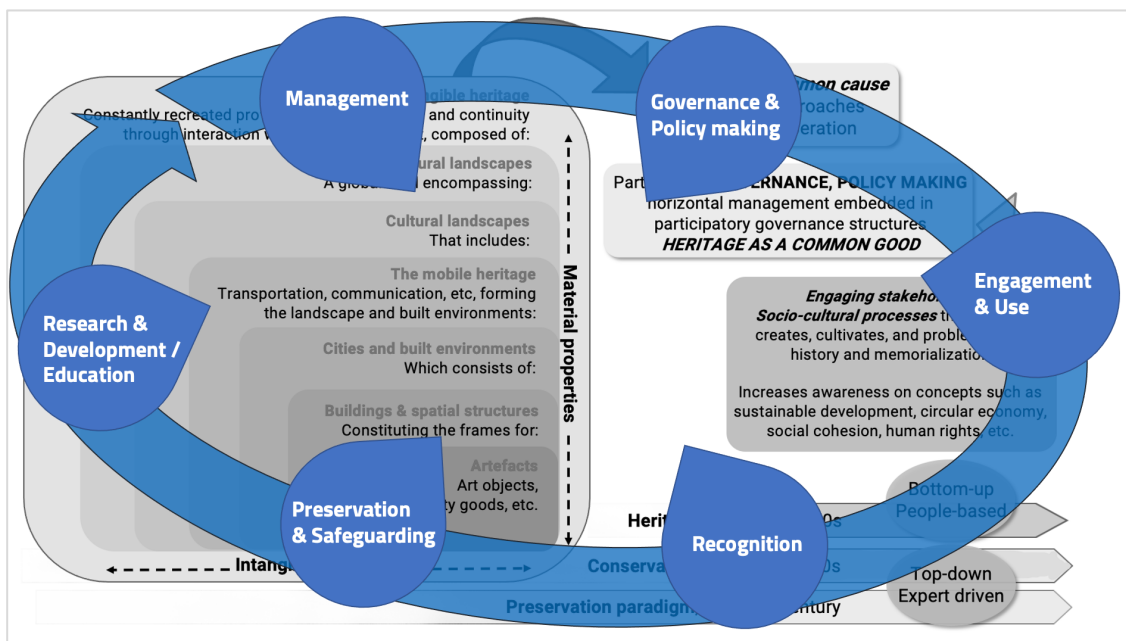


Fig. 5. The potential heritage ecosystem, including the six Functional areas. With synergies between professional clusters and peoples-based approaches through participatory governance structures, the heritage ecosystem defines the role of heritage in societal development. Of the 6 Functions, 3 are considered core to heritage: identify heritage, ensure its long-term survival through preservation and safeguarding, and make it accessible and engaging. Three additional, supportive functions are also necessary – the profession is knowledge intensive and relies on education and research across all 6 Functions, there is a need for managerial routines for everyday operations, while strategic planning, decision processes and policy-making are natural parts of the ecosystem.

Developing a tool that will enable professionals to map themselves as heritage practitioners requires that the activities and profiles created relate to the structures of the international



classification frameworks used to gather statistical data. From the outset it was recognised that the types of work that constitute heritage practice correspond to areas of economic output but are poorly represented and classified, not only in the European Classification of Economic Activities (NACE) but by extension in the classification frameworks of the International Standard Classification of Occupations (ISCO). Naturally, this also impacts on the educational fields identified in the International Standard Classification of Education (ISCED). Complex organisational principles systematically cluster activities, occupations, skills and knowledge into hierarchies that relate to one another across these various frameworks. These relationships, and the terminology that is employed, mediates how processes and practitioners are now mapped in the heritage sector. The European Skills, Competences, Qualifications and Occupations (ESCO) is the translational tool that assimilates the data gathered in these statistical frameworks (viz. NACE, ISCO and ISCED) but magnifies it to the level of competences/skills and knowledge. Mapping competences in the heritage sector is the relational mode between CHARTER and these frameworks. Intending to generate typologies of practice, it will help to identify current occupations and lead to the recognition of emerging occupations.

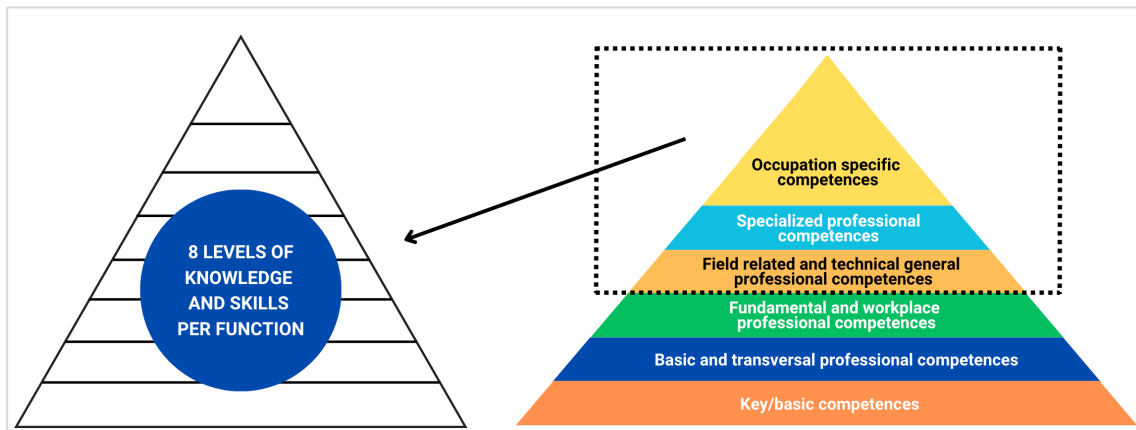


Fig. 7. ESCO begins at the point where ISCO ends, i.e., at the unit group level of occupations. A contribution to the CHARTER project, made⁶⁵ in an earlier phase of the project, demonstrated the structural principles of the frameworks relative to each other and how ESCO organises competences in a hierarchy of increasing sectoral specificity.

⁶⁵ By Mr Nicolae Postavaru from ANC RO in CHARTER meetings.



The Spiderweb

The transposition of the model of the heritage sector into the ‘Spiderweb’ as a mapping tool for competences took its inspiration from the pyramidal structure of ESCO which demonstrates how competences become more complex and more sector-specific as the pyramid ascends.

Given that the first three tiers of the pyramid relate to language, reading, writing and other generic skills that are transversal to all work situations (EU Key Competences⁶⁶) WP2 identified ‘Field related and general technical professional competences’ as the appropriate starting point for identifying heritage-specific competences. At this level, WP2 then considered what the most basic skills transversal to all 6 Functions would look like in the heritage field. (See Appendix A with Ljubljana workshop results).

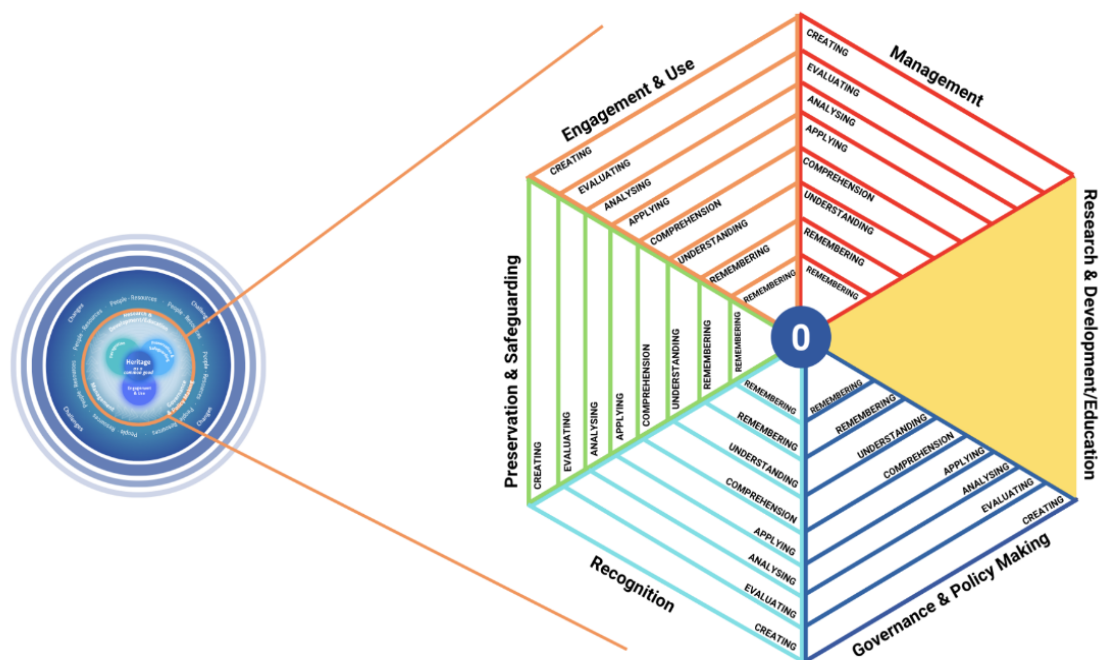


Fig. 8. Functions from CHARTER Model to spider web mapping tool

The Spiderweb is a graphic of heuristic learning and competence, where competence is understood as the ability of a professional to do their job vis-à-vis a group of discrete tasks and activities. From the centre outwards, the 8 bandwidths represent increasing complexities of knowledge and skill. (Here, the pyramid has merely been inverted in order that the footprint of knowledge is seen to expand progressively outwards rather than narrowing inwards.) As levels of expertise increase, core competences should begin to emerge which are discrete to the occupations in that Function. Transversal competences considered necessary to work in heritage, but which are not core to the performance of the occupation are typically located at lower levels across the web.

⁶⁶ Council of the European Union Council Recommendation of 22 May 2018 on key competences for lifelong learning (Official Journal of the European Union 2018/C 189/01).



Formal taxonomies of learning developed by Bloom et al.⁶⁷ are used to calibrate qualifications with the learning outcomes identified in the European Qualification Framework (EQF)⁶⁸. The Spiderweb corresponds with the EQF by employing the same taxonomy of learning to describe increasing levels of expertise across the 8 bandwidths or levels.

Qualifications, however, usually determine the point of access to a profession, whereas learning continues in the workplace. The ability to do one's job increases with experience, and the nature of the work also changes. The reality of peoples' work can often be far removed from any original qualification. The Spiderweb, as an empirical tool, seeks to capture professional experience and learning whether acquired along formal, informal or non-formal pathways. We propose that qualifications could be located on the radial spokes of the Spiderweb. Descriptive verbs allow respondents to estimate the level of ability that is required for them to carry out an activity, and then to identify their location on the Spiderweb. Respondents can also anticipate additional skills and knowledge they may need in light of the evolution of professional practice, and growing demands on heritage to deliver social and economic good.

Thus, as an evaluative tool, the Spiderweb has the potential to become a methodology for identifying emerging gaps and needs in skills and knowledge⁶⁹. The nexus point between education and the world of work is learning outcomes in educational delivery and competences in the workplace: both are described using the same taxonomy of learning.

Up-skilling, and the emergence of gaps and needs, helps to inform the educational pathways of new professionals in the field. New activities and competences will only translate into new occupations as the potential of heritage *per se* is fully realised and resourced.

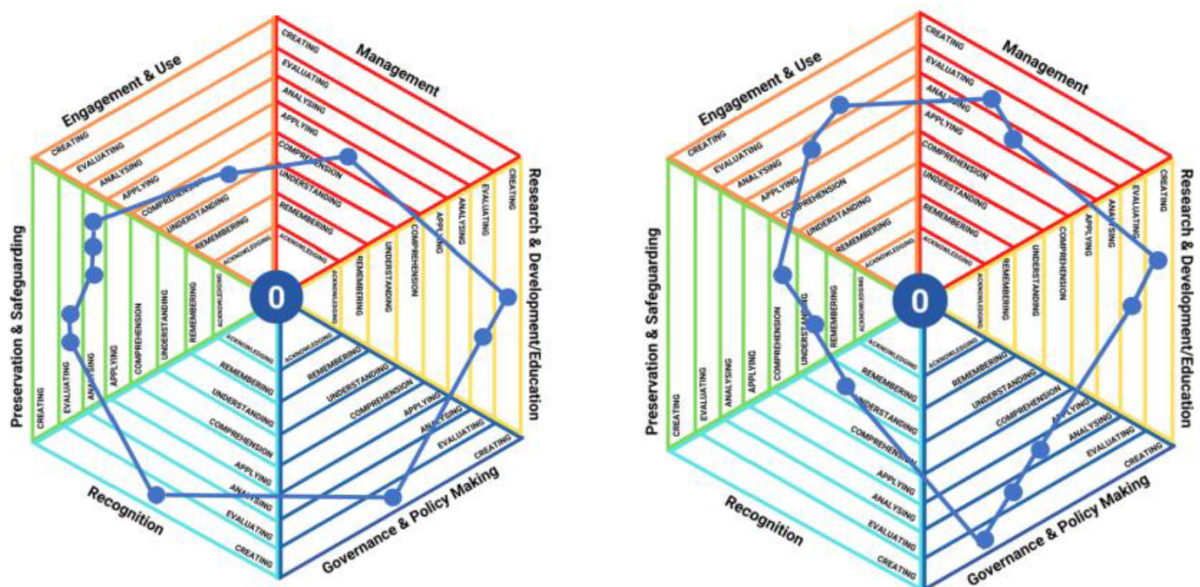


Fig. 9. Draft examples of spider web mappings of 'Senior Conservator-restorer' (left) and 'Cultural economics lecturer' (right). See CHARTER D2.2

⁶⁷ Bloom, B., Englehart, M. D., Furst, E. J., Hill and W. H., Krathwhol, D. R., Taxonomy of Educational Objectives. The Classification of Educational Goals (Longmans, London 1956).

⁶⁸ <https://www.cedefop.europa.eu/pt/projects/european-qualifications-framework-efq>

⁶⁹ See CHARTER D2.2 "Factsheets - families of competences".



The effectiveness of any such tool is measurable in terms of the level of detail that it can unlock when mapping an occupation while still being user-friendly. Experience to date suggests that when mapping their competences, practitioners experience difficulty discerning the difference between jobs, tasks, activities and skills or competences. These can telescope in and out of focus: one person's occupation is another person's job, one's task is another's activity, while all appear interchangeable with skill and knowledge.

Travelling from the micro to the macro level and back again, it becomes clear that all activities have to be contextualised by their purpose; their intent to achieve something; whether the activity describes a single outcome or is part of a suite of activities to achieve a more compact result. Thus, conceiving activities in terms of objectives—the why or to-what-end of the work— may offer a solution because it foregrounds ability, knowledge, and range of activities. So doing, it also achieves concordance with the vocabulary of the classification frameworks and allows description of skills and knowledge to be permanently contextualized and not semantically abstracted.

Terminology of classification frameworks

(ESCOpedia; ESCO Handbook⁷⁰)

Competence

The term competence means the proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development. In a broader sense is the ability of a person - facing new situations and unforeseen challenges - to use and apply knowledge and skills in an independent and self-directed way. They are described in terms of responsibility and autonomy.

Job

A job is a set of tasks and duties carried out, or meant to be carried out, by one person for a particular employer, including self-employment, bound to a specific work context.

Knowledge

Knowledge means the outcome of the assimilation of information through learning. Knowledge is the body of facts, principles, theories, and practices that is related to a field of work or study. Both skills and competences rely on factual and theoretical knowledge, the difference lies in the way this knowledge is applied and is put into use.

Occupation

An occupation is a grouping of jobs with common characteristics, whose main tasks and duties are similar and which require a similar skills set.

