

# Charter

EUROPEAN CULTURAL  
HERITAGE SKILLS ALLIANCE

## Report: **Benchmarking analysis of innovative/emerging curricula**

**Deliverable D3.2**

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Author: WP3







## Executive summary

**Work Package 3** – Report on the benchmark analysis of innovative/emerging curricula

**Deliverable D3.2** “Benchmarking analysis of innovative/emerging curricula” highlights curricula that are highly innovative and/or will lead to emerging professions in the near future.

Education and training (E&T) are at the heart of all Blueprint alliances, initiatives set up by the European Commission in order to solve skills shortages in certain employment sectors. Skills’ needs can only be addressed effectively by first identifying existing skills gaps and, secondly, filling these very gaps through E&T opportunities which are fit-to-purpose and support the overall sectoral strategy.

Work Package 3 of the CHARTER Alliance has committed to work towards this goal for the cultural heritage (CH) sector by developing a database for CH education and training. With the help of this database we will work towards the following deliverables:

- develop a database of existing cultural heritage E&T institutions and programmes and link them to qualifications and professions in the field;
- develop a literature collection on cultural heritage E&T;
- identify gaps and needs in existing education and training programmes;
- explore quality standards and certifications schemes;
- propose innovative/emerging occupations and curricula guidelines.

Report 3.2 has tackled the tasks of defining, identifying and benchmarking innovative/emerging curricula which train candidates for innovative/emerging professional profiles in CH by employing a methodological mix. The authors conducted a survey, reviewed relevant literature and defined quantitative and qualitative indicators before they embarked on the actual benchmarking, which was then closely analysed.

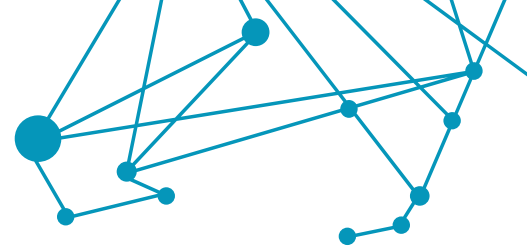
These combined efforts resulted in a number of findings on the different dimensions of curriculum innovation in emerging CH contexts and significantly enhanced our understanding of which CH curricula are innovative and/or emerging and why that is so.

Furthermore, the report has laid important groundwork for the upcoming WP3 deliverable 3.6 on guidelines for innovative/emerging curricula.



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### **Application area**

This document is a formal output for the European Commission, applicable to all members of the CHARTER project and beneficiaries.

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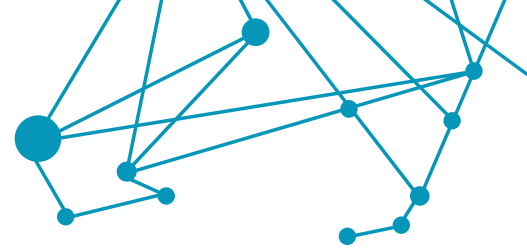
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## Abbreviations

CET .....	continuous education and training
CH .....	cultural heritage
EQF .....	European Qualifications Framework
ESG .....	Standards and Guidelines for Quality Assurance in the European Higher Education Area
E&T .....	education and training
HE .....	higher education
IET.....	initial education and training
LLL .....	lifelong learning
NQF .....	national qualifications framework
VET .....	vocational education and training



# 1. Introduction

This report is the result of a collaboration between the ten members of the working group on benchmarking analysis, which was established within WP3 of the CHARTER Alliance in early 2022. However, in addition to the authors, other CHARTER members and even individuals and institutions who do not belong to the Alliance have significantly supported this deliverable by replying to our survey on innovative/emerging curricula and thus helping us to better understand the two questions that lie at the heart of this exercise: What is it that makes a CH curriculum innovative? And what are emerging contexts in CH education?

The authors would like to thank everyone who contributed to this report and at the same time underline that, needless to say, all errors are that of the authors.

The term curriculum is most commonly used to describe the structure of an education programme. There is probably a slight semantic tilt towards using the term in the higher education sector (HE), rather than vocational education and training (VET). Most likely due to its frequent non-formal nature, the term may be least commonly used in continuing education and training (CET), which is a sub-category of lifelong learning (LLL).

Nevertheless, in this report we understand curriculum to describe any kind of education programme across all educational sectors (HE, VET), learning formats (formal, non-formal, informal) and types of education and training programmes (initial education and training, continuing education and training). CHARTER covers all of these different educational dimensions, because CH education and training exist across all of them.

Benchmarking may be described in general terms as a tool to compare primarily quantitative indicators with the goal of improving performance. Improving performance was clearly not the goal of this exercise, and hence the benchmarking methodology we used differed significantly from the “business” model of benchmarking. Rather, and in line with the objectives of this report, we have employed benchmarking as an analytical method for quantitative and qualitative characterisations of innovative and/or emerging curricula.

Furthermore, we would like to clarify that the information used for the benchmarking exercise consisted of a variety of materials on individual curricula. These include the entries to our survey as well as publicly available information on them, and not just documents called “curriculum.” This is due partly to the structural diversity of the curricula considered and partly caused by the methodology used, see chapter 2 of this report for details.





## 1.1. Objectives of the report

The objectives of the report at hand on the benchmarking analysis of innovative/emerging curricula are twofold.

Its first purpose as described in the CHARTER project application is to “highlight those curricula that are highly innovative in the five Areas of CH professions or show off as emerging professions in the near future.” The report will tackle this task by outlining curricula which promise to lead to particularly innovative professions and/or have been established in emerging contexts. Moreover, beyond the five CH Areas of the call, we will analyse these curricula according to CH Functions. The conceptual framework for CH Functions has been developed by WP2 of the CHARTER Alliance and is a central feature of WP2’s proposal for a circular model for the CH sector. Unlike CH Areas, which amount to a one-dimensional classification, Functions describe six fields of activities which form the building blocks of any given CH occupation and the curricula which lead to these occupations.<sup>1</sup>

Secondly, and perhaps more importantly, this report will explore what makes a curriculum innovative and/or emerging, which will contribute not only to the benchmarking exercise at hand, but also towards the methodology for the final WP3 deliverable in this project. We will attempt to identify those elements – calling them indicators to signify their role in the benchmarking exercise – which constitute innovation in CH education and/or which can be used to describe curricula in emerging CH contexts. This is a vital preparation for the benchmarking, which can only be undertaken after relevant indicators have been established. In addition, these indicators will lay part of the groundwork for our forthcoming deliverable D3.6, the “Guidelines for innovative/emerging VET and HE paths.” For they will not only allow us to analyse existing curricula but also have forward-looking properties by supporting us in drafting guidelines for future curricula in CH education. By comparing the indicators we identified in D3.2 to the draft guidelines developed in D3.6, we will be able to self-check whether we have considered as many dimensions of CH innovation and emerging contexts as possible.

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<sup>1</sup> For more details on CH Functions, see the following reports by WP2: Corr, S. Marçal, E. McMahon, P. Mignosa, A. van Leeuwen, J. (2021). Report: A new landscape for heritage professions – preliminary findings. CHARTER Consortium, pp. 19-25 and Corr, S. Lagerqvist, B. Marçal, E. Mignosa, A. Sani, M. (2022). Report: Families of competences. CHARTER Consortium, p. 11. See also our previous WP3 report: Baatz, W. De Luca, M. Marcuccio, M. Piccinino, M. Riegler, K. (2021). Report: Cultural heritage education & training – pathways to qualifications. CHARTER Consortium, pp. 14-16.



## 2. Methodology

### 2.1. Literature review

A thematic literature review was performed using a replicable and transparent process for the literature search and analyses. When applicable, elements of the Preferred Reporting Items for Systematic reviews and Meta-analysis (Prisma) were used in the method and result section. For example, an electronic search strategy (#8), as well as a process for selecting (#9) and extracting studies (#10) were part of the methodology and analyses.<sup>2</sup>

The review aimed to include papers that either contribute to the study regarding innovative or emerging curricula in the CH sector. Therefore, two search queries were performed in academic search engines. The first on the 25th of August 2022 in Web of Science (WOS) and the second on the 1st of September in Scopus. As figure 1 shows this enquiry resulted in fifteen potentially interesting articles of which seven were used in this report.

Since this report focuses on innovative and emerging curricula in the CH sector, the search query was refined to articles on themes such as *education* and *educational research*. In addition, because of the speed with which results were obtained and online with the other literature review executed for this report the time scope was limited to the publication year 2020 to 2022.

Row	Search terms	Refined by category (WOS)	WOS	Scopus	Refined by subject area (Scopus)
A	innovative OR emerging AND curricula AND cultural heritage (abstract)	Search within Topic Education Educational Research and abstract	17.343	40	Search within Topic
		Potentially interesting	n.a.	5	
B	innovative curricula cultural heritage	Search within abstract	11	27	Search within article title, abstract, keywords

<sup>2</sup> Liberati et al., (2009) The PRISMA Statement for Reporting Systematic Reviews and Meta-Analyses for Studies that Evaluate Health Care Interventions: Explanation and Elaboration. PLoS Medicine, 6 (7).



C	innovative education cultural heritage	Search within abstract	43	222	Search within article title, abstract, keywords
D	emerging curricula cultural heritage	Search within abstract	6	14	Search within article title, abstract, keywords
E	emerging education cultural heritage	Search within abstract	30	113	Search within article title, abstract, keywords
		Potentially interesting	0	10	
		Total	0	15	25 studies

*Figure 1: Overview of the results of the search queries performed for this report*

The results of both search queries were analysed by one of the authors of this article through reading the abstract, and in case of doubt, the conclusion. The first search query (Row A in the table) in WOS resulted in too many results to be analysed. The same query in Scopus resulted in a feasible number of articles and was therefore used for the purpose of this report. Publications that could contribute to the discussion on either innovative (Row B and C in the table) or emerging (Row D and E in the table) were filtered and duplications were removed.

Furthermore, in a second literature review, we recorded and analysed sources from the Voices of Culture (VoC) report, publications by the UK innovation agency NESTA, and from relevant OECD, UNESCO and EU publications linked to the creative industries. This complementary approach to a large extent provided a viewpoint external to the heritage sector. In fact, efforts in related fields such as the creative industries, to foresee and support new and emerging professions already exist as sectors begin to anticipate future demands. In particular, innovation support techniques, as they have been supported by the EC in the creative industries for years, should be assessed in terms of their relevance to the CH sector.



## 2.2 Survey

When faced with the task of identifying innovative/emerging curricula the authors agreed that it would not be sufficient to just try and search for such curricula in our CHARTER database of CH education programmes (T3.2). Rather, the authors considered it appropriate to conduct a specific survey among CHARTER partners and their associates to draw on the collective expertise of the Alliance in this complex task.

Therefore, on 6th May 2022, the working group on the benchmarking analysis launched a survey which invited CHARTER members and their associates to submit, by 31st May 2022, curricula which they considered to be innovative and/or are situated in emerging contexts of CH education. by 31 May 2022. In addition to submitting information on the curricula, such as weblinks or other documents, respondents were requested to state why they thought that the curricula they submitted were considered particularly innovative or situated in an emerging context.

The latter questions were a consequence of the members of the working group finding themselves unable to agree on definitions for the two central terms “innovative” and “emerging”. Therefore, the working group felt it was wise to ask the respondents about their reasons for submitting the curricula in the survey, thus grasping the underlying concepts in respondents’ minds for these two adjectives.

The challenges of defining these two terms in the context of education has also been illustrated by UNESCO’s Glossary of Curriculum Terminology. It does not contain a definition of “innovative”, and defines “emerging issues” as important learning content, relevant for the learners, that responds to the emerging issues as they arise (e.g. sustainable development, advanced technologies impact, social challenges).<sup>3</sup> We took this approach into account when developing the qualitative indicators which were used for the benchmarking analysis.

Moreover, it was made clear that it was not the purpose of the survey to collect as many curricula as possible, but that it would be more important to receive information on curricula which were considered by respondents to fit the general description of innovative/emerging curricula particularly well. This was the general description provided in the survey:

### **Survey on Innovative/Emerging Curricula CHARTER D3.2**

The purpose of this survey is to collect innovative and emerging curricula in cultural heritage and related fields. The results of this survey will provide the basis for a benchmarking exercise of innovative/emerging curricula.

