

Professional Training in Built Heritage Conservation



**Comparative Analysis
of the Educational Supply and Demand
in Slovakia, Czech Republic and Austria.
Outline for International Modular Training**

• Praha

• Pardubice

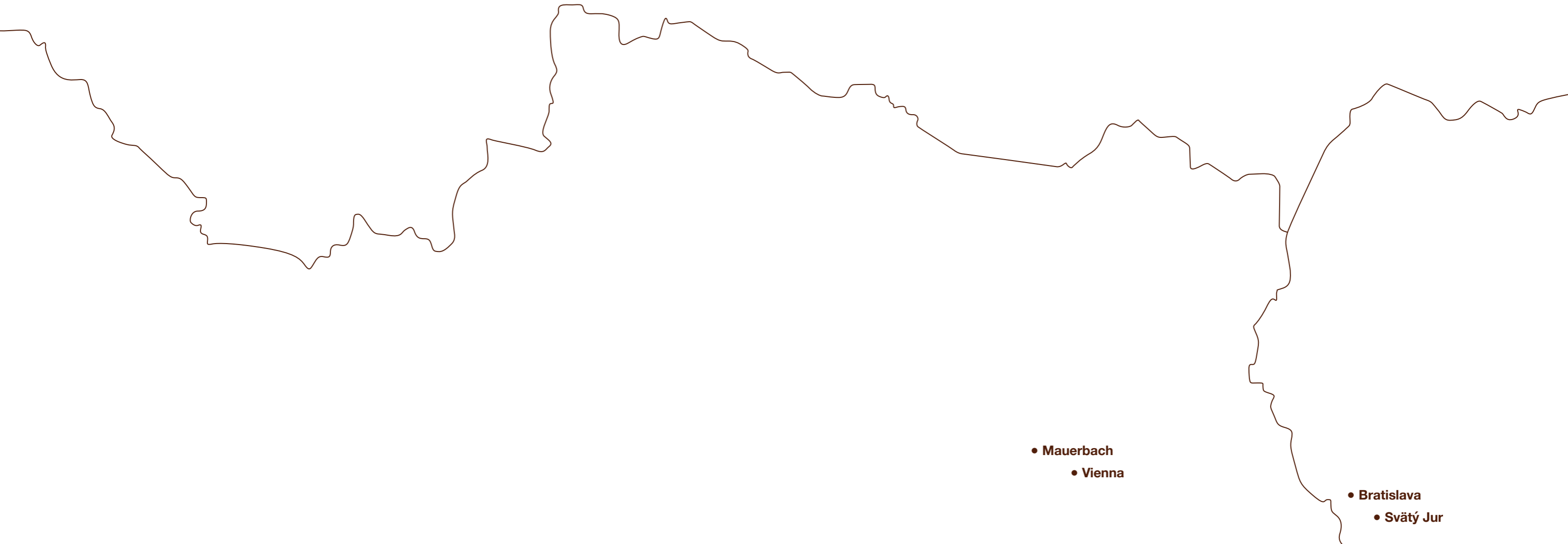
• Litomyšl

• Mauerbach

• Vienna

• Bratislava

• Svätý Jur



Content:

- I. Introduction
- II. Analysis of Education Supply
- III. Analysis of Education Demand
- IV. Outline for International Modular Training
- V. Summary
- VI. List of Abbreviations



Attachment 1:

- Outline of the Curriculum of International Modular Training.
- Educational Paths



I. Introduction

I. Introduction

The comparative analysis and the outline for an international modular training programme have been developed within the project entitled HERITAGE TRAIN funded by the European Union programme Erasmus+ (Call 2019, Round 1, KA2 – Cooperation for Innovation and the Exchange of Good Practices, KA202 – Strategic Partnership for Vocational Education and Training). The full title of the project is: International Cooperation for Professional Training in Heritage Conservation (acronym: Heritage Train). The project was conducted from December 2019 to August 2022¹.

The project partners:



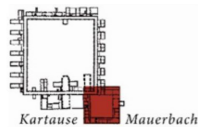
Academia Istropolitana Nova

Svätý Jur, SK (hereinafter referred to as AINova)
ainova.sk



Faculty of Restoration, University of Pardubice

Litomyšl, CZ (*Fakulta restaurování Univerzity Pardubice*, hereinafter referred to as UPCE FR)
fr.upce.cz



Association for the Advancement of the Architectural Heritage Conservation

Mauerbach, AT (*Verein zur Foerderung der Baudekmalpflege*, hereinafter referred to as VFB)
baudenkmalpflege.at

AINova (SK) is a non-governmental non-profit civic association located in the town of Svätý Jur. VFB (AT) is a non-governmental non-profit civil association located in the Mauerbach Monastery, having a cooperation agreement with the Mauerbach Information and Training Centre of the Federal Monuments Authority Austria (*BDA-IWZB Kartause Mauerbach*).

1. Including three prolongations caused by the Covid pandemics. The originally planned duration of the project was 24 months.



Associated project partners:



PAMIAŤKOVÝ ÚRAD
SLOVENSKEJ REPUBLIKY

Monuments Board of the Slovak Republic

Bratislava, SK (*Pamiatkový úrad Slovenskej republiky*, hereinafter referred to as PÚ SR)
pamiatky.sk



NÁRODNÍ
PAMÁTKOVÝ
ÚSTAV

National Heritage Institute

Prague, CZ (*Národní památkový ústav*, hereinafter referred to as NPÚ)
npu.cz



Bundesdenkmalamt

Federal Monuments Authority Austria

Dpt. Information and Training Centre in Mauerbach, AT (*Bundesdenkmalamt, Informations- und Weiterbildungszentrum Baudenkmalpflege, Kartause Mauerbach*, hereinafter referred to as BDA-IWZB)
bda.gv.at

The partnership among project partners and associated partners is based on the long-term professional cooperation among most of them, and builds on the shared history of building culture and monument protection in the SK-CZ-AT region.

Why was the partnership created and the project conducted:

There has been a need in all the given countries (SK, CZ, AT) for a review of the current situation in the field of professional training in built heritage conservation. There exist various programs, courses, seminars and hands-on training of varying quality from different providers. This educational offer is not sufficiently coordinated within the country and there is almost no coordination within the given three countries, despite almost no language barrier between SK and CZ, and despite the existence of high quality training in various thematic fields that would be appropriate and effective to make available for international sharing.

The members of the partnership are from neighboring countries that share the common philosophy of heritage care and have excellent international relationships, therefore much more intensive mobility of experts and trainees participating in the training programmes would be expected.

The need for further training and capacity building in the field of heritage conservation, management and development in CESEE countries was also stated by the UNESCO World Heritage Centre as early as 2012². This need has still not been covered sufficiently, as also evident from the following chapters of this document.

From the three given countries, the **most challenging situation is in SK due to the long-term absence of systematic life-long learning** for the staff of the monuments board, and in general due to a **very fragmented educational supply**. In AT systematic training is available for the staff of the state heritage authority and also systematic training on traditional building crafts, but **in AT there is still an insufficient offer for other professions as well as for the owners and managers of built heritage**. In CZ, there is an interest in the further development of updated systematic or targeted life-long learning, especially for the staff of institutions responsible for monument care at both national and regional level.

The Heritage Train project reflects the knowledge of the state of education in cultural heritage professions as described in the report of the Council of the European Union, prepared by the OMC Working Group of the EU Member States Experts in the years 2017 – 2018³. One of the key messages of this report is that: *“Europe urgently needs to enhance, promote and protect the technical and professional skills of people who ensure the long-term sustainability of its cultural heritage”* (page 6).

2. The Blueprint document was elaborated jointly by the Steering Group, established at the Periodic Reporting workshop in Tbilisi in November 2012, the Advisory Body ICCROM and the World Heritage Centre. It was based on the first draft prepared by the World Heritage Centre following the feedback from the Training and Capacity-Building Questionnaire sent out to the States Parties of the Central, Eastern and South-Eastern Europe region in January 2012. (Quoted from: <https://whc.unesco.org/>)

Overall objective of the project:

The project contributes to the development of professional training in built heritage conservation on the basis of SK-CZ-AT international cooperation.

Project results presented in this document:

comparative analysis of the professional training possibilities (educational supply) and the educational needs (demand) among the chosen target groups in the field of heritage conservation in the given three countries (SK, CZ, AT)

outline of the international modular training – common shared curricula that provide the possibility to join this interdisciplinary training as a whole, while at the same time providing the possibility to choose a specific learning path for a particular target group.

The first phase of the project was dedicated to collecting data about the current **educational supply** for life-long learning in the field of built heritage conservation in SK, CZ and AT. The potential public and private providers were addressed in all three countries mostly via direct mailing – the survey was very extensive and **gathered the data about 223 entities that reported 1622 activities related to cultural heritage protection in the period 2013 – 2020** (note: most of the collected data are from 2013 – 2019). **After further analysis, 103 entities and 1026 activities were selected** as relevant for the aim of the comparative analysis and have been included into the surveyed group.

Apart from the analyses of the educational supply, another basis for compiling the curricula was a survey among the chosen target groups, focusing on their **educational demand**. The target groups were addressed mostly via direct mailing (sending an electronic questionnaire – 21 questions) and it was also possible to join the survey via relevant platforms for heritage professionals. The survey has brought **replies from 738 respondents in total from all three countries**.

3. The Council of the European Union has invited a group of national experts to investigate skills, training and knowledge transfer in the heritage professions in Europe. The group was operational in 2017 and 2018 under the Work Plan for Culture 2015-2018, with the support of the European Commission. This report is intended to be a resource for the European Union to ensure the long-term sustainability of Europe's cultural heritage. It aims to do this by contributing to the European Year of Cultural Heritage 2018 objective to **support the development of specialised skills and improve knowledge management and knowledge transfer in the cultural heritage sector**, taking into account the implications of the digital shift. It will also contribute to the European Framework for Action on Cultural Heritage, launched by the European Commission with the aim of leaving a policy imprint beyond 2018. (Quoted from: <https://op.europa.eu/>)

The data were analyzed per country and also on the basis of comparison among the given three countries (as presented in Chapter II and III). The comparative analysis was taken into consideration in the second phase of the project — **outlining a curriculum for modular training based on the trilateral international cooperation** (as presented in Chapter IV and Attachment 1).

The target groups:

- **Staff of monuments boards/institutes**
- **Staff of local and regional governments**
- **Architects and civil engineers**
- **Craftsmen**
- **Owners of built heritage**

The selected target groups are the ones expected to have an interest in and need for life-long learning on built heritage conservation. Nevertheless, the modular training system, prepared in the frame of this project, is **open also for other related professions or interested parties** in need of knowledge.

Description of the target groups:

The target groups have been selected in accordance with the project goals (as defined in the project application), as well as with the knowledge gained in the first (analytical) phase of the project.

1. Staff of monuments boards/institutes

The employees of the state heritage authorities are one of the key target groups of the project focused on life-long learning, especially in SK and CZ. The most important role performed by these authorities is the professional supervision and guidance for monument care, the preparation of documents for decision making, etc. They provide advice on the conservation, restoration and maintenance of monuments and also provide professional supervision during the realisation of this work on historic buildings. They contribute substantially also to the presentation of monuments and “transmit” cultural heritage and its values closer to the general public. Thus, the employees should always have the latest knowledge and orientate themselves in their field at the top level. Furthermore, it is necessary to mention that contemporary monument care is very complex and includes competences and knowledge in the humanities, economic, technical, and legal issues. Further, during negotiations with investors, owners of heritage buildings or other stakeholders, conflict situations may arise and specific skills/knowledge is required to be able to manage these situations. For all the mentioned reasons, further education of the staff is of great importance.

2. Staff of local and regional governments

Even if the legal competences of self-governments differ to some extent among the given countries, the staff of local and regional governments have an important role and fulfill many tasks in the planning, managing, decision making and performance of tangible heritage care, mostly built heritage. Frequently they need to communicate and cooperate at various levels with the staff of the monuments boards/institutes (heritage authorities), other specialists and stakeholders. Similarly to the staff of heritage authorities, their standard education often does not cover the wide range of knowledge and skills required for the efficient performance of their duties. Also for this target group, various forms of lifelong learning would be a suitable tool to supplement this knowledge and skills. It is also important to create conditions for sharing experience and good practices among individual local and regional governments both within the country and at international level.

3. Architects and civil engineers

This wide group of professionals also plays an important role in the care and use of built heritage, either in the planning phase or in the framework of the actual implementation and control of executed work. Architects and civil engineers in the countries involved in the project usually have the possibility to attend different life-long training activities after graduation organised by their professional organizations, for example professional chambers. However, according to the knowledge gained in the project, this further education usually does not include specific topics related to monument care. So even in this case, targeted further education can significantly contribute to the continuous improvement of qualifications and the ability to respond better to the current requirements for monument care.

4. Craftsmen

Craftsmen are an essential group involved in the physical care of historical buildings and their individual parts. Due to the significant differences and specifics between traditional and modern craft techniques, wide knowledge and skills are needed for the professional repair of historic buildings. In many fields, including built heritage conservation, there is a lack of specialized craftsmen, sometimes even the disappearance of some traditional crafts, or craft techniques. Specialized, mainly hands-on, courses for craftsmen can make a significant contribution to acquire, expand or improve these skills. Further education and its appropriate promotion could also generate more interest in traditional craft techniques among all the target groups. It is also important that craftsmen working in the field of heritage care are also sufficiently aware of the legal and administrative aspects, or modern technologies used in monuments’ care. Understanding of the main goal is crucial — to preserve originals and protect heritage values.

5. Owners of built heritage

The target group of “owners” is very wide — it consists of (a) institutional owners (e.g. governmental organizations, the Church or various companies) having a department or institution that manage their historic buildings, as well as (b) private owners. There is no comprehensive data available about the large group of private owners of historic buildings. They often have professions not related to heritage, their level of education is

strongly varying and thus there should be a specific training (module) for private owners, designed for a trainee with less or no “pre education” in the given field. In general, owners of built heritage, including private and institutional ones, usually have to face various tasks related to heritage preservation, mostly during refurbishment of their ownership. They have to deal with administrative and legislative issues, planning, refurbishment preparation up to the selection of suitable technologies and co-deciding the final appearance of the building or subsequent maintenance. As part of this process, they consult and communicate with other target groups — architects, civil engineers, craftsmen as well as staff of heritage authorities or local government. Further education is useful for them in all aspects of heritage preservation — an enlightened owner (or manager) of a historical building is a good partner for other involved actors.