⁷⁰ These terms can be accessed in ESCOpedia at <https://esco.ec.europa.eu/en/about-esco/escopedia/escopedia> and in the ESCO Handbook at <https://op.europa.eu/en/publication-detail/-/publication/ce3a7e56-de27-11e7-a506-01aa75ed71a1/language-en>



Profession

The concept of profession is not defined by ESCO. However, the “ESCO Handbook” refers to the term when an occupation requires specialized education, knowledge, training and ethics, or when referring to “professional qualifications”. In EU contexts the concept is normally used in reference to ‘regulated professions’ identified as those for which “ access and exercise is subject to the possession of a specific professional qualification”.⁷¹

Skill

Skill means the ability to apply knowledge and use know-how to complete tasks and solve problems. Skills are described as cognitive (involving the use of logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instruments). In relation to “competence” skill refers typically to the use of methods or instruments in a particular setting and in relation to defined tasks.

Of interest here is also the notion of ‘practice’, in the context of this report, it relates to the operation in real-life societal contexts, of the content of heritage as field of study and knowledge⁷².

The Functions of the Spiderweb are themselves conceived of in broad brushstrokes to encompass key areas of practice in heritage. They have not been populated with activities; such could be provided by drop-down menus inserted at the appropriate bandwidth. While focus groups, within the remit of the project, continue to identify and cluster the types of activities that describe heritage practice, it may yet be possible to further abstract activities into a series of the core objectives associated with each Function. Users of the tool can locate themselves on the Spiderweb according to how they rate these core objectives in respect of their own role and their level of ability. This approach might be useful as it would allow information to be retrieved statistically and provide an overview of the sector. However, the effectiveness or otherwise of the Spiderweb as a tool in occupational profiling has yet to be tested, particularly in relation to the classification framework of ESCO with which it ultimately must conform.

⁷¹ <https://ec.europa.eu/growth/tools-databases/regprof/professions> there are 562 professions listed, few are regulated in all EU countries. However a specific profession can have the same title throughout Europe and be regulated in only one country.

⁷² See D2.1 “Practice means those activities which bring the ‘resources that constitute cultural heritage’ to their full realisation, socially and economically. Also, activities, which support all cultural heritage participation. Usually this connotes ‘professional practice’ but also includes those competences that are not measured formally outside of recognised ‘occupations’”.



4. Project survey

The ISCO⁷³ survey

Survey purpose

An exercise to identify, collect and analyse data on skills/competences and occupations profiles relevant to the heritage sector was carried out over the first half of the project.

Enquiring on ESCO occupations through a consortium survey was deemed impractical considering the lack of awareness of the framework by some partners and the lack of sources at national level in other cases. Being a participative platform supported by non-compulsory submission of national profiles, the ESCO platform does not yet comprehensively cover the heritage sector, while the platform itself was undergoing a thorough update at European level during the period of research. Therefore, during the first year of the project, an enquiry on current professions in heritage was launched focusing on ISCO. ISCO provides a transnational categorisation which allows entries to be compared. Informing national levels of taxonomies for professions, it is the statistical indicator used to identify professions in data assessment for employment in Europe, and, critically, it is the supra taxonomy upon which ESCO is designed. Using ISCO, permits a later assessment of the ESCO framework as to whether it is adequate to conveying accurate, consistent, transparent, complete and detailed information on current professional competences and existing profiles in heritage.

ISCO is the formal framework which displays current and officially recognised professions; having a 4-digit hierarchy it functions at the international and European level. Classifying professions beyond this 4-digit hierarchy is the remit of national catalogues and lists for professions known as the National Occupation Classifications (NOC) frameworks. A survey to collect information based on ISCO was prepared with ISCO becoming the benchmarking indicator for the overall analysis of results, hoping current and emerging practices could be identified.

The survey was distributed amongst consortium partners and disseminated to national members within the partners' networks, aiming to achieve broad territorial coverage and obtain comprehensive sectoral samples. However this was not achieved: samples are very diverse and do not comprehensively reflect full national diversity nor are they fully representative of member states. The survey requested the original title for each occupation and its English translation, the ISCO code, the National code (NOC), a brief description of the profile, the corresponding EQF, whether the profession is regulated, the function to which the position would refer to and other details for further analysis of content (See Appendix B).

The first part of the analysis required a thorough scrutiny of the data, often leading to requests for further clarification and updating from some countries as the data could not, otherwise, be analysed using the survey's parameters. In some cases, respondents used the NACE taxonomy for economic activities instead of the ISCO at national level, key parameters were sometimes missing, preventing comparison with other answers and ultimately leading to the exclusion of such entries. Once clarification was obtained, work focused on the homogenisation of the data to proceed with the analysis.

⁷³ ISCO profiles describe the set of tasks, duties, specialisation and level of skills which are discrete to each unit group of occupations. Its clarity, coherence and transparency is crucial for adequate recognition of professional competence and therefore essential for professional mobility within the EU.



Survey analysis

The survey results display heterogeneous data, in line with the diversity, territorial extent, and fields' coverage of those who responded. The difficulty expressed by participants in answering the survey is in itself the first conclusion on the topic. Although being heritage professionals, sometimes in public positions or in education and training institutions, respondents were not always familiar with, or able to swiftly access the information and clearly identify the codes corresponding to an occupation at either ISCO level or national level.

CHARTER functional approach

It is important to clarify that the survey was designed before the CHARTER project had developed and published its functional model to assess and describe the heritage sector. Thus, the survey uses the five functional areas proposed in the Project Call to characterise heritage professions (see table 1), causing a momentary mismatch with the current CHARTER model of 6 Functions. This has since been made equivalent⁷⁴. Unavoidably, data reflects the specialisation of CHARTER's partners, how easy or hard it is to locate specific profiles in the classifications, and the obvious prominence of professions in particular areas. It is, of course, acknowledged that there are many more diverse examples of professional profiles.

Table 1. Distribution of entries by the 5 areas

Functions	Entries
Safeguarding	238
Craft and knowledge	181
Dissemination and communication	57
Knowledge	45
Management	59

Entries with ISCO codes

For further analysis, entries were split into 2 groups depending on whether they had an ISCO code (579 entries) or not (161 entries). Focusing on the entries with ISCO codes, the analysis concentrated on the homogenisation of the data, specifically in terms of:

- ISCO codes (respondents provided more than one ISCO code for the same profile, these entries were then registered as many times as the ISCO codes indicated by respondents);
- EQF (several profiles were submitted with a range of possible EQF levels, these entries were then registered as many times as the EQF level indicated by respondents);
- English title.

From the outset of the survey, respondents were requested to submit their professional titles in English. This introduced a degree of subjectivity given that the respondents translated the titles by themselves directly from their own language. A further degree of bias was then added by the authors, when these same results were subsequently homogenised in order to make them comparable.

⁷⁴ See CHARTER Work Package 2 Deliverable 2.1 A new landscape for heritage professions – preliminary findings..



Different titles for the same professions are used across different countries even though they correspond to similar profile descriptions (See Appendix C). The choice for the homogenised title was made by selecting the title most frequently used by respondents or, when the titles most coincided with examples of occupations within the same ISCO (unit-group).

ISCO-codes and occupational profiles

The evident diversity when matching professions to ISCO codes is clearly demonstrated in Table 2 where some occupations correspond to more than one code across Europe.

Table 2. Occupations corresponding to more than one ISCO-code

Homogenized Profile title	Homogenised ISCO	Homogenized Profile title	Homogenised ISCO
Archivist	2621	Gilder	7131
	2622		7319
Art-handler	2621		7323
	3433	Glazier	7125
Blacksmith	7211		7315
	7214	Goldsmith	7311
	7221		7312
Building worker	7111		7313
	7119	Landscape architect	2162
Carpenter	7115		7113
	7522	Library clerk	4321
	8219		4411
Conservator	2111	Manager	2422
	2621		2631
Conservator-restorer	2621	Potter	7314
	2651		7315
Conservator-restorer technician	2651	Printer	7322
	3433		7323
	3435	Restorer	2621
Craft clothes making	7531		2651
	7533		3433
Craft consultant	7317	Restorer craft furniture	7115
	7318		7522
Craft leather	7318		8219
	7535	Restorer craft masonry	7112
	7536		7113
Craft precision instruments	7311		7115
	7319	Restorer craft paint and decoration	7131
Craft textile	7318		7316
	8152	Restorer wood	7115



Craft wood	7317
	7318
Director GLAM (Galleries, Libraries, Archives and Museums)	1120
	1349
Director of heritage institutions	1112
	1120
	2621
Exhibition curator	1349
	2621
Fine carpenter	7115
	7522

	7522
Roofer traditional techniques	7121
	7318
Security staff	3433
	5414
	9629
Spatial planner	2161
	2162
	2164
Taxidermist	3141
	3433

From the perspective of a profile, Table 3 shows the variability of codes assigned to one single profession; for instance the profile 'Conservator - Restorer' is associated with 2651 - Visual artists, 3433 - Gallery, Museum and Library Technicians, and 3435 - Other Artistic and Cultural Associate Professionals.

Table 3. Differences in ISCO code per profile title

Homogenised profile titles	Homogenised ISCO
Conservator - restorer	2621 2651
Conservator - restorer technician	2651 3433 3436
Craft consultant	7317 7318
Director of heritage institutions	1112 1120 2621
Exhibition curator	1349 2432 2621
Goldsmith	7311 7312 7313
Restorer	2621 2651 3433
Restorer of furniture	7115 7522 8219

In Appendix D, the distribution of profile titles and ISCO code per territory is presented giving evidence to another finding: sometimes the same occupation has different codes in the same country.

From the entry point of each ISCO code, looking at the occupations associated with each code, a conspicuous variety emerges, highlighting even more the ambiguity that characterises these combinations of codes and professional profiles in the taxonomy.



Table 4. Homogenised profile titles per ISCO code

Homogenised ISCO	Homogenised Profile title	Homogenised ISCO	Homogenised Profile title	
1349	Cultural Manager	3433	Art-handler	
	Director GLAM (Galleries, Libraries, Archives and Museums)		Chemist technician	
	Exhibition curator		Computer technician	
	Library director		Conservator-restorer GLAM	
	Museum director		Conservator-restorer technician	
	Project manager		Mechanical technician	
2621	Archaeology conservator		Restorer	
	Archival employee		Security staff	
	Archive conservator		Taxidermist	
	Archivist		Technician GLAM	
	Art expert (museums)		Technician photographer	
	Art-handler		Wood technician	
	Artifact antiquarian		7113	Gardener
	Assistant collections care			Landscape architect
	Conservation assistant	Restorer craft masonry		
	Conservator	Restorer craft stone		
	Conservator-restorer	Sculptor		
	Conservator-restorer collaborator	Stone carver		
	Curator	Stonemason		
	Director of heritage institutions	7115		Carpenter
	Exhibition curator		Fine carpenter	
	Exhibition producer		Restorer craft furniture	
	Library conservator		Restorer craft masonry	
	Mediation and education manager (museums)		Restorer wood	
	Museum education officer		Timberman log	
	Registrar		Window crafts	
Restorer	7318	Craft consultant		
Anthropologist		Craft leather		
Anthropologist/ethnologist		Craft textile		
Archaeologist		Craft textile & leather		
Demo-ethno-anthropologist		Craft wood		
Geographer		Roofer traditional techniques		
Researcher				
Sociologist				



Just as examples, the following figures depict the variety and ambiguity of coding using ISCO, showing how countries combine different profiles under the same ISCO code and professional profile.