Please note: Curriculum in this context refers to the outline or structure of any education and training (E&T) programme from EQF level 3-8. We are looking for programmes in higher education as well as vocational education and training. The length of the curriculum is irrelevant, it may vary from full study or apprenticeship programmes to short courses for specific skills. Moreover, the curriculum can concern either initial E&T (taking place before entering the workplace) or continuing E&T/lifelong learning.

<sup>3</sup> UNESCO-IBE (International Bureau of Education) (2013), Glossary of Curriculum Terminology, p.25.



We have found it very difficult to come up with comprehensive definitions for innovative and emerging. Therefore, we do not want to state one here, but rather list elements of these concepts as a guide for respondents.

- Our survey concerns curricula which are innovative/emerging either in terms of content or educational methods/research practice, or both.
- Innovative and emerging both denote an element of novelty and relevance for the future. Therefore, the curriculum/programme should be fairly new or recently updated, but not entirely new. There should be some experience which has shown its promise for the future.
- Innovative curricula address issues which are highly important for society as a whole and encompass economic factors (e.g. employment market needs) as well environmental factors (e.g. climate change).
- Emerging curricula equip graduates with skills to solve real-life problems as they arise.
- Innovation can also refer to new methods which have been established by departing from old ideas using creativity and imagination.
- The concept of Future Skills is also important in this context. These are defined as “competences that allow individuals to solve complex problems in highly emergent contexts of action in a self-organised way and enable them to act (successfully). They are based on cognitive, motivational, volitional and social resources, are value-based and can be acquired in a learning process.” See: <https://nextskills.org/future-skills-overview/future-skills/>
- The content of innovative and emerging curricula can concern both traditional skills (e.g. if they are highly relevant for cultural heritage in the present and future) as well as new technologies (e.g. digital skills). Moreover, they can also include soft skills such as critical thinking, collaborative and intercultural skills and self-learning capacity.

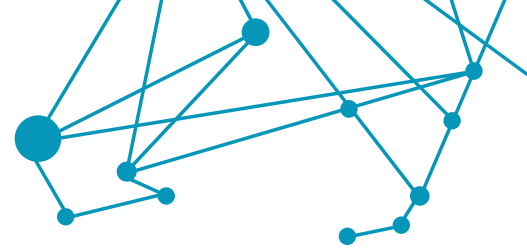
*Figure 2: Description of innovative/emerging curricula for the survey*

The survey resulted in 39 entries of curricula. Of these 39, one curriculum was entered twice, one was below EQF level 3 and therefore outside the remit of the CHARTER project, one entry did not state the required information and the provided link did not work and three entries cited links to various CH curricula but did not make it clear to which one the entry referred to.

Of the remaining 33 curricula, four concerned programmes offered by UK institutions. While the authors have the greatest respect for the work of our UK colleagues in providing high quality CH education, given that CHARTER is an EU Blueprint project it was considered appropriate to include only entries from EU countries in the survey and consequently this is reflected in the report at hand. Nevertheless, the CHARTER database T3.2 aims to collect CH education programmes from all over the world and certainly from neighbouring non-EU countries such as the UK.

This left the working group with 29 curricula which have been subjected to two kinds of benchmarking:

1. A quantitative benchmarking based on formal indicators
2. A qualitative benchmarking drawing on qualitative indicators



Given that the original remit of the project application would have been to benchmark only five curricula (one for every one of the five CH Areas), it was considered more than adequate to benchmark these remaining 29 curricula. Furthermore, these curricula cover all of the five CH Areas as well as all of the six CH Functions and therefore present an excellent panorama of European CH education.

Finally, it is important to stress that the survey does by no means claim to represent all or a significant portion of innovative/emerging CH curricula in Europe. Neither does it claim to be representative of the geographical distribution of such curricula. This was not the purpose of this survey. Rather, it represents a sample of innovative/emerging curricula in Europe which was drawn on for analysing characteristics of innovation and/or emerging contexts in CH E&T. All results of the survey must be read in this light, in particular any quantitative conclusions.

## 2.3. Formal indicators

Benchmarking in most cases draws on quantitative and/or formal indicators. This is of course due to the fact that only these indicators allow for a completely objective comparison. While the main focus on the benchmarking exercise at hand is indeed on qualitative indicators, as will be further explained in chapter 6, the working group did identify a number of quantitative/formal indicators which it considered highly relevant for characterising innovative/emerging curricula.

The authors reverted to the work that was done by WP3's first report on "Cultural heritage education & training in Europe – pathways to qualifications" (D3.1)<sup>4</sup> in identifying the following indicators which complement the qualitative analysis in a meaningful way. Moreover, some of these indicators are necessary for determining others. For instance, whether it is unclear if a curriculum belongs to initial or continuing education, the length/ECTS can often help decide that question.

Note: All of these indicators are described in detail with full references in D3.1, which is why they are listed here with only basic information and no further references.

- **Cultural heritage Function:** As outlined above, the work of our CHARTER colleagues in WP2 has led to the definition of six CH Functions:
  1. Recognition
  2. R&D and Education
  3. Preservation and Safeguarding
  4. Engagement and Use
  5. Governance
  6. Management
  
- **Cultural heritage Area:** One of the major preliminary results of the CHARTER alliance so far has been a clear conceptual preference for CH Functions rather than the five CH Areas as defined by the Erasmus+ call which led to the CHARTER Alliance. We realize that CH Functions and Areas may be easily confused, not least because of the similarities in their denominations. Please refer to the reports mentioned in footnote 1 for in-depth

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<sup>4</sup> See supra note 1.



explanations of the two concepts. Despite CHARTER's conceptual preference for CH Functions, CH Areas are still relevant indicators for this benchmarking exercise:

1. Safeguarding and Preservation
  2. Crafts and traditional knowledge
  3. Dissemination and communication
  4. Knowledge
  5. Planning / Management
- **Education sector:** This indicator asks if a curriculum is offered in the context of 1. higher education, 2. vocational education and training, or 3. HE-VET. The latter refers to curricula which are offered by higher education institutions with a strong focus on vocational education and training.
  - **Types of education and training:** This indicator distinguishes between curricula which are offered as part of initial or continuing education and training. Initial E&T typically takes place before entering the workforce, whereas continuing E&T takes place after an individual has entered the workforce. The distinction between the two concepts is not always clear, for instance in case of Master curricula (is the Master level required for entering the workforce?) or re-training.
  - **Learning format:** European education and training policy distinguishes between 1. formal learning (i.e. taking place in a structured environment and leading to a certification), 2. non-formal learning (does not lead to a certification, but may still be structured, e.g. in-house training by companies) and 3. informal learning (resulting from daily activities related to work, family or leisure and typically unintentional from the learner's perspective).
  - **Length:** Excepting higher education, where nominal student workload as defined by ECTS is the major indicator for the time investment a curriculum requires, the length of a curriculum provides vital information for characterising it.
  - **ECTS:** The European Credit Transfer System states the nominal student workload for a given curriculum, with 60 ECTS typically comprising a full academic year.
  - **NQF/EQF levels:** The European Qualifications Framework (EQF) consists of eight levels from basic to doctoral education which characterise individual qualifications. In addition to this, some countries use national qualifications frameworks (NQF) which are comprised of fewer or more levels but are still compatible to the EQF.

## 2.4. Qualitative indicators

The working group spent considerable time researching and discussing the qualitative indicators on which the benchmarking should be based as these had to capture the essence of innovative CH curricula and/or those in emerging contexts. They employed three methods for identifying the qualitative indicators:



1. Literature review: In the course of reviewing the relevant literature for this report, particular attention was paid to identifying relevant criteria that could then be used as indicators for the benchmarking.
2. Close reading and analysis of the replies to the survey: As outlined above in 2.2 it was a goal of the survey to draw on the collective intelligence of the CHARTER Alliance for identifying as many dimensions of what constituted innovative curricula or emerging contexts.
3. Personal experience and observations: The group thought about which curricula they personally found highly innovative and emerging and then discussed their reasons for this. While this approach is somewhat unsystematic, it is totally empirical and did prove valuable in checking whether the indicators, identified via the first two approaches, were sufficiently comprehensive or not as evaluative tools.

This resulted in the following qualitative indicators which were then grouped into the three clusters. For each indicator the authors defined leading questions (in italics) on which the benchmarking was based:

#### Cluster A – General innovation/emergence-related indicators

- **Relevance for society:** *Are societal needs explicitly addressed by the curriculum?*
- **Relevance for the market:** *Are market needs explicitly addressed by the curriculum?<sup>5</sup>*
- **(Relative) novelty:** *Does the curriculum contain new elements (content or structural) that have not existed so far on the regional, national or European educational levels? Is there a demonstrable departure from old ideas and relevance for the future?*
- **Accessibility/awareness:** *Does the curriculum contribute to greater accessibility to CH and thus contribute to its awareness among different audiences including minorities?*

#### Cluster B – Structural elements

- **Innovative teaching/delivery format:** *Is the curriculum delivered by innovative teaching methods? Is there a diversity of teaching methods employed? Are they relevant to the content that is being taught?*
- **Work-based learning opportunities:** *Does the curriculum include mandatory practical learning opportunities such as apprenticeships, internships etc.?*
- **Collaborative elements:** *Has the curriculum been developed or is it being implemented in cooperation between different institutions? Has it been developed in the context of an EU project?*

#### Cluster C – Content elements

- **Trans-/Interdisciplinarity:** *Does the curriculum transcend disciplinary boundaries in a meaningful manner and thus foster a wider understanding of heritage? Specifically, is there a combination of cultural skills with those of education and wellbeing (e.g. nursing, medical or social services)?*

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<sup>5</sup> Society and market relevance often coincide showing similar relevance. However, there are some curricula where the results differ. In this report preservation of CH at any stage is regarded to be of relevance to society, according to the Faro Convention. Market relevance on the other hand may certainly also have a social component, but it is directly related to employment and financial aspects, and not necessarily to the preservation of CH.





- **Core cultural heritage/transversal skills:** *Does the programme content focus on core CH skills?*
- **Sustainability:** *Does the curriculum take into account questions related to sustainability as it is defined by the New European Bauhaus, i.e. "to act in harmony with nature, the environment, and our planet?"<sup>6</sup> This includes any curricula aimed at mitigating the effects of climate change, see also the United Nations Sustainable Development Goals (SDG).*
- **Digitalisation and technological change:** *Does the curriculum address technological change and/or questions of digitalisation? This includes improved access to, handling of and analysis of data.*
- **Entrepreneurship/management:** *Does the curriculum transmit entrepreneurial/management skills, possibly for self-employment? This may also include funding/fundraising skills.*

### 2.4.1 Qualitative indicators not included in the benchmarking

In addition to the qualitative indicators outlined above, our research yielded a number of other indicators, which are not included in the above list. The main reason for this was that the available information for the curricula was deemed insufficient to benchmark these indicators. However, as explained in the introduction, these indicators will serve an important purpose for WP3's upcoming deliverable D3.6, which will result in guidelines for innovative/emerging CH curricula in VET and HE.

- **Future skills:** The conceptual framework for future skills has been developed for some time. It relates to the ability to effectively address highly complex problems at some time in the future which cannot even be foreseen at the time at which the education/training takes place. Thus, it concerns mainly soft and transversal skills such as curiosity, imagination, resilience, self-confidence, self-organisation and communication skills. Future skills are also closely associated with value-based education creating awareness for local and global challenges and tolerance towards others. Originally, future skills were used only in the context of higher education.<sup>7</sup>

Moreover, future skills, though they are not referred to as such, appear to have been taken up in a less stringent sense by the European Qualification Framework (EQF). Starting with EQF 5, the framework several times refers to unpredictability of problems, changes or contexts in its descriptors for skills and responsibility/autonomy.<sup>8</sup>

Since the concept of future skills is certainly a highly valuable indicator for innovative curricula in emerging CH contexts, it was first included in the benchmarking by employing the following leading question derived from the work of Ulf-Daniel Ehlers:<sup>9</sup> Does the curriculum equip learners with skills to address complex problems in highly emerging contexts which cannot be planned/foreseen in detail?