Further target groups:

Another important group of professionals in heritage preservation are restorers who conduct highly specialized work on the research or care (restoration) of selected parts of historic buildings with unique historical or artistic values. Restorers play an inevitable role in the given field but were not chosen as a target group of the project as there is a comprehensive and highly specialised university study available and consequently they are organised in professional associations/chambers. Nevertheless, their educational needs were analysed (by the questionnaire during the project) and they are naturally welcome to attend the international modular training program as well. The conservation-restoration of historic buildings is a complex process and restorers have to cooperate and communicate with a number of other professions and stakeholders — including the above mentioned target groups — and for all of them, their attendance in an interdisciplinary training programme could bring a mutual understanding and thus the sustainable preservation of cultural heritage.



II. Analysis of Educational Supply

II. Analysis of Educational Supply

The first phase of the Heritage Train project was dedicated to the analysis of educational supply and educational demand related to the training in built heritage conservation in SK, CZ and AT. The supply is presented in this chapter and the demand in the following one (Chapter III).

The supply has been analysed on the basis of data collection – potential providers of training in built heritage conservation were addressed mostly via direct mailing (in some cases also via telephone calls, or a desk/internet survey). In the first half of 2021 numerous entities – organisations and institutions from the private and public sector – were addressed: national and regional heritage authorities, local and regional governments, universities, relevant chambers or professional associations, non-governmental organisations and other subjects dealing with heritage preservation in SK, CZ and AT.

This extensive survey brought replies from **223 organisations/institutions** in total in all three countries – out of this number there were **136 entities from SK, 64 from CZ and 23 from AT**. These entities provided information about **1622 activities** in total, realised in the span of the years 2013 – 2020, out of this number there are **779 from SK, 582 from CZ and 261 from AT**.

Subsequently, the collected data had to be thoroughly sorted out as many of them (1) could not be considered as training (but more as awareness-raising) and (2) they were related to cultural heritage in general but were not directly focused on the given field – built heritage conservation (for example festivals, lectures on history, public presentations, guided tours in museums and castles, excursions for the general public, etc.). In these cases they were considered as not relevant for further surveying. See *Chart 1*.

The project team also faced some difficulty in figuring out into which category – training or awareness-raising – a certain activity belonged due to the fact that (1) the providers did not always supply sufficient relevant information and (2) some training activities did not bear features of a typical training activity, as in many activities the training aspect could be traced down as an additional output of a differently focused activity (for example, this was the case in some conferences).

Chart 1: Life-long learning on

built heritage conservation in the given countries, in the period 2013 – 2020

Activities / Number / Country	SK	CZ	AT	All countries
Relevant activities – training	276	489	261	1 026
Awareness-raising activities	278	73	0	351
Not relevant activities*	225	20	0	245
Sum	779	582	261	1 662

*Note: These activities were related to cultural heritage in general, but not focused on the given field – the built heritage conservation.

The collection of data in SK and CZ was very extensive and generated substantial feedback (as shown in Chart 1). Unlike in AT, in SK and CZ the market had not been so examined and that is why the survey had to be more extensive and also provided data not always relevant to the focus of the project (training in the given field). In AT it was possible to approach the market in a more targeted way as the potential providers had been already mapped. In AT the educational market in the given field is not as fragmented as in SK and CZ.

In general, the number of activities and initiatives related to cultural heritage is particularly high in each of the three countries – this is a very positive finding.

However, the character of these activities and initiatives proved to bear somewhat different features in each of the three countries, as described in the following lines.

Data were collected in the following categories:

- Name of the provider (entity that provides professional training) and its legal form**
- List of training courses in the period 2013 – 2020, its titles**
- Type of training (individual event, periodical or systematic)**
- Form of training – lecture, workshop, seminar, conference, e-learning, etc.**
- Content of training**
- Duration of training (in days)**
- Participation fee**
- Funding**
- Number of participants**
- Date**

1. Surveyed group – providers of professional training and their legal forms

After analysing all the data collected, the following number of providers were included in the study group for the purposes of the Heritage Train project: **46 providers from SK, 34 from CZ and 23 from AT**. See *Chart 2*. The **surveyed group can be considered to be representative** as it was possible to obtain the necessary data from the vast majority of providers in all the given countries.

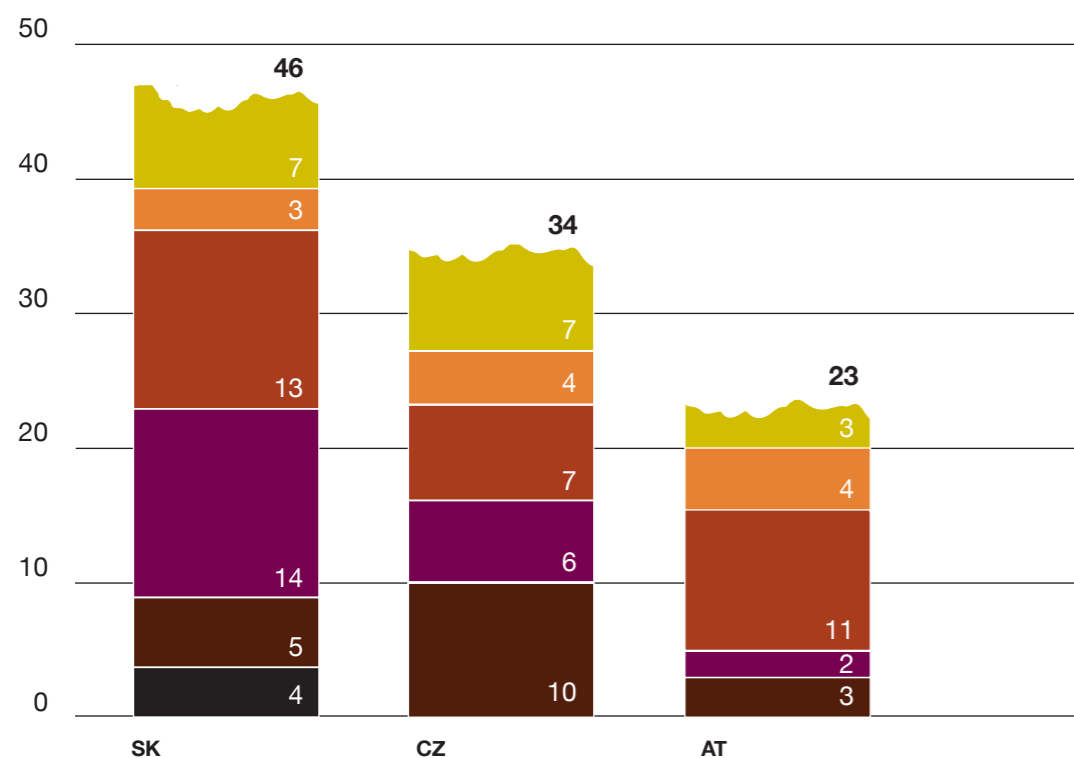


Chart 2: Surveyed group – providers of training in the given countries and their legal forms

- Local – Governmental institution
- National – Governmental institution
- Regional – Governmental institution
- Private institution – non-profit
- Private institution – profit
- University – Governmental institution

Legal Form / No of providers in the surveyed group / Country	SK	CZ	A
Local – Governmental institution	4	0	0
National – Governmental institution	5	10	3
Regional – Governmental institution	14	6	2
Private institution – non-profit	13	7	11
Private institution – profit	3	4	4
University – Governmental institution	7	7	3
Sum	46	34	23

Note: Various entities financed or co-financed by self-governing regions are classified in the category of Regional Governmental Institution (e.g. regional museums). Entities financed by state budgets are classified in National Governmental Institutions (e.g. heritage authorities – monuments boards/institutes, national museums, national commissions for UNESCO). The category of Private Non-profit Institution includes NGOs, chambers, associations for professionals, national branches of international organizations (e.g. ICOMOS, DOCOMOMO) and other non-profit platforms.

In all three countries there are providers of training in built heritage conservation that have various legal forms – there are entities from the public as well as from the private sector.

In SK, unlike CZ and AT, also Local Governmental Institutions are visible in the chart above – these are several historic towns listed in UNESCO which organize seminars and conferences. In CZ, the surveyed group includes the Municipality of the Capital City of Prague, which also provides training, but this municipality is in the category of Regional Governmental Institution.

In AT, the largest part of the surveyed group is created by private non-profit institutions, but they do not provide the largest part of educational activities. Most of the activities are provided by the Federal Monument Authority Austria (BDA-IWZB), but it is important to mention that the activities are executed in cooperation with a non-profit institution (VFB) – as shown in the following *Chart 3*.

2. Number of training activities and legal forms of their providers

It is interesting to mention that SK, as the smallest country with the lowest population from the given three countries, has the highest number of providers in the surveyed group (Chart 2). On the other hand this fact does not necessarily correspond to the number of activities. As the following chart shows, the most numerous activities are in CZ (Chart 3). This could be interconnected with the mentioned finding that the “educational market” in SK is the most fragmented one – composed of many smaller providers.

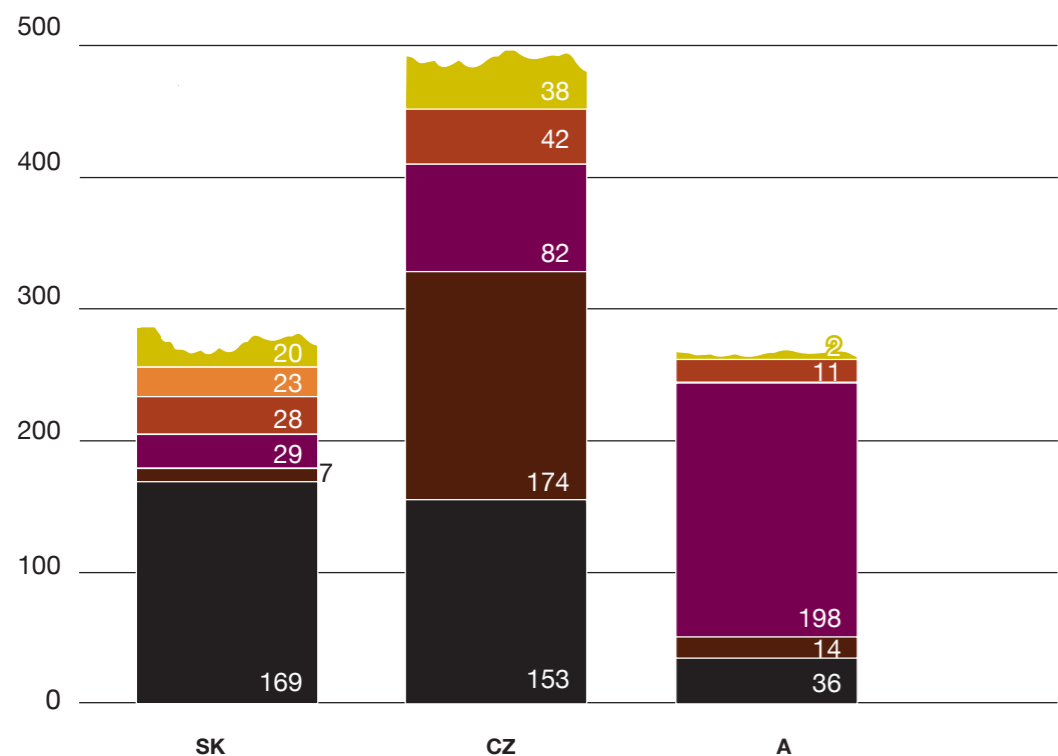


Chart 3: Number of training courses in the given countries according to the legal form of their providers

- Private institution – non-profit
- Private institution – profit
- National – Governmental institution
- Regional – Governmental institution
- Local – Governmental institution
- University – Governmental institution

Legal form of providers / Number of training courses 2013 – 2020 / Country	SK	CZ	A	SK %	CZ %	A %
Private institution – non-profit	169	153	36	61,2	31,3	13,8
Private institution – profit	7	174	14	2,5	35,6	5,4
National – Governmental institution	29	82	198	10,5	16,8	75,9
Regional – Governmental institution	28	42	11	10,1	8,6	4,2
Local – Governmental institution	23	0	0	8,3	0,0	0,0
University – Governmental institution	20	38	2	7,2	7,8	0,8
SUM	276	489	261	100,0	100,0	100,0

Country	Number of training courses provided by the surveyed group, 2013 – 2020	%
SK	276	26,9
CZ	489	47,7
AT	261	25,4
SUM	1026	100,0

Chart 3 shows the most remarkable difference among the 3 countries. In **SK the biggest share of activities in the surveyed group is provided by private non-profit organizations (61 %)**. In **CZ the activities are distributed more evenly among the three categories of providers** – private non-profit (31 %), private profit (37 %) and national governmental entities (17 %, including mostly activities provided by the National Heritage Institute – NPÚ). In **AT there is a clear dominance of activities provided by national governmental institutions (almost 76 %)**.

The situation in **AT is also specific** from another point of view: from the overall number of 261 activities most of them (72 %, 190 activities) are reported as “national governmental”, but when analysed deeper, they are provided on the **platform of trilateral public-private cooperation** among (1) BDA-IWZB – Federal Monuments Authority Austria, its Information and Training Centre in Mauerbach (2) BHÖ – national authority for operating protected buildings owned by the state (3) VFB – non-profit NGO. Another special feature of the market in AT is the existence of the **University for Continuing Education** – Donau University Krems. The university specializes in enhancing the qualifications of working professionals. The Department for Building and Environment of this university offers postgraduate studies with a close relation to built heritage (Conceptual Architectural Heritage Preservation, Cultural Property Protection, Renovation and Revitalization). There are no further institutions providing systematic professional training in built heritage in continuing education⁴.

The unique **feature of the SK market is the high number of activities that are interconnected with the preservation of built heritage ruins** (ruined castles, monasteries). They are in the category of Private Non-profit Institutions with 61 % (169 activities) and out of this **41 % (113 activities)** are linked to NGOs activities (mostly workshops) that take place directly on the given sites and offer knowledge and skills needed for the conservation of ruined heritage. **The rest of the SK training offer (59 %) is very fragmented** – there is a high number of providers (the highest from the given 3 countries) but their activities are not so numerous. More than a half of the providers offered just 1 or 2 activities in the given 8 years period (28 providers – of various legal forms), 9 providers with 3-6 activities, 6 providers with 7-16 and **only 1 provider with more than 20 activities** (national heritage authority – PÚ SR) in the period 2013 – 2020.