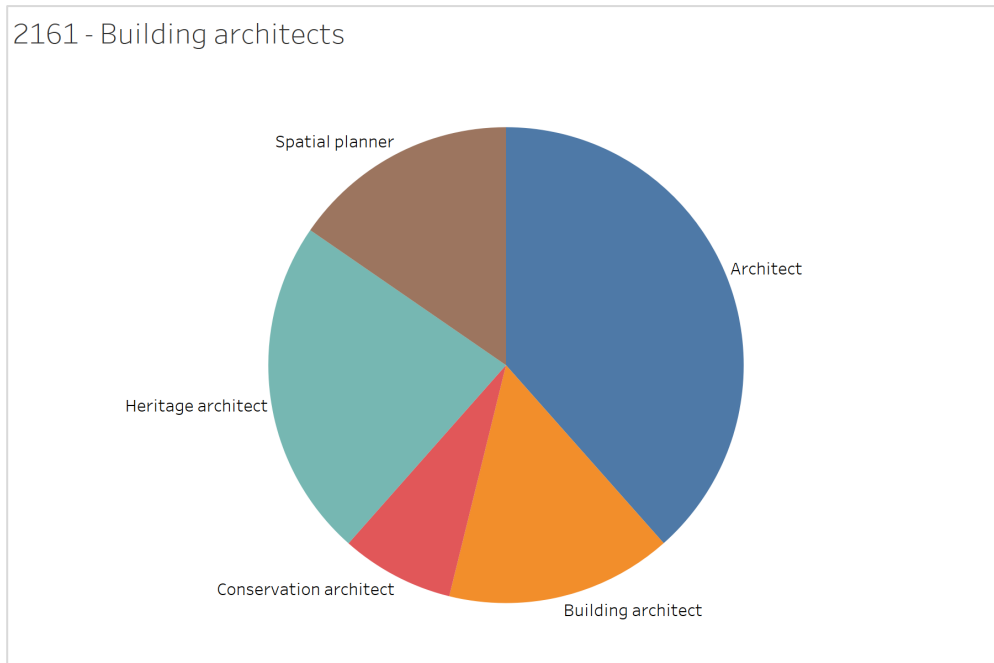


Fig. 10. Occupations under ISCO code 2161

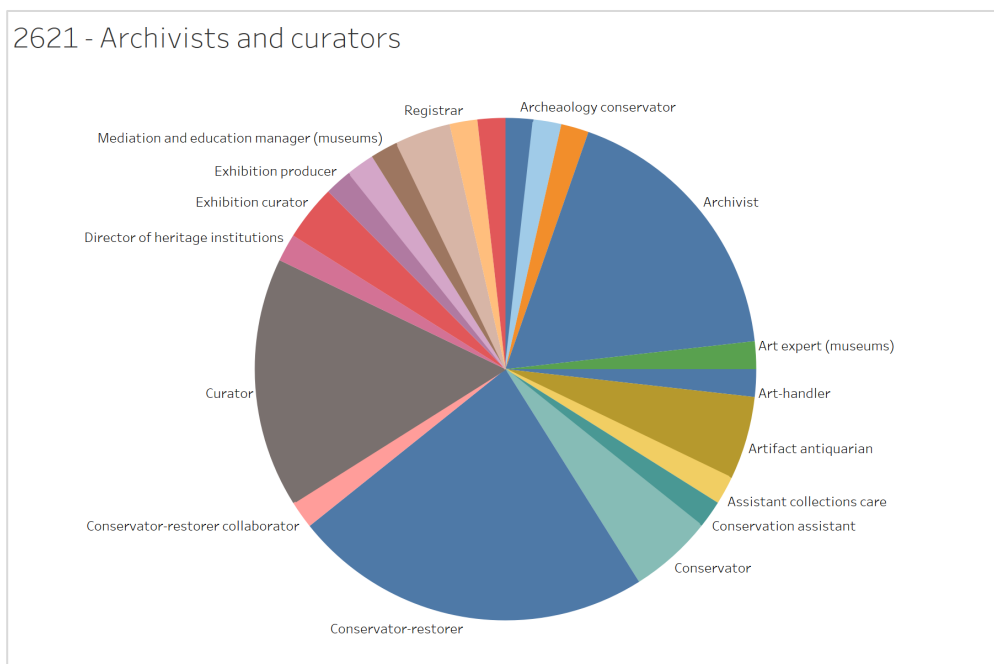


Fig. 11. Occupations under ISCO code 2621

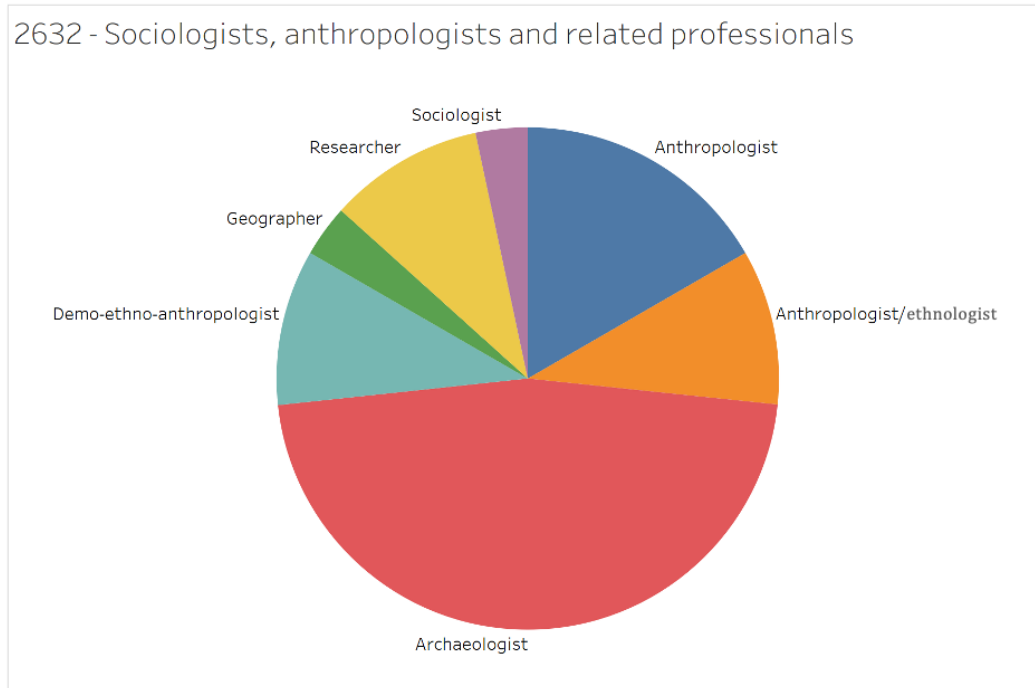


Fig. 12. Occupations under ISCO code 2632

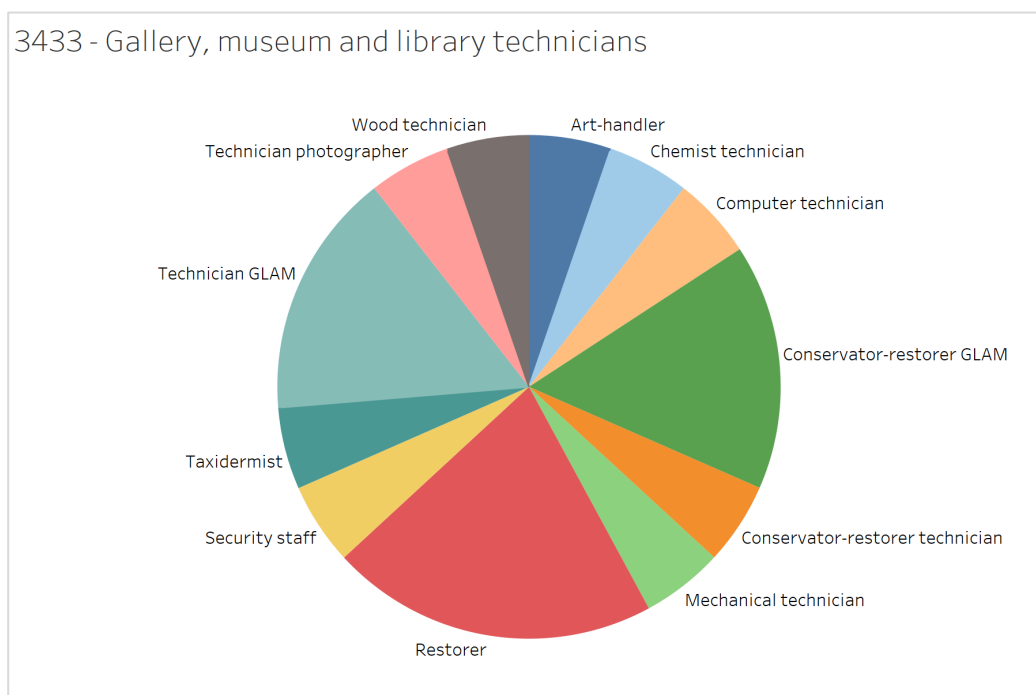


Fig. 13. Occupations under ISCO code 3433

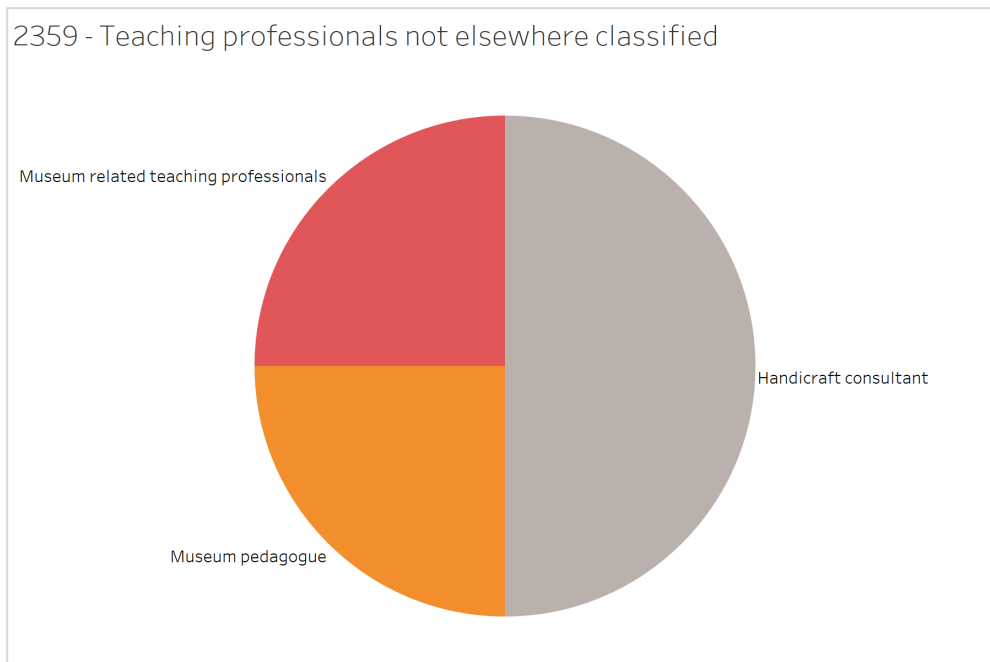


Fig. 14. Occupation under ISCO codes 2359

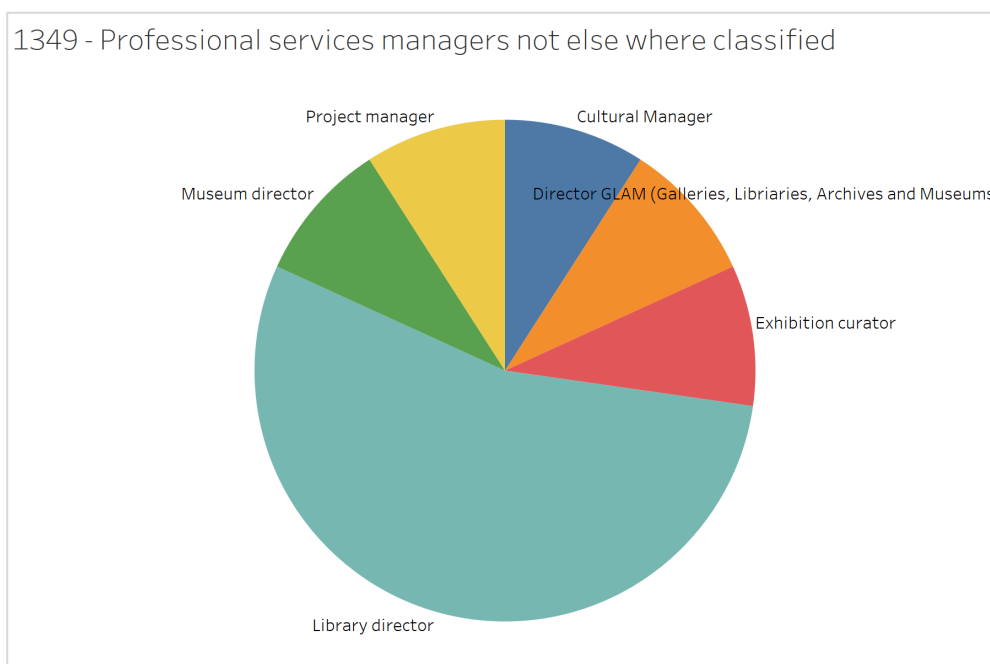


Fig. 15. Occupation under ISCO codes 1349

The profile description provided by respondents confirms this ambiguity; the detailed explanations of the activities, tasks, and skills related to an occupation display variations among countries showing that the challenges are not only related to the 'title' given to a profession in a specific language. This may also contribute to the difficulties of EU countries in identifying the right code for the variety of professional profiles already existing. This is particularly evident with some ISCO



codes like 1349 - Professional services managers not elsewhere classified, and 2359 - Teaching professionals not elsewhere classified, which accommodate quite different professions.

ISCO and NOC

Respondents were also asked to indicate the appropriate NOC (National Occupation Classification). Appendix E illustrates the NOC that every country assigns to each ISCO code, evidencing again that each ISCO code corresponds to very different NOCs, and therefore national level indicators cannot always be related to one ISCO code.

What is interesting here is that whereas some countries (Belgium, France, Italy) adopt 'original and autonomous' taxonomies for occupations for their NOCs, based on a national system that is then 'translated' into ISCO codes, other countries (Austria, Finland, Latvia, Portugal, Romania, Sweden) use a taxonomy which is identical to ISCO, following the ISCO structure but adding more digits to capture more occupations. If this practice were adopted throughout Europe, the description and classification of occupations at the national level would be made clearer, and would also align with the transnational level, enabling a coherent EU classification. It must be noted, however, that even when NOC 'follows' ISCO, in some countries they still do not correspond in content. For instance, a given profile identified as ISCO 2621 corresponds simultaneously to the description found in NOC 2621 and 2651 in Austria but to NOC 2458 and 589 in Belgium. Again, the national variations in defining occupations are evident, making the trans-national identification of heritage occupations virtually impossible at times.

EQF

Respondents also indicated the qualification level (EQF) for each occupation. Once again, the picture obtained is very varied and highlights differences among countries and nuances within countries. Table 5 shows that some occupations range from a minimum of 2 levels of qualifications on the EQF to a maximum of 7 levels (as for example the blacksmiths). Besides this very specific example, it is however common to have occupations with qualifications ranging from levels 4 to 6 EQF, showing possibilities for secondary education to be the starting point for proceeding to Higher Education. These situations are generally, but not only, observed in occupations related to crafts activities.

In the cases of tertiary education (EQF levels 6, 7, and 8) it is common to observe occupations covering the 3 levels of qualification for the same profile title.



Table 5. EQF per occupation.

Same occupations with different EQF		
Homogenized Profile title		Homogenised EQF
Anthropologist	■ ■ ■	2
Anthropologist/ethnologist	■ ■ ■	3
Archaeologist	■ ■ ■	4
Architect	■ ■ ■	5
Archivist	■ ■ ■ ■ ■	6
Art historian	■ ■ ■	7
Artifact antiquarian	■ ■ ■	8
Blacksmith	■ ■ ■ ■ ■ ■ ■ ■	
Book binder	■ ■ ■ ■	
Building architect	■ ■ ■	
Building permit officer	■ ■ ■ ■	
Building worker	■ ■ ■ ■	
Carpenter	■ ■ ■ ■ ■	
Civil engineer	■ ■ ■	
Cleaner of building structures	■ ■ ■ ■	
Conservation scientist	■ ■ ■ ■	
Conservator	■ ■ ■	
Conservator-restorer	■ ■ ■ ■	
Conservator-restorer GLAM	■ ■ ■ ■	
Craft basketry	■ ■ ■	
Craft ceramic	■ ■ ■ ■	
Craft consultant	■ ■ ■ ■ ■ ■	
Craft furniture making	■ ■ ■ ■ ■	
Craft leather	■ ■ ■ ■	
Craft mosaic	■ ■ ■ ■ ■	
Craft precision instruments	■ ■ ■ ■	
Craft textile	■ ■ ■ ■ ■ ■	
Craft wood	■ ■ ■ ■ ■	
Curator	■ ■ ■ ■ ■	
Data manager GLAM (Galleries, Librari...	■ ■ ■ ■	
Demo-ethno-anthropologist	■ ■ ■ ■	
Director of heritage institutions	■ ■ ■ ■	
Engineer technician	■ ■ ■ ■ ■	
Ethnographer	■ ■ ■ ■	
Fine carpenter	■ ■ ■ ■ ■	
Gilder	■ ■ ■ ■ ■ ■	
Glazier	■ ■ ■ ■	
Goldsmith	■ ■ ■ ■ ■	
Handicraft consultant	■ ■ ■ ■ ■	
Heritage engineer	■ ■ ■ ■ ■	
Landscape architect	■ ■ ■ ■ ■	
Librarian	■ ■ ■ ■ ■ ■	
Library clerk	■ ■ ■ ■ ■	
Library director	■ ■ ■ ■ ■	
Municipality architect	■ ■ ■ ■ ■	
Musical instrument maker and restorer	■ ■ ■ ■ ■ ■	
Photographer	■ ■ ■ ■ ■	
Potter	■ ■ ■ ■ ■	
Property manager	■ ■ ■ ■ ■ ■	
Researcher	■ ■ ■ ■ ■	
Restorer craft furniture	■ ■ ■ ■ ■ ■	
Restorer craft masonry	■ ■ ■ ■ ■ ■	
Restorer craft paint and decoration	■ ■ ■ ■ ■ ■ ■ ■	
Roofer traditional techniques	■ ■ ■ ■ ■ ■ ■ ■	
Sculptor	■ ■ ■ ■ ■ ■	
Security staff	■ ■ ■ ■ ■	
Spatial planner	■ ■ ■ ■ ■	
Stone carver	■ ■ ■ ■ ■ ■	
Stonemason	■ ■ ■ ■ ■ ■ ■ ■	
Taxidermist	■ ■ ■ ■ ■	
Technician GLAM	■ ■ ■ ■ ■ ■	
Timberman log	■ ■ ■ ■ ■ ■ ■ ■	
Tourist guide	■ ■ ■ ■ ■ ■	
University teacher	■ ■ ■ ■ ■	



When looking at EQF qualification levels per occupation, per country (Table 6) the spread of qualifications identified for each occupation varies from country to country. Can this create barriers to professional mobility within the EU? These qualifications differences might be related to the minimum entry EQF level for each profession at national level (for instance Slovenia indicates level 6 EQF for archaeologists). Each EQF level describes knowledge and skill that a person at that level has. It usually denotes the access point to work; the ability to reach a top position in a specific occupation, beyond access level, is quite possible (e.g. in some countries this might represent the possibility to become a museum director at 8 EQF level in an occupation which entry point might be 6 or 7 EQF). Another good example of this difference between countries, can be found in the qualifications for the crafts occupations.