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<sup>6</sup> See: [https://new-european-bauhaus.europa.eu/index\\_en](https://new-european-bauhaus.europa.eu/index_en)

<sup>7</sup> Ehlers, U.-D. (2020). Future Skills. The Future of Learning and Higher Education. Books on Demand.

<sup>8</sup> European Union (2018). The European Qualifications Framework. Supporting learning, work and cross-border mobility: 10th anniversary. pp. 18-19.

<sup>9</sup> See supra note 6.



However, our practical benchmarking attempt did not yield a satisfactory result. This was mainly due to the fact that the available information was in many cases not sufficient to allow the authors to understand the complexity and unpredictability of graduates' working environments. Since our observations in this context were still considered valuable, we kept them in the table, but removed the benchmarking as such, i.e. the colour grading.

- **Quality assurance:** Whether a curriculum is subject to systematic quality assurance processes is a pertinent question in any education context and an important indicator for benchmarking. The result of our benchmarking attempt showed that every single one of the curricula in the sample offered by higher education institutions had internal quality assurance mechanisms based on national/regional regulations. These in turn were based on the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG). The ESG have been agreed upon in the course of the Bologna Process and form the common denominator for quality assurance in European higher education.<sup>10</sup>

While this result strengthened our confidence in the implementation of the objectives of the Bologna Process on quality assurance, it was close to impossible to find information on quality assurance for VET curricula or those in continuous education and training that were not offered by HE institutions. Since it is impossible to know if this was due to a lack of (public) information or to an actual lack of quality assurance processes in these two sectors, it was decided to remove quality assurance as an indicator from the benchmarking exercise, but carefully consider it in D3.6.

- **Plausibility of learning outcomes:** To ask whether there is an evident discrepancy between learning outcomes and the time frame or student workload of a curriculum may be described as a subsidiary dimension of quality assurance. Yet, on its own, this too is a valuable indicator. A curriculum which is not meticulous about actually delivering what it promises in terms of 1.) knowledge, 2.) skills and 3.) responsibility and autonomy - the three dimensions of learning outcomes as defined by the EQF – can actually never be innovative/emerging.
- Nevertheless, the authors decided to leave it out of the benchmarking exercise, because in most cases it would have required significant additional information to that which was available to them in order to make an informed choice about this indicator. Moreover, few curricula in the sample applied learning outcomes in a systematic manner. Therefore, to identify the actual learning outcomes on the levels of individual classes, modules and the curriculum, would have amounted to mere guess-work and even be downright impossible in some cases.
- **Soft skills:** Soft skills may be considered a subset of transversal skills, i.e. skills that can be applied to many different occupations, as opposed to job-specific skills, which we called “core cultural heritage skills” in our benchmarking. Transversal skills are at least to a certain extent covered by our benchmarking exercise via the indicator which asks if a curriculum transmits core CH skills. But it can be quite challenging to find out about the specifics of

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<sup>10</sup> Standards and Guidelines for Quality Assurance in the European Higher Education Area (2015). See also our WP3 report Cultural heritage education & training (2021) pp. 40-41, supra note 1.



transversal skills and identify those contained in a curriculum. Therefore, soft skills are not considered in the benchmarking, despite our awareness of their significance.

Our literature review has pointed to the importance of non-technical soft skills such as motivation, engagement, communication skills, empathy, tolerance, resilience for cultural and creative work. Their overall importance for the European job market has also been underlined by CEDEFOP, which projects “a fall in physical tasks and an increase in intellectual and social tasks”<sup>11</sup> by the end of this decade. Moreover, we have outlined their relevance in the context of future skills above.

- **Values and ethics:** We are faced with a similar case in the context of values and ethics. These are considered to be essential aspects of CH education, however, it is challenging to detect them in curricula. We did find a few curricula which contain individual courses, for instance “Theory and Values in Conservation” (6 ECTS, Master in Conservation and Restoration, NOVA School of Science and Technology, Portugal) or “Concepts and Fundamentals of Conservation-Restoration” (6 ECTS, Grade in Conservation-Restoration of Cultural Heritage, University of Barcelona).

Yet, the titles of courses do not always let us draw conclusions on content. Not having a course specifically devoted to values and ethics does not mean that this content is not addressed in a curriculum. Furthermore, given the lack of systematic application of learning outcomes, values and ethics are not feasible as an indicator for the current benchmarking, but will certainly play a significant role in drafting guidelines in D3.6. This is not least, because values and ethics are at the core of the CHARTER model for the CH sector that has been developed by WP2.<sup>12</sup>

- **Qualifications of educators/trainers:** Processes need to be in place to ensure that educators/trainers have the relevant skills and knowledge needed to transfer knowledge and skills in innovative and emerging curricula. Therefore, the qualifications and up-skilling requirements for teaching staff should be considered. In addition, professional experience in real working environments may be highly relevant.
- **Organisational quality:** Does the education and training provider (educational institute, work placement business/organisation) have the means to provide organisational key success conditions such as planning, systemic processes and digital services?

## 2.5. Benchmarking

While the benchmarking of quantitative or formal indicators usually does not cause any ambiguities, qualitative benchmarking will certainly do that. This is obviously due to the fact that qualitative benchmarking always involves a personal – and therefore subjective - assessment in how far a curriculum fulfils or does not fulfil a given indicator.

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<sup>11</sup> CEDEFOP (2018). Skills forecast. Trends and challenges to 2030, p. 77.

<sup>12</sup> See the references in footnote 1.



The authors were of course fully aware of this challenge when designing the methodology for the qualitative benchmarking. In order to objectify this exercise, they developed the following safeguards:

- **Group decision making:** No single person decided on the benchmarking alone, but all decisions were taken by the group in a consensual manner. In this way the subjectivity of the individual was balanced out by the diversity of the ten members of the group with their different backgrounds.
- **Transparency:** Each indicator contains a short text that explains the reasons for its assessment in the benchmarking. In this way the authors intended to make their decisions more transparent and comprehensible to readers of this report.
- **Colour grading scale:** Rather than using a numerical benchmarking scale, the authors decided to employ the following colour grading scale to illustrate the fact that our benchmarking was not an exact evaluation, but a careful appreciation of available information with at times equivocal results.

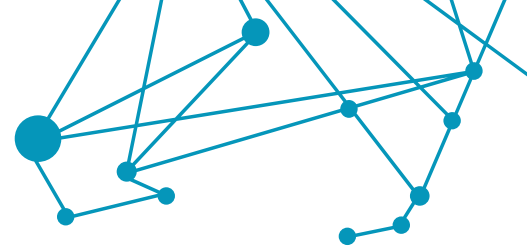
■	The indicator is <u>predominantly</u> or fully met by the curriculum
■	The indicator is partly fulfilled by the curriculum
■	The indicator has some relevance for the curriculum, but not much.
■	The indicator is of no relevance for the curriculum
■	Lack of information to assess the indicator

*Figure 3: Colour grading scale for benchmarking*

- **Leading questions:** The text and colour assessment were based on leading questions which are spelled out for every indicator in chapter 2.4.
- **Characterising rather than evaluating:** The authors aimed at characterising curricula with this benchmarking exercise, they did not intend to evaluate their quality. Consequently, all their statements should be read in this light.

Finally, it must be emphasised that the qualitative benchmarking must be read as the combined application of all indicators to one curriculum. Never should a single indicator be used for this purpose. This is again a major deviation from quantitative benchmarking, in which individual indicators do convey important information. But in the qualitative benchmarking at hand, only the synopsis of all indicators carries informative value.

Moreover, the authors wish to underline that the way an indicator scores according to the colour grading scale alone does not necessarily indicate any information on its potential for innovation or whether it belongs to an emerging context, either. For instance, if a curriculum is offered in a collaborative manner or by one single institution, or if a curriculum is focused on core CH skills or concentrates mainly on transversal skills is per se neutral information. Innovative/emerging curricula can score either way.



## 3. Conceptual frameworks for innovative/emerging curricula in cultural heritage

### 3.1. Methodological literature review

As previously mentioned, the methodological review has resulted in possibly seven relevant results regarding innovative and emerging curricula in CH education programmes. These studies were mostly case studies and are characterised by in-depth analyses on a specific matter, it is possible they might result in a wide variety of unrelated outcomes. However, these case studies might be considered innovative and/ or emerging due to the nature of their didactical approach, the inclusion of sustainability as a theme in CH education, and lastly, as digital technology is accessed and used to offer new opportunities in the CH education field. These three incentives for innovation and/or emerging programmes in CH education will be explored further below.

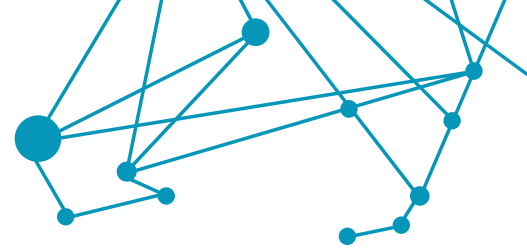
Two innovative didactical methodologies such as the *competency-based approach*<sup>13</sup> (Choi, 2021) or the *school-work innovative method*<sup>14</sup> (Fiorillo, Rizzi and Achille, 2021) were initially evaluated. These two studies which address practise based educational methods vary significantly in the topics of their studies. Where the study of Choi (2021) explores the process related to the development and implementation of competences for an education programme in the field of Libraries, Archives and Museums, the research of Fiorillo, Rizzi and Achille (2021) attempts to identify the most successful didactical tool for reviving interest in CH by involving the local community through the use of virtual experiences. Despite differences, both studies point to organisational matters such as planning and orderly processes as being key to the successful implementation of a curriculum and sustaining its progress (Choi, 2021; Fiorillo, Rizzi and Achille, 2021). The importance of competent teachers is raised in light of the fact that not every lecturer appears to be familiar with learning outcomes assessment (Choi, 2021). Lastly, Fiorillo, Rizzi and Achille (2021) point out the necessity for lively dialogue between students and teachers to enhance the aims and methodologies of the programme at hand.

The second set of studies involve the emerging theme of sustainability. According to Wuebold et al (2022,) as well as Molina-Torres and Ortiz-Urbano (2020), practitioners and researchers in the field of CH conservation are more and more aware of the impact of sustainability issues for their field. Therefore, their studies explore how to develop education models to embed sustainability principles in academic CH education. And whereas Wuebold et al (2022) perform an explorative study to gain preliminary insights regarding the existing teaching methods on sustainability within the CH education programmes of their university, Molina-Torres and Ortiz-Urbano (2020) focus specifically on active learning approaches for teaching heritage sustainability. According to the latter study, the success of innovative and active teaching methodologies for future teachers in

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<sup>13</sup> The competency-based education model provides students with the knowledge, skills and attitudes which respond to the professional practice (Choi, 2021).

<sup>14</sup> According to Fiorillo, Rizzi and Achille (2021) the school-work innovative method combines knowledge attained at school and tests students' abilities in practical situations within their future work field.



sustainability is hampered by insufficient training of university teachers as well as the conceptuality of the content of the programme. In line with that, Wuebold et al (2022) point out to the lack of lecturers' willingness to acquire suitable didactical techniques. Next to that, education institutes raise barriers to incorporate sustainability within their heritage education as funding is low and curricula are very tight which makes including new education material complicated.

Lastly, three studies are explored regarding the manner in which digital technology offers new opportunities in the CH education field. The first study from Meegan, Murphy and Keenaghan (2021) studies how Virtual Learning Environments might help to create Virtual Heritage Learning Environments<sup>15</sup>. While highlighting the fact that virtual and digital learning systems require specialised support and services to help enable students working with them, the study also suggests the inclusion of authentic learning practices such as *activity-based learning* (such as *problem-based learning* and *replacing on-site experience*). The second research examines the current status of educational curricula in digital CH in Europe. In their paper, Munster et al (2021) aim to indicate innovative learning formats, together with their demands and challenges. Pioneering incentives are cited such as tutorials as self-study format, *flipping the classroom*<sup>16</sup> and *virtual learning locations*. The research suggests *lifelong learning* and *vocational training* are tools which provide scholars and professionals with the skills to stay up to date and help a broader public to obtain digital competences through CH applications. Examples of such *management of self-directed learning*, *linking primary, secondary and higher education* as well as *citizen science and education* are explored.<sup>17</sup> Third, and lastly Xu, Huang and Dewancker (2020) study so-called *art heritage* where students use digital technology to redesign traditional Chinese cultural patterns and apply them into existing buildings. A new pedagogical framework is used as an experimental practice platform, providing students with relevant technical and design skills to help them explore traditional culture. And even though this final paper does not suggest key take-aways or preconditions that might provide indicators for the benchmark of this study, the case study itself explores an innovative CH education programme indeed and as such contributes to this review.

