

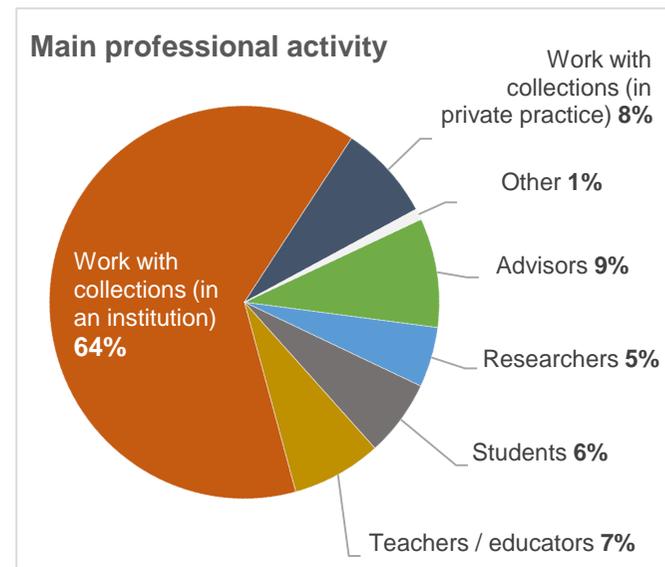
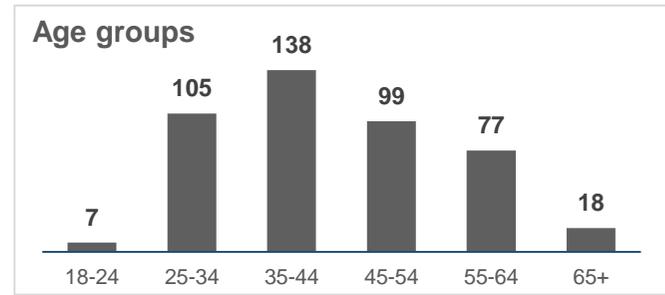
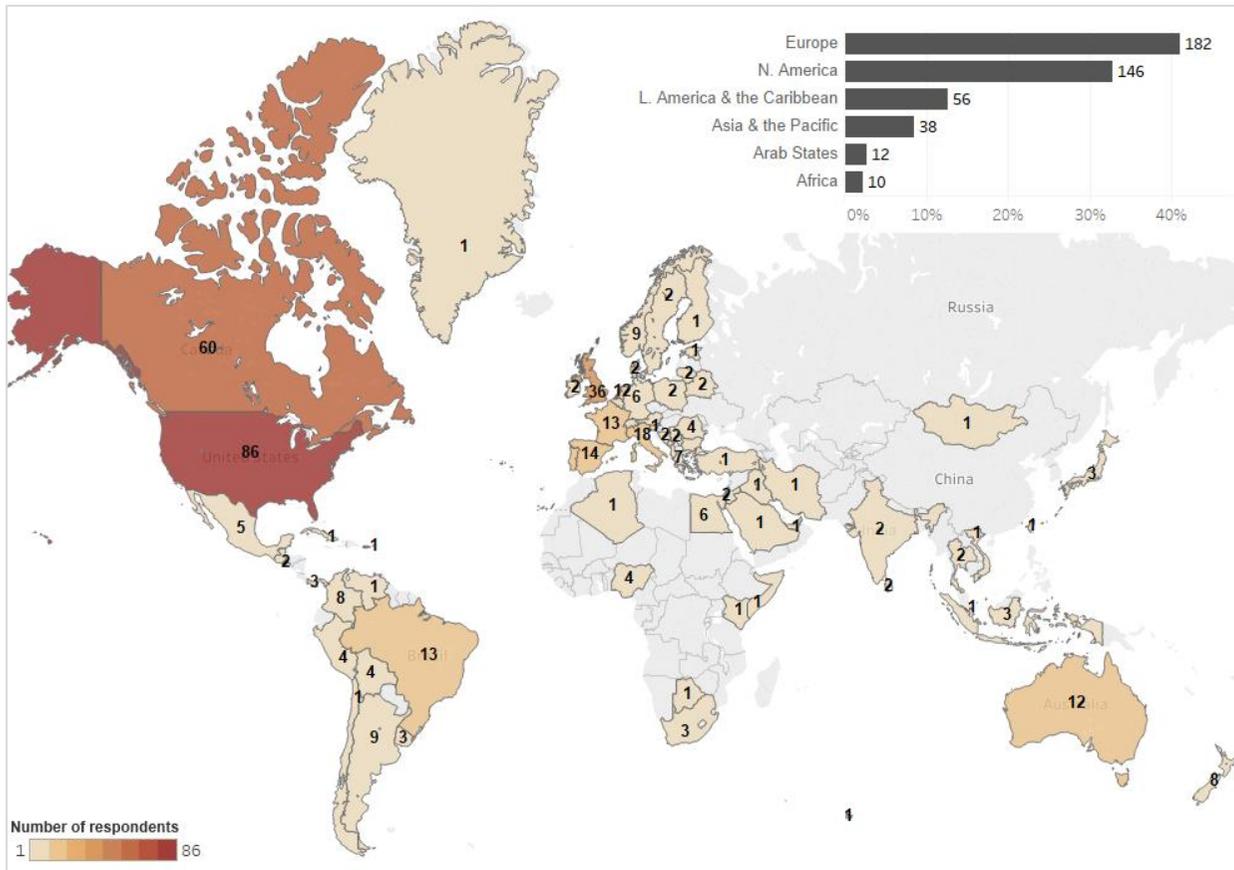
RESPONDENTS PROFILE

