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# COMPETENCE FRAMEWORK FOR CULTURAL HERITAGE MANAGEMENT

A Guide to the Essential  
Skills and Knowledge for  
Heritage Practitioners





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## BOXES, TABLES AND FIGURES

**AAHM** Asian Academy for Heritage Management

**ALR** Applying Laws and Regulations

**APC** Advanced Personal Competences

**AQRF** ASEAN Qualifications Reference Framework

**ASEAN** Association of Southeast Asian Nations

**CCC** Communication, Collaboration and Coordination

**CRK** Community, Rights and Knowledge

**FPC** Foundation Personal Competences

**FOM** Financial and Operations Management

**HED** Heritage Education and Interpretation

**HER** Heritage Policies, Principles, Process and Ethics

**HCM** Human Capacity Management

**ICCROM** International Centre for the Study of the  
Preservation and Restoration of Cultural Property

**ICOMOS** International Council on Monuments and Sites

**ILO** International Labour Organization

**IMA** Information Management and Administration

**IUCN** International Union for Conservation of Nature

**MRA** Mutual Recognition Arrangement

**OPM** Organizational Governance, Heritage Planning and  
Strategic Management

**OWHC** Organization of World Heritage Cities

**OWHC-AP** Organization of World Heritage Cities Asia-Pacific  
Regional Secretariat

**SEAMEO** Southeast Asian Ministers of Education Organization

**SEAMEO SPAFA** SEAMEO Regional Centre for Archaeology  
and Fine Arts

**SEAMEO VOCTECH** SEAMEO Regional Centre for Vocational  
and Technical Education and Training

**SUS** Sustainable Development

**TVET** Technical and Vocational Education and Training

**UNESCO** United Nations Educational, Scientific and  
Cultural Organization

**WCPA** World Commission on Protected Areas

**WHC** World Heritage Committee

**WHITRAP** World Heritage Institute of Training and Research for the Asia  
and the Pacific Region



ACRONYMS



## FOREWORD

As of 2020, the Asia-Pacific region has 269 World Heritage sites, of which 190 are cultural sites. Beyond those on the World Heritage list, the region abounds in heritage sites of local and national significance as well. The rich diversity of these cultural heritage sites, which range from archaeological sites to historic urban centres to vast cultural landscapes, calls for a correspondingly wide range of skills and knowledge among the site management agencies, heritage professionals and local stewards who contribute to the safeguarding of these sites.

With the definition of cultural heritage becoming broader, the types of challenges encountered by heritage site managers are becoming more complex. For example, the increasing recognition of industrial heritage, twentieth-century heritage and other heritage typologies adds to the challenges faced by heritage practitioners in safeguarding the region's diverse heritage places. Furthermore, the emergent pressures posed by climate change, conflicts and other threats require rethinking the approaches taken to site management. Beyond conservation-related objectives, heritage site managers are now also grappling with mobilizing heritage for sustainable development, within the framework of the Sustainable Development Goals.

Confronted by these new realities, the heritage profession in the Asia-Pacific region is increasingly under pressure to adapt itself by upskilling and reskilling. At the same time, heritage education and training providers are responding in support of the greater mobility in the education sector and the labour market throughout the region. Correspondingly, countries in the region and

beyond have recognized the need to more closely align their educational frameworks, as called for by the 2019 Global Convention on the Recognition of Qualifications for Higher Education.

In view of these broad trends in the culture and education sectors, UNESCO developed the Competence Framework for Cultural Heritage Management, which establishes professional standards for heritage management that are holistic, interdisciplinary and multidimensional. This framework defines the skills and knowledge now required by individual heritage practitioners and heritage organizations, and it is intended as a benchmark in upgrading institutional capacity to meet twentieth-century challenges in cultural heritage management.

To help ensure that graduates acquire the foundation they need in their careers as cultural heritage management professionals, UNESCO translated the contents of the Competence Framework into a set of 'Academic Learning Outcomes for Postgraduate Education in Cultural Heritage Management'. These Learning Outcomes will be useful to the growing number of higher education institutions offering programmes and courses in this field.

This publication sets new standards in strengthening professional practice and education in the field of cultural heritage management and it is expected to be of great value to heritage management practitioners and academic institutions within the Asia-Pacific region and beyond.



**Shigeru Aoyagi**

Director  
UNESCO Bangkok  
Asia and Pacific Regional Bureau for Education



## PREFACES

## ICCROM

We live in an increasingly interconnected and complex world in which actions in one place affect other societies in other regions. We also live in a time in which information is abundant, but the necessary knowledge, skills and capacity to process it are often lacking and resources are increasingly difficult to find.

Heritage management operates in this complex, interconnected world, in which professionals working on conservation and protection of heritage need to be aware of the vast array of information available in order to make sound decisions. Heritage managers need to think about, plan, implement and monitor many aspects of their daily tasks, in areas that appear distant and unrelated to the immediate issues at hand, due to the fact that heritage itself is intertwined with various living situations and environments. Moreover, heritage managers today undertake multiple functions and are also constantly evolving and adapting to change. It is therefore important that these

professionals dedicated to the conservation and management of heritage are properly equipped with all of the knowledge and resources required for carrying out their jobs effectively.

It is in this context that The Competence Framework for Cultural Heritage Management holds great value and importance. The Framework maps out the necessary knowledge, skills and qualities that contribute to and strengthen the quality in delivering professional services. This document will no doubt provide useful guidance for both educational organizations and heritage management agencies, to nurture professionals with interdisciplinary and multidimensional skills and to improve human resource management and performance, respectively.

The International Centre for the Study of the Preservation and Restoration of Cultural Property (ICCROM) very much welcomes this initiative and congratulates all of those involved in this publication for their efforts.



**Webber Ndoro**

Director-General

International Centre for the Study of the Preservation and Restoration of Cultural Property (ICCROM)

# ICOMOS

The conservation of the world's cultural heritage is a never-ending task. As the countries of the world mobilize to cope with the consequences of climate change, natural disasters and human conflict and also to improve the health and prosperity of their people through sustainable development, the resources needed to look after their cultural heritage are becoming increasingly harder to find. Making the best use of those resources, both human and financial, is ever more critical.

The wise allocation of limited resources requires heritage knowledge and skills, from skilled workers through to professionals and managers. It is important that those at the executive level, who are charged with securing and allocating funds, make competent decisions on what will best conserve their suite of properties over the long term. It is equally important that the professionals and workers engaged in planning and undertaking conservation efforts are competent, and that their work is in accordance with current best practice.

The Competence Framework for Cultural Heritage Management, developed by UNESCO with the assistance of numerous conservation professionals and organizations, provides a guide to the competences needed by heritage management practitioners, at all levels of site management, from skilled workers to executives. These competences include: 'Core Competences', covering knowledge of heritage principles, ethics

and the law; 'Personal Competences', which are essential for successful cooperation and facilitation; 'Managerial Competences', which are required in order to achieve management goals; and 'Specialist Technical Competences', which apply to the many different types of professional workers now active in the conservation of cultural heritage.

The Competence Framework thus provides the means for achieving an improved level of confidence in the knowledge, skills and attitudes of the people engaged in conservation work, at all levels. The Competence Framework will need to go hand-in-hand with a framework for best practice as demonstrated by conservation outcomes monitored over time, similar to the European Quality Principles published by the International Council on Monuments and Sites (ICOMOS) in 2019.

ICOMOS is proud to have been associated with the development of the Competence Framework and congratulates UNESCO and its partners for bringing this initiative to fruition. We look forward to the Competence Framework becoming established in the Asia-Pacific region and beyond, and to it contributing to the continuous improvement of conservation practice.



**Peter Phillips**  
Secretary General  
International Council on Monuments and Sites (ICOMOS)

# IUCN

In 2016, under the leadership of IUCN's World Commission on Protected Areas (IUCN WCPA), IUCN published *A Global Register of Competences for Protected Area Practitioners*. The need for this approach reflected firstly the growth in coverage of protected areas, secondly, the fact that more and more individuals, agencies and communities are responsible for safeguarding the planet's natural and associated cultural heritage and, thirdly, that the skills needed in managing protected areas are becoming more demanding and more diverse. Protected area managers, staff and stewards are multiskilled individuals, not only expected to protect species, habitats and ecosystems, but also to maintain the services nature provides to people, support sustainable development, promote equitable forms of governance, advocate for financial and political support, handle growing tourism and often manage large, complex organizations and work in partnership with other sectors.

IUCN recognized the crucial need to raise the profile of protected area management as a distinct, formally recognized, respected profession, so as to strengthen individual and organizational performance, and thus the success and effectiveness of protected areas. The Global Register was created as an essential foundation for this process. In essence, it defines all the skills, knowledge and personal qualities required by people working in protected areas around the world. It is an ideal reference and starting point for managers and human resource professionals to plan and manage staffing of protected areas, for educators to identify and meet capacity needs, and for individuals to assess and develop their own skills.

It is a real pleasure that UNESCO has taken inspiration from the formative work by IUCN WCPA on the Global Register to develop the Competence Framework for Cultural Heritage Management. The alignment of the Competence Framework with the Global Register reinforces the degree to which approaches

to conservation in the culture and nature sectors can learn from each other. More fundamentally, by working together it shows we can create new tools that will result in better practices that more appropriately support local conservation efforts.

It is important to remember that competence frameworks should not be viewed as standards imposed by the compilers, but rather that they are the basis and the raw materials for creating standards that fit national and institutional contexts and needs, for inspiring a more systematic approach to capacity development and to performance and effective management. It is particularly fitting that this adaptation was catalysed through UNESCO's work in Asia and the Pacific, where many cultures, traditions and worldviews do not see a fundamental separation of nature and culture.

The fact that we now have two sister competence frameworks for nature conservation and cultural heritage conservation offers exciting opportunities to build even greater alignment in supporting the work of heritage stewards, across the full diversity of the communities, landscapes and seascapes where they work. One early opportunity for implementation will be the joint work of IUCN, UNESCO, ICCROM and ICOMOS on capacity development focused on World Heritage sites, including through the World Heritage Leadership Programme and the Connecting Practice initiative, which are focused on the connection of nature, culture and people-centred approaches, as the key to conservation success.

I thank UNESCO for its collaboration in creating this new Competence Framework, and encourage continued partnership to support the widespread use of the results, and the learning that enables increased and better support to be provided to the professional community, which is the foundation of successful conservation practice.



**Tim Badman**  
Director, World Heritage Programme  
International Union for Conservation of Nature (IUCN)



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At the outset, we would like to thank the International Union for Conservation of Nature (IUCN) for providing inspiration with its standard-setting publication, *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), and for encouraging alignment of the Competence Framework with the Global Register. Special thanks go to Mike Appleton for his technical guidance and feedback, especially during the conceptualization phase.

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Heritage Cities (OWHC), the SEAMEO Regional Centre for Archaeology and Fine Arts (SPAFA), the SEAMEO Regional Centre for Vocational Education and Training (VOCTECH) and the World Heritage Institute of Training and Research for the Asia and the Pacific Region (WHITRAP).

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## EXECUTIVE SUMMARY

In 2018, UNESCO launched an initiative to develop a competence framework to assist cultural heritage site management agencies in strengthening their staff capacities, so as to ensure improved effectiveness and quality of site conservation and management. This initiative also aimed to assist universities and training institutions in designing appropriate courses, curricula and qualification standards to meet on-the-ground training needs in the fields of cultural heritage management and conservation. The outcome of this effort is the Competence Framework for Cultural Heritage Management. While the Framework focuses on World Heritage sites in the Asia-Pacific region, particularly in South-East Asia, it is applicable more broadly.

The Competence Framework was developed through a series of meetings, expert consultations and peer reviews, which gathered valuable inputs from professionals, site managers and regional and international organizations in the heritage, education and labour sectors.

The primary reference for developing the Framework was: *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). The IUCN WCPA Global Register lists the various skills, knowledge and personal qualities required by people working in protected natural heritage areas around the world.

No comparable document existed for the cultural heritage realm, thus the Competence Framework aimed to provide a similar set of benchmarks for professional practice in the cultural heritage sector. The use of the Global Register as a basis for the Framework is particularly appropriate given the increasing recognition today of the connections between cultural and natural heritage.

The Competence Framework identifies areas of competence (i.e. skills and knowledge) for the various practitioners, at both the institutional and individual levels, involved in managing cultural heritage, including for government staff, professionals and local stewards. The Framework covers four levels of personnel: (1) Skilled worker, (2) Middle manager/Technical specialist, (3) Senior manager and (4) Executive. In this way, it spans all types of personnel, from vocational workers to decision-makers, involved in the various aspects of managing cultural heritage.

The Framework defines four groups of competences, and each group has multiple categories:

- **Core Competences** – (i) Applying laws and regulations (ALR), (ii) Heritage policies, principles, processes and ethics (HER), (iii) Community, rights and knowledge (CRK), (iv) Heritage education and interpretation (HED), (v) Sustainable development (SUS).
- **Managerial Competences** – (i) Organizational governance, heritage planning and strategic management (OPM), (ii) Human capital management (HCM), (iii) Financial and operations management (FOM), (iv) Information management and administration (IMA), (v) Communication, collaboration and coordination (CCC).
- **Personal Competences** – (i) Foundation personal competences (FPC), (ii) Advanced personal competences (APC).
- **Specialized Technical Competences** – Anthropology, archaeology, architecture, building trades, development planning, engineering, landscape architecture, intangible cultural heritage, materials conservation, museology, urban planning, etc.

The Framework presents the wide range of skills and knowledge that individuals and organizations involved in cultural heritage management should have. Possession of the Core, Managerial and Personal Competences will ensure that heritage practitioners are in a position to fulfil their functions effectively and comprehensively. The Specialized Technical Competences describe the additional skills and knowledge specific to heritage work that are needed on top of the regular education and training currently available to many professions. For example, these would be the skills required to transform a mainstream architect into a competent conservation architect. Depending on the size and set-up of their home organization, a practitioner may have responsibilities that require Specialized Technical Competences across multiple professional disciplines.

The Framework can be used by institutions to determine which competences exist or are lacking within the system as a whole and can be used by individuals to make self-assessments and/or identify skills gaps.

The Framework is not meant to serve as a fixed template, however. It may not be possible, or even desirable, for a single organization to cover the entire range of competences contained in the Framework. Rather, each organization should select the most relevant competences for their context. The selected competences can then be covered by the institution's entire body of staff, working at different levels, as well as by external heritage professionals, local stewards and other actors who are part of the management system. The necessary competences may differ depending on the type of site, the development context and the mandates of the various organizations and actors that are involved in site management.

Assessments based on the Framework can inform strategic investment in reinforcing competences across an institution where gaps exist.

The Framework can also be used to stimulate international and intraregional cooperation in the exchange of professional skills and their transmission.

While most professionals in the Asia-Pacific region acquire much of their skill and knowledge in the heritage field through work-based learning and personal experience, an increasing number of professionals in the region are gaining skills and knowledge from education programmes in cultural heritage management, which are becoming more numerous and accessible. Based on the Core Competences and Managerial Competences in the Competence Framework, UNESCO developed a set of Academic Learning Outcomes for Postgraduate Education in Cultural Heritage Management. The Learning Outcomes are designed to help higher education institutions in this field to better prepare their graduates and ensure that the graduates' skills, knowledge and attitudes meet industry needs and expectations, thus enhancing graduates' career prospects and performance, as well as contributing to improving the management of cultural heritage.

Competences are only one aspect in the successful management of cultural heritage sites, alongside other management inputs, such as financial resources, supporting policies, laws and regulations. While the Competence Framework provides the benchmark for improving the knowledge, skills and attitudes of the people undertaking conservation work, in the end it is the actual outcomes in conservation and management that matter. As such, the competences described in this publication should be applied as part of a larger framework defining best practice in cultural heritage management.



# CHAPTER 1 **INTRODUCTION**



## 1.1 Rationale

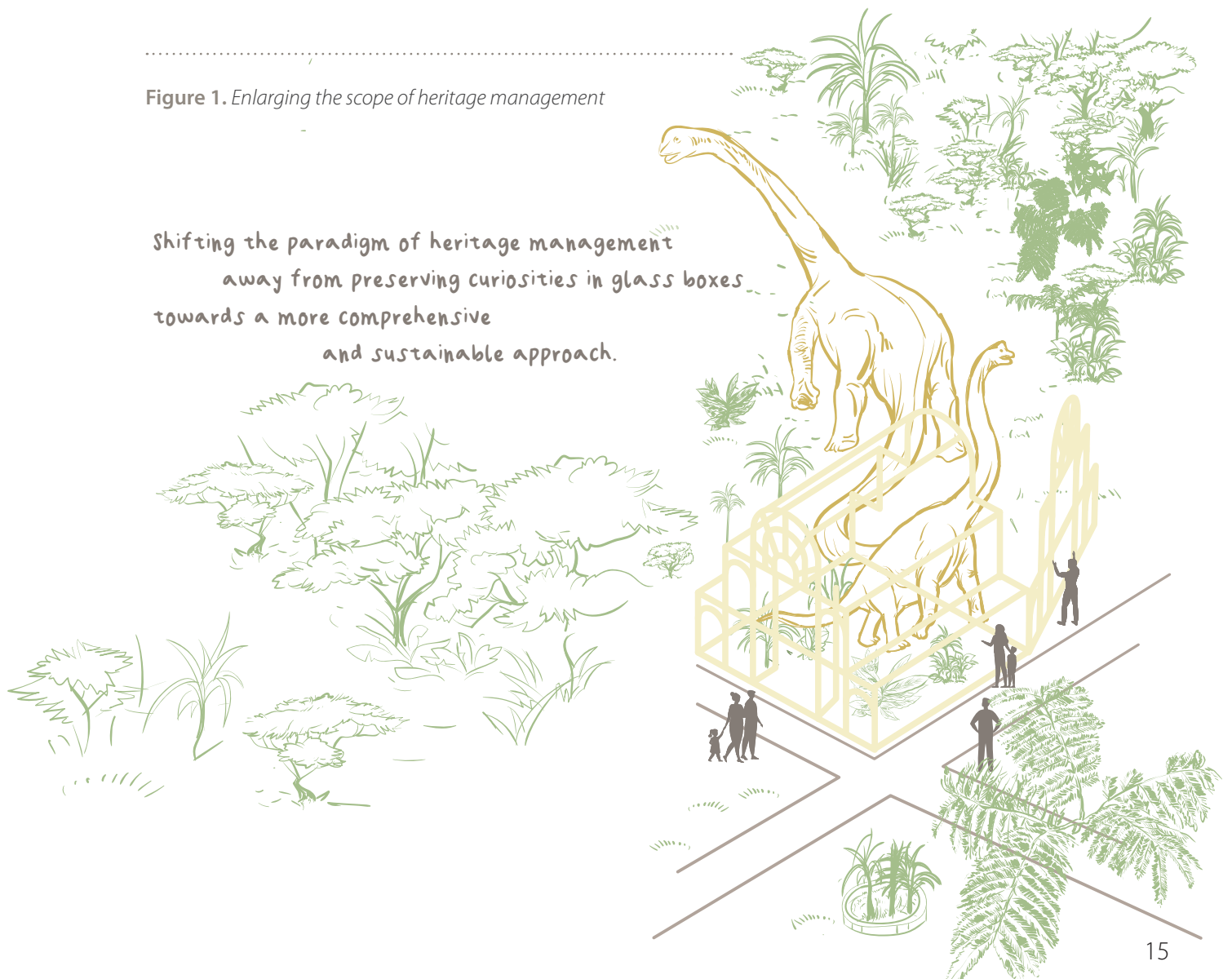
As the scope of cultural heritage has expanded over the years, with the addition of cultural landscapes and other typologies, the types of challenges encountered by heritage practitioners have become more multi-dimensional and complex. Beyond technical conservation issues, such as addressing biological or structural decay, which were the earliest concerns of the heritage profession, successfully managing a site today also requires taking into account various economic, social and environmental dimensions. Furthermore, it involves a wider range of stakeholders, organizations and actors, beyond those in the heritage sector.

At the same time, crises such as climate change and the COVID-19 pandemic have created unprecedented challenges for cultural heritage sites and their associated communities. Moreover, the commitments expressed in the 2030 Agenda for Sustainable Development call for a more strategic view of cultural heritage management, wherein heritage contributes to economic, social and environmental sustainability in a fundamental manner. This enlargement in scope from narrow conservation concerns to a far-sighted vision for sustainability has practical implications for how cultural heritage sites are managed.

The contemporary demands upon cultural heritage practitioners call for a new toolbox of knowledge, skills and personal qualities for personnel at all levels, from policy-makers to frontline workers.

Figure 1. Enlarging the scope of heritage management

Shifting the paradigm of heritage management  
away from preserving curiosities in glass boxes  
towards a more comprehensive  
and sustainable approach.



## BOX I

## Linking cultural

heritage management and  
sustainable development

The adoption of the 2030 Agenda for Sustainable Development (United Nations General Assembly, 2015) made the link between cultural heritage and sustainable development explicit for the first time in the global development arena. The 2030 Agenda recognized that heritage conservation can contribute to sustainable development through ensuring that development efforts are contextualized and closely attuned to the place and to local social and cultural norms. Thus, the task

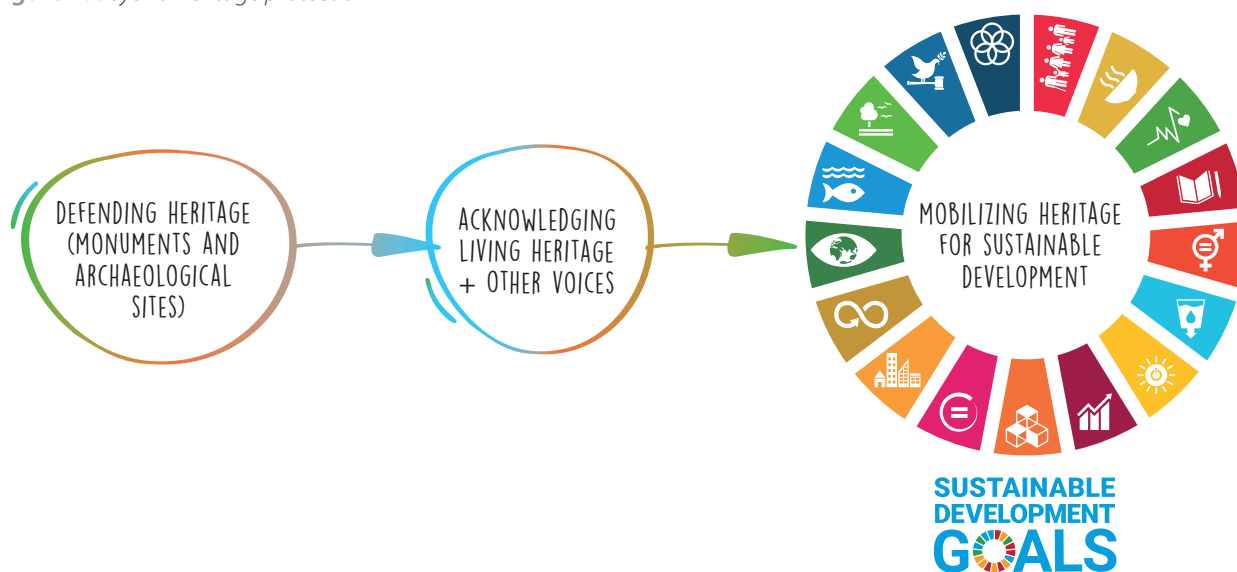
of cultural heritage management took a turn towards a broader vision linked to sustainability. In this way, the practice of heritage conservation mutually reinforces the principles of sustainable development, and vice versa.

In the context of World Heritage, the Policy for the Integration of a Sustainable Development Perspective into the Processes of the World Heritage Convention notes that 'States Parties should recognise, by appropriate means, that World Heritage conservation and management strategies that incorporate a sustainable

development perspective embrace not only the protection of the [Outstanding Universal Value], but also the wellbeing of present and future generations' (WHC, 2015, Article 6). The policy addresses not only the three dimensions of sustainable development (environmental sustainability, inclusive social development and inclusive economic development), but also calls for fostering peace and security. It also reminds us of the United Nations Charter obligations to uphold human rights and equality, which are the bedrock of such endeavours.

Source: UNESCO. 2019b. *Asia Conserved Volume III: Lessons Learned from the UNESCO Asia-Pacific Awards for Cultural Heritage Conservation (2010-2014)*. Bangkok, UNESCO.  
<https://unesdoc.unesco.org/ark:/48223/pf0000374412>

Figure 2: *Beyond heritage protection*



Adapted from Thompson and Wijesuriya (2018)



Narrowly-defined heritage competences focused mainly on conservation are no longer sufficient to meet the needs in sustaining either heritage resources or the broader social and environmental fabric to which they belong. Today, heritage practitioners should be able not only to deal with conservation concerns, but also to improve resilience to natural and human-induced disasters, minimize negative environmental and social impacts from massive development and tourism pressures, engage communities meaningfully, and contribute to improving the quality of life of local residents through using heritage as an engine of sustainable local development. For this, heritage practitioners today need to have the capacity to engage intelligently and effectively across multiple sectors and disciplines, while honing skills and knowledge in their core functions. To effectively recognize, assess, convey and safeguard heritage significance, heritage organizations and practitioners not only need technical skills, but also managerial and administrative abilities and soft skills such as interpersonal and communication skills.

In the Asia-Pacific region, a number of countries are beginning to adjust heritage governance, regulations, institutions and policies to meet the new demands. However, in many of these countries the government heritage agencies were established decades ago and have a core mandate of dealing with archaeology, monuments, sites and collections, and are staffed accordingly. They are therefore not equipped to address the increasingly multifaceted management challenges associated with heritage sites today.

Similarly, heritage education and training institutions are largely still narrowly focused on producing graduates in the core disciplines of archaeology, architecture and museology. Most institutions in the region have not established professional competences or learning outcomes for the heritage sector. Recent surveys of education programmes and heritage management agencies

## BOX 2

**What is competence?**

**‘Competence can be understood as the proven ability to do a job, and is often defined in terms of the required combination of skills, knowledge and attitude.’**

*Appleton, M. R. 2016. A Global Register of Competences for Protected Area Practitioners. Gland, IUCN WCPA, p. viii.*

**‘Competence is defined as the combination of knowledge and skill together with experience that allows the professional Conservator-Restorer to deliver work consistently and responsibly.’**

*European Confederation of Conservator-Restorers’ Organisations (ECCO). 2011 Competences for Access to the Conservation-Restoration Profession. Brussels, ECCO, p. 5*

**‘Competency standards set down the specific knowledge and skills required for successful performance in the workplace and the required standard of performance.’**

*ASEAN. 2018. Handbook: ASEAN Mutual Recognition Arrangement on Tourism Professionals, 2nd edn. Jakarta, ASEAN Secretariat, p. 24.*

**‘The fundamental concept of competency ... is that it focuses on what is expected of an employee in the workplace rather than on a learning process or time spent in training or education.’**

*International Labour Organization (ILO). 2006. Guidelines for Development of Regional Model Competency Standards. Bangkok, ILO, p. 4*

in the Asia-Pacific region have found that specific training in the heritage-related knowledge and skills that are required today is often lacking.

Moreover, unlike occupations such as doctors or lawyers, heritage professions are largely not recognized on an official basis in the Asia-Pacific region. In many countries there are no regulations governing heritage practitioners such as conservators, archaeologists, conservation architects or curators. As a result, anyone can practice in these fields, often with variable outcomes and quality. The uneven standards of professional practice in cultural heritage management ultimately impact the quality and effectiveness of efforts to safeguard the region's heritage sites. The lack of competent heritage personnel at all levels – from skilled workers to technical specialists to managers – is a major challenge facing the heritage sector in the region.

There is a clear need for the professionalization of heritage occupations. In the similar context of natural protected areas, Kathy MacKinnon, Chair of the IUCN WCPA urged, 'we need to raise the

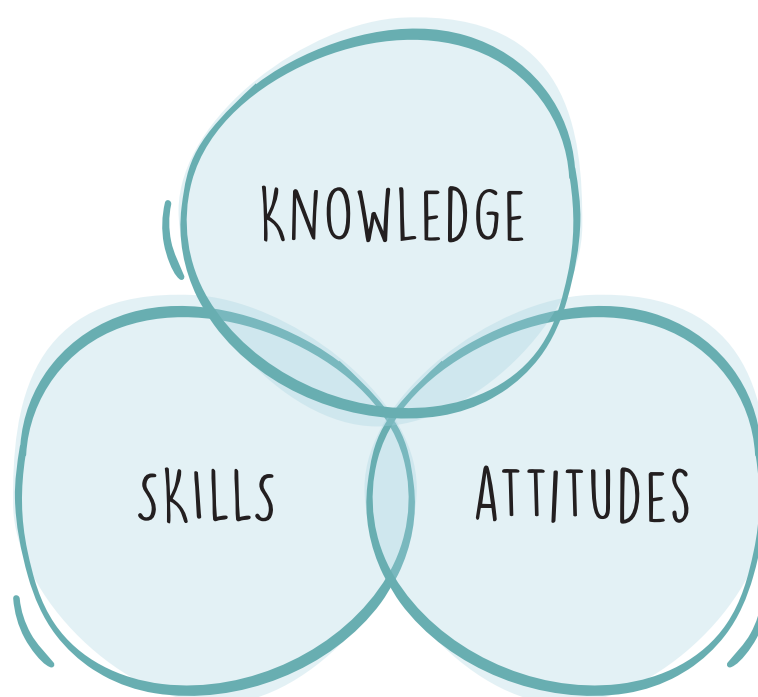
profile of protected area management as a distinct, formally recognised, respected profession. The ultimate goal of professionalisation is to strengthen individual and organisational performance, and thereby the effectiveness of protected areas' (Appleton, 2016, p. vii).

1.2

## A competence-based approach to managing cultural heritage

As a way to upgrade heritage occupations and make them more professional, a starting point is the development and establishment of recognized standards of competence. The focus on competence places an emphasis on performance; that is, being able to demonstrate appropriate **knowledge, skills and attitudes (KSA)**. Knowledge provides an understanding of the technical and theoretical background to the task. Skills provide the ability to perform a task reliably and consistently. Having the right attitude helps ensure that an individual completes the task positively, professionally, ethically and conscientiously.

Figure 3: The three components of competence



The concept of competence has become critical in the education and labour sectors, which have shifted to outcome-based education and competence-based training. The competence movement had its roots in the rapid increase in university programmes over thirty years ago, which led to a surfeit of graduates holding paper diplomas but often unable to perform in the labour market. As a result, professional associations began to develop performance requirements and define the needed competences in their respective occupations. These target competences cycled back to educational institutions, which then adjusted their programmes and courses accordingly, thereby improving the quality and relevance of their offerings. The concept of competence is now institutionalized in the education sector in the form of regional qualifications frameworks such as the European Qualifications Framework and also in national qualifications frameworks such as the Australian Qualifications Framework.

