EUHeritage

Skills for promotion,
valorisation, exploitation, mediation and
interpretation of European Cultural Heritage

SKILLS PROFILE
FOR CULTURAL
HERITAGE REPORT

EXECUTIVE
SUMMARY

The research was carried out in the period February-September 2019 and included three main activities: desk research, quantitative research (survey) and qualitative research (interviews with professionals). The objectives of desk research were to review sector specific training programmes focused on promotion, valorisation, exploitation, mediation and interpretation of Cultural heritage across EU, to map stakeholders in the Cultural Heritage / cultural tourism sector and to assess current economic /social contribution of cultural heritage across Europe.

According to the project definitions, we considered:

• the heritage promotion as the activities to advertise the heritage sites and monuments;
• the heritage valorisation as a set of competences to valorise a heritage asset, the productive use of a resource, the use or application of something (an object, process or activity) so that it is financially remunerated or generates value;

• the heritage exploitation as the action of making use of and benefiting from heritage resources;
• the heritage mediation as procedure to settle cultural heritage disputes;
• the heritage interpretation as the art to create a relation between the elements of the site or collection and the meaning making and value frame of the visitors.

The stakeholders list includes contacts from 1.205 professionals, from five categories:

1. cultural heritage managers; UNESCO sites managers; museums managers; cultural foundations managers; cultural centres and facilities managers;
2. education, interpretation and outreach staff, such as outreach & engagement managers and staff; ICT and technology professionals, such as digital experience designers in the field of cultural heritage & cultural tourism; curators; visitors services staff; community and education engagement staff; communication & promotion staff;
3. professionals working in organisations promoting intangible heritage (e.g. food, traditional festival, traditional music, oral tradition, traditional handicrafts, etc.);
4. marketing and fundraising staff working in the field of cultural heritage and cultural tourism;
5. professionals of the tourism value chain that during their daily activities work to promote cultural heritage.