Approximately seven out of ten responses came from Europe and North America. The remaining responses came from Latin America, Asia-Pacific, the Arab States and Africa.

More than 50% of the respondents were under the age of 44.

Most respondents were practicing heritage professionals. About 70% of respondents worked with collections in an institution or as a freelancer. This proportion remained consistent across all the regions responding.

444 heritage professionals
70 countries
6 world regions



LEARNING CONTEXT: *Constantly interrupted and on-the-go*

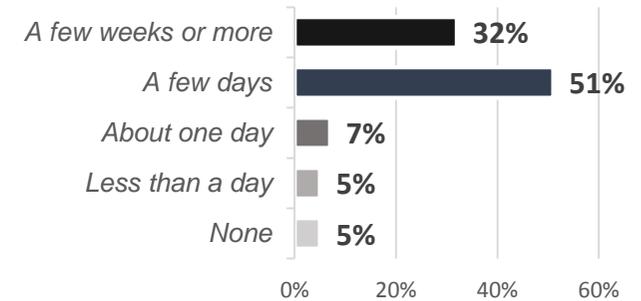
Collections professionals are serious about keeping up-to-date. About 80% dedicate at least “a few days” per year to attend webinars, online courses, or training workshops. The proportion is even higher for Latin American professionals, 56% of whom dedicate “a few weeks or more” annually.

Professionals are using preventive conservation resources and tools outside regular working hours. One in four uses them on a weekly basis. More than half of

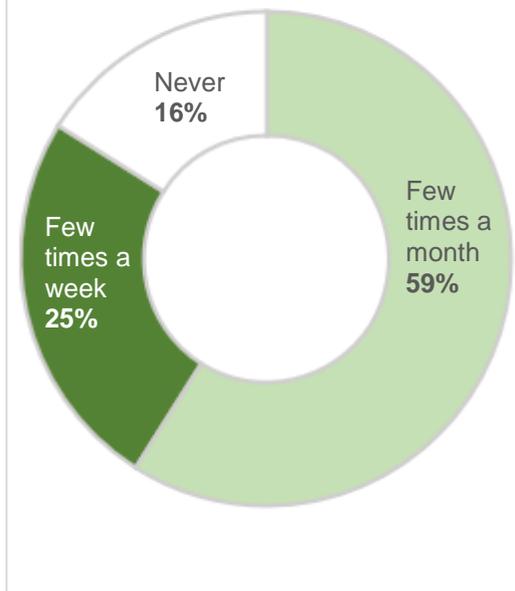
the respondents – regardless of age, location, or occupation – consult resources and tools “at least a few times per month.”

Staying focussed at work remains a significant challenge. On average, about half of the respondents report that they find it hard to work uninterrupted for more than 30 minutes. Educators and professionals working in private practice seem to do better.