It is important to note that it is also possible that some countries answered indicating the NQF instead of the EQF without providing the translation from one to the other. Perhaps the difficulty observed in respondents when referring to ISCO and NOC sources has also occurred with respondents being conscious of the relations between EQF and their NQF.

Table 6. EQF per occupation by country

Occupations with different EQF by country

Homogenized Profile title	Territory of reference	Homogenised EQF
Anthropologist	Italy	6, 7, 8
	Portugal	6
	Slovenia	6
Anthropologist/etnologist	Sweden	6, 7, 8
Archaeologist	France	6
	Italy	6, 7, 8
	Portugal	6, 7
	Slovenia	6
Architect	Sweden	6, 7, 8
	Italy	6
Archivist	Slovenia	6, 7
	Belgium	5, 6, 7
Art historian	France	6, 7
	Italy	6, 7, 8
	Portugal	6, 7
Art historian	Italy	6, 7, 8
	Slovenia	6
Artifact antiquarian	Sweden	6, 7, 8
Blacksmith	France	5, 6, 7
	Portugal	4, 5, 6
	Slovenia	4, 5, 6
	Sweden	5, 6, 7, 8
Book binder	Austria	4, 5, 6
	France	4, 5, 6
	Portugal	4, 5, 6
	Slovenia	4, 5, 6
Building architect	Austria	6, 7
	Portugal	6, 7
Building permit officer	Sweden	5, 6, 7, 8
Building worker	Austria	4, 5, 6
	Portugal	4, 5, 6
Carpenter	Austria	4, 5, 6
	France	4, 5, 6
	Portugal	4, 5, 6
	Slovenia	4, 5, 6
Civil engineer	Austria	6, 7
Cleaner of building structures	Austria	4, 5, 6
	Portugal	4, 5, 6
Conservation scientist	Italy	6, 7, 8
Conservator	France	6, 7
	Slovenia	6, 7
Conservator-restorer	Austria	6, 7
	Belgium	6, 7
	France	6, 7
	Germany	6, 7
	Italy	6, 7
	Norway	6, 7, 8
	Portugal	6, 7
	Romania	6, 7
	Slovenia	6, 7
	Sweden	6, 7, 8
Conservator-restorer GLAM	Norway	6, 7, 8
Craft basketry	Portugal	4, 5, 6
	Slovenia	4, 5, 6
Craft ceramic	Sweden	4, 5, 6
Craft consultant	Sweden	4, 5, 6, 7, 8



Craft furniture making	Austria France Portugal	■ ■ ■
Craft leather	France Portugal	■ ■
Craft mosaic	France	■ ■ ■ ■
Craft precision instruments	Belgium	■ ■ ■
Craft textile	France Portugal Romania Slovenia	■ ■ ■ ■ ■
Craft wood	Austria Portugal Slovenia	■ ■ ■
Curator	Austria Finland Italy Portugal Romania	■ ■ ■ ■ ■ ■
Data manager GLAM (Galleries, Librarie..	France Italy	■ ■
Demo-ethno-anthropologist	Italy	■ ■ ■
Director of heritage institutions	France Italy	■ ■
Engineer technician	Austria	■ ■ ■
Ethnographer	Slovenia	■ ■
Fine carpenter	Austria Sweden	■ ■ ■
Gilder	Austria France	■ ■ ■ ■ ■ ■
Glazier	France Portugal	■ ■
Goldsmith	France Portugal Slovenia	■ ■ ■ ■
Handicraft consultant	Sweden	■ ■
Heritage engineer	France Slovenia	■ ■
Landscape architect	Austria France Portugal Slovenia	■ ■ ■ ■ ■
Librarian	France Italy Portugal Slovenia	■ ■ ■ ■ ■ ■ ■
Library clerk	Belgium France	■ ■
Library director	Italy	■ ■ ■
Municipality architect	Sweden	■ ■
Musical instrument maker and restorer	Portugal Romania	■ ■
Photographer	France Portugal Slovenia	■ ■ ■
Potter	France Portugal	■ ■
Property manager	Sweden	■ ■ ■
Researcher	Austria	■ ■
Restorer craft furniture	Belgium France	■ ■ ■ ■
Restorer craft masonry	Belgium Romania Slovenia	■ ■ ■
Restorer craft paint and decoration	Belgium France Portugal Slovenia	■ ■ ■ ■ ■ ■ ■
Roofer traditional techniques	France Portugal Slovenia Sweden	■ ■ ■ ■ ■ ■ ■
Sculptor	France	■ ■ ■ ■
Security staff	Portugal Slovenia	■ ■
Spatial planner	Slovenia Sweden	■ ■ ■ ■
Stone carver	France	■ ■ ■
Stonemason	Austria Portugal	■ ■ ■ ■
Taxidermist	Austria France	■ ■
Technician GLAM	Italy Portugal	■ ■ ■
Timberman log	Private	■ ■ ■ ■ ■
Tourist guide	Ireland Spain UK	■ ■ ■
University teacher	Austria	■ ■



Conclusions on the ISCO survey

Some indications can be derived from the analysis of the survey. First of all, the difficulty in collecting information from the consortium's partners and members, and people's uncertainty about where to find information on ISCO, NOC and EQF, indicate how difficult it is to access this information and to be knowledgeable about occupations and their classifications. It became evident that even those involved in each professional practice did not know where to look for the information and how to use it.

The imbalanced and limited examples represent samples from the current taxonomy that were accessible to respondents, and do not represent the full universe of possibilities. However, the framework is not endless: if answers fail to accurately represent the full spectrum of existing professions, then mismatches and ambiguities should be considered a defaulted feature of the framework.

Regardless of the subjective perspective conveyed by the survey, some assumptions can be drawn:

- **Imbalanced responses in illustrating CHARTER Functions**

Results depict a clear predominance of occupations in Safeguarding. New and emerging areas of professional practice are almost invisible, especially when considering the 6 CHARTER functions. This might be a result of the respondent's expertise or the actual absence of the broader variety of heritage professions in the taxonomy. They do exist in real practice but are not yet registered in the framework.

- **ISCO profiles do not represent diversity of professional practice in heritage.**

The narrow and limited profiles descriptions present in ISCO are not able to accommodate all existing discrete occupational profiles without overlapping and compromising the accuracy, transparency and boundaries of different occupations profiles. ISCO is used by Eurostat as one of the indicators to estimate employment⁷⁶ and occupations are categorised as fully and/or partly cultural for statistics to be included in statistical analysis.

- **ISCO transposition to National Occupations Classifications (NOC)**

The translation to national frameworks is sometimes quite different from the original taxonomy. Its inaccurate description of current practice results in overlapping and mismatches in assigning an occupation to a code. Recognition between countries is challenging, if not impossible in some cases, and this hinders professional recognition and mobility.

ISCO-08 occupations - fully and partly cultural

Other research projects have analysed ISCO as a benchmark to assess employment. Besides being used as an indicator for employment statistics, ISCO framework is also used for the online job advertisements portal (OJA) from Cedefop and Eurostat⁷⁷. The recent report *Alternative data to monitor cultural occupations* developed by the Joint Research Center (JRC)⁷⁸ has analysed OJA data representativeness in the analysis of cultural employment in conjunction with Eurostat employment statistics, and ultimately its accuracy to support EU policy. The report, although aligned with the methodology of Eurostat for cultural employment,⁷⁹ was focused only occupations

⁷⁶ Guide to Eurostat culture - 2018 Edition, Eurostat, available at:

<https://ec.europa.eu/eurostat/en/web/products-manuals-and-guidelines/-/ks-gq-18-011>

⁷⁷ See <https://www.cedefop.europa.eu/en/tools/skills-online-vacancies>

⁷⁸ See <https://publications.jrc.ec.europa.eu/repository/handle/JRC132055>

⁷⁹ It is considered cultural employment where a person: 1. holds a cultural occupation and works in the cultural sector (e.g. a ballet dancer employed by a ballet company or a journalist working for a daily newspaper); 2. holds a cultural occupation outside the cultural sector (e.g. a designer working in the automotive industry); or 3. holds a non-cultural occupation in the cultural sector (e.g. an accountant working



considered fully cultural⁸⁰. It is important to clarify that fully cultural occupations refer to those commonly denominated *cultural and creative industries*, and therefore encompasses a broader professional sector than just that of heritage.

The JRC report in its final considerations highlights that despite the possible shortcomings of the database (still in an experimental phase), it is a fact that online job adverts will definitely continue to grow “Therefore, this database, like other similar ones that may emerge, is very likely to gradually improve its coverage and representativeness of the labour market in the future. Although there are still considerable challenges to be addressed, its potential for research and application in the policy-making arena remains to be further explored as long as refinements are made.”⁸¹

We argue that one of the major challenges is ISCO-08 categorisation of cultural and more specifically of heritage occupations, as mentioned above. In the context of the OJA database analysis, for instance, professions such as the Archaeologists, Ethnologists or Art historians are left outside simply because they are within a ISCO unit group identified as partly cultural.

As for those occupations considered to be fully cultural, ISCO still remains insufficient to convey the present diversity of heritage professions in a coherent manner.

Our survey has exposed several examples of how current categorisation of occupations is falling outside of the remit of the fully cultural ISCO codes, and therefore are not represented in databases such as OJA or included in employment statistics⁸² (see Appendix F).

Finally, it is of the utmost importance to flag the use of ISCO-08 taxonomy as the backbone for the ESCO framework. The latter is mapped onto the ISCO hierarchy by adding extra digits and linking occupations with skills and knowledge. Although ESCO as a European framework is not mandatory, it has however been designed for the public sector, therefore state members are being requested to develop both NOC and ESCO, representing duplication of work.

ESCO

Promoted by the European Commission, ESCO is a tool that aims to promote the mobility of professionals across Europe by highlighting the nature and transversality of skills and knowledge. As a search engine, ESCO has two entry points: 1. occupations; 2. skills and knowledge. In terms of occupations, ESCO assimilates data from ISCO, and currently accounts for just over 3000 occupations in the system⁸³.

in a publishing house). Therefore, cultural employment is calculated by cross-tabulating data at ISCO at four-digit level and NACE at three-digit. Guide to Eurostat culture - 2018 Edition, Eurostat, available at: <https://ec.europa.eu/eurostat/en/web/products-manuals-and-guidelines/-/ks-gg-18-011>

⁸⁰ As a matter of fact, OJA platform provides job adverts with the ISCO-08 code up to four-digits but only NACE Rev2 codes up to two-digits.

⁸¹ JRC (2023) Alternative data to monitor cultural occupations, page 19, see <https://publications.jrc.ec.europa.eu/repository/handle/JRC132055>.

⁸² A possible way to overcome this shortcoming would be to broaden the categorisation of ‘Fully cultural and Partly cultural’ by including more ISCO codes. This approach has been recently proposed by the project “Measuring the Cultural and Creative Sectors in the EU”, to resolve a similar challenge in the NACE taxonomy, by increasing the scope of the economic activities considered to be fully or partly cultural. This simple response temporarily resolves the problem but might not be enough to render the heritage sector properly visible and recognised in taxonomies. For more information see <https://www.measuring-ccs.eu/wp-content/uploads/2022/11/The-Measuring-CCS-Consortium-publishes-the-Final-Report-Measuring-the-Cultural-and-Creative-Sectors-in-the-EU.pdf>

⁸³ The portal supports searches for occupations, skills and knowledge. However, only those occupations that exist in ISCO, coded to within 4 digits of a taxonomic hierarchy, are found in ESCO. The skills, being so abstracted, requires the search to be contextualised by a short verbal description. This acts as a semantic point of reference which the algorithm then associates with a selection of skills. Levels of expertise are



Skill in ESCO equates to competence. Currently, ESCO identifies nearly 14,000 skill sets divided on Knowledge, Language skills and Knowledge, Skills, and Transversal skills and competences. Skills are abstracted to a level that allows them to be attributed to several occupations. Specific occupations are then further divided into essential skills and knowledge, and optional skills and knowledge. The heritage sector is recommended to align itself with this list.

Contrary, however, to the increasing specificity in sectoral competences which the original pyramidal structure suggested, applying the ESCO rationale to heritage skills reveals that 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. The question boils down to what sector-specific skills need to be added to ESCO to truly reflect competency in heritage practice.

The location of skills and occupations relevant to the heritage sector in ESCO was carried out over the course of the first two years of the project. Firstly, project partners submitted existing professional profiles with descriptions of associated tasks through the above mentioned ISCO survey. The respective ISCO codes, and where applicable NOC codes were also sought. The results, synthesized into an excel file, were submitted to ESCO team onto the database with the objective to identify:

- 10 heritage occupations/profiles in ESCO, matching the CHARTER survey.
- 5 essential skills and 5 optional skills attributed to these ESCO occupations.

The AI search engine of the ESCO system matched CHARTER tasks (from the occupations description collected by the survey) with skills defined in ESCO. This resulted in a list of 2426 skills, amounting to just over 390 occupations.

Of the total number of skills found, many can be broadly attributed to the heritage sector. However, the level of abstraction attributes these same skills to occupations that clearly have nothing to do with heritage. Unless skills are contextualised by a sectoral approach, it is not possible to say whether or in what way they might be relevant for describing heritage occupations, and even more difficult to assess if optional or essential. To illustrate the level of abstraction we could take the skill:

- **Apply strategic thinking**

This skill is relevant to several managers and directors, and indeed to a heritage practitioner. Currently in ESCO, the only way of assessing the relevance of this skill to the purpose of each occupation is to keep adding related skills and then distinguish whether this skill is optional or essential.

A total of 2003 skills recognised by the ESCO search engine, based on the CHARTER survey, were assessed as having no relevance for the heritage sector. The result also indicates that the AI search engine has a very broad 'understanding' of how skills might be matched to occupations, resulting in an output of a large number of non-heritage occupations based on matching skills with heritage occupations.

Reflecting on ESCO

The principle of abstraction, which we suggest above as a possibility for clustering activities in the Functions of the Spiderweb, informs the approach ESCO takes to describing skillsets. But there the similarity in approach ends. When it comes to assessing levels of expertise or capability, CHARTER

conveyed only as skills are considered essential or optional; any occupational profile is refined by the number of skills sought.



relies on the taxonomy of learning that is used to relate learning outcomes in educational programmes to competences in the workplace. ESCO, however, only differentiates between essential and optional skills. This is a structural divergence that will have to be resolved as CHARTER and ESCO evolve. Also, skills need to be contextualised by a sectoral approach otherwise it is not possible to say whether or in what way they might be relevant for describing heritage occupations. As a result of this work, WP2 will now continue to work with ESCO to input and refine the search for heritage skills, the categorisation of heritage occupations in the hierarchy as well as the possibility of a thematic view on occupations so as to define a heritage sector within the database.

Mapping Skills

ICOMOS has previously compiled professions operating broadly in archaeological, architectural, built environment, and landscape contexts, and recently presented preliminary descriptions of capacity-building needs for concerned occupations in identifying core skills for a range of occupations⁸⁴. By comparing this material and the number of skills found in the ESCO material, the ESCO output was thereby complemented while at the same time provided a control of skills comparison.

To test the usefulness of this outcome, an initial exercise to map the learning outcomes for a recognised educational programme merging ESCO skills and ICOMOS tasks, was carried out using an example from Sweden: 'Integrated Conservation of Built Environments' at the Department of Conservation, University of Gothenburg offers BSc-level and MSc-level education in preparation for both professional practice and an academic career. The mapping is based on learning outcomes from both the BSc and the MSc levels, indicating what a student would get following the full educational structure at the department in Gothenburg⁸⁵.

