

HECTOR

Position Paper on Joint Training Investments and OERs for better skills and jobs in Cultural Routes of the Council of Europe management and Heritage and Cultural Tourism creative occupations



Position paper proposed by the HECTOR project partnership

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The following considerations and proposals are made as one of the results of the HECTOR project, by the programme "Erasmus+, Key Action 2" - Cooperation for innovation and exchange of good practices and implemented by the partners between 2014 and 2016, in close cooperation with the 32 Cultural Routes of the Council of Europe.

Contents:

| | |
|---|-----------|
| 1. Introduction, motivation and objectives | 3 |
| 2. Background | 5 |
| 3. European Training policies for Joint Territorial Investments | 7 |
| 4. Funding OERs for better skills and jobs in Cultural Routes of the Council of Europe management and Heritage and Cultural Tourism creative occupations: some conclusions and proposals | 20 |
| Annex I | 22 |
| POLICY COMPARISON GRID | 22 |
| References | 38 |

1. Introduction, motivation and objectives

The Cultural Routes programme was launched by the Council of Europe in 1987. Its objective was to demonstrate, by means of a journey through space and time, how the heritage of the different countries and cultures of Europe contributes to a shared cultural heritage. The Cultural Routes put into practice the fundamental principles of the Council of Europe: human rights, cultural democracy, cultural diversity and identity, dialogue, mutual exchange and enrichment across boundaries and centuries.

Technical agency for the programme, the European Institute of Cultural Routes (EICR) was set up in 1998 for operational purposes.

The Institute advises and evaluates Cultural Routes already certified, helps new projects obtain certification, organises training and visibility activities for route managers and coordinates a university network.

In the frame of the HECTOR project, funded by the programme "Erasmus+, Key Action 2" - Cooperation for innovation and exchange of good practices, the EICR worked closely with three Universities part of this network of knowledge: CAST, University of Bologna; IREST, University of Paris 1 Panthéon-Sorbonne; LABPACT, University of Barcelona.

This paper aims at providing the opinions and suggestions of the HECTOR project partners to policy makers related to the Open Education Resources¹ as key element for a wide up - /re-skilling of Cultural Routes of the Council of Europe professionals, in coherence with the European Regional policies and funding and taking into account the principle of Open access to resources promoted by the EU in the current programming period.

OERs play a fundamental role in the educational context if they are developed under consistent educational policies.

The HECTOR partnership aim is to provide the European Commission with suggestions, consisting in observations and proposals based on the HECTOR project experience and relevant good practices.

It is hoped that this position paper will contribute to the Commission's own work on the importance of blended training for cultural heritage and tourism related professions by enabling it to continue to take advantage and further capitalise on these experiences.

The Council of Europe's programme is an ideal framework for the focused development of innovative training policies, supported by OERs, as it encompasses 32 transnational Cultural Routes, which are sustainable cultural cooperation projects, linking European Union member states with the other member states of the Council of Europe² and beyond.

HECTOR partnership supports the European Commission's Recommendation to Member States of July 2012 concerning the development and implementation of policies to ensure

¹ **Open educational resources (OER)** are teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use and re-purposing by others. OER include full courses, course materials, modules, textbooks, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge.

² See Committee of Ministers Resolution CM/Res(2013)66 on the confirmation of the Enlarged Partial Agreement on Cultural Routes.

Open Access to all outputs from publicly-funded research and the European Commission's Communication COM(2010) 546 "Europe 2020 Flagship Initiative Innovation Union".

The principles of participation to contents creation and accessibility to research results are consistent with the principles expressed Council of Europe Framework Convention on the Value of Cultural Heritage for Society³ and promoted by the Council of Europe Cultural Routes programme.

In particular, Faro Framework Convention lays down the following:

Section II – Contribution of cultural heritage to society and human development

Article 7 – Cultural heritage and dialogue

The Parties undertake, through the public authorities and other competent bodies, to:

- a. encourage reflection on the ethics and methods of presentation of the cultural heritage, as well as respect for diversity of interpretations;
- b. establish processes for conciliation to deal equitably with situations where contradictory values are placed on the same cultural heritage by different communities;
- c. develop knowledge of cultural heritage as a resource to facilitate peaceful co-existence by promoting trust and mutual understanding with a view to resolution and prevention of conflicts;
- d. integrate these approaches into all aspects of lifelong education and training.

Article 13 – Cultural heritage and knowledge

The Parties undertake to:

- e. facilitate the inclusion of the cultural heritage dimension at all levels of education, not necessarily as a subject of study in its own right, but as a fertile source for studies in other subjects;
- f. strengthen the link between cultural heritage education and vocational training;
- g. encourage interdisciplinary research on cultural heritage, heritage communities, the environment and their inter-relationship;
- h. encourage continuous professional training and the exchange of knowledge and skills, both within and outside the educational system.

Open educational resources give educators the ability to adapt instructional resources to the individual needs of their students, to ensure that resources are up to-date, and to ensure that cost is not a barrier to accessing high-quality standards-aligned resources.

³ Council of Europe Treaty Series - No. 199, Council of Europe Framework Convention on the Value of Cultural Heritage for Society, Faro, 27.X.2005

2. Background

The HECTOR initiative aimed at comparing practices and developing models to forecast the skills needs in cultural management related professions, as well as at designing, implementing and supporting effective coordination between the world of formal and not formal training (Universities, research centers, vocational institutions and organisations active in cultural heritage promotion).

HECTOR intended to be in line with the EU general effort to invest on cultural and creative players with skills, competences and know-how that contribute to strengthening the cultural and creative sectors, including encouraging adaptation to digital technologies, testing innovative approaches to audience development and testing of new business and management models.

The project addressed the complex issue of defining/identifying strategic skills, reflecting on transversal skills as an "*ability to apply knowledge and use know-how to complete tasks and solve problems*" (Cedefop 2010a: 109:110).

A state of the art analysis among the partners involved in the project built up a common ground on the approaches adopted as well as a shared knowledge concerning training processes and training needs in organizations engaged in providing high-quality training on the Cultural Routes of the Council of Europe related professions to academics and professionals.

Cultural Routes of the Council of Europe management is a highly interdisciplinary field, involving methodologies and approaches from various disciplines: the capacity to predict future skills needed in this sector endowed with extraordinary potentialities and anticipate trends will allow to up-to-date competencies and professional profiles within a public and private context.

Considered this, HECTOR offered a sound opportunity both to project partners and target groups to exchange practices, methodologies, approaches and tools to identify, define and reinforce the strategic skills required in the public and private training sector to better create synergies with the private sector, to maintain cultural heritage and sustainable tourism (also) as a driver for social and economic transformation.

The HECTOR partnership supports the integration of dedicated sections for cultural heritage and sustainable tourism industry in the ESCO platform and the linkage of the data to the EURES portal, in order to allow matching between skills, jobs and learning opportunities in Europe in these sectors, thereby increasing and facilitating mobility for trainees and professionals.

The HECTOR partnership recommends including in the database those skills, jobs and learning opportunities already collected within the HECTOR project, which are relevant for Cultural Routes and to cultural tourism destinations in general, with special regard to the tourist and cultural guide profession, which is fundamental for insuring a coherent interpretation of transnational cultural heritage.

The HECTOR partnership has extensive experience in skills definition, training and capacity-building for tourism job profiles, therefore can give its advice on the basis of different action already undertaken. In particular, the HECTOR partnership is conscious of the need for a coherent and harmonised skills-frame in the cultural heritage and tourism sector.

In this context, the HECTOR partnership organised specific training for Cultural Routes managers, professionals and students.

Cultural Routes of the Council of Europe are active in the field of formal and non-formal education for their members. They cooperate with universities and organise internal workshop on different subjects, such as common marketing strategies, common visibility, and cooperation with tourism stakeholders in the territories involved in each route.

At the moment, no funds at European, National and local level are dedicated to support Innovative training schemes focusing on Cultural Routes of the Council of Europe related professions.

The potential of the OERs is at the moment under-utilised.

The OERs produced and collected within the project are in line with the needs expressed by professionals working on Cultural Routes.

HECTOR platform and learning material are tools for wide up-/re-skilling of heritage and culture tourism professionals and represent a unique model and a sound basis for a further exploitation of the potential of the OERs.

As all the routes are at the crossing of several European regions or countries, they are considered as a good starting point to promote the variety and complexity of the European cultural tourism offer: in this context Cultural Routes certified by the Council of Europe have the advantage of being organised and functioning networks, evaluated on a regular basis (every three years), an operational stability which helps them to ensure the sustainability of the action undertaken in the framework of projects funded by the EC.

Cultural Routes' networks are both transnational and representative of European common heritage and values, representing as they do a sustainable, ethical and social model built on local knowledge, skills and heritage assets, promoting lesser-known European destinations.

