

FORMAT		
1. Name of resource	Competence Framework for Cultural Heritage Management: a guide to the essential skills and knowledge for heritage practitioners	
2. Location	https://unesdoc.unesco.org/ark:/48223/pf0000379275	
3. Alternative location	https://bangkok.unesco.org/content/competence-framework-cultural-heritage-management-user-guide-essential-skills-and-knowledge	
4. Author[s]	H. Bienstman, N. K. Chapagain, S. S. Imon, I. Kim, L. Leitao and M. Unakul	
5. Publisher/producer/host	UNESCO	
6. Year	2021	
7. Suggested citation	Bienstman, H. et al. (2021). Competence Framework for Cultural Heritage Management: a guide to the essential skills and knowledge for heritage practitioners. UNESCO, available at https://unesdoc.unesco.org/ark:/48223/pf0000379275	
8. Languages in which available	English, Russian	
9. Geographic area resource relates to	Global	
10. Does the resource relate to a specific time frame?	2015-30	
11. Type	Report	Yes
	Toolkit/Framework/Roadmap	Yes
	Sign-post to other resource	
	Case studies	Yes
	Other	
12. If this is part of an initiative, what is the initiative?		
COLLECTIONS AND COLLECTIONS-BASED INSTITUTIONS		
13. Explicit links to collections	Yes	
14. Explicit links to museums/libraries/archives	Yes	
15. Types of institutions the resource covers	Museums	X
	Archives	X
	Libraries	X
	Other	X
	Arts, humanities and social sciences: philosophy,	X

16. Does the resource relate to specific disciplines?	psychology, religion, social sciences, law, politics, language, arts and recreation, architecture, literature, history, geography and ethnology, anthropology, archaeology	
	Science, natural history, technology, medicine, engineering, manufacturing	X
17. If no explicit links to collections, justification for inclusion		
HOW IT CONTRIBUTES TO SUSTAINABLE DEVELOPMENT		
18. Collections-related activities the resource relates to (mark all that apply)		
Develop collections to protect and safeguard wider cultural and natural heritage more effectively , for example by targeting collecting to threatened forms of heritage in strategic ways	X	
Use collections to promote learning and educational opportunities that contribute to sustainable development more effectively , for example education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development and/or skills development relating to collections		
Use collections to promote cultural participation/social inclusion more effectively , for example by reducing barriers to participation, to ensure no-one is 'left behind'		
Use collections to promote sustainable tourism more effectively , for example by developing new products based on local cultural heritage, and/or considering the rights of stakeholder groups in relation to collections		
Use collections to support research that contributes to sustainable development (including all forms of personal and self-directed research at all levels that make use of stored collections) more effectively, for example by providing effective facilities, collections and information to meet researchers' needs		
Make decisions around collections that contribute to sustainable development more effectively		
i. employment (recruiting, staff training, staff safety)	X	
ii. energy consumption, greenhouse gas emissions, reduction, monitoring and reporting		
iii. waste management and reduction of waste		
iv. transport (forms of transport, energy use)		
v. commercial activities including copyright and IP		

vi. governance and management	X
vii. security, disaster preparedness and risk reduction	
Direct external leadership, partnerships and collaborations towards sustainable development more effectively , for example by developing impactful partnerships	
19. Does the resource relate clearly to any international conventions (mark all that apply)?	
Culture conventions:	
1952, 71 Protection of Copyright and Neighbouring Rights	
1954 Protection of Cultural Property in the Event of Armed Conflict	
1970 Fighting Against the Illicit Trafficking of Cultural Property	
1972 Protection of the World Cultural and Natural Heritage	X
2001 Protection of the Underwater Cultural Heritage	
2003 Safeguarding of the Intangible Cultural Heritage	X
2005 Protection and Promotion of the Diversity of Cultural Expressions	
Rio Conventions:	
Convention on Biological Diversity (CBD), Convention to Combat Desertification (UNCCD), Framework Convention on Climate Change (UNFCCC)	
AIMS AND CONTENT	
20. What issues does the resource aim to address?	<p>“Climate change, the COVID-19 pandemic and other crises have created unprecedented challenges for cultural heritage sites and their associated communities. Confronted by these new realities, the heritage profession is increasingly under pressure to rethink approaches taken to site management. Safeguarding a heritage site today extends beyond technical conservation issues. Heritage site managers must also address various economic, social and environmental dimensions as defined by the Sustainable Development Goals. Heritage personnel need to upskill and reskill themselves to meet these new management challenges.</p> <p>The UNESCO Competence Framework for Cultural Heritage Management is a new toolbox that defines the knowledge, skills and personal qualities for for both individual heritage practitioners as well as heritage organizations. It provides a benchmark in upgrading capacity and covers four areas of competences: Core Competences (e.g. working with communities and mobilizing heritage for local development), Managerial Competences (e.g. strategic planning and financial management), Specialized Technical Competences (e.g. defining heritage knowhow) and Personal Competences.</p> <p>Academic institutions are also invited to use the Competence Framework in planning and evaluating their</p>