All in all, this review did not provide us with suggestions on how to define *innovative* or *emerging* CH education programmes. However, the analysis does provide information which might offer suitable indicators for evaluating innovative and emerging curricula in CH education: first; a thorough and suitable, didactical approach appears to be the basis for every successful CH education programme. Second; curious and engaging educators are essential to design and teach future CH professionals. Third; in order for an innovative education programme to be successful and enduring, planning, systematic processes and suitable digital services are key. Fourth, attention regarding the broad topic of sustainability in relation to CH education is required as studies stress its societal and environmental importance. Combining sustainability with cultural heritage education appears to be challenging. Fifth and lastly, virtual and digital technologies provide new didactic and pedagogical opportunities for designing innovative CH programmes which not only train future CH professionals but also the broader public in general.

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<sup>15</sup> According to Meegan, Murphy and Keenaghan (2021) Virtual Heritage Learning Environments are virtual and digital learning systems for education in conservation and valorisation of cultural heritage.

<sup>16</sup> The *flipping the classroom* method switches learning stages. After studying individually, students come together for group learning with teachers and peers (Munster et al, 2021).

<sup>17</sup> For more information regarding these suggested applications read Munster et al (2021).



## 3.2. Review of literature on the cultural and creative industries

The Voices of Culture (VOC) Brainstorming Report TOWARDS AN INTEGRATED APPROACH TO CULTURAL HERITAGE FOR EUROPE- PROSPECTUS ON “SKILLS, TRAINING AND KNOWLEDGE TRANSFER FOR TRADITIONAL AND EMERGING HERITAGE PROFESSIONS” (October 2017) remains the publication offering the most valuable contribution for this deliverable, as it is one of the few which focuses on the CH sector. The requirements/criteria for emerging professions can be summarised as follows:

- Foster, determine and understand cross sector needs, not only in terms of new emerging professions but also in terms of commodification of CH and the synergies among “creative industries” and cultural organizations
- Provide greater accessibility to CH which includes expertise in intercultural aspects
- Act as a conduit between stakeholder groups
- Facilitate a wider understanding of heritage
- Contribute to awareness
- Provide a bridge between specialist and non-specialist expertise
- Support top level direction for heritage and its associated professions at European, national, regional and local level
- Make recommendations and decisions on standards (ethical and/or professional) and their recognition.
- Advocate for the value of CH
- Address and draw attention to ethical concerns
- Ensure sustainability through funding development and support (Align and enable funding meets and enhance the needs and priorities of CH)
- Engage in dialogue with the broadest range of stakeholders
- Develop Strategic Planning & Thinking, Prospective Thinking, Shared Stewardship and Digital Competencies.

NESTA, the British innovation agency, has published a large number of studies and reports focused on innovative processes. Direct links to CH focus on “special topics” like financing, data management and economic valorisation. There does not seem to be a publication which focuses on new professions, but from the other reports mentioned above the skills needs can be summarised as:

- Literacy in access to funding
- Access, handling and analysis of data
- “Thinking business” for heritage professionals (without losing the ethics for heritage preservation)

Emerging professions in the creative industries which could be transferred to the CH sector are very well-identified in several publications and websites. The most recent study was published by the OECD 2022 and successfully reflects several other studies done over the last 5 years. It points



in some detail to skills gaps and respective needs for the creative industries which are very relevant for the heritage sector as well.<sup>18</sup>

The following quotes from this report demonstrate several required skills for emerging professions:

- Improving entrepreneurship skills in particular is a key priority given the high rate of self-employment in the sector. Strategies include enhancing access to entrepreneurial training, coaching and mentoring programmes and developing skills strategies at the appropriate geographic scale.
- Workers in subsectors such as design, architecture, even theatre, often have the entrepreneurial training (or experience) they need to build careers. In comparison, in other subsectors, like traditional crafts, there is less professionalisation and many practitioners need further training and support to understand how to successfully commodify their work. Other work on entrepreneurship more generally, points to the need to close gaps in entrepreneurship skills for specific populations, such as indigenous populations, ethnic minorities and women.
- Addressing disparities in access to digital tools, infrastructure and skills can help to ensure the full potential of digitalisation in the sector is realised.
- (There is) a need for new professional training that combines cultural skills with those of education, nursing, medical or social services.<sup>19</sup>
- Soft skills, technical skills and managerial/entrepreneurial skills are all required for cultural and creative work, but technical and managerial skills gaps are particularly prevalent in the cultural and creative sector (CCS). In regard to specific skills needs, a recent study of CCS in Europe found technical and managerial skills gaps were pervasive across CCS, alongside some gaps in soft skills (VVA, 2021)<sup>20</sup>. Much cultural and creative work requires very specific technical skills, for example, a goldsmith or jewellery maker requires both metal craftsmanship skills and the ability to use and operate different digital tools (such as CAD/CAM, 3D modelling, 3D printing etc). Skills gaps were often found in these more technical domains, which require very specific training. Moreover, the report identified significant skills gaps in managerial/entrepreneurial skills such as marketing, project management and negotiation.<sup>21</sup>

The following quote of the OECD study identifies the skills gaps and recommends how they can be closed.

*“Although cultural and creative employees have higher education and skills levels on average, important skills gaps remain. Specifically, digital and entrepreneurial skills, which are particularly important due to the rates of self-employment and micro-enterprises in the sector as well as more technical skills gaps in specific sub-sectors, such as traditional crafts.*

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<sup>18</sup> OECD (2022), “Cultural and creative jobs and skills: who, what, where, and why it matters”, in *The Culture Fix: Creative People, Places and Industries*, OECD Publishing, Paris.

<sup>19</sup> The link to the health sector is not a specifically new aspect but an under-explored aspect for emerging skills.

<sup>20</sup> VVA (2021). *Creative FLIP Final Report, Work Package 2 on Learning*. Please see below where the study is analysed in its outcome for the CHARTER topic.

<sup>21</sup> See OECD (2022), *supra* note 18.





*Several strategies can be used to boost entrepreneurial skills of creative workers, including enhanced training, coaching and mentoring. This includes greater integration of entrepreneurship-related curriculum in arts and culture education and training programmes, for example in universities and vocational institutions. This includes expanding access to entrepreneurship training programmes as part of lifelong learning and business development support programmes. In some cases, these may need to be specifically tailored to address the unique business models and economic considerations in the sector. Mentoring and coaching, which support the development of entrepreneurial skills through more personal relationships, are another strategy that has proven to be effective. Business consultancy services are another model for transferring expert knowledge from a consultant to an entrepreneur in a bespoke way. Often, these latter types of support are offered through integrated support packages for business development, including financing. This type of ‘packaging’ can be more effective than relying on a single, narrowly defined support instrument (OECD, 2014[101])<sup>22</sup>.*

*To address skills gaps in specific sub-sectors or places, more comprehensive sector-based skills strategies may be needed. Such strategies should be built on robust analysis of current and future skills needs and gaps, developed in close cooperation with sector representatives. This may look different to typical employer engagement strategies for other sectors, given the high share of freelancers and self-employed in CCS.*

*Attention to the appropriate scale of these strategies is also needed. Regional or local skills strategies, that bring together local authorities, education and training organisations, employment services, and employers are particularly important when these sub-sectors are strongly embedded in local communities and are unlikely to delocalise. In other cases, the national level may be the more appropriate scale when the sub-sector encompasses a high share of jobs performed remotely or with significant labour mobility (for example, related to the interpreter talent pool).*

*Regardless of the scale of these strategies, a few overarching considerations are relevant. These include expanding work-based learning opportunities, such as apprenticeships; considering how to strengthen various components of education and training systems, from universities to vocational training to higher technical institutions; as well as how to promote lifelong learning opportunities for those wishing to strengthen their skills and make a mid-career transition to a cultural and creative field. Career pathways approaches, which consider not just the skills needed for initial entry into CCS, but also how to support progression over the longer term, are also important.<sup>23</sup>*

A recent EU publication of the Cultural and Creative Sector (CCS) identifies future knowledge needs of the sector.<sup>24</sup> According to this report, the following criteria can be derived for innovative and emerging professions which are also relevant for the CH sector:

Knowledge on:

- IPR, including patenting & digital single market developments
- Evidence-based policy-making

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<sup>22</sup> OECD (2014), Job Creation and Local Economic Development, OECD Publishing, Paris.

<sup>23</sup> OECD (2022), see supra note 18, p.128.

<sup>24</sup> CCS ECOSYSTEMS (2020). Financing, Innovation, Entrepreneurship and wider Ecosystem support for Cultural and Creative Sectors - FLIP conference conclusions.



- Cross-sectoral collaboration and innovation: Science+Technology+ARTS and other initiatives
- Regional and local development (smart specialisation) strategies
- Links to so called KICs (knowledge and innovation communities)

The outcomes of the above-mentioned studies were used as background information in the benchmarking and allowed for a more precise definition of the indicators.



## 4. Learning from previous benchmarking in Blueprints

In order to compare the methodology for drafting CHARTER deliverable D3.2 with the approaches used in previous Erasmus+ projects, a research was performed on resources available online.

The analysis focused on 2 combining sources:

- A. Previous blueprints projects (as already used in drafting CHARTER Deliverable D3.1)
- B. Other EC / Erasmus+ projects concerning innovative/emerging curricula, also in comparison with emerging skills and competence gaps.

The focus of the analysis has been further restricted based on available relevant information, as depicted below.

For A), the following methodology has been applied for the selection of the sample:

- A.1. Analysis of all the blueprints projects as mentioned in D3.1 ([https://charter-alliance.eu/wp-content/uploads/2022/01/D3.1\\_FINAL\\_V2-UPDATE-28-3.pdf](https://charter-alliance.eu/wp-content/uploads/2022/01/D3.1_FINAL_V2-UPDATE-28-3.pdf)) to see if a benchmark of existing curricula has been performed
- A.2. Shortlist of projects including benchmarking analysis of (innovative/emerging training curricula)
- A.3. In-depth analysis of the projects including the methodology related to the analysis of the current skills and gaps, also in relation to the training offer with relevant information available online.

### Findings

#### Search A)

Blueprints Projects	25 (including CHARTER)
Selected for in-depth analysis	7

Call	Project title	Sector	Implementation status	Link / resources
Sector Skills alliance 2016 EAC/A04/2015	Fostering growth in the Blue Economy by developing an action plan for Innovative European Aquaculture VET and harmonized qualifications	Agriculture, forestry and fishing	December 2016 January 2019	<a href="http://www.blueedu.eu">http://www.blueedu.eu</a>

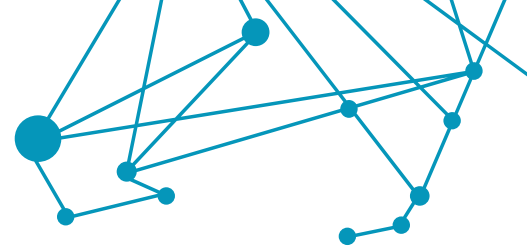


	Mapping Skills Needs and Supply in the Dairy Sector (AEDIL)	Agriculture, forestry and fishing	December 2016 December 2019	<a href="https://dairysectorskills.com">https://dairysectorskills.com</a>
Sectors Skills Alliances 2017 EACEA 04/2017	S4TCLF – Skills 4 Smart TCLF Industries 2030	Textile	November 2018 December 31/12/2021	<a href="https://s4tclfblueprint.eu/project">https://s4tclfblueprint.eu/project</a>
	DRIVES – Development and Research on Innovative Vocational Education Skills	Automotive	January 2018 December 2021	<a href="https://www.project-drives.eu/en/aboutus">https://www.project-drives.eu/en/aboutus</a>
Sector Skills Alliances 2019 - EAC/A03/2018	Alliance for Batteries Training and Skills	Batteries for electro-mobility	December 2019 December 2023	<a href="https://www.project-albatts.eu/en/aboutus">https://www.project-albatts.eu/en/aboutus</a>
Sector Skills Alliances 2020 - EAC/A02/2019	CHAISE - A Blueprint for Sectoral Cooperation on Blockchain Skill Development	Blockchain	November 2020 October 2024	<a href="https://chaise-blockchainskills.eu">https://chaise-blockchainskills.eu</a>
	STAFFER - Skill Training Alliance For the Future European Rail System	Rail supply and transport industries	November 2020 October 2024	<a href="https://www.railstaffer.eu">https://www.railstaffer.eu</a>

For B), the following methodology has been applied for the selection of the sample:

- B.1. Key word selection from EC websites (<https://erasmus-plus.ec.europa.eu/projects/search>).
- B.2. Preliminary analysis of all the samples based on the title and the short presentation: the result is the skimming of the sample into “Not relevant” and “Shortlist”, i.e. a list of projects which are similar in scope and approach to CHARTER
- B.3. Further analysis of the projects included in the shortlist is required to see if activities related to analysis of skills/competences, training provision and gaps are included in the project AND the results, including the methodology are available online. Indeed, in most cases even if activities related to the analysis of the current skills and gaps and in relation to the training offer, were performed during the project, detailed information on how these analyses were performed is not available online.