CZ has the **highest number of activities among the given 3 countries**. There are 4 private non-profit organisations providing a number of training courses on a regular basis (30 %) and 1 private profit entity with a substantial share of the “training market” (28 %). In CZ there is also a long-term offer from national governmental and regional institutions, universities and other non-profit private institutions. As there are several “key players” in CZ, the market **is not as fragmented as in SK** – the scaling is as

4. The activities of the university are not represented in the survey sufficiently because the master courses started only a few years ago but it is expected that this training offer will soon be an important part of the market.

follows: 3-10 training activities — provided by 9 subjects (of various legal forms); 10-50 by 8 subjects (of various legal forms); 50-100 by 2 subjects (one private non-profit subject and the national heritage authority — NPÚ); more than 100 by one private profit entity. The fact that differentiates CZ from the other two countries is that from the overall number of 489 activities, **almost one third is provided by a private profit company (28 %)**.

The total number of professional training courses in the given three countries appears to be relatively high (the highest one is in CZ), but despite this, there is still a demand for targeted or long-term systematic training, especially in SK and CZ — as evident from the results of the questionnaire survey among the target groups (presented in Chapter III).

3. Type of training — systematic, periodic, individual

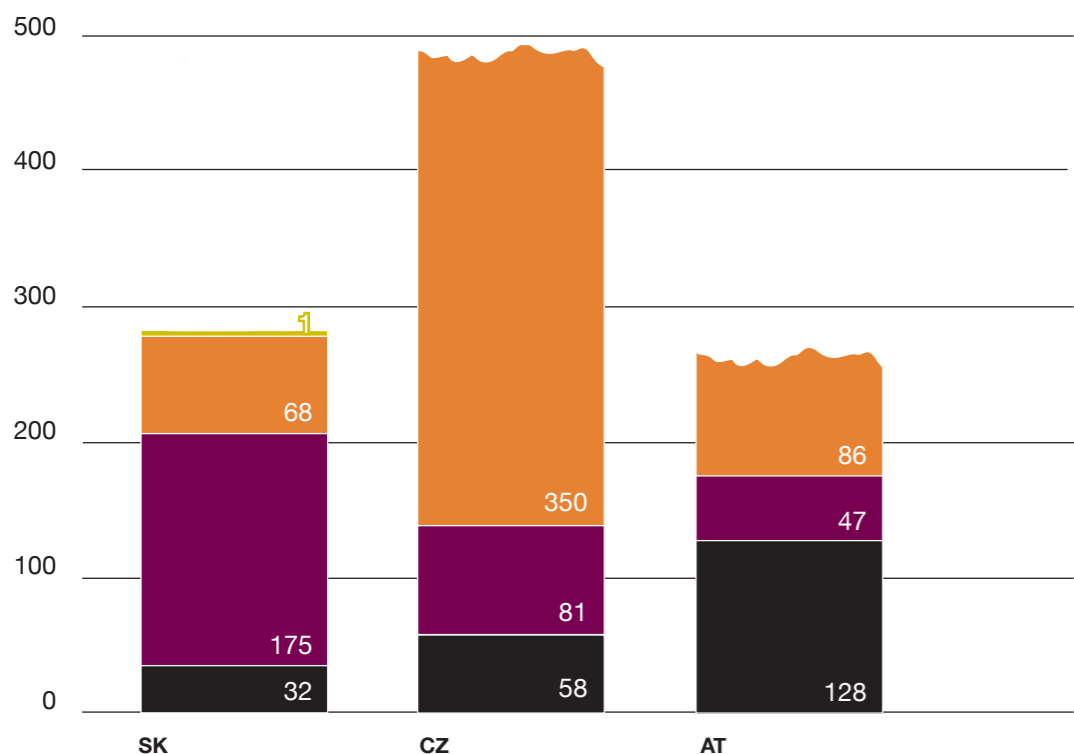


Chart 4: Number of training courses according to their type (systematic, periodic, individual) provided by the entities in the surveyed group in the period 2013 — 2020

- Systematic educational program
- Periodic event
- Individual event
- No data available

Type of training / Number of training

courses, 2013 — 2020 / Country	SK	CZ	A	SK %	CZ %	A %
Systematic educational program	32	58	128	11,6	11,9	49,0
Periodic event	175	81	47	63,4	16,6	18,0
Individual event	68	350	86	24,6	71,6	33,0
No data available	1	0	0	0,4	0,0	0,0
Sum	276	489	261	100,0	100,0	100,0

As presented in *Chart 4*, **periodical training activities prevail in SK (63 %)** — meaning activities related to one or more topics that are repeatedly provided but do not completely cover a given professional field. In **CZ individual activities prevail (72 %)**.

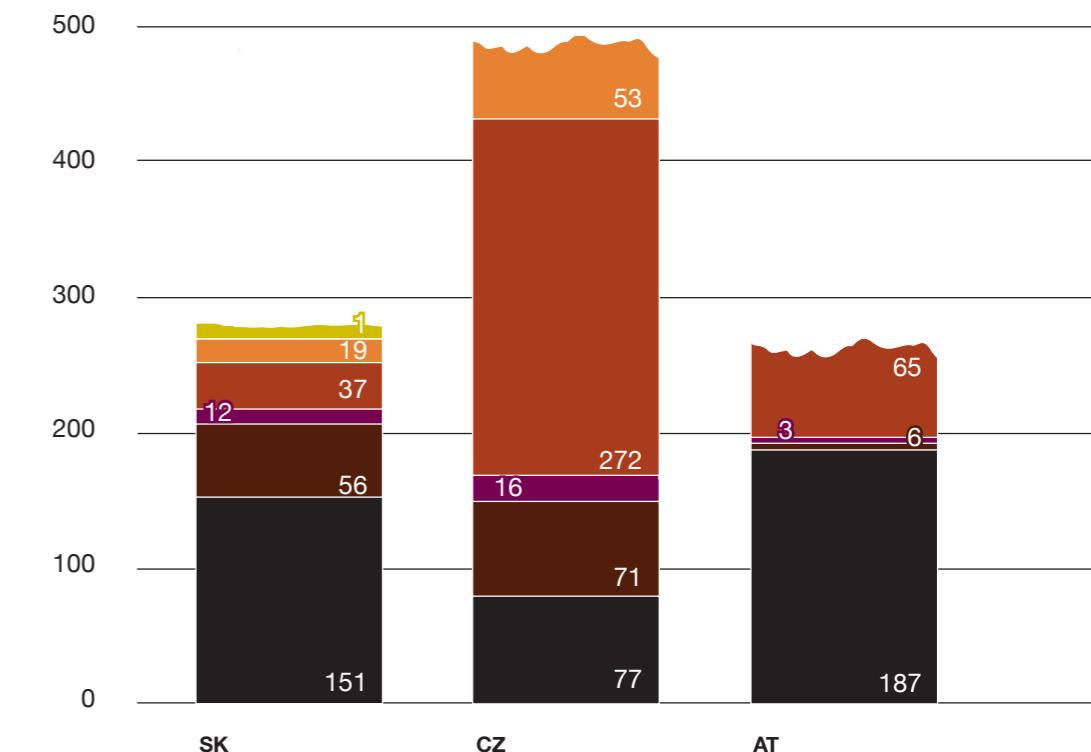
In **AT systematic training prevails (49 %)** — meaning training within a framework of a structured training programme that consists of basic courses followed by advanced courses within the same topic (modular system), covering a given professional field comprehensively.

There is a **similarity in SK and CZ related to systematic training — in both countries it is only about 12 %**. The situation in AT is unique with 49 % systematic training — this is related to the training provided by the trilateral public-private cooperation BDA/VFB/BHÖ. Most of the periodic training activities in AT are offered by these providers.

In SK systematic training is provided by the national heritage authority (PÚ SR) and several NGOs, nevertheless the training does not cover all the thematic fields needed for built heritage conservation. In CZ systematic training is also provided by the national heritage authority (NPÚ), several NGOs, universities and a private profit entity.

4. Form of training activities

Chart 5: Number of training activities according to their form, provided by the entities in the surveyed group in the period 2013 — 2020



- Workshop
- Conference
- Lecture
- Seminar
- Others
- E-learning

Form of training / Number of training courses, 2013 – 2020 / Country	SK	CZ	AT	SK %	CZ %	AT %
Workshop	151	77	187	54,7	15,7	71,6
Conference	56	71	6	20,3	14,5	2,3
Lecture	12	16	3	4,3	3,3	1,1
Seminar	37	272	65	13,4	55,6	24,9
Others	19	53	0	6,9	10,8	0,0
E-learning	1	0	0	0,4	0,0	0,0
SUM	276	489	261	100,0	100,0	100,0

Chart 5: Number of training activities according to their form, provided by the entities in the surveyed group in the period 2013 – 2020

Chart 5 shows that there is a **similarity between SK and AT – in both countries workshops are the prevailing form of training – in SK 55 % and in AT up to 72 %.**

In SK and AT the use of a workshop form is interconnected with the fact that the content of training is mostly focused on Materials and Technologies, including a lot of **hands-on training on the traditional building crafts** (see also Chart 6).

In AT, the trilateral platform BDA/VFB/BHÖ offers workshops or a combination of seminars, workshops and **hands-on training within modular systematic training**. This system is supported by conferences focused on special topics.

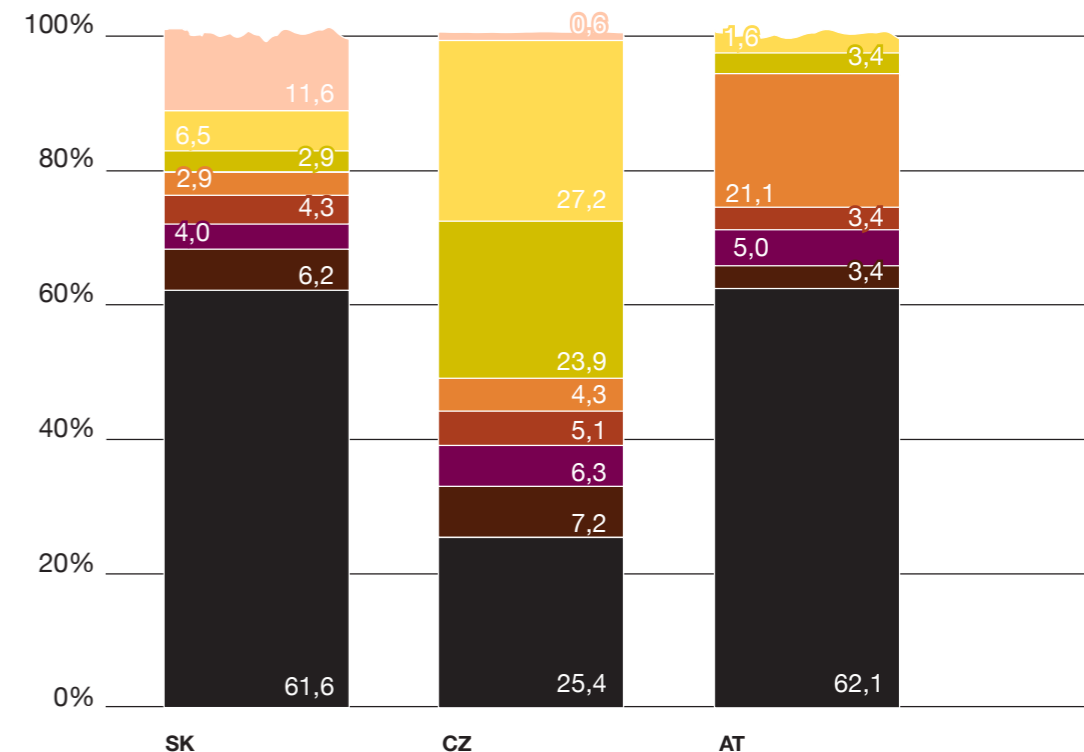
In **CZ seminars prevail (56 %)**, covering the thematic fields where a practical, hands-on or interactive approach is not inevitable (e.g. Legal and Administrative Aspects, or Presentation of Monuments and Sites – see also Chart 6).

Remark: The supply of hands-on training is always interconnected with the availability of suitable facilities. In AT the hands-on training takes place in a former monastery that is run by the mentioned trilateral platform BDA/VFB/BHÖ – all parts of this spacious monastery are used for workshops. Also in CZ there a former monastery is used for this purpose, the Center for Building Heritage in Plasy⁵ (*Centrum stavitelského dědictví Plasy*), run by the National Technical Museum. In SK there are several smaller facilities for hands-on training – three regional training centres run by PÚ SR⁶. In SK hands-on training is also provided by several NGOs and one private entity whose facilities are not so extensive, but they often organise these training activities “in-situ” in chosen historical buildings⁷.

5. A model project of monument conservation educational functions of the museum with experiential called “Centre of Building Heritage in Plasy” was activities aimed at the general public. An educational implemented with the support of EU Structural Funds and leisure area has been created here, linking from 2009 to autumn 2015. It included the adaptation thematically focused museum exhibitions with of two considerably devastated, but very valuable historical workshops of traditional building crafts, heritage sites of the former monastery – a brewery which, in addition to presenting their equipment, and a farmyard. This has created a workplace also offer the opportunity to try out specific craft whose programme combines the presentation and skills. Internet page: <https://www.muzeum-plasy.cz/>

5. Content of training

Chart 6: Number of training activities according to their content, provided by the entities in the surveyed group in the period 2013 – 2020



6. PRO MONUMENTA is a project of the Monuments Board of the Slovak Republic focused on the technical diagnostics and monitoring of the immovable national cultural monuments, performed in close collaboration with their owners and managers, as well as maintenance best practices. The project has been supported by the EEA Financial Mechanism and its partner is the Norwegian Directorate for Cultural Heritage (*Riksantikvaren*). Internet page: <https://www.pamiatky.sk/pro-monumenta/>

7. For example: NGO Academia Istropolitana Nova conducts hands-on training directly on chosen historical buildings in the Town Conservation Reserve of Svätý Jur, where this NGO is located (note: the buildings are co-owned by the local municipality). An NGO entitled *ArTUR* conducts training in the small historic building where it is seated (in the village of Hrubý Šúr). There are also several NGOs that conduct hands-on training as a part of safeguarding a ruined castle/monastery – e.g. *Občianske združenie Hrad Uhrovec*, *Lietavský hrad*, *OC Katarínka*. A private entity *Obnova s.r.o.*, located in the town of Banská Štiavnica (UNESCO site), rents a historic building in the town core to have a suitable space for hands-on training.