	education and training programmes.”
21. Intended audience of resource	Heritage practitioners, heritage organisations, academic institutions providing education and training programmes related to heritage and heritage management.
22. Process of development	“A Global Register of Competences for Protected Area Practitioners: A comprehensive directory of and user guide to the skills, knowledge and personal qualities required by managers, staff and stewards of protected and other conserved areas (Appleton, 2016), developed by the International Union for Conservation of Nature’s World Commission on Protected Areas (IUCN WCPA), served as the primary reference for developing the Competence Framework for Cultural Heritage Management...” See p.22 for fuller explanation.
23. Organisation/structure/contents	<p>Foreword...</p> <p>Executive summary 12</p> <p>Chapter 1: Introduction 14</p> <p>1.1 Rationale 15</p> <p>1.2 A competence-based approach to managing cultural heritage 18</p> <p>1.3 The purpose of the Competence Framework 19</p> <p>1.4 Developing the Competence Framework 22</p> <p>Key references 22</p> <p>The development process 26</p> <p>Chapter 2: Overview of the Competence Framework 28</p> <p>2.1 Structure 29</p> <p>The four personnel levels 29</p> <p>The types of competences 29</p> <p>2.2 A competence table explained 35</p> <p>2.3 Users of the Competence Framework 40</p> <p>Heritage management organizations 40</p> <p>Individual heritage management staff, heritage professionals and local stewards 44</p> <p>Education and training institutions 45</p> <p>2.4 Conducting assessments 47</p> <p>Rapid assessments 49</p> <p>Detailed assessments 49</p> <p>2.5 Next steps 51</p> <p>Chapter 3: The Competence Framework for Cultural Heritage Management 53</p> <p>3.1 Core Competences 54</p> <p>3.2 Managerial Competences 74</p> <p>3.3 Personal Competences 91</p> <p>3.4 Specialized Technical Competences 94</p> <p>Chapter 4: The Academic Learning Outcomes for Postgraduate Education in Cultural Heritage Management 105</p>

	References 117
FRAMEWORKS	
24. Framework structure	<p>The competence framework is based around four areas of competence:</p> <p>Core (including sustainable development)</p> <p>Personal</p> <p>Specialised</p> <p>Managerial</p> <p>The competence framework provides relevant competencies for four groups of staff: Skilled workers, middle managers/technical specialists, senior manager, and executive level.</p> <p>The framework can be used for self-assessment, or to develop competency frameworks for staff and for staff development.</p>
25. Relevant policy considerations	Yes
26. Resources for implementation identified	Yes
27. Specific assessment points/indicators/milestones/action plan for monitoring	Yes
28. ASPECTS OF SUSTAINABILITY COVERED BY RESOURCE (mark all that apply)	
People (social sustainability)	X
Planet (environmental sustainability)	X
Prosperity (economic sustainability)	X
Peace	X
Partnerships	X
29. CROSS-CUTTING CONSIDERATIONS COVERED BY RESOURCE (mark all that apply)	
Gender perspectives	X
North and South perspectives	X
HOW THE RESOURCE CONTRIBUTES TO AGENDA 2030 AND THE SDGs	
HOW AGENDA 2030 AND THE SDGs FEATURE IN THE RESOURCE	
30. SDGs and Agenda 2030 specifically mentioned?	Yes
31. SDGs specifically mentioned?	No