As a result, only a few projects have been analysed in detail and relevant information is provided in this Document.



## Findings

### Search B.1)

Search no. 1	search criteria	New Innovative Curricula Educational Methods Development Of Training Courses [project] Completed Success Story With Results Good Practice
Projects retrieved from the search		93*
Not relevant		64
Shortlist		21
Selected for in-depth analysis		8

\* Some of the projects retrieved from search no. B.2 also appeared in search no. 1. In these cases, they have been analysed only once and included in the table no. B.1.

### Table with selected projects (search B.1):

Programme	Key Action	Action Type	Funding Year	Project Identifier	Main topics	Project Title	Link
Erasmus+	Cooperation for innovation and the exchange of good practices	Strategic Partnerships for vocational education and training	2015	2015-1-IT01-KA202-004733	Innovation in the Cloud bridging Universities and Businesses	New innovative curricula/educational methods/development of training courses / ICT - new technologies - digital competences	<a href="https://erasmus-plus.ec.europa.eu/projects/search/details/2015-1-IT01-KA202-004733">https://erasmus-plus.ec.europa.eu/projects/search/details/2015-1-IT01-KA202-004733</a>
Erasmus+	Cooperation for innovation and the exchange of good practices	Strategic Partnerships for youth	2014	2014-2-FR02-KA205-009246	Mentor Power: Empowerment and Social Integration of Migrant Youth via Integration into Labour Market Using Engagement Mentoring	New innovative curricula/educational methods/development of training courses / Labour market issues incl. career guidance / youth unemployment / Inclusion - equity	<a href="https://erasmus-plus.ec.europa.eu/projects/search/details/2014-2-FR02-KA205-009246">https://erasmus-plus.ec.europa.eu/projects/search/details/2014-2-FR02-KA205-009246</a>
Erasmus+	Cooperation for innovation and the exchange of good practices	Strategic Partnerships for adult education	2015	2015-1-FI01-KA204-009084	IDEAL - Integrating Digital Education in Adult Literacy	Key Competences (incl. mathematics and literacy) - basic skills / New innovative curricula/educational methods/development of training courses / ICT - new technologies - digital competences	<a href="https://erasmus-plus.ec.europa.eu/projects/search/details/2015-1-FI01-KA204-009084">https://erasmus-plus.ec.europa.eu/projects/search/details/2015-1-FI01-KA204-009084</a>



Erasmus+	Cooperation for innovation and the exchange of good practices	Strategic Partnerships for school education	2015	2015-1-BE02-KA201-012306	Developing a learning line on GIS Science in education	ICT - new technologies - digital competences / New innovative curricula/educational methods/development of training courses / Key Competences (incl. mathematics and literacy) - basic skills	<a href="https://erasmus-plus.ec.europa.eu/projects/search/details/2015-1-BE02-KA201-012306">https://erasmus-plus.ec.europa.eu/projects/search/details/2015-1-BE02-KA201-012306</a>
Erasmus+	Cooperation for innovation and the exchange of good practices	Strategic Partnerships for vocational education and training	2015	2015-1-EL01-KA202-013907	Developing New Skills for the Extroversion Specializations of Fashion Industry in Europe	Overcoming skills mismatches (basic/transversal)   New innovative curricula/educational methods/development of training courses / ICT - new technologies - digital competences	<a href="https://erasmus-plus.ec.europa.eu/projects/search/details/2015-1-EL01-KA202-013907">https://erasmus-plus.ec.europa.eu/projects/search/details/2015-1-EL01-KA202-013907</a>
Erasmus+	Cooperation for innovation and the exchange of good practices	Strategic Partnerships for adult education	2015	2015-1-LT01-KA204-013404	Developing Adult Educators' Competences to Promote Learners' Lifestyle Entrepreneurship	Entrepreneurial learning - entrepreneurship education / New innovative curricula/educational methods/development of training courses/ Inclusion – equity	<a href="https://erasmus-plus.ec.europa.eu/projects/search/details/2015-1-LT01-KA204-013404">https://erasmus-plus.ec.europa.eu/projects/search/details/2015-1-LT01-KA204-013404</a>
Erasmus+	Cooperation for innovation and the exchange of good practices	Strategic Partnerships addressing more than one field	2014	2014-1-DE03-KA200-001581	Improving Teaching Methods for Europe	Key Competences (incl. mathematics and literacy) - basic skills   New innovative curricula/educational methods/development of training courses   Intercultural/intergenerational education and (lifelong)learning	<a href="https://erasmus-plus.ec.europa.eu/projects/search/details/2014-1-DE03-KA200-001581">https://erasmus-plus.ec.europa.eu/projects/search/details/2014-1-DE03-KA200-001581</a>
Erasmus+	Cooperation for innovation and the exchange of good practices	Strategic Partnerships for adult education	2014	2014-1-DE02-KA204-001432	OER uptake in adult education institutions	ICT - new technologies - digital competences   New innovative curricula/educational methods/development of training courses   Pedagogy and didactics	<a href="https://erasmus-plus.ec.europa.eu/projects/search/details/2014-1-DE02-KA204-001432">https://erasmus-plus.ec.europa.eu/projects/search/details/2014-1-DE02-KA204-001432</a>
Erasmus+	Cooperation for innovation and the exchange of good practices	Strategic Partnerships for vocational education and training	2018	2018-DE02-KA202-005018	HERITAGE-PRO - Interdisciplinary Training for Professionals of Different Disciplines Towards Sustainable Management and Preservation of Cultural Heritage	New innovative curricula/educational methods/development of training courses  Cultural heritage  Overcoming skills mismatches (basic/transversal)	<a href="https://erasmus-plus.ec.europa.eu/projects/search/details/2018-1-DE02-KA202-005018">https://erasmus-plus.ec.europa.eu/projects/search/details/2018-1-DE02-KA202-005018</a>



### Search B.2)

Search no. 2	search criteria	New Innovative Curricula Educational Methods Development Of Training Courses Closed project Creativity And Culture With Results
Projects retrieved from the search		979
Old projects*		520
Not relevant		443
Shortlist		16
Selected for in depth analysis		4

\* Since the number of projects were too large, a preliminary selection was also performed based on the date of the project, in order to select only projects launched since 2018 onward.

Table with selected projects (search B.2):

Programme	Key Action	Action Type	Funding Year	Project Identifier	Project Title	Main topics	Link
Erasmus+	Cooperation for innovation and the exchange of good practices	Strategic Partnerships for adult education	2018	2018-1-BE02-KA204-046848	Promote Open Source Technologies in non-formal Adult Education	New innovative curricula/educational methods/development of training courses / Open and distance learning / ICT - new technologies - digital competences	<a href="https://erasmus-plus.ec.europa.eu/projects/search/details/2018-1-BE02-KA204-046848">https://erasmus-plus.ec.europa.eu/projects/search/details/2018-1-BE02-KA204-046848</a>
Erasmus+	Cooperation for innovation and the exchange of good practices	Strategic Partnerships for adult education	2018	2018-1-BG01-KA204-047923	Enhance Adult Learners Digital Skills for Furniture Industry	ICT - new technologies - digital competences / New innovative curricula/educational methods/development of training courses / Quality Assurance	<a href="https://erasmus-plus.ec.europa.eu/projects/search/details/2018-1-BG01-KA204-047923">https://erasmus-plus.ec.europa.eu/projects/search/details/2018-1-BG01-KA204-047923</a>
Erasmus+	Cooperation for innovation and the exchange of good practices	Strategic Partnerships for higher education	2018	2018-1-DK01-KA203-047108	Strengthening students' employability through enhanced skills formation	Overcoming skills mismatches (basic/transversal) / New innovative curricula/educational methods/development of training courses	<a href="https://erasmus-plus.ec.europa.eu/projects/search/details/2018-1-DK01-KA203-047108">https://erasmus-plus.ec.europa.eu/projects/search/details/2018-1-DK01-KA203-047108</a>



Erasmus+	Cooperation for innovation and the exchange of good practices	Strategic Partnerships for vocational education and training	2018	2018-1-UK01-KA202-047956	Global FemArt – Supporting Female Artists and Creatives to Globalise their Business	Creativity and culture / Gender equality / equal opportunities / Entrepreneurial learning - entrepreneurship education	<a href="https://erasmus-us-plus.ec.europa.eu/projects/search/details/2018-1-UK01-KA202-047956">https://erasmus-us-plus.ec.europa.eu/projects/search/details/2018-1-UK01-KA202-047956</a>
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While detailed information on each project, including summary and links to resources and main references, are provided in the annexes of this report, **a summary of the main takeaways of the analysis is the following:**

- The analysis of the skills and competence needs of the given sector is the starting point of the majority of the projects reviewed. While for Blueprints and Sectoral Skills Alliance projects the analysis of the needs is in most cases the first output of the project, for the other Erasmus+ projects, reference is made to EC and other relevant institutions/organization reports and studies, including other Erasmus+ and Blueprints projects. More specifically, the analysis of the skills and competence is used to define the remit of project and to limit the activities to a significant set of fields, domains and/or competences. This is generally done by:
  - ❖ desk research, including comparison with ISCO/ESCO definitions (if applicable),
  - ❖ surveys (mainly qualitative) with relevant stakeholders, e.g. employers, recruiters, public institutions, etc.

Also focus groups and workshops with relevant project partners/experts and stakeholders are used for validating results. Eventually, evaluation surveys and dissemination activities are organized to validate the results.

- The skills/competence gaps are identified – whenever possible – comparing the data emerging from desk research and surveys with market needs. Market needs are identified mainly via surveys with employers/industry stakeholders and analysis of the job vacancies.
- While the majority of projects try to analyse if/how the skills gap is tackled by the current education and training offer, there is not a common methodology for the identification of the training offer. Indeed, none of the analysed projects propose a methodology drawn on specific literature review/models.<sup>25</sup> On the other hand, an apparently emerging approach is to draw deeply on the competences and resources of the project members. In fact, the partnerships of Erasmus+ projects generally include partners with different institutional objectives (public institutions, NGOs/Associations, enterprises) and different institutional backgrounds (VET and HE providers and their associations, public authorities, research centres, public authorities/institutions etc.), coming from different countries. This broader representation of categories of stakeholders is always mentioned as the foundation for the solidity of the methodology performed during the analysis, together with the relevant and solid expertise of the people involved in activities. Other motivations in support of the methodology are:

<sup>25</sup> As mentioned further in this report, the statement is made on the basis of the information provided online in each project website.