Content of training / Number of training courses / Country	SK	CZ	A	SK %	CZ %	A %
1. Materials and technologies	170	124	162	61,6	25,4	62,1
2. Historical and art-historical issues	17	35	9	6,2	7,2	3,4
3. Survey and diagnostic methods and techniques	11	31	13	4,0	6,3	5,0
4. Management of monuments and sites	12	25	9	4,3	5,1	3,4
5. Theoretical, methodological and strategic issues	8	21	55	2,9	4,3	21,1
6. Legal and administrative aspects of monument care	8	117	9	2,9	23,9	3,4
7. Presentation of monuments and sites	18	133	4	6,5	27,2	1,6
Others	32	3	0	11,6	0,6	0
Sum	276	489	261	100,0	100,0	100,0

Chart 6 shows that in **SK and in AT the same thematic field prevails – Materials and Technologies**. In SK as well as in AT it is, surprisingly, almost the same percentage – **62 %**. In SK, the dominance of this theme is interconnected with numerous “in-situ” workshops for preserving the ruined built heritage, during which Materials and Technologies are often taught as it is naturally necessary for conservation works. In SK there are also other public and private entities (including the national heritage authority – PÚ SR) that are focused mainly on this thematic field. In AT the field of Materials and Technologies is taught as a part of systematic professional training (regular courses on traditional building crafts, conservation and restoration techniques). In AT this is the most needed topic (see also Chapter III) but at the same time already well covered by the existing training courses.

It is important to mention that in the case of AT, the figure in Chart 6 in the category of Management of Monument and Sites does not sufficiently reflect the new systematic training courses entitled Maintenance and Management of Historic Buildings, as was offered for the first time only in 2017. In AT, all other thematic fields are only occasionally offered or are absent in the form of systematic professional training.

In **CZ there is not such a dominance of one thematic field, but training activities cover the given fields more evenly**. However, there are three themes with the largest share (around 25 % each): Materials and Technologies, Legal and Administrative Aspects of Monument Care, Presentation of Monuments and Sites. Private non-profit, private profit, universities, regional and national governmental institutions (including the national heritage authority NPÚ) cover a variety of topics.

6. Other findings from the survey

The survey also collected information on:

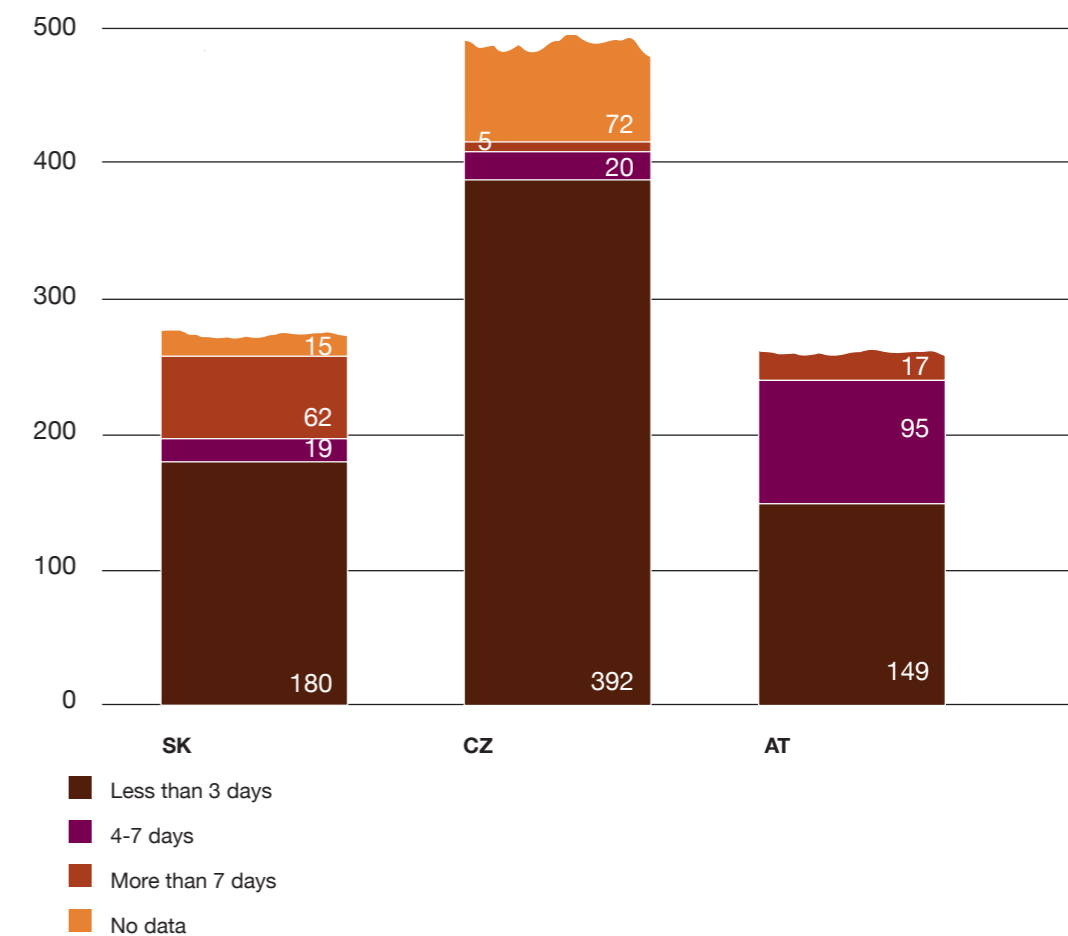
- **Duration of training (in days)**
- **Participation fee**
- **Numbers of participants**

Duration: In **SK, CZ and AT, the largest share of training activities last not more than 3 days**. In AT there is also a substantial proportion (36 %) of activities that last between 4 and 7 days – these are training sessions that cover more than one topic. In SK 23 % of activities last for more than 7 days and these are mostly ones connected to workshops for safeguarding and conservation of ruined heritage (e.g. summer camps in ruined castles).

Participation fee: In SK, training activities without a fee (47 %) are slightly predominant, but a similar number is paid (44 %). In CZ, a substantial part of training activities charge a fee (40 %), 11 % charge no fee, but most providers in the surveyed group did not give the required data. In AT, the majority of training activities are paid (75 %).

Number of participants: The majority of providers in the study group did not give the required data and therefore cannot be properly evaluated.

Chart 7: Number of training courses according to their duration, in the given three countries, 2013 – 2020



Duration of training / Number of activities / Country	SK	CZ	AT	SK %	CZ %	AT %
Less than 3 days	180	392	149	65,2	80,2	57,1
4-7 days	19	20	95	6,9	4,1	36,4
More than 7 days	62	5	17	22,5	1,0	6,5
No data	15	72	0	5,4	14,7	0,0
Sum	276	489	261	100,0	100,0	100,0

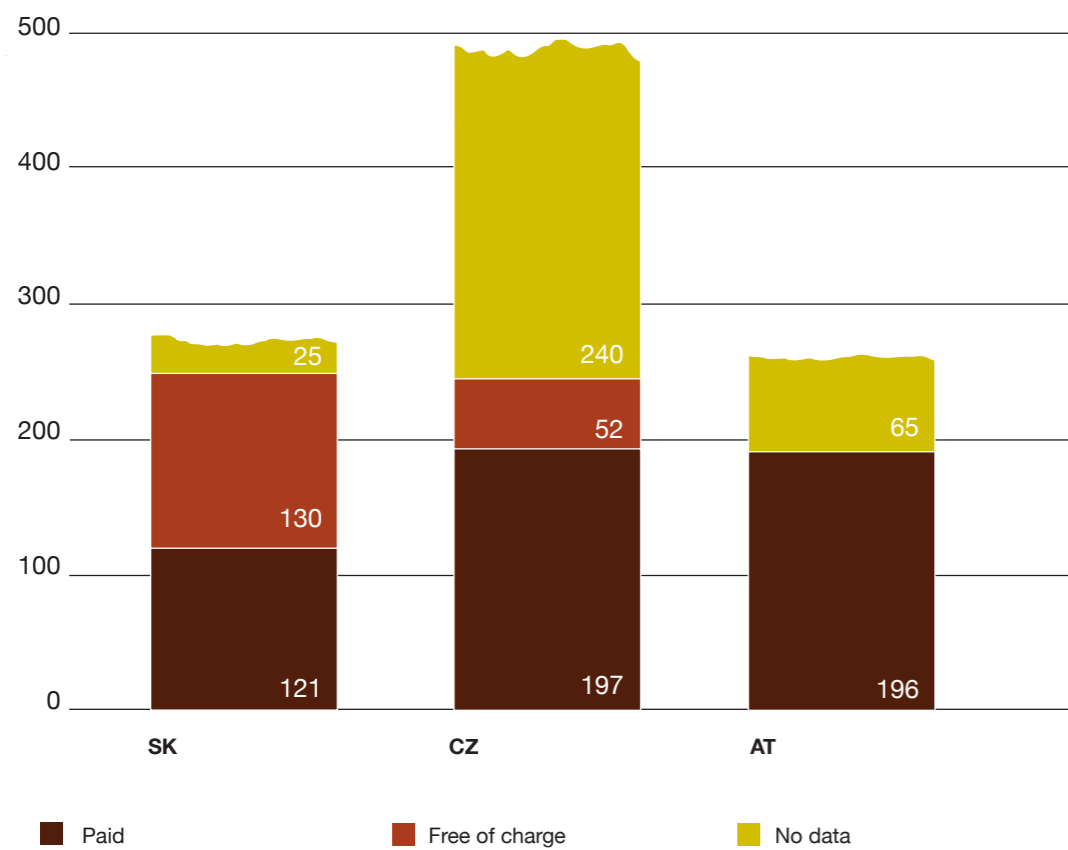


Chart 8: Number of training courses according to participation fee, in the given three countries, 2013 – 2020

Fees / Number of activities / Country	SK	CZ	AT	SK %	CZ %	AT %
Paid	121	197	196	43,8	40,3	75,1
Free of charge	130	52	0	47,1	10,6	0,0
No data	25	240	65	9,1	49,1	24,9
Sum	276	489	261	100,0	100,0	100,0



II. Analysis of Educational Demand

III. Analysis of Educational Demand

After analysing the educational supply, the project focused on the educational demand related to the training in built heritage conservation. Both analyses were carried out as supporting materials for the design of the curriculum of the international modular training programme.

The demand was analysed on the basis of a questionnaire during the spring and summer 2021. The questionnaire including 21 questions was sent out to gather information on the educational needs of the given target groups in SK, CZ and AT.

The target groups:

1. Staff of monuments boards/institutes
2. Staff of local and regional governments
3. Architects and civil engineers
4. Craftsmen
5. Owners of built heritage

This questionnaire survey provided **738 replies representing all the given target groups**, but the most intensive response – **44% – were from the staff of heritage authorities**, in particular those from SK and CZ (see Chart 9). This result correlates with the involvement of these authorities as associated partners in the project, their active cooperation in distributing the questionnaire among their staff and also their **high interest in the professional training for this target group in SK and CZ**.

The questionnaire was particularly successful in SK and CZ, presumably because in these countries a similar survey of educational demand was not carried out at all or had been done quite a long time ago. In the case of AT, the return rate of the questionnaire was not so high, despite the fact that the AT project partner VFB and its associated partner BDA had more than a thousand alumni to whom the questionnaire was distributed. This may have been due to the fact that the alumni regularly fill in a similar questionnaire form after each training provided by VFB/BDA and therefore are unlikely to feel the need to answer similar questions again. This previously collected data was also reflected in the following phase of the project – the design of the curriculum.

Target group / Number of replies / Country	SK %	CZ %	AT %	All %	All	Chart 9: Number of replies in the questionnaire, according to target groups and according to countries
Staff of monuments boards/institutes	34,0	65,0	5,5	43,5 %	321	
Staff of local and regional governments	10,3	6,1	1,8	8,1 %	60	
Architects and civil engineers	19,2	2,5	30,9	13,8 %	102	
Craftsmen	6,2	0,7	25,5	5,6 %	41	
Owners of built heritage	6,4	1,8	5,5	4,6 %	34	
Restorer	10,1	13,0	7,3	11,0 %	81	
Other	8,4	8,3	18,2	9,1 %	67	
Skipped the answer	5,4	2,5	5,5	4,3 %	32	
Sum	100,0 %	100,0 %	100,0 %	100 %	738	

Chart 10: Demands of the target groups according to the questionnaire survey (Part A) – Overview

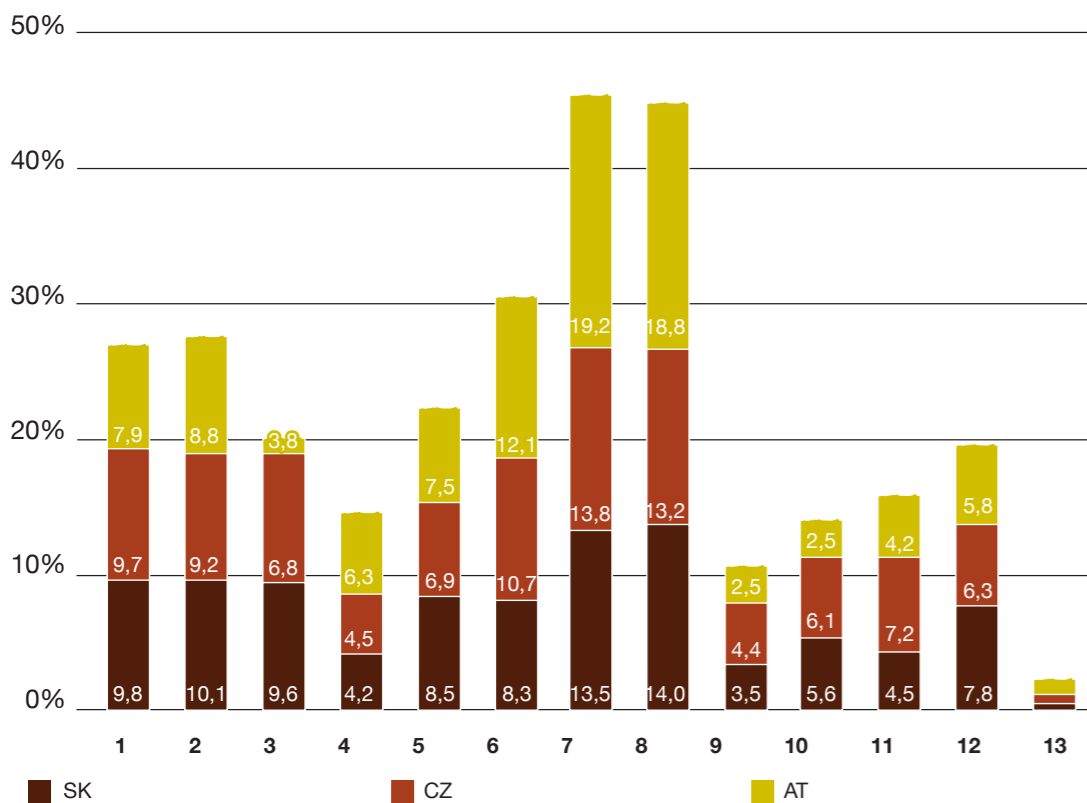
Survey subject		SR %	CR %	AT %	All %
Requested themes	1. Legal and administrative aspects of monument care	10	10	8	9
	2. Theoretical and methodological aspects of monument care	10	9	9	9
	3. Use and presentation of monuments	10	7	4	7
	4. Managerial and economic aspects in the field of heritage conservation	4	5	6	5
	5. Historical and art-historical topics	9	7	8	8
	6. Survey and research methods in heritage conservation	8	11	12	10
	7. Historical materials and technology	14	14	19	16
	8. Present day materials and technologies in monument care	14	13	19	15
	9. Archaeological conservation	4	4	3	3
	10. Care of the landscape and historical greenery	6	6	3	5
	11. Urbanistic aspects of heritage preservation	5	7	4	5
	12. Use of digital technologies in monument care and presentation of monuments	8	6	6	7
	13. Other	1	1	1	1
Length of training activities	Combined offer	56	58	67	60
	Shorter events	37	35	20	30
	Longer-term training	8	8	13	10
Format of training	Mixed	63	68	56	62
	Practical, workshops	25	24	33	27
	Theoretical lectures, seminars	12	8	11	10
Mode of delivery	Online useful, depending on the topic	44	48	38	44
	Online useful	44	37	25	36
	Online not useful, rejected	11	14	36	21
Venue	Important, driving distance	62	65	38	55
	Not of relevance	26	21	38	28
	Attractivity of the place	12	14	24	17
Duration of training	Less than 3 days	53	53	31	46
	Three days as optimum	42	42	53	46
	Longer than 3 days	4	5	16	8
Training over weekends	Not interested	50	47	9	35
	Interested	50	53	92	65
Training abroad	Not interested	30	27	9	22
	Interested	70	73	91	78