The EICR is the seat of the Council of Europe Enlarged Partial Agreement on Cultural Routes (EPA). The member states of the Council of Europe which are signatories to the EPA have shown their particular support for and interest in the Cultural Routes programme - they are particularly active and interested in the development of sustainable and responsible cultural tourism in their territories and conscious about the benefits of cultural heritage and cultural tourism for local communities⁴.

⁴ For member states of the Partial Agreement see: <http://www.conventions.coe.int/Treaty/Commun/ListeTableauAP.asp?AP=15&CM=&DF=08/07/2014&CL=ENG>

3. European Training policies for Joint Territorial Investments

The aim of this paragraph is to draw a conceptual fil rouge between the EU funded training policies at National and regional level of HECTOR partners and Open Educational Resources as a tool to harmonise the European Education policy in a transnational perspective.

Of course, as also stated in the Education and Training 2020 (ET 2020), “each EU country is responsible for its own education and training systems and the EU policy is mainly designed to support national action and help addressing **common challenges**.” Nevertheless, in specific fields such as Tourism and Culture, a broaden transnational framework of intervention could be the right tool for supporting the upgrading of key skills, territories may need to develop in order to face the global competition.

In particular, the HECTOR project outputs stand as a bridging tool for the empowerment of soft skills thanks to the e-platform allowing exchanges of best practices on cultural routes, mutual learning through the community section of the platform, as well as gathering and disseminating of information thanks to the OER developed in the project.

After a short recall about the European Education policy and the correspondence of the HECTOR outputs to it, we will introduce a more in-depth analysis on the use at the regional level of ESF and FESR funds for training, leading later the reader to explore the connections with other possible funds for innovative training schemes development (European Territorial Cooperation) and analysing the potentials of OER as an operational tool for Joint Territorial Investments for training in tourism and culture.

The European Education policy⁵ in HECTOR

Within the European Education policy, “lifelong learning should be regarded as a fundamental principle underpinning the entire framework, which is designed to cover learning in all contexts — whether formal, non-formal or informal — and at all levels: from early childhood education and schools through to higher education, vocational education and training and adult learning.”

In these regard, the HECTOR project is in line with the goals expressed in the strategic framework for EU cooperation in education since in particular it tackles both the:

- (a) the personal, social and professional fulfilment of all citizens;
- (b) sustainable economic prosperity and employability, whilst promoting democratic values, social cohesion, active citizenship, and intercultural dialogue.

⁵ Council conclusions of 12 May 2009 on a strategic framework for European cooperation in education and training ('ET 2020') (2009/C 119/02) see

[http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52009XG0528\(01\)&from=EN](http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52009XG0528(01)&from=EN)

Actually, the project outputs, targeting transversal job profiles bridging cultures across borders and using tourism as a mean for education with an open access policy, responds to the need of ensuring equal opportunities for all citizens. Furthermore, Cultural Routes of the CoE program fully corresponds to the second goal, promoting mutual exchanges and sustainable economic opportunities through tourism and culture initiatives in less visited regions of the Union. As already mentioned above, the Council of Europe's programme is an ideal framework for the focused development of innovative training policies, as it encompasses 32 transnational Cultural Routes, which are sustainable cultural cooperation projects, linking European Union member states with the other member states of the Council of Europe⁶ and beyond.

The four strategic objectives of the framework cooperation (1. Making lifelong learning and mobility a reality; 2. Improving the quality and efficiency of education and training; 3. Promoting equity, social cohesion and active citizenship; 4. Enhancing creativity and innovation, including entrepreneurship, at all levels of education and training) have also been successfully implemented throughout the project, also identifying further funding opportunities for innovation in training (see next paragraphs), in coherence with the European Regional policies and taking into account the principle of Open access to resources.

Furthermore, the framework cooperation on education states that the above mentioned strategic objectives should be reached also ensuring:

- common reference tools and approaches,
- peer learning and the exchange of good practice, including the dissemination of outcomes,
- periodic monitoring and reporting,
- evidence and data from all relevant European agencies (1), European networks, and international organisations (2),
- making full use of the opportunities available under Community programmes, particularly in the field of lifelong learning

The HECTOR project has therefore developed its approach on a bottom up basis, starting from an in-depth analysis of training needs of the first project beneficiaries (the managers of cultural routes) and involving them in the creation of innovative training schemes mainly based on informal education events. A large part of the project was also based on peer to peer and an interactive map of good practices has been developed. HECTOR project has also been developed taking into account the role of Universities network on Cultural Routes of the Council of Europe studies and their background and existing data set related to lifelong learning.

Since the project is aiming at creating open access tools for upgrading skills devoted to cultural routes managers, which have a hybrid education background bridging different competences, the project fully corresponds to the need stated by the framework cooperation when it comes to the following:

⁶ See Committee of Ministers Resolution CM/Res(2013)66 on the confirmation of the Enlarged Partial Agreement on Cultural Routes.

“cross-sectoral cooperation should be sought between EU initiatives in education and training and those in related policy areas — particularly employment, enterprise, social policy, youth policy and culture. With specific regard to the knowledge triangle, special attention should be paid to the synergies between education, research and innovation, as well as to complementarity with the aims of the European Research Area.”

Actually, Cultural Routes of the Council of Europe criteria allow to disseminate good practices through the universities networks on which each route is relying for research; they foster exchanges among young Europeans transforming tourism in an educational tool and boost local economies through culture and creative industries related to entrepreneurial initiatives. The HECTOR project outputs have tackled these aspects thanks to the open access approach in OER development, creating added value for all audiences around Cultural Routes, from managers to local communities, from SMEs to visitors and tourists.

Furthermore, since the Cultural Routes crosses mainly all the 47 countries of the Council of Europe, the HECTOR project outputs have also responded to a further requirement of the framework cooperation policy, the one stating that:

“Policy dialogue with third countries and cooperation with international organisations should be reinforced, thereby providing a source of fresh ideas and comparison.”

In fact, formal and informal training has been developed within HECTOR in three languages, but in some cases also in the mother tongue of CR managers, overcoming in this way also a possible barrier in the dissemination of the project contents and its use throughout Europe.

The HECTOR project partners conclude therefore that the outputs produced by the project, represent an opportunity not only for the public for which they have been developed, but for European workers in both tourism and culture sector, willing to upgrade their skills benefitting from a transnational and cross border approach to European identity and education, in line with the requirements of the ET (2020).

From the Regional to the transnational dimension of training in culture and tourism (FSE and FESR)⁷

Cultural Routes of the Council of Europe cross a number of European countries borders, relying therefore on the networking capabilities of Municipalities, consortia, NGO's and regional authorities. The transnational value of Cultural Routes as a tool for spreading European cultural identity across borders, thanks to the promotion of intercultural dialogue and mutual exchange has been the key aspect tackled by the HECTOR project. Cultural tourism experiences are a perfect instrument to facilitate mutual respect and are a still unexploited education mean.

The geographical dimension of cultural routes is multifaceted, since the transnational value is based on local and regional willingness to invest in the specific thematic route and in all the different aspects involving a fully operational route following the CoE programme criteria. It is therefore crucial to also identify the proper regional funding instruments supporting the

⁷ See Annex I for a summary table at the regional level for both FSE/FESR and ETC opportunities.

development of Joint Territorial Initiatives on Innovative Training, with a special focus on the criteria and subjects for identifying Innovative Training Schemes developed by the HECTOR project.

Furthermore, supporting Joint Territorial Investments in Innovative Training, is in line both with the framework cooperation policy for education, stating that “Where appropriate, financial resources from the European Structural Funds may be used to enhance education and training systems in accordance with the overall strategic objectives and Member States’ priorities.”

In order to facilitate local regional authorities to support joint training investments for the development of skills upgrading opportunities for cultural route’s related jobs, the HECTOR partners have summarised the ESF and ERDF strategic axes in the main regions of the project: Catalonia, Emilia-Romagna, Ile de France and Luxembourg (see Annex I for the complete table).

Actually, the EU distributes ESF funding to the Member States and regions to finance their operational programmes. ESF is financing initiatives to improve education and training and ensure young people complete their education and get the skills that make them more competitive on the jobs market. As well as giving education systems a boost, the ESF is also focusing on their customers – schoolchildren, university students, workers and job-seekers seeking training and new skills.

As for Catalonia, the Operational Plans recall the needs of investing in green and blue economy, with particular reference to the pillars of blue economy, among which a key aspect is coastal and maritime tourism⁸. A further driver for joint innovative training in the region is the intercultural policies on which the region has invested so far.

As for Emilia-Romagna, the Operational Plan recall the need of investing in supporting innovation, diversification and entrepreneurial skills in the productive system, orienting it towards quick growing activities, sectors or areas of interest (innovation, culture, creativity).

As for Ile de France, the Operational Plan recall the need of investing in an intelligent growth based on knowledge and innovation. The main objectives of the plan concern digital and technological skills to improve digitalisation in working environment.

As for Luxembourg, the Operational Plan recall the need of investing in managing cultural diversity in multi-cultural working environments.