In the context of South-East Asia, the Association of Southeast-Asian Nations (ASEAN) is harmonizing competences across both the education and professional realms through the ASEAN Qualifications Reference Framework (AQRF) and Mutual Recognition Arrangements (MRAs), respectively. The AQRF is a hierarchy of levels of complexity of learning that use learning outcomes as the metric. It enables the comparison of qualifications across ASEAN Member States, spanning informal, non-formal and formal learning (post-compulsory schooling; adult and community education; technical and vocational education and training; and higher education) and lifelong learning. Ensuring comparable competences facilitates the free movement and employment of qualified and certified personnel among ASEAN Member States, mainly through MRAs, which exist for a number of professions (e.g. architects and engineers). However, in South-East Asia neither the AQRF nor the MRAs have been applied directly to the cultural heritage field.

While serving as a means of improving the learning outcomes of formal education, the competence-based approach also allows for the recognition of knowledge and skills gained through non-formal or informal channels, including traditional transmission systems such as apprenticeships. This approach recognizes that simply holding a diploma or having a certain amount of experience is no guarantee that a practitioner is actually competent. As noted by the Nautical Archaeological Society (2009, p. 50), 'Qualified does not equal competent'. This approach differs from existing systems of recruitment, procurement and promotions that primarily require education credentials and experience as measured in years of work or projects executed. Indeed, it turns the tables on existing hiring and procurement systems, which privilege degree holders at the expense of other types of knowledge bearers.

### 1.3 The purpose of the Competence Framework

Reflecting the evolving situation in heritage contexts and the competence-based approach, and with a view to professionalizing heritage occupations, UNESCO, in consultation with several partners, initiated the development of the Competence Framework for Cultural Heritage Management in 2018.

The Competence Framework has three main purposes:

- **To list the various competences, notably skills and knowledge, that are necessary for cultural heritage work to be carried out effectively and sustainably.** In this regard, it can be seen as a menu of options for heritage practitioners to select from, depending on their needs and the context of their heritage site and organizations.
- **To facilitate the design of appropriate education and training for cultural heritage professionals.**
- **To enable professional qualifications systems to be established, and to eventually enable professional certification and licensing systems to be introduced.**

## BOX 3

### How can a competence framework be applied?

A competence framework can serve to:

- **Inform curriculum design.**

Although competence standards may not capture the holistic education and training needs of learners, they do capture the key critical assessment requirements within a curriculum.

- **Benchmark national and international qualifications.**

The use of competency standards creates a common fixed reference point against which equivalency decisions can be made. Using a common approach makes such decision-making easier.

- **Recognize skills.** Competency standards provide a good basis for accepting and acknowledging levels of skills and qualifications between and among institutions and countries.

- **Plan career progression.** This provides coherence to the skills requirements within a sector. It allows a person to plan a career and also identify areas where he or she can transfer knowledge skills and expertise across roles and settings.

Source: ILO, 2016. Updated Guidelines for Development of Regional Model Competency Standards. Bangkok, ILO, p. ix.

The Competence Framework applies to all practitioners involved in managing cultural heritage: government officials, culture bearers, local elders, other community members, members of civil society organizations and specialized technical professionals from various disciplines. It can also be applied in an organizational setting to guide training needs assessment and capacity building.

The Framework pushes the envelope within existing heritage-related institutions, and the range of organizations and individual actors involved in managing cultural heritage. It applies across various types of governance systems, ranging from government-dominated systems, to shared governance approaches (such as collaborative management boards), to custodianship by national and provincial systems, private sector entities and by indigenous peoples and local communities. With regard to the latter, the Competence Framework seeks to help leverage the role of local stewards, and give recognition to their valuable and locally-grounded skills and knowledge.

The Competence Framework is designed to aid in the management of cultural heritage in general, not only of World Heritage sites. That said, World Heritage sites are often exemplars of good practice for other heritage sites, so the initial rollout of the Competence Framework places special attention on World Heritage sites as a means of helping States Parties to strengthen their protection of these sites of Outstanding Universal Value. This is anticipated to inspire improvements in the management of other sites of national or local significance.

## BOX 4

### Competences, traditional management systems and know-how

The Competence Framework specifically highlights the importance of community, rights and knowledge. It recalls that the fifth 'c', of the World Heritage strategic objectives is 'communities', with the other four being: 'credibility', 'conservation', 'capacity building' and 'communication' (WHC, 2007). This fifth 'c' reflects the importance of traditional knowledge and customary rights, particularly of indigenous peoples, as outlined in the United Nations Declaration on the Rights of Indigenous Peoples (United Nations General Assembly, 2007).

In the context of traditional governance systems, the Competence Framework affirms the importance of traditional know-how as an essential component of customary systems in caring for cultural heritage. By focusing on acquiring actual competences – rather than educational qualifications or official titles – to undertake essential management functions, it empowers traditional practitioners, who have such skills and knowledge but often face challenges to their

expertise and authority. It also opens up the possibility that such competences can be acquired through traditional transmission systems and also in combination with contemporary channels. For instance, 'Schools of Living Traditions' were set up in the Philippines in response to breakdowns in traditional transmission systems. The school in Ifugao has been instrumental in passing on local chanting practices related to the agricultural practices required for sustaining the Rice Terraces of the Philippine Cordilleras World Heritage site. The involvement of elders in passing on these skills and knowledge not only serves immediate safeguarding purposes but also reinforces the continuity of the social fabric, which is the underlying prerequisite for sustaining cultural heritage into the future. This transmission chain also reminds us of the essentially living nature of heritage-related knowledge and skills, which should be re-created anew with each generation.

In the context of government-dominated heritage-management systems, the Competence

Framework specifically calls upon site managers to demonstrate an ability to work with local stewards and traditional custodians, and to elicit, recognize and to apply their knowledge.

Some governments in the South-East Asian region are revising heritage laws and systems to make them more open to the role of customary practices and local communities, and are embedding their participation as a central tenet in the way cultural heritage is governed. Mapping and recognizing customary land claims and associated management practices is one concrete method by which this approach is being translated from rhetoric and legal texts into practice.

In the context of shared governance systems, agency is today being shared more even-handedly among different organizations and actors. Traditional custodians are increasingly in a position to co-manage cultural heritage with private or government counterparts, with all actors contributing their respective skills and knowledge.



## 1.4 Developing the Competence Framework

### Key references

*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. The IUCN WCPA Global Register is a benchmark document that sets out competence standards for protected areas practitioners around the world and it is meant to be adapted at the national, provincial and local levels.

Given the current trend towards linking the management of cultural and natural heritage sites, the Global Register proved to be a timely point of departure for developing Competence Framework.

The drafters of the Competence Framework strove to ensure alignment with the Global Register in the following ways:

- Aligning the overall structure of the Competence Framework with the Global Register.
- Adopting the same number and definitions of the personnel levels.
- Referring to the competences related to 'Applied Protected Area Management' in the development of the 'Core Competences' for cultural heritage management.
- Adapting and customizing the competences related to 'Planning, Management and Administration' to suit the cultural heritage context, in the form of the 'Managerial Competences'.
- Retaining the same 'General Personal Competences' laid out in the Global Register.

The Competence Framework also includes several elements that were not part of the Global Register:

- 'Specialized Technical Competences' were introduced as a fourth group of competences. This reflects the necessity of defining the specific skills and knowledge required for the various disciplines operating under the banner of cultural heritage management. Defining these skills and knowledge in a detailed manner for each profession (e.g. architect, engineer, etc) complements the skills and knowledge contained in the Core Competences.

The inclusion of this group of competences addresses a prevalent weakness across the Asia-Pacific region wherein few professionals are able to access specialized training or certification in the required conservation and management skills and knowledge, and therefore may not have a clear idea of the full scope of the skills and knowledge that they need to attain as a heritage professional, e.g. as a conservation architect as opposed to a regular architect.

- The Competence Framework places an emphasis on the sustainable management of heritage, both in terms of sustaining the heritage resources themselves as well as mobilizing heritage to contribute to larger economic, social and environmental sustainability goals.

This reflects the principles of the 2030 Agenda for Sustainable Development. Accordingly, cross-cutting factors related to sustainability, such as applying indigenous knowledge, resilience and risk management, are embedded across the Competence Framework. The introduction of the 'Sustainable Development' (SUS) category within the Core Competences explicitly highlights this dimension.

- Based on the competences listed in the Competence Framework, UNESCO developed a set of 'Academic Learning Outcomes for Postgraduate Education in Cultural Heritage Management'. These Learning Outcomes will serve as a reference for higher education and training institutions when assessing their existing heritage-education programmes for improvement and when developing new programmes.

## BOX 5

## A Global Register of Competences for Protected Area Practitioners

The IUCN WCPA Global Register serves as a comprehensive directory of 'the skills, knowledge and personal qualities required by managers, staff and stewards of protected and other conserved areas' (Appleton, 2016, p. i). It contains 300 competences regularly required in work relating to protected areas, spanning all levels of practitioners involved in such work, from managers to skilled workers.

These competences are an important means of promoting the recognition of protected area management as a profession, with specialist occupations and standards in the natural heritage sphere. Professionalization was intended to 'strengthen performance in protected area management through competent individuals and effective organizations' (Appleton, 2016, p.5).

The Global Register sets out four levels of personnel as follows:

- **Level 1.** Skilled worker
- **Level 2.** Middle manager / Technical specialist
- **Level 3.** Senior manager
- **Level 4.** Executive

A fifth level (Unskilled Worker) is also defined, but is not included in the Register.

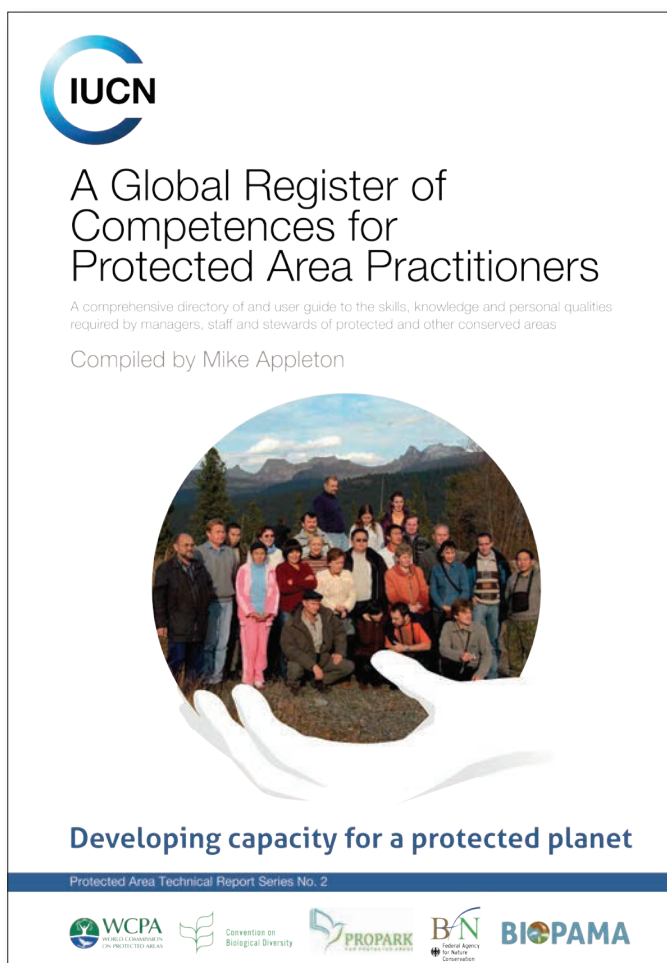
The levels correspond to the types of work that individuals do, rather than to job titles, and are not limited to employees working in protected areas or for government management agencies.

The personnel include those working at the central government level as well as in civil society organizations, including in NGOs and local communities.

The Global Register has fifteen categories of competences within three main groups:

- Planning, Management and Administration
- Applied Protected Area Management
- General Personal Competences

These competences reflect typical areas of protected area work. In addition to managerial skills and knowledge, they encompass applied technical skills and knowledge, such as monitoring, and personal competences. These cover both fundamental skills such as literacy and numeracy as well as 'soft skills', such as teamwork, which reflect the necessary attitudes to undertake such work effectively.



## BOX 5

The Global Register has six categories of competences related to Planning, Management and Administration

- **PPP.** Protected area policy, planning and projects
- **ORG.** Organizational leadership and development
- **HRM.** Human resource management
- **FRM.** Financial and operational resources management
- **ADR.** Administrative documentation and reporting
- **CAC.** Communication and collaboration

It has seven categories of competences related to Applied Protected Area Management:

- **BIO.** Biodiversity conservation
- **LAR.** Upholding laws and regulations
- **COM.** Local communities and cultures

- **TRP.** Tourism, recreation and public use
- **AWA.** Awareness and education
- **FLD.** Field/water craft and site maintenance
- **TEC.** Technology

And it has two categories of competences under the General Personal Competences group:

- **FPC.** Foundation personal competences
- **APC.** Advanced personal competences

The Global Register is not meant to impose a single set of skills and knowledge required by all staff working in protected areas. Instead, users should adapt the register to meet their specific needs (Appleton, 2016).

The Global Register has been published in four languages

so far: Burmese, English, French and Nepali. The French version has facilitated its widespread adoption in Francophone countries in Africa, in particular. National versions have been developed in some countries, for instance in Gabon and in the Philippines.

Protected area management agencies have referred to the Global Register in developing job descriptions for protected area staff in Saint Lucia, Uruguay and Viet Nam. It has also been used in identifying capacity needs across East Europe, Central Asia, Africa, the Middle East and Viet Nam. Moreover, it has guided the development of curricula throughout Latin America, Europe and Australia, and globally by organizations such as the International Ranger Federation.

Sources: Appleton, M. R. 2016. *A Global Register of Competences for Protected Area Practitioners*. Gland, IUCN WCPA.

IUCN. Library System: A Global Register of Competences for Protected Area Practitioners. <https://portals.iucn.org/library/node/46292> (Accessed 23 July 2020)

IUCN. World Ranger Day 2020: Launch of a new alliance to support professionalisation of rangers in protected and conserved areas across the world. <https://www.iucn.org/news/protected-areas/202007/world-ranger-day-2020-launch-a-new-alliance-support-professionalisation-rangers-protected-and-conserved-areas-across-world> (Accessed 23 July 2020.)

Another key document that the drafters of the Competence Framework drew on was the *World Heritage Capacity Building Strategy* (WHC, 2011), which emphasizes the need to improve the abilities of all actors involved in heritage management.

The drafters of the Competence Framework also referred to various competence standards in the cultural heritage sphere, including those from other regions. These included the performance benchmarking standards issued by the American Institute for Conservation of Historic and Artistic Works (2003) and the United Kingdom Nautical Archaeology Society (2009), as well as the core competences defined during a directors' retreat

convened by the Getty Conservation Institute, UNESCO and SEAMEO SPAFA in 2008 (Getty Conservation Institute, 2008).

Competences defined for allied professions and vocations were also useful, such as the National Standard of Competency for Architects (AACA, 2015) and the Scottish Vocational Qualifications in Carpentry and Joinery (SQA, 2017). Competence standards such as the ASEAN Competence Standards for Protected Area Jobs in South East Asia (Appleton, Texon and Uriarte, 2003) provided insights in structuring occupational levels and domains of competence. The drafters of the Competence Framework also consulted guidelines

for developing competency standards, such as those published by the International Labour Organization (ILO, 2016).

The Competence Framework was also informed by two surveys administered by UNESCO Bangkok:

- Existing university offerings related to cultural heritage management in the Asia-Pacific region (May 2018).
- Current staffing situation and priorities for capacity development among South-East Asian World Heritage cultural site management agencies (August–September 2018).

The first survey, circulated among members of the Asian Academy for Heritage Management (AAHM) network, received thirty-three responses from seventeen countries in the Asia-Pacific region. It identified the gaps between the skills and knowledge that are required on-site and the current offerings at higher education institutions in the region.

The second survey was designed to understand the gap between the current capacities of personnel working at World Heritage site management agencies and the competences set out in the draft Framework.

## BOX 6

### The Competence Framework

#### and World Heritage

#### capacity building

The global World Heritage Capacity Building Strategy, adopted at the 35th Session of the World Heritage Committee (WHC) in 2011, provided the overall context for the development of The Competence Framework for Cultural Heritage Management. While the Strategy does not explicitly use a competence-based approach, it outlines key principles that inform the Competence Framework.

The Strategy flags two important paradigm shifts: (i) from training to capacity building, and (ii) connecting capacity building for both cultural and natural heritage.

The latter provided the impetus for closely aligning the Competence Framework, which focuses on cultural heritage, with the IUCN WCPA

Global Register, which deals with natural heritage.

The Strategy seeks to ensure that all parties are involved so as to capably 'protect World Heritage, and heritage in general, and to give it a positive role in the life of communities' (WHC, 2011, p. 5).

Specifically, it seeks to ensure that:

- **Practitioners** are able to better protect and manage World Heritage.
- **Institutions** are capable of providing support for effective conservation and management through favourable legislation and policies, establishing a more effective administrative set-up and providing financial and human resources for heritage protection.
- **Communities and networks** are aware of the importance of heritage and will support its conservation.

Reflecting this multipronged strategy for capacity building, and in line with the intended audience of the IUCN WCPA Global Register, the Competence Framework thus aims not only at defining the competences required for heritage management agency staff, but also those required by other professionals and communities, including local stewards.

The Competence Framework will complement current capacity building efforts in the heritage sphere, which often focus on topics that people should be taught but rarely specify the outcomes in terms of what knowledge should be attained or in terms of actual performance for the job. The Competence Framework will serve as a benchmark for designing capacity building and education programmes. It defines the desired outcomes for learners as well as for practicing professionals in executing their work to the required standards.

Source: World Heritage Committee. 2011. Presentation and Adoption of the World Heritage Strategy for Capacity Building. Decision 35 COM 9B. Paris, UNESCO.

## BOX 7

**Conceptualizing the****Competence Framework**

During the first expert meeting to conceptualize the Competence Framework, the diversity of cultural heritage sites was raised as a consideration in defining the competences related to cultural heritage management. In order to reflect the diversity in the types of cultural heritage sites and accordingly the range of professional disciplines involved, the participants were divided into groups across six fields (built heritage, archaeological heritage, cultural landscapes, urban conservation, materials conservation and intangible heritage). Each group was asked to first identify the key roles (personnel) required to manage that type of heritage and then the tasks for each role; this formed the basis for

identifying larger functional areas in management of cultural heritage.

The results of the group work showed that the various types of sites and professions required similar functional areas of competence, including skills in research, documentation, condition assessment, deciding upon and implementing safeguarding measures, and monitoring and evaluation. This set of skills reflects the workflow associated with a values-based approach to heritage management, which is shared by various fields. Other important skills, such as public outreach, education and interpretation were also identified.

Based on this emerging thinking, an initial structure for the Competence Framework for Cultural Heritage Management was proposed,

with four essential areas of competence: Core, Managerial, Personal and Technical. Core Competences were suggested as being required for any type of heritage-related job in any kind of context, and include the ability to undertake research, documentation and values assessment, among other key skills.

To complement the Core Competences, Technical Competences that were specific to particular types of heritage – for instance, built heritage and archaeological heritage – were also proposed. In line with the Global Register, the need for Managerial Competences was also acknowledged, incorporating financial and administrative functions. The fourth group, Personal Competences, reflects the need for a range of attitudes, soft skills and basic prerequisites such as literacy.

Representatives of eighteen World Heritage sites from seven countries in South-East Asia (Cambodia, Indonesia, Lao PDR, Malaysia, Philippines, Thailand and Viet Nam) provided inputs.

The findings of the two surveys not only provided important guidance in developing the Competence Framework, they also suggested a roadmap for competence-based capacity building strategies in South-East Asia and beyond.

***The development process***

The overall structure of the Competence Framework was first conceptualized during

an expert meeting held in Bangkok in June 2018. Representatives of World Heritage site management agencies in South-East Asia, capacity-building specialists, academics, professional heritage institutions and UNESCO Field Office staff gathered to jointly develop the key elements of the Competence Framework.

The first draft was prepared and subsequently reviewed during meetings convened in October 2018 in Suzhou and Nanjing, China, with the first meeting targeting World Heritage site managers, experts and practitioners and the second one targeting universities offering coursework related to cultural heritage



management in the Asia-Pacific region. Feedback from over sixty-five people during these meetings guided the revision of the draft framework.

The second draft was prepared and shared with members of the advisory committee, which consisted of heritage and capacity building experts, site managers and educators, as well as representatives from relevant regional and international organizations (including the ASEAN Secretariat, ICCROM, ICOMOS, SEAMEO and WHITRAP).

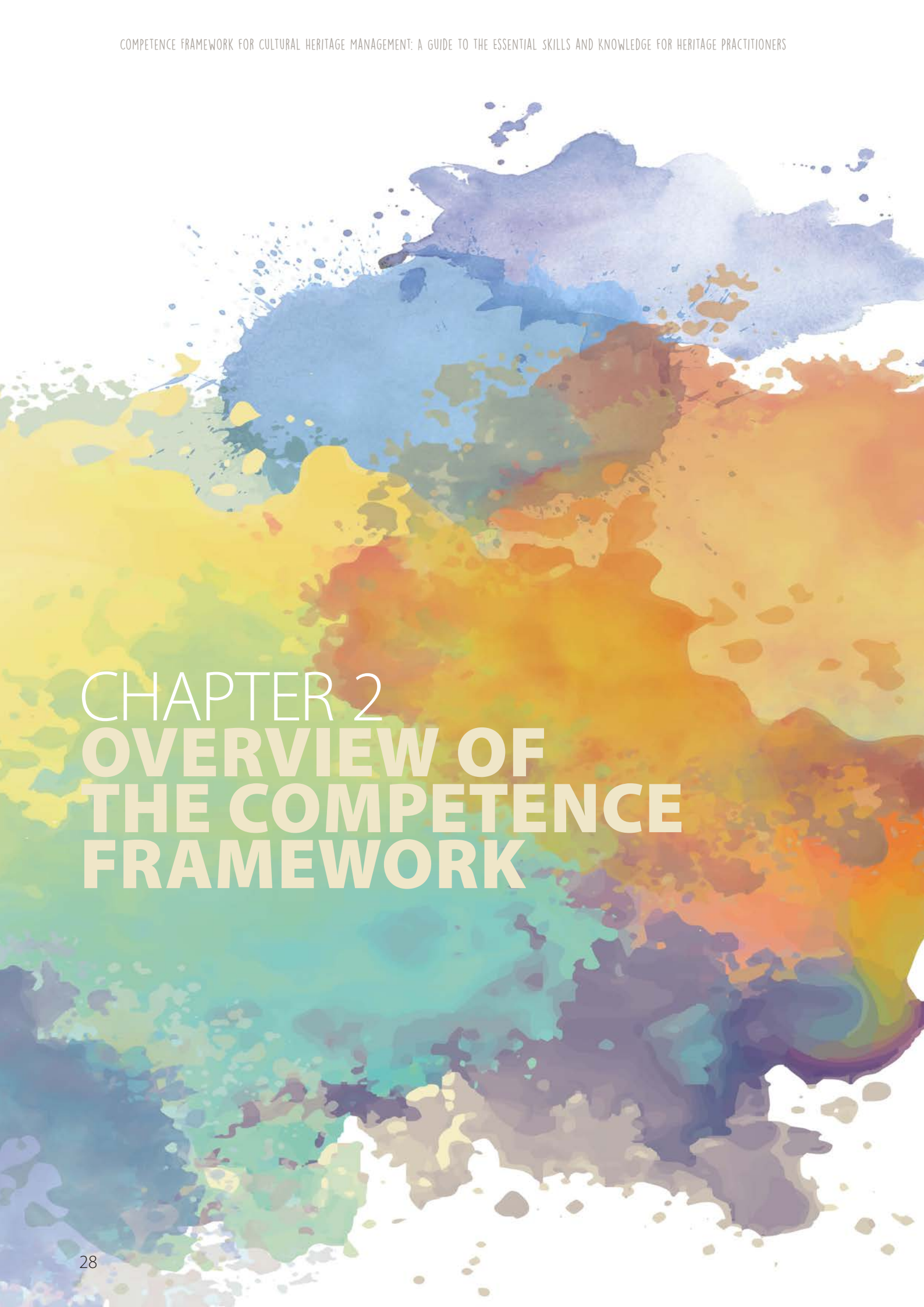
Throughout the process, feedback was sought from IUCN, ICCROM, World Heritage training institutions and other heritage training institutions, education and labour specialists, and quality assurance professionals. The Framework was further refined in 2019, resulting in the current version.

With strong interest from higher education and training institutions, UNESCO subsequently converted the contents of the Competence

Framework into academic learning outcomes targeting the postgraduate level, which is the prevalent level for heritage programmes and course offerings in the Asia-Pacific region.

In 2019, universities in the region began to refer to the Learning Outcomes in reviewing and updating their existing programmes and designing new heritage-related curricula and courses. UNESCO initiated pilot trainings and assessment mechanisms using the Competence Framework as a reference, in cooperation with partners such as AAHM members, Fraunhofer IMW and Think City Institute. This initial rollout of the Framework included on-site cooperation with selected World Heritage sites to use the Framework in self-assessments of institutional and individual competences, drafting of competence development plans and targeted training.

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# CHAPTER 2 **OVERVIEW OF THE COMPETENCE FRAMEWORK**

This chapter explains the structure of the Competence Framework and how it can be used.

## 2.1 Structure

The Competence Framework lists the skills and knowledge required by the various practitioners engaged in cultural heritage management.

### *The four personnel levels*

In line with *A Global Register of Competences for Protected Area Practitioners* (Appleton, 2016), the Competence Framework identifies four levels of personnel working in the heritage sector:

**Level 1.** Skilled worker

**Level 2.** Middle manager / Technical specialist

**Level 3.** Senior manager

**Level 4.** Executive

These levels encompass not only the staff of heritage site management agencies, but also

other individuals involved in managing heritage, including heritage consultants and specialists, local stewards, traditional artisans involved in conservation work, members of civil society organizations, local and central government officials and private sector employees.

The description of each personnel level is provided in Table 1 along with a list of some of the associated positions involved in managing cultural heritage.

### *The types of competences*

The Competence Framework sets out four groups of competences relevant to cultural heritage management:

- **Core Competences**
- **Managerial Competences**
- **Personal Competences**
- **Specialized Technical Competences**

**Table 1.** Responsibilities of personnel at each level, with examples

Level	Title	Scope of work and responsibility	Examples of positions
Level 1	Skilled worker	<ul style="list-style-type: none"> <li>Completing practical tasks relating to heritage conservation and/or heritage management.</li> </ul>	<ul style="list-style-type: none"> <li>Tradesperson</li> <li>Craftsperson</li> <li>Technician</li> <li>Guide</li> <li>Security personnel</li> <li>Administrative assistant</li> <li>Skilled volunteer</li> </ul>
Level 2	Middle manager, Technical specialist	<ul style="list-style-type: none"> <li>Managing, organizing and leading technical sections and teams implementing plans and projects.</li> <li>Completing specific and complex technical assignments (according to speciality) relating to heritage conservation and/or heritage management.</li> </ul>	<ul style="list-style-type: none"> <li>Project manager from a heritage agency, local administration agency, NGO or civil society organization</li> <li>Conservation architect</li> <li>Technical officer</li> <li>Educational and interpretive officer</li> <li>Tourism officer</li> <li>Administrative officer</li> <li>Community outreach officer</li> <li>Facilities manager</li> <li>Construction manager</li> <li>Mid-level human resources officer with responsibility for the protection of heritage and heritage resources</li> <li>Conservator</li> <li>Landscape conservator</li> </ul>

**Table 1.** Responsibilities of personnel at each level, with examples

Level	Title	Scope of work and responsibility	Examples of positions
Level 3	Senior manager	<ul style="list-style-type: none"> <li>Directing and managing medium-sized organizations</li> <li>Planning and managing projects and programmes within strategic frameworks</li> <li>Conducting and leading complex and technical conservation and/or heritage management programmes (according to speciality)</li> </ul>	<ul style="list-style-type: none"> <li>Senior manager of an organization with responsibility for the protection of heritage and heritage resources</li> <li>Senior local government official with responsibility for heritage management</li> <li>Senior official on a conservation board, council or advisory committee</li> <li>Senior person or representative in a traditional system.</li> <li>Elder from a community or indigenous peoples' organization</li> <li>Local community leader</li> </ul>
Level 4	Executive	<ul style="list-style-type: none"> <li>Directing and managing large organizations.</li> <li>Developing national and regional policy development, spatial and strategic planning.</li> <li>Undertaking cross-sectoral coordination.</li> <li>Directing complex conservation and/or heritage management programmes and plans.</li> </ul>	<ul style="list-style-type: none"> <li>Director and deputy-director of a national or sub-national heritage organization</li> <li>Senior executive of an organization with responsibility for the protection of heritage and heritage resources (e.g. chairperson of national and sub-national conservation boards, councils and advisory committees)</li> <li>Senior executive of a national or international NGO, trust or community group with special interest in the protection of heritage</li> <li>Chief, elder or senior leader of an indigenous group or people</li> <li>Senior leader of a traditional management system</li> </ul>

**Core Competences** are at the centre of heritage practice at both the institutional and individual levels. Within this group there are five categories of competences:

- Applying laws and regulations (ALR)
- Heritage policy, principles, process and ethics (HER)
- Community, rights and knowledge (CRK)
- Heritage education and interpretation (HED)
- Sustainable development (SUS)

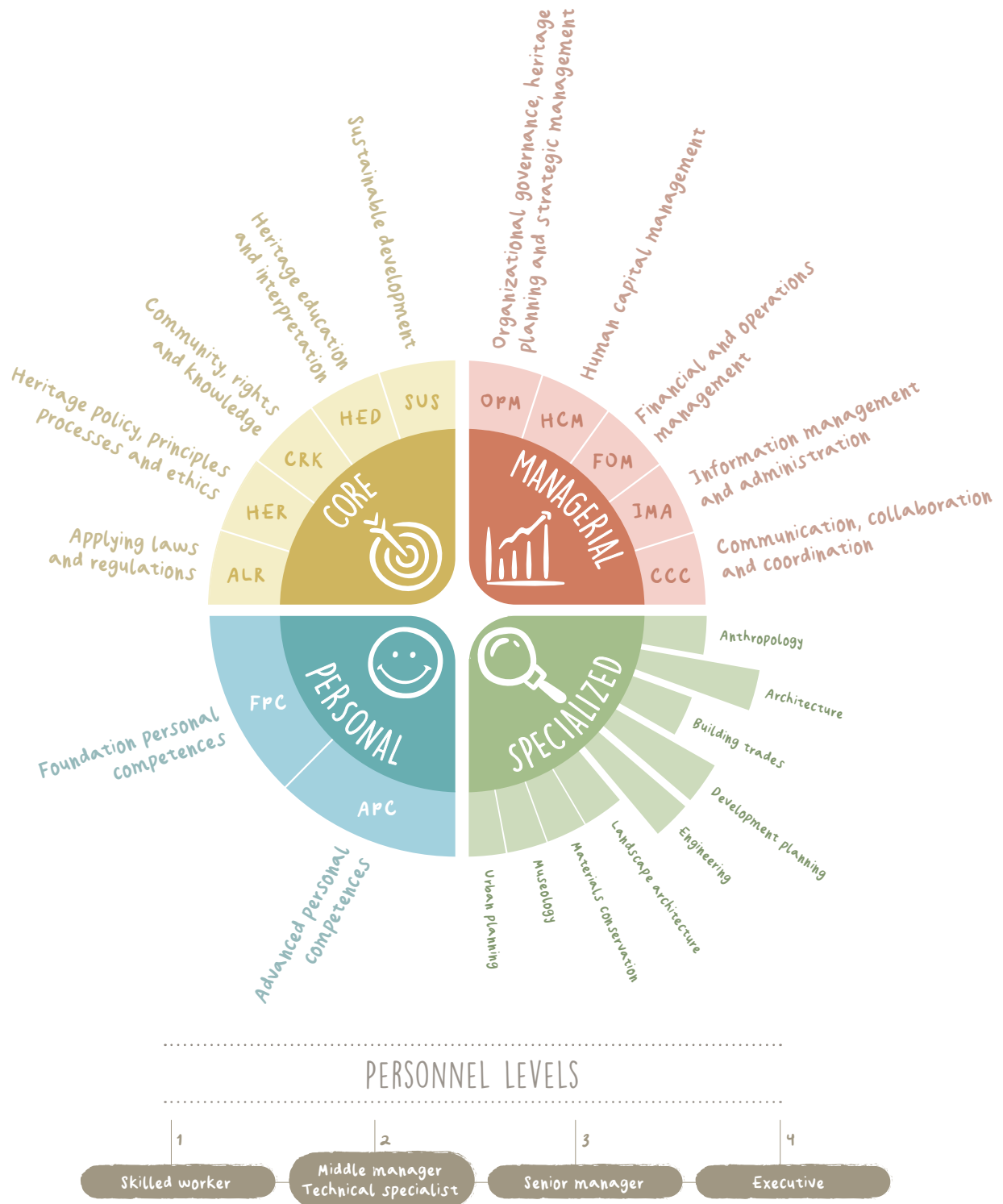
The **ALR** category includes the competences required to ensure that laws, regulations and rights affecting heritage sites at all levels are upheld and enforced.