- Origin from different EU countries, which include the possibility to access information in many EU languages and provides contextual/country analysis and feedbacks.
- Participation of wider networks, which imply the possibility to involve and validate results with a larger number of stakeholders in addition to those directly involved in the project implementation. Previous experience of Erasmus+ projects and/or other EU relevant initiatives in the field analysed.
- Considering the above, the archive of E&T provision is the result of surveys performed by the project partners using (a mix) of the following:
  - Desk research (also on statistical data) and literature review
  - (online) Surveys distributed via the partnership
  - Focus groups to select and analyse the overall results or the selected case studies/best practices.

In addition, the analysis is generally performed over a given timeframe using “key words” derived from previous Blueprint projects’ results which limits (this is an outcome) OR to limit (intended result) the retrieval of information on a specific set of competences (and in some case other variables such as formal, EQF levels, duration...). It is also worth mentioning that most of the Blueprint projects do not engage in complex methodologies and analyses to ensure complete and reliable sets of data. In this sense, the analysis is performed at “the best of knowledge” starting from available resources, which include self-evaluation/declarations.

- Almost no reference is made to proper benchmarking of the existing training courses/curricula. Rather, analyses are carried out to identify trends using pre-defined objectives consistent with the specific purposes of the given project. In addition, none of the analysed projects put on the basis of their research the analysis of “innovative & emerging curricula” compared to the whole educational provision. Indeed, they pre-define the skillset of competences which are considered as needed and/or emerging compared to the sectoral need analysis and then search for educational programmes which provide consistent education/training.
- No reference is made to a qualitative evaluation on how much the E&T provision covers the skills/competence gaps as pre-defined during the sectoral analysis. Indeed, the list of E&T offer/provision is used as a basis to find “E&T gaps” in relation to needed skills & competences, with a qualitative summative evaluation on if the educational programmes cover or do not cover the training needs.

In summary, none of the analysed projects deal with the benchmarking of innovative and emerging curricula. The analysis of the current E&T training offer/provision, generally restricted to a specific field of analysis, is never the ultimate objective of the project. Instead, it is (an important) intermediate output which contributes to other project outputs; specifically the design of (new) training courses/curricula, including new training tools and approaches.



Based on these findings, CHARTER project could not find a direct methodological comparison with other similar EU projects. Notwithstanding, a consistency in the approach used by CHARTER can be found with regard to:

- Preliminary definition of the set of indicators and the focus of the analysis, including the definition of the taxonomy used
- Use of mixed tools including desk research, literature review, surveys and focus group. This mix permits completion where possible, of the data set, and also acts as countercheck to the self-evaluation process.
- Using the consortium network as main source of reference for listing the educational provision, underlining the limitation of such approach compared to a proper sectoral benchmark.

The methodology of the CHARTER project is innovative in two critical aspects: it attempts to identify a list of emerging/innovative curricula, it proposes criteria by which to evaluate a curriculum as being innovative and/or emerging.



## 5. Quantitative analysis of formal indicators

As outlined in chapter 2.2, a survey of CHARTER members, which was conducted as preparation for the benchmarking, resulted in 39 entries. After double and inconsistent entries were removed, a total of 29 entries (n=29) remained, which form the basis for this quantitative analysis of formal indicators.

The formal indicators used to describe the innovative/emerging curricula of the sample have been introduced in section 2.3 of this report. The table constituting the benchmarking of formal indicators is available as Annex 2 of this report here: [https://charter-alliance.eu/wp-content/uploads/2022/09/CHARTER-D3.2-Annex-2-Benchmarking\\_formal-indicators\\_final.xlsx](https://charter-alliance.eu/wp-content/uploads/2022/09/CHARTER-D3.2-Annex-2-Benchmarking_formal-indicators_final.xlsx)

However, before exploring the formal indicators this report first studies the keywords related to both *innovative* and *emerging*. The use of Word Clouds<sup>26</sup> helps to put keywords in relation to each other since the size of the word represents the frequency of appearance in the dataset.



Figure 4: Keywords innovative



Figure 5: Keywords emerging

First, it can be seen that in both word clouds *multi-* or *interdisciplinarity* is most prominently highlighted. *Teaching format* is the second prominent word in the ‘innovative word cloud’, whereas the more general word *challenges* appear as the second largest word in ‘emerging word cloud’. Both word clouds show the words *digitisation*, *participation* and *skills* but as a lower order term. It is striking that *sustainability* is only mentioned in relation to ‘innovative’ and the world cloud with keywords on ‘emerging curricula’ contains the more descriptive *widening of the field*. It appears that most of the prominently highlighted words in the word cloud ‘innovation’, such as *teaching format*, *digitisation* and *sustainability*, were also suggested as indicators for innovative and/or emerging curricula in CH education programmes.

<sup>26</sup> <https://classic.wordclouds.com/>



## Quantitative analysis of formal indicators

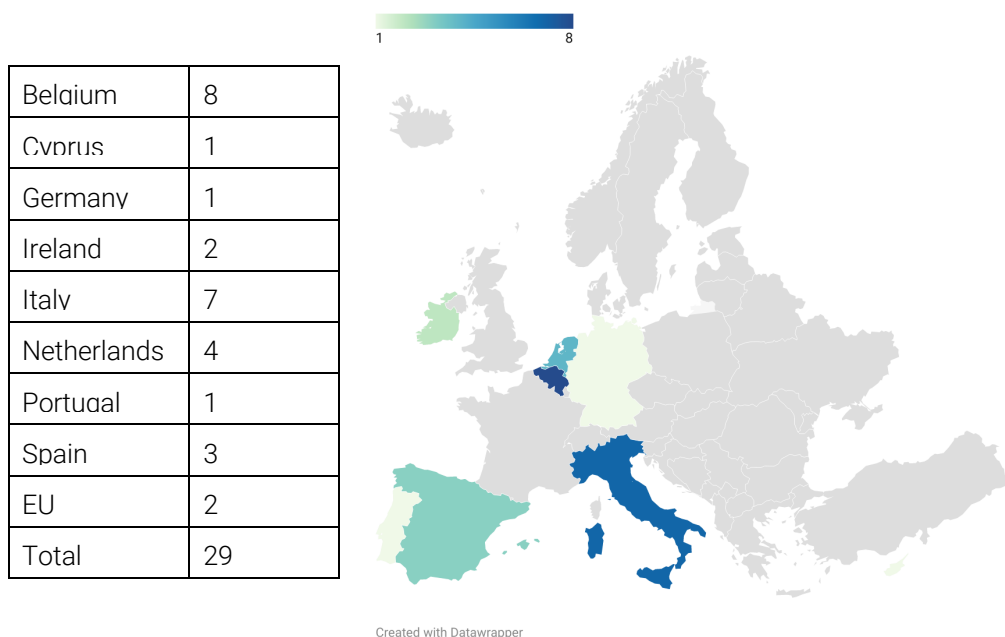


Figure 6: In which country is the educational institution located?

As figure 6 illustrates, most educational institutions participating in this study are located in Belgium followed by Italy. Cyprus, Germany and Portugal all have one CH education institute participating in this study. Whereas two educational institutes have several locations in Europe (EU) and are therefore not shown on the map. As outlined in chapter 2.2 these and other quantitative results cannot be considered representative of the distribution of innovative/emerging CH curricula in Europe, as the survey methodology has not been designed for such conclusions.



Figure 7: Which CH Function relates best to the programme?

After reading and analysing the information regarding the various educational programmes, the CH Function *Preservation and Safeguarding* proved to be best suitable for the majority of the curricula in the sample. *Recognition* appeared to correspond to only one programme, which, again, must not be interpreted as representative of the European CH education landscape. It merely is one quantitative result of the survey which was primarily designed to support the identification of qualitative indicators for innovative/emerging curricula.



Figure 8: Which CH Area relates best to the programme?

The curricula are more evenly distributed among the five CH Areas then compared to the CH Functions. Here, nine CH curricula can be related to *Safeguarding and Presentation* representing the largest group. In the smallest group, three curricula, are represented by the *Crafts and Traditional Knowledge* CH Area.

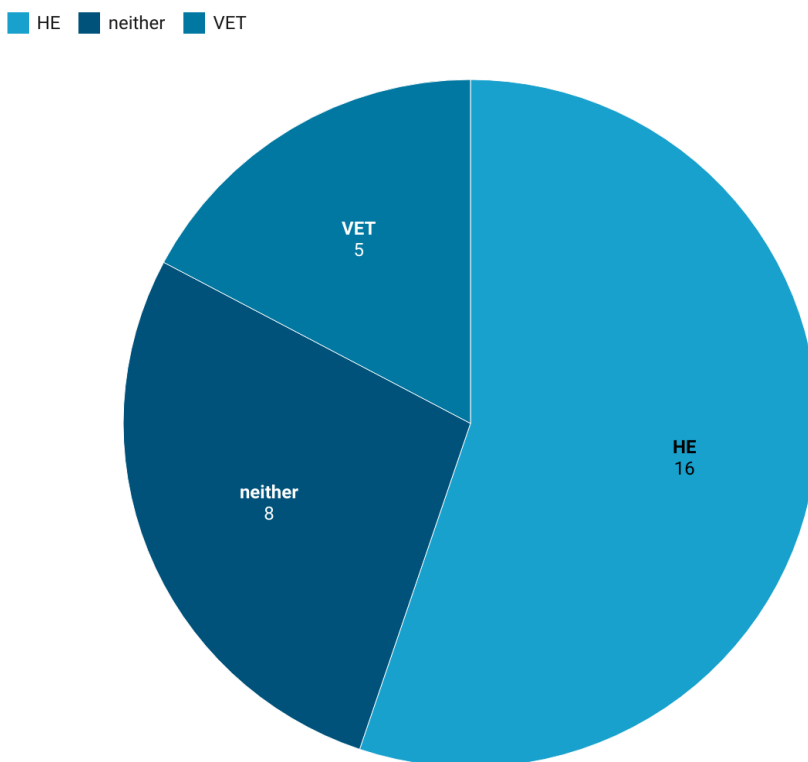
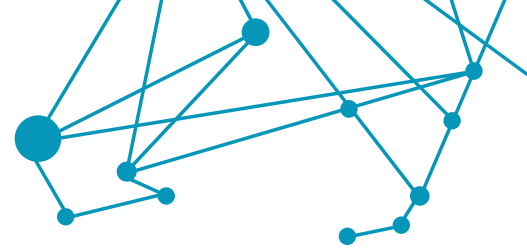


Figure 9: To which sector does the curriculum belong?

This indicator asks if a curriculum is offered in the context of higher education (HE), vocational education and training (VET) or neither. Sixteen programmes are offering higher education, and five are VET. Short workshops and courses are also involved in this study, but the exact sector could not be established for eight programmes. This later aspect is frequently a characteristic of continuing education and training. These curricula are often offered by private institutions, which belong to neither HE nor VET. Moreover, this suggests that for continuing education/lifelong



learning, the boundaries between HE and VET are becoming more and more blurred. Furthermore, some LLL curricula actually combine content from VET and HE.

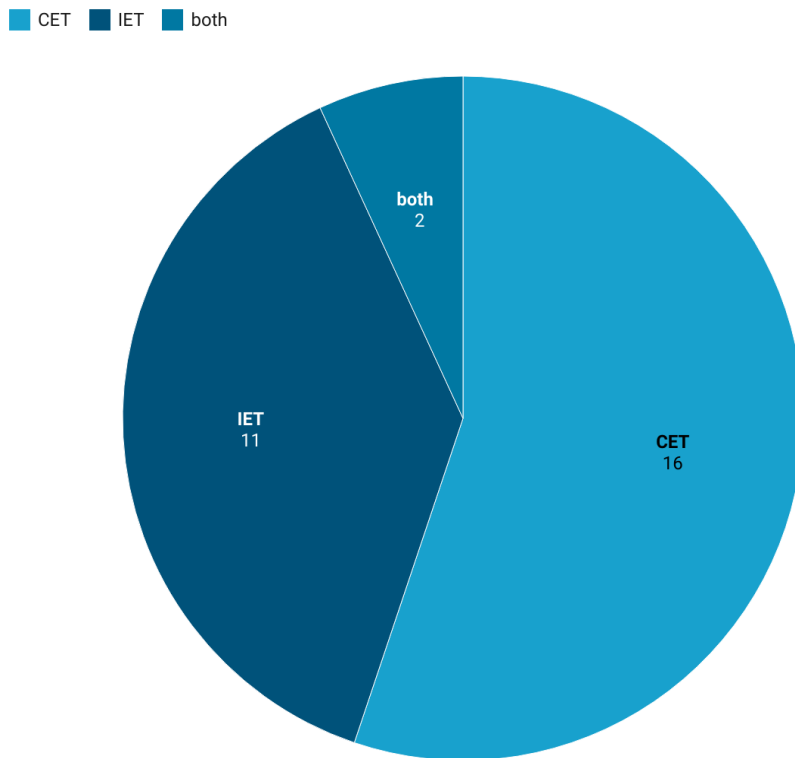


Figure 10: What is the type of the curriculum?