Work tasks comprise recordings, surveys, research to produce reports on significance with historical background on buildings, built environments, and landscapes, it includes condition assessment with damage analysis for supporting decision-making and restoration management, it involves discussion and study of reflective texts on qualities and values of built environments in strategic long-term planning. Most importantly, the occupational profile concerns communicating, dialoguing, and engaging with a broad array of stakeholders, identifying how problems can be formulated, and finding creative cross-sectorial solutions. The general learning outcomes related to higher education are formulated by the Higher Education Ordinance, and the program specific learning outcomes are defined at the university by the department.

Although the profession is not regulated, provision in the Planning and Building Act, allows the Municipal Administration to require such professional competences to be part of rebuilding or restoration projects, to guarantee the safe transformation of cultural values, and it needs to be

⁸⁴ ICOMOS Guidelines for Education and training in the conservation of Monuments, Ensembles and Sites (1993), <https://www.icomos.org/en/charters-and-texts/179-articles-en-francais/ressources/charters-and-standards/187-guidelines-for-education-and-training-in-the-conservation-of-monuments-ensembles-and-sites>; COTAC Conference on Training in Architectural Conservation Multi-Disciplinary Collaboration in Conservation Projects in the UK. Based on ICOMOS Guidelines for Education and Training in the Conservation of Monuments, Ensembles and Sites; and the preliminary version of the ICOMOS CIF Principles for Capacity Building for Integrated Conservation of Built Heritage through Education and Training, 2022.

⁸⁵ BSc program (only in Swedish): <https://www.gu.se/studera/hitta-utbildning/bebyggelseantikvariskt-program-n1bba>; and the MSc: <https://www.gu.se/en/study-gothenburg/master-of-science-in-conservation-n2kuv>; See full profile in D2.2 "Factsheets - Families of Competences".



certified according to the regulations of the Swedish National Board of Housing, Building and Planning⁸⁶.

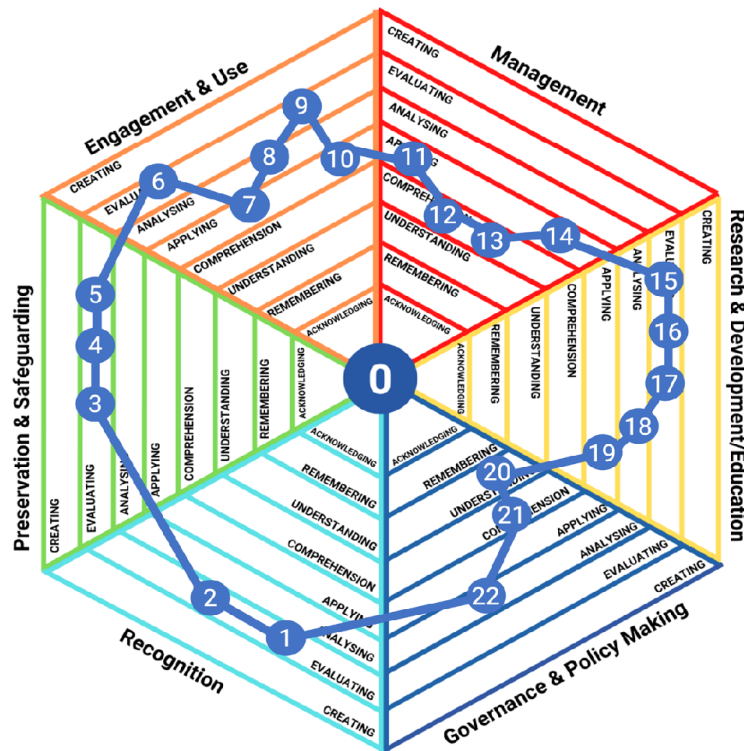


Fig. 16. The spiderweb diagram with mapped learning outcomes of the program for Antikvarie of Built Environments, related to tasks and skills as defined in ESCO as well as what was extracted from ICOMOS documents⁸⁷

⁸⁶ The Swedish National Board of Housing, Building and Planning. Validation of certified expert in cultural values, <https://www.boverket.se/en/start/about/about-boverket/qualification/cultural-values/>

⁸⁷ For more detail, see CHARTER WP2 Deliverable 2.2 Factsheet on family of competences.



5. Next Steps

Focus groups

Through the regional workshops in Sibiu and Milano, but also at the General Assembly in Vienna, feed-back was provided on the template of WP2 handout as an instrument for collecting occupational profiles, skills, future challenges identified by professionals and their foreseen skills needs. The revised handout has now been adapted to collect the necessary information to draft competences sets according to ESCO format for occupational profiles. This template will be used throughout 2023 to work with focus groups, covering both the broad variety of heritage occupations, as well as the nation-based diversity across Europe. The objective is to finetune the CHARTER project's ability to deliver information on occupational profiles and upskilling/reskilling needs.

This updated template also allows the transfer of all information collected onto the official ESCO template, used to submit new profiles onto the framework. All information will be interrogated internally with existing data from ISCO survey allowing later the development of thorough profiles.

Knowledge transfer with other WPs

The internal process of the CHARTER project implies that the findings and outcomes of surveys, investigations, and mappings made by WP2 and WP3, will be merged and form the basis for future deliverables from WP4 on the dynamics of the sector. This in turn will be the input to WP5 in formulating recommendations to influence policy-making at national and European level.

5.1. Conclusion and recommendations

This analysis of the heritage ecosystem generates principles that are axiomatic to the development of the sector, and to realising the unifying potential of heritage. It is clear that the heritage sector is already moving in the direction of values-driven, people-centred heritage. The momentum behind this is coming from within the sector itself, and chimes with national and international policies. However, we are not there yet, and the sector, at a professional level and as a common good, is insufficiently understood and resourced to realise its full potential. To achieve it, future policies must:

- Ensure that the mandate to deliver public benefit through participatory processes is matched with appropriate resources and infrastructure.
- Resource training and education in heritage at all levels, across all 6 Functions identified by CHARTER in this report, in recognition of the fact that education is key to promoting participation, democratic values and social resilience.
- Embed horizontal management in participatory governance structures, providing a feedback loop in the processes of democratic decision- and policy-making.

As with all things, the only way to guarantee the future of the heritage is to use it, and to accept and embrace the fact that this implies continuous change, innovation and adaptation. Counter-intuitive though it may seem, heritage, and how it is managed, must move with the times, but always in a sustainable way. A healthy heritage ecosystem is one where the participative processes of identifying, valorizing and using the heritage generate knowledge and collective wisdom that, in turn, shapes and enhances how we look after and give expression to our multiple heritages. Change and innovation are not just inevitable—when combined with intellectual credibility and moral maturity they are indicators of a healthy, functioning system in which management is a transversal, participative negotiation of change.



5.2. Closing Remarks

Planning for an inclusive future is founded on knowledge of the past, and on willingness to learn from the past, to retain and build on what is of lasting, historical value, and address, where possible, past mistakes and injustices. Drawing knowledge from the artefacts and traditions of our past comes about from the combined expertise of heritage specialists in the sciences and the humanities, avocational actors and the general public. Moreover, the processes and practices that create and sustain the heritage are, in themselves, platforms for and manifestations of participatory democracy. They transcend the boundaries of subsidiarity and mandate the European Union to assume a direct role in delivering the knowledge, skills and infrastructure necessary to fully realise the potential of heritage for European society.

Proposing a model for the generation and regeneration of social and economic value, the ecosystem that is sketched out in this report relies on an understanding of heritage per se. Focusing on heritage per se opens the conversation to all stakeholders and all types of heritage, now and into the future, and is what allows us to assess the readiness and potential of the heritage sector to help deliver on the manifold expectations voiced in the various declarations, recommendations and conventions to do with heritage.

Of course, the sector cannot achieve this on its own. Caring for the heritage, enjoying it and getting the full benefit from it requires a community effort, a *meitheal*, to use the Irish word, meaning when neighbours gather to help with the harvest or jobs of that nature. Even if aspects of the heritage are disturbing, we must face them collectively in order to assimilate, reconcile, improve and move forward. In this sense, heritage is food for the mind, heart and soul, for individuals and communities, feeding their sense of identity, of belonging, of social and political agency and of collective responsibility. These are the cornerstones of active citizenship.

Globalisation, urbanisation and the Digital Age, are making us re-think and re-imagine the concept of citizenship. This conversation is occurring against the backdrop of climate, food and energy crises, migration, populism, information piracy, war, and, most recently, the threat posed by artificial intelligence. For most people, it is a conversation that plays out at a local scale, in people's primary living environment, even if the issues at stake operate on a global scale. Mobilising communities, and maintaining a sense of direction and common purpose as these challenges move throughout this wide scale-range, from individual households to the global community, is hugely challenging. It is important, therefore, to identify mechanisms and motifs that support and nurture groundedness, empowerment and collective agency at local and sub-national levels that can also work internationally. Heritage is one of them. Multiple case studies demonstrate that engaging with the shared heritages of ordinary, everyday lives generates a sense of cross-generational community belonging, inclusivity, commonality and resilience – all of which are essential if citizens are to live local and think global, and vice versa.

There is ample evidence that State backing of participatory mechanisms, including heritage interpreters, facilitators and mediators, trained in communication and participatory governance practices, is money well spent. Thus, a different balance and relationship must be struck between traditional, institutionalised heritage and the nascent infrastructure of non-institutional, adaptive heritage actors across Europe. This is not simply a question of additional resources and training, but pivots on a change in mindset concerning heritage itself, including the contemporisation of heritage practice: heritage is about how yesterday positions and prepares us for the tomorrow. What we knew and how we felt yesterday and yester-year, shapes how we face into today and a tomorrow we can only imagine. The knowledge and know-how we carry forward from yesterday and yester-year creates a bridge between the past and the future that is our existential ballast. Without it we are in historical free-fall, without compass or direction. This is the importance of heritage in its broadest sense.



Combined with our observations concerning heritage and citizenship, resilient, pluralist societies are characterised by a level of heritage literacy, i.e. knowledge of the past and intelligent, mature and conscientious use of that knowledge. The multivalency of heritage is what allows it to be employed as a distinctive creative resource which is so valuable in an increasingly homogenised world. Similarly, heritage is a vehicle for re-connecting people with their natural environment and taking ownership of its care. Navigating and negotiating complex, evolving cultural matrices requires expertise and transversal skills from, inter alia, social studies, psychology, decolonisation studies, heritage mediation, conflict resolution and so on. From the mapping exercise it is already becoming apparent that heritage professionals are willing to step up to these new challenges but are concerned about the training and resource implications, and in particular of what is currently lacking infrastructurally to connect heritage experts with the general public, and the public with their heritage, in meaningful and lasting ways. Resources need to be directed towards this end.

Heritage is also a powerful economic driver, and heritage tourism is a major generator of revenue across Europe. The flip side, however, is mass tourism, or over-tourism, which threatens the very survival of heritage assets themselves and utterly compromises the quality of the experience. Whereas local economies may appear to benefit, local communities often suffer inversely in terms of their quality of life. This is a phenomenon that is not going to go away unless the heritage 'offering' is diversified and the tourist footfall is distributed more widely. The best way to achieve this is to invest in heritage, focusing less on monetary gain and more on the common good, which will have the effect of weaning heritage tourists away from icons of heritage towards the *experience* of living in vibrant communities who have a strong sense of identity and pride in place. Many green shoot heritage initiatives are expressly designed to achieve this but depend on complementary actions and investment in the wider community and public realm.

An important aspect to consider, however, is that the economic impact of heritage is not and should not be limited to tourism. The sector does generate employment irrespective of tourism. The issue is that, as evidenced in the previous part, this does not emerge in the official statistics. Moreover, if we agree that heritage bears values, which go beyond the economic ones, it is necessary to find ways to identify and assess them. For instance, they can also lead to economic impacts in terms of reduced cost to process waste when reusing heritage buildings and traditional building materials and methods; reduced health costs when heritage positively affects the lives of people; reduced security costs when heritage is used to help people with criminal records to re-integrate in society, and so on.

Existing methodologies for measuring performance are being debated as we write, notably the suitability of the growth principle and the difficulty of introducing different yardsticks of well-being given the institutional embeddedness of GDP as the go-to measure⁸⁸. Heritage traditions are often exemplars of best practice in respect of sustainable development goals, and low-carbon production. Their tangible, positive contribution to community well-being, suggests, if not a model, then at least a rubric for measuring socio-economic success.

Europe has a rich and complex cultural history and our knowledge of it is being refined on an ongoing basis by researchers across the continent and beyond. European cultural history knows no boundaries and however we regard national frontiers today, they themselves are artefacts of history and in almost all cases aspects of heritage are transnational. Accordingly, international collaboration between institutions, researchers and practitioners, as well as student exchanges, are desirable but they are, in fact, under-resourced. Transnational research and education, particularly on heritage matters, create lasting, deep relationships of mutual understanding. Given the sort of

⁸⁸ <https://www.beyond-growth-2023.eu/> There is a wide debate about finding new measures of well-being that go beyond GDP. A starting point was the publication of Stiglitz, Fitoussi and Durand for OECD (Stiglitz, J., J. Fitoussi and M. Durand (2018), *Beyond GDP: Measuring What Counts for Economic and Social Performance*, OECD Publishing, Paris, <https://doi.org/10.1787/9789264307292-en>), which sparked a series of initiatives at the national level to assess well-being using different measures.



social challenges facing Europe it would be of huge benefit if the envelope of such exchanges was broadened to include communities of interest in the heritage arena.

The contribution heritage makes to the quality of life of individuals, its place amongst the things that bind communities together and make them viable, resilient and open, are universally acknowledged. Yet, for all that heritage is a force for good, it can, and very often *is* used as a weapon of division and alienation. Only exemplary heritage practice can disarm malignant heritage practice, only best practice can marshal heritage in the service of citizenship and sustainability. Landscape can operate as a unit of measure, but such does not release its full potential. The Landscape Convention speaks to the character of territory as a function of its history and geography combined, and the way in which this influences cultural expression and distinctiveness. This is heritage.

As it is currently configured and resourced, the heritage sector is ill-equipped to match the burden of expectations placed on it in the various European and international statements and instruments. In this report, for example, we make reference to proven best-practice initiatives that have not been rolled out universally because of a lack of resources and training. Key among these are platforms for community engagement, where experts and the public co-create heritage values and share in their stewardship. Thus, when we speak of sustainability in this context, we mean not only the sustainable future of the heritage resource, but also the contribution good heritage practices can make to societal well-being without which communities cannot be mobilised to address the global challenges facing us.



6. Appendixes

A - Sector specific skills for the heritage sector - Ljubljana workshop

At the general meeting in Ljubljana in December 2021, partners were invited to participate in a workshop session with the goal to define a set of sector-specific skills necessary for all heritage practitioners. Participants were divided into groups, each referring to a professional personas, so they could relate to real experience. Supporting material with some examples, and a list of verbs to help drafting skills were also shared.

These sector specific skills should be relevant for every occupation within the heritage sector as follows:

- These skills are specific for our sector (and thus not so generic that everyone on the job market has them, like “communication skills”, “language”, “basic computing skills”,...).
- They are what all the heritage workers have in common. The basics that are shared by everyone (conservator-restorers, archivists, archaeologists, museum guides, volunteers, cleaners, ...) and that defines them as “heritage workers” and not “health carers”, “entrepreneurs” or “engineers”.

A list of possible sets of skills fulfilling these criteria had been developed by WP2 and was then shared with participants. The results collected during the exercise were analysed and aggregated by similarity.

WP2 proposed list of sector specific skills:

- Understand that heritage is valuable (understand, cognition).
- Practice conscientiously (application - psychometric).
- Respect heritage and heritage values (attitude- affective).
- Relate and communicate (cognition and psychometric).
- Follow norms and protocols (understand, cognition).