A further tool for supporting joint territorial investments in training is the ERDF.

The European Regional Development Fund (ERDF) is one of the main financial instruments of the EU’s cohesion policy. Its purpose is to contribute to reducing disparities between the levels of development of European regions and to reduce the backwardness of the least favoured regions. Particular attention is paid to regions which suffer from severe and

⁸http://www.empleo.gob.es/uafse/es/fse_2014-2020/programas_operativos/empleo_formacion_educacion/P.O._FSE_14-20_EMPLEOx_FORMACIxn_Y_EDUCACIxn.pdf

permanent natural or demographic handicaps, such as the northernmost regions with very low population density as well as island, cross-border and mountain regions. The ERDF aims to strengthen economic and social cohesion in the European Union by correcting imbalances between its regions.

Again, this is summarised in the Annex I, the HECTOR project partners have identified several opportunities for matching EU funding in a cross border territorial perspective and with the aim of supporting more balanced training opportunities in tourism and culture, as well as in entrepreneurial culture along cultural routes.

As for Catalonia, two main priority axes address the protection, promotion and development of cultural heritage and natural areas of tourism interests, as well as the need to boost a more digitalised society.

As for Emilia-Romagna, several priority axes directly recall the systemic enhancement and promotion of Emilia-Romagna's environmental, cultural and artistic assets to improve the competitiveness of its destinations and to attract new flows of tourists.

As for Ile de France, the main regional goal is to foster ICT applications and service for SME in order to reinforce competition factors and push research and innovation both in the public and in the private sector.

As for Luxembourg, the main goals to which the region is committed are sustainable mobility and circular economy.

ETC and opportunities approach at cross country level

European Territorial Cooperation⁹ provides a framework for the implementation of joint actions and policy exchanges between national, regional and local actors from different Member States and is based on the transnational approach of training and skills improvement.

Multi-level funding and policy approach should be searched in ETC, which tackles the implementation of the four EU macro-regional strategies, covering 19 EU Member States and 8 non-EU countries.

Among ETC investment priorities there is the *Better Education/Training concerning Inclusive Growth pillar*.

Under these concerns, HECTOR partnership searched for the connection with project results implementation and macro-strategies priorities and opportunities for innovative education and training schemes.

Concerning EU Strategy for the Baltic Sea Region - EUSBSR¹⁰

Culture, tourism, Innovation and Education are under the Policy area "Increase Prosperity" and Capacity building is one of the cross-cutting objectives of the strategy.¹¹ In detail:

⁹ http://ec.europa.eu/regional_policy/en/policy/cooperation/european-territorial/

¹⁰ <http://www.balticsea-region-strategy.eu/>

- *PA Culture – Culture & creative sectors*
- *PA Innovation – Exploiting the full potential of the region in research, innovation and SME, utilising the Digital Single Market as a source for attracting talents and investments*
- *PA Tourism – Reinforcing cohesiveness of the macro-region through tourism*
- *PA Education – Education, research and employability – Action 2. Improving quality of education and vocational training through work-based learning and fostering entrepreneurial mind-sets*

In the Baltic Sea Region, culture and creative sectors are strategic to trigger spill-overs and innovation in other sectors (such as regional development, education, tourism, regeneration and remaking of sites and milieus) and a strong focus is given to vocational education and entrepreneurship whereas there is no reference to e-learning and innovative instruments for education.

Concerning horizontal actions it is needed to develop a platform for capacity building which should be a combination of knowledge, competencies and leadership capabilities, able to offer tailor-made programmes including seminars (also online), action learning (practical training on real cases) and coaching (individually or in groups). OERs in culture and tourism should be a strategic tool to this concerns and support the strategy implementation.

Concerning European Union Strategy for the Danube Region - EUSDR¹²

EUSDR has a focus on 'Culture and tourism'¹³ in the field of action in Priority Area 1 "Connecting the region" with a specific priority action (PA) 3 – "To promote culture and tourism, people to people contacts" and education and skills enhancement under Priority Area 3 "Building prosperity" in connection with priority action (PA) 9 - *People & Skills*¹⁴.

Specific actions addressed:

- *To foster cooperation between key stakeholders of labour market, education and research policies in order to develop learning regions and environments (Action 2)*
- *To support creativity and entrepreneurship (Action 3)*
- *To support lifelong learning and expanding learning mobility (Actions 4 and 5 curr)*

Innovation and education are of fundamental interest, therefore the HECTOR partnership suggests the implementation of OERs in order to address specific learning actions and favor culture and tourism sectors entrepreneurial skills development.

Concerning European Union Strategy for the Adriatic and Ionian Region – EUSAIR¹⁵

PILLAR 1: BLUE GROWTH - To promote research, innovation and business opportunities in blue economy sectors; among suggested actions under this pillar, there is:

¹¹ COMMISSION STAFF WORKING DOCUMENT, European Union Strategy for the Baltic Sea Region, ACTION PLAN {COM(2009) 248}, Brussels, 2015.

¹² <http://www.danube-region.eu/component/edocman/communication-of-the-commission-eusdr-pdf>

¹³ <http://www.danubecultureandtourism.eu/>

¹⁴ <http://www.peopleandskills-danuberegion.eu/wp-content/uploads/EUSDR-PA9-SG-Work-Plan-MARCH-20161.pdf>

¹⁵ <http://www.adriatic-ionian.eu/>

- *Need to develop cultural heritage skills of those in charge to manage those sites to be prepared to react to regional needs.*

PILLAR 4: SUSTAINABLE TOURISM - Improving the quality and innovation of tourism offer and enhancing the sustainable and responsible tourism capacities of the tourism actors across the macro-region.

Focus on specific actions:

- *Sustainable and thematic tourist routes.* The action should build on knowledge, skills and heritage assets, which would connect and promote lesser-known destinations of the Region.
- *Training in vocational and entrepreneurial skills in tourism* - Tourism entrepreneurship is also in need of strategic information, new learning concepts taking into account new global tourism trends and new management concepts. The action focus on the need for training for SMEs (including e-training), the creation of an Adriatic-Ionian Observatory on Sustainable Tourism skills, and training for tourism entrepreneurship and E-learning platform for SME training.

Life-long learning, vocational training, and development of skills, are incorporated in the proposed Action Plan as part of the "Capacity building" process.

Therefore, it is highly recommended to implement OERs as innovative training instruments in macro-region strategies and there are large opportunities for capacity building in cultural routes and, in general, in culture and creative industries.

Concerning the European Union Strategy for the Alpine Region¹⁶

Objective 1 - Fostering sustainable growth and promoting innovation in the Alps: from theory to practice, from research centres to enterprises, including tourism

The main priorities to reach the objective of this Thematic Policy Area to implement OERs application are:

Action Group 1: to develop an effective research and innovation ecosystem:

Action Group 3: to improve the adequacy of labour market, education and training in strategic sectors¹⁷.

In detail, the third action group aims at improving the field of dual education and in particular on dual vocational training. . On this purpose, with a view to improve cross boarder cooperation and allow the exchange of best practices, the long term aim of the group is to establish a common macroregional educational space in which vocational professions and the related certificates are reciprocally acknowledged.

In this sense, the development of OERs in strategic sectors for the region as tourism and culture, should be an innovative method to favor cross-boarder trainings inside the region, meeting financial opportunities to further implement HECTOR OERs and MOOCs and getting the strategic needs at local level.

¹⁶ <http://www.alpine-region.eu/>

¹⁷ <http://www.alpine-region.eu/action-group-3>

The application and financial instruments of ETC

The fifth programming period of ETC for 2014-2020 has a budget of EUR 10.1 billion invested in over 100 cooperation programmes between regions and territorial, social and economic partners. This budget also includes the ERDF allocation for Member States to participate in EU external border cooperation programmes supported by other instruments:

- 60 Cross-border – Interreg V-A, along 38 internal EU borders
- 12 IPA Cross-border: Instrument for Pre-Accession and European Neighborhood Instrument
- 16 ENI Cross-border :International Cooperation and Development
- 15 Transnational – Interreg V-B, covering larger areas of co-operation such as the Baltic Sea, Alpine and Mediterranean regions.
- The interregional co-operation programme, INTERREG Europe, and 3 networking programmes (Urbact III, Interact III and ESPON) cover all 28 Member States of the EU. They provide a framework for exchanging experience between regional and local bodies in different countries.

All those instruments have the aim to build bridges among Europe countries and have to implement the European strategies for smart, sustainable and inclusive growth.