The **HER** category contains the competences that ensure that heritage professionals are able to implement and reflect appropriate heritage principles, charters and conventions in all aspects of heritage management, including the latest advancements in the field.

The **CRK** category contains the competences required for heritage practitioners to go beyond paying lip service to community involvement and ensure that heritage management is genuinely participatory. It also includes the competences to recognize and contribute meaningfully to the realization of the rights of local communities. Moreover, this category contains the competences required to validate traditional knowledge, by integrating it into conservation processes and actions.

The **HED** category contains competences related to inculcating shared responsibility and fostering a feeling of ownership by making sure that local stakeholders, visitors, decision-makers and the wider public are aware of heritage properties, their purpose and values, and how they are governed and managed.

Figure 4. Overview of the Competence Framework





The **SUS** category contains the competences related to sustainable development, including the skills and knowledge needed for heritage protection and management practices that conform to the sustainable development principles and that contribute to achieving the Sustainable Development Goals and broader sustainability objectives.

**Managerial Competences** cover the knowledge and skills needed to manage a heritage organization, programme or initiative. There are five categories of competences within the Managerial Competences group:

- Organizational governance, heritage planning and strategic management (OPM)
- Human capital management (HCM)
- Financial and operations management (FOM)
- Information management and administration (IMA)
- Communication, collaboration and coordination (CCC)

In the **OPM** category, the competences are related to establishing and sustaining well-governed and well-managed organizations, and to preparing strategic frameworks for heritage protection, planning and management. Under the **HCM, FOM, IMA** and **CCC** categories, the competences are related to managing human resources, managing finances and operations, information management, and communicating and collaborating, respectively.

The **Personal Competences** were adopted directly from the IUCN WCPA Global Register. There are two categories: Foundation personal competences (FPC) and Advanced personal competences (APC). The **FPC** category includes fundamental skills such as literacy and numeracy as well as soft skills and attitude requirements, mostly related to interpersonal relationships. The **APC** category includes skills and attitudes required for staff charged with supervisory, leadership and decision-making functions.

The Competence Framework lists several **Specialized Technical Competences** associated with certain disciplines, including anthropology, archaeology, architecture and building trades. These examples are listed in the Framework in order to illustrate the additional skills and knowledge that are needed for a specialist in heritage management to complement the foundational skills and knowledge already required for their specific profession. Such technical skills are not only found in 'professionals', as understood in a modern educational and disciplinary context, but also in practitioners who possess traditional skills and knowledge. Additional Specialized Technical Competences can be added to the Framework, as required.

Across all levels, one thing is clear: **every heritage professional** needs a combination of competences in order for them to function effectively in their respective roles and for each team to be effective in managing heritage sites sustainably. It is expected that every heritage professional should have the appropriate Core, Managerial and Personal Competences for their personnel level in combination with certain Specialized Technical Competences. The specific Specialized Technical Competences required will depend on the type of cultural heritage to be managed. But, it is not expected that any single individual will gain mastery of all the competences contained in the Competence Framework.

From the point of view of a **heritage management organization as a whole**, ensuring that a range of competences are available either in-house or from external actors, including professionals and local stewards, will ensure a comprehensive and multidisciplinary approach to heritage management.

Not all types of practitioners are needed for each site, however. Depending on the type of heritage site and the size of the heritage organization,

different types of practitioners can contribute the needed areas of Specialized Technical Competence. In small organizations, each person may need to take on multiple areas of work, and must therefore gain technical competence in several areas of professional specialization and wear several hats (i.e. archaeologist–museum curator–education officer). In some cases, organizations may not need to hire dedicated full-time permanent staff, but instead can bring on board specialists on an as-needed basis; such specialists might serve multiple heritage sites in a country or in a region.

Within the Core, Managerial and Personal Competences groups there are twelve categories of competences in total. And each of these categories contains a number of competences. The total number of competences in the Competence Framework is 198.

Table 2 lists the number of competences for each group, category and level within the Core, Managerial and Personal Competences. These competences are described in detail in Chapter 3.

## BOX 8

### The Competence Framework

#### at a glance

The Competence Framework for Culture Heritage Management adopts the Global Register's four levels of personnel as follows:

- **Level 1.** Skilled worker
- **Level 2.** Middle manager/ Technical specialist
- **Level 3.** Senior manager
- **Level 4.** Executive

The Framework has twelve categories of competences associated with cultural heritage management work, within four main groups:

- **Core Competences**
- **Managerial Competences**
- **Personal Competences**
- **Specialized Technical Competences**

The five Core Competences categories are:

- **ALR.** Applying laws and regulations
- **HER.** Heritage policy, principles, processes and ethics
- **CRK.** Community, rights and knowledge
- **HED.** Heritage education and interpretation
- **SUS.** Sustainable development

The five Managerial Competences categories are:

- **OPM.** Organizational governance, heritage planning and strategic management
- **HCM.** Human capital management
- **FOM.** Financial and operations management
- **IMA.** Information management and administration
- **CCC.** Communication, collaboration and coordination

The two General Personal Competences categories are:

- **FPC.** Foundation personal competences
- **APC.** Advanced personal competences

The Framework also provides a number of examples of **Specialized Technical Competences** under several areas of work in cultural heritage management, including architecture, engineering and urban planning.

**Table 2.** The number of competences in each category and level

CATEGORY		NUMBER OF COMPETENCES				
CORE COMPETENCES		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	TOTAL
<b>ALR</b>	Applying laws and regulations	2	5	4	5	16
<b>HER</b>	Heritage policies, principles, processes and ethics	2	3	4	6	15
<b>CRK</b>	Community, rights and knowledge	3	5	6	4	18
<b>HED</b>	Heritage education and interpretation	2	5	5	5	17
<b>SUS</b>	Sustainable development	4	6	11	7	28
	SUBTOTAL	<b>13</b>	<b>24</b>	<b>30</b>	<b>27</b>	<b>94</b>

MANAGERIAL COMPETENCES		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	TOTAL
<b>OPM</b>	Organizational governance, heritage planning and strategic management	-	-	14	8	22
<b>HCM</b>	Human capital management	2	4	6	3	15
<b>FOM</b>	Financial and operations management	2	6	6	3	17
<b>IMA</b>	Information management and administration	2	4	4	2	12
<b>CCC</b>	Communication, collaboration and coordination	3	8	3	3	17
	SUBTOTAL	<b>9</b>	<b>22</b>	<b>33</b>	<b>19</b>	<b>83</b>

PERSONAL COMPETENCES		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	TOTAL
<b>FPC</b>	Foundation personal competences				12	12
<b>APC</b>	Advanced personal competences				10	10
	SUBTOTAL				<b>22</b>	<b>22</b>

	<b>TOTAL</b>					<b>199</b>
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## 2.2 A competence table explained

This section explains how the competences will be presented in Chapter 3.

The competence tables are organized first by group and level, then by category and competence (see the example provided in Table 3). This makes it easy for practitioners to see the range of competences that are relevant for their particular functions.

Table 3 was taken from the HER category (Heritage policies, principles, process and ethics) of the Core Competences group, at Level 3.

From top to bottom, the table introduces:

- The relevant **competence group** (i.e. Core Competences)
- The applicable **personnel level** (i.e. Level 3, Senior manager)
- The **category** and the three-letter **category code** (i.e. *Heritage policies, principles, processes and ethics [HER]*)

The sentence underneath the name of the category clarifies the **overall aim of the category** (i.e. Incorporating and implementing heritage principles, charters and conventions at all stages of the heritage management process).

The left-hand column, '**General competence**', captures the overall competence required for the level in this specific category. In this case for Category HER Level 3 (HER 3): Coordinate the implementation of a values-based heritage protection system at the site level.

The right-hand column lists the '**General supporting knowledge and understanding**'. This knowledge is a basic requirement for all competences in this category and at this level. (In this case, across all competences within HER 3.)

**Table 3.** Example of a competence table

CORE COMPETENCES	
LEVEL 3	SENIOR MANAGER
<b>Heritage policies, principles, processes and ethics (HER)</b> Incorporating and implementing heritage principles, charters and conventions at all stages of the heritage management process.	
General competence	General supporting knowledge and understanding
<b>HER 3</b>  Coordinate the implementation of a values-based heritage protection system at the site level.	<ul style="list-style-type: none"> <li>• International conventions and charters concerning cultural heritage.</li> <li>• In-depth knowledge of general and discipline-specific heritage principles and charters</li> <li>• Legal and organizational requirements for values-based conservation processes.</li> <li>• Values-based conservation principles and concepts.</li> <li>• The obligations of the State Party under the conventions.</li> <li>• Relevant best practices and conventions.</li> <li>• International best practices for integrating traditional knowledge systems into heritage management policies and processes.</li> </ul>

Table 4 lists the four competences under the category of HER at Level 3: HER 3.1, HER 3.2, HER 3.3 and HER 3.4.

The left-hand column contains the competence statement, which is prefaced by the phrase, *'The individual should be able to...'*

The right-hand column identifies the knowledge required for each competence. This is the essential knowledge specific to each competence, in addition to the 'general supporting knowledge' listed in Table 3.

**Table 4.** Example of a competence statement

Competence statement <i>The individual should be able to ...</i>		Main knowledge requirements
<b>HER 3.1</b>	Ensure compliance with values-based conservation policies and guidelines in practices at the site level.	<ul style="list-style-type: none"> <li>• The responsibilities of national and international institutions involved in the implementation and monitoring of the conventions.</li> <li>• The requirements of the Operational Guidelines.</li> <li>• Human rights principles.</li> </ul>
<b>HER 3.2</b>	Coordinate the implementation of conventions at the site level.	<ul style="list-style-type: none"> <li>• The responsibilities of national and international institutions involved in the implementation and monitoring of the conventions.</li> <li>• The requirements of the Operational Guidelines.</li> </ul>
<b>HER 3.3</b>	Assess the compliance of project proposals with heritage management principles and convention requirements.	<ul style="list-style-type: none"> <li>• National and regional policy and legislation regarding planning, development, and heritage and heritage-related issues.</li> <li>• The requirements of the Operational Guidelines.</li> <li>• Work recording systems used by the organization.</li> <li>• Monitoring and reporting systems used by heritage authorities.</li> </ul>
<b>HER 3.4</b>	Develop systems and processes for managing and monitoring heritage at the site level.	<ul style="list-style-type: none"> <li>• Participatory decision-making methods.</li> <li>• Existing traditional knowledge system for heritage management at the site level.</li> <li>• Work recording systems used by the organization.</li> <li>• Monitoring and reporting systems used by heritage authorities.</li> </ul>



Table 5 provides an overview of all of the competence categories and the competence statements for each level.

**Table 5.** General competences by category and level

CORE COMPETENCES	Applying essential skills for managing cultural heritage.	General competence for each level and category			
		LEVEL 1 Skilled worker	LEVEL 2 Middle manager, Technical specialist	LEVEL 3 Senior manager	LEVEL 4 Executive
Category	Overall function	The individual should be able to...			
<b>ALR</b> Applying laws and regulations	Ensuring that laws, regulations and rights affecting heritage sites at all levels are upheld and enforced.	<b>ALR 1.</b> Conduct supervised prevention, enforcement and compliance activities.	<b>ALR 2.</b> Plan, manage and monitor activities for law enforcement, prevention of law violations and compliance at the site level.	<b>ALR 3.</b> Direct the development and implementation of programmes for law enforcement, prevention of violations and compliance.	<b>ALR 4.</b> Establish a sound policy framework for implementing international and local heritage laws, and for developing, applying and enforcing the laws.
<b>HER</b> Heritage policies, principles, processes and ethics	Incorporating and implementing heritage principles, charters and conventions at all stages of the heritage management process.	<b>HER 1.</b> Execute conservation work following the established values-based guidelines and processes.	<b>HER 2.</b> Plan, manage and monitor values-based conservation projects.	<b>HER 3.</b> Coordinate the implementation of a values-based heritage protection system at the site level.	<b>HER 4.</b> Enable the incorporation of heritage principles and conventions into cultural heritage protection systems at the national and sub-national levels.
<b>CRK</b> Community, rights and knowledge	Ensuring the realization of the rights of local communities and integrating traditional knowledge into conservation processes and actions.	<b>CRK 1.</b> Engage with local communities in a respectful manner.	<b>CRK 2.</b> Apply a rights-based and ethical approach to heritage protection at the site level.	<b>CRK 3.</b> Ensure that the planning and execution of projects incorporate human rights and ethics guidelines and integrate traditional knowledge.	<b>CRK 4.</b> Ensure that heritage protection decisions and activities comply with human rights instruments and that rights issues and inequalities are adequately addressed.
<b>HED</b> Heritage education and interpretation	Ensuring that local stakeholders, visitors, decision-makers and the wider public are aware of heritage sites, their purpose and values, and how they are governed and managed.	<b>HED 1.</b> Contribute to the delivery of educational and interpretation programmes.	<b>HED 2.</b> Develop and implement educational and interpretation programmes at the site level.	<b>HED 3.</b> Direct the development of educational and interpretation programmes at the site level.	<b>HED 4.</b> Enable educational and interpretation programmes at the national and sub-national levels.
<b>SUS</b> Sustainable development	Ensuring heritage protection and management activities conform to sustainable development principles and contribute to achieving the Sustainable Development Goals.	<b>SUS 1.</b> Perform assigned tasks following sustainable development standards and principles.	<b>SUS 2.</b> Design, implement, monitor and assess sustainable development programmes at the site level.	<b>SUS 3.</b> Ensure that the projects that are planned and implemented at the site are in line with the principles of sustainable development.	<b>SUS 4.</b> Enable the integration of cultural heritage within national sustainable development strategies.

Table 5. General competences by category and level

MANAGERIAL COMPETENCES	Ensuring effective, efficient and equitable governance and management.	General competence for each level and category			
		LEVEL 1 Skilled worker	LEVEL 2 Middle manager, Technical specialist	LEVEL 3 Senior manager	LEVEL 4 Executive

Category	Overall function	The individual should be able to...			
<b>OPM</b> Organizational governance, heritage planning and strategic management	Establishing and sustaining well-governed and well-managed organizations, able to provide strategic frameworks for heritage protection, planning and management.	<i>Not applicable</i>	<i>Not applicable</i>	<b>OPM 3.</b> Provide strategic and effective leadership of a heritage organization or traditional heritage system and direct the development and implementation of strategies, plans and projects for achieving heritage protection and management objectives.	<b>OPM 4.</b> Enable the establishment and development of organizational structures and systems for effective and equitable heritage governance, protection, planning and management.
<b>HCM</b> Human capital management	Establishing an adequate, competent, well-managed and supported workforce for heritage protection and management.	<b>HCM 1.</b> Supervise and instruct small work teams to complete specific tasks.	<b>HCM 2.</b> Lead and support teams and individuals conducting conservation work.	<b>HCM 3.</b> Ensure that personnel working in heritage properties or with heritage resources are sufficient, competent and well-managed, led and motivated.	<b>HCM 4.</b> Enable system-wide availability of a workforce that is sufficient in number, competent, adequately resourced and supported.
<b>FOM</b> Financial and operations management	Ensuring that heritage sites and organizations are adequately financed and resourced, and that resources are deployed and used effectively and efficiently.	<b>FOM 1.</b> Account for money and resources provided for specific activities.	<b>FOM 2.</b> Manage, monitor and account for financial and other resources required for managing a heritage organization.	<b>FOM 3.</b> Identify and secure adequate financial and physical resources for the management of heritage properties and ensure the effective and efficient use of those resources.	<b>FOM 4.</b> Enable the availability of adequate physical and financial resources across a heritage protection system, and ensure the effective and efficient use of those resources.
<b>IMA</b> Information management and administration	Establishing and implementing procedures for information management, documentation and reporting.	<b>IMA 1.</b> Keep basic records of activities as required by the organization.	<b>IMA 2.</b> Prepare and manage accurate documentation of management activities according to required procedures.	<b>IMA 3.</b> Ensure that a comprehensive system of administrative documentation and reporting is in place for the heritage organization.	<b>IMA 4.</b> Enable the establishment of comprehensive systems for administrative monitoring, reporting and documentation across a heritage system.
<b>CCC</b> Communication, collaboration and coordination	Building and using the skills required to communicate and collaborate effectively.	<b>CCC 1.</b> Communicate effectively with co-workers, stakeholders and visitors.	<b>CCC 2.</b> Use formal and informal means for communicating with others using appropriate techniques and media.	<b>CCC 3.</b> Maintain effective communication within and by a heritage organization.	<b>CCC 4.</b> Communicate effectively in high-level interactions.

Table 5. General competences by category and level

PERSONAL COMPETENCES	Demonstrating the personal skills and behaviours required for working in the heritage sector.	General competence for each level and category			
		LEVEL 1 Skilled worker	LEVEL 2 Middle manager, Technical specialist	LEVEL 3 Senior manager	LEVEL 4 Executive

Category	Overall function	The individual should be able to...			
<b>FPC</b> ..... <b>Foundation personal competences</b>	Demonstrate foundation personal competences.	Demonstrate fundamental personal skills and behaviours required for day-to-day work. (Applies to all levels.)			
<b>APC</b> ..... <b>Advanced personal competences</b>	Demonstrate advanced personal competences.	Demonstrate personal skills and behaviours required for effective performance and leadership. (May apply to all levels; more likely to apply to levels 2-4).			

SPECIALIZED TECHNICAL COMPETENCES	Applying technical skills specialized for cultural heritage management.	General competence for the discipline			
		LEVEL 1 Skilled worker	LEVEL 2 Middle manager, Technical specialist	LEVEL 3 Senior manager	LEVEL 4 Executive

Category	General competence
<b>Anthropology</b>	Plan, manage and monitor the research, safeguarding, outreach and development activities related to communities, particularly in the context of living heritage sites.
<b>Architecture</b>	Plan, manage and monitor projects and activities related to the assessment, conservation, management, monitoring and maintenance of built heritage.
<p><b>Other Specialized Technical Competences are described in Chapter 3.</b></p> <p>The provided examples include: Anthropology, Archaeology, Architecture, Building trades, Development planning, Engineering, Landscape architecture, Intangible cultural heritage, Materials conservation, Museology and Urban planning.</p>	

## 2.3 Users of the Competence Framework

The Competence Framework is a useful tool for:

- Heritage management organizations.
- Individual heritage management staff, heritage professionals and local stewards.
- Education and training institutions.

### *Heritage management organizations*

The Framework can be applied by heritage management organizations in the following ways:

- To select competences that are relevant to their work.
- To use as a benchmark to review overall performance and identify gaps.
- To design its human resources strategy.
- To plan or adjust staffing structure.
- To develop a capacity-building strategy or plan.
- To review staff performance.
- To support staff development and promotions.

- To motivate staff, by giving them a clearer idea of possible career paths and requirements.
- To upskill or reprofile existing staff.
- To identify any need for recruiting new staff and/or external practitioners.
- To aid in creating job descriptions and in developing TORs or job descriptions.

A heritage management organization can use the Competence Framework as a reference for **identifying the scope of the competences** needed for them to execute their functions well. As noted earlier, it may not be possible or even desirable for any single organization to cover the entire range of competences contained in the Framework. Rather, each organization needs to select the most relevant competences for their situation. The competences that are required will depend on the type of site involved, the development context and the mandates of the organizations and actors involved in the site's management.

**Figure 5.** *The three main user groups for the Competence Framework.*



## BOX 9

## Individual competences

## and organizational performance

The performance of a heritage management organization is more than just the sum of individual competences. Having competent practitioners is only one component in strengthening management effectiveness. There are many other factors at play in bringing about change at the level of a specific organization or institution.

These enabling factors may include: support from

decision-makers; adequate financial resources, equipment and technical resources; and appropriate policies, legislation and regulations. Thus, having competent and skilled personnel can be considered a necessary, but not sufficient, condition for organizational performance.

Thus, investing in training and building up individual capacities does not translate automatically into improving

the ability of a heritage management organization to carry out its required functions, as evidenced when newly-trained staff return to their home organization and are unable to fully apply their new skills and knowledge.

Yet, competences are linked to management outcomes. Data from the widely-used protected area Management Effectiveness Tracking Tool (METT) shows a correlation between good staff skills and good METT scores (Appleton, 2016, p. 31).

For further information on the METT, please refer to the *METT Handbook* (Stolton and Dudley, 2016).

Once selected, the required competences can be supplied by an organization's entire body of staff, and by external heritage professionals, local stewards and other actors who are part of the management system. Many of the required competences may already be present within the system; other competences may be seen as aspirational and representing a goal for institutions to further develop themselves, especially in the context of emerging management challenges that may not have been a concern when the organizations were established or last reorganized.

Once the desired set of competences has been identified, a heritage management organization can also use the Competence Framework in **reviewing its overall performance** vis-à-vis the various competences that are required. This assessment process would allow organizations to identify the gaps, strengths and weaknesses in terms of the performance of their staff and affiliates and the outcomes of their heritage management work.

Organizations can develop their human resources to ensure that required competences are present in the team, including through **redesigning their human resources strategies, planning an optimum staffing structure and/or adjusting existing staffing structures**.

An organization could then **develop a capacity-building strategy or plan** for providing its staff with any missing competences and to enhance the performance of its staff. Unlike using an ad hoc approach, having a strategy of this kind allows organizations to undertake capacity building with a clear set of personnel development goals in mind. This can help to ensure that organizations build up competences in a way that enables them to manage heritage sites holistically. Having a capacity-building strategy also helps with planning budgets and deciding about staffing. It also provides an opportunity to assess which competences are required permanently and which can be outsourced.



## BOX 10

**Diversifying competences****at World Heritage site****management agencies**

Some World Heritage sites have agencies that have hundreds of personnel across a wide range of disciplines, for example Angkor World Heritage site in Cambodia and the Complex of Hue Monuments in Viet Nam.

The APSARA National Authority at Angkor has some 3,000 staff, including specialists in archaeology, architecture and conservation, hydrology, tourism, environmental management and archives. Meanwhile, the Hue Monuments Conservation Centre has almost 400 staff, including workers in the areas of built conservation, museology, tourist guiding and research functions as well as experts in cultural landscapes, intangible cultural heritage and documentary heritage. At both Angkor and Hue, the multidimensional staffing profile reflects the requirements of managing vast cultural landscapes with numerous dimensions. Hue has the additional mandate of dealing with heritage listed on UNESCO's Representative

List of Intangible Cultural Heritage and the Memory of the World Register.

For the majority of World Heritage sites in South-East Asia, heritage management agencies are much more compact in terms of staff numbers, but all World Heritage sites face multiple, complex issues and they therefore all need staff with the competences required to manage those issues.

While larger or better-funded heritage management agencies will have the luxury of having a breadth and depth of staff and consultants, how does a heritage organization cover the range of competences proposed in the Framework when faced with budget and personnel limitations?

George Town World Heritage Incorporated in Malaysia is an example of a relatively small agency that has managed to build up a diverse range of competences. It has thirty staff members, who undertake the core functions expected in a historic city, with positions that include built environment and monitoring officers, town planners and conservation architects. At the same time, it also has staff who are tasked with functions related to community engagement,

intangible cultural heritage, collections management and sustainable development. Recent disasters triggered the agency to add in-house capacity in object conservation and disaster risk management. By working with other organizations at the community, municipal, state and federal levels, the agency also pulls in other complementary knowledge and skills when needed.

The George Town example shows that diversity of competences is not strictly limited by the size of the agency. Big or small, a responsive approach to developing human resource profiles and capacities (both internal and external) can allow a heritage organization to ensure that the required competences are available to meet the various demands in site management.

Although many heritage agencies may not be very flexible, as they have legacy organizational structures, mandates and procurement systems which do not evolve easily, the Competence Framework can assist such organizations and other actors to identify the essential competences and put in place measures to adjust staffing accordingly.

Sources: Authority for the Protection and Management of Angkor and the Region of Siem Reap. <http://apsaraauthority.gov.kh/?page=front&lg=en> (Accessed 15 May 2020.)  
Hue Monuments Conservation Centre. <http://hueworldheritage.org.vn/Default.aspx?l=en> (Accessed 15 May 2020.)  
George Town World Heritage Incorporated. <http://gtwhi.com.my/about-us/meet-the-team/> (Accessed 15 May 2020.)

Heritage management organizations may also find the Competence Framework useful in **annual reviews of staff performance**, based on the competences defined for the various levels of staff. Another application is for **staff development and promotions**, especially when staff move to a level that may require more advanced skills and knowledge (e.g. from junior curator to senior curator) or when staff move from a purely technical function to a managerial function (e.g. from conservator to chief of the conservation division).

The Competence Framework can also be used to give staff a clearer sense of their career trajectory, which could help in **motivating staff** and encouraging them to continuously develop their skills and knowledge. It may also guide staff to more effectively transmit key knowledge and skills to their successors or peers.

If competence gaps exist within the existing staffing structure, the institution may need to **upskill or reprofile some of the existing staff** to develop the missing competences.

## BOX II

### Transforming competences within an organization

#### The case of Vat Phou World Heritage Site Office in Lao PDR

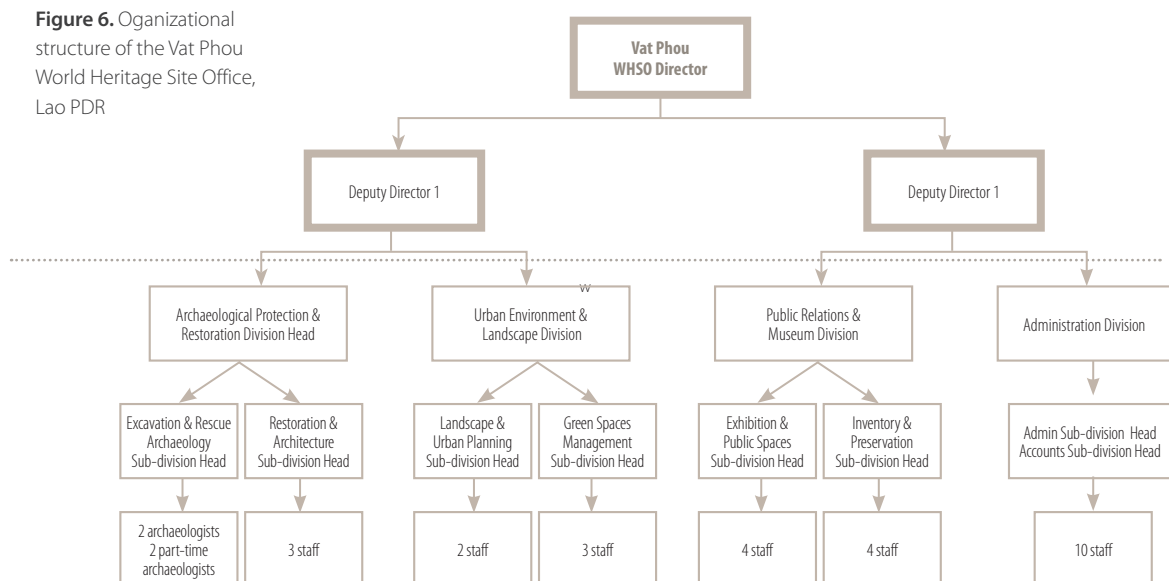
In response to concerns raised by the World Heritage Committee about pressures on the cultural landscape at the World Heritage site of **Vat Phou and Associated Ancient Settlements within the Champasak Cultural Landscape**, the Site Office

reorganized its staffing structure to put a clearer emphasis on managing the landscape and urban development.

It established an Urban Environment and Landscape Division and recruited new

staff members for this division. These staff were provided with on-the-job training in the use of GIS, and in mapping and urban planning skills. These trained staff members were instrumental in drafting the site's new Cultural Landscape Master Plan.

**Figure 6.** Organizational structure of the Vat Phou World Heritage Site Office, Lao PDR



This could take the form of internal or external training or education of its staff. For instance, staff who are responsible for reviewing building permits and urban development control may already have Specialized Technical Competences related to architecture or urban design, but may lack some of the Core Competences related to dealing with communities, such as negotiation and facilitation skills. Gaining such competences would be beneficial to them in their work and to the organization as a whole.

Ideally, organizations should try to retain permanent staff and staff benefitting from specialized training or education for a reasonable duration of time in their positions, in order to transmit their knowledge and skills to their successors or peers and thus ensure that competences are retained within the organization in the long term.

The institution may choose to **recruit additional staff and/or external practitioners** to provide the missing skills and knowledge. For instance, many heritage site agencies do not have staff dealing with the environmental and social dimensions related to sustainability, the importance of which

is now increasingly recognized, particularly in the context of climate change and other challenges. Similarly, there is growing recognition of the centrality of traditional knowledge, which requires heritage management agencies to ensure the full participation of traditional custodians in heritage management endeavours.

In recruiting additional staff, heritage management organizations may find it useful to refer to the Competence Framework when **developing job descriptions** and/or **Terms of Reference (TORs)**.

This will ensure that such jobs are designed in a robust manner. During the recruitment process, candidates may be asked to demonstrate their past achievements or their abilities in line with the established benchmark competences. In this institutional context, the selected competences could also be used in staff performance reviews, customized training plans and career development planning.

### ***Individual heritage management staff, heritage professionals and local stewards***

The Competence Framework can also be applied to individuals, including heritage management staff,

## BOX 12

### **Recognition of prior learning**

By emphasizing competences rather than qualifications (degrees or certificates), the Competence Framework can be used to **recognize prior learning** of heritage workers. Even though an individual may not have a formal degree, they may have gained the requisite skills and knowledge

through other channels (e.g. on-the-job learning, mentoring from senior colleagues and informal learning). If such individuals are able to demonstrate that they have the competences required for a certain position, this would allow them to be eligible to apply for the job. It may also

help them to negotiate with organizations to receive the appropriate recognition and compensation for their contributions. This is particularly important for local heritage stewards and skilled artisans such as builders; they may have a wealth of know-how but may lack formal schooling credentials.

heritage professionals and local stewards. Local stewards might be customary guardians or they may be part of civil society organizations such as heritage trusts.