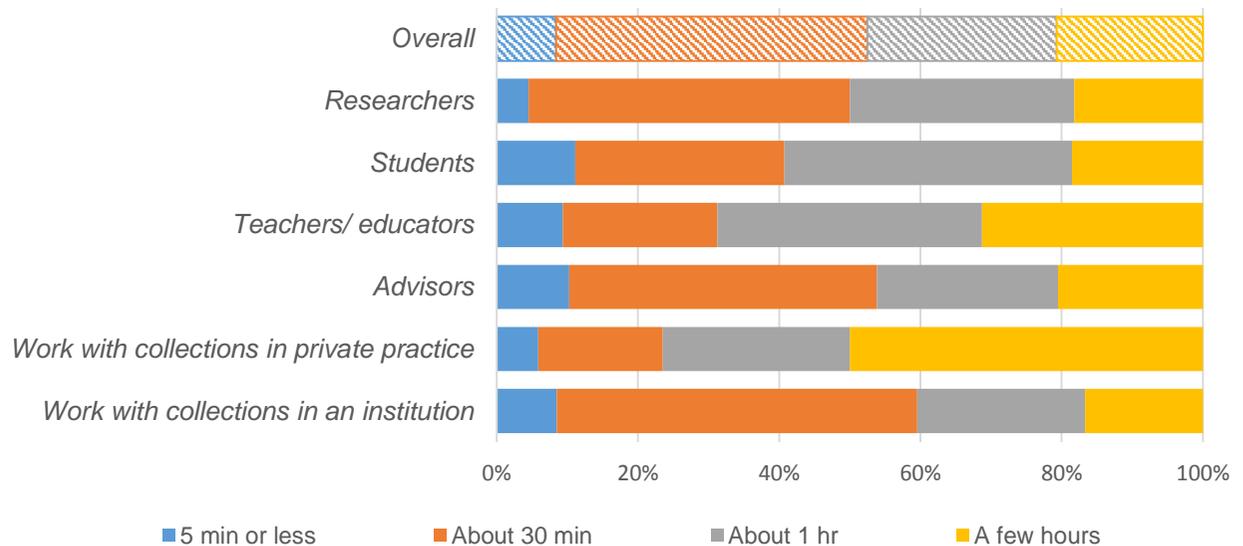
Time devoted to formal learning in a year



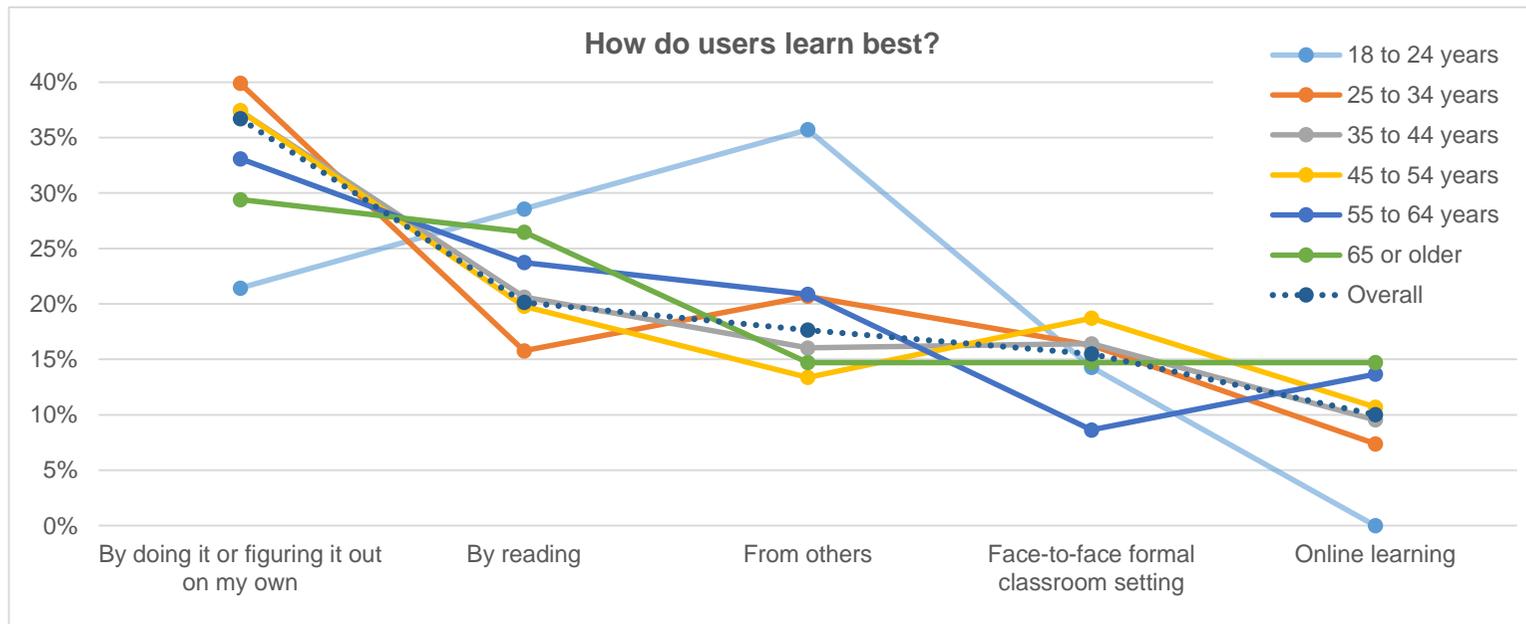
Use of tools and resources after work hours