OERs should be the virtual learning instruments able to overtake national boundaries and offer innovative forms of formal and informal training to enhance cultural heritage and sustainable tourism. These programmes are opportunities to further develop soft and hard skills for Cultural Routes management as well as to integrate the European regional policies. Considering eligible programmes for HECTOR partners' territories, concerning innovation, training and culture and tourism priorities, the project partnership suggests to focus on:

ADRION¹⁸

Strictly connected with EUSAIR region, it could be a possible scheme to support the creative jobs and skills upgrading for the Cultural Routes implementation in Adriatic Ionian region, focusing on the improvement of their level of managerial and destination marketing skills and valorize the influence on sustainable practices relative to cultural heritage, taking into account the huge number of Cultural Routes passing through the area. HECTOR OERs enhancement could be tackled in:

Priority Axis 1: Innovative and Smart Region

Priority Axis 2: Sustainable Region

Both reporting as Result Indicators "level of capacity" of innovative key actors, stakeholders as well as operators involved in the actions.

MED¹⁹

Interreg MED offers some interesting opportunities in culture and education, useful for the improvement of individual managerial skills of Cultural Routes directors in the Mediterranean

¹⁸ European Union, European Territorial Cooperation, ADRION Interreg V-B ADRIATIC-IONIAN COOPERATION PROGRAMME 2014-2020, 20 October 2015

¹⁹ <http://interreg-med.eu/en/programme-manual/>

area. Cultural Routes involve a wide part of Mediterranean area and directly include 22 of them.

PRIORITY AXIS 1: INNOVATION - Promoting Mediterranean innovation capacities to develop smart and sustainable growth

PRIORITY AXIS 3: NATURAL & CULTURAL RESOURCES -Protecting and promoting Mediterranean natural and cultural resources

Specific projects for skills development on cultural tourism, cultural mediation and tourism, networking management and leadership are interesting subject to be developed in lifelong learning programmes.

CENTRAL EUROPE²⁰

It shows a strong focus in innovation and increasing capacity in particular in:

Priority 1: Cooperating on innovation to make CENTRAL EUROPE more competitive

Which aims at more effective investment in research, innovation and education and strengthen capacities and competences for entrepreneurship and social innovation in *SO 1.2: To improve skills and entrepreneurial competences for advancing economic and social innovation in central European regions*

The programme has a strong focus on innovative learning systems, jointly developed at transnational level, and towards joint approaches.

Priority 3: Cooperating on natural and cultural resources for sustainable growth in CENTRAL EUROPE in S.O. 3.2: To improve capacities for the sustainable use of cultural heritage and resources

The development and implementation of strategies and policies for valorising cultural heritage and exploiting potentials of cultural and creative industries to trigger economic opportunities and employment at regional level is totally in line with OERs implementation. Innovation and the use of e-learning instruments to implement Cultural Routes management, which covers a great part of the territory interested in the cooperation programme, could be an opportunity to develop a common strategy for culture management through Cultural Routes development. Cultural heritage is recognized as fundamental for territorial development, but it is needed to implement the important role that tourism.

INTERREG NORTH-WEST EUROPE²¹

Challenge 1: Boosting knowledge flows to stimulate innovation and focus on spreading knowledge and know-how from innovation leaders to innovation followers or moderate innovators; and connect regional clusters at a transnational level in order to create a critical mass for R&D and innovation, skills, funding, cross-fertilisation of ideas and entrepreneurial initiatives.

²⁰ European Union, European Territorial Cooperation, Interreg CENTRAL EUROPE Cooperation Programme 2014-2020, June 2016

²¹ <http://www.nweurope.eu/about-the-programme/>

These are the main challenges OERs can be able to tackle in the programme. However, in this case, there is not a particular concern towards culture and tourism issues.

CROSS-BORDER ITALY – CROATIA²²

The cross-boarder programme largely focuses on cultural heritage and innovation priorities:

PRIORITY AXIS 1 "Blue Innovation"

It aims at fostering more effective investments in research, innovation and education in order to enhance innovation and build skills in specific business niches, including tourism and creative industries, and consequently improve the SMEs competitiveness.

PRIORITY AXIS 3 "Environment And Cultural Heritage"

The improvement of Cultural Routes management and skills would help in the de-seasonalization of tourism in the area, meeting one of the priority objective of the programme. Training would be focused on cultural tourism and cultural mediation as well as marketing destination and communication.

The programme strongly focuses on tourism and culture sectors implementation and searching for innovative training methods for skill enhancement in heritage valorization and preservation; there are 11 Cultural Routes on Croatian territory and 22 that involve Italy and most of them passes through Adriatic coastal regions, showing the need to improve skills of CRs managers of the area.

CROSS-BORDER ITALY - SLOVENIA²³

The overall Objective is: "Promote innovation, sustainability and cross-border governance to create a more competitive, cohesive and livable area". The programme has a strong focus on innovation and skills development:

Priority Axis 1: Promoting innovation capacities for a more competitive area

SO 1.1: Strengthen the cooperation among key actors to promote the knowledge transfer and innovative activities in key sectors of the area.

Priority Axis 3: Protecting and promoting natural and cultural resources

SO 3.2.: Enhance the integrated management of ecosystems for a sustainable development of the territory.

Priority Axis 4: Enhancing capacity building and cross-border governance

OERs in culture and tourism have great opportunities to be developed and enhanced in this programme.

INTERREG EUROPE²⁴

This programme is focused on policy-learning platforms space for continuous learning where an organisation - dealing with regional development policies in Europe - can find solutions and request expert support to improve the way they manage and implement their public policies. o clearly describe the added-value of the proposal compared to past or existing initiatives in that domain. Second, the development of cultural or tourism activities as such are not relevant to the programme. To be relevant, these topics needs to be tackled either

²² <http://www.italy-croatia.eu/>

²³ <http://www.ita-slo.eu/>

²⁴ European Union, Interreg Europe Programme Manual, 13 December 2016 (version 4)

from an economic angle (e.g. cultural industries, tourism sector) or from an environmental angle (e.g. preservation of cultural heritage, sustainable tourism). Concerning HECTOR OERs use and implementation:

Research & innovation platform - Through this instrument, regions can learn from each other how to reach individual excellence and leverage on entrepreneurial talents for the common benefit of Europe.

Environment and resource efficiency platform- To support regions to find practices to answer regional challenges, such as preparing sustainable exploitation models for natural and cultural heritage assets.

ESPON²⁵

Programmes like ESPON can implement the research field for the production of territorial evidence of the role of lifelong learning to develop competences in Cultural Routes management and, related to that, their development as sustainable tourism instruments.

URBACT²⁶

The programme has a focus on education and training:

Investing in education, skills and lifelong learning by developing education and training infrastructure (TO10)

Integrated Urban Development pinpoint on:

- Capacity Building
- Culture & Heritage

As it involves whole Europe and focus in capacity building and training actions among countries and has a strong inclination towards innovative instruments, OERs are an ideal instrument to be developed inside the programme.

HECTOR OER as a tool for fostering territorial cooperation

Open course materials and many massive open online courses (MOOCs) are examples of OER, developed in order to broaden the possibility to overcome barriers in the access to knowledge and give benefit spreading education to a larger public.

Actually as stated in Kursun, Cagiltay and Can (2014):

“Advancements in technology and science are mainly based on the shared knowledge of people who have lived in the past. Although the goal behind science and education is to build, improve, and share knowledge (Questier & Schreurs, 2008), numerous barriers limit access to and use of educational materials. The open educational resources (OER) movement was launched in the late 1990s to overcome those barriers. The movement primarily resulted as a progression from information and communication technologies (ICT) and has expanded rapidly during the last decade (Sclater, 2010; Hilton, Wiley, Stein, & Johnson, 2010; Conole & McAndrew, 2010; Schaffert & Geser, 2008). A number of

²⁵ <https://www.espon.eu/main/>

²⁶ <http://urbact.eu/>

noteworthy international organizations such as UNESCO, OECD, The World Bank, The European Union, and The Commonwealth of Learning have supported this movement (Taylor, 2007; Ives & Pringle, 2013).²⁷

Within HECTOR project, a number of OER (29 videos, 38 documents and several Users guides) has been developed. The OER have been built as key element for a wide up - /re-skilling of Cultural Routes of the Council of Europe professionals, in coherence with the European Regional policies and funding and taking into account the principle of Open access to resources promoted by the EU in the current programming period. Actually, OERs play a fundamental role in the educational context if they are developed under consistent educational policies and, this is the opinion of HECTOR project partners, with a transnational approach, particularly when it comes to transversal sectors such as culture and tourism.

The HECTOR project OER fully corresponds to the definitions below, given by UNESCO: "The concept of Open Educational Resources (OER) describes any educational resources (including curriculum maps, course materials, textbooks, streaming videos, multimedia applications, podcasts, and any other materials that have been designed for use in teaching and learning) that are openly available for use by educators and students, without an accompanying need to pay royalties or license fees."²⁸

In 2002, UNESCO defined OER as 'technology-enabled, open provision of educational resources for consultation, use and adaptation by a community of users for non-commercial purposes'²⁹ and developed later a user's guide with a number of guidelines.

These guidelines provide a set of directions for different possibly interested publics: teaching staff, higher education institutions/providers, and quality assurance/accreditation and recognition bodies and, of course, also to governments.