32. SDG targets specifically mentioned?	No
33. SDG indicators specifically mentioned?	No
SDGs AND SDG TARGETS AND LINKAGES	
34. Comments on SDG linkages	The resource is most closely linked to SDG targets relating to training (SDG 4.4), ensuring learners understand and contribute towards sustainable development (SDG 4.7), which can help to protect, safeguard and develop cultural and natural heritage (SDG 11.4), and also enhance the contribution of cultural heritage to a wide range of sustainable development challenges, for example promoting inclusion (SDG 10.2 and 11.7) and adopting sustainable practices (SDG 12.6), as well as contributing to sustainable development laws and policies (SDG 16.B).
35. SDGs and SDG targets the resource helps advance	
SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all 4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship	Number of young people and adults in skills-development activities and programmes drawing on collections, for employment, decent jobs and entrepreneurship Increase in number of young people and adults in such programmes Number and proportion of staff who have received training in the last year, to better support their contribution to the SDGs. Programs and processes in place to ensure the availability of a skilled workforce.
SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all 4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development	Numbers of people in each type of programme drawing on collections from different demographic groups. Increases in numbers of people in each type of programme from different demographic groups. Proportion of people involved in such programmes in relation to overall audience size. Evidence that learners have acquired knowledge and skills to promote sustainable development.

<p>and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development</p>	
<p>SDG 10. Reduce inequality within and between countries 10.2 By 2030, empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status</p>	<p>Collections development to ensure that collections effectively meet the needs of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status.</p> <p>Number and proportion of educational and participatory programmes that promote participation irrespective of social or other status.</p> <p>Numbers and proportions of people making use of collections in relation to the demographic of the local population.</p> <p>Numbers and proportions of people involved in focused programmes aimed at promoting social, economic and political inclusion.</p> <p>Numbers and proportions of people from different demographic groups involved in decision-making processes relating to collections and collections-based institutions.</p> <p>Number and types of partnerships that build relationships with marginalized groups, individuals and communities.</p>
<p>SDG 11. Make cities and human settlements inclusive, safe, resilient and sustainable 11.4 Strengthen efforts to protect and safeguard the world's cultural and natural heritage</p>	<p><i>11.4.1 Total expenditure (public and private) per capita spent on the preservation, protection and conservation of all cultural and natural heritage, by type of heritage</i></p> <p>Plans, policies and procedures in place for the safe use of collections for a variety of purposes, protecting and safeguarding both collections and those who use them.</p> <p>Plans, policies and procedures in place for the identification, safeguarding and protection of cultural and natural heritage at risk.</p>

	<p>Collecting programmes in place to protect, safeguard and make use of cultural and natural heritage, addressing the needs of communities and stakeholders, and ensuring that collections can be an effective resource for sustainable development.</p> <p>Number and diversity of educational, awareness-raising, research programmes, and partnerships that aim to strengthen protection of cultural and natural heritage.</p>
<p>SDG 11. Make cities and human settlements inclusive, safe, resilient and sustainable 11.7 By 2030, provide universal access to safe, inclusive and accessible, green and public spaces, in particular for women and children, older persons and persons with disabilities</p>	<p>Numbers of people accessing collecting institutions from different demographic groups, notably women, children, older people and persons with disabilities.</p> <p>Increases in numbers of people accessing collecting institutions from different demographic groups.</p> <p>Measures taken to remove barriers to access green and public spaces.</p> <p>Extent of green space provided by collections institutions.</p>
<p>SDG 12 Ensure sustainable consumption and production patterns 12.6 Encourage companies, especially large and transnational companies, to adopt sustainable practices and to integrate sustainability information into their reporting cycle</p>	<p>Clear visions, strategies and plans in place for all aspects of sustainability – environmental, social and economic (people, planet, prosperity)- across all areas of activity.</p> <p>Visions, strategies and plans relating to sustainability to be publicly available and incorporated into planning documents.</p> <p>Commitments to be in line with local, regional, national and/or international targets and ambitions.</p> <p>Incorporation of sustainability into reporting for funders and other stakeholders, including the public. Reporting to include commitments and progress towards targets.</p>
<p>SDG 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.</p>	<p><i>16.B.1 Proportion of population [audience/users/non-users] reporting having personally felt discriminated against or harassed in the previous 12 months on the basis of a ground of discrimination prohibited under international human rights law</i></p>

16.B Promote and enforce non-discriminatory laws and policies for sustainable development		Number and proportion of policies that incorporate sustainable development considerations, in the full sense of recognizing all three of social, economic and environmental considerations.			
1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	