Skills sets based on the input of participants (italic texts are examples cited by the participants):

Recognise heritage in your own environment and the context of others (understand, cognition)

- *Articulate the basic heritage knowledge.*
- *Be able to connect with heritage, their own and other's.....*
- *Understanding the uniqueness of heritage.*
- *Have a basic knowledge of history, the past. good ground of “general culture” understands the minimum the environment.*
- *Make heritage related to their own personal experiences and stories. foster their own sense of heritage, even if coming from a different place. make a bridge between people and heritage.*

Respect the value of heritage as a common good for various stakeholders (understand, cognition)

- *Understand that you are working in a heritage environment where history (past-present-future) is valuable to others.....*
- *Understand the significance of heritage for various stakeholders/ecosystem.*
- *Be aware of the sector (as being heritage sector).*
- *Understanding the common good aspect.*
- *CH as infrastructure not resource, levels, it serves communities - different value chains (wellbeing, identity).*



Appreciate different, evolving and even conflicting views on heritage (affective and cognition)

- *Be able to listen to different historical and other narratives.*
- *Be able to listen to different historical and other (conflicting) narratives.*
- *Cultural values are different to different people.*

Interact and collaborate with a diverse range of heritage actors (cognition and psychometric)

- *To understand the need of the visitors - distribute - communicate – inform.*
- *Be able to listen to different historical and other (conflicting) narratives.*
- *Potential of inclusion: everyone can enjoy.*
- *Being aware of and open to the public and its diversity.*
- *Being empathetic.*
- *To adapt.*

Implement norms and protocols to prevent specific risks for heritage (understand, cognition)

- *Follow norms and protocols (understand, cognition).*
- *Take responsibility and adopt sustainable practices (gloves).*
- *To understand the fragility of cultural heritage.*
- *To care.*
- *Recognise that each activity might affect the cultural heritage.*
- *Recognise specific risks for heritage.*
- *Awareness of security measures.*
- *executing daily tasks related to cultural heritage contributing to its preservation.*

As a general note it is important to point out that “To be aware of the heritage sector” is cited several times, and it might be considered a necessary encompassing attitude. It stands for a respectful, empathic, caring attitude in an environment which is value based and meaningful for others.



B – ISCO Survey template

What is CHARTER?

CHARTER is an Erasmus+ funded sectoral skills alliance project, Cultural Heritage Actions to Refine Training, Education and Roles. It was selected in Wave 4 of the European Commission Blueprint for Sectoral Cooperation on Skills in August 2020. The project reference is 621572-EPP-1-2020-1-ES-EPPKA2-SSA-B.

CHARTER will work for four years, starting January 2021. The CHARTER consortium contains 21 full members from 14 EU member states, from leading academic and training institutions, employer and policymaker organisations and European / international cultural heritage networks. CHARTER has 7 affiliate members, including European regions and 2 institutional bodies, and 19 associate members representing a wide spectrum of the cultural heritage field and European regions.

The Framework for Action on Cultural Heritage, the European Heritage Strategy for the 21st Century, the Faro Convention and Towards an Integrated Approach to Cultural Heritage for Europe agree that cultural heritage is intrinsically related to personal wellbeing and human identity and a rich but underrated and under-resourced social and economic assets.

CHARTER Mission

The CHARTER mission is to sustainably protect, conserve, manage, promote and enhance European cultural heritage by creating a well-informed, comprehensive and lasting sectoral skills strategy. Strategic collaboration and innovative methodologies will be employed to bridge the gaps between existing educational and occupational systems and sector needs. The project will address skills shortages, gaps, mismatches, and the paucity of cultural heritage statistical data. It will ultimately propose shared methodologies to design the educational curricula and training required for a career in cultural heritage at national and European levels.

CHARTER Methodology

The CHARTER project will gather, analyse and interpret strategic data to identify specialist/core and transversal competences and occupations, including digital, technological and green adaptation skills. The project will research existing educational programmes and compare them with the result of the analysis on competences and occupations, identify gaps and propose capacity-building models and mechanisms for formal education and training (using the EQF and EQAVET frameworks), non formal and informal learning, and professional mobility. Regional pilot projects will be carried out to test and validate these approaches and methodologies. At the same time, the project will analyse sectoral dynamics and map stakeholders, proposing specific descriptors for occupational and economic frameworks.

CHARTER Expected Outcomes

The work of the CHARTER project will make existing and emerging roles and occupations recognised and visible, with a direct link with learning outcomes, which will include both specialist/core knowledge and ability and transversal skills. This will allow for a more direct and relevant translation of learning outcomes from education and training qualifications into employment profiles so that education providers operate within a mutually beneficial network with employers.

Competences will be recognised by employers, clients and procuring organisations, so that cultural heritage work is valued and paid accordingly. Mobility of cultural heritage professionals will also be



possible through Europass and personal development plans will allow career progression through opportunities for upskilling in core and transversal skills at different career stages.

CHARTER is divided into 7 WP covering several purposes and goals. This enquiry relates to the work of WP2, as it will allow us to collect samples of the current situation on occupational profiles at national and local level, enabling assessment of gaps between the current indicators and the evolution of the sector. This knowledge represent samples of evidence for further work of WP2, supports and contributes to WP3 and WP4 and will contribute to designing the final recommendations and CHARTER strategy.

WP2: “Strategic analysis of Cultural Heritage competences and occupational profiles”

This work package will identify and design proposals for occupations using ESCO terms of reference. Recognition of competences will be defined within the EQF system as it relates to levels of competency found in the cultural heritage field and as these skills and competences are transposed into the ISCED framework through Learning Outcomes.

For this purpose, WP2 will identify the state-of-the-art concerning competences and occupations in cultural heritage and it will design a matrix to illustrate the multidisciplinary nature of cultural heritage practice. It will highlight the activities and occupations which are discrete and heritage specific and currently remain invisible as a sectoral concept and a statistical reality. The initial stage of this process will require an analysis of the current situation concerning competences and occupations as well as the identification of gaps and mismatches in statistical indicators (ISCO) from the labour side. This will be the ground basis for scoping and assessment, context analysis, and decision making throughout the project, it will inform case studies at regional level and will work in tandem with the work package on education to offer recommendations for educational pathways and curricula. Ultimately will contribute to recommendations drafting for the final Alliance Strategy policies.

Task T.2.1. State of the arts on CH competences and occupational profiles

We are conducting research on existing cultural heritage occupations and competences at European, national and regional levels. Starting from those accredited or recognized either by national regulatory bodies, local and regional bodies, professional bodies and organizations, or Education and Training providers. This will allow comparison of the reality of professional practice versus the way the sector is reflected in employment statistics. For this purpose, it is critical to scope current occupational/professional profiles for cultural heritage professions as these are found in statistical classification systems including as they may be coded in official national/regional level codes, it is acknowledged that professional profiles have emerged in the heritage sector that remain outside any classification system. These profiles also need to be captured in this research as they describe sets of tasks, duties, responsibilities a person is expected to perform in a job, and according to the level of qualifications required to fulfill that role.

How you can contribute to this work

Each partner (in their professional capacity) can contribute to scoping the current situation of occupational profiles by filling in the occupational profiles they are aware of in their organisation and territory of reference, or elsewhere in Europe, according to the best of their knowledge and expertise:

- at local, regional, national or European level;
- in their professional sector;
- in their organization/institution.

For the purposes of this desktop research, only professions core to the cultural heritage sector will be evaluated. Core occupations focus entirely on cultural heritage. This designation encompasses not only the more traditional professions but also those that have evolved or emerged by acquiring



or re-skilling their original competencies to become a new profession. These new occupations may be described differently in each country and such distinctions are relevant in this scoping phase. Each partner can decide to focus in one of the 5 areas representing their expertise, and in the case of networks the choice can be focused on the profile that is more developed or representative of their area of expertise, and for E&T providers their contribution can be focused on occupational profiles found in their territory of reference.

The information retrieved will be used by WP2 when drafting proposals for occupational profiles and it will also inform the work of WP3 when assessing needs and gaps between education and the occupational competencies required for the sector.

Where?

The EUSurvey https://ec.europa.eu/eusurvey/runner/charter_occprofiles has been drafted to capture the information considered relevant for the purposes of this phase of the work. The types of information requested are as follows:

Survey Form – Instructions

1 – Occupation to be identified within the 5 areas in CHARTER:

A- Safeguarding and preservation- restoration; archiving; collection management, care and enhancement; materials science / analysis; fieldwork; conservation; restoration; (including via digital means)

B- Crafts and traditional knowledge: heritage-related crafts traditional construction techniques; materials suppliers; (including via digital means);

C- Dissemination and communication: Audience development; community engagement; promotion; visitor care and experience; accessibility; education; cultural mediation; interpretation; presentation; (including via digital means);

D - Knowledge: Cultural heritage identification; study; recording, (including via digital means);

E- Planning / Management: strategic planning; site and project management; mediation; procurement; policymaking and regulation; fundraising; logistic; security; legal and IPR aspects.

2 – Territory of reference

Identify the country to which the information relates. In the case of a network, state if transnational, European or International.

3 – By Organization or Institution

The name of the organization or institution that has developed the profile, be it a local/regional/national body or association, an E&T provider, or a research centre or if it is a national regulatory body.

4 – Profile title (English language)

The title or name of the profession of the profile according to the source used if you know the English translation.

5 – Profile title (original language)

The title or name of the profession of the profile according to the source used.

6 – Short Description

The description of the occupational profile according to the source used.



7 – Source link

The link to the original source where the profile is described.

8 – EQF

It relates to the level of qualifications of the profile described according to the European Qualifications Framework (EQF), and as this corresponds to the country's NQF (National Qualifications Framework) system. Comments should be inserted in the cell, stating if and what NQF level is equivalent to the EQF. This information is usually issued by National Agencies on Qualifications, Ministries of Education or similar bodies. If this is not specified, please leave it blank.
https://www.cedefop.europa.eu/files/8611_en.pdf

9 – National Occupation Classification (NOC)

It relates to the statistical standard for occupational/professional profiles at national level, it mirrors the ISCO-08 (International Standard Classification of Occupations). The list or catalogue is usually issued by a national/regional regulatory and/or statistics body, and can be found on the web by searching for "NOC+ISCO-08+country" If this is not specified please leave it blank.

10 - NOC link

If the previous category (9) was answered, provide the link to the national catalogue/list where the profile is described and coded.

11 – International Standard Classification of Occupations (ISCO)

ISCO-08 is the current international statistical indicator used to obtain coded information on occupational profiles. It provides a system of categorization, classification and aggregation of occupational information obtained by means of statistical census and surveys retrieved at national and regional level. It is issued by the International Labour Office (ILO). If this is not specified, please leave it blank.

https://www.ilo.org/global/publications/ilo-bookstore/order-online/books/WCMS_172572/lang-en/index.htm

12 – Regulated (national/regional legal framework)

If the profession is regulated at national/European/regional level, ie; has legal recognition, please state yes, no or do not know.

13 – Self - Regulated

If the profession is self-regulated through a professional body or other at national level, please state yes, no or do not know.

14 – Known Learning Outcomes

Are you aware of a set of "Learning outcomes" having been drafted for this profile? Please state yes, no or do not know.

15 - Contact

Please provide a contact from your organisation/institution in case WP2 team needs to contact you back for further information on these topics.

16 - Comments

Feel free to comment or include extra information you consider relevant on these topics.

For more information or clarifications please contact us through research@charter-alliance.eu



C – Original titles / Homogenised titles

Homogenised Profile title	Original Profile title (English language)
Anthropologist	Anthropologist
	Anthropologist (museum collaborator, curator pedagogue)
	Anthropologist and related
	Physical anthropologist
Archaeologist	Archaeologist
	Archaeologist (curator, museum collaborator, archivist, librarian)
	Archaeologist (level of profession)
	Archaeologist I
	Archaeologist II
	Archaeologist III
	Archaeologist
Architect	Architect
	Architect (curator, archivist, conservator (MA), conservator collaborator (BA), curator pedagogue)
	Architect Officer
Archivist	Archival expert
	Archivist
	Archivist (level of profession)
	Archivist/information manager
	Collection manager (archives)
Art historian	Art historian
	Art historian conservator collaborator (BA)
	Philosophers, historians and political scientists (subgroups: historian, historian of society, art historian, historian of medicine)
Art-handler	Art-handler
	Packing experts/Museum technician/Art handler
Blacksmith	Art blacksmith (conservator technician, conservator-restorer technician, museum technician)
	Black-smith
	Blacksmith
	Carpenter (metal)
	copper smith
	Forger and blacksmith
	Moulder
Book binder	Binder
	Book binder
	Book repairer
	Bookbinder
	Bookbinder (conservator technician, conservator-restorer technician, museum technician)
Building architect	Building architect



	Civil Engineer
Building worker	Building and related trades worker (house builders; bricklayers; stone cutters, carvers; carpenters; joiners)
	Maintenance Manager for Heritage Asset
	Other skilled workers in the construction of basic structures and related
	Rudimentary House Builder
Carpenter	Carpenter
	Carpenter (conservator technician, conservator-restorer technician, museum technician)
	Carpenter (marine)
	Carpenter (other than roof)
	Carpenter (wood)
	Carpenter of clean and rough
	Cooper, shaver and other related to joiner
	Joiner
Cleaner of building structures	Maintenance Manager for Heritage Asset
	Storefronts cleaner
Conservator	Archivists and senior museum specialists
	Collection manager (museums)
	Curator in charge of Antiques and works of art
	Museum curator
	Museum curator (level of profession)
	Physicist museum collaborator
Conservator collaborator	Biologist (curator, archivist, conservator (MA), conservator collaborator (BA), curator pedagogue, conservator-restorer (MA). In Slovenia we do not have a special job title for natural scientists working in the field CH. So, their profession is conservator-restorer, but they have to take the exams).
	Physicist museum collaborator
Conservator-restorer	Bachelor of Arts (Conservation)
	conservator / conservator-restorer
	Conservator / Restorer mural painting
	Conservator / Restorer of artistic components of stone, ceramic or stucco on historical monuments
	Conservator / Restorer of metal artistic components on historical monuments
	Conservator / Restorer of stained glass and artistic glass components on historical monuments
	Conservator / Restorer of wooden artistic components on historical monuments
	Conservator / Restorer panel painting
	Conservator of arts objects and historical monuments (higher education)
	Conservator-restorer
	Conservator-Restorer.
	Graduate conservator-restorer (UN) / graduate conservator-restorer (UN)
	Other Visual Arts Artists
	Preventist
	Restorer of arts objects and historical monuments (higher education)
	Restorer of cultural heritage



