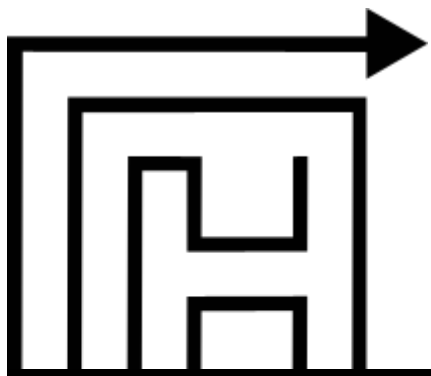




**A Pragmatic Map Of The Skills Needed
by Cultural Heritage Institutions**

SCENARIO BASED JOURNEY





TITLE

A Pragmatic Map Of The Skills Needed By Cultural Heritage Institutions
Scenario Based Journey

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The Cultural Heritage Project 2.0: Business Model Evolution, an Erasmus+ project (2021-1-IT02-KA220-HED-000032050) is designed to support Higher Education Institutions to effectively assist the regeneration of the European cultural heritage sector in a highly digitised (post-Covid-19) world, through Cultural Organisations' business models evolution. The project also aims to provide Higher Education's academic staff and educators with the knowledge, skills and resources relevant to the future to support the sector. Our partnership consists of 6 organisations from 5 countries, all with a direct interest in using the project's results to (1) drive university-cultural heritage organisations' collaboration, (2) contribute to revitalisation of the cultural heritage sector and (3) increase their contribution to society. The partners have been selected based on their diversity of knowledge and experience in social sciences and humanities, institutional commitment to external engagement, and strong networks with cultural heritage organisations.



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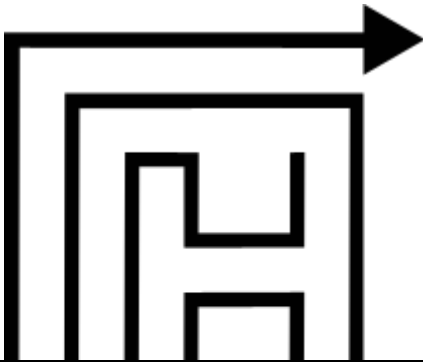


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INTRODUCTION

As part of the Cultural Heritage 2.0 project, with the goal to support Higher Education Institutions in building productive relationships with Cultural Heritage Institutions, in a highly digitalized post-COVID19 world, and equip academic staff and educators with knowledge, skills and resources to positively engage with the cultural heritage representatives in educational activities and organize problem-based learning interventions in multidisciplinary student teams, the consortium partners have identified which skills Cultural Heritage Organisations lack in their countries. Specifically, the three Universities partners have mapped the skills needed in Italy (Ca' Foscari University), Denmark (University of Copenhagen) and Austria (University of Vienna).

Building on the research outputs and consultation with the local stakeholders, held during PR1, as well as the Competencies Gap Map and the Future Trends Report developed by UIIN and Bespoke, the skill gaps listed in this document represent the first step to develop learning and training journeys and Open Education Resources.

ITALY - CA' FOSCARI UNIVERSITY

SKILL #1: Data Protection

Description:

The need for cultural heritage professionals with privacy and data protection knowledge is rising, especially with the growth of tech applications within Cultural Heritage Organizations. What does Data protection legislation set for Privacy on a world-wide scale and what does it require for cultural heritage institutions operating in the European Union?

Cultural Heritage professionals need knowledge about the concept of 'data' and 'information' and how these concepts can be managed in a society where the digital economy is playing a more and more prominent role. They need to understand how to protect the data they collect, how to store them safely and what kind of use they can apply to the data they have. This is a very important subject nowadays, considering the attention given to modern challenges, such as AI and facial recognition systems, Big Data and Privacy Enhancing Technologies (PETs).