The questionnaire was divided into three parts: Part A focused on the content and the way of delivery of training (8 questions); Part B asked about the profile of the respondent (9 questions); and finally there was a special Part C dedicated to the staff of heritage authorities (3 questions).

Chart 10 presents an overview of answers in the first part of the questionnaire that was focused on demand related to the content and the way of delivery of training. The most **interesting finding is that in SK and CZ there are very similar and in some cases even identical answers – demands.**

The Chart 11 shows that the level of interest in particular thematic fields is very similar in all three countries – SK, CZ and AT. There is a **predominant demand for training in the field of Historical and Present-day Materials and Technologies.**

The following fields are also in great demand: **Survey and Research Methods in Heritage Conservation; Legal and Administrative Aspects of Monument Care; Theoretical and Methodological Aspects of Monument Care.** The lowest interest seems to be in training activities in the field of Archaeological Heritage Care.



Thematic fields of training

Chart 11: Demands of the target groups according to the questionnaire survey

- 1. Legal and administrative aspects of monument care
- 2. Theoretical and methodological aspects of monument care
- 3. Use and presentation of monuments
- 4. Managerial and economic aspects in the field of heritage conservation
- 5. Historical and art-historical topics
- 6. Survey and research methods in heritage conservation
- 7. Historical materials and technology
- 8. Current materials and technologies in monument care
- 9. Archaeological conservation
- 10. Care of the landscape and historical greenery
- 11. Urbanistic aspects of heritage preservation
- 12. Use of digital technologies in monument care and presentation of monuments
- 13. Other

Chart 12 shows that the majority of respondents in all three countries prefer a combination of shorter (one-off/stand-alone) events and long-term training.

Length of training

Chart 12: Demands of the target groups according to the questionnaire survey

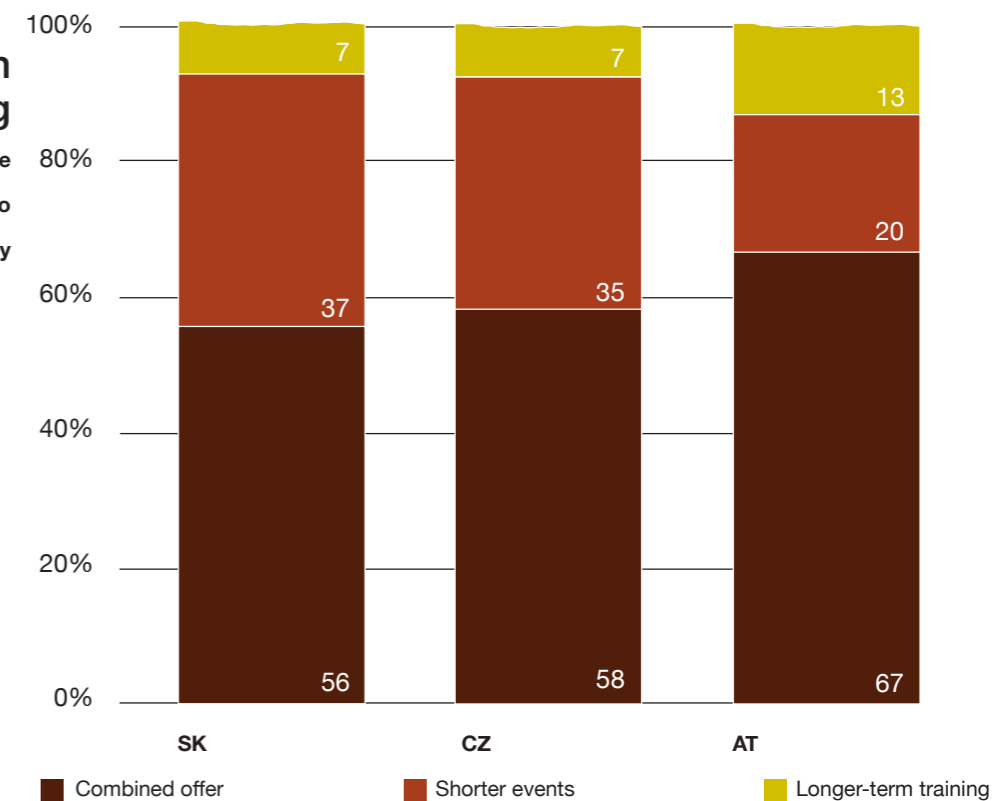


Chart 13 shows a dominating interest in a mixed offer combining practical and theoretical courses in all three countries. Nevertheless, there is also great interest in practical training activities.

Format of training

Chart 13: Demands of the target groups according to the questionnaire survey

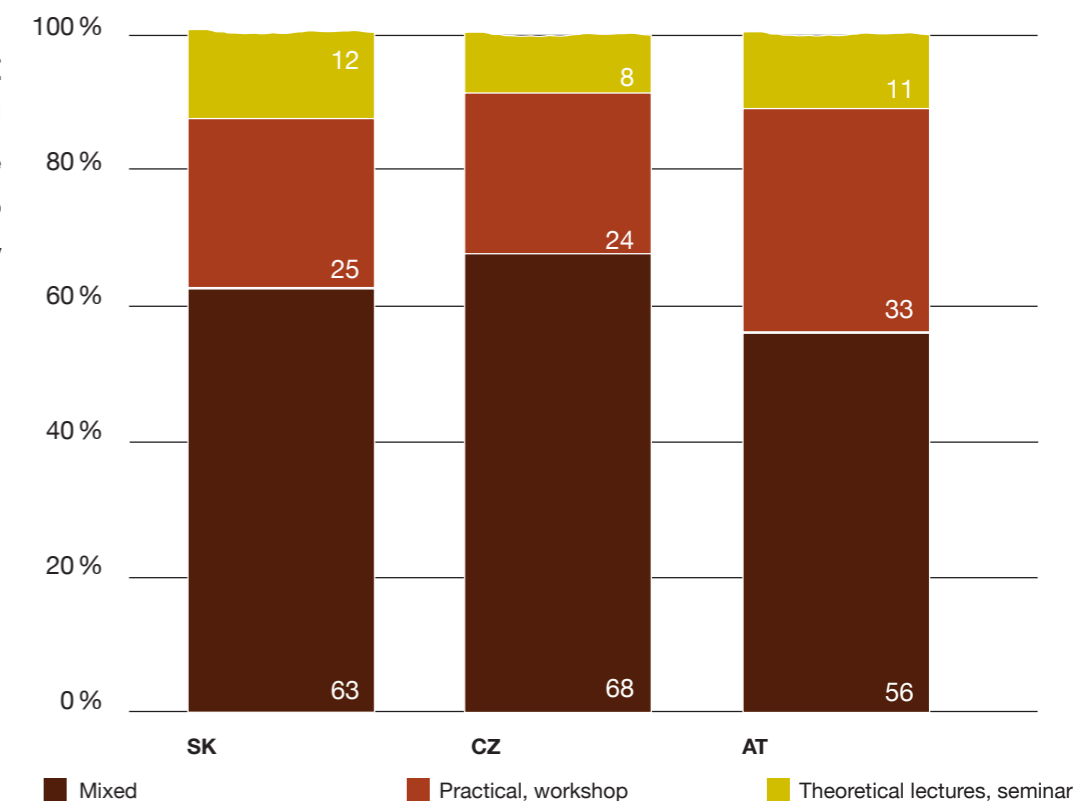
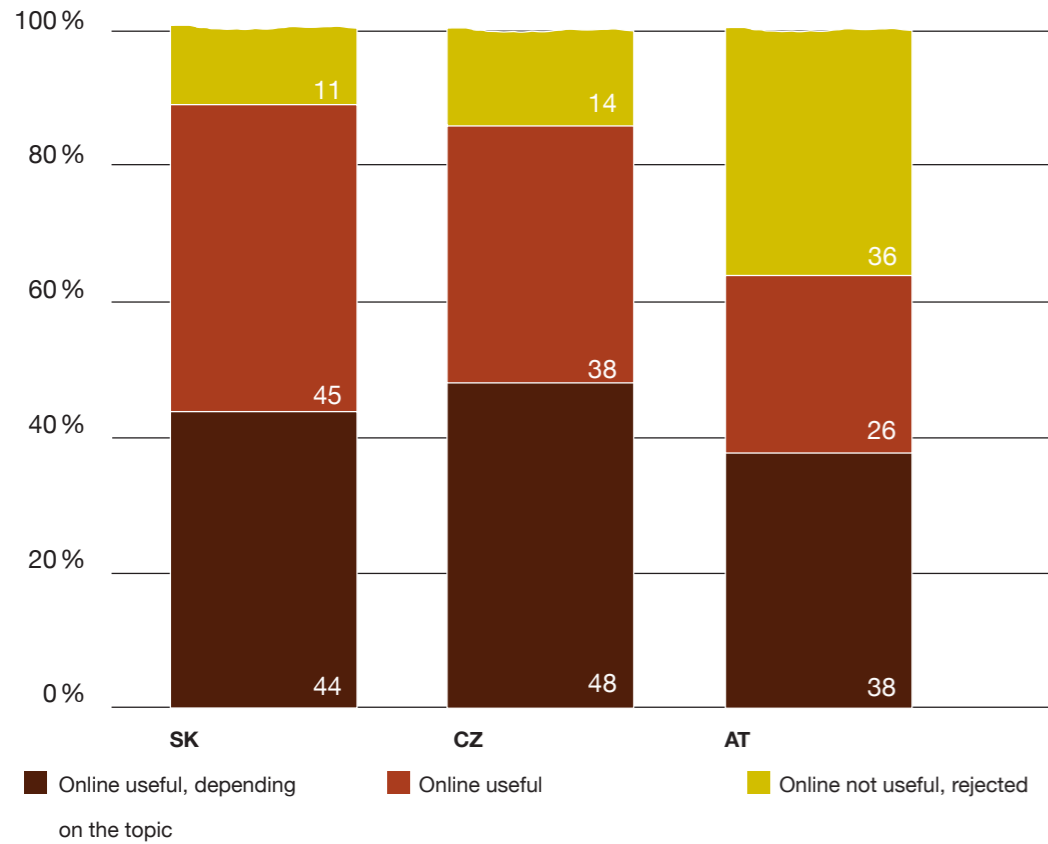


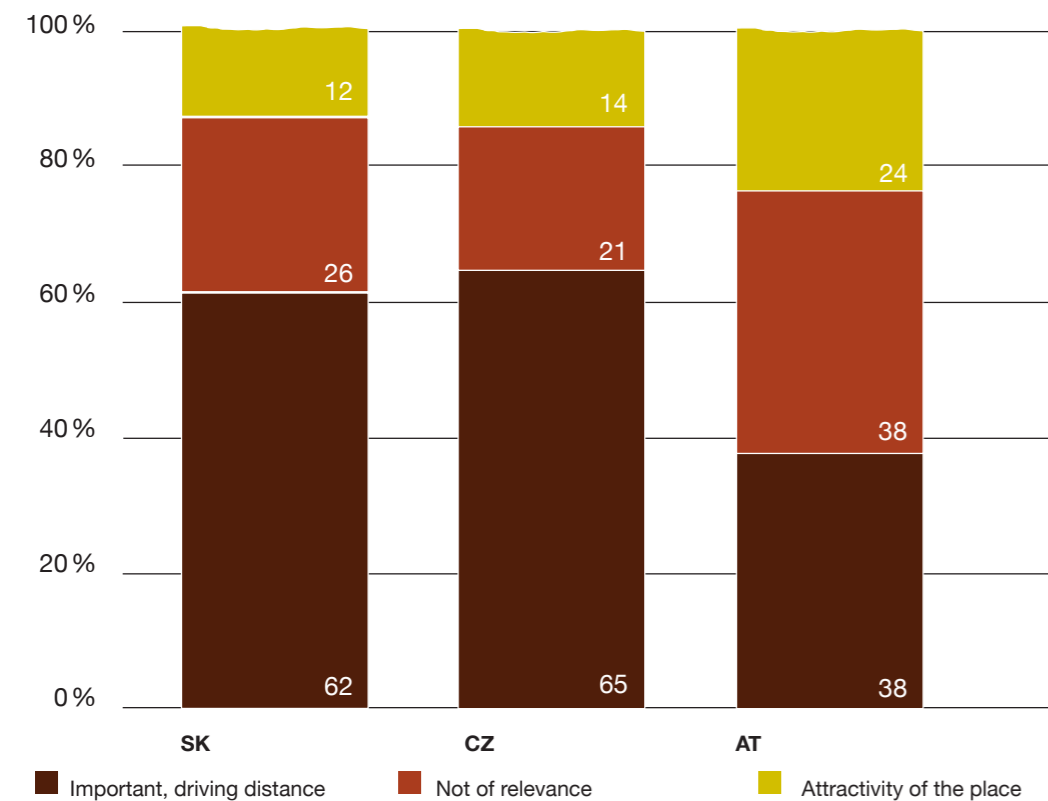
Chart 14 shows that the majority of respondents consider online training as a possible (useful) form of training. Logically, the suitability of the online form depends on the thematic focus of the training. In AT, however, a significant proportion, more than a third of the respondents, rejects online courses.