The HECTOR project partners, recognise that "Public funders have strategic goals for the incentive OER funding they provide. Strategic goals establish a focus and purpose for OER and are usually tied to meeting the needs of the nation, state, or province providing the funds."³⁰

For that reason and also considering the very special framework of intervention represented by the Council of Europe's programme on Cultural Routes and the opportunity for the development of cross border innovative training policies they represent, the HECTOR project partners opinion is that HECTOR OERs are a perfect tool to support joint territorial initiatives, as the programme and the validity of OERs encompass 32 transnational Cultural Routes,

²⁷ Kursun, Cagiltay and Can (2014), An Investigation of Faculty Perspectives on Barriers, Incentives, and Benefits of the OER Movement in Turkey, IRRODL, Vol 15. N.6.

²⁸ <http://unesdoc.unesco.org/images/0021/002158/215804e.pdf> UNESCO / Commonwealth of Learning. "A Basic Guide to Open Educational Resources (OER)"

²⁹ Cedefop (2016), Validation and open educational resources (OER) Thematic report for the 2016 update of the European inventory on validation.

³⁰ <http://www.irrodl.org/index.php/irrodl/article/view/1537/2516> Paul Stacey, Government Support for Open Educational Resources : Policy, Funding, and Strategies, IRRODL, Vol 14., n. 2, 2013.

which are sustainable cultural cooperation projects, linking European Union member states with the other member states of the Council of Europe³¹ and beyond.

Furthermore, considering that the OER movement to date is characterized by a lot of development of new OER resources but not a lot of reuse of OER developed by others³², the HECTOR project decided to integrate the open access resources developed within the project with already existing ones, giving an added value and an operational contribution for those interested in upgrading skills in the fields of culture and tourism.

Of course, HECTOR partners are aware about the limits and barriers negatively affecting OER and reported in the current literature on the topic, such as “lack of awareness of copyright issues, existing copyright laws, quality assurance, quality assessment and enhancement, sustainability, interoperability, lack of technological innovation and tools, cultural and language barriers, lack of institutional policies and incentives for educators, high costs of content development and maintenance, and lack of connectivity and computers for re-use”³³.

In parallel, HECTOR partners are strongly convinced about the altruistic and transformational motivations behind OER development, in particular when it comes to territorial cooperation and joint efforts in training and education for upgrading existing skills or developing new ones. Following OECD AHELO report of 2012³⁴: “Several MOOC networks using similar technologies, and led by some of the world’s leading universities, provide course-by-course access to students worldwide, raising questions about degree credit and credentialing or degree-granting for such course completion both within and across countries (OECD, 2007)”.

This altruistic and crossing border characteristic of open access training resources, is exactly the one on which OER and training modules have been developed in the HECTOR project, making OER the right instrument to foster intercultural dialogue, mutual exchanges and cross territorial cooperation in tourism and culture education in Europe and beyond.

³¹ See Committee of Ministers Resolution CM/Res(2013)66 on the confirmation of the Enlarged Partial Agreement on Cultural Routes.

³² <http://www.irrodl.org/index.php/irrodl/article/view/1537/2516> Paul Stacey, Government Support for Open Educational Resources : Policy, Funding, and Strategies, IRRODL, Vol 14., n. 2, 2013.

³³ Kursun, Cagiltay and Can (2014), An Investigation of Faculty Perspectives on Barriers, Incentives, and Benefits of the OER Movement in Turkey, IRRODL, Vol 15. N.6.

³⁴ OECD, Assessment of Higher Education Learning Outcomes, Feasibility study, Vol 1, 2012.

4. Funding OERs for better skills and jobs in Cultural Routes of the Council of Europe management and Heritage and Cultural Tourism creative occupations: some conclusions and proposals

Considering that, Cultural Routes of the Council of Europe cross a number of European countries borders, relying therefore on the networking capabilities of Municipalities, consortia, NGO's and regional authorities. The transnational value of Cultural Routes as a tool for spreading European cultural identity across borders, thanks to the promotion of intercultural dialogue and mutual exchange has been the key aspect tackled by the HECTOR project. Cultural tourism experiences are a perfect instrument to facilitate mutual respect and are a still unexploited education mean.

Taking also into consideration that OERs play a fundamental role in the educational context if they are developed under consistent educational policies.

The HECTOR partnership recommends designing a coherent strategy for funding OERs as key tools to ensure a blended formal and non-formal education in the European education and training sector, and underlines the necessity of taking into account the importance of the transnational approach in cultural heritage and tourism training and practice, which help in the implementation of the European Commission's Recommendation to Member States of July 2012 concerning the development and implementation of policies to ensure Open Access to all outputs from publicly-funded research and the European Commission's Communication COM(2010) 546 "Europe 2020 Flagship Initiative Innovation Union".

Furthermore, European Territorial Cooperation³⁵ provides a framework for the implementation of joint actions and policy exchanges between national, regional and local actors from different Member States and is based on the transnational approach of training and skills improvement. Multi-level funding and policy approach should be searched in ETC, which tackles the implementation of the four EU macro-regional strategies, covering 19 EU Member States and 8 non-EU countries. Among ETC investment priorities there is the *Better Education/Training concerning Inclusive Growth pillar*.

Therefore, in terms of territorial policies, HECTOR partnership recommends the connection of funding for OERs on tourism and cultural training for capacity building and skills upgrading for the Cultural Routes management, through European Territorial Cooperation (ETC) strategies and programmes, as well as through structural funds.

Considering the very special framework of intervention represented by the Council of Europe's programme on Cultural Routes and the opportunity for the development of cross border innovative training policies they represent, the HECTOR project partner's opinion is that OERs are a perfect tool to support joint territorial initiatives, which should be further supported by local funding, paying special attention to the critical aspects related to their fully operational use.

In particular, the HECTOR partnership recommends the support and development of OER in the national languages of the EU countries, in parallel with their translation into English in order to allow also to reach a further goal of the framework cooperation agreement on

³⁵ http://ec.europa.eu/regional_policy/en/policy/cooperation/european-territorial/

Training and Education: the improvement of language skills.

Annex I

POLICY COMPARISON GRID

POLICY COMPARISON GRID

Operational Programme ERDF

| | |
|--|---|
| Are there any measures addressing culture and tourism? | Yes/No If yes, list and detail actions and amounts |
| Are there any measures that can support innovation and networking for culture routes? | Yes/No If yes, list and detail actions and amounts |
| In the Smart Specialisation Strategy (RIS 3) there is any linkable reference to the HECTOR focus and objectives? | Yes/No If yes, list |

Operational Programme ESF

| | |
|--|---|
| Are there any measures addressing culture and tourism? | Yes/No If yes, list and detail actions and amounts |
| Are there any measures that can support innovation and networking for culture routes? | Yes/No If yes, list and detail actions and amounts |
| In the National Qualification Framework which are the qualifications already in that can be related to the culture route management? | Yes/No If yes, list |

European territorial cooperation programmes

| | |
|--|-------------------------------------|
| Which are the cross-border + transnational programmes including your area as eligible area? | Please list and insert the web link |
| Which are some relevant approved projects that addressed jobs and skills? | Please list and insert the web link |
| Which are some relevant approved project that addressed innovative cultural tourism packages, itineraries and tools? | Please list and insert the web link |

ILE-DE-FRANCE ET SEINE - FR

Operational Programme ERDF

| | |
|---|---|
| <p>Are there any measures addressing culture and tourism?</p> | <p>Yes If yes, list and detail actions and amounts</p> <p>079. Access to the information of the public sector (including open data, online culture, digital libraries, digital resources and online tourism) € 1 288 968,00</p> <p>080. Services and apps for online inclusion, online accessibility, learning and online education, digital culture € 7 500 000,00</p> |
| <p>Are there any measures that can support innovation and networking for culture routes?</p> | <p>Yes If yes, list and detail actions and amounts</p> <p>082. ICT applications and services for SME (including e-commerce, e-Business, network of enterprises, living labs, web entrepreneurs, ICT start-up's etc.) € 1 000 000,00</p> <p>Priority axis 6 –Reinforcing competition factors</p> <p>ERDF 056. Investments in infrastructures, capacities and equipment of SME directly devoted to research and innovation 4 000 000,00</p> <p>ERDF 058. Research and innovation infrastructures (public) 4 000 000,00</p> <p>ERDF 059. Research and innovation infrastructures (private including scientific parcs) 3 400 000,00</p> <p>ERDF 061. Research and innovation activities in private research centers including networking 6 147 000,00</p> <p>ERDF 062. Technological transfer and universities -enterprises cooperation, mainly benefitting SME 5 000 000,00</p> <p>ERDF 063. Help to SME clusters and districts 9 000 000,00</p> |
| <p>In the Smart Specialisation Strategy (RIS 3) there is any linkable reference to the HECTOR focus and objectives?</p> | <p>Yes/No If yes, list</p> <p>Cluster cooperation, innovation systems within ETC. To participate and profit from the opportunities related to the Cooperation Objective of FESR with the aim to foster interregional cooperation in productive clusters for S3 specialization and related innovation systems.</p> |