SKILL #2: Team Working

Description:

Cultural Heritage Organizations feel a strong need to create unified and motivated teams that can focus on

problem solving to improve the way they work. The creation of a strong group of individuals who collaborate and is focused on measurable performance, able to take action in a timely manner and manage decision making processes is a big challenge for leaders in the cultural space, and a skill needed in order to develop innovative business models to overcome the uncertainty created by the pandemic.

This is a Soft Skill that can be categorized as a business skill.

SKILL #3: Ethical Thinking

Description:

What counts as a right or wrong action when introducing technology in Cultural Heritage Organizations? From this question originates the need for developing knowledge around Ethical Thinking in museums and cultural organizations, as a path that sees values as a filter to guide teams to choices that are ethical and make a positive impact on society.

The abilities to reason about ethical issues, to develop accountability on decision making processes, draw compelling conclusions to assess ethical claims, are fundamental skills to the development of cultural organizations and to the functioning and improvement of sustainable local communities.

This skill is in between Humanities and Business.

SKILL #4: Mediation and Interpretation

Description:

Cultural Organizations need to improve their ability to better understand how to bridge different disciplines and different languages, such as the business and the technology language, in order to better define their goals and, starting from this perspective, make cultural organizations platforms for a collaboration pattern based on diversity, in general. They need to learn how to deconstruct the culturalist perspective of things and, from there, create innovative new perspectives, based on new circumstances and specificities, developing a new original implementation.

This skill is part of Humanities.

SKILL #5: Augmented reality for immersive experiences

Description:

The fundamentals of augmented reality and how to build an AR experience are becoming key skills for Cultural Heritage Organizations in order to face the changes that we are going through, and be able to engage with visitors potentially developing new business models based on the presence of technology. CHOs need to be able to identify different types of AR experiences, what tools and platforms are used in the AR landscape, what makes AR feel "real" and what are the successful and unsuccessful cases to consider as references.

CHO leaders don't need to develop technical competences, however they need to be able to understand the potential of AR and its applications in order to open dialogues with external providers for tech development. They need to be able to understand the different phases of projects of this kind and negotiate contracts thanks to this know-how.

SKILL #6: Sustainability and Impact for Cultural Projects

Description:

CHO leaders seem to have a strong need to better understand the financial health of their institutions, be they public or private, and feel more confident about their managerial skills.

They need to learn some technical language related to management and business organizations, be able to deeply understand their revenue generating activities and to wisely manage them to build a more robust income flow also in times of change, develop a stronger knowledge and control over numbers, and fine-tuning their number-driven decision making ability.

SKILL #7: Digital Ethics and Impact for Cultural Management

Description:

Nowadays, a strong need for Cultural Organizations is to develop a comprehensive understanding of the theoretical and practical aspects of digital cultural management, to take advantage of the most recent tools and methods. This need may refer to the development of the ability to approach the study of the past by combining multiple sources of 2D and 3D data. Also, CHOs need to develop a stronger understanding of how to make a positive impact to the communities they are part of thanks to digital channels and technology, in order to be able to embrace the opportunities offered by these technologies and, at the same time, add value to their current and potential visitors.

SKILL #8: Policy for Digital Cultural Heritage and its Dimensions

Description:

What policies, from a legal and organizational perspective, are necessary to be integrated within Cultural Heritage Organizations to allow them to develop a proper governance, in terms of management for new technology developments that are going to be more and more present within the Cultural and Artistic fields?

This knowledge includes the ability to identify the boundaries between what can and cannot be done with technology.

This skill should also include the ability to identify potential grants and to write successful proposals.

SKILL #9: Marketing and Sales for Humanities

Description:

CHO leaders need to grow their knowledge of marketing, strategies and tools needed to make their organization able to face changes and be attractive to new audiences through different platforms. At the same time, they need to improve their understanding of marketing and sales tools in order to strengthen their uniqueness and achieve a competitive advantage on the market.

Design Thinking and business cases of different fields may be useful for this path.

SKILL #10: Database creation and management

Description:

Because of the rise of tech apps applied to cultural heritage initiatives, CHO leaders need to integrate new knowledge related to how to effectively extract raw data, organize it in a database, and manipulate and analyze it through proper tools.