Ability to focus on a single task without interruption



LEARNING PREFERENCES: *We prefer informal learning settings*



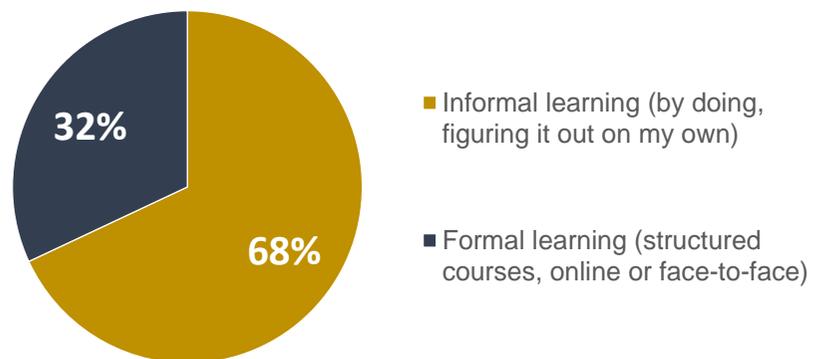
Overall, most respondents prefer learning within an informal environment to a structured traditional training course.

After “figuring it out on my own, or by doing” learning “by reading” is the second choice overall (and its popularity increases slightly with age).

Note that despite the efforts many institutions put into eLearning, users do not rank it highly as a learning modality.

Few respondents were in the 18-24, and the 65+ bracket, so their deviation from the overall trend in the graphs above and below are not significant.

Learning preferences



PREFERRED SOURCES: *Those we trust*

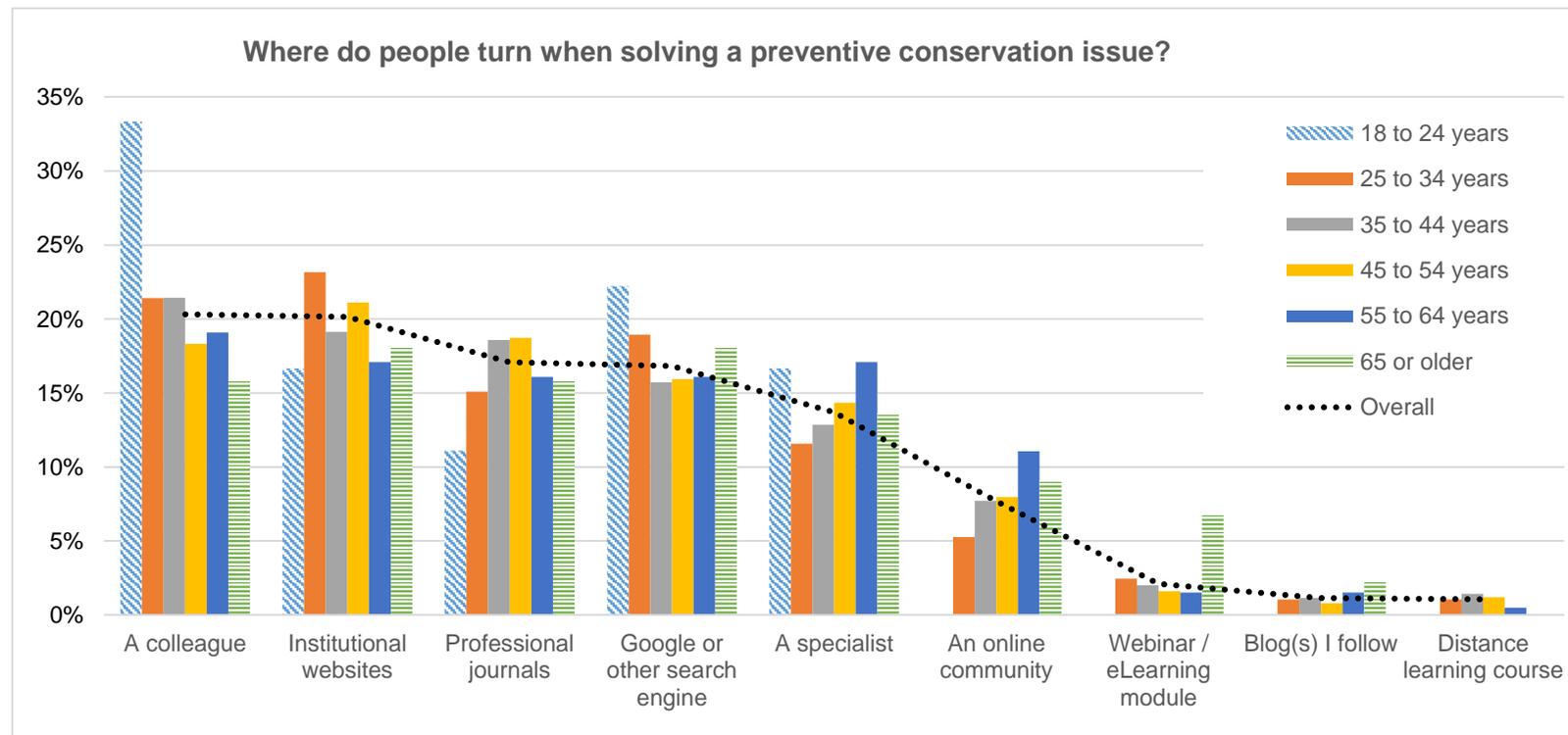
When preventive conservation problems arise, respondents tend to rely primarily on colleagues, institutional sources or professional journals.