It is not expected that any single individual will gain mastery of all the competences contained in the Competence Framework. Relevant competences should be selected from the Framework depending on an individual's type of work and level.

For individuals, the Framework can be applied as follows:

- For self-assessment
- To identify appropriate learning opportunities
- To plan career paths
- To serve as a reference for recognizing prior learning
- To facilitate mobility across borders
- To serve as a reference in professional certification

Individual heritage personnel can use the Competence Framework for **self-assessment**. It can help them to identify their strengths and weaknesses in terms of skills and knowledge, as well as any gaps. In response to such self-assessment, the individual could then identify, in a more targeted and strategic manner, appropriate **learning opportunities**. This might be in the form of in-house training at their place of work, through self-paced study, through mid-career training opportunities or through pursuing a formal degree programme.

As the Competence Framework spans four levels, from skilled workers through technical specialists and managers to executive decision-makers, individuals seeking supervisory or management positions can use the Framework to **plan their career path**. For these individuals, it would be helpful to consult the Competence Framework to identify the competences required for Level 3 positions, particularly the Managerial Competences and Advanced Personal Competences related to leadership and supervision. Likewise, the Framework can assist individuals who have

recently been promoted, to ensure they have all the skills needed for their new supervisory and management functions.

Referring to the Competence Framework as a common benchmark can facilitate **mobility of heritage workers across borders**. By referring to these common standards, individuals who are able to demonstrate competence in selected areas would be able to seek jobs in other countries. This is particularly relevant currently in South-East Asia where enhanced regional integration of the Member States under the aegis of the ASEAN Economic Community (AEC) seeks to 'transform ASEAN into a region with free movement of goods, services, investment, skilled labour, and freer flow of capital' (ASEAN, 2007). Moreover, through the introduction of Mutual Recognition Agreements (MRAs), which allow a worker's skills, experience and accreditations to be recognized across the ASEAN region and permit them to work in another country, skilled workers today enjoy greater mobility. MRAs have already been established in two professions related to heritage: architecture and engineering.

Through the cooperation of professional certification bodies operating nationally and regionally, the Competence Framework could be used in the **professional certification** of heritage workers. Thus, in the same way that professionals such as doctors or lawyers are certified by professional bodies before they are able to practice, heritage workers, who often deal with priceless heritage of national and/or global significance, can also be certified. Within South-East Asia, the Competence Framework could provide a harmonized standard by which certification could be awarded, or against which national certification can be aligned to enhance labour mobility.

### ***Education and training institutions***

The Competence Framework is a valuable reference for education and training institutions for the following purposes:

- The design of new educational and training programmes
- The review of existing programmes
- As a reference to recognize prior learning, i.e. for entry requirements
- The assessment of learners
- In facilitating student mobility

Many education institutions in the Asia-Pacific region have observed a gap between the competences that their graduates acquire during their studies and the actual competences that are required by employers in the real world. This also applies to heritage-related work. The situation is particularly problematic in the heritage sector as many countries in the region lack specialized education and training programmes for heritage professionals. For instance, few architecture

faculties offer specialized degree or certificate programmes in conservation architecture or in the conservation of local traditional architecture. The paucity of conservation education and training offerings makes it difficult for graduates to meet workplace demands. That said, with an increased interest in heritage over the past decade, education and training institutions are beginning to provide more offerings related to heritage professions. The Competence Framework could be used to ensure that such short courses, certificate and degree programmes are attuned to the needs of the heritage profession, which will enhance the career prospects of graduates as well as the long-term viability of these education and training programmes. It will also contribute to improving heritage site management in the region.

## BOX 13

### Academic Learning Outcomes

#### for Post-Graduate Education

#### in Cultural Heritage Management

The Academic Learning Outcomes for Postgraduate Education in Cultural Heritage Management developed by UNESCO will help higher education institutions to better prepare their graduates in this field by providing them with a solid foundation in the required competences (knowledge, skills and attitudes). This will ensure that graduates better meet industry needs and expectations, thus enhancing their career prospects and performance, as well as contributing to the improved management of cultural heritage.

The Learning Outcomes can be viewed as a reference for

programme-level learning at higher education institutions. Such programmes may not be able to incorporate all learning outcomes, however, and programmes may differ in the number and nature of the courses to achieve these learning outcomes.

In drafting the Learning Outcomes, Bloom's taxonomy and the Knowledge, Skills and Attitudes (KSA) model were used. Hence, the document identifies appropriate action verbs from the taxonomy and KSA categories.

In the spirit of the Global Convention on the Recognition of Qualifications

concerning Higher Education (UNESCO, 2019a), the Learning Outcomes can facilitate student mobility. In an increasingly globalized learning environment, these Learning Outcomes help to identify the key content in aligning national qualifications frameworks, particularly those at a subject level. In so doing, the Learning Outcomes provide an essential basis for comparison, and thus the recognition of, different programmes, especially across borders.

By operating at the subject level, the Learning Outcomes complement broader generic frameworks such as the ASEAN Qualifications Reference Framework (2015), which enables comparisons of education qualifications across ASEAN Member States.



Recognizing the need for guidance in this area, UNESCO converted the Core Competences and the Managerial Competences of the Competence Framework into a set of 'Academic Learning Outcomes for Postgraduate Education in Cultural Heritage Management'. The learning outcomes are designed for the master's level, as this is the level at which most degree programmes in the Asia-Pacific region that aim at producing professionals in cultural heritage management are offered. See Chapter 4 for the Learning Outcomes.

Education and training institutions are encouraged to use the Competence Framework and/or the Learning Outcomes in reviewing existing programmes, designing new programmes and in assessing their students.

Institutions can use the Competence Framework and/or the Learning Outcomes in **reviewing existing programmes** as part of established quality assurance procedures. Many institutions undertake periodic reviews of their programmes; some seek inputs from industry as well as working alumni to ensure that their programmes are up-to-date and relevant for market needs. With reference to UNESCO's *Guidelines on Implementing Qualifications Frameworks in Asia and the Pacific at Subject Level* (2020), education institutions are encouraged to undertake quality assurance with regard to four dimensions: academic curriculum planning, design, delivery and assessment; student selection and learning support services; academic staff and programme management; and student success and continuous quality improvement.

Training institutions that are **designing new programmes** (for pre-service and/or mid-career heritage professionals) can use the Competence Framework as a guide for identifying training outcomes, formulating curricula and developing teaching and learning content. For education institutions, the Learning Outcomes will be the appropriate reference, particularly for developing new postgraduate courses and degree programmes.

The Competence Framework can also be applied in determining whether applicants have the required prerequisites. This is related to the concept of recognition of prior learning discussed above. Instead of requiring applicants to demonstrate their prior qualifications in terms of degrees or other formal certifications, applicants may be asked to share documentation testifying to their competences. Some countries, for example Malaysia, accept applicants to postgraduate university programmes following an assessment by means of an aptitude test, a portfolio and an interview.

With a view to ensuring that learners gain the requisite level of the skills and knowledge represented by the various competences, educational and training institutions should consider using a competence-based approach to **assess their learners**. The competences and learning outcomes defined in the Competence Framework can serve as a reference in ascertaining whether learners have attained the appropriate skills and knowledge to serve as a solid foundation for the additional learning they will accumulate through their later work experience.

## 2.4 Conducting assessments

As noted above, the Competence Framework can be used for assessment purposes, including for:

- Assessment of heritage management institutions, through external assessment or self-assessment.
- Assessment of individuals (practitioners and students), through self-assessment or assessment by their supervisors/peers/educators/subordinates/external assessors.

As competences ultimately reside in individual practitioners, most of the assessment techniques discussed here primarily concern individuals. That said, the aggregated competences of an organization's staff and affiliates (in terms of external professionals or local stewards) is an important component in determining the ability of an organization as a whole to undertake its various functions effectively.

## BOX 14

## Assessing competences and staffing:

## The Competence Framework and

## the 'Enhancing our Heritage Toolkit'

The 'Enhancing our Heritage Toolkit' (UNESCO World Heritage Centre, 2008), which is currently being updated, provides guidance for assessing management effectiveness at World Heritage sites. In particular, the Toolkit helps assess key elements of a management system – identifying values, pinpointing factors affecting the site, adopting adequate management processes, and ensuring adequate resourcing for effective implementation – in order to understand what is working well and what could be improved. Tool 7 of the Toolkit guides site managers in comparing the resources that are required for effective management of a site with the resources that are actually available. This process allows managers to identify gaps in staff, funds and equipment. Site managers can meet shortfalls in staffing through training and recruiting and can bolster funding through resource mobilization and and budget planning.

One component of Tool 7, the staffing assessment, looks at:

- **The numbers of staff in the various categories** (managers, community liaison officers, etc), and for each type of status (full-time vs part-time, seasonal, etc) and location (field or office).
- **The proportion of trained staff in each category and their level of training** (by estimating the proportion of staff who are 'trained to an adequate level to carry out the activities required').

Both Tool 7 of the 'Enhancing our Heritage Toolkit' and the Competence Framework ask whether current staffing is commensurate with the requirements to carry out the tasks related to effective heritage site management. While Tool 7 provides a snapshot of staffing in various categories and identifies whether or not this is adequate in terms of numbers and their level of training, the Competence Framework focuses on assessing the competences of staff in the form of required skills and knowledge (instead of using training as a proxy for the

ability to perform essential work). These competences may have been acquired through training or through other channels, including prior on-the-job learning.

Tool 7 can be used to complement assessments undertaken by organizations using the Competence Framework. By using Tool 7 along with the Competence Framework in assessing their staffing situation, site managers will gain in-depth knowledge of their human resources situation and will be able to plan in a systematic way to improve these resources as part of overall management system planning processes. Such an assessment should consider all human resources, not only the heritage management agency staff and contractors. The required competences may also be contributed by external specialists and/or by local stewards and other actors, so these human resources should also be assessed.

Source: UNESCO World Heritage Centre. 2008. Enhancing our Heritage Toolkit: Assessing Management Effectiveness of Natural World Heritage Sites. *World Heritage Papers* 23. Paris, UNESCO.

Two types of assessment will be described here: rapid assessments and detailed assessments.

### **Rapid assessments**

For a rapid assessment, two main dimensions are suggested here, as derived from the Global Register:

- **Relevance** of the competence
- **Level of competence** (as judged by the individual or their supervisor, peers, educators, subordinates and/or external assessor)

Individuals can conduct rapid self-assessments. These can then be compared with assessments conducted by other parties, such as supervisors, peers, subordinates and external assessors, to gain a balanced view of the competences of that individual.

As this assessment method is based on subjective judgement, it requires the individual conducting the assessment or self-assessment to be as truthful as possible in providing responses, particularly in terms of judging the perceived level of competence.

Table 6 provides an example of a competence assessment form with a system for scoring the relevance and level of the competence. Scores for relevance and extent of competence should be independently assessed; the scores are not correlated with each other.

Using this matrix approach, individual practitioners or managers should give priority to training and other forms of skills development in areas where a competence is found to be highly relevant and yet the individual possesses low competence in that area. See the green-shaded area in Table 7. Conversely, competences that are deemed to be of low relevance should receive little or no investment in terms of capacity building.

### **Detailed assessments**

A combination of techniques can be used to conduct detailed assessments. Box 15 lists some of these methods.

## BOX 15

### Ways of assessing

#### competence

The IUCN WCPA Global Register suggests various techniques that can be used in assessing an individual's competences.

These include:

- Practical tests, observations and simulations. The candidate performs the task in a real-life or simulated situation.
- Demonstration of supporting knowledge. The candidate shows in the course of completing a task that she or he has the required knowledge.
- Feedback from others (supervisors, supervisory personnel, participants in events, stakeholders, etc.)
- Verbal and/or written tests of knowledge and understanding.
- Formal external assessments (e.g. audit report, first aid test).
- Completion of a specified written procedure (e.g. completing a field notebook, writing a grant proposal or drafting a management plan).
- Accreditation of previous qualifications and experience.
- A portfolio of samples of completed work.
- An interview.

These techniques can be used on their own or in combination with other techniques.

Source: Appleton, M. R. 2016. *A Global Register of Competences for Protected Area Practitioners*, Gland, IUCN WCPA, p. 16.

Unlike the more widespread qualifications-based system of hiring and promotions based on evidence of prior training and on level of seniority, the competence-based approach often requires individuals to prove their ability by actually performing their job functions.

**Table 6.** Example of a competence rapid assessment form and scoring levels

COMPETENCE STATEMENT			
<i>The individual should be able to:</i>		<b>Relevance (+, 0 or –)</b>	<b>Level of competence (ranging from 1 to 4)</b>
<b>CRK 4.1</b>	Ensure all heritage management policies, regulatory frameworks and procedures are respectful of the rights of local communities and allow the integration of traditional knowledge systems.	<b>+</b> (This competence is regularly needed for this job)	<b>4</b> (Has a high extent of competence and could train others to do it.)
<b>CRK 4.2</b>	Ensure all policies and projects contribute to the full realization of the rights of local communities.	<b>+</b> (This competence is regularly needed for this job)	<b>3</b> (Has good competence.)
<b>CRK 4.3</b>	Ensure all heritage management practices adhere to the principles of ethical practices.	<b>0</b> (This competence is partly relevant to this job, but is not needed regularly.)	<b>2</b> (Has a basic level of competence.)
<b>CRK 4.4</b>	Institutionalize the formal participation of local communities in the management of heritage properties.	<b>–</b> (This competence is not needed at all for this job.)	<b>1</b> (Has little or no competence.)

**Table 7:** Prioritizing training and skills development

<b>RELEVANCE</b> + –	<b>High relevance and low competence (Priority area of training and skills development)</b>	<b>High relevance and high competence (No need for training or skills development)</b>
	<b>Low relevance and low competence (Low priority area for training or skills development)</b>	<b>Low relevance and high competence (No need for training or skills development)</b>
	<b>1 ..... LEVEL OF COMPETENCE ..... 4</b>	

However, the means of assessment may vary depending on the type of competence being examined. For instance, the optimal method of assessing operational skills, particularly at Level 1 or Level 2, may be by administering practical tests and simulations. Similarly, technical knowledge might be ascertained through administering tests. However, the level of competence in skills related to strategic planning or governance may be better tested through interviews, for instance, through various scenario-based questions.

Where assessment leads to formal certification, certified assessors may be needed to conduct the assessments, as is the case with the Western Indian Ocean – Certification of Marine Protected Areas Professionals (WIO-COMPAS) programme. The programme recruits independent experts to conduct assessments against the defined competences, with a score of 70 per cent required across all competences as the threshold for candidates to be certified. The assessors must meet eligibility requirements and are required to be trained.

They must have both appropriate experience in the field and in conducting monitoring and evaluation, with prior exposure to workplace skills assessments being preferred as well. Assessors must also be able to demonstrate fairness, validity, reliability and practicability.

The WIO-COMPAS programme requires candidates to provide a portfolio of previous work, including documents that they have authored or co-authored, along with evidence of activities in which they have been involved and testimonials from supervisors, colleagues and others (CRC and WIOMSA, 2012, p. 10). In this way, the cumulative experience of a candidate and her/his ability to perform across the various competences that are required for her/his job can be assessed in a balanced and triangulated way.

## 2.4 Next steps

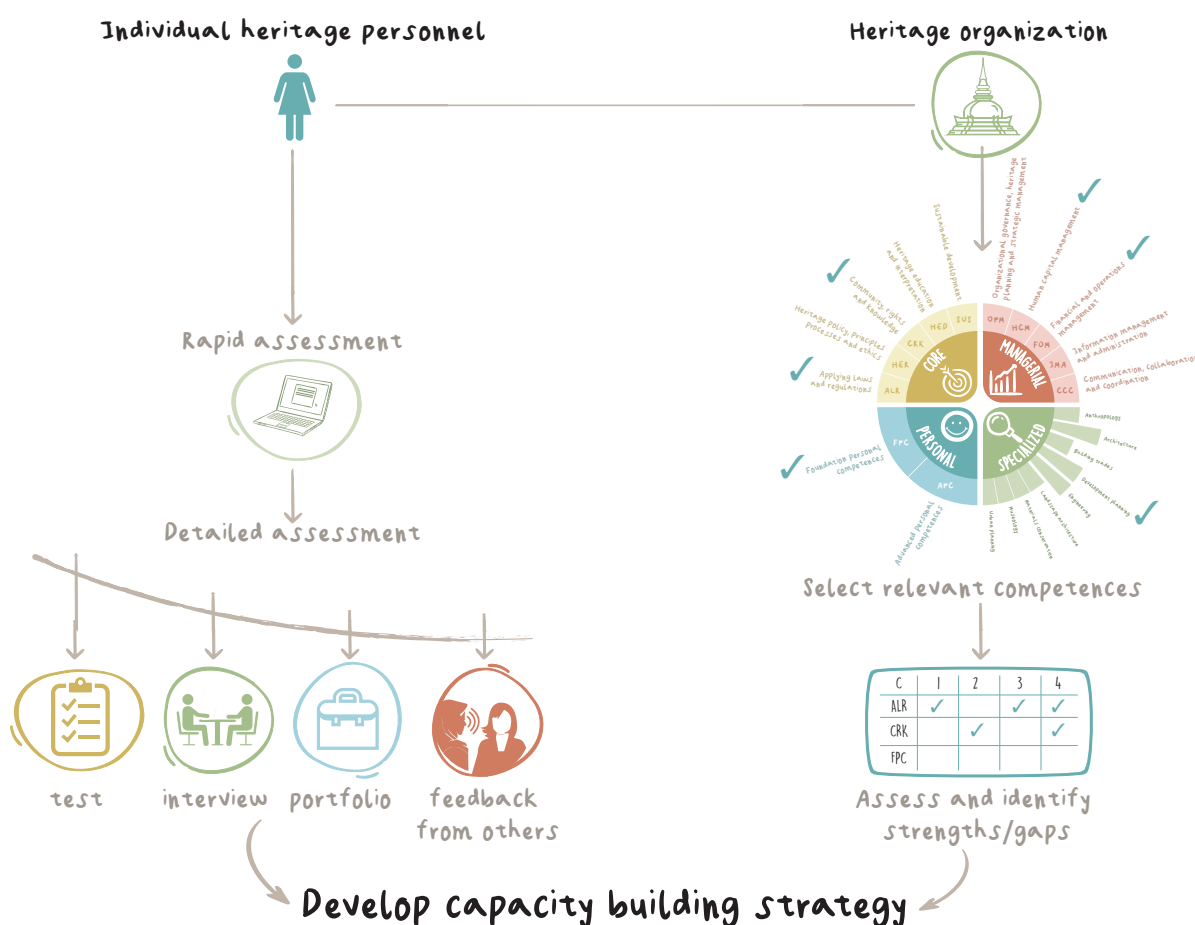
The Competence Framework presents a different approach from other capacity building initiatives in the cultural heritage sector, by adapting a tool that has proven successful in the field of natural heritage management and other occupations. It provides guidance for site managers, heritage organizations and other practitioners to assess their skills and to identify gaps that need to be filled in order to improve their performance. It can also be applied by individuals, including students, professionals and decision-makers. Furthermore, it is a useful reference for professionals and workers who are not directly in the heritage sector but who may be involved in developing or implementing heritage policies, programmes and projects, such as municipal staff in cities with heritage assets. The Framework provides a common benchmark against which to assess institutional capacity. It is also a useful tool for harmonizing educational and training programmes in a more outcome-oriented manner.

The Competence Framework is of value in the context of global disruptions and the attendant changes that will be seen in heritage studies and practice, which highlight the importance of closer collaboration. The Framework can facilitate the alignment of various professional and educational qualifications frameworks with a view to strengthening capacity in cultural heritage management in a comprehensive manner.

The Competence Framework for Cultural Heritage Management can be adopted and applied at the site level, provincial level, national level and international level. At the site level, it can be used to guide the strengthening of individual and institutional capacities, in various ways as explained above. As a starting point, World Heritage site agencies are encouraged to do a rapid assessment of their personnel against the Competence Framework, using a matrix along the lines of the one provided above (Table 6). They can then adjust their staffing and training plans accordingly. Since World Heritage sites are meant to be at the vanguard of heritage management in each country, early adoption of the Competence Framework by World Heritage site agencies could inspire other heritage sites to follow suit.

At the national level, the Framework will be of use in professionalizing the heritage-related occupations that do not currently have formal recognition. The Framework could help national heritage authorities in establishing clear performance benchmarks for personnel across all types of heritage sites and organizations. It could also be of use in developing training programmes targeting in-house personnel or affiliates.

Beyond public sector personnel, the Framework can be used as a reference in putting in place formal occupational standards and qualifications systems for specialized workers related to heritage, such as conservation architects and conservation masons.

**Figure 7.** Assessment options using the Competence Framework

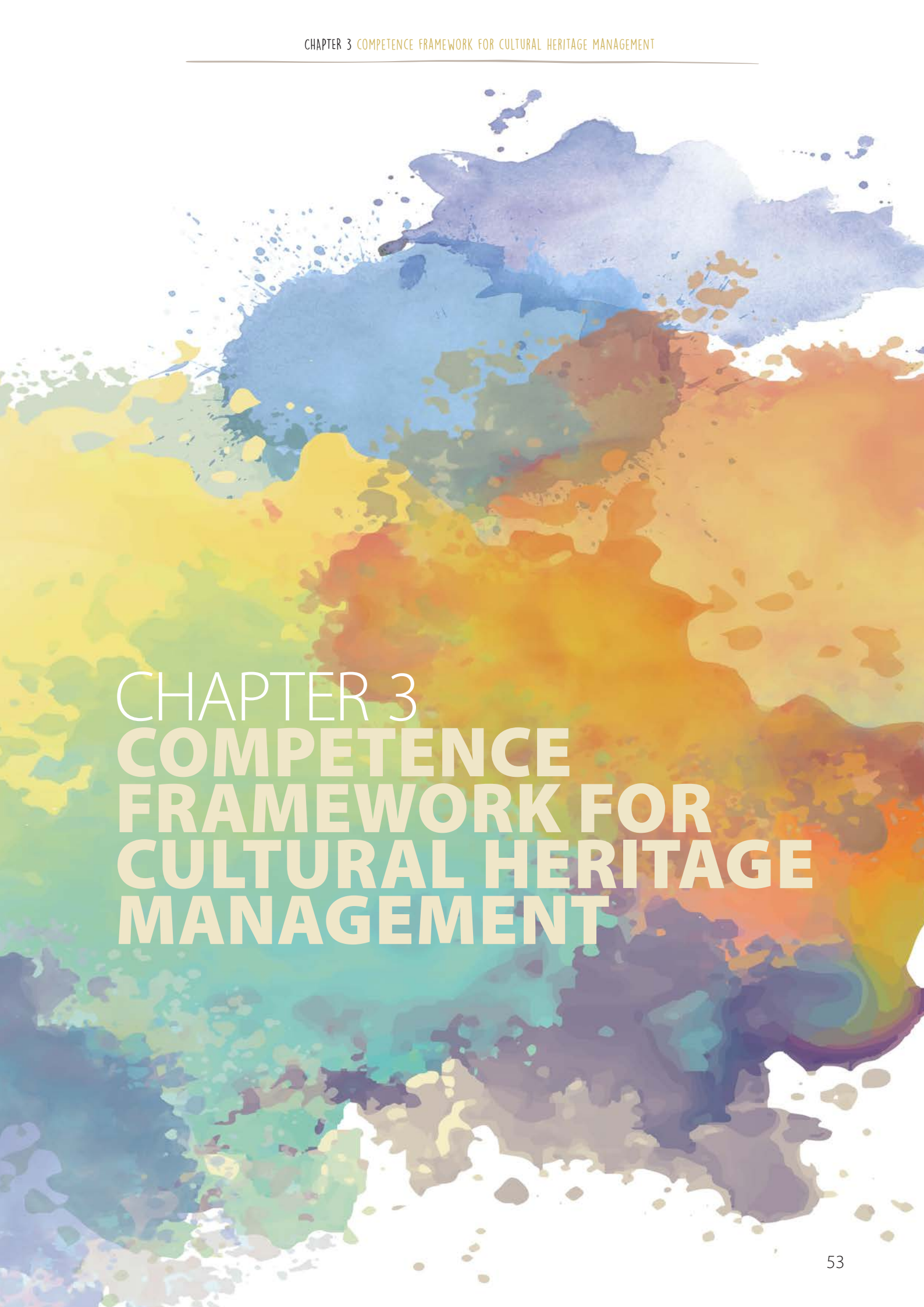
Related to this, universities and training institutions, including vocational training institutions, can develop education and training programmes that are linked to these formal occupational standards.

At the regional and international levels, the Framework could be used to align professional, occupational and educational qualifications frameworks. Regional governing bodies such as ASEAN and associations of heritage-related professionals can consider adopting the Framework as a benchmark for defining skills and knowledge in the heritage sector while drafting mutual recognition agreements that allow cross-border mobility for workers and professionals. Capacity-building organizations operating with a regional footprint, including various UNESCO Category 2 institutions and universities, are encouraged

to use the Competence Framework to conduct needs assessments in order to identify training requirements in the field. Such institutions could also re-gear their training programmes and assessment approaches using a competence-based approach, to ensure that their trainees leave their courses with a verifiable demonstration of the required skills and knowledge.

To facilitate widespread dissemination and adoption of the Competence Framework, it should be translated into the various languages of the Asia-Pacific region and beyond. Countries are encouraged to develop customized versions of the Competence Framework, by highlighting the competences that are most relevant for them or by refining specific sub-competences in the context of national legal and management frameworks.





# CHAPTER 3 **COMPETENCE FRAMEWORK FOR CULTURAL HERITAGE MANAGEMENT**



## Core Competences



CORE COMPETENCES		
LEVEL 1		SKILLED WORKER
<h3>Applying laws and regulations (ALR)</h3> <p>Ensuring that laws, regulations and rights affecting heritage sites at all levels are upheld and enforced.</p>		
General competence		General supporting knowledge and understanding
ALR 1	Conduct supervised prevention, enforcement and compliance activities.	<ul style="list-style-type: none"><li>• Main threats to cultural heritage.</li><li>• Relevant elements of the law.</li><li>• Legal rights and obligations of individuals and of law enforcement officers.</li><li>• Relevant standard operating procedures.</li></ul>
Competence statement <i>The individual should be able to:</i>		Main knowledge requirements (in addition to those above)
ALR 1.1	Identify, record and report violations and unauthorized activities.	<ul style="list-style-type: none"><li>• Details of legal processes.</li></ul>
ALR 1.2	Follow legal, ethical and safe procedures.	<ul style="list-style-type: none"><li>• Safe and legal use and maintenance of equipment.</li></ul>

<h3>Heritage policies, principles, processes and ethics (HER)</h3> <p>Incorporating and implementing heritage principles, charters and conventions at all stages of the heritage management process.</p>		
General competence		General supporting knowledge and understanding
HER 1	Execute conservation work following the established values-based guidelines and processes.	<ul style="list-style-type: none"><li>• Basic understanding of values-based cultural heritage management.</li><li>• Relevant policies, guidelines and operating procedures.</li></ul>
Competence statement <i>The individual should be able to:</i>		Main knowledge requirements (in addition to those above)
HER 1.1	Follow values-based conservation guidelines and processes.	<ul style="list-style-type: none"><li>• Basic understanding of values-based conservation process.</li><li>• In-depth discipline-specific technical knowledge.</li></ul>
HER 1.2	Provide basic interpretative/ educational presentations.	<ul style="list-style-type: none"><li>• Basic communication techniques.</li></ul>

CORE COMPETENCES		
LEVEL 1		SKILLED WORKER
<b>Community, rights and knowledge (CRK)</b> Ensuring the realization of the rights of local communities and integrating traditional knowledge into conservation processes and actions.		
General competence		General supporting knowledge and understanding
<b>CRK 1</b>	Engage with local communities in a respectful manner.	<ul style="list-style-type: none"> <li>• Basic understanding of local stakeholders, communities and cultures.</li> <li>• Understanding and respecting local customs, rules and knowledge.</li> <li>• Principles and practices for working with local communities and traditional knowledge.</li> </ul>
<b>Competence statement</b> <i>The individual should be able to:</i>		<b>Main knowledge requirements (in addition to those above)</b>
<b>CRK 1.1</b>	Appreciate the value of participatory process in decision-making.	<ul style="list-style-type: none"> <li>• Principles and practices of participation.</li> </ul>
<b>CRK 1.2</b>	Adhere to the principles of ethical practices and codes of conduct of cultural and heritage management in practice.	<ul style="list-style-type: none"> <li>• Principles and practices for working with local communities and traditional knowledge.</li> </ul>
<b>CRK 1.3</b>	Adapt practice to different cultural situations by respecting cultural diversity.	<ul style="list-style-type: none"> <li>• Principles and practices for working with local communities and traditional knowledge.</li> </ul>
<b>Heritage education and interpretation (HED)</b> Ensuring that local stakeholders, visitors, decision-makers and the wider public are aware of heritage sites, their purpose and values, and how they are governed and managed.		
General competence		General supporting knowledge and understanding
<b>HED 1</b>	Contribute to the delivery of educational and interpretation programmes.	<ul style="list-style-type: none"> <li>• Basic understanding of heritage education and interpretation principles.</li> <li>• Principles of effective communication</li> </ul>
<b>Competence statement</b> <i>The individual should be able to:</i>		<b>Main knowledge requirements (in addition to those above)</b>
<b>HED 1.1</b>	Provide basic information about heritage management measures to local communities and visitors.	<ul style="list-style-type: none"> <li>• General information about the heritage site.</li> <li>• Site interpretation and education programmes.</li> </ul>
<b>HED1.2</b>	Provide basic interpretative/ educational presentations.	<ul style="list-style-type: none"> <li>• Basic communication techniques.</li> </ul>

CORE COMPETENCES		
LEVEL 1		SKILLED WORKER
<b>Sustainable development (SUS)</b> Ensuring heritage protection and management conforms to sustainable development principles and contributes to achieving the Sustainable Development Goals.		
General competence		General supporting knowledge and understanding
SUS 1	Perform assigned tasks following sustainable development standards and principles.	<ul style="list-style-type: none"><li>Basic concepts of sustainable development.</li></ul>
Competence statement <i>The individual should be able to:</i>		Main knowledge requirements (in addition to those above)
SUS 1.1	Be mindful of the social, cultural and environmental impacts of their actions.	<ul style="list-style-type: none"><li>Basic techniques in the assessment of social, cultural and environmental impacts of heritage management and tourism programmes.</li></ul>
SUS 1.2	Distinguish practices that contribute towards sustainable development from those that do not.	<ul style="list-style-type: none"><li>Types of social, cultural and environmental impacts of conservation intervention practices at the project or site level.</li></ul>
SUS 1.3	Respond to emergencies according to emergency response plans.	<ul style="list-style-type: none"><li>Emergency response protocols and techniques.</li></ul>
SUS 1.4	Assist in collecting sociocultural, environmental and economic data within heritage sites.	<ul style="list-style-type: none"><li>Sociocultural, environmental and economic data collection and recording methods.</li></ul>

