

Sustainable development

Since 2011, INP has proposed 10 short training sessions for heritage professionals (continuing education, 3 days training sessions) : on preventive conservation and optimisation of resources (2011), on cultural and natural heritage of the littorals (2015), on sites as landscape heritage (2015), on the management of collections containing amiante/asbestos (2015), on heritage and sustainable development (2015), on the management of collections containing lead and mercury (2016), on an ecological and sustainable treatment of corrosion on copper alloys (2017), on ecological solvents (2019), on dematerialised communication and mediation (2019), on sustainable exhibitions (2020)

In 2021, 10 sessions will take place virtually or physically linked to sustainable development

1. Protecting and safeguarding cultural and natural heritage, in cultural institutions and more widely.
(links to SDG 11.4, 14,15)
 - By training future heritage professionals to consider both cultural and natural heritage (through their specialty during their initial training, for example at INP : a curator can be specialized in **scientific-technical and natural heritage** from the very beginning, or in monuments with the consideration of **the monument in an environmental context**)
 - By proposing training sessions in **collaboration with Ministry of Ecology, sustainable development and energy** (for example, in 2011, INP co-organised a **training about natural and cultural heritage of the littoral**).
2. Supporting cultural and educational programmes of all kinds and incorporating climate action into them (links to SDG 4, 12.8, 13.3)
 - Studies in conservation are linked by nature to **the study of the impact of climate change, of pollution on heritage**. These aspects are fully part of the courses in the initial training (preventive conservation,...)

- INP has also participated to a **European project** called Climate for Culture (<https://www.climateforculture.eu/>)
- The curators at INP follow some **initial courses about conservation and climate control in institutions**, in storage rooms, etc. They are aware as well as conservators of the **sensibility of materials to changes** of humidity and temperature conditions. The knowledge of such an impact can help to understand that bigger changes at the climat scale have not only an impact on heritage but on everything !
- Studies in conservation in conservation at INP implicate **study of the conservation products**, their specificities, chemistry, toxicology
- The initial training of curators and conservators is also concerned by SD in two manners : **in the content of the courses, and also in the behaviour**, for example the tendency to dematerialisation.
- For the conservators students, there is no specific course on sustainable development, but **the notions of sustainable development are transferred in different courses** to prevent toxicological risks, to analyse the material that are used, to manage the risks in the conservation studios/ prevent the chemical risks/ management of toxical risks (11 hours), chemistry of synthetical materials (18 hours), preventive conservation : evaluation, prevention and management of risks in collections (21 hours), prevention and treatment of microbiological infestations with non toxical methods for humans and environment (14 hours), toxicity of collections : knowledge and recognition (2 hours)
- For the students curators, they have some Heritage Law and **Environment Law** courses also.
- There's a **double movement of awareness** and a need to deal with such questions arising from the students themselves to the teaching team, and the other movement is when the courses develop awareness among the students.
- The awareness reached such a point among the students conservators that some **subjects of master thesis in conservation are chosen by the students in relation with sustainable development** (below a non exhaustive list):

<http://mediatheque-numerique.inp.fr/Memoires/Le-traitement-des-pastels-moisiss-au-moyen-d-huiles-essentielles-et-produits-apparentes>

in 2000

<http://mediatheque-numerique.inp.fr/Memoires/Etude-et-conservation-restauration-du-portrait-d-un-architecte-debut-du-XVIIIeme-Orleans-Musee-des-beaux-arts->

In 2019

<http://mediatheque-numerique.inp.fr/Memoires/Conservation-restauration-d-un-surtout-de-table-composite-de-la-Venetie-XVIIIe-siecle-Paris-musee-des-arts-decoratifs->

in 2019

3. Promoting cultural participation for everyone to be empowered and to participate equally and without discrimination. (links to SDGs 5, 10.2)
 - **Accessibility to the jobs at INP** : there's a chart which is diffused in order to train the staff at INP to have non discriminative recruitment process, also the entrance examination jury for initial training (external to the institute) is trained to fight against discrimination in its selection.
 - **Accessibility to the studies at INP** : with the covid 19, the effort has been intensified to propose **remote trainings** (remote trainings to replace the courses that have been modified due to the crisis, remote trainings in French for all French-speaking heritage professionals or translated for libyans in December 2020, for example). INP also has developped a **policy of social accompaniment of the students** (use of a part of the public financing to support students grants).Also INP follows the government policy called **Egalité des chances programme** to implement integrated courses to prepare young profiles of different backgrounds to the entrance examinations of both departements.
 - INP has defined **goals of equality, diversity and accessibility** in its behaviour and the plan has been encouraged by a labelisation of AFNOR French norms agency in 2018 (**label Diversité**). Such a label encourages the institute to promote diversity in the management of human ressources, in the relationships with the partners/suppliers/ « customers »
 - **Geographical accessibility to the training sessions** : INP implement about 70 short training sessions/year for professionals in different places of France, not only Paris and its area. There is a base of trainings in the south of France (Mucem museum and INP have created a structure called I2MP – institute for the training of Mediterranean Heritage professionals) and a future base in the north (Liévin, in the Louvre Museum future center of conservation). In 2018, 28,2% of continuing education trainings organised by the department of curators were out of Paris and its area. For the initial training, many field-schools and interns are organised for the students out of Paris and its area : for example, 5 field schools and 90 interns in 2018. So the contact is close.