The first demonstrates the strength of interpersonal connections, while the other two indicate a strong preference for credible sources of information.

Trust seems to be the common notion underlying both cases.

Only two of the nine sources of advice showed a simple dependence of preference on age: asking a specialist, and asking an online community. Both showed a small but steady increase in popularity between the ages of 25 and 64, i.e., the typical span of a working career.

Webinars, blogs, and distance learning courses were used very little, by any age group.

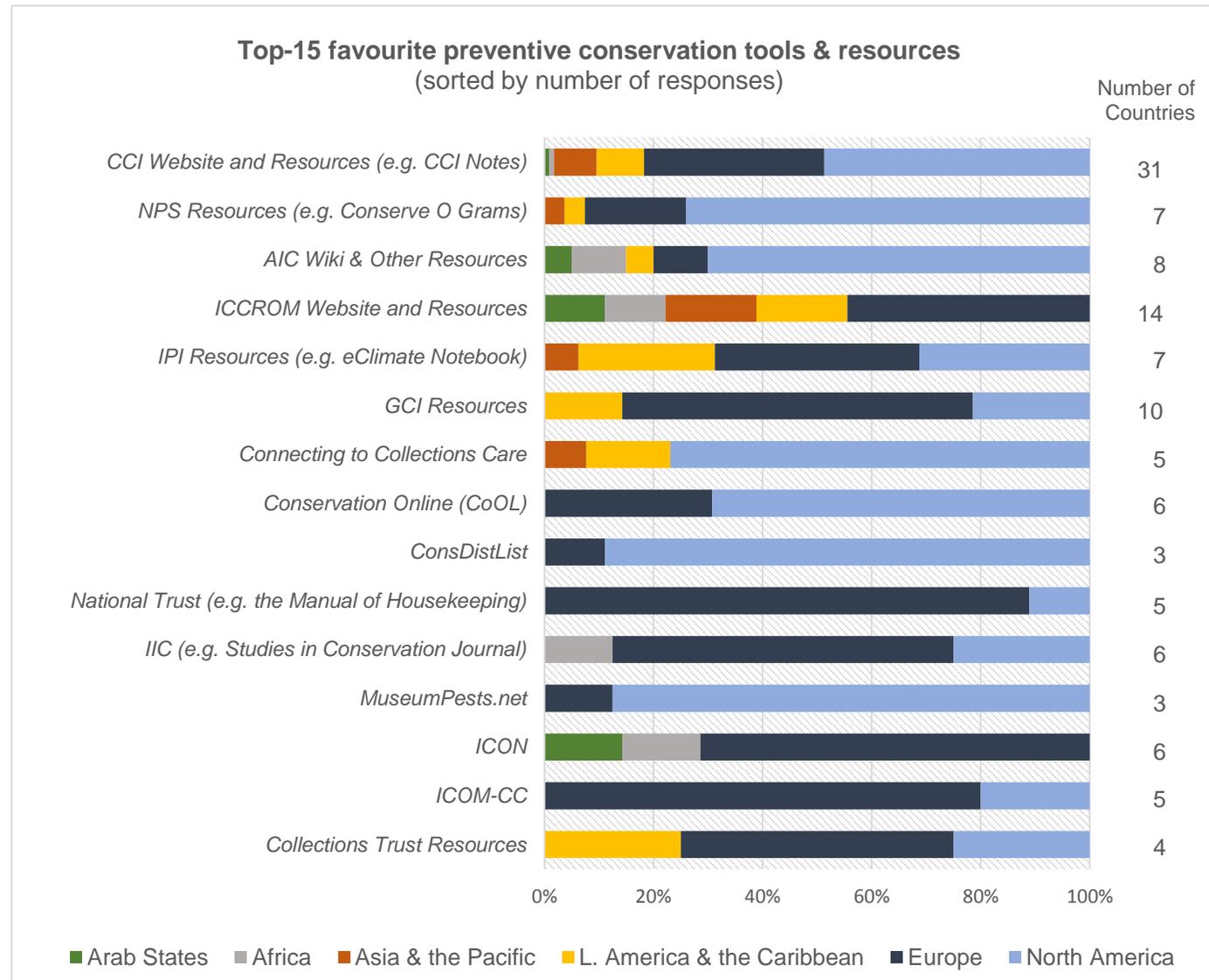


PREFERRED TOOLS AND RESOURCES: *National agencies with a service orientation*

The top 15 preventive conservation tools range from digital and interactive resources to traditional hard-copy publications.