CORE COMPETENCES		
LEVEL 2		MIDDLE MANAGER / TECHNICAL SPECIALIST
<b>Applying laws and regulations (ALR)</b> Ensuring that laws, regulations and rights affecting heritage sites at all levels are upheld and enforced.		
General competence		General supporting knowledge and understanding
<b>ALR 2</b>	Plan, manage and monitor activities for law enforcement, prevention of law violations and compliance at the site level.	<ul style="list-style-type: none"> <li>National and regional heritage legislation, organizational policy and procedures for law enforcement, prevention of violations and compliance.</li> <li>Laws and rights affecting cultural heritage sites, resources, users, stakeholders and personnel.</li> <li>Threats to cultural heritage sites.</li> <li>Relevant standard operating procedures.</li> </ul>
Competence statement <i>The individual should be able to:</i>		Main knowledge requirements (in addition to those above)
<b>ALR 2.1</b>	Monitor compliance and investigate and report violations and illegal activities at the site level.	<ul style="list-style-type: none"> <li>Details of law enforcement strategies and plans.</li> <li>Effective methods for gathering data and information.</li> </ul>
<b>ALR 2.2</b>	Work with local communities to prevent illegal activities.	<ul style="list-style-type: none"> <li>Local communities in and around the heritage sites (see CCC).</li> <li>Threats and issues affecting local communities.</li> <li>Communication skills.</li> </ul>
<b>ALR 2.3</b>	Ensure effective enforcement of legal measures for violations.	<ul style="list-style-type: none"> <li>Relevant standard operating procedures.</li> </ul>
<b>ALR 2.4</b>	Process legal cases related to violations.	<ul style="list-style-type: none"> <li>Details of legal processes.</li> </ul>
<b>ALR 2.5</b>	Deploy and use monitoring equipment.	<ul style="list-style-type: none"> <li>Uses and limitations of available monitoring equipment.</li> <li>Safe and legal use and maintenance of monitoring equipment.</li> </ul>



CORE COMPETENCES		
LEVEL 2		MIDDLE MANAGER / TECHNICAL SPECIALIST
<b>Heritage policies, principles, processes and ethics (HER)</b> Incorporating and implementing heritage principles, charters and conventions at all stages of the heritage management process.		
General competence		General supporting knowledge and understanding
HER 2	Plan, manage and monitor values-based conservation projects.	<ul style="list-style-type: none"><li>• The obligations of the State Party under the conventions.</li><li>• Relevant best practices and conventions.</li><li>• Values-based conservation principles and concepts.</li><li>• Organizational policies and procedures for values-based conservation management.</li></ul>
Competence statement <i>The individual should be able to:</i>		Main knowledge requirements (in addition to those above)
HER 2.1	Incorporate heritage management principles and ethical standards into project proposals and decision-making.	<ul style="list-style-type: none"><li>• In-depth knowledge of general and discipline-specific heritage principles.</li><li>• Requirements of the Operational Guidelines.</li><li>• Participatory decision-making methods.</li><li>• Existing traditional knowledge system(s) for heritage management at the site level.</li><li>• Human rights principles.</li></ul>
HER 2.2	Apply values-based conservation policies and guidelines to identify, study, diagnose and document various forms of cultural and heritage resources, monitoring and evaluation, risk management and impact assessment.	<ul style="list-style-type: none"><li>• Legal and organizational requirements for a values-based conservation process.</li><li>• In-depth knowledge of general and discipline-specific heritage principles and charters.</li><li>• Existing traditional knowledge system(s) for heritage management at the site level.</li><li>• Participatory decision-making processes.</li><li>• In-depth discipline-specific knowledge.</li><li>• Monitoring and reporting systems used by heritage authorities.</li><li>• Risk-management and impact-assessment techniques.</li></ul>
HER 2.3	Apply cultural and heritage management theories, principles and standards to manage heritage sites.	<ul style="list-style-type: none"><li>• Legal and organizational requirements for the values-based conservation process</li><li>• In-depth knowledge of general and discipline-specific heritage principles and charters.</li><li>• In-depth discipline-specific knowledge.</li><li>• Participatory decision-making processes.</li><li>• Monitoring and reporting systems used by heritage authorities.</li></ul>

CORE COMPETENCES		
LEVEL 2		MIDDLE MANAGER / TECHNICAL SPECIALIST
<b>Community rights and knowledge (CRK)</b> Ensuring the realization of the rights of local communities and integrating traditional knowledge into conservation processes and actions.		
General competence		General supporting knowledge and understanding
<b>CRK 2</b>	Apply a rights-based and ethical approach to heritage protection at the site level.	<ul style="list-style-type: none"> <li>Local stakeholders, communities and cultures.</li> <li>Importance of rights-based approaches and the integration of traditional knowledge into cultural heritage management.</li> <li>Principles and practices for working with local communities and incorporating traditional knowledge.</li> <li>International and national human rights and ethics principles, policies and standards.</li> <li>Principles and practices of participation.</li> <li>Communication techniques for listening and providing feedback.</li> <li>Meeting management techniques.</li> <li>Negotiation strategies.</li> <li>Conflict resolution techniques.</li> </ul>
Competence statement <i>The individual should be able to:</i>		Main knowledge requirements (in addition to those above)
<b>CRK 2.1</b>	Adhere to the principles of ethical practices and codes of conduct of cultural and heritage management in practice.	<ul style="list-style-type: none"> <li>Principles of free, prior and informed consent.</li> <li>International and national human rights and ethics principles, policies and standards.</li> </ul>
<b>CRK 2.2</b>	Adapt practice to different cultural situations by respecting cultural diversity.	<ul style="list-style-type: none"> <li>Relevant best practice examples.</li> </ul>
<b>CRK 2.3</b>	Value and respect the rights and choices of the people they work with or of those who might be affected directly or indirectly.	<ul style="list-style-type: none"> <li>Relevant best practice examples.</li> </ul>
<b>CRK 2.4</b>	Engage communities in heritage management while maintaining ethical standards.	<ul style="list-style-type: none"> <li>Relevant best practice examples.</li> </ul>
<b>CRK 2.5</b>	Employ participatory collection and assessment of socio-economic and cultural information.	<ul style="list-style-type: none"> <li>Principles of free, prior and informed consent.</li> <li>Monitoring and reporting systems used by the organization and by heritage authorities.</li> </ul>

CORE COMPETENCES		
LEVEL 2		MIDDLE MANAGER / TECHNICAL SPECIALIST
<b>Heritage education and interpretation (HED)</b> Ensuring that local stakeholders, visitors, decision-makers and the wider public are aware of heritage sites, their purpose and values, and how they are governed and managed.		
General competence		General supporting knowledge and understanding
HED 2	Develop and implement educational and interpretation programmes at the site level.	<ul style="list-style-type: none"><li>Organizational policies, strategies and guidelines on heritage education and interpretation.</li><li>Principles and practice of heritage education and interpretation.</li><li>Heritage education and interpretation methods.</li><li>Principles and practices for working with local communities and traditional knowledge.</li><li>Traditional knowledge systems.</li><li>Heritage communication strategies.</li><li>Principles of effective communication and design.</li></ul>
Competence statement <i>The individual should be able to:</i>		Main knowledge requirements (in addition to those above)
HED 2.1	Plan, lead and report on interpretative, awareness and educational programmes.	<ul style="list-style-type: none"><li>Principles and practices of education, awareness-raising and social marketing.</li><li>Relevant techniques for interpretation, education and awareness-raising.</li><li>International best practices in heritage education and interpretation.</li><li>Understanding of local groups for awareness-raising.</li><li>Participatory planning processes.</li></ul>
HED 2.2	Communicate effectively with stakeholders, visitors, decision-makers and the wider public.	<ul style="list-style-type: none"><li>Interpersonal interpretive and communication techniques.</li><li>Potential audiences for awareness-raising activities.</li><li>Participatory decision-making principles and methods.</li><li>Social marketing techniques.</li></ul>
HED 2.3	Disseminate site information and professional knowledge through diverse media.	<ul style="list-style-type: none"><li>Principles and practices of education, awareness-raising and social marketing.</li><li>Principles of interpretive and educational communication.</li><li>Media awareness.</li><li>Social marketing techniques.</li><li>Options and basic details of media to use for disseminating information.</li></ul>
HED 2.4	Plan, lead and manage educational and interpretative public events.	<ul style="list-style-type: none"><li>Principles and practices of event planning and management.</li><li>Visitor management.</li><li>Participatory planning processes.</li></ul>
HED 2.5	Develop communication materials (including site notices, signage and interpretative materials) for a diverse audience.	<ul style="list-style-type: none"><li>Principles of interpretive and educational communication.</li></ul>

CORE COMPETENCES		
LEVEL 2		MIDDLE MANAGER / TECHNICAL SPECIALIST
<b>Sustainable development (SUS)</b> Ensuring heritage protection and management conforms to sustainable development principles and contributes to achieving the Sustainable Development Goals.		
General competence		General supporting knowledge and understanding
<b>SUS 2</b>	Design, implement, monitor and assess sustainable development programmes at the site level.	<ul style="list-style-type: none"> <li>• Theory of sustainable development (the Sustainable Development Goals and sustainability issues related to inter alia climate change, environmental preservation, socio-economic development, tourism and poverty alleviation).</li> <li>• Organizational heritage management strategies for sustainable development.</li> <li>• Sustainable development principles and guidelines.</li> <li>• Organizational policies and procedures for sustainable heritage management.</li> <li>• Existing traditional knowledge and systems for heritage management at the site level.</li> <li>• Participatory decision-making principles and methods.</li> <li>• Principles of facility management.</li> <li>• Principles of visitor management.</li> </ul>
Competence statement <i>The individual should be able to:</i>		Main knowledge requirements (in addition to those above)
<b>SUS 2.1</b>	Develop plans and projects that contribute to sustainable heritage management and to sustainable development at the local level.	<ul style="list-style-type: none"> <li>• Existing traditional knowledge and systems for heritage management at the site level.</li> <li>• Assessment of potential costs, benefits and impacts of proposed plans, programmes and projects.</li> <li>• Visitor management strategies and techniques.</li> <li>• Techniques and tools of facility management.</li> </ul>
<b>SUS 2.2</b>	Partner with traditional knowledge bearers in managing cultural heritage.	<ul style="list-style-type: none"> <li>• Existing traditional knowledge and systems for heritage management at the site level.</li> <li>• Principles and practices for working with local communities and traditional knowledge.</li> <li>• Human rights principles.</li> </ul>
<b>SUS 2.3</b>	Implement sustainable development strategies and plans.	<ul style="list-style-type: none"> <li>• National heritage management policies and legal frameworks for sustainable development.</li> <li>• Participatory planning and decision-making techniques and their uses.</li> <li>• Principles and advanced techniques for the assessment of the social, cultural and environmental impacts of tourism programmes and heritage management processes.</li> </ul>
<b>SUS 2.4</b>	Monitor, assess and manage the sociocultural, environmental and economic impacts of tourism programmes and heritage management processes within heritage sites and in their surrounding areas.	<ul style="list-style-type: none"> <li>• Principles and advanced techniques for the assessment of the social, cultural and environmental impacts of tourism programmes and heritage management processes.</li> <li>• Sociocultural, environmental and economic data collection and recording methods.</li> <li>• Main parameters and indicators used in community assessments (e.g. locations, populations, cultures, rights, livelihoods, welfare, living conditions, local traditions and cultural practices, indigenous knowledge and local forms of governance).</li> <li>• Participatory survey and assessment techniques.</li> <li>• Potential costs, benefits and impacts of survey techniques.</li> <li>• Principles and practices of participation.</li> </ul>

CORE COMPETENCES		
LEVEL 2		MIDDLE MANAGER / TECHNICAL SPECIALIST
<b>SUS 2.5</b>	Manage visitation and use of facilities.	<ul style="list-style-type: none"> <li>• International best practices in sustainable development involving cultural heritage.</li> <li>• Destination branding concepts and strategies.</li> <li>• Visitor management strategies and techniques.</li> <li>• Facility management principles and tools.</li> <li>• Integration of interpretation, visitor management and visitor facilities within a heritage management system.</li> </ul>
<b>SUS 2.6</b>	Implement emergency response plans.	<ul style="list-style-type: none"> <li>• Risk-assessment and contingency-planning techniques and procedures.</li> <li>• Options for risk and threat reduction.</li> <li>• Disaster risk management strategies and techniques.</li> </ul>

CORE COMPETENCES		
LEVEL 3		SENIOR MANAGER

Applying laws and regulations (ALR)		
Ensuring that laws, regulations and rights affecting heritage sites at all levels are upheld and enforced.		
General competence		General supporting knowledge and understanding
<b>ALR 3</b>	Direct the development and implementation of programmes for law updating, enforcement, prevention of violations and compliance.	<ul style="list-style-type: none"> <li>• International conventions concerning cultural heritage.</li> <li>• State Party's obligations under the conventions.</li> <li>• National and regional heritage legislation, organizational policy and procedures for law enforcement, prevention of violations and compliance.</li> <li>• International best practices in heritage policy and legislation.</li> <li>• Laws and rights affecting cultural heritage sites, resources, users, stakeholders and personnel.</li> <li>• National and local threats to cultural heritage.</li> </ul>
Competence statement <i>The individual should be able to:</i>		Main knowledge requirements (in addition to those above)
<b>ALR 3.1</b>	Direct the development and implementation of a strategy, plan and operating procedures for heritage law enforcement, prevention of violations and compliance.	<ul style="list-style-type: none"> <li>• Relevant international conventions and agreements and their reporting requirements.</li> <li>• Roles of other relevant sectors and related policy and legislation.</li> </ul>
<b>ALR 3.2</b>	Direct law enforcement and prevent violations.	<ul style="list-style-type: none"> <li>• Details of the heritage law enforcement/compliance strategy.</li> <li>• National law enforcement and security agencies and their mandates and responsibilities.</li> <li>• Full familiarity with all specific measures and activities required for law enforcement and compliance (see ALR Level 2).</li> </ul>
<b>ALR 3.3</b>	Coordinate law-enforcement activities with other responsible agencies and with the judiciary.	<ul style="list-style-type: none"> <li>• National law enforcement and security agencies and their mandates and responsibilities.</li> </ul>
<b>ALR 3.4</b>	Direct the development of local regulations and by-laws for activities at heritage sites.	<ul style="list-style-type: none"> <li>• Emerging ideas and concepts concerning cultural heritage management.</li> <li>• Rights of the heritage authority/owner and of other agencies and authorities to pass and impose local regulations, by-laws, etc.</li> </ul>

CORE COMPETENCES		
LEVEL 3		SENIOR MANAGER
<b>Heritage policies, principles, process and ethics (HER)</b> Incorporating and implementing heritage principles, charters and conventions at all stages of the heritage management process.		
General competence		General supporting knowledge and understanding
<b>HER 3</b>	Coordinate the implementation of a values-based heritage protection system at the site level.	<ul style="list-style-type: none"> <li>• International conventions and charters concerning cultural heritage.</li> <li>• In-depth knowledge of general and discipline-specific heritage principles and charters</li> <li>• Legal and organizational requirements for values-based conservation processes.</li> <li>• Values-based conservation principles and concepts.</li> <li>• The obligations of the State Party under the conventions.</li> <li>• Relevant best practices and conventions.</li> <li>• International best practices for integrating traditional knowledge systems into heritage management policies and processes.</li> </ul>
Competence statement <i>The individual should be able to:</i>		Main knowledge requirements (in addition to those above)
<b>HER 3.1</b>	Ensure compliance with values-based conservation policies and guidelines in practices at the site level.	<ul style="list-style-type: none"> <li>• The responsibilities of national and international institutions involved in the implementation and monitoring of the conventions.</li> <li>• The requirements of the Operational Guidelines.</li> <li>• Human rights principles.</li> </ul>
<b>HER 3.2</b>	Coordinate the implementation of conventions at the site level.	<ul style="list-style-type: none"> <li>• The responsibilities of national and international institutions involved in the implementation and monitoring of the conventions.</li> <li>• The requirements of the Operational Guidelines.</li> </ul>
<b>HER 3.3</b>	Assess the compliance of project proposals with heritage management principles and convention requirements.	<ul style="list-style-type: none"> <li>• National and regional policy and legislation regarding planning, development, and heritage and heritage related issues.</li> <li>• The requirements of the Operational Guidelines.</li> <li>• Work recording systems used by the organization.</li> <li>• Monitoring and reporting systems used by heritage authorities.</li> </ul>
<b>HER 3.4</b>	Develop systems and processes for managing and monitoring heritage at the site level.	<ul style="list-style-type: none"> <li>• Participatory decision-making methods.</li> <li>• Existing traditional knowledge systems for heritage management at the site level.</li> <li>• Work recording systems used by the organization.</li> <li>• Monitoring and reporting systems used by heritage authorities.</li> </ul>



CORE COMPETENCES		
LEVEL 3		SENIOR MANAGER
<b>Community, rights and knowledge (CRK)</b> Ensuring the realization of the rights of local communities and integrating traditional knowledge into conservation processes and actions.		
General competence		General supporting knowledge and understanding
<b>CRK 3</b>	<p>Ensure that the planning and execution of projects incorporate human rights and ethics guidelines and integrate traditional knowledge.</p>	<ul style="list-style-type: none"> <li>• The stakeholders, affected communities and cultures.</li> <li>• The importance of rights-based approaches and the integration of traditional knowledge into cultural heritage management.</li> <li>• National and international policies, legislation, plans and assistance programmes regarding cultural heritage sites, local communities and indigenous people's human rights and traditional knowledge.</li> <li>• International best practices in heritage policy concerning the rights of local communities.</li> <li>• International best practices in the formal participation of communities in the management of heritage sites.</li> <li>• International and national legal responsibilities and practices.</li> <li>• Legal and organizational requirements for upholding human rights and ensuring community engagement and access.</li> <li>• Principles and practices for integrating traditional knowledge into conservation processes and actions.</li> <li>• Relevant best practice examples.</li> <li>• Principles and practices of participation.</li> <li>• Negotiation strategies.</li> <li>• Conflict resolution techniques.</li> </ul>
Competence statement <i>The individual should be able to:</i>		Main knowledge requirements (in addition to those above)
<b>CRK 3.1</b>	Employ a participatory process in decision-making.	<ul style="list-style-type: none"> <li>• Communication techniques for listening and providing feedback.</li> <li>• Meeting management techniques.</li> </ul>
<b>CRK 3.2</b>	Establish and lead appropriate community engagement processes.	<ul style="list-style-type: none"> <li>• Principles of free, prior and informed consent.</li> <li>• Communication techniques for listening and providing feedback.</li> <li>• Meeting management techniques.</li> </ul>
<b>CRK 3.3</b>	Monitor the implementation of human rights principles and ethical standards in all projects.	<ul style="list-style-type: none"> <li>• International and national human rights and ethics principles, policies and standards.</li> <li>• Monitoring and reporting systems used by heritage authorities.</li> </ul>
<b>CRK 3.4</b>	Direct the participatory collection and assessment of socio-economic and cultural information.	<ul style="list-style-type: none"> <li>• Principles of free, prior and informed consent.</li> </ul>
<b>CRK 3.5</b>	Enable the participation of communities in the management of heritage sites.	<ul style="list-style-type: none"> <li>• Principles and practices of participation.</li> </ul>
<b>CRK 3.6</b>	Enable the participation of communities in the management of heritage sites.	<ul style="list-style-type: none"> <li>• Principles and practices of participation.</li> </ul>

CORE COMPETENCES		
LEVEL 3		SENIOR MANAGER
<b>Heritage education and interpretation (HED)</b> Ensuring that local stakeholders, visitors, decision-makers and the wider public are aware of heritage sites, their purpose and values, and how they are governed and managed.		
General competence		General supporting knowledge and understanding
<b>HED 3</b>	Direct the development of educational and interpretation programmes at the site level.	<ul style="list-style-type: none"> <li>• National and international policies and legislation regarding cultural heritage sites, local communities, indigenous peoples, human rights and traditional knowledge.</li> <li>• National and organizational policies, strategies and guidelines on heritage education and interpretation.</li> <li>• Principles and practices for education, awareness-raising and social marketing.</li> <li>• International and national human rights and ethics principles, policies and standards.</li> <li>• Principles of heritage education and interpretation.</li> <li>• Heritage education and interpretation methods.</li> <li>• Traditional knowledge systems.</li> </ul>
Competence statement <i>The individual should be able to:</i>		Main knowledge requirements (in addition to those above)
<b>HED 3.1</b>	Direct development of outreach programmes through partnerships with local communities and accordance with national policies.	<ul style="list-style-type: none"> <li>• Principles and practices for working with local communities and traditional knowledge.</li> <li>• International best practices in heritage education and interpretation.</li> <li>• Principles of effective communication</li> <li>• Design of outreach programmes.</li> <li>• Principles and practices of participation.</li> <li>• Social marketing techniques.</li> </ul>
<b>HED 3.2</b>	Direct development and implementation of thematic interpretation and education programmes for a diverse audience.	<ul style="list-style-type: none"> <li>• International best practices in heritage education and interpretation.</li> <li>• Principles of heritage interpretation.</li> <li>• Principles and practices of participation.</li> <li>• Social marketing techniques.</li> </ul>
<b>HED 3.3</b>	Direct the design, production and deployment of awareness-raising and education facilities and installations.	<ul style="list-style-type: none"> <li>• Principles of effective communication design.</li> <li>• Principles and practices in environmentally sustainable, eco-friendly and culturally-appropriate design.</li> <li>• Principles of visitor centre planning and design.</li> <li>• Contracting procedures for design and construction projects.</li> <li>• Principles of facility management.</li> <li>• Principles of visitor management.</li> </ul>
<b>HED 3.4</b>	Direct the design and production of awareness-raising and educational materials for a diverse audience.	<ul style="list-style-type: none"> <li>• Principles and practices of effective communication design.</li> <li>• International best practices in inclusive heritage education and interpretation.</li> <li>• Media production techniques.</li> </ul>
<b>HED 3.5</b>	Develop and implement a heritage sites media strategy.	<ul style="list-style-type: none"> <li>• Media awareness.</li> <li>• Principles and practices of media relations and interactions.</li> <li>• Relevant media outlets and media personnel.</li> </ul>

CORE COMPETENCES		
LEVEL 3		SENIOR MANAGER
<b>Sustainable development (SUS)</b> Ensuring heritage protection and management conform to sustainable development principles and contribute to achieving the Sustainable Development Goals.		
General competence		General supporting knowledge and understanding
<b>SUS 3</b>	Ensure that the projects that are planned and implemented at the site are in line with the principles of sustainable development.	<ul style="list-style-type: none"> <li>National and international policies, strategies and programmes for cultural heritage management and sustainable development.</li> <li>Legislation and organizational policies and strategies for heritage management and sustainable development.</li> <li>Sustainable development principles and guidelines.</li> <li>Theory of sustainable development (the Sustainable Development Goals and sustainability issues related to inter alia climate change, environmental preservation, socio-economic development, tourism and poverty alleviation).</li> </ul>
Competence statement <i>The individual should be able to:</i>		Main knowledge requirements (in addition to those above)
<b>SUS 3.1</b>	Effectively implement sustainable heritage management practices at the site level.	<ul style="list-style-type: none"> <li>National heritage management policies and legal frameworks for sustainable development.</li> <li>International best practices in sustainable development involving cultural heritage.</li> <li>Participatory planning and decision-making techniques and their uses.</li> </ul>
<b>SUS 3.2</b>	Integrate traditional knowledge and management systems for heritage in project planning and site management and monitoring.	<ul style="list-style-type: none"> <li>Existing traditional knowledge and systems for heritage management at the site level.</li> <li>Participatory decision-making principles and methods.</li> <li>Disaster risk management strategies and techniques.</li> <li>Heritage impact assessment.</li> </ul>
<b>SUS 3.3</b>	Monitor compliance of conservation practices with sustainable heritage management strategies at the site level.	<ul style="list-style-type: none"> <li>National heritage management policies and legal frameworks for sustainable development.</li> <li>Participatory monitoring techniques and their uses.</li> </ul>
<b>SUS 3.4</b>	Direct the development of strategies and plans for sustainable tourism and public use at heritage sites.	<ul style="list-style-type: none"> <li>International best practices in sustainable development involving cultural heritage.</li> <li>Destination branding concepts and strategies.</li> <li>Visitor management strategies and techniques.</li> <li>Facility management.</li> <li>Principles and practices of participation.</li> </ul>

CORE COMPETENCES		
LEVEL 3		SENIOR MANAGER
<b>Sustainable development (SUS)</b> Ensuring heritage protection and management conform to sustainable development principles and contribute to achieving the Sustainable Development Goals.		
<b>SUS 3.5</b>	Direct the development of business plans, budgets and fee structures for visitor services and activities to ensure social, environmental and economic sustainability at the site level.	<ul style="list-style-type: none"> <li>• Strategies for destination branding.</li> <li>• Principles and practices of participation.</li> <li>• Pricing strategies.</li> <li>• Marketing strategies for cultural resources.</li> <li>• Principles of facility management.</li> <li>• Principles and techniques of visitor management.</li> </ul>
<b>SUS 3.6</b>	Systematically monitor and assess the sociocultural, environmental and economic impacts of tourism at the site level and employ effective mitigation measures.	<ul style="list-style-type: none"> <li>• Types of social, cultural and environmental impacts.</li> <li>• Sociocultural, environmental and economic data-collection and recording methods.</li> <li>• Impact-assessment principles and techniques.</li> <li>• Principles and practices of participation.</li> </ul>
<b>SUS 3.7</b>	Develop programmes for enhancing the resilience of heritage sites to the impacts of climate change and disasters.	<ul style="list-style-type: none"> <li>• Impacts of climate change.</li> <li>• Disaster risk management strategies and techniques.</li> <li>• Traditional knowledge systems.</li> </ul>
<b>SUS 3.8</b>	Create accessible facilities and venues for cultural creation and recreation.	<ul style="list-style-type: none"> <li>• Principles of cultural tourism planning and development.</li> <li>• Principles and standards of barrier-free design.</li> <li>• Facility management.</li> <li>• Principles and practices of participation.</li> </ul>
<b>SUS 3.9</b>	Facilitate activities that support the sustainable socio-economic development of local communities, including mobilizing resources linked to the site, in an appropriate manner.	<ul style="list-style-type: none"> <li>• Participatory planning and decision-making techniques and their uses.</li> <li>• Principles of free, prior and informed consent.</li> <li>• Principles and practices of participation.</li> </ul>
<b>SUS 3.10</b>	Promote and support the cultural identities and traditional knowledge and practices of local communities.	<ul style="list-style-type: none"> <li>• International best practices in heritage education and interpretation.</li> <li>• Principles and practices in community and local sustainable development.</li> <li>• Principles of free, prior and informed consent.</li> <li>• Principles of heritage interpretation.</li> <li>• Participatory planning and decision-making techniques and their uses (see CCC).</li> </ul>
<b>SUS 3.11</b>	Direct the development of disaster risk-management plans and emergency response systems.	<ul style="list-style-type: none"> <li>• Disaster risk management strategies and techniques.</li> <li>• Risk-assessment and contingency-planning techniques and procedures.</li> <li>• Options for risk and threat reduction.</li> </ul>

CORE COMPETENCES		
LEVEL 4		EXECUTIVE
<div>Applying laws and regulations (ALR)</div> <div>Ensuring that laws, regulations and rights affecting heritage sites at all levels are relevant, upheld and enforced.</div>		
General competence		General supporting knowledge and understanding
ALR 4	Establish a sound policy framework for implementing international and local heritage laws, and for developing, applying and enforcing the laws.	<ul style="list-style-type: none"><li>• International conventions and initiatives concerning cultural heritage.</li><li>• State Party's obligations under the conventions.</li><li>• National and international policy and legislation concerning cultural heritage sites.</li><li>• Non-heritage policies and laws affecting heritage sites.</li><li>• Major threats to cultural heritage sites.</li></ul>
Competence statement <i>The individual should be able to:</i>		Main knowledge requirements (in addition to those above)
ALR 4.1	Promote and coordinate the integration of international heritage laws into national heritage policies, strategies, laws and regulations.	<ul style="list-style-type: none"><li>• Procedures for the development and approval of legislation.</li><li>• Decision-making structures and processes affecting legislation and its implementation.</li></ul>
ALR 4.2	Coordinate the implementation of conventions at the national level.	<ul style="list-style-type: none"><li>• The responsibilities of national and international institutions in the implementation and monitoring of the conventions.</li></ul>
ALR 4.3	Coordinate the development and implementation of standards and operating procedures for the protection of cultural sites.	<ul style="list-style-type: none"><li>• Major threats to heritage values and their root causes.</li><li>• Principles and practices of law enforcement and security operations.</li></ul>
ALR 4.4	Monitor organizational compliance with international obligations, national regulatory frameworks and law enforcement operations, in cooperation with other agencies.	<ul style="list-style-type: none"><li>• International initiatives and agreements to protect cultural sites.</li><li>• National law enforcement and security agencies, and their mandates and responsibilities.</li><li>• International initiatives and agreements to combat illicit trade in cultural heritage sites.</li></ul>
ALR 4.5	Contribute to the development of policies and/or legal responses to new understanding and significant threats affecting heritage sites.	<ul style="list-style-type: none"><li>• Emerging ideas and concepts concerning cultural heritage management.</li><li>• Roles of other relevant sectors and related policy and legislation.</li><li>• International best practice in heritage policy and legislation.</li></ul>

CORE COMPETENCES		
LEVEL 4		EXECUTIVE
<b>Heritage policies, principles, processes and ethics (HER)</b> Incorporating and implementing heritage principles, charters and conventions at all stages of the heritage management process.		
General competence		General supporting knowledge and understanding
<b>HER 4</b>	Enable the incorporation of heritage principles and conventions into cultural heritage protection systems at the national and sub-national levels.	<ul style="list-style-type: none"> <li>• International conventions and charters concerning cultural heritage.</li> <li>• The responsibilities of national and international institutions involved in the implementation and monitoring of conventions.</li> <li>• The obligations of the State Party under the conventions.</li> <li>• Relevant best practice examples.</li> <li>• Values-based approaches to cultural heritage management.</li> <li>• National and regional policy and legislation regarding planning, development and heritage, and heritage-related issues.</li> <li>• Governance and decision-making process.</li> <li>• Capacity to influence and/or sensitize non-heritage actors, especially in national development planning.</li> </ul>
Competence statement <i>The individual should be able to:</i>		Main knowledge requirements (in addition to those above)
<b>HER 4.1</b>	Enable the development of and promote policies for a values-based heritage protection system at the national level.	<ul style="list-style-type: none"> <li>• Legal and organizational requirements for a values-based heritage protection system.</li> <li>• Roles of other relevant sectors and related policy and legislation.</li> <li>• Human rights principles.</li> </ul>
<b>HER 4.2</b>	Coordinate the development of heritage management guidelines and systems based on heritage principles and conventions.	<ul style="list-style-type: none"> <li>• Legal and organizational requirements for a values-based heritage protection system.</li> <li>• Roles of other relevant sectors and related policy and legislation.</li> <li>• Principles and practices of participation.</li> </ul>
<b>HER 4.3</b>	Guide the development and implementation of values-based heritage protection guidelines and processes at the national and site levels.	<ul style="list-style-type: none"> <li>• Legal and organizational requirements for a values-based heritage protection system.</li> <li>• Roles of other relevant sectors and related policy and legislation.</li> <li>• Impact of tourism management.</li> </ul>
<b>HER 4.4</b>	Ensure organizational policies and procedures follow established international and national heritage protection principles, ethical, and human rights standards.	<ul style="list-style-type: none"> <li>• International heritage and human rights conventions, principles and charters.</li> <li>• Sustainable development policies and targets.</li> </ul>
<b>HER 4.5</b>	Enable the integration of traditional knowledge systems for heritage management into heritage policies, principles and processes at the national and site levels.	<ul style="list-style-type: none"> <li>• Existing traditional knowledge system(s) for heritage management in the country.</li> <li>• International best practice for integrating traditional knowledge systems into heritage policies and processes.</li> </ul>
<b>HER 4.6</b>	Contribute significantly to initiatives for improving heritage principles and practices.	<ul style="list-style-type: none"> <li>• Requirements of the operational guidelines.</li> <li>• In-depth knowledge of general and discipline-specific heritage principles.</li> </ul>