As described earlier, the type of educational programme depends on whether the programme is offered as part of initial education and training (IET) or continuing education and training (CET). Sixteen programmes belong to the sphere of CET, whereas 11 programmes are IET programmes. For two curricula, it is not possible to clearly distinguish between IET and CET.



Figure 11: What is the learning format of the curriculum?

Over two thirds of the curricula which amounts to twenty in total, take place in a formal setting. The other nine entries are considered non-formal learning.

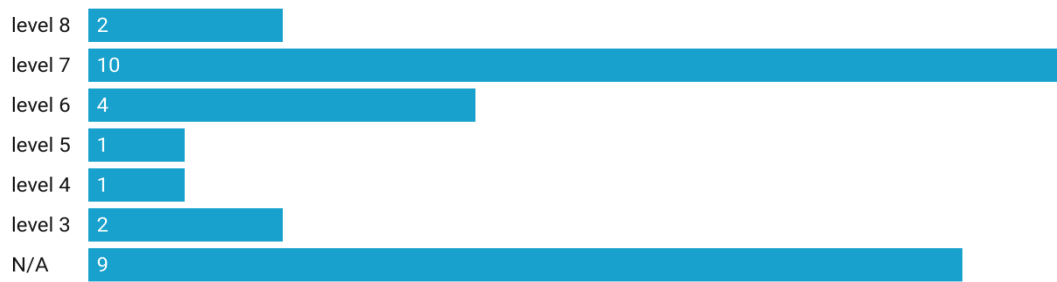


Figure 12: What is the EQF-level of the curriculum?

Finally, the European Qualifications Framework (EQF) is used to evaluate the level of the curricula. The EQF consists of eight levels from basic to doctoral education, which characterise individual qualifications. Since the CHARTER research focuses on CH programmes starting from EQF level 3 to 8, the analysis also represents these EQF-levels. The Master level corresponding to EQF 7 is represented most often in the sample. Not applicable, N/A, represents all educational programmes that do not have an EQF level assigned to them. This occurs most often in the case of continuing education and training/lifelong learning curricula, where learning frequently takes place in non-formal settings. This may be due to the lack of certification mechanisms when it comes to non-formal or even informal transmission of knowledge. It is particularly apparent when it comes to traditional materials and processes, which very often belong to intangible heritage and may also be relevant for conservation.



## 6. Qualitative analysis and benchmarking

As outlined in the section on methodology, benchmarking qualitative indicators in the education field is not an exact science. However, given our safeguards to avert subjective assessments and the joint expertise of the members of the working group on CH education in Europe, we are confident that this benchmarking has led to significant findings on what makes curricula innovative and/or emerging.

The qualitative analysis and benchmarking is contained in the table that is available online as Annex 3 of this report here: [https://charter-alliance.eu/wp-content/uploads/2022/09/CHARTER-D3.2-Annex-3-Benchmarking\\_qualitative-indicators\\_final.xlsx](https://charter-alliance.eu/wp-content/uploads/2022/09/CHARTER-D3.2-Annex-3-Benchmarking_qualitative-indicators_final.xlsx) . It allows readers to sort the curricula according to different indicators, CH Functions or education sectors and thus presents the complete picture of our benchmarking exercise.

In this chapter we have sorted the curricula in our sample according to the six CH Functions as defined by WP2's model of the CH ecosystem, so that curricula which prepare students for similar CH activities are discussed together. Our comments in this section are intended to provide an overview of the curricula in our sample, summarize the main results of the benchmarking exercise and contribute to analysis and observations which complement the information in the benchmarking table.

### 6.1. Recognition

The Function of Recognition has been defined by our WP2 colleagues as activities “necessary to identify and recognise CH through identification and advocacy.”<sup>27</sup>

The sole curriculum which has Recognition as its CH Function, is a specialised Master-after-Master<sup>28</sup> programme in *Archiving and documentation* offered by Vrije Universiteit Brussel (VUB). This curriculum has a special focus on CH, which is an innovative feature within archivist training in Flanders. It is offered in a highly collaborative manner as a cooperation by four universities and has been benchmarked to be of high social relevance and considerable market relevance.

### 6.2. R&D and Education

Three curricula belong to the CH Function of R&D and Education and concentrate on activities which are “necessary throughout the process that go from the recognition of cultural heritage to the preservation and enhancement of cultural heritage.”<sup>29</sup> All are offered by Flemish institutions:

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<sup>27</sup> See the table in WP3's first report supra note 1 p. 16.

<sup>28</sup> The term Master-after-Master describes highly specialized MA study programmes which normally do not build upon a Bachelor programme, but stand on their own and are very often completed as a second MA degree. The term is most commonly used in Belgian and Dutch higher education.

<sup>29</sup> Supra note 27.





The *Bootcamp on open data in the cultural sector* (Meemoo), a *Master of digital humanities* (KU Leuven) and a *Microcredential<sup>30</sup> on genealogical research* (University of Antwerp).

The first two of these curricula have a strong focus on digitalisation and technological change, which has also some relevance for the *Microcredential on genealogical research*. All three curricula are benchmarked as being of high social relevance. The Bootcamp programme and the Master programme are also identified as having high market relevance. In addition, the Master programme in digital humanities demonstrates high interdisciplinarity, as several different departments at KU Leuven contribute.

### 6.3. Preservation and Safeguarding

Twelve curricula in our sample have Preservation and Safeguarding as their Function and thus refer to “the multitude of activities that need to be put into place to ensure the long-term survival and care of cultural heritage:”<sup>31</sup>

1. Master in Conservation and Restoration, NOVA School of Science and Technology
2. Grade in Conservation-Restoration of Cultural Heritage, Universitat de Barcelona
3. School of Specialization in Architectural and Landscape Heritage, University of Genoa
4. Certificate in Energy Renovation in Traditional Building, Technological University of the Shannon
5. Conservation and Management of Contemporary Art, Fondazione Opificio (founded by Opificio delle Pietre Dure and Fondazione CR Firenze)
6. Blacksmithing, Mondra Opleidingen
7. Postgraduate Diploma in Applied Building Repair and Conservation, University of Dublin Trinity College
8. MSc in Conservation and Restoration of Historical Structures and Monuments, Frederick University Cyprus
9. Master Erfgoedstudies, UAntwerpen
10. Opleiding Technicus Hout en Restauratie, ROC van Twente
11. Basiscursus immaterieel cultureel erfgoed, FARO and Werkplaats immaterieel erfgoed
12. Technician for the restoration of cultural heritage, Ente Senese scuola edile

This chapter provides a good example of how widely curricula can differ when we only look at the CH Function. Even though the main activities of graduates will all revolve around ensuring the long-term survival and care of CH, skills and competences are delivered both by HE and VET and ranging over EQF levels 4-8.

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<sup>30</sup> Micro-credentials are a relatively new type of curriculum in the higher education context and are defined as “the record of the learning outcomes that a learner has acquired following a small volume of learning.” See: European Union (2021). A European approach to micro-credentials.

<sup>31</sup> Supra note 27.



Not surprisingly, bar two exceptions, all score highest regarding core CH skills. The two exceptions are the *Certificate in Energy Renovation in Traditional Building*, Technological University of the Shannon and *Postgraduate Diploma in Applied Building Repair and Conservation*, University of Dublin Trinity College. In these two curricula, transversal skills in the fields of energy renovation and building repair take centre stage for obvious reasons. These are also the only curricula in this Function that are benchmarked as being most relevant for sustainability. Combining (traditional) building renovation with energy efficiency is a very timely and innovative subject given high priority by the European Green New Deal.<sup>32</sup>

Most curricula in this chapter are Bachelor or Master programmes in conservation and restoration (EQF 6-7). These are the *Master in Conservation and Restoration*, NOVA School of Science and Technology, the *Grade in Conservation-Restoration of Cultural Heritage*, Universitat de Barcelona, *Conservation and Management of Contemporary Art*, Fondazione Opificio, *MSc in Conservation and Restoration of Historical Structures and Monuments*, Frederick University Cyprus and *Master Erfgoedstudies*, UAntwerpen. Moreover, there is one programme at EQF level 8, i.e. equivalent to a doctoral degree; the *School of Specialization in Architectural and Landscape Heritage*, University of Genoa. Even though such conservation-restoration programmes in HE can hardly be described as innovative because they have existed for a long time, quite a few of these curricula have introduced novel elements such as conservation-restoration of contemporary art, addressing intangible heritage, strengthening research and including entrepreneurship and management courses in the curriculum. Inter- and/or transdisciplinarity are important features of most of these curricula. Internships or other work-placements are fairly common requirements.

The Function of Preservation and Safeguarding is highly relevant to VET curricula as well, mainly in the field of traditional crafts. Our sample includes two such examples from the Netherlands, i.e. *Blacksmithing*, Mondra Opleidingen and *Opleiding Technicus Hout en Restauratie*, offered by ROC van Twente. Both of these curricula concern traditional CH crafts, blacksmithing and woodworking, for which, at one point in time, there were no longer any training opportunities available in the Netherlands.

While there may no longer be a commercial market for these crafts, it is vital from a heritage point of view that these crafts are being practised because of the traditional processes, knowledge and skills they embody. Craft competences are cultural assets in and of themselves and need to be resourced accordingly recognising that they are the wellspring fundamental to future cultural and creative expression. Moreover, these crafts can be critical to Preservation and Safeguarding, particularly of our built heritage. This is because craft skills can remain relevant with respect to processes and expressions of past cultural exigencies of place, time, landscape and climate. Understanding and acknowledging this, craft is necessary to both the restoration and ultimately conservation of these cultural expressions which we now encounter as heritage, irrespective of whether heritage principles are explicitly taught or not in these VET courses.

We addressed the issue of endangered crafts in our first WP3 report for CHARTER.<sup>33</sup> The two programmes at hand were established as a reaction to the lack of available training, the

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<sup>32</sup> See: [https://ec.europa.eu/info/strategy/priorities-2019-2024/european-green-deal/delivering-european-green-deal\\_en](https://ec.europa.eu/info/strategy/priorities-2019-2024/european-green-deal/delivering-european-green-deal_en).

See also the recent EU report on this the intersection of climate change and heritage: European Union (2022) *Strengthening Cultural Heritage Resilience to Climate Change. Where the European Green New Deal Meets Cultural Heritage*.

<sup>33</sup> See supra note 1, pp.21-22.



blacksmithing curriculum has been developed by a private company, and the woodworking curriculum is being offered in cooperation with a foundation to ensure that these traditional crafts would remain alive and there would be a steady flow of qualified craftspeople. Hence, we can say that there exists an - albeit in economic terms small – “heritage market” for these skills, which has been recognised by the re-establishment of these programmes in the Netherlands.

The third VET programme in this group is an Italian curriculum - *Technician for the restoration of cultural heritage*, Ente Senese scuola edile – in which young unemployed people are trained to support the restoration of walls, coatings and polychromatic paintings on traditional buildings. Its innovative aspect mainly lies in its social relevance, by using CH education to address youth unemployment.

Finally, the last curriculum to focus on safeguarding and conservation is also the only one which is solely devoted to intangible CH. *Basiscursus immaterieel cultureel erfgoed*, FARO and Werkplaats immaterieel erfgoed, has been developed in reaction to specific regional skills needs. When a new Flanders law required all CH institutions to develop a strategy on intangible CH, this continuing education course was set up to train and support CH professionals in this task.