Though these originate from North America and the UK*, their impact reaches far beyond the geographic boundaries of their national audience. This is especially true for tools and resources developed by national heritage agencies, i.e. those with a strong national mandate and a service orientation.

*The survey was only available in English, which might have influenced these results.



GUIDANCE FOR FUTURE TOOLS AND RESOURCES: *Criteria and types*

Respondents seek comprehensive, concise, trustworthy and accessible tools and resources.

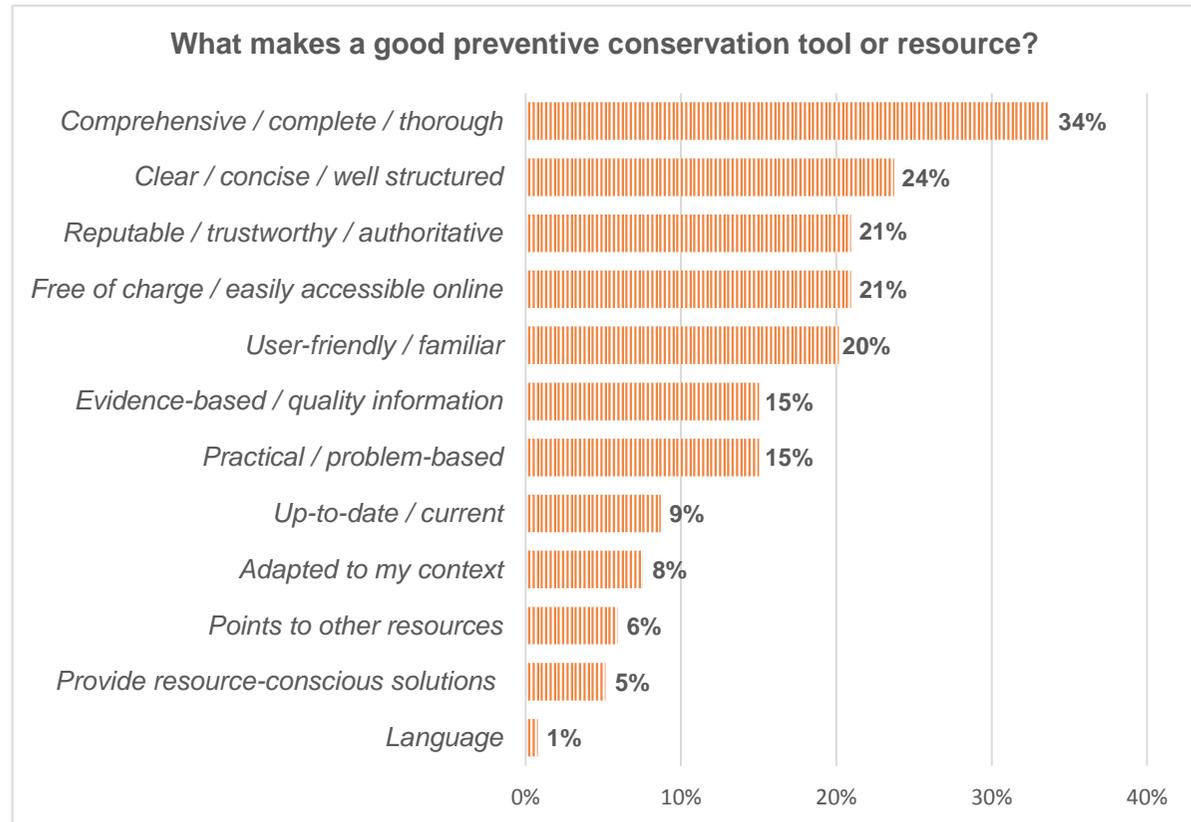
“Free/accessible online” is one of the top two determinants of a “good” resource for Asia and North America. “User-friendly/familiar” is a major factor for senior professionals (45-54 years).