Additional details: This skill may be also linked to the need for an introduction to big data management.

SKILL #11: Digital Anthropology

Description:

An exploration and a clearer understanding of the key aspects of the digital transformation in the humanities is a need identified by CHO leaders, to develop knowledge of past and current debates on theoretical issues and related implications of applying digital tools and methodologies on cultural heritage

projects.

Some topics that can be included are data models and standards; data visualisation; publication licenses and open access.

SKILL #12: Social Sustainability

Description:

How can cultural organizations make a positive impact on their communities, how can they be recognized for their ability to connect people thanks to culture, in addition to educating them?

This is a big challenge for today's CHOs and there is a need to develop a better understanding of how to create stronger social sustainability approaches.

DENMARK - UNIVERSITY OF COPENHAGEN

SKILL #1: Facilitation of co-creation and partnerships

Description: Moving towards a more fragmented cultural sector where everyone is a potential creator and owner, where cultural funding might decrease due to an increase in environmental issues and economical support from bottom-up individuals and top-down commercial partners is needed, CHOs must become better at cementing their role as hubs for and of culture. To do that students must be trained in establishing partnerships with stakeholders and rethinking CHOs' role as hosts for inclusion and co-creation.

This skill is a mix between Business and Humanities.

SKILL #2: Digital literacy

Description: The understanding of extended reality, AI technologies, new digital business models and data rights/ownership in a digital world will be essential for future CHO professionals as digital and physical cultural spheres merge. To understand these technologies and their ethics, students will be better equipped to curate and communicate CHO activities in relation to stakeholders. As creators, artists, businesses and political entities merge with the digital worlds, CHOs need to follow. It's not a question of improving their role, it's a question of staying relevant.

This skill is a mix between Business and Tech.

AUSTRIA - UNIVERSITY OF VIENNA

SKILL #1: AI for the archiving

Description: According to our expert digitalization is not moving on as fast as it could, as for many tasks experts are needed (e.g. for correct labeling). A bottleneck appears, slowing progress down. AI could be used to prepare and automate some tasks, reducing the work of experts to controlling data and correcting if needed.

SKILL #2: Digitization Standards

Description: Digitization of European cultural heritage also means online access to cultural material and digital preservation. Many international platforms (e.g., at the European level, the [Europeana](#) project) exist to make digitized works from around the world accessible. Some European cultural heritage institutions also manage to digitize their content, but face some challenges in doing so. As with all digitization projects, the lack of a common European approach and standards for digitizing cultural content at the European level is a challenge for cultural heritage institutions.

SKILL #3: Community Management/Change Management

Description: If CHOs move more in the direction of participatory designs, then community management becomes an essential skill for CHO. For participatory projects, this directly links to Citizen Science projects (see Skill 4). To move to this kind of model change management will also be essential.

SKILL #4: Skills and practice in community projects - e.g. oral history, citizen science, including methodological training

Description: Oral history and citizen science are well-established research methods. Citizen Science is widely used by a range of academic disciplines and researchers exchange best practices in national and international networks. Oral history is an often-used method for research project in contemporary history already for decades. Both methods are therefore based on a profound theoretical basis

This skill is a mix of technology and humanities skills.

SKILL #5: Theoretical skills on how participatory approaches need to be designed

Description: Besides practical experiences, successful participatory projects in cultural heritage institutions need to be based on a profound theoretical basis. Thereby, results could also lead to further research projects. Insights from the social sciences i.e. on citizen participation and citizen science could be useful in this regard.

This skill is a mix of business and humanities skills.

SKILL #6: Data ethics & technology ethics

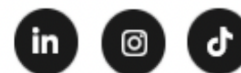
Description: A profound understanding of data and technology ethics resp. The ongoing academic, legal, and professional discussions around these topics are crucial for the development and implementation of digitalization strategies. Universities could play a central role in providing the necessary knowledge and skills.

This skill is a mix of tech and humanities.



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