CORE COMPETENCES		
LEVEL 4		EXECUTIVE
<div>Community, rights and knowledge (CRK)</div> <div>Ensuring the realization of the rights of local communities and integrating traditional knowledge into conservation processes and actions.</div>		
General competence		General supporting knowledge and understanding
CRK 4	Ensure that heritage protection decisions and activities comply with human rights instruments and that rights issues and inequalities are adequately addressed.	<ul style="list-style-type: none"><li>• The various stakeholders, communities and cultures across the cultural heritage sites and surrounding areas.</li><li>• National and international policies, legislation, plans and assistance programmes relevant to cultural heritage sites, local communities, indigenous peoples, human rights and traditional knowledge.</li><li>• Importance of rights-based approaches and integration of traditional knowledge into cultural heritage management.</li><li>• Principles and ethical practices of participation.</li><li>• International and national legal responsibilities and best practices.</li></ul>
Competence statement <i>The individual should be able to:</i>		Main knowledge requirements (in addition to those above)
CRK 4.1	Ensure all heritage management policies, regulatory frameworks and procedures are respectful of the rights of local communities and allow the integration of traditional knowledge systems.	<ul style="list-style-type: none"><li>• Gender mainstreaming.</li><li>• Principles of free, prior and informed consent.</li></ul>
CRK 4.2	Ensure all policies and projects contribute to the full realization of the rights of local communities.	<ul style="list-style-type: none"><li>• International best practices for heritage policy concerning the rights of local communities.</li></ul>
CRK 4.3	Ensure all heritage management practices adhere to the principles of ethical practices.	<ul style="list-style-type: none"><li>• Principles and ethical practices of participation.</li></ul>
CRK 4.4	Institutionalize the formal participation of local communities in the management of heritage sites and enable the integration of traditional knowledge systems.	<ul style="list-style-type: none"><li>• International best practices for formal participation of communities in the management of heritage sites.</li></ul>

CORE COMPETENCES		
LEVEL 4		EXECUTIVE
<b>Heritage education and interpretation (HED)</b> Ensuring that local stakeholders, visitors, decision-makers and the wider public are aware of heritage sites, their purpose and values, and how they are governed and managed.		
General competence		General supporting knowledge and understanding
<b>HED 4</b>	<b>Enable educational and interpretation programmes at the national and sub-national levels.</b>	<ul style="list-style-type: none"> <li>• National and international policies and legislation regarding cultural heritage sites, local communities, indigenous peoples, human rights and traditional knowledge.</li> <li>• National and international policies, strategies and guidelines on heritage education and interpretation.</li> <li>• Principles of heritage education and interpretation.</li> <li>• Details of heritage sites in the country/territory.</li> <li>• Principles and practices of participation.</li> </ul>
Competence statement <i>The individual should be able to:</i>		Main knowledge requirements (in addition to those above)
<b>HED 4.1</b>	Coordinate the development of a strategy for heritage visibility, awareness and education at the national level.	<ul style="list-style-type: none"> <li>• National regulations related to education curriculum development.</li> <li>• Structure and function of the education sector.</li> <li>• Existing heritage training curricula at all levels.</li> <li>• International best practices in heritage education and interpretation.</li> </ul>
<b>HED 4.2</b>	Promote the inclusion of heritage management issues in education curricula at all levels.	<ul style="list-style-type: none"> <li>• International best practices for heritage policy concerning the rights of local communities.</li> </ul>
<b>HED 4.3</b>	Coordinate the development of national policies, strategies and guidelines on equitable access to and participation in heritage-based activities.	<ul style="list-style-type: none"> <li>• National policies, strategies and guidelines on equitable access to and participation in heritage-based activities.</li> <li>• International best practices in heritage education and interpretation.</li> </ul>
<b>HED 4.4</b>	Coordinate the development of communication plans according to government policies.	<ul style="list-style-type: none"> <li>• Participatory planning and decision-making processes.</li> </ul>
<b>HED 4.5</b>	Contribute significantly to international initiatives for improving awareness, education and information related to heritage sites.	<ul style="list-style-type: none"> <li>• Options for and best practice examples in improving awareness, education and interpretation in and around heritage sites.</li> </ul>

CORE COMPETENCES		
LEVEL 4		EXECUTIVE
<b>Sustainable development (SUS)</b> Ensuring heritage protection and management conform to sustainable development principles and contribute to achieving the Sustainable Development Goals.		
General competence		General supporting knowledge and understanding
<b>SUS 4</b>	Enable the integration of cultural heritage within national sustainable development strategies.	<ul style="list-style-type: none"> <li>• Theory of sustainable development (Sustainable Development Goals and sustainability issues related to inter alia climate change, environmental preservation, socio-economic development, tourism and poverty alleviation, sustainable cities).</li> <li>• National and international policies, strategies and programmes for cultural heritage management and sustainable development.</li> <li>• Sustainable development principles and guidelines.</li> <li>• Relevant best practice and examples.</li> </ul>
Competence statement <i>The individual should be able to:</i>		Main knowledge requirements (in addition to those above)
<b>SUS 4.1</b>	Coordinate the development of national heritage management policies and legal frameworks in line with the principles of sustainable development.	<ul style="list-style-type: none"> <li>• International best practices in sustainable development involving cultural heritage.</li> <li>• Disaster risk management strategies and techniques.</li> <li>• Principles and practices of participation.</li> </ul>
<b>SUS 4.2</b>	Lead and evaluate national and regional sustainable heritage development strategies.	<ul style="list-style-type: none"> <li>• International best practices in sustainable development involving cultural heritage.</li> <li>• Disaster risk management strategies and techniques.</li> <li>• Principles and practices of participation.</li> </ul>
<b>SUS 4.3</b>	Enable the integration of traditional knowledge systems into national sustainable development strategies.	<ul style="list-style-type: none"> <li>• Principles and practices for working with local communities and traditional knowledge.</li> <li>• Existing traditional knowledge and systems for heritage management at the site level.</li> <li>• Participatory decision-making principles and methods.</li> </ul>
<b>SUS 4.4</b>	Develop sustainable heritage management strategies at the national level.	<ul style="list-style-type: none"> <li>• National heritage management policies and legal frameworks for sustainable development.</li> <li>• Principles and practices of participation.</li> </ul>
<b>SUS 4.5</b>	Coordinate the development of a sustainable heritage tourism strategy at the national level.	<ul style="list-style-type: none"> <li>• International best practices in sustainable development involving cultural heritage.</li> <li>• Sustainable tourism principles and best practices.</li> <li>• Destination branding concepts and strategies.</li> <li>• Visitor management strategies and techniques.</li> <li>• Facility management.</li> </ul>
<b>SUS 4.6</b>	Establish international cultural cooperation programmes for the protection of cultural diversity.	<ul style="list-style-type: none"> <li>• Scope of work of international bodies related to cultural heritage.</li> <li>• International cultural cooperation programmes for the protection of cultural diversity.</li> </ul>
<b>SUS 4.7</b>	Enable the development of sustainable practice guidelines and implementation at the site level.	<ul style="list-style-type: none"> <li>• Theory of sustainable development (the Sustainable Development Goals and sustainability issues related to inter alia climate change, environmental preservation, socio-economic development, tourism and poverty alleviation).</li> <li>• International best practices in sustainable development involving cultural heritage.</li> <li>• Principles and practices of participation.</li> </ul>

## 3.2

# Managerial Competences



MANAGERIAL COMPETENCES		
LEVEL 1		SKILLED WORKER
<b>Human capital management (HCM)</b> Establishing an adequate, competent, well-managed and supported workforce for heritage protection and management.		
General competence		General supporting knowledge and understanding
<b>HCM 1</b>	Supervise and instruct small work teams to complete specific tasks.	<ul style="list-style-type: none"> <li>• Relevant policies and operating procedures.</li> <li>• Principles of supervisory management.</li> <li>• Communication skills.</li> </ul>
<b>Competence statement</b> <i>The individual should be able to:</i>		<b>Main knowledge requirements (in addition to those above)</b>
<b>HCM 1.1</b>	Supervise and motivate work groups in completing practical tasks.	<ul style="list-style-type: none"> <li>• Basic supervisory and motivational techniques.</li> <li>• Personnel procedures of the organization.</li> <li>• Details of technical tasks to be completed.</li> </ul>
<b>HCM 1.2</b>	Maintain and submit records of work activities.	<ul style="list-style-type: none"> <li>• Work recording systems of the organization.</li> </ul>
<b>Financial and operations management (FOM)</b> Ensuring that heritage sites and organizations are adequately financed and resourced, and that resources are deployed and used effectively and efficiently.		
General competence		General supporting knowledge and understanding
<b>FOM 1</b>	Account for the money and resources provided for specific activities.	<ul style="list-style-type: none"> <li>• Numeracy and literacy.</li> <li>• Basic financial procedures.</li> <li>• Relevant policies and operating procedures.</li> </ul>
<b>Competence statement</b> <i>The individual should be able to:</i>		<b>Main knowledge requirements (in addition to those above)</b>
<b>FOM 1.1</b>	Collect and present evidence of expenditure and other financial transactions.	<ul style="list-style-type: none"> <li>• Basic financial record-keeping procedures and requirements of the organization.</li> </ul>
<b>FOM 1.2</b>	Provide basic interpretative/ educational presentations.	<ul style="list-style-type: none"> <li>• Basic inventory/stores and maintenance procedures of the organization.</li> </ul>

MANAGERIAL COMPETENCES		
LEVEL 1		SKILLED WORKER
<b>Information management and administration (IMA)</b> Establishing and implementing procedures for information management, documentation and reporting.		
General competence		General supporting knowledge and understanding
<b>IMA 1</b>	Keep basic records of activities as required by the organization.	<ul style="list-style-type: none"> <li>• Relevant policies and operating procedures.</li> <li>• Principles of supervisory management.</li> <li>• Communication skills.</li> </ul>
<b>Competence statement</b> <i>The individual should be able to:</i>		<b>Main knowledge requirements (in addition to those above)</b>
<b>IMA 1.1</b>	Maintain records of work activities.	<ul style="list-style-type: none"> <li>• Familiarity with record-keeping forms and documents used by the heritage organization.</li> <li>• Use of digital devices (e.g. GPS, SMART).</li> </ul>
<b>IMA 1.2</b>	Prepare basic written reports of work activities.	<ul style="list-style-type: none"> <li>• Familiarity with reporting requirements and formats of the heritage organization.</li> <li>• Use of digital devices (e.g. GPS, SMART).</li> </ul>
<b>Communication, collaboration and coordination (CCC)</b> Building and using the skills required to communicate and collaborate effectively.		
General competence		General supporting knowledge and understanding
<b>CCC 1</b>	Communicate effectively with co-workers, stakeholders and visitors.	<ul style="list-style-type: none"> <li>• Benefits of good communication.</li> <li>• Literacy (speaking, reading and writing)</li> </ul>
<b>Competence statement</b> <i>The individual should be able to:</i>		<b>Main knowledge requirements (in addition to those above)</b>
<b>CCC 1.1</b>	Communicate effectively with others in the workplace.	<ul style="list-style-type: none"> <li>• Basic communication techniques and their uses, advantages and disadvantages.</li> </ul>
<b>CCC 1.2</b>	Provide on-the-job instruction for practical tasks.	<ul style="list-style-type: none"> <li>• Basic inventory/stores and maintenance procedures of the organization.</li> </ul>
<b>CCC 1.3</b>	Use effective communication techniques to prevent interpersonal conflict.	<ul style="list-style-type: none"> <li>• Techniques for de-escalating arguments and verbal conflicts and for presenting and defending unpopular positions and arguments.</li> <li>• Suitability of various techniques for different situations and actors.</li> </ul>



MANAGERIAL COMPETENCES		
LEVEL 2		MIDDLE MANAGER / TECHNICAL SPECIALIST
<div>Human capital management (HCM)</div> <div>Establishing an adequate, competent, well-managed and supported workforce for heritage protection and management.</div>		
General competence		General supporting knowledge and understanding
HCM 2	Lead and support teams and individuals conducting conservation work.	<ul style="list-style-type: none"><li>• Relevant policies and operating procedures.</li><li>• Principles of supervisory management.</li><li>• Communication skills.</li></ul>
Competence statement <i>The individual should be able to:</i>		Main knowledge requirements (in addition to those above)
HCM 2.1	Prepare work plans and monitor their implementation.	<ul style="list-style-type: none"><li>• The goals, objectives and required outputs of the management plan and work plans of the heritage site or heritage organization.</li><li>• Structured approaches to work planning.</li></ul>
HCM 2.2	Supervise, motivate and evaluate the performance of individuals and teams, including identifying causes of poor performance and workplace conflicts, and recommend appropriate actions.	<ul style="list-style-type: none"><li>• Motivational and instructional techniques.</li><li>• Technical details of the tasks to be completed.</li><li>• Communication techniques for listening and providing feedback.</li><li>• Conflict resolution techniques.</li></ul>
HCM 2.3	Plan and organize the delivery of training and learning activities.	<ul style="list-style-type: none"><li>• Training and learning needs assessment techniques.</li><li>• Options for the provision and delivery of training and learning.</li><li>• Methods for assessing the impact of training and learning.</li></ul>
HCM 2.4	Maintain personnel and activity records.	<ul style="list-style-type: none"><li>• Personnel file procedures and systems of the organization.</li><li>• Data protection and security legislation and requirements.</li></ul>

MANAGERIAL COMPETENCES		
LEVEL 2		MIDDLE MANAGER / TECHNICAL SPECIALIST
<b>Financial and operations management (FOM)</b> Ensuring that heritage sites and organizations are adequately financed and resourced, and that resources are effectively and efficiently deployed and used.		
General competence		General supporting knowledge and understanding
FOM 2	Manage, monitor and account for financial and other resources required for managing a heritage organization.	<ul style="list-style-type: none"><li>Organizational policies and procedures for financial and inventory management.</li><li>Principles and practices of bookkeeping.</li><li>Record keeping and organization.</li></ul>
Competence statement <i>The individual should be able to:</i>		Main knowledge requirements (in addition to those above)
FOM 2.1	Keep books, accounts and inventory records.	<ul style="list-style-type: none"><li>Accounting legislation and practices.</li><li>The bookkeeping and accounting system of the organization.</li></ul>
FOM 2.2	Prepare reports on finances and assets.	<ul style="list-style-type: none"><li>Accounting legislation and practices.</li><li>Accounting system of the organization.</li><li>Tax regulations applying to the heritage site or organization.</li><li>Audit and inspection requirements and procedures.</li></ul>
FOM 2.3	Manage cash and cash transactions.	<ul style="list-style-type: none"><li>Accounting legislation and practices.</li><li>Bookkeeping system of the organization.</li><li>Cash management procedures.</li></ul>
FOM 2.4	Conduct procurement and purchasing according to prescribed procedures.	<ul style="list-style-type: none"><li>Legislation regarding procurement and purchasing.</li><li>Procurement and purchasing procedures of the organization and of donors.</li></ul>
FOM 2.5	Identify costs and material requirements for work activities.	<ul style="list-style-type: none"><li>The material needs for common management tasks.</li><li>Estimated needs for materials.</li></ul>
FOM 2.6	Ensure the availability and maintenance of assets, equipment, stores and supplies.	<ul style="list-style-type: none"><li>Asset and inventory management procedures of the organization.</li><li>Recurrent needs of the organization for equipment and supplies.</li></ul>

MANAGERIAL COMPETENCES		
LEVEL 2		MIDDLE MANAGER / TECHNICAL SPECIALIST
<b>Information management and administration (IMA)</b> Establishing and implementing procedures for information management, documentation and reporting.		
General competence		General supporting knowledge and understanding
IMA 2	Prepare and manage accurate documentation of management activities according to required procedures.	<ul style="list-style-type: none"><li>• Organizational policies and procedures for administration.</li><li>• Principles and practices of information and knowledge management;</li><li>• Planning, analysis and reporting of work programmes.</li><li>• Report formats and writing styles.</li></ul>
Competence statement <i>The individual should be able to:</i>		Main knowledge requirements (in addition to those above)
IMA 2.1	Prepare analytical and technical reports and assessments.	<ul style="list-style-type: none"><li>• The structure and content of scientific and technical reports.</li><li>• Techniques for clear writing and the presentation of information.</li><li>• Analytical techniques.</li></ul>
IMA 2.2	Prepare formal reports of activities and projects.	<ul style="list-style-type: none"><li>• Reporting requirements and formats used by the heritage organization and donors.</li><li>• Techniques for clear writing and the presentation of information.</li></ul>
IMA 2.3	Contribute to meetings and document the proceedings.	<ul style="list-style-type: none"><li>• Protocols and procedures for meetings.</li><li>• Minute taking and documentation of meetings.</li><li>• Good communication skills.</li></ul>
IMA 2.4	Undertake and maintain accurate and secure documentation of data, activities and events.	<ul style="list-style-type: none"><li>• Information management systems.</li><li>• Use of information storage, databases and management information systems used by the heritage organization.</li><li>• Computer and database use.</li><li>• Legal requirements for data protection and security.</li></ul>

MANAGERIAL COMPETENCES		
LEVEL 2		MIDDLE MANAGER / TECHNICAL SPECIALIST
<b>Communication, collaboration and coordination (CCC)</b> Building and using the skills required to communicate and collaborate effectively.		
General competence		General supporting knowledge and understanding
<b>CCC 2</b>	Use formal and informal means for communicating with others using appropriate techniques and media.	<ul style="list-style-type: none"> <li>• Basic communication theory.</li> <li>• Benefits and risks associated with communication.</li> <li>• Effective communication techniques and their uses.</li> <li>• Awareness of the different communication approaches required for different groups and individuals.</li> </ul>
Competence statement <i>The individual should be able to:</i>		Main knowledge requirements (in addition to those above)
<b>CCC 2.1</b>	Ensure effective interpersonal communication.	<ul style="list-style-type: none"> <li>• Communication techniques and their uses.</li> <li>• Awareness of the different communication approaches required for different groups and individuals.</li> </ul>
<b>CCC 2.2</b>	Make effective verbal presentations.	<ul style="list-style-type: none"> <li>• Effective verbal communication techniques and their uses.</li> <li>• Use of visual aids to support presentations.</li> </ul>
<b>CCC 2.3</b>	Communicate effectively in writing.	<ul style="list-style-type: none"> <li>• Effective written communication techniques and their uses.</li> <li>• Awareness of the different communication approaches required for different groups and individuals.</li> </ul>
<b>CCC 2.4</b>	Ensure effective collaboration and teamwork in the workplace.	<ul style="list-style-type: none"> <li>• Principles and practices of effective teamwork and collaboration.</li> </ul>
<b>CCC 2.5</b>	Provide mentoring and guidance for colleagues and supervised staff.	<ul style="list-style-type: none"> <li>• Interpersonal skills.</li> <li>• Mentoring and coaching skills and techniques.</li> <li>• Relevant technical expertise.</li> </ul>
<b>CCC 2.6</b>	Identify and address interpersonal conflicts.	<ul style="list-style-type: none"> <li>• Effective conflict resolution approaches and practical techniques, such as negotiation, mitigation, seeking compromise and win-win solutions, etc.</li> </ul>
<b>CCC 2.7</b>	Deliver training and learning programmes.	<ul style="list-style-type: none"> <li>• Teaching, instructional and practical training skills and techniques.</li> <li>• Good knowledge of the training topic.</li> </ul>
<b>CCC 2.8</b>	Facilitate meetings, discussions and workshops.	<ul style="list-style-type: none"> <li>• A range of facilitation techniques for use in different situations.</li> <li>• Formats and procedures for formal meetings.</li> <li>• Principles and practices of participation.</li> <li>• Profiles, interests and needs of those engaged in events.</li> </ul>

MANAGERIAL COMPETENCES		
LEVEL 3		SENIOR MANAGER
<b>Organizational governance, heritage planning and strategic management (OPM)</b> Establishing and sustaining well governed, managed and led organizations, able to provide strategic frameworks for heritage protection, planning and management.		
General competence		General supporting knowledge and understanding
OPM 3	Provide strategic and effective leadership of a heritage organization or traditional heritage system and direct the development and implementation of strategies, plans and projects for achieving heritage protection and management objectives.	<ul style="list-style-type: none"><li>• Legislation and organizational policies and procedures for heritage sites management and administration.</li><li>• Principles and processes of project design and planning.</li><li>• Principles and practices of organizational capacity building.</li><li>• Principles and practices of good governance, participation and partnership building.</li></ul>
Competence statement <i>The individual should be able to:</i>		Main knowledge requirements (in addition to those above)
OPM 3.1	Enable and establish mechanisms to build the capacity of a heritage organization or traditional system.	<ul style="list-style-type: none"><li>• National policies and practices for administering and resourcing heritage organizations and heritage sites.</li><li>• Details of staffing plans, capacity building strategies, business plans and other similar documents.</li><li>• Options for securing resources and improving capacity.</li></ul>
OPM 3.2	Establish procedures for strategic, planned and adaptive management of a heritage organization, including systematic planning and monitoring of management activities.	<ul style="list-style-type: none"><li>• Strategic and management planning.</li><li>• Principles and practices in adaptive and values-based management.</li><li>• Work planning techniques and formats.</li><li>• Staff and resources available to the heritage organization or traditional system.</li></ul>
OPM 3.3	Build networks and develop collaborative relationships with relevant organizations and stakeholder groups.	<ul style="list-style-type: none"><li>• The mandates, functions, roles and rights of all relevant institutions and/or groups.</li><li>• Methods for communication, networking and partnership building.</li></ul>
OPM 3.4	Ensure the establishment and implementation of participation and good governance.	<ul style="list-style-type: none"><li>• Analysis of rights holders and stakeholders related to the heritage site.</li><li>• The principles and practices of participation and various forms of participatory governance.</li></ul>
OPM 3.5	Establish systems and procedures for ensuring public health, safety and security in a heritage site or organization.	<ul style="list-style-type: none"><li>• Legislation relevant to health, safety and security.</li><li>• Health, safety and security audit techniques.</li><li>• Best practices in health, safety and security management.</li><li>• Main threats to health, safety and security.</li><li>• Options for insurance and compensation.</li></ul>
OPM 3.6	Promote and implement change and innovation in heritage management.	<ul style="list-style-type: none"><li>• Results of research, projects, activities at other heritage sites and institutions.</li><li>• International guidance, best practices and experiences.</li><li>• New tools and technologies that can support heritage management.</li><li>• Principles of change management.</li></ul>

MANAGERIAL COMPETENCES		
LEVEL 3		SENIOR MANAGER
<b>Organizational governance, heritage planning and strategic management (OPM)</b> Establishing and sustaining well governed, managed and led organizations, able to provide strategic frameworks for heritage protection, planning and management.		
<b>OPM 3.7</b>	Ensure effective and respectful management and transfer of information and knowledge (including traditional knowledge).	<ul style="list-style-type: none"> <li>Principles and practices in knowledge and data management.</li> <li>Information security protocols.</li> <li>Legal requirements for data management, access and use.</li> <li>Systems for information storage and retrieval.</li> <li>Legal requirements and cultural practices for access and use of traditional knowledge and traditional knowledge transfer.</li> </ul>
<b>OPM 3.8</b>	Direct the participatory development of management plans and other planning documents for a heritage site.	<ul style="list-style-type: none"> <li>National legislation and regulations for management planning.</li> <li>International and national practices and guidance on management planning.</li> <li>Values assessment.</li> <li>Methods for ensuring the participation of rights holders and stakeholders and respect for their needs, rights and priorities.</li> <li>Documentation and integration of the traditional knowledge and practices of indigenous peoples and local communities.</li> </ul>
<b>OPM 3.9</b>	Direct a structured assessment of the factors affecting a heritage site.	<ul style="list-style-type: none"> <li>Application of standard/comprehensive frameworks for assessment and identification of factors affecting the site.</li> </ul>
<b>OPM 3.10</b>	Direct the development of risk/disaster assessments and contingency plans.	<ul style="list-style-type: none"> <li>The potential threats and risks to the heritage site and their impacts.</li> <li>Risk assessment and contingency planning techniques and procedures.</li> <li>Options for risk prevention and mitigation.</li> </ul>
<b>OPM 3.11</b>	Direct the development of heritage impact assessments (HIAs), environmental impact assessments (EIAs) and social impact assessments (SIAs) of projects and proposals that affect or could potentially affect the values of a heritage site.	<ul style="list-style-type: none"> <li>Principles and guidance on HIAs, EIAs and SIAs.</li> <li>Legislation and processes related to HIAs, EIAs and SIAs.</li> </ul>
<b>OPM 3.12</b>	Direct the development and implementation of programmes and projects.	<ul style="list-style-type: none"> <li>The main likely potential donors and required formats for proposals.</li> <li>Project identification and planning processes.</li> <li>Participatory approaches.</li> <li>Proposal writing.</li> <li>Project management techniques and processes.</li> <li>Relevant monitoring and reporting systems used by funders.</li> <li>Principles of monitoring and use of various types of indicator.</li> </ul>
<b>OPM 3.13</b>	Direct the implementation of relevant national and regional strategies and plans at site level.	<ul style="list-style-type: none"> <li>Knowledge of national plans and strategies affecting heritage sites and heritage resources (e.g. arts and culture strategy development; building and construction strategies; tourism strategies; sustainable development strategies and action plans; climate change strategies; risk preparedness strategies; etc.).</li> <li>Relevant international conventions and agreements and their reporting requirements.</li> <li>Roles of related sectors and their strategies and plans.</li> </ul>
<b>OPM 3.14</b>	Direct the planning, implementation and monitoring of major construction projects, including the need to carry out impact assessments.	<ul style="list-style-type: none"> <li>Laws and regulations for urbanization and construction.</li> <li>Design and construction parameters, principles and practices.</li> <li>Official processes for tendering and awarding contracts.</li> <li>The main stages of the design and construction process and the actors involved.</li> <li>Impact assessment legislation, processes and guidance.</li> </ul>



MANAGERIAL COMPETENCES		
LEVEL 3		SENIOR MANAGER
<b>Human capital management (HCM)</b> Establishing an adequate, competent, well-managed and supported workforce for heritage protection and management.		
General competence		General supporting knowledge and understanding
HCM 3	Ensure that personnel working in heritage sites or with heritage resources are sufficient, competent and well managed, led and motivated.	<ul style="list-style-type: none"><li>• Legislation and organizational policies and procedures for HR management.</li><li>• Principles and practices of human resource management.</li><li>• Principles and practices of capacity assessment and development.</li></ul>
Competence statement <i>The individual should be able to:</i>		Main knowledge requirements (in addition to those above)
HCM 3.1	Identify personnel needs and structures for a heritage administration; define the position descriptions; and set performance-standards appraisal processes.	<ul style="list-style-type: none"><li>• Norms for organizational structures, job descriptions, etc.</li><li>• Options for personnel organization and institutional structures (e.g. vertical and horizontal structures).</li><li>• Competence-based approaches to human resource planning and management.</li><li>• Performance-appraisal processes.</li></ul>
HCM 3.2	Oversee and ensure the adoption of comprehensive personnel procedures within a heritage administration.	<ul style="list-style-type: none"><li>• Employment legislation.</li><li>• Norms and standards for personnel procedures.</li></ul>
HCM 3.3	Establish systems and procedures to ensure high standards of ethics and behaviour among staff and partners.	<ul style="list-style-type: none"><li>• Prevalent forms of dishonest and illegal behaviour likely to affect the heritage organization or heritage site and its personnel and partners.</li><li>• National and international legislation and principles regarding corruption and human rights.</li><li>• Methods of preventing, avoiding and resisting dishonest and illegal behaviour.</li></ul>
HCM 3.4	Ensure suitable working conditions, welfare, health, safety and security for personnel and other users.	<ul style="list-style-type: none"><li>• Health and safety legislation.</li><li>• Risk assessment and health and safety audit and planning procedures.</li><li>• Security audit techniques.</li><li>• Main risks and hazards affecting personnel.</li></ul>
HCM 3.5	Identify capacity building needs and institute capacity building programmes for personnel, stakeholders and partners.	<ul style="list-style-type: none"><li>• Communication techniques for listening and providing feedback.</li><li>• Conflict resolution techniques.</li><li>• The personnel procedures of the heritage site or heritage organization.</li></ul>
HCM 3.6	Identify causes of poor performance and workplace conflicts and take appropriate actions.	<ul style="list-style-type: none"><li>• Communication techniques for listening and providing feedback.</li><li>• Conflict resolution techniques.</li><li>• The personnel procedures of the heritage site or heritage organization.</li></ul>

MANAGERIAL COMPETENCES		
LEVEL 3		SENIOR MANAGER
<b>Financial and operations management (FOM)</b> Ensuring that heritage sites and organizations are adequately financed and resourced, and that resources are effectively and efficiently deployed and used.		
General competence		General supporting knowledge and understanding
<b>FOM 3</b>	<b>Identify and secure adequate financial and physical resources for the management of heritage sites and ensure the effective and efficient use of those resources.</b>	<ul style="list-style-type: none"> <li>• Legal and organizational procedures and requirements for financial management.</li> <li>• Principles and practices of bookkeeping and financial management.</li> </ul>
Competence statement <i>The individual should be able to:</i>		Main knowledge requirements (in addition to those above)
<b>FOM 3.1</b>	Ensure compliance with legislation and with the required procedures for financial management and use, and the allocation of resources.	<ul style="list-style-type: none"> <li>• Legislation, regulations and norms relevant to the management of finances and assets of heritage sites.</li> <li>• Professional procedures for accounting, bookkeeping and inventory management.</li> </ul>
<b>FOM 3.2</b>	Prepare a business plan and/or a sustainable financing plan.	<ul style="list-style-type: none"> <li>• Legislation, regulations and norms for budgeting.</li> <li>• Financial planning and accounting procedures.</li> <li>• Details of the management plan and business plan for the heritage site.</li> </ul>
<b>FOM 3.3</b>	Prepare annual budgets, financing and resourcing plans.	<ul style="list-style-type: none"> <li>• Legislation, regulations and norms for budgeting.</li> <li>• Financial planning and accounting procedures.</li> <li>• Details of the management plan and business plan for the heritage site.</li> </ul>
<b>FOM 3.4</b>	Direct the preparation of financial reports and the information required for audits.	<ul style="list-style-type: none"> <li>• Legislation, regulations and procedures regarding financial reporting and auditing.</li> </ul>
<b>FOM 3.5</b>	Identify and secure funding and physical resources for the protection and management of a heritage site.	<ul style="list-style-type: none"> <li>• Legislation, regulations and norms relevant to funding and resourcing of heritage sites and heritage organizations.</li> <li>• Policies and criteria used by funding agencies.</li> <li>• Sources of support for acquisition of resources.</li> <li>• Procurement procedures of supporting organizations and donors.</li> </ul>
<b>FOM 3.6</b>	Negotiate and oversee contracts and financial terms for constructions, concessions and management agreements.	<ul style="list-style-type: none"> <li>• Legislation, regulations and norms regarding contracts, concessions and public-private partnerships for heritage sites and heritage organizations.</li> <li>• Details of policies and options for contracting in the heritage site or organization.</li> </ul>