+200

RESPONSES TO
THE SURVEY FROM
MANAGERS AND
PROFESSIONALS

53

INTERVIEWS WITH
EXPERTS/POLICY
MAKERS

384

TRAINING
PROGRAMMES AND
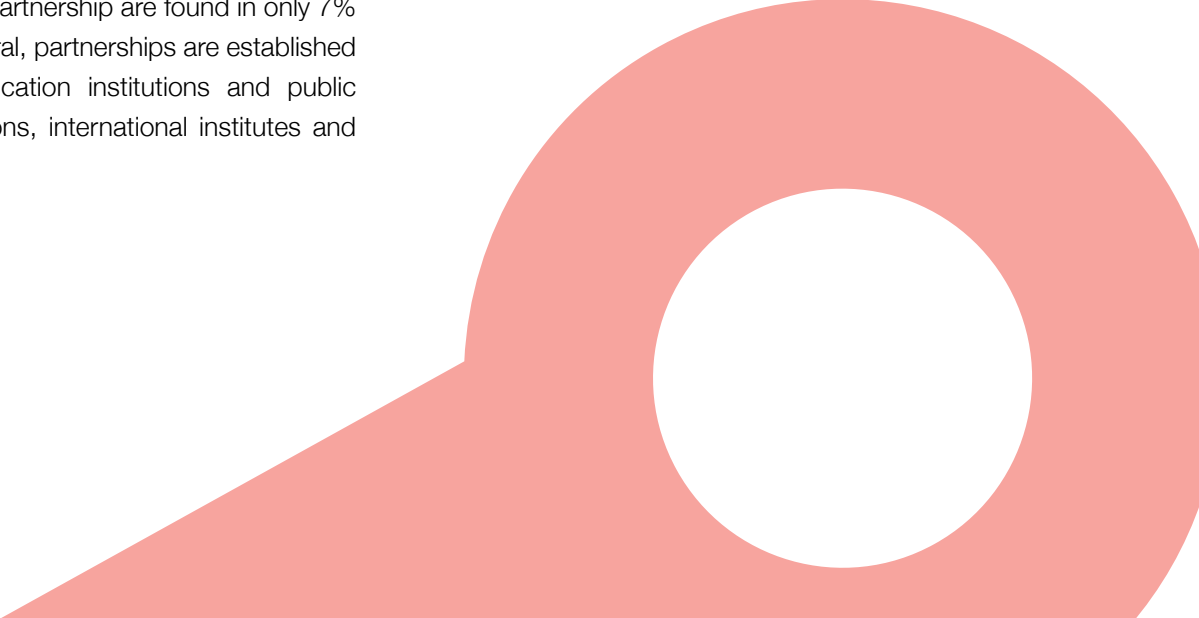ACTIVITIES MAPPED
FROM 28 COUNTRIES

The quantitative research included a survey with cultural heritage managers and professionals mainly in project countries in order to generate adequate data ensuring that project processes/outcomes meet their real skills needs for performing in the Cultural Heritage and cultural tourism sector. The target of this activity was to reach at least 200 questionnaires filled in on Google forms and to provide a database and a research report.
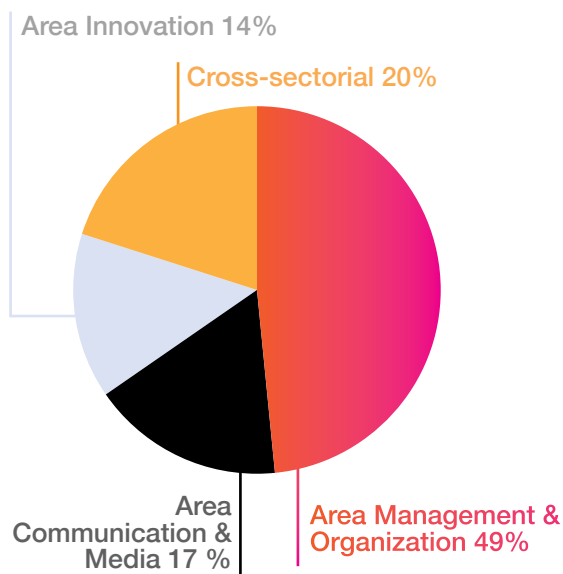
The qualitative research included 53 interviews with experts/policy makers in cultural heritage sector in order to identify skills needs in the sector and set the ground for project mainstreaming/sustainability.
A total of 384 training programmes and activities from 28 countries were mapped in the desk research conducted by EU Heritage partners. According to this mapping, regarding the organization type providing training programmes on cultural heritage, the most common is the educational institution (82%) – universities, colleges, etc. The organizations providing training in partnership are found in only 7% of the cases. In general, partnerships are established between higher education institutions and public or private organizations, international institutes and

NGOs. Concerning the type of organizations providing training, over 70% belong to the public sector, while 30% are private enterprises. The target groups aimed by the training providers include students and professionals, but the courses are mainly organized for students (in the 68% of the cases).

Approximately half (49%) of the mapped training programs concerns the Area Management and Organization category, 20% of the programs can be included in the Cross-sectorial group (Combined Art Studies, Contemporary Art Practices, Tour Guide Certification Program, MA in Tourism, Research and Exploitation of Cultural Heritage), while 17% approach the Area Communication and Media. The remaining 14% targets the Area Innovation category. Training providers offer courses developing skills, competences and abilities in management (31%), cross-sectorial (26%), innovation and digital (16%), communication and media (14%) and in other sectors (13%).
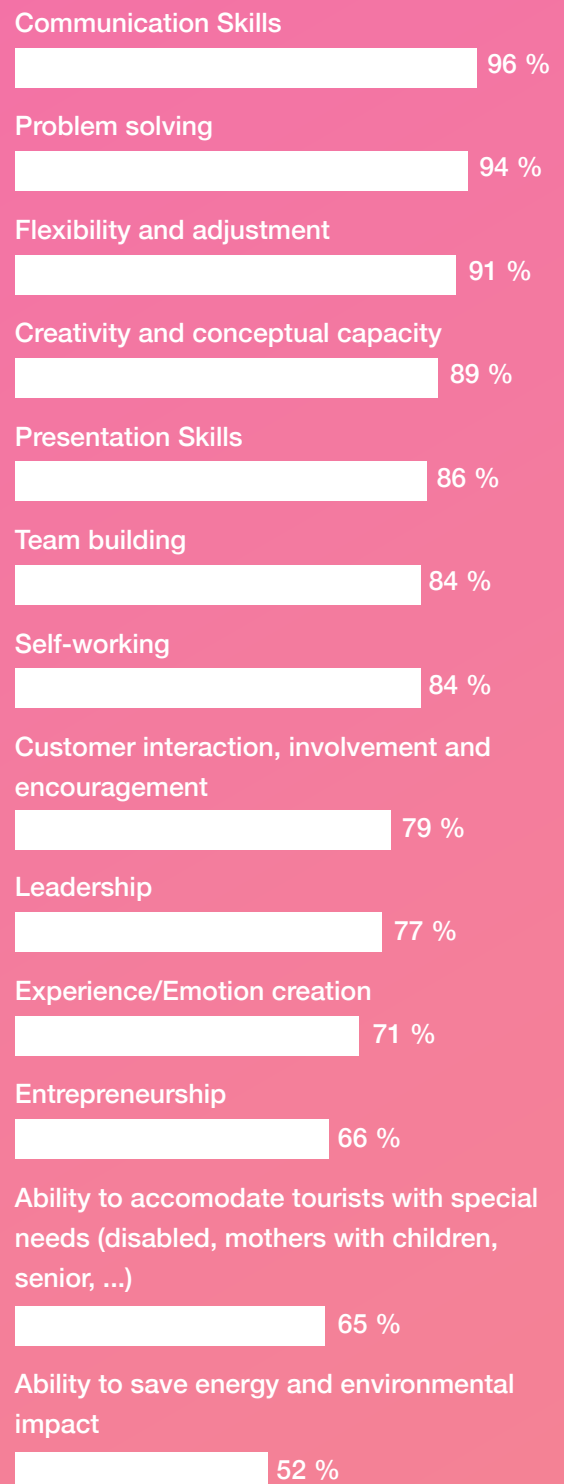
GRAPH 1. *The distribution of training programs*