## 6.4. Engagement and Use

The CH Function of Engagement and Use refers to “all activities necessary to access and open CH, make it understandable, make it available for consultation and use, raise awareness, etc. and its use as a resource by all stakeholders.”<sup>34</sup> It therefore comes as no surprise that all curricula in our sample, which share this core Function score as “predominantly or fully” meeting the indicator on accessibility/awareness.

Five of the six curricula we have identified in our sample as having this Function, clearly belong to the field of continuing education. This suggests that this Function tends to be considered, at least at the current time, as covering specific transversal skills which are to be acquired on top of core CH skills. This interpretation is also strengthened by our use of an indicator on curriculum content that evaluates core CH skills. Three curricula have been benchmarked as “partly fulfilling” this indicator, two as having “some relevance for the curriculum, but not much,” and there is one case in which we found that the indicator is of “no relevance for the curriculum.” Not a single one has been benchmarked as transmitting “predominantly or fully” core CH skills.

However, there are some indications that this may change in the near future with more and more candidates being specifically trained for these tasks, thus making Engagement and Use a strong contender for an emerging CH context. The only curriculum benchmarked as belonging to initial education points in this direction. *IFTS COURSE Technician of multimedia production for the digitization of cultural heritage*, offered by Demetra Formazione in the Emilia Romagna region of Italy trains candidates with secondary school-leaving certificates in creating multimedia productions on CH topics. The online information for this curriculum explains that it was originally conceived in reaction to COVID-19 restrictions on museums and CH sites, to train professionals in creating something akin to a visiting experience for online audiences. Moreover, in the entry for the *Audience developer*, created by the EU ADESTE project, it is explicitly pointed out that, traditionally, the audience developer’s tasks tended to be carried out by marketing/communications/outreach

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<sup>34</sup> Supra note 27.



managers in CH institutions. But this has been undergoing some recent changes, not least with the development for this specific occupational profile and a training curriculum for it - albeit one that builds on previous training – by ADESTE.

A similar process may be ongoing concerning the *Cultural heritage interpreter*. This training is currently understood as contributing a different dimension to the profile of the CH educator. Consequently, the curriculum is clearly set up as continuing education for CH educators and related professionals. However, we may just see here, too, the groundwork being laid towards an emerging new CH profile with a corresponding emerging curriculum. Thus, what is now considered upskilling for existing profiles, may soon emerge as a stand-alone profile with corresponding emerging initial education curricula.

Opening up the world of CH to new audiences and developing strategies for successfully communicating with non-traditional audiences and providing for their needs is also the focus of *Musei toscani per l'Alzheimer / Tuscan museums for Alzheimer*, an initiative by the Tuscany region to train museum professionals in developing programmes for Alzheimer patients.

A completely different dimension of innovation is addressed by *Methods and tools for planning the educational activities for the Coin and Finance Museum*. Scuola dei beni e delle attività culturali has been invited to develop a curriculum and train museum staff in parallel with the ongoing creation of this new museum by the National Bank of Italy.

Erfgoed en Onderwijs, offered by VIVES Hogeschool in Flanders, has developed a curriculum which trains professionals from the education and CH sectors together. The goal is to jointly develop lessons on CH topics for school children, thus, again, opening up the CH sector to new audiences and drawing on the different competences of professionals from different fields.

## 6.5. Governance

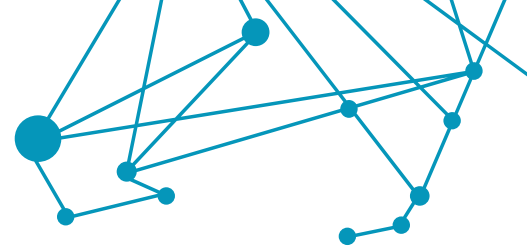
The CH Function of Governance refers to activities in the context of “decision-making for CH in the wider domain of cultural heritage policy at local, regional, national and international level.”<sup>35</sup> Two very different curricula in our sample fit this description.

*Corso-concorso per dirigenti del Ministero della Cultura* has been developed and is being implemented by Scuola Nazionale dell'Amministrazione (National School of Administration) and Scuola dei beni e delle attività culturali in Rome. This curriculum establishes a training and selection mechanism for leadership positions in the Italian Ministry of Culture aimed at strengthening transparent and documented processes for public sector personnel searches. The novelty of this training in the Italian context is the combination of a training curriculum with a selection mechanism, which did not exist before for positions of this kind.

*Opleiding Digitaal Leiderschap*, offered by Cultuurconnect in Flanders, is a hands-on training for CH professionals on how to develop and implement a digital strategy for CH organisations.

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<sup>35</sup> Supra note 27.



## 6.6. Management

Management as a CH Function 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.”<sup>36</sup> Therefore, it is not surprising that our benchmarking demonstrates that for all of the five curricula in this group the indicator entrepreneurship/management is of some relevance. For three curricula the indicator is even “predominately or fully” met by the curriculum. Other common features of these programmes are that they are all relatively newly established and inter-/transdisciplinarity play a significant role in their delivery.

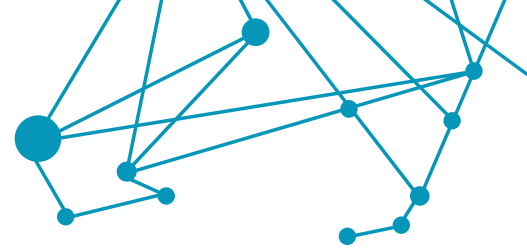
*Postgraduate diploma in international cooperation and cultural management*, offered by the University of Barcelona, trains candidates in the management of international projects in the sphere of culture. HERITAGE-PRO, a consortium of six European institutions led by Kultur und Arbeit e.V., is one of the few curricula in the sample which is not just highly interdisciplinary in terms of its contents, but actually transcends sectoral boundaries by combining HE and VET learning.

Two curricula by Erasmus University Rotterdam train students for activities at the intersection of cultural and entrepreneurship/management activities. *International Bachelor Arts and Culture Studies* combines elements of the fields of cultural policy, education, markets, audiences, heritage, cultural organisation and their relationships to cultural and creative industries (CCI), whereas the Master programme *Cultural Economics and Entrepreneurship* focuses on the CCI.

The *Master’s programme Cultural Heritage in XXI Century: Management and Research* offered by Complutense University of Madrid and Polytechnic University of Madrid is, again, a highly inter-/transdisciplinary curriculum which trains students in the “big picture” of DH by looking at CH from many different angles such as conceptual frameworks, public policy, communication, sociology, economics, research and management.

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<sup>36</sup> Supra note 27.



## 7. Conclusions

What makes a curriculum innovative and/or emerging in CH? The report at hand has yielded the following main findings:

### Relevance

For a curriculum to be innovative and/or emerging, it has to have high relevance, either for society or the market, and ideally for both. A curriculum which lacks relevance and hence does not support social or market goals, would clearly be the opposite of innovative/emerging. This finding is also supported by UNESCO.<sup>37</sup> Moreover, there is an important caveat when it comes to assessing market relevance. We should carefully look at the “heritage market”, and not just at the commercial market at large, by assessing their significance for the six Functions of CH as defined by the CHARTER Alliance. Failing that, certain occupational profiles and educational offerings which are highly relevant to CH, but less so commercially, could easily be overlooked and ultimately become extinct. We identified curricula for two traditional crafts – blacksmithing and woodworking – one of which had to be even re-established by a private initiative in the Netherlands, since no public education opportunities were available for them anymore.

### Technologies

Clearly, curricula with close links to digitalisation and other new technologies will score high on any innovation scale, given that this is an area of fast paced continuing change. In CH, the contexts in which this takes place may differ widely from conservation and restoration of modern materials in contemporary art to creating multimedia content for CH institutions, working with open data and computational methods to support research in the humanities. However, we must not forget that any technologies employed in the past will be important for heritage, and hence innovation may consist of re-establishing traditional skills, possibly in newly structured educational contexts. The two Dutch crafts curricula mentioned in the previous paragraph are cases in point to this finding as well.

Therefore, it would not make sense to distinguish between “new” and “traditional” technologies in CH. This is not least so, because in the CH context we can see clearly how fluid this distinction is. Today’s new technology is tomorrow’s old technology. Moreover, whether they have been around for several thousand years or just a few years, all technologies can and are being adopted to reach the final goals in terms of conservation/preservation, restoration and sustainable enhancement of CH.

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<sup>37</sup> See chapter 2.2 and supra note 4.



## Sustainability

Given the age structure of buildings in Europe, its relation to energy consumption and climate effects, we can safely assume that any curriculum training candidates in sustainability will most likely be characterised as innovative/emerging. While profiles which support mitigating the effects of the climate crisis will be most apparent in the building sector, and we have identified two curricula from Ireland which fit into this category, questions of sustainability are not limited to this sector. Rather, addressing sustainability is also relevant for diverse curricula ranging from CH interpreting to economics and entrepreneurship studies.

## Communication

As outlined in chapter 4.4, there are a number of indications that activities related to the CH Function of Engagement and Use are taking place in a highly emerging context. At their heart, all of the curricula in this category are about communication on different levels, with different audiences and by employing different media. While most of these curricula belong to continuing education and training, new profiles are emerging, which suggest that curricula that are now offered as up- or reskilling may soon develop into initial education and training for young CH professionals. Consequently, these about-to-be developed initial education programmes belonging to Engagement and Use can be seen as strong contenders for emerging curricula which train candidates for emerging profiles.

## Educational quality

We have identified a number of indicators related to educational quality in general. Their significance is obviously not exclusive to CH curricula. Nevertheless, aspects such as quality assurance, the systematic use of learning outcomes and their plausibility, excellence in teacher training and the application of innovative teaching methods must be addressed by the CH education sector in order to future-proof its curricula. We did not have sufficient information on most curricula in our sample to actually submit indicators on educational quality to the benchmarking. However, our literature review has resulted in clear indications that it is not enough to offer excellent curricula in terms of content. Education providers must also adhere to certain basic structural elements of educational quality and communicate their application in a transparent manner. This specifically applies to quality assurance and the VET sector, as we have seen in our preliminary analysis of quality assurance as an indicator.

## The cost of CH education

Work in the CH sector will rarely yield riches. While the sector obviously is of significant economic importance and individual professionals can make a decent living, this is not a field in which most practitioners go for commercial gain. This makes it particularly concerning that a few of the curricula we listed in this report charge considerable tuition costs, since this development may hinder young people from seeking education and employment in the CH sector. Apart from the potential loss of talent which always impedes innovation, the commodification of CH education



may also in the long run directly threaten innovative/emerging curricula if the risks and additional costs associated with their development and implementation become unmanageable for E&T providers.

We certainly do not wish to blame any individual education provider and understand that tuition costs must always be seen in the context of national education funding and tax systems. We also understand the economic pressures a private enterprise has as opposed to a publicly funded educational institution. However, we were surprised, for instance, that a VET curriculum which leads to a qualification comparable to an apprenticeship certificate (EQF 3-4), can cost several thousand Euros, because there is no longer any publicly funded curriculum available. The examples we found may be exceptions, and the large majority of curricula we identified are offered by public institutions, but the privatisation of CH education is a development which needs to be closely observed, if we do not want it to be seen as a commodity, rather than a common good.





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## **Annex 1: Description of the Erasmus+ and EC Blueprints projects considered for methodology comparison**

<https://charter-alliance.eu/wp-content/uploads/2022/09/D3.2-Annex-1-Description-of-the-Erasmus-and-EC-blueprints-projects-considered-for-methodology-comparison.pdf>

## **Annex 2: Benchmarking table of formal indicators**

[https://charter-alliance.eu/wp-content/uploads/2022/09/CHARTER-D3.2-Annex-2-Benchmarking\\_formal-indicators\\_final.xlsx](https://charter-alliance.eu/wp-content/uploads/2022/09/CHARTER-D3.2-Annex-2-Benchmarking_formal-indicators_final.xlsx)

## **Annex 3: Benchmarking table of qualitative indicators**

[https://charter-alliance.eu/wp-content/uploads/2022/09/CHARTER-D3.2-Annex-3-Benchmarking\\_qualitative-indicators\\_final.xlsx](https://charter-alliance.eu/wp-content/uploads/2022/09/CHARTER-D3.2-Annex-3-Benchmarking_qualitative-indicators_final.xlsx)



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