MANAGERIAL COMPETENCES		
LEVEL 3		SENIOR MANAGER
<b>Information management and administration (IMA)</b> Establishing and implementing procedures for information management, documentation and reporting.		
General competence		General supporting knowledge and understanding
IMA 3	Ensure that a comprehensive system of administrative documentation and reporting is in place for the heritage organization.	<ul style="list-style-type: none"><li>• Legislation and organizational procedures for documentation and reporting.</li><li>• Skills for information analysis and synthesis.</li><li>• Report-writing formats and styles.</li><li>• Information management, storage and retrieval systems.</li></ul>
Competence statement <i>The individual should be able to:</i>		Main knowledge requirements (in addition to those above)
IMA 3.1	Compile and prepare formal reports on activities.	<ul style="list-style-type: none"><li>• Reporting requirements and formats.</li><li>• Analytical skills.</li><li>• Techniques for clear writing and presentation of information.</li></ul>
IMA 3.2	Ensure documentation of meetings, consultations and negotiations.	<ul style="list-style-type: none"><li>• Meeting protocols.</li><li>• Communication and meeting management techniques.</li><li>• Systems for document storage and retrieval.</li></ul>
IMA 3.3	Ensure that full activity records and documentation are maintained and secured.	<ul style="list-style-type: none"><li>• Information management approaches and methods.</li><li>• Options for security and back up.</li><li>• Legal requirements for data protection and security.</li><li>• Uses of and requirements for information technology (computers, peripherals, networks, etc).</li></ul>
IMA 3.4	Implement measures for comprehensive monitoring and reporting on organizational performance.	<ul style="list-style-type: none"><li>• Mandate and responsibilities of the heritage organization.</li><li>• National requirements for monitoring and reporting.</li><li>• Details of the management plan and its provisions for monitoring.</li><li>• Recognized monitoring and evaluation systems.</li></ul>

MANAGERIAL COMPETENCES		
LEVEL 3		SENIOR MANAGER
<b>Communication, collaboration and coordination (CCC)</b> Building and using the skills required to communicate and collaborate effectively.		
General competence		General supporting knowledge and understanding
<b>CCC 3</b>	Maintain effective communications within and by a heritage organization.	<ul style="list-style-type: none"> <li>• Communication theory.</li> <li>• Principles of organizational communication.</li> <li>• Benefits and risks associated with communication.</li> </ul>
Competence statement <i>The individual should be able to:</i>		Main knowledge requirements (in addition to those above)
<b>CCC 3.1</b>	Maintain effective communications within a heritage organization.	<ul style="list-style-type: none"> <li>• Use of effective communication techniques and their application in management and smooth running of the organization.</li> <li>• Uses of effective tools and aids to support good communication.</li> </ul>
<b>CCC 3.2</b>	Maintain effective communication and good working relations with stakeholders and partners.	<ul style="list-style-type: none"> <li>• Use of effective communication techniques to ensure maintenance of good relations.</li> <li>• Importance and benefits of maintaining regular two-way communication.</li> <li>• Stakeholders and partners and their different communication styles and needs.</li> </ul>
<b>CCC 3.3</b>	Ensure that full activity records and documentation are maintained and secured.	<ul style="list-style-type: none"> <li>• Mandate and responsibilities of the heritage organization.</li> <li>• National requirements for monitoring and reporting.</li> <li>• Details of the management plan and its provisions for monitoring.</li> <li>• Recognized monitoring and evaluation systems.</li> </ul>

MANAGERIAL COMPETENCES		
LEVEL 4		EXECUTIVE
<b>Organizational governance, heritage planning and strategic management (OPM)</b> Establishing and sustaining well governed, managed and led organizations, able to provide strategic frameworks for heritage protection, planning and management.		
General competence		General supporting knowledge and understanding
OPM 4	Enable the establishment and development of organizational structures and systems for effective and equitable heritage governance, protection, planning and management.	<ul style="list-style-type: none"><li>• National and international legislation, regulations and policies for protection and management of heritage sites.</li><li>• National frameworks for public administration.</li><li>• National and international heritage guidance and designation procedures.</li><li>• Principles and practices of good governance and effective management.</li><li>• Relevant best practices and examples.</li></ul>
Competence statement <i>The individual should be able to:</i>		Main knowledge requirements (in addition to those above)
OPM 4.1	Coordinate processes for designing and establishing heritage systems and organizations.	<ul style="list-style-type: none"><li>• Relevant legislation and regulations (including customary laws).</li><li>• Principles and practices of heritage system planning.</li><li>• International best practices and guidance for organizational development and capacity building.</li><li>• Analytical processes such as gap analysis.</li><li>• Governance and planning processes.</li></ul>
OPM 4.2	Establish system-wide standards, mechanisms and practices for good governance, effective management and efficient administration of heritage organizations.	<ul style="list-style-type: none"><li>• Institutional analysis techniques (e.g. vision and mission identification, situation analysis, stakeholder analysis, SWOT analysis, identification of institutional objectives and priorities).</li><li>• National legislation and institutional norms and standards for management and administration.</li><li>• National, regional and international legislation, agreements and regulations regarding public participation and transparency.</li><li>• Principles and practices of participation.</li></ul>
OPM 4.3	Coordinate the development, review and updating of national and regional heritage strategies and plans, and ensure their integration with similar initiatives from other sectors.	<ul style="list-style-type: none"><li>• Regional policies and legislation regarding heritage and heritage-related issues.</li><li>• National plans and strategies affecting heritage sites and heritage resources (e.g. arts and culture strategies; development, building and construction strategies; tourism strategies; sustainable development strategies and action plans; climate change strategies; risk-preparedness strategies; etc.).</li><li>• Relevant international conventions and agreements and their reporting requirements.</li><li>• Roles of related sectors and their strategies and plans.</li></ul>
OPM 4.4	Coordinate processes for establishing and monitoring internationally-designated heritage areas and heritage resources and expressions.	<ul style="list-style-type: none"><li>• National legislation, regulations, policies and approaches for proposals and legal designations of internationally-designated heritage areas and heritage resources and expressions.</li><li>• Requirements and proposal processes for international heritage designations.</li><li>• Reporting and monitoring requirements after international designation.</li></ul>

MANAGERIAL COMPETENCES		
LEVEL 4		EXECUTIVE
<b>Organizational governance, heritage planning and strategic management (OPM)</b> Establishing and sustaining well governed, managed and led organizations, able to provide strategic frameworks for heritage protection, planning and management.		
<b>OPM 4.5</b>	Promote and coordinate initiatives to determine the value of the services and benefits provided by heritage sites and resources.	<ul style="list-style-type: none"> <li>Theory, principles and widely-used approaches and practices of heritage valuation.</li> <li>Knowledge of benefit-sharing mechanisms.</li> </ul>
<b>OPM 4.6</b>	Promote and enable research to support heritage planning and management.	<ul style="list-style-type: none"> <li>Main research needs for heritage protection and management.</li> <li>Details of relevant research institutions (nationally and internationally).</li> </ul>
<b>OPM 4.7</b>	Promote the adoption of new approaches, technologies, tools and techniques for managing heritage organizations across the system.	<ul style="list-style-type: none"> <li>Latest developments in national policy and legislation regarding heritage sites, heritage resources and related sectors.</li> <li>Methods for collecting experiences and reports from heritage sites in the system.</li> <li>Latest developments in international heritage policy and best practices in heritage management.</li> <li>Available and potential technologies that can support heritage management.</li> <li>Management activities that could potentially be aided by technological solutions.</li> <li>Advantages, disadvantages, benefits and risks of technological solutions.</li> </ul>
<b>OPM 4.8</b>	Monitor and review the performance and effectiveness of heritage organizations across the system.	<ul style="list-style-type: none"> <li>Monitoring and reporting systems used by public organizations.</li> <li>Approaches and tools for measuring performance and management effectiveness using standard indicators.</li> <li>Methods for effective communication of results and feedback.</li> </ul>
<b>Human capital management (HCM)</b> Establishing an adequate, competent, well-managed and supported workforce for heritage protection and management.		
<b>General competence</b>		<b>General supporting knowledge and understanding</b>
<b>HCM 4</b>	<b>Enable system-wide availability of a workforce that is sufficient in number, competent, adequately resourced and supported.</b>	<ul style="list-style-type: none"> <li>Principles and practices of human capital management at the organizational level.</li> <li>Relevant legislation, norms, standards and procedures.</li> <li>Relevant best practice and examples.</li> </ul>
<b>Competence statement</b> <i>The individual should be able to:</i>		<b>Main knowledge requirements (in addition to those above)</b>
<b>HCM 4.1</b>	Institute system-wide human resource management policies and procedures.	<ul style="list-style-type: none"> <li>National legislation for employment.</li> <li>Institutional norms and standards for employment and personnel management.</li> </ul>
<b>HCM 4.2</b>	Develop and institutionalize capacity development programmes for personnel.	<ul style="list-style-type: none"> <li>Capacity needs of personnel and needs assessment techniques.</li> <li>Methods for building both organizational and individual capacity.</li> <li>Availability of capacity building opportunities.</li> <li>Main providers of capacity building and training.</li> </ul>
<b>HCM 4.3</b>	Promote the professionalization of heritage protection and management at the national level.	<ul style="list-style-type: none"> <li>Professional standards.</li> <li>The national educational system.</li> <li>Heritage and heritage-related competence frameworks.</li> </ul>



MANAGERIAL COMPETENCES		
LEVEL 4		EXECUTIVE
<div>Financial and operations management (FOM)</div> <div>Ensuring that heritage sites and organizations are adequately financed and resourced, and that resources are effectively and efficiently deployed and used.</div>		
General competence		General supporting knowledge and understanding
FOM 4	Enable the availability of adequate physical and financial resources across a heritage protection system, and ensure the effective and efficient use of those resources.	<ul style="list-style-type: none"><li>• National budgeting and fiscal policies and procedures for heritage protection.</li><li>• Principles and practices of business planning and financial management.</li><li>• Benefits and services provided by the heritage organization.</li><li>• Potential sources of international funding and support for heritage sites.</li><li>• Relevant best practice and examples.</li></ul>
Competence statement <i>The individual should be able to:</i>		Main knowledge requirements (in addition to those above)
FOM 4.1	Coordinate the mobilization of funding and physical resources for heritage protection.	<ul style="list-style-type: none"><li>• Legislation, regulations and norms regarding financial planning and management.</li><li>• National policies for budgeting and financing heritage sites and organizations.</li><li>• Opportunities for donor support for heritage protection and management.</li><li>• Options for payments for services from heritage sites.</li><li>• Range of possible self-funding methods for heritage sites.</li><li>• Opportunities for improving the efficiency of use of resources.</li><li>• Options for sponsorship and donation of physical resources.</li></ul>
FOM 4.2	Institute system-wide policies, procedures and norms for financial and resource management.	<ul style="list-style-type: none"><li>• National legislation for financial management and taxation.</li><li>• Institutional norms and standards for budgeting, financial management and reporting.</li><li>• Institutional norms and standards for procurement, inventory, maintenance and replacement of physical assets.</li></ul>
FOM 4.3	Coordinate major proposals for support and funding for heritage sites.	<ul style="list-style-type: none"><li>• Major potential sources of funding and support.</li><li>• Procedures for designing projects and preparing proposals.</li><li>• Procedures for developing budgets and financial plans.</li></ul>

MANAGERIAL COMPETENCES		
LEVEL 4		EXECUTIVE
<b>Information management and administration (IMA)</b> Establishing and implementing procedures for information management, documentation and reporting.		
General competence		General supporting knowledge and understanding
IMA 4	Enable the establishment of comprehensive systems for administrative monitoring, reporting and documentation across a heritage system.	<ul style="list-style-type: none"><li>• Legal and organizational procedures and requirements for financial management.</li><li>• Principles and practices of bookkeeping and financial management.</li></ul>
Competence statement <i>The individual should be able to:</i>		Main knowledge requirements (in addition to those above)
IMA 4.1	Coordinate the compilation and preparation of formal national and/or international reports on heritage management activities.	<ul style="list-style-type: none"><li>• Reporting and information sharing requirements and formats.</li><li>• Methods of information synthesis and prioritization.</li><li>• Information research (sources of information, online searches, information requests, etc.).</li></ul>
IMA 4.2	Ensure an effective system of documentation of heritage sites and of management of activities and their effectiveness.	<ul style="list-style-type: none"><li>• Methods for large-scale data management, retrieval and security.</li><li>• Systems of monitoring, reporting and documentation used by heritage sites and organizations.</li><li>• International tools and processes for monitoring and reporting of internationally-designated heritage areas.</li></ul>
<b>Communication, collaboration and coordination (CCC)</b> Building and using the skills required to communicate and collaborate effectively.		
General competence		General supporting knowledge and understanding
CCC 4	Communicate effectively in high-level interactions.	<ul style="list-style-type: none"><li>• Communication theory.</li><li>• Principles of active communication in complex situations.</li><li>• Protocols for communication in official situations.</li></ul>
Competence statement <i>The individual should be able to:</i>		Main knowledge requirements (in addition to those above)
CCC 4.1	Contribute effectively to high-level meetings, conferences and negotiations.	<ul style="list-style-type: none"><li>• Awareness of cultural diversity and interests represented at high-level meetings and negotiations.</li><li>• Formal communication protocols required for high-level interactions.</li><li>• Technical knowledge of the topics and issues under consideration.</li></ul>
CCC 4.2	Enable effective communication across a heritage system.	<ul style="list-style-type: none"><li>• Communication and network-building principles and methods.</li></ul>
CCC 4.3	Enable effective communication with other organizations and sectors.	<ul style="list-style-type: none"><li>• Major stakeholders for the heritage system and their roles and interests.</li><li>• Networking and partnership-building skills.</li></ul>

Foundation personal  
competences

FPC

PERSONAL



APC

Advanced personal  
competences

3.3

## Personal Competences

## ALL LEVELS

Foundation personal competences (FPC)		
Demonstrating fundamental personal skills and behaviours required for day-to-day work.		
General competence		General supporting knowledge and understanding
Demonstrate fundamental personal skills and behaviours required for day-to-day work		<ul style="list-style-type: none"> <li>• Basic expectations of society of good conduct and behaviour.</li> <li>• Expectations of the employer of good conduct at work.</li> </ul>
Competence statement <i>The individual should be able to:</i>		Main knowledge requirements (in addition to those above)
<b>FPC 1</b>	Demonstrate a positive personal attitude to work.	<ul style="list-style-type: none"> <li>• Expectations and standards of the employer.</li> <li>• Techniques for self-motivation.</li> </ul>
<b>FPC 2</b>	Work in compliance with instructions, briefings, laws, regulations and procedures.	<ul style="list-style-type: none"> <li>• Requirements of the job and expectations and standards of the employer.</li> <li>• Skills and techniques for listening and understanding.</li> <li>• Legal rights and obligations of employees.</li> </ul>
<b>FPC 3</b>	Demonstrate a flexible and adaptable approach to work.	<ul style="list-style-type: none"> <li>• Communication techniques.</li> <li>• Procedures for addressing difficulties in the workplace.</li> <li>• Techniques for dealing with stress and overwork.</li> </ul>
<b>FPC 4</b>	Maintain good relations with others in the workplace.	<ul style="list-style-type: none"> <li>• Techniques for effective and constructive communication, collaboration and teamwork.</li> </ul>
<b>FPC 5</b>	Communicate effectively verbally.	<ul style="list-style-type: none"> <li>• Techniques and approaches for respectful, clear and effective interpersonal communication.</li> <li>• Awareness of different communication approaches required with different groups and individuals.</li> </ul>
<b>FPC 6</b>	Demonstrate basic literacy (reading and writing).	<ul style="list-style-type: none"> <li>• Basic literacy.</li> </ul>
<b>FPC 7</b>	Demonstrate basic numeracy.	<ul style="list-style-type: none"> <li>• Basic numeracy and mathematical knowledge.</li> </ul>
<b>FPC 8</b>	Demonstrate awareness of and sensitivity to cultural, ethnic, gender and ability issues.	<ul style="list-style-type: none"> <li>• Basic principles for fair and ethical treatment of minority and disadvantaged groups.</li> <li>• Specific issues and needs with respect to minority and disadvantaged groups.</li> </ul>
<b>FPC 9</b>	Maintain good practices in security, safety and environmental protection in the workplace and in the field.	<ul style="list-style-type: none"> <li>• Health and safety requirements and procedures of the organisation.</li> <li>• Main environmental hazards associated with the work and means of preventing or reducing those hazards.</li> </ul>
<b>FPC 10</b>	Avoid, prevent and report dishonest and/or illegal practices.	<ul style="list-style-type: none"> <li>• Laws and regulations and policy of the employer regarding illegal, dishonest and corrupt conduct.</li> <li>• Techniques for preventing illegal behaviours.</li> <li>• Options for reporting illegal behaviour.</li> </ul>
<b>FPC 11</b>	Maintain personal health, hygiene and fitness.	<ul style="list-style-type: none"> <li>• Basic principles and practices for maintaining personal health and hygiene.</li> <li>• Stress management and reduction techniques.</li> </ul>
<b>FPC 12</b>	Demonstrate a flexible and adaptable approach to work.	<ul style="list-style-type: none"> <li>• Knowledge of local languages and/or dialects, and/or international languages (as required).</li> </ul>

## MAINLY RELEVANT TO LEVELS 2 TO 4

Advanced personal competences (APC)		
Demonstrating personal skills and behaviours required for effective performance and leadership.		
General competence		General supporting knowledge and understanding
Demonstrate the personal skills and behaviours required for effective performance and leadership.		<ul style="list-style-type: none"> <li>• Concept of leadership and the related principles and practices.</li> <li>• Principles and practices of personal and professional development.</li> </ul>
Competence statement <i>The individual should be able to:</i>		Main knowledge requirements (in addition to those above)
APC 1	Demonstrate analytical skills.	<ul style="list-style-type: none"> <li>• Techniques for information analysis and assessment.</li> </ul>
APC 2	Address complex problems.	<ul style="list-style-type: none"> <li>• Techniques for problem identification and analysis.</li> <li>• Techniques for the identification and analysis of alternative solutions.</li> <li>• Negotiation and conflict-resolution skills.</li> </ul>
APC 3	Make effective decisions.	<ul style="list-style-type: none"> <li>• Strategic planning.</li> <li>• Work planning and organizational techniques.</li> <li>• Planning and decision-making techniques.</li> <li>• Monitoring and evaluation techniques.</li> <li>• Principles of adaptive management.</li> </ul>
APC 4	Cope with hazardous working environments.	<ul style="list-style-type: none"> <li>• Hazards and risks affecting the protected area.</li> <li>• Strategies, plans and procedures for risk reduction and response.</li> <li>• Sources of advice and help on risk assessment.</li> </ul>
APC 5	Work effectively under pressure.	<ul style="list-style-type: none"> <li>• Techniques for analysing and prioritizing problems and tasks.</li> <li>• Sources of personal support and counselling.</li> <li>• Stress management techniques.</li> </ul>
APC 6	Make the best use of limited resources.	<ul style="list-style-type: none"> <li>• Sources of low cost/free resources and support.</li> <li>• Options for waste minimization.</li> </ul>
APC 7	Adopt a positive attitude to learning and personal development.	<ul style="list-style-type: none"> <li>• Sources of information and knowledge (including online).</li> <li>• Opportunities for learning and training.</li> </ul>
APC 8	Demonstrate commitment to transparency and participation.	<ul style="list-style-type: none"> <li>• Stakeholders with an interest in the heritage property.</li> <li>• Participatory approaches and techniques.</li> </ul>
APC 9	Enable and encourage teamwork.	<ul style="list-style-type: none"> <li>• Principles of teamwork and team leadership.</li> <li>• Examples of good practice in teamwork and team leadership.</li> </ul>
APC 10	Support and encourage individuals.	<ul style="list-style-type: none"> <li>• Laws and regulations and policy of the employer regarding illegal, dishonest and corrupt conduct.</li> <li>• Techniques for preventing illegal behaviours.</li> <li>• Options for reporting illegal behaviour.</li> </ul>



SPECIALIZED

Anthropology

Architecture

Building trades

Development planning

Engineering

Landscape architecture

Materials conservation

Museology

Urban planning

3.4

## Specialized Technical Competences



***Disciplines\****

Anthropology
Archaeology
Architecture
Building trades
Development planning
Engineering
Landscape architecture
Intangible cultural heritage
Materials conservation
Museology
Urban planning

\* Note: The disciplines listed here are provided as examples. Users of the Framework can add additional disciplines depending on the nature of their heritage work. The Specialized Technical Competences proposed in the following tables identify additional skills and knowledge related to cultural heritage management, in addition to foundation skills and knowledge that are required in general for personnel working in that discipline.

Anthropology		
Level	Possible job title(s)	General competence
Level 1   Skilled worker	<b>Anthropologist</b> <b>Heritage anthropologist</b> <b>Cultural anthropologist</b> <b>Museum anthropologist</b>	Plan, manage and monitor the research, safeguarding, outreach and development activities related to communities, particularly in the context of living heritage sites.
<b>LEVEL 2   Middle manager/ Technical specialist</b>		
Level 3   Senior manager		

Competence statement <i>The individual should be able to:</i>	Main knowledge requirements
<ul style="list-style-type: none"> <li>• Work with communities (undertake facilitation, cultural mapping, inventories, documentation, transmission, etc) as part of heritage management processes.</li> <li>• Conduct ethnographic research (interview, participant observation, etc).</li> <li>• Propose appropriate methods and strategies for safeguarding intangible cultural heritage and living dimensions of heritage sites.</li> <li>• Interface with other social scientists.</li> <li>• Undertake curation/exhibition design and management (if applicable).</li> <li>• Develop culturally-appropriate strategies for community development (if applicable).</li> </ul>	<ul style="list-style-type: none"> <li>• Integrated approach to safeguarding heritage including intangible cultural heritage.</li> <li>• The 2003 Convention and other conventions and charters related to diversity, intercultural awareness.</li> <li>• Roles and communication in heritage management.</li> <li>• Cultural rights.</li> <li>• Gender.</li> <li>• Community socio-economic development.</li> <li>• Languages (local dialects if possible).</li> <li>• Awareness of cultural heritage.</li> </ul>

Archaeology		
Level	Possible job title(s)	General competence
Level 1   Skilled worker	<b>Archaeologist</b>	Plan, manage and monitor the research and protection of archaeological resources.
<b>LEVEL 2   Middle manager/ Technical specialist</b>		
Level 3   Senior manager		

Competence statement <i>The individual should be able to:</i>	Main knowledge requirements
<ul style="list-style-type: none"> <li>• Plan and implement archaeological surveys, research and conservation in compliance with laws and protocols.</li> <li>• Select methods that minimize impact, including non-invasive technology.</li> <li>• Design and implement post-excavation and landscape restoration.</li> <li>• Undertake interdisciplinary research.</li> <li>• Undertake community engagement/involvement/consent in planning and undertaking archaeological work.</li> <li>• Design and undertake appropriate risk management measures with a view to ensuring appropriate protection of the resources.</li> <li>• Develop communication, interpretation and/or exhibition materials.</li> <li>• Manage and disseminate data effectively.</li> </ul>	<ul style="list-style-type: none"> <li>• Ethics and culture; community rights.</li> <li>• Global and local standards.</li> <li>• Legislation and regulations for archaeological site conservation.</li> <li>• Understanding of development planning and implementation.</li> <li>• Health and safety regulations.</li> <li>• Roles of other disciplines.</li> <li>• Material conservation processes.</li> <li>• Education and public outreach.</li> <li>• Non-invasive sampling methods.</li> <li>• Geography, including geomorphology.</li> </ul>

Architecture		
Level	Possible job title(s)	General competence
Level 1   Skilled Worker	<b>Architectural historian</b> <b>Architect</b> <b>Building historian</b> <b>Built heritage officer</b> <b>Engineer</b> <b>Conservation technician</b> <b>Conservation architect</b> <b>Construction supervisor</b> <b>Civil engineering technician</b>	Plan, manage and monitor projects and activities related to the assessment, conservation, management, monitoring and maintenance of built heritage.
<b>LEVEL 2   Middle manager/ Technical specialist</b>		
Level 3   Senior manager		
Competence statement <i>The individual should be able to:</i>		Main knowledge requirements
<ul style="list-style-type: none"><li>• Conduct historical research with regard to the history of the building, the site and the site's surroundings, from varied sources including literature, archives, old construction drawings, plans and historical maps.</li><li>• Undertake measured drawings of heritage buildings.</li><li>• Identify important elements and assess their significance (value assessments).</li><li>• Evaluate and document the condition of heritage buildings.</li><li>• Recognize the different phases of building and previous conservation interventions.</li><li>• Propose appropriate conservation approaches to mitigate problems.</li><li>• Monitor/supervise appropriate use of techniques and materials on-site by contractors.</li><li>• Design new buildings, components and services to integrate with heritage buildings.</li><li>• Facilitate or make decisions on appropriate use, including adaptive reuse, in a manner that maximizes benefits for users and other key stakeholders.</li><li>• Demonstrate compliance with current building performance regulations.</li><li>• Learn from builders and other members of the community and construction team.</li><li>• Develop research/project proposals.</li><li>• Recognize different architectural and building phases and alterations that have been made to buildings.</li><li>• Awareness of specialized research such as dendrochronological research, materials research, interior-historical research and colour research (if applicable), and ability to commission such research.</li><li>• Undertake photographic documentation.</li><li>• Create reconstruction drawings.</li></ul>		<ul style="list-style-type: none"><li>• Awareness of international, regional and local best practices.</li><li>• Knowledge of building styles and typologies.</li><li>• Understanding of building history.</li><li>• Understanding of building design and construction.</li><li>• Understanding of structural, mechanical, electrical, communication, utilities and plumbing, and/or architectural specialty systems and components.</li><li>• Knowledge of the local community and stakeholders.</li><li>• Materials and construction details and techniques used in heritage buildings.</li><li>• Diagnostic tests needed for analyzing buildings.</li><li>• Technical solutions for conserving buildings (including seismic retrofitting), while protecting key heritage attributes.</li><li>• The behaviour of historic buildings (structural, ventilation, etc).</li><li>• Theory of built-heritage conservation.</li><li>• Building types and architectural styles vis-à-vis society and history.</li><li>• History of town planning.</li><li>• Architectural history and theory.</li><li>• Ability to identify trends in architecture and cities.</li><li>• Basic knowledge of construction.</li><li>• Materials knowledge and knowledge of historical materials and construction methods.</li><li>• Knowledge and/or awareness of related fields, such as building archaeology, colour history, garden history, restoration, interior history and dendrochronology.</li><li>• Knowledge of existing policies and legal frameworks with regard to heritage areas and buildings, planning, etc.</li><li>• Research skills.</li><li>• The values-based conservation approach.</li><li>• Knowledge of authenticity and conservation ethics.</li><li>• Technical aspects of buildings (building structure).</li><li>• Knowledge of the existing policy and legal framework with regard to heritage areas and buildings, planning, etc.</li></ul>

Building trades		
Level	Possible job title(s)	General competence
Level 1   Skilled worker	<b>Brick layer</b> <b>Builder</b> <b>Mason</b> <b>Carpenter</b> <b>Decorative plasterer</b> <b>Thatcher</b>	Execute conservation and maintenance interventions on heritage buildings and sites.
<b>LEVEL 2   Middle manager/ Technical specialist</b>		
Level 3   Senior manager		

Competence statement <i>The individual should be able to:</i>	Main knowledge requirements
<ul style="list-style-type: none"> <li>Undertake building surveys and condition surveys and record information in specified formats.</li> <li>Recognize different phases of building and previous conservation interventions.</li> <li>Read and understand conservation plans and instructions.</li> <li>Undertake minor and major conservation interventions in conformity with the conservation plan.</li> <li>Source appropriate materials.</li> <li>Employ the materials.</li> <li>Choose and employ appropriate construction techniques and tools/equipment.</li> <li>Prepare the materials.</li> <li>Maintain tools and equipment.</li> <li>Prepare verbal and/or written reports, including observations regarding the building condition and conservation interventions.</li> </ul>	<ul style="list-style-type: none"> <li>Understanding of building history.</li> <li>Basic understanding of conservation principles.</li> <li>Traditional building/construction techniques.</li> <li>Conservation techniques.</li> <li>Types and behaviour of different building materials, both traditional and modern.</li> <li>Deterioration processes and causes.</li> <li>Occupational safety and health measures.</li> <li>Understanding of appropriate techniques for repairing, restoring, preserving and maintaining buildings and structures of different typologies, materials and construction techniques.</li> </ul>

Development planning		
Level	Possible job title(s)	General competence
Level 3   Senior manager	<b>Planning officer</b> <b>Economic affairs officer</b> <b>Community affairs officer</b> <b>Tourism officer</b> <b>Development specialist</b>	Plan, manage and monitor activities that ensure heritage management goals and activities are aligned with development goals and activities and vice versa.
<b>LEVEL 2   Middle manager/ Technical specialist</b>		
Level 1   Skilled worker		

Competence statement <i>The individual should be able to:</i>	Main knowledge requirements
<ul style="list-style-type: none"> <li>Develop project proposals linking the heritage site with development goals.</li> <li>Undertake effective negotiation, coordination and communication with other stakeholders, including communities, the public sector and private sector organizations involved in development initiatives, to ensure maximum benefits to the community and minimal negative impacts to the heritage.</li> <li>Evaluate development proposals.</li> <li>Undertake project management.</li> <li>Provide technical guidance in the development of conservation management plans, town plans, etc.</li> <li>Draft and implement government policies.</li> <li>Integrate existing planning models and establish prototypes for balanced approaches.</li> </ul>	<ul style="list-style-type: none"> <li>2030 Agenda and the Sustainable Development Goals (SDGs).</li> <li>UNESCO 'Policy for the integration of a sustainable development perspective into the processes of the World Heritage Convention'.</li> <li>National, regional and provincial development plans and objectives.</li> <li>Development perspectives and approaches.</li> <li>Site development indexes and indicators (poverty, tourism, demographics, etc).</li> <li>Values-based conservation approaches.</li> <li>Detailed understanding of the heritage site's conservation management plan and key values and attributes to safeguard.</li> <li>Ability to carry out feasibility studies, cost-benefit analyses, statistical analyses, basic modelling and scenario planning.</li> <li>The heritage impact assessment process and principles.</li> <li>Tourism development planning principles.</li> <li>Approaches to managing and bringing about social change.</li> </ul>