Reputation ranks first for the youngest and oldest, and ranks second for those interrupted frequently (>30 min. focus span).

Respondents want but cannot find

Case studies • Lessons learned • Practical information • Videos: practical demonstrations and methodologies • Aggregated information (clearinghouse) • Real-time diagnostic tool • Lists of suppliers and vendors • Visual tools: photos • Mobile apps • Contact information for other professionals • Online support • Face-to-face opportunities: training, courses, workshops, regional meetings, affordable conferences • Free software, e.g., space planning software storage furniture layout software • More online tools

Disclaimer: As with all surveys that use an open invitation to participate via electronic networks, the results will be determined by respondents who have access plus an incentive to respond. The respondents' locations and profiles are described at the beginning of this document.



This document was prepared by ICCROM and the Canadian Conservation Institute.

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Annex

SURVEY QUESTIONNAIRE

Copy of the questionnaire used for the ICCROM – CCI Online Survey (conducted from August 22nd to September 11th, 2017)

How do you access tools & resources for the preventive conservation of collections?

1. Do you mainly... * Mark only one oval
 - Work with collections in an institution (museum, library, archive, gallery, etc.)
 - Work with collections in private practice
 - Advise institutions with collections
 - Do research in preventive conservation / collections care
 - Study in a field related to collections management / collections care / conservation
 - Teach preventive conservation
 - Other: _____
2. Your age group: * Mark only one oval
 - 18 to 24 years
 - 25 to 34 years
 - 35 to 44 years
 - 45 to 54 years
 - 55 to 64 years
 - Age 65 or older
3. Your country: *Select from a drop down list
4. When you must solve a preventive conservation / collections care issue in your work, where do you go first (3 choices): Check all that apply.
 - Google or other search engine
 - A colleague
 - An online community (Facebook, Linked in, listserv, What'sApp group, online forum)
 - Blog(s)
 - Institutional websites
 - A specialist webinar / eLearning module
 - Distance learning course
 - Professional journals
 - Other: _____
5. Which specific preventive conservation resources and tools are your favourite? (open-ended question)

6. Why are they your favourite? (open-ended question)

7. In a year, how much time do you devote to formal learning, either in a classroom or online (training workshop, webinar, online course)? *Mark only one oval.
 - None
 - Less than a day
 - About one day
 - A few days
 - A few weeks or more
8. How do you learn best (up to 2 choices)? Check all that apply.
 - From others
 - Face-to-face formal classroom setting
 - Online learning
 - Figuring it out on my own
 - By doing it (practical)
 - By reading
 - Other: _____
9. At work, how long can you typically focus on a single task before being interrupted or distracted (phone call, email notification, Facebook, colleague, manager)? Mark only one oval.
 - 5 min or less
 - About 30 min
 - About 1 hr
 - A few hours
10. How often do you access preventive conservation / collections care resources and tools outside of work hours? Mark only one oval.
 - A few times a week
 - A few times a month
 - Never
11. What types of resources do you need and cannot find? (open-ended question)

12. Any other observations or comments? (open-ended question)