Operational Programme ESF

| | |
|---|---|
| <p>Are there any measures addressing culture and tourism?</p> | <p>Yes/No 4 – Fostering inclusion dynamics 6 030 000,00 5 – Investing in education and adapting competences 18 450 000,00</p> |
| <p>Are there any measures that can support innovation and networking for culture routes?</p> | <p>Yes/No If yes, list and detail actions and amounts</p> |
| <p>In the National Qualification Framework which are the qualifications already in that can be related to the culture route management?</p> | <p>Yes/No If yes, list</p> <p>MASTER Mention Direction de projets ou établissements culturels</p> <ul style="list-style-type: none"> • Université Panthéon Sorbonne - Paris 1 <p>MASTER Mention Histoire, civilisations, patrimoine</p> <ul style="list-style-type: none"> • Ministère de l'Enseignement Supérieur Université Jean Jaurès - Toulouse 2 <p>MASTER Sciences Humaines et Sociales Mention : Histoire, Histoire de l'art et Archéologie Spécialité : Histoire de l'art et Patrimoine, moderne et contemporain</p> <ul style="list-style-type: none"> • Université de Toulouse Jean Jaurès Ministère chargé de l'enseignement supérieur <p>MASTER Master professionnel Sciences Humaines et Sociales, Mention Cultures et Sociétés, Spécialité Développement de Projets en Tourisme Culturel</p> <ul style="list-style-type: none"> • Université de Bretagne Occidentale - Brest Direction générale de l'enseignement supérieur et l'insertion professionnelle (DGESIP) <p>MASTER Master professionnel Sciences Humaines et Sociales, Mention Cultures et Sociétés, Spécialité Gestion des Patrimoines Architecturaux et Artistiques</p> <ul style="list-style-type: none"> • Université de Bretagne Occidentale - Brest Direction générale de l'enseignement supérieur et l'insertion professionnelle (DGESIP) <p>MASTER Sciences Humaines et Sociales Mention : Histoire, Histoire de l'art et Archéologie Spécialité Patrimoine</p> <ul style="list-style-type: none"> • Université de Toulouse Jean Jaurès Ministère chargé de l'enseignement supérieur <p>MASTER Sciences humaines et sociales Mention : Histoire de l'art Université Paris Ouest Nanterre la Défense</p> <p>MASTER Sciences Humaines et Sociales, mention Histoire spécialité pouvoirs, cultures et sociétés</p> <ul style="list-style-type: none"> • Université d'Orléans Ministère chargé de l'enseignement supérieur <p>MASTER Sciences humaines et sociales Mention: Histoire, Histoire de l'art et Archéologie Spécialité : Métiers de l'art : documentation des oeuvres d'art, régie des oeuvres</p> <ul style="list-style-type: none"> • Ministère chargé de l'enseignement supérieur Université de Toulouse Jean Jaurès <p>MASTER Sciences humaines et sociales ; Mention Archéologie, sciences pour l'archéologie</p> <ul style="list-style-type: none"> • Ministère chargé de l'enseignement supérieur Université de Perpignan Via Domitia <p>MASTER Sciences humaines et sociales ; Mention Histoire, civilisations, patrimoine</p> <ul style="list-style-type: none"> • Ministère chargé de l'enseignement supérieur Université de Perpignan Via Domitia |

MASTER [Sciences Humaines et Sociales à finalité recherche et professionnelle Mention : Cultures, Arts et Sociétés Spécialité : Art : histoire, théories, pratiques](#)

- Université de Pau et des Pays de l'Adour
Ministère chargé de l'enseignement supérieur

MASTER [Sciences Humaines et Sociales à finalité professionnelle Mention Cultures Arts et Sociétés Spécialité Valorisation des patrimoines et politiques culturelles territoriales](#)

- Université de Pau et des Pays de l'Adour
Ministère chargé de l'enseignement supérieur

MASTER [Master Sciences Humaines et Sociales, Mention Identités, Patrimoines, Histoire, Spécialité Développement de Projets en Tourisme Culturel à finalité professionnelle](#)

- Direction générale de l'enseignement supérieur et l'insertion professionnelle (DGESIP)

Université de Bretagne Occidentale - Brest

MASTER [Domaine: Droit, Économie, Gestion Mention: Administration des institutions culturelles Spécialité: Administration des Institutions Culturelles \(AIC\)](#)

Aix-Marseille Université

MASTER [Master « Arts Lettres Langues » Mention « Information Communication Culture » Spécialité professionnelle « Ingénierie des métiers de la culture »](#)

- Université de Bourgogne - Dijon

MASTER [Droit, économie, gestion, mention Droit et administration publique spécialité Gestion locale du patrimoine culturel](#)

- Ministère chargé de l'enseignement supérieur
Université d'Orléans

MASTER [Histoire – Patrimoines – Études européennes spécialité Études européennes et internationales](#)

- Université de Lorraine

Ministère de l'Enseignement Supérieur

MASTER [Master Economie Gestion Mention Sciences du Management Spécialité professionnelle MANAGEMENT DES ACTIVITES TOURISTIQUES ET CULTURELLES](#)

- Ministère de l'Enseignement Supérieur

Université de Bourgogne - Dijon

MASTER [Master Géographie spécialité Paysages, patrimoines, environnement](#)

- Université de Lorraine

Ministère de l'Enseignement Supérieur

MASTER [Master Domaine Histoire, Patrimoine et technologies numériques, spécialité Technologies numériques appliquées à l'Histoire](#)

Ecole nationale des Chartes

MASTER [Master Arts et culture, spécialité Expertise et médiation culturelle](#)

- Ministère de l'Enseignement Supérieur

Université de Lorraine

MASTER [Histoire – Patrimoines – Études européennes spécialité Sciences historiques \(Histoire et archéologie\)](#)

- Ministère de l'Enseignement Supérieur

Université de Lorraine

MASTER [Histoire, sp. Recherche](#)

Université du Maine - Le Mans

MASTER [Histoire, sp. Valorisation du patrimoine et développement local](#)

Université du Maine - Le Mans

MASTER [MASTER Domaine Sciences Humaines et Sociales Mention Métiers de l'Enseignement, de l'Éducation et de la formation \(MEEF\),](#)

| | |
|--|--|
| | <p>second degré : Sciences de la vie et de la Terre Université de Nantes MASTER Domaine Sciences Technologie Santé Mention Histoire des Sciences et des Techniques (recherche) Université de Nantes</p> |
|--|--|

European territorial cooperation programmes

| | |
|--|--|
| Which are the cross-border + transnational programmes including your area as eligible area? | <p>Please list and insert the web link</p> <ul style="list-style-type: none"> • ESPON • INTERACT • INTERREG EUROPE • North West Europe • URBACT |
| Which are some relevant approved projects that addressed jobs and skills? | <p>Please list and insert the web link</p> <p>http://www.interregeurope.eu/marie/ http://www.interregeurope.eu/raise/ http://www.interregeurope.eu/greenscreen/ http://urbact.eu/boostinno</p> |
| Which are some relevant approved project that addressed innovative cultural tourism packages, itineraries and tools? | <p>Please list and insert the web link</p> <p>http://urbact.eu/interactive-cities http://urbact.eu/arrival-cities</p> |