Engineering		
Level	Possible job title(s)	General competence
Level 1   Skilled Worker	<b>Engineer</b> <b>Architect</b> <b>Built heritage officer</b> <b>Conservation officer</b> <b>Construction supervisor</b> <b>Civil engineering technician</b>	Plan, manage, monitor and implement projects and activities related to the engineering aspects of conservation projects.
<b>LEVEL 2   Middle Manager/ Technical Specialist</b>		
Level 3   Senior manager		

Competence statement <i>The individual should be able to:</i>	Main knowledge requirements
<ul style="list-style-type: none"><li>• Undertake structural assessments of heritage buildings and structures.</li><li>• Undertake calculations and modelling of structural behaviour.</li><li>• Undertake or commission and evaluate materials sampling and testing.</li><li>• Characterize the structural behaviour and performance of heritage buildings and structures.</li><li>• Understand and identify the causes of structural stresses.</li><li>• Understand the environmental performance of existing structures, i.e. in relation to hydrology and seismic circumstances.</li><li>• Develop measures to prop, reinforce and strengthen heritage buildings and structures.</li><li>• Prepare bidding documents (if necessary).</li><li>• Prepare the specifications of appropriate materials and equipment.</li><li>• Implement or supervise necessary operations to prop, reinforce or strengthen historic buildings.</li><li>• Employ and supervise technicians and skilled workers.</li><li>• Conduct on-site monitoring.</li><li>• Prepare contingency plans and actions.</li><li>• Coordinate with other disciplines (including architecture) and with the stakeholders.</li></ul>	<ul style="list-style-type: none"><li>• Understanding of the typology of the building or structure and its behaviour, including changes in behaviour caused by alterations to the building over time.</li><li>• Understanding of structural failures.</li><li>• The materials, construction details and techniques used in heritage buildings.</li><li>• Materials science.</li><li>• Understanding the scope and nature of work (condition, structure, technology, surrounding environment).</li><li>• Diagnostic tests needed for analyzing the structure of heritage buildings.</li><li>• Technical solutions for conserving buildings (including seismic retrofitting), while protecting key heritage attributes.</li><li>• Behaviour of heritage buildings (structural, ventilation, etc.).</li><li>• Sensitivity to local community and user needs.</li><li>• Project management skills, if needed.</li></ul>

Landscape architecture		
Level	Possible job title(s)	General competence
Level 1   Skilled worker	Landscape architect Architect Garden historian Planner Built heritage	Plan, manage and monitor projects and activities related to the assessment, conservation, management, monitoring and maintenance of cultural landscapes.
LEVEL 2   Middle Manager/ Technical Specialist		
Level 3   Senior Manager		

Competence statement <i>The individual should be able to:</i>	Main knowledge requirements
<ul style="list-style-type: none"><li>• Conduct observational field research and analysis.</li><li>• Undertake research with regard to the cultural landscape from varied sources, including literature, archives, old construction drawings and plans, historical maps, and remote sensing data (including LiDAR).</li><li>• Understand the different categories of landscapes and their attributes.</li><li>• Undertake value assessments.</li><li>• Undertake documentation of landscapes, including their built and natural features.</li><li>• Identify important elements in the landscape and assess their significance.</li><li>• Use geographical information systems (GIS) to record and monitor landscape phenomena as appropriate.</li><li>• Propose appropriate approaches to conserve and manage landscapes.</li><li>• Design master plans and landscape plans that safeguard the site's heritage values and support contemporary use in a manner that minimizes negative heritage impacts.</li><li>• Design new features and infrastructure to harmonize with the cultural landscape (ie, trails, roads, pavilions, water bodies, etc)</li><li>• Monitor/supervise appropriate use of techniques and materials on-site by contractors.</li><li>• Demonstrate compliance with environmental, urban planning and other regulations.</li></ul>	<ul style="list-style-type: none"><li>• Development of regions and landscapes, including ecological and geological phenomena and processes, and their change over time.</li><li>• The way in which diverse societies emerged and evolved, notably their interactions with their local environments and surroundings (human-nature interaction).</li><li>• Conservation and heritage theory and practices related to landscapes.</li><li>• Landscape design theory and methods.</li><li>• The history of landscape design and the connection between culture and politics.</li><li>• Nature-based solutions.</li><li>• Knowledge of important local plant species and their behaviour.</li><li>• Knowledge of important local animal species and their behaviour.</li><li>• Policies and legal frameworks with regard to landscapes, including gardens and parks.</li><li>• Ecological and environmental management issues, including biodiversity conservation.</li><li>• Key principles of other related disciplines, such as ecology, history, horticulture, architecture, archaeology, natural sciences, geology and geography.</li></ul>



Intangible cultural heritage (ICH)		
Level	Possible job title(s)	General competence
<b>LEVEL 1   Skilled worker</b>	<b>ICH officer</b>	Plan, manage and monitor activities relating to safeguarding intangible cultural heritage (ICH), particularly at a living heritage site.
<b>LEVEL 2   Middle manager/ Technical specialist</b>	<b>Local ICH practitioner</b>	
<b>LEVEL 3   Senior manager</b>	<b>Local elder</b>	
	<b>Anthropologist</b>	
	<b>Specialist in music/visual arts /crafts/folklore/festivals/etc.</b>	
	<b>Community affairs officer</b>	
	<b>Researcher (in local culture)</b>	
Competence statement <i>The individual should be able to:</i>		Main knowledge requirements
<ul style="list-style-type: none"> <li>• Conduct or guide the documentation of ICH.</li> <li>• Conduct or guide the development of inventories, particularly community-based approaches.</li> <li>• Identify challenges for viability and safeguarding ICH.</li> <li>• Identify key factors in the decision-making processes related to ICH elements.</li> <li>• Identify the significance of ICH elements for the community.</li> <li>• Propose appropriate methods and strategies for ICH transmission and safeguarding, in consultation with communities and other stakeholders.</li> <li>• Develop materials and programmes related to education, awareness raising and capacity building related to ICH.</li> </ul>		<ul style="list-style-type: none"> <li>• General understanding of ICH.</li> <li>• UNESCO 2003 Convention on ICH.</li> <li>• Familiarity with various domains of ICH, such as oral traditions and expressions, performing arts and artisanship.</li> <li>• Techniques and approaches in documentation, inventorying and safeguarding.</li> <li>• Principles of free, prior informed consent (FPIC) and other relevant guidelines in engaging with communities.</li> <li>• Morals and ethics in safeguarding ICH.</li> <li>• Gender issues.</li> <li>• Sustainability principles.</li> <li>• Local history or the history of the community.</li> <li>• Local languages and dialects.</li> <li>• Network of community members and the role of each community member.</li> <li>• Other local systems related to ICH elements.</li> <li>• Taboos related to ICH elements.</li> <li>• Evolution of ICH elements.</li> <li>• Inter-relationships between the various ICH elements.</li> </ul>

Materials conservation		
Level	Possible job title(s)	General competence
Level 1   Skilled worker	<b>Conservator /restorer</b> <b>Conservator specializing in books, paper (art and archives), archives, photographs, audiovisual (analogue or digital), paintings, brick, glass, stone, shell, ceramic, ivory/ bone,organic materials or textiles</b> <b>Conservation scientist</b> <b>Chemist / Physicist</b> <b>Laboratory technician</b> <b>Field conservator</b>	Plan, manage and monitor interventions related to the conservation of materials at the level of objects, buildings or structures.
<b>LEVEL 2   Middle manager/ Technical specialist</b>		
Level 3   Senior manager		

Competence statement <i>The individual should be able to:</i>	Main knowledge requirements
<ul style="list-style-type: none"><li>• Design, undertake and direct condition assessments.</li><li>• Commission or conduct diagnostic tests, working in conjunction with specialists, as appropriate.</li><li>• Design appropriate conservation treatments, including both preventative and remedial conservation, and including addressing pest management.</li><li>• Plan and implement monitoring and maintenance strategies.</li><li>• Undertake research into materials behaviour and conservation interventions.</li><li>• Design and implement environmental monitoring.</li><li>• Undertake disaster-preparedness and risk assessments.</li><li>• Design and manage storage and exhibition spaces.</li></ul>	<ul style="list-style-type: none"><li>• Physical chemistry.</li><li>• Conservation science.</li><li>• Material properties of historic buildings, decorations, sculptures, murals, paintings, etc.</li><li>• Deterioration mechanisms of buildings and objects.</li><li>• Threats to tangible heritage, including moisture, environmental conditions, pests and interactions with other materials.</li><li>• Effective and appropriate interventions for preventative conservation, preservation, stabilization and restoration of heritage buildings and objects.</li><li>• Traditional and indigenous treatments available for materials conservation.</li><li>• Environmental control measures.</li><li>• New technology and treatments for conservation.</li><li>• Appropriate new materials that can be used for conservation.</li></ul>

Museology		
Level	Possible job title(s)	General competence
Level 1   Skilled Worker	<b>Curator</b> <b>Collections manager</b> <b>Conservator</b> <b>Exhibitions designer</b> <b>Education / outreach officer</b> <b>Museum technician</b> <b>Researcher</b> <b>Volunteers / Docents</b> <b>Security officer</b> <b>Building / facilities officer</b>	Plan, implement and monitor interventions related to the management of collections and museums, including acquisition, documentation, preservation, education, interpretation and facility management.
<b>LEVEL 2   Middle Manager/ Technical Specialist</b>		
Level 3   Senior Manager		
Competence statement <i>The individual should be able to:</i>		Main knowledge requirements
<ul style="list-style-type: none"><li>• Prepare and implement collection management policy.</li><li>• Design and undertake relevant research on collections and their care.</li><li>• Undertake documentation, including accessioning, cataloguing and other record keeping.</li><li>• Design, plan, install, monitor and maintain exhibitions.</li><li>• Develop, undertake and monitor environmental and pest control plans and measures.</li><li>• Undertake interpretive planning and educational programming.</li><li>• Develop and direct protocols and strategies for risk management of collections, including disaster risk mitigation plans and emergency-response measures.</li></ul>		<ul style="list-style-type: none"><li>• Standards and ethics of the museum profession.</li><li>• Standards for museum policies and procedures.</li><li>• The theories and practices of museums.</li><li>• The history and philosophy of museums.</li><li>• Curatorial knowledge.</li><li>• Knowledge related to materials conservation, environmental control and pest management.</li><li>• Inventory and collection management.</li><li>• Laws and conventions related to cultural objects at the national and international levels.</li><li>• Procedures and protocols for dealing with illicitly-trafficked objects and their repatriation.</li><li>• Knowledge of research tools, techniques and methods in the areas of cultural and natural resource collections.</li><li>• Principles and techniques related to lifelong learning</li><li>• Principles and techniques related to heritage interpretation.</li><li>• Ethics related to dealing with indigenous peoples, intellectual property rights and human remains.</li><li>• Risk management.</li><li>• The basic principles of related fields, including material culture, history, anthropology, archaeology, ethnology, architecture, art history and information technology.</li></ul>

Urban planning		
Level	Possible job title(s)	General competence
Level 1   Skilled worker	Urban planner Town planner Urban designer Landscape architect Architect Regional planner Built heritage officer	Plan, manage and monitor projects and activities related to the assessment, conservation, management, monitoring and maintenance of urban and regional settings associated with heritage sites.
LEVEL 2   Middle manager/ Technical specialist		
Level 3   Senior manager		

Competence statement <i>The individual should be able to:</i>	Main knowledge requirements
<ul style="list-style-type: none"><li>Undertake, maintain and update inventories and documentation of historic buildings and other heritage assets in an urban context.</li><li>Design and execute participatory mapping and consultation processes to identify and assess values related to historic urban landscapes, including built heritage and related socio-economic and environmental processes and features.</li><li>Undertake design reviews for new developments and propose appropriate mitigation measures, if needed.</li><li>Develop conservation and development strategies for historic urban landscapes.</li><li>Develop appropriate urban and regional plans, as well as urban design, land use, zoning, housing, infrastructure development, environmental management and development control guidelines, plans and measures, to preserve the character of historic urban landscapes and facilitate sympathetic new developments.</li><li>Commission visual and heritage impact assessments for developments that may have an impact on heritage assets.</li><li>Undertake feasibility studies and analysis of the socio-economic impacts of proposed interventions.</li><li>Design policies and measures that employ incentives to ensure a balanced approach to conserving, investing in and developing historic urban landscapes.</li><li>Contribute to developing urban livelihood strategies and economic development strategies that harness heritage resources sustainably.</li></ul>	<ul style="list-style-type: none"><li>An understanding of historical urban systems and dynamics.</li><li>Understanding of urban structures, systems, linkages and operations.</li><li>International and regional best practices related to urban heritage conservation and management.</li><li>Policies and legal frameworks for both heritage and urban planning, covering the various dimensions of managing the historic urban landscape (heritage, environmental and socio-economic), including regulations governing land use, the environment, public health and public spaces.</li><li>Principles and processes of heritage impact assessments, in particular with regard to the design review process, development project approval and planning consent.</li><li>Urban heritage planning tools including conservation incentives (i.e. transfer of development rights, tax credits).</li><li>Public participatory planning principles and processes.</li><li>Decision-making and consensus-building methods.</li><li>The Sustainable Development Goals (SDGs) related to planning and heritage.</li><li>Local and regional heritage classification systems.</li></ul>



# CHAPTER 4 ACADEMIC LEARNING OUTCOMES FOR POSTGRADUATE EDUCATION IN CULTURAL HERITAGE MANAGEMENT

## Overview

The Competence Framework for Cultural Heritage Management is meant to be applied not only to heritage professionals and organizations, but also within an academic setting. To facilitate its application by institutions of higher education, UNESCO developed the Academic Learning Outcomes for Postgraduate Education in Cultural Heritage Management. The intention is to assist in aligning the learning outcomes of graduates of cultural heritage management programmes with the skills and knowledge that cultural heritage management professionals are required to demonstrate competently on the job. The Learning Outcomes are designed specifically for the master's level, as most degree programmes aimed at producing professionals in cultural heritage management in the Asia-Pacific region are offered at this level.

While most heritage management professionals acquire many of their skills and knowledge through work-based learning and through personal experience, graduates are better prepared when they are provided with a solid foundation through academic cultural heritage management programmes. Such a foundation will ensure that the graduates better meet industry needs and expectations, while enhancing their career prospects and performance, thereby raising the standard of heritage site management in the region. Moreover, aligning academic offerings throughout the Asia-Pacific region in the field of cultural heritage management will facilitate cooperation in higher education, reinforce knowledge-sharing and promote academic exchanges and mobility.

The Academic Learning Outcomes for Postgraduate Education in Cultural Heritage Management can be seen as a reference for programme-level learning at higher education institutions. Although each programme may not be able to incorporate all of the learning outcomes and each may have different strategies regarding the number and nature of

courses to achieve these learning outcomes, this document can aid higher education institutions in designing new programmes, reviewing existing programmes and in assessing their students through mid-stream and terminal assessments.

The Learning Outcomes were derived from the Core Competences and Managerial Competences of the Competence Framework. In drafting this document, Bloom's taxonomy and the Knowledge, Skills and Attitudes (KSA) framework were used. Hence, the document identifies appropriate 'action verbs' from the taxonomy and KSA categories.

The drafting of the Academic Learning Outcomes for Postgraduate Education in Cultural Heritage Management was initiated during a meeting hosted by Southeast University (China), held on 3 and 4 November 2018. The Learning Outcomes were further developed through extensive consultation with universities that offer courses in cultural heritage management in the Asia-Pacific region, including members of the Asian Academy for Heritage Management network, along with regional and international bodies and experts in the cultural heritage field, including ICCROM and WHITRAP. Subsequently, the Learning Outcomes were formally reviewed at expert meetings convened by the National University of Singapore on 25 and 26 March 2019 and by the University of Hong Kong on 3 and 4 June 2019.



## CORE LEARNING OUTCOMES

ALR	Applying laws and regulations	
OVERALL LEARNING OBJECTIVE	To enable graduates to apply available legal provisions, including international instruments, to cultural heritage management, as well as assess the compliance to the instruments and identify gaps in the instruments for the protection of cultural heritage.	
AREA	LEARNING OUTCOMES <i>(Students should be able to):</i>	
KNOWLEDGE	1	Explain heritage-related policies and legislation, including planning and development policies in a given context.
	2	Analyse international conventions, agreements and policies related to cultural heritage in a given context.
	3	Critique the laws and enforcement meant for cultural heritage preservation and management in relation to the rights and needs of heritage property owners and stakeholders, and in regard to compliance with international conventions and protocols.
SKILLS	1	Identify all potential natural and human-induced risks, from socio-economic pressures to illegal activities (violation of laws), and from minor impacts to severe damage to cultural heritage at the local and national levels.
	2	Apply appropriate preventive and monitoring measures with regard to the risks and threats to cultural heritage and to ensure necessary legal compliance for heritage preservation and management.
	3	Assess gaps or overlaps in the legal protection system for cultural heritage, due to ambiguities of jurisdiction across institutions and/or the involvement of multiple agencies (so as to plan for heritage site management as best as possible despite those shortcomings in the system).
ATTITUDES	1	Align all heritage management activities within the frameworks provided by existing legal systems related to cultural heritage protection and management.
	2	Demonstrate professionalism and responsibility within the applicable legal and policy frameworks.
	3	Perform professional duties objectively following ethical standards and codes of conduct related to cultural heritage management, giving due respect to the multiple understandings and perspectives on heritage issues.



HER	Heritage policies, principles, processes and ethics	
OVERALL LEARNING OBJECTIVE	To enable graduates to apply relevant heritage policies, principles, processes and ethics in cultural heritage management.	
AREA	LEARNING OUTCOMES <i>(Students should be able to):</i>	
KNOWLEDGE	1	Illustrate cultural heritage management principles and standards including the values-based approach and the World Heritage operational guidelines (in the cases of World Heritage sites) in relation to the given case or site.
	2	Evaluate international conventions and charters concerning cultural heritage with reference to the given contexts.
	3	Elaborate legal and organizational requirements for values-based conservation processes.
	4	Incorporate the principles and processes of impact assessments, e.g. heritage impact assessments (HIA) and environmental impact assessments (EIA), within overall heritage management processes.
	5	Identify ethical issues in the heritage sector in general, and any codes of ethics or principles for a particular domain or specific case of heritage management.
SKILLS	1	Apply values-based conservation policies and guidelines to identify, study, diagnose and document various forms of cultural and heritage resources, monitoring and evaluation, risk management and impact assessment.
	2	Evaluate the implementation of applicable heritage management principles and relevant conventions at the site level, including in project proposals and implementation processes.
	3	Conduct risk and impact assessments for a heritage site or project, (e.g. disaster risk and impact assessments: heritage, social and environmental, to ensure that heritage values are safeguarded.
	4	Develop systems and processes for managing and monitoring heritage at the site level, ensuring compliance with the policies, conventions and ethical principles.
	5	Develop relevant strategies from best practices, to be applied towards a specific project or site-level activities.
ATTITUDES	1	Adopt ethical practices to uphold policies as well as community concerns.
	2	Promote a collaborative culture within the team and organizations to respond to the needs and processes of cultural heritage management.

CRK Community, rights and knowledge		
OVERALL LEARNING OBJECTIVE	To enable graduates to recognize and manage the rights and interests of local communities and integrate their traditional knowledge into cultural heritage management.	
AREA	LEARNING OUTCOMES <i>(Students should be able to):</i>	
KNOWLEDGE	1	Appraise the needs of diverse stakeholders, communities and cultures in relation to heritage management.
	2	Discuss rights-based approaches and other similar developments in relation to cultural heritage management.
	3	Assess national, regional and international policies, legislation, plans and assistance programmes relevant to cultural heritage sites, local communities, indigenous peoples, human rights and traditional knowledge.
	4	Evaluate various methods for integrating traditional knowledge into conservation processes and actions in diverse contexts, as well as legal and organizational requirements.
	5	Elaborate principles and practices of community participation and participatory approaches that are applicable to cultural heritage management.
SKILLS	1	Conduct participatory and collaborative research to gather socio-economic information related to cultural heritage.
	2	Systematically identify the community knowledge systems of the various stakeholders and their roles in heritage management processes.
	3	Assess issues regarding human rights and ethical practice in cultural heritage management, and identify corresponding potential mitigation measures.
	4	Use appropriate participatory strategies to integrate communities and their knowledge into the heritage management processes at all stages – from decision-making to implementation.
	5	Formulate appropriate negotiation and conflict resolution strategies in contentious situations around cultural heritage.
ATTITUDES	1	Adopt respectful communication practices across multiple stakeholders in order to ensure that their voices are heard in all decision-making processes.
	2	Demonstrate respect for the rights, choices and varying viewpoints of the people interacted or worked with, as well as of those who might be affected directly or indirectly.
	3	Build trust and cooperation across all stakeholders, including professionals (recognizing the position and privileges of the professionals).

HED	Heritage education and interpretation	
OVERALL LEARNING OBJECTIVE	To equip graduates with knowledge of the principles and practices of inclusive heritage interpretation and of public awareness-raising and education methods, so that they can generate interpretive and educational materials for diverse audiences, visitors and users.	
AREA	LEARNING OUTCOMES <i>(Students should be able to):</i>	
KNOWLEDGE	1	Apply the principles and processes of heritage interpretation to prepare educational materials for raising public awareness of heritage values, traditional knowledge systems and legal provisions.
	2	Incorporate national and international policies, legislation, strategies and guidelines while preparing interpretive and awareness-raising materials on cultural heritage.
	3	Relate the principles of effective communication and design to preparing interpretive materials for heritage awareness-raising and education.
	4	Appraise various interpersonal and interpretive communication techniques to enhance heritage education and interpretation.
	5	Relate participatory decision-making principles and methods to heritage management.
SKILLS	1	Identify the various stakeholders and their respective communication needs so that appropriate interpretive materials can be prepared for them.
	2	Apply appropriate communication strategies with regard to the diverse stakeholders, including visitors, decision-makers and the wider public, so that educational materials are prepared, in non-technical language, that address the various aspects and values of the heritage site.
	3	Develop communication materials related to a heritage site, such as site notices, signage and interpretive materials, for a diverse audience.
	4	Design interpretative materials, incorporating communication and interpretive strategies at multiple levels, for use in awareness-raising, training and educational programmes on heritage.
	5	Evaluate community engagement programmes for their alignment with the national policy frameworks as well as local site-based needs.
	6	Implement communication, outreach and media strategies on heritage, including digital and social media techniques.
ATTITUDES	1	Promote a range of communication skills to enrich meaningful public engagement with cultural heritage.
	2	Understand the potential of digital technologies and media, including social media, as public engagement tools for increasing public interest and participation in cultural heritage management.

SUS	Sustainable development	
OVERALL LEARNING OBJECTIVE	To equip graduates with knowledge of sustainable development principles to ensure that their heritage practices contribute to achieving the Sustainable Development Goals (SDGs).	
AREA	LEARNING OUTCOMES <i>(Students should be able to):</i>	
KNOWLEDGE	1	Appraise the SDGs, to gain an understanding of the underlying principles and dimensions (including poverty alleviation, climate change, environmental conservation, socio-economic development, tourism, etc.), and the connections with heritage management principles, including values, cultural contexts and knowledge systems, and cultural practices.
	2	Relate the sustainable development principles/guidelines to cultural heritage management policies and organizational frameworks.
	3	Articulate how various site activities and organizational management activities relate or contribute to sustainable development.
	4	Understand the relationship between the sustainable development principles and economic development policies and programmes such as tourism.
	5	Establish the importance of traditional knowledge and management systems for achieving the SDGs.
SKILLS	1	Develop goals and strategies for heritage management activities and projects in alignment with the sustainable development principles, keeping heritage values, communities and cultural diversity at the centre.
	2	Develop heritage management plans with clear links to the SDGs, by addressing the economic, environmental and social aspects of tourism and visitor management, business and entrepreneurial strategies, and generating livelihood opportunities.
	3	Evaluate the socio-economic and environmental impacts of infrastructure and economic development in and around heritage sites, ensuring compliance with the sustainability principles.
	4	Develop disaster risk management plans, including actions to mitigate the impacts of climate change, along with strategies to sustain these activities both in terms of their implementation and effective outcomes.
	5	Integrate traditional and indigenous knowledge systems and practices into heritage management plans and any other activities contributing towards the SDGs.
ATTITUDES	1	Relate the concepts and practices of sustainable development to overall heritage values and management systems.
	2	Devise holistic approaches for heritage management that encompass many of the SDGs.

## MANAGERIAL LEARNING OUTCOMES

OPM	Organizational governance, heritage planning and strategic management	
OVERALL LEARNING OBJECTIVE	To equip graduates with managerial knowledge and skills related to organizational governance, heritage planning and strategic management.	
AREA	LEARNING OUTCOMES <i>(Students should be able to):</i>	
KNOWLEDGE	1	Articulate existing legislation, organizational policies and procedures for heritage management and administration.
	2	Relate the principles and processes of project and organizational management to the heritage sector.
	3	Integrate the principles and practices of good governance, including participatory and collaborative processes, into heritage management.
	4	Integrate the principles and practices of knowledge and data management, including data safety, storage and retrieval, into heritage inventory and database management.
	5	Adapt national and regional planning documents and strategies to the context of the heritage sector.
	6	Relate established international conventions and reporting requirements to local heritage practices.
SKILLS	1	Contribute to the strategic planning, management and monitoring processes of heritage organizations.
	2	Evaluate the organizational and operational structures and mechanisms of heritage management systems – both contemporary organizations and traditional knowledge and management systems.
	3	Design an efficient operation and management system for a heritage organization, as well as necessary capacity building and change management processes, based on the established principles and practices of organizational management, good governance and theories of culture change.
	4	Prepare grant and funding proposals to generate funds to support heritage management activities, and implement corresponding reporting processes.
	5	Exercise collaborative and networking skills to build strategic networks of stakeholders to implement heritage management activities.
	6	Develop ways of incorporating traditional knowledge and heritage management systems into contemporary organizational and project management.
ATTITUDES	1	Incorporate strategic planning processes into heritage management practices.
	2	Integrate communication, networking and partnership-building skills into professional culture.
	3	Function as a team player with good interpersonal skills.

HCM	Human capital management	
OVERALL LEARNING OBJECTIVE	To enhance graduates' knowledge and skills on human capital management for heritage projects and organizations.	
AREA	LEARNING OUTCOMES <i>(Students should be able to):</i>	
KNOWLEDGE	1	Articulate the basic principles and practices of HR management as relevant to heritage organizations.
	2	Relate employment legislation to heritage organizations and projects.
SKILLS	1	Prepare the administrative structures and processes for a heritage organization, including personnel needs, position descriptions, performance standards and appraisal processes.
	2	Prepare work plans, including performance and implementation indicators and monitoring systems.
	3	Establish systems and procedures to ensure a high standard of ethics and behaviour among staff and partners.
	4	Identify capacity development needs for personnel, stakeholders and partners in the heritage sector as needed.
	5	Implement competence-based approaches to human resource planning and management for the heritage sector.
	6	Design objective assessment criteria across various levels of teams and tasks.
ATTITUDES	1	Demonstrate teamwork culture, keeping in mind the value of diversity and participatory processes in heritage management.
	2	Adopt managerial ethics in the mentoring and capacity building of team members.

FOM	Financial and operations management	
OVERALL LEARNING OBJECTIVE	To equip graduates with basic financial and operational management skills so that they can provide needed vision and guidance to heritage projects and organizations.	
AREA	LEARNING OUTCOMES <i>(Students should be able to):</i>	
KNOWLEDGE	1	Relate key concepts of financial and resource management to the heritage sector.
	2	Analyse national budgeting and fiscal policies and procedures for heritage protection.
SKILLS	1	Prepare a business plan and/or sustainable financing plan for heritage organizations and activities.
	2	Prepare annual budgets along with financing and resourcing plans for heritage organizations and activities.
	3	Analyse financial reports and audit information as required by law.
	4	Identify potential sources of national and international funding and support for heritage sites.
	5	Assess the procurement and purchasing needs of an organization and undertake procurement following standard procedures.
	6	Relate lessons drawn from relevant best practice and examples to strengthen the specific financial and resource management challenges in the given heritage management project or organization.
ATTITUDES	1	Promote the integration of financial and resource management aspects within heritage management processes.
	2	Adopt, where relevant, digital tools to enhance operations and accountability in projects and organizational management.



IMA	Information management and administration	
OVERALL LEARNING OBJECTIVE	To ensure that graduates are proficient in basic administrative functions, including documentation and reporting.	
AREA	LEARNING OUTCOMES <i>(Students should be able to):</i>	
KNOWLEDGE	1	Relate principles and processes of information management to the administrative requirements for heritage management reporting.
	2	Apply necessary organizational policies and procedures for administration of documentation of heritage resources and activities.
SKILLS	1	Use established procedures for documenting and reporting of heritage activities, in compliance with legislation and organizational procedures.
	2	Integrate appropriate information storage and retrieval systems for heritage resources and activities.
	3	Prepare analytical and technical reports on the activities of an organization and its operations.
	4	Devise appropriate systems for the documentation of meetings, consultations and negotiations.
	5	Evaluate the completeness and efficiency as well as the security of all records and documentation.
	6	Adopt measures for comprehensive monitoring and reporting on organizational performance.
ATTITUDES	1	Develop the habit of undertaking critical reviews of documents and reports to ensure the clarity and comprehensiveness of documentation and reporting processes in heritage management.
	2	Build a culture of accountability and responsibility at all levels in heritage administration and reporting.

CCC	Communication, collaboration and coordination	
OVERALL LEARNING OBJECTIVE	To equip graduates with appropriate communication and collaboration skills as required in heritage management practice.	
AREA	LEARNING OUTCOMES <i>(Students should be able to):</i>	
KNOWLEDGE	1	Analyse possible communication strategies and tools to ensure good communication within an organization or project on cultural heritage management.
	2	Relate the principles of organizational communication to cultural heritage management processes.
	3	Discuss the principles and practices of collaboration as relevant to the heritage sector (both among heritage stakeholders and across other professional sectors such as infrastructure development, community development, different levels of governance, and so on).
SKILLS	1	Apply relevant communication theory, strategies and techniques (verbal, written, visual, multimedia etc.) to cultural heritage management practices.
	2	Communicate effectively with diverse stakeholders, team members and partners at all stages of a heritage management process.
	3	Deploy effective conflict resolution techniques for negotiation or optimum resolution of any dispute related to cultural heritage management.
	4	Develop effective presentations on cultural heritage matters using appropriate verbal communication techniques and visual aids.
	5	Develop written materials catering to a diverse audience (groups and individuals) on cultural heritage issues.
	6	Apply the principles and practices of effective teamwork and collaboration to the cultural heritage sector.
	7	Organize appropriate training materials and techniques for training team members on effective communication.
	8	Develop effective formats and procedures for facilitating meetings and workshops, using appropriate facilitation techniques, keeping in mind the various profiles, needs and interests of the participants.
ATTITUDES	1	Demonstrate everyday practice as a good communicator, listener and collaborator during all stages of heritage identification, documentation and management processes.
	2	Promote a participatory and collaborative culture within the heritage management team, and across stakeholders.



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