Mode of delivery

Chart 14: Demands of the target groups according to the questionnaire survey

Chart 15 shows that the distance to the event plays an important role in the decision to attend training, especially for respondents from SK and CZ. Ideally, it should be located within driving distance. However, for around 30% on average for SK, CZ and AT distance does not play a role. The attractiveness of the venue is the least decisive factor.



Importance of the venue

Chart 15: Demands of the target groups according to the questionnaire survey

Chart 16 shows that courses lasting up to three days are the most popular in all three countries. This information is very important for designing attractive systematic or individual training – in all cases it should be optimally organised in sessions lasting between 1 and 3 days.

Duration of training

Chart 16: Demands of the target groups according to the questionnaire survey

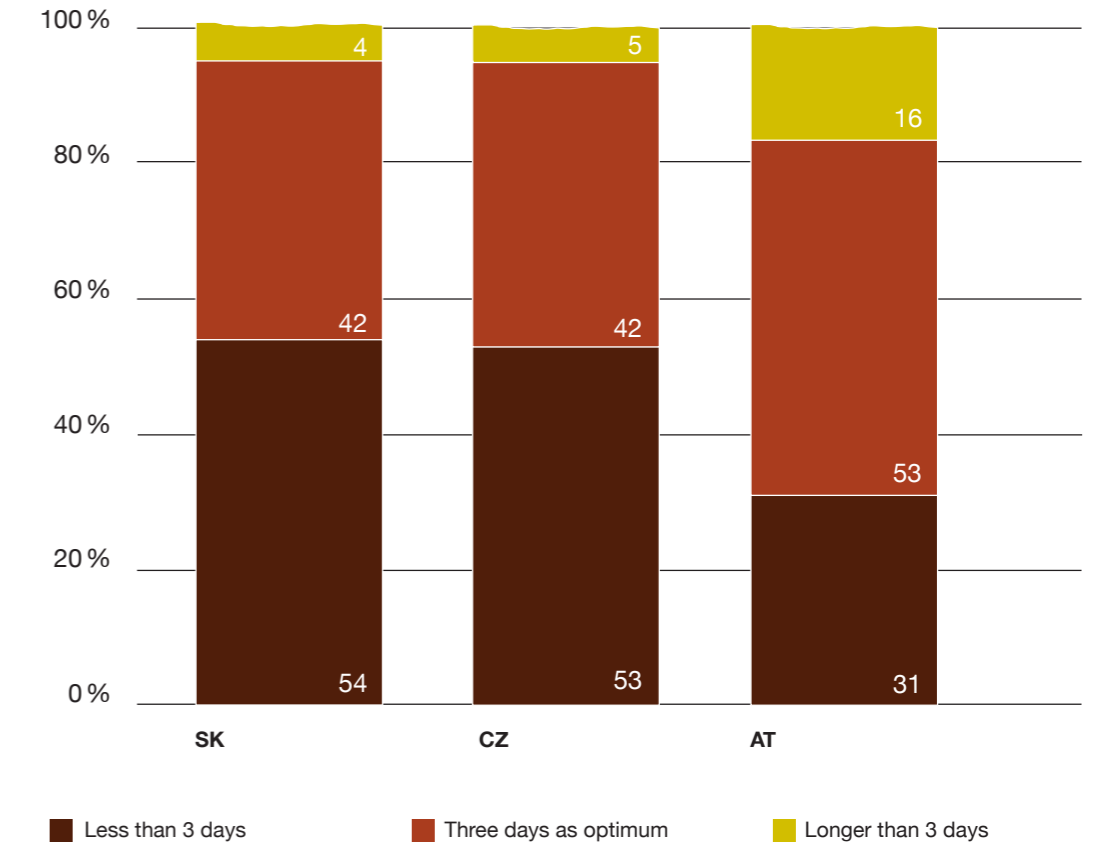
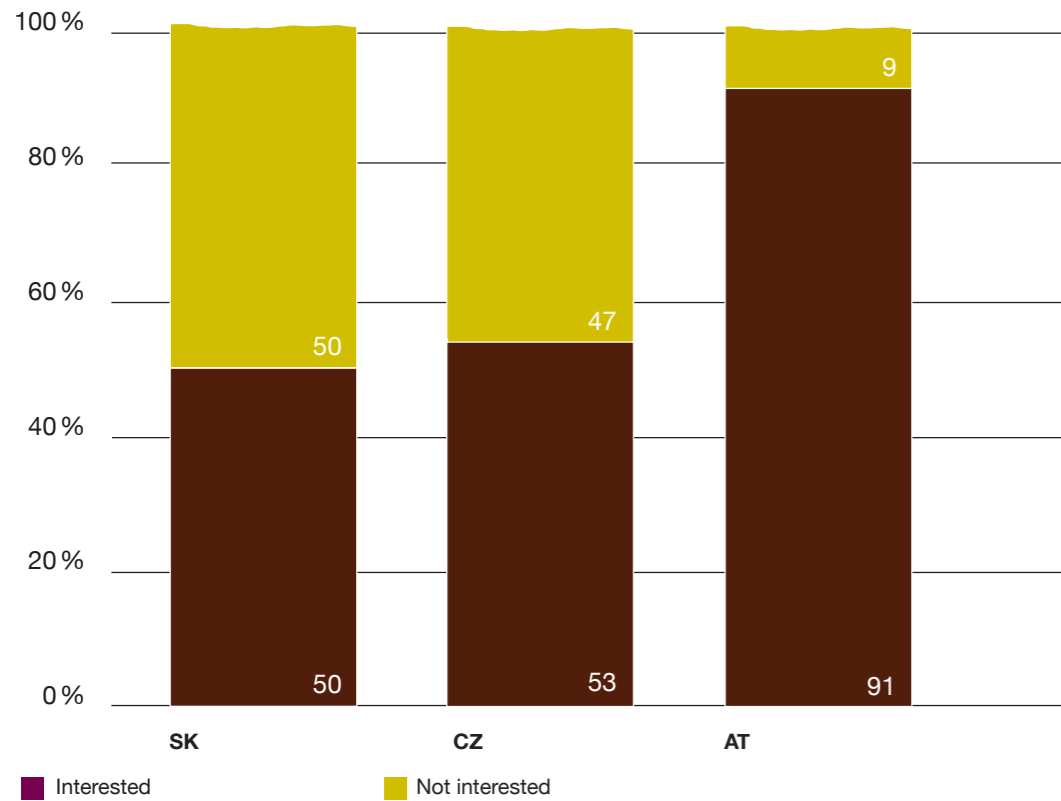


Chart 17 shows that in SK and CZ there is no prevailing preference for training organised during weekends compared to training during working days – the results for both options are almost the same. In AT, according to the survey, the interest in weekend training is very high – this result differs from SK and CZ, but it can be explained by the fact that in these two counties half of the respondents come from the employees of the state heritage authorities and their training is usually organised on working days.



Interest in training over weekends

Chart 17: Demands of the target groups according to the questionnaire survey

Interest in training abroad

Chart 18: Demands of the target groups according to the questionnaire survey

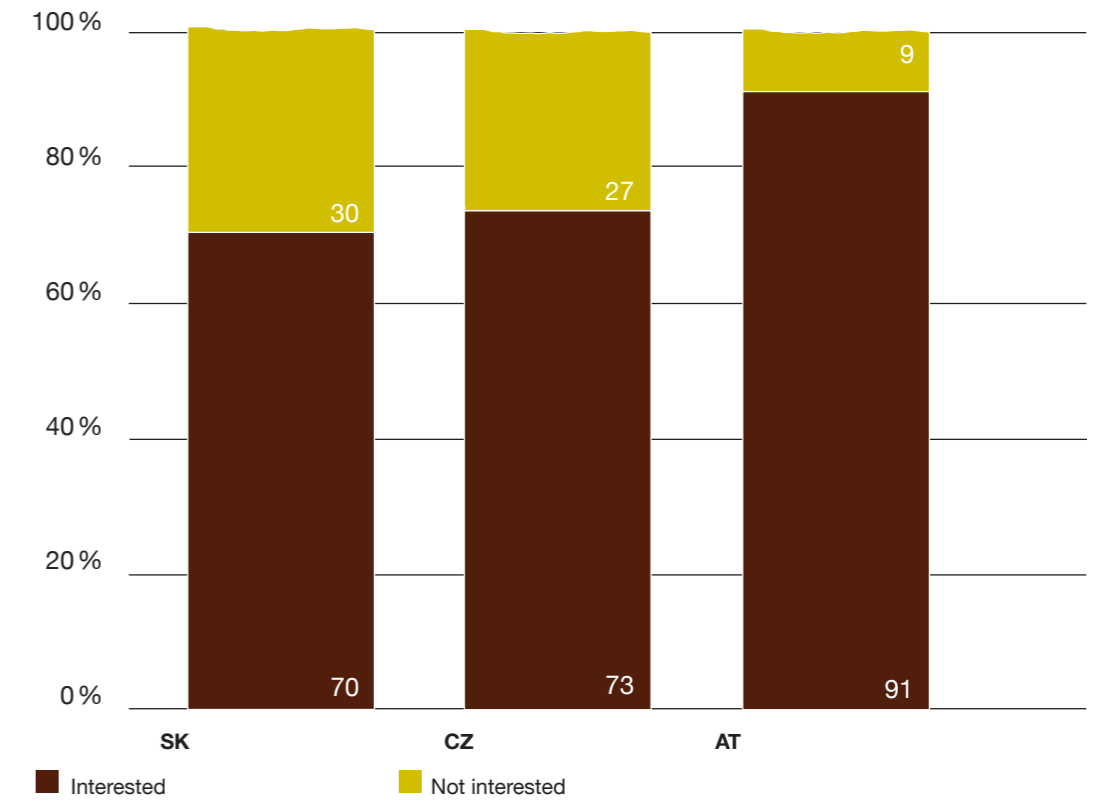


Chart 18 shows that there is a high level of interest in attending training that takes place abroad – this is the same for respondents from all three countries. Such a finding is particularly relevant to the Heritage Train project, which aims to develop an international modular training programme incorporating offerings from all three countries involved in the project.

The second part of the questionnaire – Part B – contained 9 questions focusing on the respondent’s profile – mainly on qualifications, level of education and training attended in the past. *Chart 19* presents an overview of answers in the mentioned second part of the questionnaire. The average survey respondent is a person who completed a university master’s degree more than 20 years ago. Approximately half of the respondents participate in training regularly and the other half only exceptionally, with the majority participating in an individual event – 65 % (systematic training only 29 %) in the form of a seminar/lecture – 58 % (practical training only 39 %), which took place in their home country (79 %).

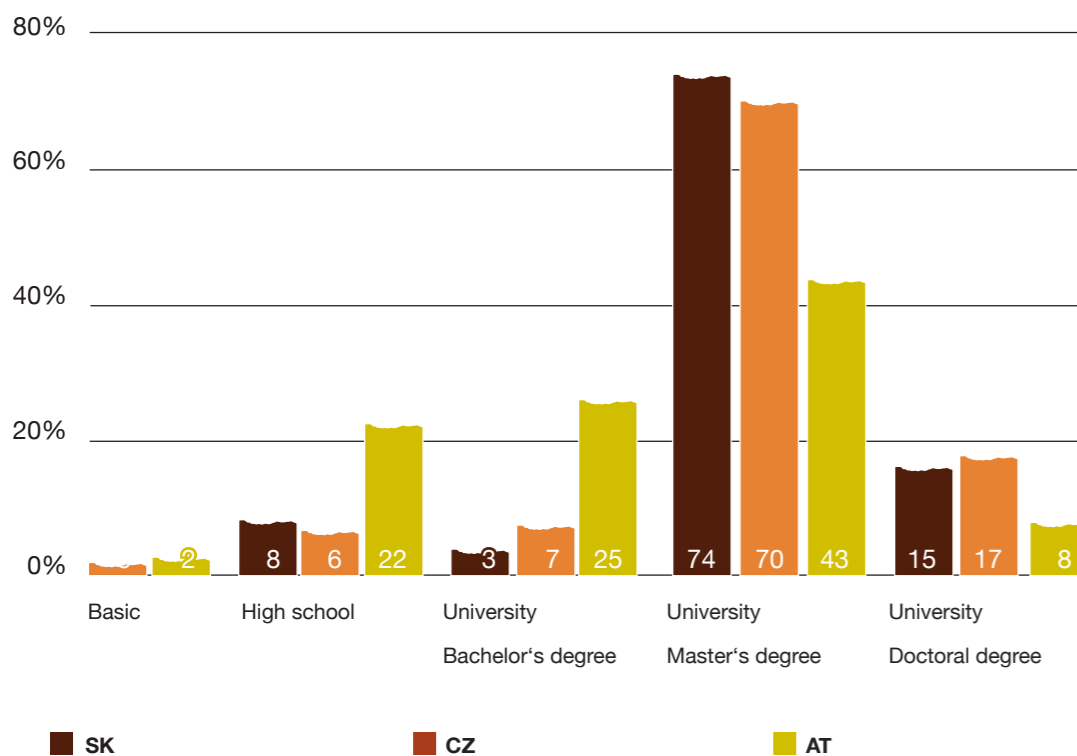
Criteria	Categories	SK %	CZ %	AT %	All %
Professional classification	Staff of monument board/institute	36	67	6	45
	Architect / civil engineer	20	3	33	14
	Craftsmen	7	1	27	6
	Staff of local and regional governments	11	6	2	8
	Owner of built cultural heritage	7	2	6	5
	Restorer	11	13	8	11
	Other	9	9	19	9
Achieved education level	Basic	0	0	2	0
	High school	8	6	22	8
	University – Bachelor’s degree	3	7	25	6
	University – Master’s degree	74	70	43	70
	University – Doctoral degree	15	17	8	15
Time since graduation	Less than 5 years	10	17	15	13
	5 – 10 years	11	24	13	17
	10 – 20 years	30	27	17	28
	More than 20 years	48	31	54	42
Frequency of life-long activities	Regularly	43	63	63	52
	Exceptionally	49	35	35	42
	Never until now	8	2	2	5
Type of life-long training in the past	Individual event	67	61	65	65
	Systematic program	24	35	35	29
	None of the listed	9	4	0	6
Format of life-long training in the past	Practical course/workshop	35	41	50	39
	Seminar/lecture	59	57	50	58
	None	6	2	0	4
Place of life-long training in the past	Home country	75	84	78	79
	Abroad	25	16	22	21