Area Innovation 14%

Cross-sectorial 20%

Area Communication & Media 17 %

Area Management & Organization 49%

GRAPH 2. *The distribution of training programs by target groups (area)*

Area Management and organization
53 %
39%

Area Communication and Media
17 %
17 %

Area Innovation
12 %
19 %

Area Cross-sectorial
17 %
26%

● Public
● Private
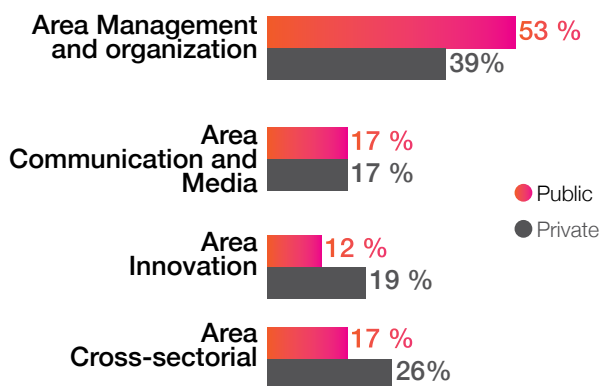
Following the desk research, an online survey was conducted between May and July 2019, and 271 responses were received. The analysis of these responses shows that, according to cultural heritage professionals, the most relevant skills in the sector are: communication skills (96%), problem solving skills (94%), flexibility and adjustment (91%) or creativity and conceptual capacity (89%).

GRAPH 3. *The evaluation of the respondents regarding the most important soft skills in their work*

Communication Skills
96 %

Problem solving
94 %

Flexibility and adjustment
91 %

Creativity and conceptual capacity
89 %

Presentation Skills
86 %

Team building
84 %

Self-working
84 %

Customer interaction, involvement and encouragement
79 %

Leadership
77 %

Experience/Emotion creation
71 %

Entrepreneurship
66 %

Ability to accomodate tourists with special needs (disabled, mothers with children, senior, ...)
65 %

Ability to save energy and environmental impact
52 %

For the heritage promotion area, a 76% of the respondents expressed they would like to improve outreach and community involvement skills; a 72%, network building skills; a 66%, marketing skills, and 63%, social media skills. In the area of heritage valorisation, a 76% of respondents would like to improve community engagement skills and education processes involving people of different ages and abilities; while a 64% are interested in further developing their fundraising skills, and a 61%, their presentation skills. For the heritage exploitation area, a 78% of the respondents would like to improve know-how to innovate skills; a 76%, community and curatorship skills; a 66%, management skills, and a 58%, funding skills. Finally, in the area of mediation and interpretation, a 71% of the respondents want to further develop their digital skills; a 69%, advocacy-aimed and decision-making skills, and a 57%, skills related to co-ownership of sites/heritage.

Concerning the main obstacles for the respondents that have not participated in a training program, the most mentioned ones are: lack of time, lack of detailed information about courses and training programmes, lack of money or the fact that they did not know where to look for training to develop these skills. Only a 12% of the respondents mentioned that they were not interested to participate in a training programme.