EMILIA-ROMAGNA - IT

Operational Programme ERDF

| <p>Are there any measures addressing culture and tourism?</p> | <p>Yes/No If yes, list and detail actions and amounts</p> <p>Enhancement of artistic, cultural and environmental resources – Priority axis 5 is aimed at the systemic enhancement and promotion of Emilia-Romagna’s environmental, cultural and artistic assets to improve the competitiveness of its destinations and to attract new flows of tourists.</p> <p>The intended strategic areas for action include the Coastal District, the Apennines, the Po Delta, the cities of art scheme and the areas affected by the earthquake.</p> <p>It is based on three objectives:</p> <ul style="list-style-type: none"> • to protect and enhance the natural heritage offered and to improve the use of this heritage through innovative technologies; • to protect and enhance the cultural and artistic heritage offered in areas identified in advance as the greatest tourist attractions and to improve the use of this heritage through innovative technologies; • to support the integrated promotion of tourist destinations. <p>This priority axis has been allocated €37,589,526.</p> <p>Attractive, participative towns – Priority axis 6 Priority axis 6 intends to implement the European Urban Agenda which gives towns a central role as a regional hub and covers the enhancement of cultural heritage and the development of any factors that could encourage citizens to take part in the strategic decisions of their towns through the use of new ICTs.</p> <p>It is based on two objectives:</p> <ul style="list-style-type: none"> • to increase citizens’ participation in the development of their towns through the use of ICT tools; • to enhance the typical cultural attractions of the towns’ cultural identity. <p>This priority axis has been allocated €30,013,716.</p> <p>Opportunities Urban agenda implementation Funds: 30 million Euros Funding: 16.6 million Euros for buildings recovery, 14 million Euros for open workshops</p> <p>Assets to be recovered and themes of the workshops</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">City</th> <th style="text-align: left;">Cultural Heritage Asset</th> <th style="text-align: left;">Themes for the Open Workshop</th> </tr> </thead> <tbody> <tr> <td>Bologna</td> <td>Palazzo d’Accursio and Sala Borsa</td> <td>Co-design of new collaborative and digital services for the urban community</td> </tr> <tr> <td>Ferrara</td> <td>Former Verdi Theatre</td> <td>Sustainable tourism and mobility</td> </tr> <tr> <td>Modena</td> <td>Former Amcm Area</td> <td>Entertainment and artistic productions</td> </tr> <tr> <td>Parma</td> <td>San Paolo monumental complex</td> <td>Culture and agrifood excellencies</td> </tr> <tr> <td>Reggio Emilia</td> <td>The Cloisters of St. Peter</td> <td>Social innovation and welfare</td> </tr> </tbody> </table> | City | Cultural Heritage Asset | Themes for the Open Workshop | Bologna | Palazzo d’Accursio and Sala Borsa | Co-design of new collaborative and digital services for the urban community | Ferrara | Former Verdi Theatre | Sustainable tourism and mobility | Modena | Former Amcm Area | Entertainment and artistic productions | Parma | San Paolo monumental complex | Culture and agrifood excellencies | Reggio Emilia | The Cloisters of St. Peter | Social innovation and welfare |
|---|--|---|-------------------------|------------------------------|---------|-----------------------------------|---|---------|----------------------|----------------------------------|--------|------------------|--|-------|------------------------------|-----------------------------------|---------------|----------------------------|-------------------------------|
| City | Cultural Heritage Asset | Themes for the Open Workshop | | | | | | | | | | | | | | | | | |
| Bologna | Palazzo d’Accursio and Sala Borsa | Co-design of new collaborative and digital services for the urban community | | | | | | | | | | | | | | | | | |
| Ferrara | Former Verdi Theatre | Sustainable tourism and mobility | | | | | | | | | | | | | | | | | |
| Modena | Former Amcm Area | Entertainment and artistic productions | | | | | | | | | | | | | | | | | |
| Parma | San Paolo monumental complex | Culture and agrifood excellencies | | | | | | | | | | | | | | | | | |
| Reggio Emilia | The Cloisters of St. Peter | Social innovation and welfare | | | | | | | | | | | | | | | | | |

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|---|---|--|--|------------------------------------|---------|---|--|-------|-----------------------------------|--|--------|----------------|------------------------------|--------|---|---|
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| Piacenza | Former Church of Santa Maria del Carmine | Logistics and sustainable mobility | | | | | | | | | | | | | | |
| Ravenna | Art museum of the city of Ravenna and museum of the territory of Classe | Tourists' access to cultural heritage assets and the territory | | | | | | | | | | | | | | |
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| Rimini | Modern wing of the civic museum and Ponte di Tiberio (the Bridge of Tiberius) | Innovative services to enjoy the city cultural heritage | | | | | | | | | | | | | | |
| <p>Are there any measures that can support innovation and networking for culture routes?</p> | <p>Yes/No If yes, list and detail actions and amounts</p> <p>Research and innovation – Priority axis 1 Priority axis 1 intends to strengthen the regional network for research and technology transfer to businesses. The measures supported by this axis are aimed at increasing businesses' capacity to introduce new solutions and products, including through collaborations with research partners, promoting innovation pathways in strategic areas of the regional production system, strengthening the research of the High-Tech Network, facilitating the use of innovation laboratories and centres through international openness and participation in European programmes such as Horizon 2020 and COSME, as well as supporting high-tech start-ups.</p> <p>It is based on four objectives:</p> <ul style="list-style-type: none"> • to strengthen the technological capabilities of laboratories in the High-Tech Network by acquiring new instruments; • to increase businesses' innovation activities by supporting their research projects, the acquisition of technological innovation services, the adoption of innovative process and product solutions, as well as research and development projects in collaboration with research partners (centres, universities, etc); • to strengthen the regional and national innovation system by supporting participation among regional actors in specialist technological networks and in complex projects; • to support the creation and consolidation of high-tech start-ups. <p>This priority axis has been allocated €140,568,582.</p> <p>Opportunities Innovative services for SMEs Applications from 1 September to 14 October 2016 Funds: 8 million Euros Applications received: 175 Applications accepted for funding: 110</p> <p>Call for innovative start-ups 2016 Applications from 21 March to 30 September 2016 Funds: 6,028.065 Euros Applications received: 249 Applications accepted for funding: 54</p> | | | | | | | | | | | | | | | |
| <p>In the Smart Specialisation Strategy (RIS 3) there is any linkable reference to the HECTOR focus and objectives?</p> | <p>Yes/No If yes, list</p> | | | | | | | | | | | | | | | |

Operational Programme ESF

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| <p>Are there any measures addressing culture and tourism?</p> | <p>Yes/No If yes, list and detail actions and amounts</p> <p>Priority axis 3 – Education and Training</p> <ul style="list-style-type: none"> - Giving value to the intellectual capital, increasing the quality and stock of human capital at the regional level thanks to investments policies (in infrastructures, research human resources) of enterprises and public administration; - Supporting innovation, diversification and entrepreneurial skills in the productive system, orienting it towards quick growing activities, sectors or areas of interest (innovation, culture, creativity). The goal should be to attain environmental and energy sustainability in producing services for citizens. Particular attention will be paid to actions aiming at fostering relationships between international enterprises and local SME; - Maintain a high level of environmental and infrastructures quality in line with social and territorial cohesion, integrating and empowering the quality of collective services. <p>Sction 6</p> <p>In target areas of the region there is a need to cope the projects on tourism assets (natural and cultural heritage, sustainable energy, accessibility to goods and services to citizens) with training activities fostering networks of cooperation between different and autonomous training entities, research bodies and enterprises, to be also funded matching national funds.</p> |
| <p>Are there any measures that can support innovation and networking for culture routes?</p> | <p>Yes/No If yes, list and detail actions and amounts</p> <p>Transnational Cooperation</p> <p>Although the general framework defined in Axis 1 Employment, in line with the Communication to the European Parliament Commission, to the Council, to the European Social and Economic Committee and to the Regions Committee “European Higher Education in the World”, Emilia-Romagna region aims to tackle the challenges posed by globalization, by the integration of new Member States and, moreover, by the European transformation through the unified strategy of internationalization of education and training systems centred in three intervention categories:</p> <ul style="list-style-type: none"> • to promote students and staff International mobility; • to promote the internationalization and improvement of study programmes and of digital learning; • to encourage strategic cooperation, partnership and capacity building. <p>Furthermore, in the framework of transnational cooperation, the Region aims to foster the exchange of best practises with special attention to those projects that during past programme period have produced outstanding results and have been recognized for their quality, taking into account also of best practises and deserving experiences dissemination actions among various regional and provincial contexts.</p> <p>The Region, during planning stage and relative interventions design for transnationality will involve, in particular, the following territorial stakeholders : public authorities, economic and social actors, universities, research centres and technologic districts, accredited training organizations, enterprises, private entities, school autonomies, etc.</p> |

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| | Among various implementing instruments, the Region expect to consider public-private partnership, too or transnational framework programme agreements, involving European regions characterized by similar situations to implement previewed interventions through specific shared planning. |
| In the National Qualification Framework which are the qualifications already in that can be related to the culture route management? | <p>Yes/No</p> <p>If yes, list</p> <p>60/S – Specialistiche in relazioni internazionali</p> <p>99/S -Specialistiche in studi europei</p> <p>L-36 - Scienze politiche e delle relazioni internazionali</p> <p>LM-49 - Progettazione e gestione dei sistemi turistici</p> <p>LM-52 - Relazioni internazionali</p> <p>L-1 - Beni culturali</p> <p>L-15 - Scienze del turismo</p> |