	<p>Restorer of cultural heritage: stone materials and derivatives; decorated surfaces of architecture</p> <ul style="list-style-type: none"> • Restorer of cultural heritage: artifacts painted on wooden and textile support; artifacts carved in wood, furniture and wooden structures; artifacts in synthetic materials manufactured, assembled and / or painted • Restorer of cultural heritage: textiles and leather • Restorer of cultural heritage: ceramic, glass, and organic materials and artifacts; materials and artifacts in metal and alloys • Restorer of cultural heritage: books and archival material; paper and parchment artifacts; photographic, cinematographic and digital material • Restorer of cultural heritage: scientific and technical instruments
	Technical conservator
	Visual artists (heritage occupations included in this unit group: restoration; monumental painting restoration; easel painting restoration; restoration of monumental sculpture/architectural ornaments; restoration of graphics; restoration of manuscripts, documents, books; furniture, carving restorer; pottery and glass restorer; textile restorer; leather, parchment goods restorer; restoration of metal; restoration of photographs and cinematographic; restoration of archaeological material)
Conservator-restorer technician	Other intermediate level technicians in cultural and artistic activities
	Other specialists in arts and culture (heritage occupations included in this unit group: restorer of polychrome wood; restorer of wooden structures; restorer of stone structures; restorer of gilding; assistant restorer; restorer of stone and silicate material; restorer of joinery; craftsmen of architectural and artistic research)
	Restoration technician of cultural heritage
	Technician for the restoration of movable cultural heritage and decorated surfaces of architectural heritage
	Technician restorer
Craft basketry	Basket maker
	Basketry craftsman and related articles
	Handicraft workers in wood, basketry, and related materials
Craft clothes making	Embroiderer
	Furrier
	Hatter
	Sewing worker and related
	Tailor and seamstress
Craft furniture making	Upholsterer
	Upholsterers
Craft leather	Craftsman of belts, suspenders, harnesses and other pieces in leather or similar
	Fur preparer and finisher
	Fur tanner
	Handicraft workers in textile, leather and related materials (examples of under-groups: national costumes handicraft worker; weaver; lace maker; bobbin lace maker)
	Leather Goods Craftsman
	leatherworker
	Manufacture and repair animal saddles, molding, cutting and sewing materials and related
	Shoemaker



	Suitcase craftsman
Craft precision instruments	Horologist (Watch & Clockmaker-Repairer)
	Other skilled workers in the manufacture of precision instruments, craftsman and related
Craft textile	Bobbin lacemaker (conservator technician, conservator-restorer technician, museum technician)
	Craftsman of lace, embroidery and tapestries
	embroiderer
	Hand weaver
	lacemaker
	Manual carpet restorer / weaver
	Weaving and Knitting Machine Operator
Craft wood	Craftsman of wooden articles
	Sculpture Object Design, Restoration
	Woodenware maker - souvenir maker
	Woodenware maker – hollowware maker
	Woodenware maker – rim maker
	Woodenware maker – sieve bottom maker
	Woodenware maker – sieve maker
	Woodenware maker – spoon maker
	Woodenware maker – tool maker
	Woodenware maker – toothpick maker
Cultural manager	Cultural manager
	Manager of Cultural Organization
Curator	Collection or heritage manager MAB (Museums, Archives, Library)
	Curator
	Museum Officer (Curator)
Curator, conservator	Curators
	Physicist (museum collaborator, conservator-restorer (MA).
Data manager GLAM (Galleries, Libraries, Archives and Museums)	documentary studies
	Expert in MAB (Museums, Archives and Library) Metadatation
Director GLAM (Galleries, Libraries, Archives and Museums)	Director of libraries, archives, museums, art galleries and national monuments
	Museum director MAB (Museum, Archives and Library)
Director of heritage institutions	Head of Heritage Service
	Manager of Public Institution
	regional heritage curator
	Superintendent of Archaeology, Fine Arts and Landscape
Engineer technician	Civil Engineer
	Maintenance Manager for Heritage Asset
Ethnographer	Ethnologist (curator, archivist, conservator (MA), conservator collaborator (BA), curator pedagogue)
	Museum collaborator, curator, curator pedagogue -
Exhibition curator	Exhibition curator



	Exhibition design and management
	Exhibition presenter
Fine carpenter	Fine carpenter
	Sculpture Object Design, Restoration
Floor layer	Floorboard and wood grinder
	Other Coating Setters
Gilder	gilders
	Gold plater/gilder and decorator
	leather gilder
Glazier	Glazier
	Stained glass artist
Goldsmith	goldsmith
	Goldsmith (conservator technician, conservator-restorer technician, museum technician)
	Goldsmith master (conservator technician, conservator-restorer technician, museum technician)
	Jeweller
	Other Goldsmiths and Industrial Diamond Workers
	Philigranista
Guide	Art gallery guide
	Cultural (site) guide
	Guide
Handicraft worker	Designer of floral arrangements and decorations
	Gingerbread maker
Head of public relations	Head of public relations (museum collaborator, curator pedagogue)
	The head of public relations (museum collaborator, curator pedagogue)
Heritage architect	head heritage architects
	Specialist of Architectural Heritage and Landscape
	state heritage architect
Heritage engineer	Civil engineer (archivist, conservator (MA), conservator collaborator (BA))
	Heritage Engineer
Historian	Historian
	Historian (curator, museum collaborator, archivist, librarian)
	Philosophers, historians and political scientists (subgroups: historian, historian of society, art historian, historian of medicine)
Landscape architect	Civil Engineer
	Landscape architect
	Landscape architect (curator, archivist, conservator (MA), conservator collaborator (BA), curator pedagogue)
	Landscape architect
Legal, social and cultural professionals	ICT specialist
	Legal, social and cultural professionals
Librarian	Community Librarian



	Librarian
	Librarian
	Librarian (curator, archivist, conservator (MA), conservator collaborator (BA), conservator-restorer (MA), conservator-restorer collaborator (BA) curator pedagogue)
	Librarians and other related information specialists
	Librarians and related senior specialists
Library clerk	Archival expert
	Librarian technician
	Library employee
Library director	Librarian
	Library director
Manager	Economist
	The organizer of work in the production process
Museum education officer	Museum education officer
	Museum education specialist
Musical instrument maker and restorer	musical instrument factor
	Musical instrument makers and repairers
	Organ restorer / builder
	Skilled worker in the manufacture and tuning of musical instruments
Photographer	photograph
	Photographer
	Photographer (conservator collaborator (BA), conservator-restorer collaborator (BA) curator pedagogue)
Plasterer	Plasterer
	Stucco molder
Potter	ceramist
	Modeler and ceramic shape maker
	Other potters and related
	Potter
	Potters and related workers
Printer	Other Print Operators
	Other workers related to print finishing
	Serigraph and related
Research engineer	Research engineers
	Studies engineers
Researcher	Researchers
	Senior researcher; researcher; scientific assistant
Restorer	Conservator of arts objects and historical monuments (secondary education)
	Conservator of cultural goods (secondary education)
	Paintings restorer
	Restorer of arts objects and historical monuments (secondary education)
	Restorer of cultural goods (higher education)



	Restorer of cultural goods (secondary education)
Restorer craft furniture	Furniture restorer
	Restauration craftsman furniture
Restorer craft masonry	Mason restorer
	Restauration craftsman masonry
	Stonecutter (conservator technician, conservator-restorer technician, museum technician)
Restorer craft paint and decoration	Painter (conservator technician, conservator-restorer technician, museum technician)
	Painter-decorator of glass, ceramics and other materials
	painting restorer
	Restauration craftsman paint and decoration
Restorer wood	Carpenter restorer
	Restorer of frames and wooden structures
Roofer traditional techniques	Roof and roofing installer
	Roofer (conservator technician, conservator-restorer technician, museum technician)
	Roofer for historical monuments
	Roofer traditional techniques (Thatcher/Slate/Wooden shingles and tar)
	Thatcher
Security staff	Museum and exposition protection staff
	Security (private guard), other doormen and related
	Security guard (museum technician)
Socio-cultural mediator	Moderator of intangible heritage communities
	Social cultural assistant
Sociologist	Sociologist
	Sociologist (curator, museum collaborator, curator pedagogue)
Spatial planner	Architect urbanist (curator, archivist, conservator (MA), conservator collaborator (BA), curator pedagogue)
	Spatial planner
	Spatial Planner/ Urban planning
Stonemason	Other skilled stone workers and related
	Stone mason/crafter
	Stone polisher
	Stonemason
Technician GLAM	Gallery, library, archive and museum technician (unit group and profession level)
	Gallery, museum and library technicians
	Museum technician
	Technicians from galleries, libraries, archives and museums
Tourist guide	TOURIST GUIDE
	Tourist Guides
	Travel guides



D – ISCO code / Title / Territory

Homogenised Profile title	Territory of reference	Homogenised ISCO
Anthropologist	Italy	2632
	Latvia	2632
	Portugal	2632
Archaeologist	France	2632
	Italy	2632
	Latvia	2632
	Portugal	2632
	Romania	2632
	Sweden	2632
Architect	Italy	2161
	Latvia	2161
	Slovenia	2161
Archivist	Belgium	2622
	France	2621
	Italy	2621
	Latvia	2621
	Portugal	2621
	Sweden	2621
Art historian	Latvia	2633
	Slovenia	2633
Art-handler	Belgium	2621
	Sweden	3433
Blacksmith	France	7211
		7214
	Portugal	7221
	Slovenia	7221
	Sweden	7221
Book binder	Austria	7323
	France	7323
	Latvia	7323
	Portugal	7323
	Slovenia	7323
Building architect	Austria	2161
	Portugal	2161
Building worker	Austria	7119
	Portugal	7111
		7119
Carpenter	Austria	7115
		7522
	France	7115
		8219
	Portugal	7115
		7522
	Slovenia	7115
		7522
Cleaner of building structures	Austria	7133



	Portugal	7133
Conservator	France	2621
	Latvia	2621
	Portugal	2621
	Slovenia	2111
Conservator collaborator	Slovenia	2111
Conservator-restorer	Austria	2621
		2651
	Belgium	2651
	Bulgaria	2651
	Finland	2621
	France	2621
	Germany	2651
	Italy	2651
	Latvia	2651
	Norway	2651
	Portugal	2651
	Romania	2621
	Slovenia	2621
	Sweden	2651
Conservator-restorer technician	Bulgaria	3433
	Italy	2651
	Latvia	3435
	Portugal	3435
Craft basketry	Latvia	7317
	Portugal	7317
	Slovenia	7317
Craft clothes making	Portugal	7531
		7533
Craft consultant	Sweden	7317
		7318
Craft furniture making	Austria	7534
	France	7534
	Portugal	7534
Craft leather	France	7318
	Latvia	7318
	Portugal	7318
		7535
7536		
	Craft precision instruments	Belgium
Portugal		7319
Craft textile	France	7318
	Portugal	7318
		8152
	Romania	7318
	Slovenia	7318
Craft wood	Austria	7317
	Portugal	7317
	Slovenia	7318
Cultural manager	Latvia	1431



	Romania	1431
Curator	Italy	2621
	Romania	2621
Curator, conservator	Austria	2621
	Slovenia	2111
Director GLAM (Galleries, Libraries, Archives and Museums)	Italy	1120
	Portugal	1349
Director of heritage institutions	France	1112
		2621
	Italy	1120
Engineer technician	Romania	1112
		3112
Exhibition curator	Austria	3112
		3112
	Austria	1349
	Latvia	2621
Fine carpenter	Romania	2621
	Romania	2432
Gilder	Austria	7522
	Sweden	7115
Glazier	Austria	7131
	France	7319
		7323
Goldsmith	France	7315
	Portugal	7125
Guide	France	7311
	Portugal	7312
		7313
	Slovenia	754
Heritage architect	Belgium	5113
	Romania	5113
	Sweden	5113
Heritage engineer	France	2161
	Italy	2161
Historian	France	2142
	Slovenia	2142
	Latvia	2633
Landscape architect	Portugal	2633
	Slovenia	2633
	Austria	2162
	France	7113
	Latvia	2162
Librarian	Portugal	2162
	Slovenia	2162
	France	2622
	Italy	2622
Library clerk	Latvia	2622
	Portugal	2622
	Belgium	4411
Library clerk	France	4321
	Portugal	4411
	Portugal	4411



Library director	Italy	1349
	Latvia	1349
Manager	Slovenia	2422
		2631
Museum education officer	Latvia	2621
	Romania	2621
Musical instrument maker and restorer	France	7312
	Latvia	7312
	Portugal	7312
	Romania	7312
Photographer	France	3431
	Portugal	3431
	Slovenia	3431
Plasterer	France	7123
	Portugal	7123
Potter	France	7315
	Latvia	7314
	Portugal	7314
Printer	Portugal	7322
		7323
Researcher	Austria	2632
	Latvia	2632
Restorer	Romania	2621
		2651
		3433
Restorer craft furniture	Belgium	7522
		8219
	France	7115
Restorer craft masonry	Sweden	7522
	Belgium	7115
	Romania	7112
Restorer craft paint and decoration	Slovenia	7113
	Belgium	7131
	France	7316
	Portugal	7316
Restorer wood	Romania	7115
		7522
Security staff	Latvia	9629
	Portugal	5414
	Slovenia	3433
Spatial planner	Latvia	2162
	Slovenia	2161
	Sweden	2164
Stonemason	Austria	7113
	Portugal	7113
Taxidermist	Austria	3433
	France	3141
Technician GLAM	Latvia	3433
	Portugal	3433



Tourist guide	EU	5113
	Germany	5113
	Ireland	5113
	Latvia	5113
	Poland	5113
	Spain	5113
	UK	5113



E – NOC / ISCO code

ISCO - title & from description	Homogenised NOC	Territory of reference
1112 - Senior government officials	F1101	France
	FPECUL06	France
	K1602	France
1120 - Managing directors and chief executives	1.1.2.3.2	Italy
	2.5.4.5	Italy
1223 - Research and development managers	FPERCH05	France
	FPERCH06	France
1349 - Professional services managers not elsewhere classified	1349	Austria
	1349.1	Portugal
	1349.21	Romania
1349 - Professional services managers not elsewhere classified - Library manager	1349.34	Latvia
	K2302	France
1431 - Sports, recreation, and cultural centre managers - Art gallery manager/museum manager	1431	Latvia
	1431.0	Portugal
2142 - Civil engineers	2142	Austria
		Slovenia
	K1602	France
2161 - Building architect	2161	Austria
	2161.03	Romania
2161 - Building architects	2.2.2.1.1	Italy
	2161	Latvia
		Slovenia
	2161.0	Portugal
	2164	Slovenia
	F1101	France
FPCUL05	France	
2162 - Landscape architects	2162	Austria
		Latvia
		Slovenia
	2162.0	Portugal
	2164.08	Latvia
2310 - University and higher education teacher	2.6.2.4.0	Italy
	2310	Austria
2355 - Other Art teachers	2355.0	Portugal
	FPERCH03	France
	K2108	France



2359 - Teaching professionals not elsewhere classified	2359	Sweden	
	2359.04	Latvia	
	3449	Sweden	
2422 - Policy administration professionals	2421	Slovenia	
	4311	Slovenia	
2432 - Public relations professionals	2432.0	Portugal	
	243211	Romania	
2621 - Archivists and curators	2.5.3.2.4	Italy	
	458	Belgium	
	589	Belgium	
	2621		Austria
			Latvia
			Slovenia
			Sweden
	2621.1	Portugal	
	2621.2	Portugal	
	2621.01	Latvia	
	2621.02	Romania	
	2621.03	Latvia	
	2621.04	Latvia	
		Romania	
	2621.06	Latvia	
	2621.07	Romania	
	2621.08	Romania	
	2621.09	Romania	
	2621.10	Romania	
	2621.11	Latvia	
		Romania	
	2621.12	Romania	
	2621.13	Romania	
	2651	Austria	
		Slovenia	
	3433.03	Romania	
	26212	Finland	
	262103	Romania	
	262115	Romania	
	FPE CUL 11	France	
	FPECUL06	France	
	FPECUL10	France	
FPECUL11	France		