Profile of respondents

Chart 19: Professional profile of the respondents in the questionnaire survey (Part B) - Overview

Criteria	Categories	SK %	CZ %	AT %	All %
Topics of life-long training in the past	1. Legal and administrative aspects of monument care	8	9	4	8
	2. Theoretical and methodological aspects of monument care	13	14	16	13
	3. Use and presentation of monuments	10	7	3	8
	4. Managerial and economic aspects in the field of heritage conservation	1	2	1	2
	5. Historical and art-historical topics	11	12	12	12
	6. Survey and research methods in heritage conservation	8	11	10	9
	7. Historical materials and technology	12	13	25	14
	8. Current materials and technologies in monument care	15	12	15	14
	9. Archaeological conservation	3	4	3	3
	10. Care of the landscape and historical greenery	3	5	0	4
	11. Urbanistic aspects of heritage preservation	4	4	2	4
	12. Use of digital technologies in monument care and presentation of monuments	5	4	4	4
	13. None	5	1	0	3
	14. Other	4	2	4	3
Information about training events	Active searching on the Internet (including social networks)	16	10	20	14
	Mediation from the employer	15	28	4	20
	Referral from colleagues	20	19	11	19
	Following the websites/profiles of training providers	12	10	23	12
	Invitation from the training providers	23	22	31	23
	Randomly	12	10	9	11
	Other	1	0	3	1

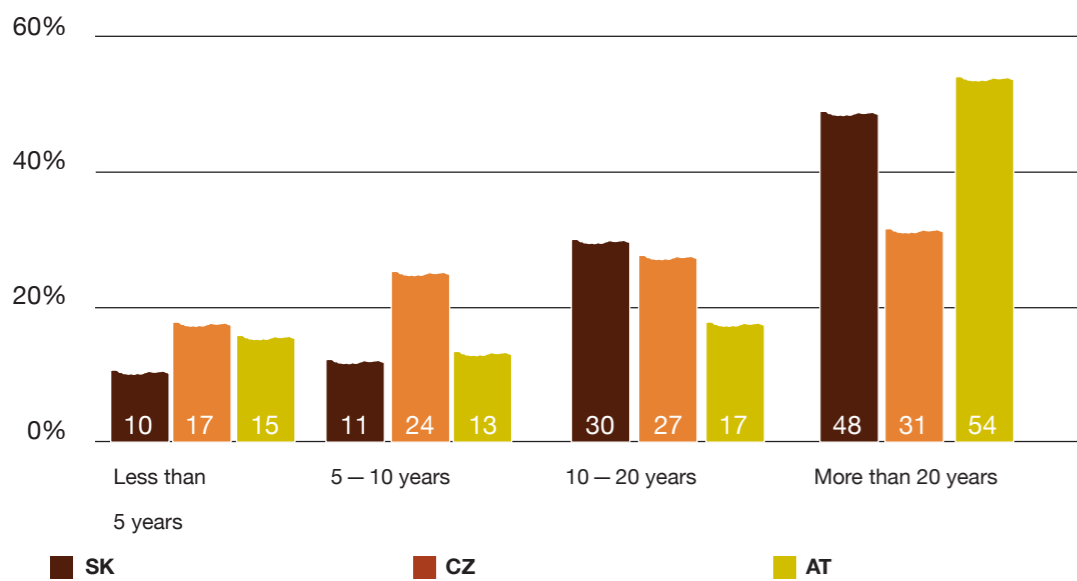
Chart 20 shows that the respondents from all three countries are dominantly people with level 7 education, according to the Qualifications Framework (EQF).



Level of education

Chart 20: Profile of respondents in the questionnaire survey

Chart 21 shows that the majority of respondents have been in practice for a relatively long time, the largest group in all three countries consists of people who graduated at least twenty years ago. Based on the overall great interest in training, expressed in the survey, it can therefore be assumed that experienced and **well educated specialists with considerable knowledge are also interested in further education.**



Time since graduation

Chart 21: Profile of respondents in the questionnaire survey

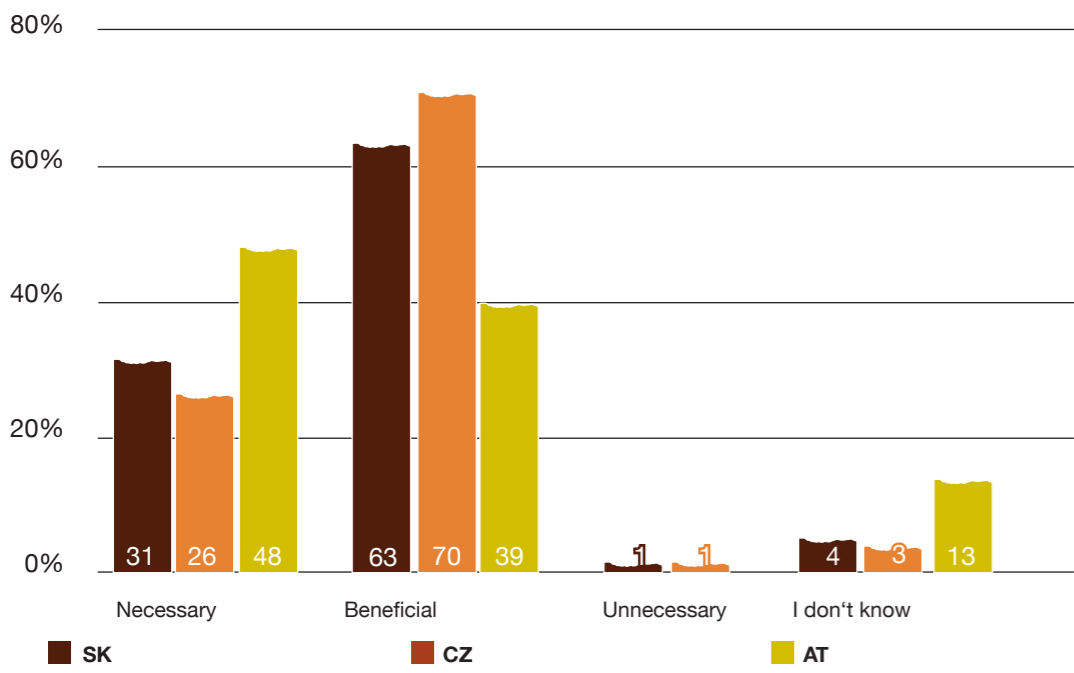
The third (last) part of the questionnaire – Part C – contained 3 questions specifically for the staff of the state heritage authorities.

Chart 22 gives an overview of responses in the mentioned third part of the questionnaire. The answers were mainly provided by the staff of the state heritage authorities in **SK and CZ**. The prevailing percentage of **these employees consider life-long learning (training) in built heritage conservation to be beneficial and expect their employer to actively offer it to them, even as a compulsory part of their job.** A combination of comprehensive long-term training (systematic training) and short-term specialised courses is preferred.

Questions for heritage authorities

Chart 22: Survey results from respondents employed in state heritage authorities (Part C) – Overview

Survey subject	Possibilities	SK %	CZ %	AT %	All %
Active offer of training by the employer	Necessary	31	26	48	30
	Beneficial	63	70	39	64
	Unnecessary	1	1	0	1
	I don't know	4	3	13	5
Participation in life-long learning	Compulsory	31	15	43	24
	Voluntary	69	85	57	76
Optimal type of training type for the life-long education	Comprehensive long-term educational programs	10	3	17	7
	Short-term specialized training courses	24	40	33	33
	Combination of both options	66	57	50	60

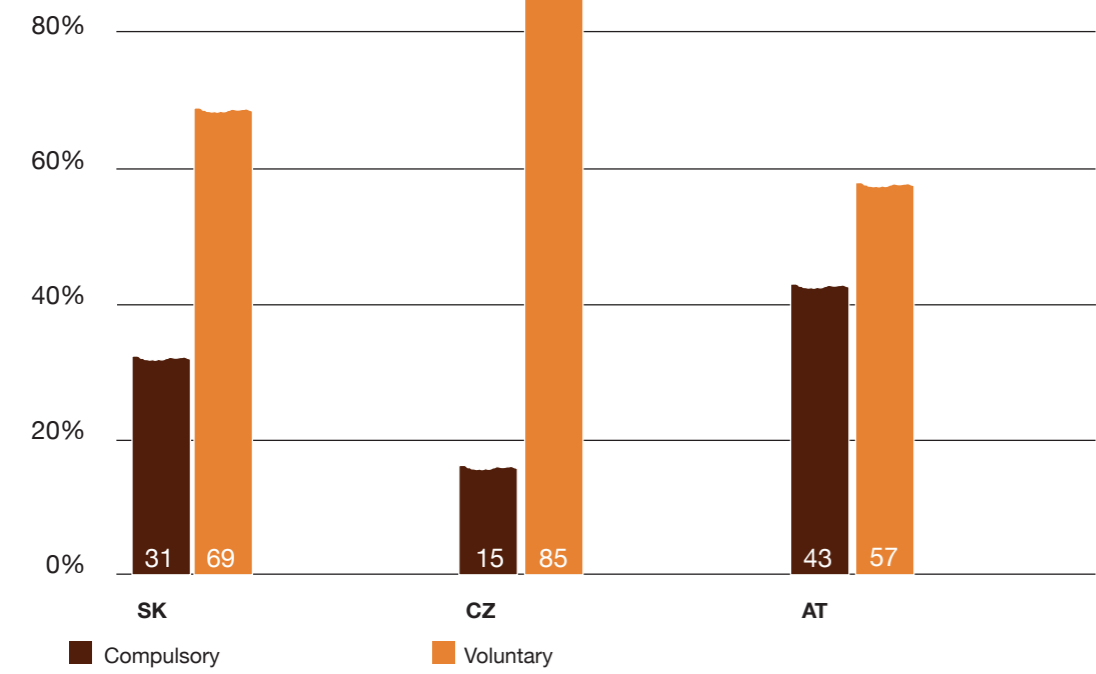
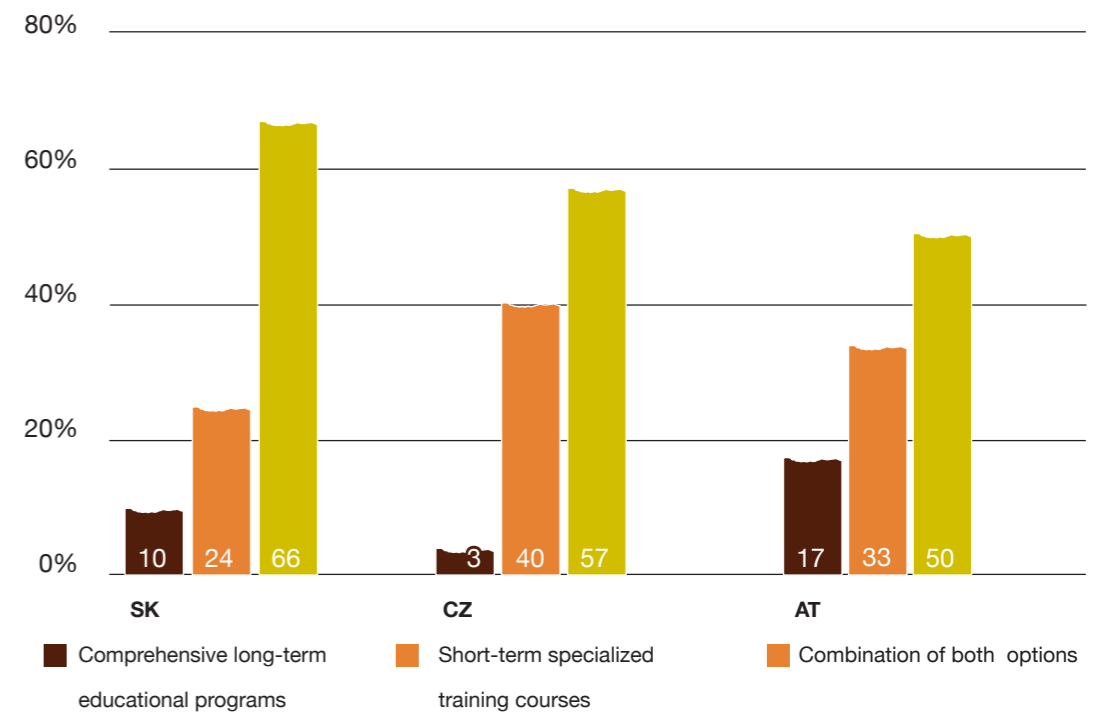


Active offer of training by the employer

Chart 23: Survey results from respondents employed in state heritage authorities

Long-term or short-term training

Chart 25: Survey results from respondents employed in state heritage authorities



Voluntary or compulsory participation in training

Chart 24: Survey results from respondents employed in state heritage authorities

A close-up photograph of a hand holding a paintbrush, applying green paint to a wooden frame. The frame is part of a larger structure, possibly a window or door, with a white wall in the background. The image has a grainy, artistic texture.

IV. Outline for the International Modular Training

IV. Outline for the International Modular Training

The last phase of the Heritage Train project was devoted to curriculum development. The curriculum outline was also reviewed by independent national and international experts and their comments were taken into account.

The curriculum outline also reflects:

- results of the **analysis of the educational offer of professional training in the field of building heritage conservation in SK, CZ, AT** – survey among potential providers carried out in the framework of the Heritage Train project (information about 1026 activities in total, in the span of 8 years, 2013 – 2020);
- results of the **analysis of the educational demand for training in the field of building heritage conservation in SK, CZ, AT** and questionnaire survey among the given target groups, carried out in the framework of the Heritage Train project (738 respondents);
- additionally, also the results of the analysis of the demand for training in AT based on the questionnaire and feedback forms submitted by participants of the training courses in BDA-IWZB Kartause Mauerbach⁸;
- additionally, also the results of the analysis of the demand for training in AT based on the questionnaire and face-to-face interviews with participants of courses and conferences and visitors during the Open Days at the BDA-IWZB Kartause Mauerbach⁹;
- **consultations with experts** in the field of heritage care (including the experts involved in the *PRO-Heritage*¹⁰ and *INCREASE*¹¹ projects funded by EU);
- long-term **experience of the project partners and the associated partners** involved in the Heritage Train project.