- **Geographical dissemination after graduating** : many conservators and curators are working outside Paris and its area after graduating, they become elements of a disseminated network and can become bridges between central information and local information. In 2018, 20 curators had a job out of Paris and its area (about half of a promotion of students).
 - **Train the future professionals to integrate cultural democratisation in their practice** : through field experience which is part of their curricula, students conservators have to develop a real project devoted to young audience and education to arts and culture (EAC).
 - **Open doors** of INP each year for the European Heritage days and before applications to the entrance examination.
4. Support sustainable tourism, and remove the negative impacts of tourism. (links to SDG 8.9, 12, 13)
- The fact that a training institution such as INP in French context can not only propose initial trainings but also about 70 short trainings /year for professionals and about 70 open conferences & research seminars/ year with **a programmation for professionals in exercise can offer a wide scope of subjects, with a possibility to update them.** It includes tourism and conservation. This subject is developed mainly in short training sessions for heritage professionals or conferences such as :
<http://www.inp.fr/Recherche-colloques-et-editions/Actualites/Quels-nouveaux-defis-pour-la-valorisation-du-patrimoine-scientifique-technique-et-industriel>
<http://www.inp.fr/Formation-initiale-et-continue/Formation-continue/Catalogue-de-formation/Tourisme-et-patrimoine-concepts-methodes-et-strategies>
5. Support research that supports climate action and communicates the outcomes of research. (links to SDG 4, 9)

INP has participated to a European project called Climate for Culture. It's **important to gather international research projects** (even if we are small) about this matter which is shared worldwide (<https://www.climateforculture.eu/>).

As a training institution, research is part of the activities of INP in different ways. Training to research through the scientific lab devoted to the students and the independant research of this lab are both interesting to implement SDGs. It's **important for people as well as for a department or a whole entity (different scales)** to be involved in research :

- students » master thesis (for example, in 2019 one conservator student choose as her subject to have an eco-responsible approach : <http://mediatheque-numerique.inp.fr/Memoires/Conservation-restauration-d-un-surtout-de-table-composite-de-la-Venetie-XVIIIe-siecle-Paris-musee-des-arts-decoratifs->)
 - teachers/staff (Nathalie Le Dantec, teacher and staff at INP is developping a PhD research on the use of organic solvents in conservation : how to manage the toxicological and environmental risk ?)
 - scientific lab : <http://www.inp.fr/Recherche-colloques-et-editions/Recherche/Laboratoire-de-recherche/Projets-de-recherche>
 - institution level : participation to European project such as Climate for Culture (<https://www.climateforculture.eu/>)
6. Ensuring the cultural sector's own activities support the SDGs and climate action. (links to SDGs 6, 7, 8, 9, 11, 12, 13)

By **using all the administrative and collaborative tools** to organize the implementation of SDGs actions. Administrative and legislative tools are part of a top-down movement which is often the fruit of a collaborative work and a bottom-up movement. **A balanced use of this double movement (bottom-up & top-down) is fully to the service of the climate and SDGs actions.**

For example at INP, there clearly **a double progressive movement in the implementation** of these actions since 2009 :

- The consciousness of SD mainly started from conservators considerations (toxicity of certain products, study of all the materials and their reactions) and in-field observation in museums (such as the use and waste of many package materials while preparing exhibition) : so some personal and isolated initiatives have been reached to deal with these questions for at least 20 years
- The official consciousness also started in 2009 with the French Ministry of culture collaborating with the French Ministry of Ecology, Energy, Sustainable Development and Territory Development with a focus on: urban heritage and landscape, access to culture, cultural and linguistic diversity, idea of having a culture of sustainable development

<https://www.vie-publique.fr/discours/174726-declaration-de-mme-christine-albanel-ministre-de-la-culture-et-de-la-co>

- In 2011, INP started to implement sustainable development ideas in its guidelines of the training plan of the institute with a focus on the development of skills for the public management (eco-responsibility, how and what to purchase ?)
- 2011-2013, INP started to create a digital space for the studies

The collaboration with the French Ministry of Ecology had also an other implementation with the training of a curator from this ministry in 2014, in charge of technical, scientific and natural heritage.

The cross-sectorial approach is very necessary on this matter.

- Also the SDGs include the **working conditions** and on this aspect, a training institute has a responsibility to think of the best way to train future professionals and to improve their professional insertion.

The belonging to the Ministry of culture of an heritage training institution facilitates the training in field, within the professional network from the very beginning and **practice on real heritage**. So the students becomes professionals on real experiences, not disconnected of their future professional life. The theoretical knowledge are taught for themselves and also implemented in the practice. Heritage managed by national and local structures also benefit of such an organisation. The link is also important with the local citizens.