	K1602 / FPECUL06	France
2621 - Archivists and curators - Archivist	2621.1	Latvia
	2622	Sweden
2621 - Archivists and curators - Curator	2621.5	Latvia
	2621.02	Latvia
	262114	Romania
2622 - Librarians and related information professionals	2.5.4.5.2	Italy
	660	Belgium
	2622	Latvia
	2622.0	Portugal
	2623	France
	2624	France
	2625	France
2632 - Sociologists, anthropologists and related professionals	2632	Austria
	2632.2	Portugal
	2632.02	Latvia
2632 - Sociologists, anthropologists and related professionals - Anthropologist	2623	Sweden
	2632.4	Portugal
	2632.01	Latvia
2632 - Sociologists, anthropologists and related professionals - Anthropologist	2.5.3.2.2	Italy
2632 - Sociologists, anthropologists and related professionals - Archaeologist	2.5.3.2.2	Italy
	2.5.3.2.4	Italy
	2.5.4.5.1	Italy
	2632.3	Portugal
	2632.02	Latvia
	2632.06	Romania
2633 - Philosophers, historians and political scientists	2621	Slovenia
	2623	Sweden
2633 - Philosophers, historians and political scientists - Historian	2633	Slovenia
	2633.2	Portugal
	2633.02	Latvia
	2633.05	Latvia
	2633.06	Latvia
	2633.07	Latvia
2643 - Translators, interpreters and other linguists - Philologist	2643.1	Portugal
	2643.2	Portugal
	2643.3	Portugal
2651 - Visual artists - picture restorer	2.5.5.1.5	Italy
	3.4.4.4.0	Italy
	2651	Austria



		Sweden
	2651.4	Portugal
	2651.10	Romania
	2651.34	Latvia
	2651.35	Latvia
	2651.36	Latvia
	2651.37	Latvia
	2651.38	Latvia
	2651.39	Latvia
	2651.40	Latvia
	2651.41	Latvia
	2651.42	Latvia
	2651.43	Latvia
	2651.44	Latvia
	2651.45	Latvia
	2651.46	Latvia
	3433	Norway
	7006	Bulgaria
	93304-100	Germany
	93304-101	Germany
	93304-102	Germany
	93304-103	Germany
	93304-104	Germany
	93304-105	Germany
	93304-106	Germany
	93304-107	Germany
	93304-108	Germany
	93304-109	Germany
	93304-110	Germany
	93304-111	Germany
	93304-112	Germany
	93304-113	Germany
	93304-114	Germany
	93304-115	Germany
	93304-116	Germany
	265103	Belgium
	265120	Belgium
	265121	Belgium
	265122	Belgium
	265131	Belgium
	265134	Belgium



	265135	Belgium	
3431 - Photographer	3431	Slovenia	
	3431.0	Portugal	
3433 - Gallery, museum and library technicians	2113	Slovenia	
	2144	Slovenia	
	2149	Slovenia	
	2651	Sweden	
	3002	Bulgaria	
	3431	Slovenia	
	3433		Austria
			Latvia
			Norway
	3433.0	Portugal	
	3433.02	Romania	
	3433.03	Romania	
	3433.04	Romania	
3511	Slovenia		
5415	Slovenia		
3435 - Other artistic and cultural associate professionals	3435.06	Latvia	
	3435.13	Latvia	
	3435.14	Latvia	
	3435.17	Latvia	
	3435.18	Latvia	
	3435.30	Latvia	
	3435.31	Latvia	
	3435.32	Latvia	
	3435.33	Latvia	
FPECUL10	France		
4321 - Stock clerks	FPECUL12 / N1103	France	
4411 - Library clerks	586	Belgium	
	660	Belgium	
5113 - Travel guides	161	Belgium	
	5113	Latvia	
		Sweden	
	5113.0	Portugal	
	511305	Romania	
511312	Romania		



5113 - Travel guides - Tourist guide	5 PRACOWNICY USŁUG I SPRZEDAWCY 5113 Przewodnicy turystyczni i piloci wycieczek 511301 Pilot wycieczek 511302 Przewodnik turystyczny górski 511303 Przewodnik turystyczny miejski 511304 Przewodnik turystyczny terenowy 511390 Pozostali przewodnicy turystyczni i piloci wycieczek Grupa 5. Pracownicy usług i sprzedawcy – grupa ta obejmuje zawody wymagające wiedzy, umiejętności i doświadczenia, które są niezbędne do świadczenia usług ochrony, usług osobistych związanych między innymi z podróżą, prowadzeniem gospodarstwa, dostarczaniem żywności, opieką osobistą oraz do sprzedawania i demonstrowania towarów w sklepach hurtowych czy detalicznych	Poland
	79.90.0	Germany
	5113	UK
	7990	Spain
7112 - Bricklayers and related workers	7112	Slovenia
		Sweden
	7112.2	Portugal
	711206	Romania
	F1703	France
7113 - Stonemasons, stone cutters, splitters and carvers	7113	Austria
		Slovenia
	7113.1	Portugal
	7113.2	Portugal
	7113.3	Portugal
	711305	Romania
	A1203	France
	B1101	France
7115 - Carpenters and Joiners	7115	Austria
	7115.1	Portugal
	7522	Sweden
7115 - Carpenters and joiners	567	Belgium
	7111	Private
	7115	Slovenia
	7522	Sweden
	711502	Romania
	F1501	France



	H2206	France
	H2207	France
7119 - Building frame and related trades workers not elsewhere classified	7119	Austria
	7119.3	Portugal
7121 - Roofers	7121.0	Portugal
	F1610	France
7121 - Roofers - Thatcher	7121	Slovenia
		Sweden
7122 - Floor layers and tile setters	7122.1	Portugal
	7122.2	Portugal
	7122.3	Portugal
7123 - Plasters	120	Belgium
	7123.0	Portugal
	712303	Romania
	F1601	France
7131 - Painters and related workers - Building painter	215	Belgium
	7131	Austria
		Slovenia
	7131.2	Portugal
7133 - Building structure cleaners	250	Belgium
	7133	Austria
	7133.1	Portugal
7221 - Blacksmiths, hammersmiths and forging press workers	7221	Slovenia
		Sweden
	7221.1	Portugal
7311 - Precision-instrument makers and repairers	7311.0	Portugal
	7311.02	Belgium
	B1601	France
	B1603	France
	B1604	France
7312 - Musical instrument makers and tuners	7311.06.	Belgium
	7312	Austria
		Latvia
	7312.0	Portugal
	731213	Romania
	F1501	France
7313 - Jewellery and precious metal workers	7313.2	Portugal
	7313.3	Portugal
7314 - Potters and related workers	7314	Latvia
	7314.1	Portugal
	7314.3	Portugal



7315 - Glass makers, cutters, grinders and finishers	7315.1	Portugal
	7315.2	Portugal
	7315.3	Portugal
	B1201	France
	B1602	France
7316 - Songwriters, decorative painters, engravers and etchers	7316.1	Portugal
	7316.2	Portugal
	B1101 B1302	France
7317 - Handicraft workers in wood, basketry and related materials	7317	Austria
		Latvia
		Slovenia
	7317.1	Portugal
	7317.2	Portugal
	7319	Sweden
	7512	Slovenia
7517	Slovenia	
7318 - Handicraft workers in textile, leather and related materials	318.3	Portugal
	7317	Slovenia
	7318	Latvia
		Slovenia
	7318.1	Portugal
	7318.2	Portugal
	7319	Sweden
	731822	Romania
	B1802	France
B1804	France	
7319 - Handicraft workers not elsewhere classified	7319	Latvia
	7319.0	Portugal
	B1302	France
	F1612	France
7322 - Printers	7322.1	Portugal
	7322.2	Portugal
7323 - Print finishing and binding workers	7323	Austria
		Slovenia
	7323.1	Portugal
	7323.2	Portugal
	7323.07	Latvia
	BE1402	France
7522 - Cabinet-makers and related workers	578	Belgium
	2651	Sweden
	7522	Austria



		Slovenia
	7522.1	Portugal
	7522.2	Portugal
	752219	Romania
	752220	Romania
7531 - Tailors, dressmakers, furriers and hatters	7531.1	Portugal
	7531.2	Portugal
	7531.3	Portugal
7533 - Sewing, embroidery and related workers	7533.1	Portugal
	7533.2	Portugal
7534 - Upholsters and related workers	7534	Austria
	7534.1	Portugal
	B1804	France
7535 - Pelt dressers, tanners and fellmongers	7535.1	Portugal
	7535.2	Portugal
7536 - Shoemaker and related workers	7536.1	Portugal
	7536.2	Portugal
	7536.3	Portugal
	7536.4	Portugal
8219 - Assemblers not elsewhere classified	578	Belgium



F – CHARTER ISCO Survey occupations

In the analysis of the ISCO results, professions submitted by respondents have been categorised according to their ISCO code being fully or partly cultural (according to Eurostat methodology). The table shows these professions and their categorisation make evident those that are fully, partly or fall outside the scope of being identified as cultural.

ISCO codes from CHARTER Survey	ISCO-08 Title	Eurostat fully cultural	Eurostat partly cultural	Examples of heritage occupations from CHARTER ISCO Survey
1112	Senior Government officials			Heritage officer; Conservator of architectural heritage; Director of heritage institutions
1114	Senior officials of special interest organisations			Head manager of special interest organisations
1120	Management directors and chief executives			Director of heritage institutions; Director GLAM (Galleries, Libraries, Archives and Museums)
1223	Research and development managers			Research engineer
1349	Professional services managers not elsewhere classified		X	Cultural Manager, Director GLAM (Galleries, Libraries, Exhibition curator, Archives and Museums); Library director; Museum director, Project manager
1431	Sports, recreation and cultural centre managers		X	Cultural manager; 'Director and manager of sports, recreational and cultural centres
2111	Physicists and Astronomers			Conservator; Curator, Conservator collaborator
2142	Civil engineers			Heritage engineer; Civil Engineer
2161	Building architects	X		Architect, Building Architect; Conservation architect; Heritage architect
2162	Landscape architects	X		Landscape architect; Spatial planner
2163	Product and garment designers	X		Interior designer and decorator
2164	Town and traffic planners	X		Municipality architect; Spatial planner; EU-coordinator
2310	University and higher education teachers		X	Conservation scientist; University teacher
2354	Other music teachers	X		Other music teachers
2355	Other arts teachers	X		Art History & archaeology assistant teacher; Art History & archaeology teacher; Other art teachers
2359	Teaching professionals not elsewhere classified			Museum related teaching professionals; Museum pedagogue; Handicraft consultant
2422	Policy administration professionals			ICT manager; Manager
2423	Personnel and career professionals			HR officer
2431	Advertising and marketing professionals			Advertising and marketing specialist
2432	Public relations professionals			Exhibition presenter; Public relations specialist
2621	Archivists and curators	X		Archaeology conservator; Archival employee; Archive conservator; Archivist; Art expert (museums); Art-handler; Artifact antiquarian; Assistant collections care; Conservation assistant; Conservator; Conservator-restorer



2622	Librarians and related information professionals	X		Archivist; Data manager GLAM (Galleries, Libraries, Archives and Museums); Librarian
2631	Economists			Manager
2632	Sociologists, anthropologists and related professionals		X	Archaeologist; Anthropologist; Demo-ethno-anthropologist; Ethnologist; Geographer; Researcher; Sociologist
2633	Philosophers, historians and political scientists		X	Art historian; Historian; Philosopher; Researchers in cultural conservation
2642	Journalists	X		Journalist
2643	Translators, interpreters and other linguists	X		Interpreter; Philologist; Translator
2651	Visual artists	X		Conservator-restorer; Conservator-restorer assistant; Restorer
2659	Creative and performing artists not elsewhere classified	X		Conservator-restorer
3111	Chemical and physical science technicians			Research technician
3112	Civil engineer technicians			Engineer technician
3141	Life science technicians			Taxidermist
3315	Valuers and loss assessors			Auctioneer
3334	Real estate agents and property managers			Property manager
3354	Government licensing officials			Building permit officer
3412	Social work associate professionals			Socio-culture (intangible heritage) mediator
3423	Fitness and recreation instructors and programme leaders			Cultural (heritage) animator
3431	Photographers	X		Photographer
3432	Interior designers and decorators	X		Museum educator (technician)
3433	Gallery, museum and library technicians	X		Art-handler; Chemist technician; Computer technician; Conservator-restorer GLAM; Conservator-restorer technician; Mechanical technician; Restorer; Security staff; Taxidermist; Technician GALM; Technical photographer; Wood technician
3435	Other artistic and cultural associate professionals	X		Conservator-restorer technician; Heritage technician
3511	Information and communications technology operation technicians			ICT technician
3514	Web technicians			Web technician
4221	Travel consultants and clerks			(cultural) Tourism manager
4226	Receptionists (general)			Receptionist
4321	Stock clerks			Library clerk; Archaeology technician
4411	Library clerks	X		Library clerk
4415	Filing and copying clerks			Archivist clerk
5113	Travel guides			Tourist guide, Guide, Interpret guide
5230	Cashiers and ticket clerks			Ticket clerk
5414	Security guards			Security Staff



7111	House builders			Building worker
7112	Bricklayers and related workers			Mason; Mason restorer; Bricklayer; Bricklayer restorer; Ceramic masonry
7113	Stonemasons, stone cutters, splitters and carvers			Gardener; Landscape architect; Restorer craft masonry; Restorer craft stone; Sculptor; Stone carver; Stonemason
7115	Carpenters and joiners			Carpenter; Restorer furniture; Timberman log; Window crafts; Fine Carpenter; Wood restorer
7119	Building frame and related trades workers not elsewhere classified			Building worker (craft)
7121	Roofers			Roofer traditional techniques
7122	Floor layers and tile setters			Floor layer; Tiler (crafts)
7123	Plasterers			Plasterer (crafts)
7124	Insulation workers			Insulation worker
7125	Glaziers			Glazier
7131	Painters and related workers			Restorer craft paint and decoration
7133	Building structure cleaners			Restorer craft roofs
7211	Metal moulders and coremakers			Blacksmith; Bronze caster (crafts)
7214	Structural metal preparers and erectors			Blacksmith (crafts)
7221	Blacksmiths, hammersmiths and forging press workers			Blacksmith; Farrier (crafts)
7311	Precision-instrument makers and repairers			Goldsmith; Watchmaker; Musical instrument maker and restorer
7312	Musical instrument makers and tuners	X		Musical instrument maker and restorer; Goldsmith
7313	Jewellery and precious-metal workers	X		Goldsmith
7314	Potters and related workers	X		Potter
7315	Glass makers, cutters, grinders and finishers	X		Glazier; Potter
7316	Sign writers, decorative painters, engravers and etchers	X		Restorer craft paint and decoration; Engraver
7317	Handicraft workers in wood, basketry and related materials	X		Craft basketry; Craft wood; Craft consultant
7318	Handicraft workers in textile, leather and related materials	X		Craft consultant; craft textile; craft leather; Craft textile & leather; Roofer traditional techniques
7319	Handicraft workers not elsewhere classified	X		Gilder; Craft Mosaic; Enameller; Craft other; Craft precision instruments
7321	Pre-press technicians			Pre-press technician
7322	Printers			Printer
7323	Print finishing and binding workers			Book binder
7521	Wood treaters			Craft Cork
7522	Cabinet-makers and related workers		X	Fine carpenter; Carpenter; Furniture restorer; Wood restorer
7531	Tailors, dressmakers, furriers and hatters			Craft clothes making



7533	Sewing, embroidery and related workers			Craft clothes making
7534	Upholsters and related workers			Craft furniture making
7535	Pelt dressers, tanners and fellmongers			Craft leather
7536	Shoemaker and related workers			Craft leather
8152	Weaving and Knitting Machine Operators			Craft textile
8219	Assemblers not elsewhere classified			Restorer craft furniture; Carpenter
8311	Locomotive engine drivers			Locomotive driver
9123	Window cleaners			Acrobatic cleaner
9629	Elementary workers not elsewhere classified			Security staff



Co-funded by the
Erasmus+ Programme
of the European Union

www.charter-alliance.eu

Social Networks