8. Questionnaires from the years: 2018, 2019, 2020 (note: in 2021 no activity due to the pandemic). BDA-IWZB Kartause Mauerbach conducted surveys also during the preparation of the Heritage Train project in the years 2018 and 2019 (cca 400 responses per year). The collected data were analyzed during the project (12/2019 – 08/2022).

9. Open Days and conferences in 2018, 2019, 2020 (note: in 2021 no activity due to the pandemic).

10. PRO-Heritage is an international network developing a training program for energy experts in built heritage, in connection with the climate change and the energy policy of the EU. The project runs in 2020 – 2022. <https://www.pro-heritage.eu/>

The training programme also corresponds to the recommendations of the OMC Working Group of the EU Member States Experts (stated in the report entitled *Fostering Cooperation in the European Union on Skills, Training and Knowledge Transfer in Cultural Heritage Professions*, 2019). The proposed modular training programme is intended to form a central part of the participants' personal professional development plan (career planning), improving practical skills as well as theoretical knowledge. The programme helps participants to set up their own network and also to increase their international mobility. The training is highly interdisciplinary, including sharing knowledge and experience among various stakeholders. It also enhances the communication skills of participants, helping them to transmit cultural heritage values to the whole community.

The training is outlined as a **common training scheme for all partner countries – SK, CZ, AT**. It is a flexible system **structured in modules and units** and is **open to all professionals related to the preservation of cultural heritage**.

The training reflects the needs of the following target groups:

1. Staff of the monuments boards/institutes
2. Staff of the local and regional governments
3. Architects and civil engineers
4. Craftsmen
5. Owners of built heritage

The training programme is designed to fulfill the following 10 principles:

1. The programme offers training structured in modules and units. It is designed universally, **building on themes – problem areas – skills, not on professions as such**. The programme is thus open to a wide group of **target groups who are mostly trained together – there is one curriculum**. A trainee can take all the modules/units or can follow the **recommended learning path proposed for each of the target groups**.
2. The training offers a basis for strengthening **interdisciplinary** communication and exchange of knowledge and experience, therefore the units and modules **are open to all professions and stakeholders** in heritage care. The only exception will be modules for the state heritage authorities designed according to their internal needs (identified during the project), such as a module on Monument Law, module on Archaeology, but these are not included in the proposed international modular training system.

11. INCREAS is a pilot policy project. The aims are as follows: strengthened trans-national and cross-sectoral cooperation of cultural heritage, stronger connections and networking, enhanced exchanges of experience, facilitation of peer learning and exchange of good practice, improvement of cultural heritage skills, improvement of statistics and

data on the labour market for the cultural heritage sector, recommendations for further policy making in the EU and developing a concept for European Centres of Excellence for heritage assets. The project runs in 2021 – 2023. <https://www.increas.eu>

12. Cooperation has been started between PÚ SR (SK) and NPÚ (CZ) on so-called Methodical Days.

3. The modular scheme is better suited to current needs and emerging specialisations, quickly changing conditions, than a “rigid” training scheme per individual traditionally understood profession. A modular training **system should be flexible** and able to include and offer **newly required or emerging topics**. Needs for new topics could be identified, for example, through a simple questionnaire.

4. Optimum duration of one module is 3 days.

5. Theoretical modules/units could possibly also be delivered online.

6. The modular/unit system allows participants to design the length of their training, i.e. to have a mixed offer of shorter and longer-term possibilities of participation. It is expected that each module/unit is available in a two-year frequency. Each **institution/profession may determine which units and modules will be recommended** or compulsory for its employees/members. These may also decide on the number/length of training per year, etc. Individuals should be able to choose the modules/units according to their needs.

7. The target groups are mostly professionals who have completed formal education in their field (but not always with long-term experience in heritage protection, e.g. new staff of state heritage authorities, employees of the local/regional governments, craftsmen). The training is **not primarily designed for beginners in a particular profession and it is not intended to replace standard (formal) education**. In order to respond to the widest possible needs, modules may have a „basic“ level of information transfer and an „advanced“ one. Each topic shall offer an introduction with a summary of relevant elementary knowledge and terminology and then **offer up-to-date information**, as **the modules/units should be mostly updating courses**. They serve to update specialists in the given field, but at the same time offer an overview for other professionals and stakeholders.

8. On the other hand, the curriculum **offers a special module for private owners**, which is **designed for “beginners” with possibly no formal education related to heritage protection**. There is also another category of owners — institutional owners (e.g. the Church, businesses, public administration, etc.), who are not assumed to be „beginners“ and are more in line with the training needs of other target groups.

9. **Each module/unit will be led by one or more experts** (i.e. will have qualified guarantor/s) with a defined professional profile: a recognized expert in the given field with long-term experience in the topics of the module/unit; practice in lecturing, leading seminars and workshops or in specific activities related to the particular module/unit; conceptual and communication skills, practice in working with different professional groups.

10. The international modular system allows **the effective use of experts** from various fields — a pool of experts is being assembled. At the same time, it contributes to the strengthening of **SK-CZ-AT cross-border cooperation** and takes advantage of the **strengths of experts in the given countries**.

The overall aim is to create **comprehensive lifelong learning for all the given target groups**. A complete list of modules and units can be found in **Attachment 1**¹³.

Particular modules in the attached training programme also contain information on the potential provider within the framework of the SK-CZ-AT cooperation of the respective project partners and associated partners. Nevertheless, this modular **training system is intended to be an open platform** for other relevant providers of lifelong learning who could cover particular topics at a high professional level.

13. The international project team is ready and to launch it for pilot testing. In the near future, to continue working on the curriculum — to special attention should be paid to the needs of elaborate it in detail (the pool of experts will prepare the employees of the heritage authority in SK, as particular lectures, seminars, workshops, etc.) this has been identified as the most urgent task.



V. Summary

V. Summary

This document presents the results of a multi-year international project HERITAGE TRAIN, funded by the EU Erasmus+ Programme, aimed at mapping further education in the field of built heritage conservation in three neighbouring countries - Slovakia (SK), the Czech Republic (CZ) and Austria (AT) — and outlining the curricula of an educational programme for selected target groups.

The analysis of professional training supply and also the analysis of demand among the selected target groups brought interesting findings, especially for SK and CZ, as in these countries no similar analysis has been done before or has not been done for a long time. The comparison of the results from these three countries was very useful and helped the project team to look at the topic in a broader context, to understand how the situation differs from country to country, where the countries are similar and where they could complement each other in case of closer cooperation.

The survey of the educational offer in SK, CZ and AT was very extensive and gathered the data from 223 entities that reported 1622 activities related to cultural heritage protection in the period 2013 — 2020. After further analysis, 103 entities and 1026 activities were selected as relevant for the aim of the comparative analysis and have been included into the surveyed group. Many of the activities reported were of an awareness-raising rather than training nature, or related to cultural heritage in general rather than built heritage, or to target groups irrelevant to this project and therefore had to be excluded from the surveyed group. The final surveyed group was therefore smaller.

When analysing the professional training offer, several assumptions were confirmed in the sample. The most fragmented training offer is in SK — there are many rather smaller entities with a diverse offer. In CZ, training is offered by a number of rather larger entities and is the most numerous of the three countries; the situation in this country is specific in that a significant part of the supply is from private entities. In AT, a substantial part of the offer is made by the Austrian heritage authority in cooperation with another governmental institution and with a non-profit entity (VFB project partner). Also in SK and CZ, the heritage authority is an active training provider, with a significantly longer tradition in CZ and also in a larger number than in SK. A common feature of SK and AT is the numerous offer of practical training (hands-on) in traditional building crafts, respectively in the thematic field - Materials and Technologies. In SK, the unusual situation is that a number of these trainings are linked to the process of saving ruins of historical buildings by non-profit NGOs. In CZ there is not such a dominance of one thematic field, the offer is more evenly distributed and as far as the form is concerned, seminars predominate. In each country a different type of training prevails, in SK periodic training, in CZ one-off events and in AT systematic training.

The questionnaire survey of training needs provided 738 responses, representing all selected target groups — employees of heritage authorities and also local and regional

authorities, architects and civil engineers, craftsmen and also owners of historic buildings. The most numerous responses were from the staff of the heritage authorities in SK and CZ. In the case of AT, responses from hundreds of alumni of training courses organised by the Austrian heritage authority and the VFB were also taken into account when developing the curriculum.

The most interesting finding from the needs survey is that there is comparable interest in the respective thematic fields in all three countries, and in the case of SK and CZ the responses were surprisingly identical. The most demanded topics are the already mentioned: Historical and Contemporary Materials and Technologies; also in high demand are: Survey and Research Methods in Monument Care; Legal and Administrative Aspects of Monument Care; Theoretical and Methodological Aspects of Monument Care; and other themes. Another important finding was the fact that respondents were also interested in receiving training in nearby foreign countries.

The results of the needs survey confirmed the legitimacy of the intention to create a shared international training offer. The project team outlined a modular curriculum that may form a major part of the lifelong learning of any professional in built heritage conservation in SK, CZ and AT. The training model is interdisciplinary — it is open to all target groups at the same time, but for each of the target groups it is also possible to follow a specific recommended „learning path“. The only exception is private owners, for whom a special module has been created, as this is a very heterogeneous group, whose members are often beginners in the field of heritage conservation.

The international modular training programme is not divided according to professions — it focuses on respective thematic fields, skills, and promotes the exchange of knowledge and experience between all the target groups. The training system is intended to be flexible - able to incorporate new topics, and also to give trainees (or their employers) the opportunity to choose freely from the given modules. The modules should all be offered in approximately two-year cycles.

The individual entities from the Heritage Train partnership have been tentatively assigned to deliver the modules, but the training system is also open to other entities interested in providing regular training in specific topics or thematic fields and thus contributing to the creation of a systematic training offer in the field of built heritage conservation in the SK-CZ-AT triangle.

The international project team believes that cultural heritage plays an important role in harmonious community life, in sustainable local and regional development and in building open society and democracy — as stated in The Convention on the Value of Cultural Heritage for Society, so called Faro Convention.

Education in all its forms is one of the key tools to support the dialogue and understanding among numerous stakeholders involved in heritage care.



VI. List of Abbreviations

VI. List of Abbreviations

AINova	Academia Istropolitana Nova, Slovakia	
---------------	---------------------------------------	--

AT	Republic of Austria	
-----------	---------------------	--

BDA	Federal Monuments Authority Austria	Bundesdenkmalamt
------------	-------------------------------------	------------------

BDA-IWZB	Information and Training Centre of the Federal Monuments Authority Austria, in the Mauerbach Monastery	Bundesdenkmalamt, Informations- und Weiterbildungszentrum
-----------------	--	---

BHÖ	subordinate entity of the Federal Ministry of Labour and Economy, Austria (governmental entity to care for the buildings owned by the Republic of Austria that are under heritage protection)	Baudenkmalpflege, Kartause Mauerbach Burghauptmannschaft Oesterreich
------------	---	--

CESEE	Central Eastern and South Eastern Europe	
--------------	--	--

CZ	The Czech Republic	
-----------	--------------------	--

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

NPÚ	National Heritage Institute, Prague, The Czech Republic	Národní památkový ústav
------------	---	-------------------------

PÚ SR	Monuments Board of the Slovak Republic	Pamiatkový úrad Slovenskej republiky
--------------	--	--------------------------------------

SK	The Slovak Republic	
-----------	---------------------	--

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

UPCE FR	University of Pardubice, Faculty of Restoration in Litomyšl, The Czech Republic	Univerzita Pardubice, Fakulta reštaurovania v Litomyšli
----------------	---	---

VFB	Association for the Advancement of Built Heritage Conservation, Mauerbach, Austria	Verein zur Foerderung der Baudekmalpflege
------------	--	---

WHC	World Heritage Centre	
------------	-----------------------	--

The Heritage Train project has been funded with support from the European Commission. This publication reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

The editorial team and project core team:

- **MSc. Karol Bayer**, University of Pardubice, Faculty of Restoration, Litomyšl, CZ
- **Assoc. Prof., M.A. Jakub Ďoubal, PhD.**, Faculty of Restoration, Litomyšl, CZ
- **Assoc. Prof., MSc. Miloš Dudáš, PhD.**, Regional Monuments Board Žilina, SK
- **M.A. Lucia Gembešová**, Academia Istropolitana Nova, Svätý Jur, SK
- **M.A. Astrid Huber**, Association for the Advancement of Built Heritage Conservation, Mauerbach, AT
- **M. Arch. Pavol Ižvolt, PhD., MSc.**, The Monuments Board of the Slovak Republic, Bratislava, SK
- **M.L. Lucie Kašková**, University of Pardubice, Faculty of Restoration, Litomyšl, CZ
- **MSc. Karl Stingl, PhD.**, Association for the Advancement of Built Heritage Conservation, Mauerbach, AT
- **MSc. Zuzana Svítková**, Academia Istropolitana Nova, Svätý Jur, SK
- **Assoc. Prof., M.Arch. Andrea Urland, PhD.**, Slovak University of Technology in Bratislava, Faculty of Architecture and Design, SK
- **M.A. Jan Vojtěchovský, PhD.**, Faculty of Restoration, Litomyšl, CZ
- **Hannes Weissenbach**, Association for the Advancement of Built Heritage Conservation, Mauerbach, AT

Photos used in the document:

Page 7 – Statue in the workshops of the Faculty of Restoration in Litomyšl	a training course on traditional building crafts at Academia Istropolitana Nova in Svätý Jur
Page 9 – Meeting of the project team in the premises of BDA Information and Training Centre in the Mauerbach Monastery	Page 55 – Collection of building and decorative stones in the BDA Information and Training Centre in the Mauerbach Monastery
Page 17 – Entrance to the Mauerbach Monastery	Page 61 – Photo from a lecture at the School of Traditional Building Crafts at Academia Istropolitana Nova
Page 33 – Premises of the Faculty of Restoration in Litomyšl – historical building and new modern library	
Page 49 – Linen oil paint for a wooden window during	

Design of the document:

B.A. Barbara Kowalczuková

© The Heritage Train project partners: Academia Istropolitana Nova (SK); University of Pardubice, Faculty of Restoration (CZ); Association for the Advancement of Built Heritage Conservation (AT)

Reproduction is authorized, provided the source is acknowledged.

First published in 2022