European territorial cooperation programmes

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| Which are the cross-border + transnational programmes including your area as eligible area? | <p>Please list and insert the web link</p> <ul style="list-style-type: none"> • Adriatic-Ionian • Central Europe • ESPON • INTERACT • INTERREG EUROPE • Interreg V-A - Italy-Croatia • Interreg V-A - Italy-Slovenia • Mediterranean • URBACT |
| Which are some relevant approved projects that addressed jobs and skills? | <p>Please list and insert the web link</p> <p>http://www.interregeurope.eu/creadis3/</p> <p>http://www.interregeurope.eu/raise/</p> <p>http://www.interregeurope.eu/inkrease/</p> <p>http://www.interregeurope.eu/competein/</p> <p>http://www.interregeurope.eu/cesme/</p> <p>http://www.interregeurope.eu/ruralgrowth/</p> <p>http://www.keep.eu/keep/project-ext/13227/ADRIA+FOOTOURING?ss=272cba92db83b78c99b48751a590ee2f&espon=</p> <p>http://www.keep.eu/keep/project-ext/13232/AdriaMuse?ss=272cba92db83b78c99b48751a590ee2f&espon=</p> <p>http://www.programmemed.eu/les-projets/base-de-donnees-projets/resultats/view/single.html?no_cache=1&idProject=3&cHash=cafb8caa6bcc0ff2b25cddb6d7d85dc6</p> <p>http://www.programmemed.eu/les-projets/base-de-donnees-projets/resultats/view/single.html?no_cache=1&idProject=129&cHash=fcb5e3281bafd71817a5adcfa233db1</p> <p>http://www.programmemed.eu/les-projets/base-de-donnees-projets/resultats/view/single.html?no_cache=1&idProject=2&cHash=cd1df036fb2c7fbae332d5b826ef4971</p> <p>http://www.programmemed.eu/en/the-projects/project-database/results/view/single.html?no_cache=1&idProject=1&cHash=01303e7db2f8009cb0d7fd6ff03e1013</p> <p>http://urbact.eu/jobtown-2</p> <p>http://urbact.eu/jobtown</p> |
| Which are some relevant approved project that addressed | <p>Please list and insert the web link</p> <p>http://www.interregeurope.eu/string/</p> <p>http://www.interregeurope.eu/reform/</p> <p>http://www.interregeurope.eu/innovasump/</p> <p>http://www.interregeurope.eu/perfect/</p> <p>http://urbact.eu/agri-urban</p> |

innovative
cultural
tourism
packages,
itineraries
and tools?

LUXEMBOURG - LUX

Operational Programme ERDF

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| Are there any measures addressing culture and tourism? | Yes/No If yes, list and detail actions and amounts |
| Are there any measures that can support innovation and networking for culture routes? | Yes/No If yes, list and detail actions and amounts |
| In the Smart Specialisation Strategy (RIS 3) there is any linkable reference to the HECTOR focus and objectives? | <p>Yes/No If yes, list</p> <p>4.1.4.2 Sustainable mobility</p> <p>Luxembourg is highly committed to developing sustainable mobility and will deploy some 850 electric charging points on national territory as part of its e-mobility strategy to reach the target of 40 000 electric car registrations by 2020.</p> <p>Technological changes are pushing stakeholders to review their economic models and revealing brand-new activity niches. Luxembourg aims to make (soft) sustainable mobility one of its priorities as part of the development of eco-technologies. The next three pillars seem very promising for Luxembourg:</p> <ol style="list-style-type: none"> 1) Development of electro-mobility; 2) Use of ICT in soft mobility; 3) Development of technologies associated with autonomous driving. <p>Measures:</p> <ul style="list-style-type: none"> - Position Luxembourg more as a testing zone for new technologies. - Set up a soft mobility data platform. - Develop IT applications in the field of info-mobility and collective mobility. <p>4.1.4.3 Circular economy</p> <p>In a world with limited resources, where commodity prices are constantly increasing and where pollution is becoming an ever more urgent problem, a country with few natural resources such as Luxembourg will have to optimise the use of its own resources and move towards a circular economy with limited or even zero waste.</p> <p>Measures:</p> <ul style="list-style-type: none"> - Raise awareness among companies of the principles of the circular economy. - Carry out a study on the potential of a strategy based on the circular economy. - Encourage a green procurement policy to make it easier for innovative technologies to enter the market. |

Operational Programme ESF

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| Are there any measures addressing culture and tourism? | Yes/No If yes, list and detail actions and amounts |
| Are there any measures that can support innovation and networking for culture routes? | Yes/No If yes, list and detail actions and amounts |
| In the National Qualification Framework which are the qualifications already in that can be related to the culture route management? | Yes/No If yes, list <ul style="list-style-type: none"> • How to manage multi-cultural meetings (S5250) - Luxembourg • Différents pour faire la difference - Bridel • Comment gérer la diversité culturelle au sein d'une équipe – Bertrange • Managing cultural diversity in the workplace – Bertrange • Team Leadership - Limpertsberg • Project Management: Assuring Business Benefits - Luxembourg • Savoir Manager -Bertrange |

European territorial cooperation programmes

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| Which are the cross-border + transnational programmes including your area as eligible area? | Please list and insert the web link <ul style="list-style-type: none"> • ESPON • INTERACT • INTERREG EUROPE • Interreg V-A - France-Belgium-Germany-Luxembourg (Grande Région/Großregion) • North West Europe • URBACT |
| Which are some relevant approved projects that addressed jobs and skills? | Please list and insert the web link |
| Which are some relevant approved project that addressed innovative cultural tourism packages, itineraries and tools? | Please list and insert the web link http://www.interregeurope.eu/lastmile/ Interreg VA Grande Région <ul style="list-style-type: none"> • Land of Memory – On the conflicts' steps at the origin of Europe • Tourisme sans frontières • Valorisation artistique et touristique des milieux humides de la Grande Région • Stratégies de communication digitale pour le tourisme en Grande Région • AGRETA • Pierres numériques http://www.nweurope.eu/projects/project-search/begood/ |

CATALONIA - ES

Operational Programme ERDF

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| <p>Are there any measures addressing culture and tourism?</p> | <p>Yes/No If yes, list and detail actions and amounts</p> <p>6.3.1 Promotion of the protection, valorization and development of cultural heritage 6.3.2 Protection, development and promotion of natural areas, in particular of those involved in tourist sites.</p> <p>06 – To maintain and safeguard the environment and to promote the efficient use of resources</p> <p><i>6c – Preservation, promotion, encouragement and development of natural and cultural heritage.</i></p> <ul style="list-style-type: none"> • 060c1 -OE.6.3.1. To promote the protection, promotion and development of cultural heritage. • 060c2 -OE.6.3.2. Preservation, development and promotion of natural areas, in particular of tourist sites. <p><i>6d – Safeguard and re-establishment of biodiversity and of soil and development of ecosystems services, including through ecological infrastructures of Natura 2000.</i></p> <ul style="list-style-type: none"> • 060d1 -OE.6.4.1. To foster the management, protection and maintenance of the soil, of natural areas and their biodiversity, in particular of sheltered, including measures to mitigate problems related to erosion, salinization, desertification, deforestation and the low level of organic matter under the ground. <p><i>6e – Actions aimed at the improvement of the urban environment, revitalization of cities, rehabilitation and decontamination of old industrial areas (including areas interested by restructuring strategies), reduction of the atmosphere contamination and promotion of measures to reduce noise.</i></p> <ul style="list-style-type: none"> • 060e1 -OE.6.5.1. To enhance the urban environment, the rehabilitation of old industrial areas and the reduction of soil, atmosphere and acoustic contamination. <p>131.971.497,00 €</p> |
| <p>Are there any measures that can support innovation and networking for culture routes?</p> | <p>Yes/No If yes, list and detail actions and amounts</p> <p>Priority of investment 2c – Strengthening of the application of ICT for the electronic administration, the electronic learning, the electronic inclusion, the electronic culture and the electronic health</p> <p>- Promotion of culture, sport, tourism and leisure through digital maps and geolocation tools, which should be used as support to boost city tourism and commerce, enhancing the attention of users and improving the benefits of suppliers and sellers.</p> <ul style="list-style-type: none"> • 99991 -OE.99.99.1. Achieve an effective implementation of the PO supporting management activities and control and development of |

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| | <p>capacities in those areas.</p> <ul style="list-style-type: none"> • 99992 -OE.99.99.2. Improve the system of governance and partnership, enhancing coordination mechanism, the evaluation and communication among all the agents: public administrations, economic, social actors and civil society. <p>8.684.335,00 €</p> |
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Operational Programme ESF

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| Are there any measures addressing culture and tourism? | <p>Yes/No</p> <p>If yes, list and detail actions and amounts</p> |
| Are there any measures that can support innovation and networking for culture routes? | <p>Yes/No</p> <p>If yes, list and detail actions and amounts</p> |
| In the National Qualification Framework which are the qualifications already in that can be related to the culture route management? | <p>Yes/No</p> <p>If yes, list</p> <ul style="list-style-type: none"> • 10.2.2 – Resources designed to improve the employment and entrepreneurship that: <ul style="list-style-type: none"> - Promote the development of transversal skills, including entrepreneurship in corresponding programmes of higher education - Support new courses of professional education, in sectors with expanding potential for the employment in socio-cultural and tourism, social integration, youth education - Travel agencies and events management, management of tourist accommodation, guides, tourist information and assistance, development of web APP and multiplatform, etc. |

European territorial cooperation programmes

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| Which are the cross-border + transnational programmes including your area as eligible area? | <p>Please list and insert the web link</p> <ul style="list-style-type: none"> • ESPON • INTERACT • INTERREG EUROPE • Interreg V-A - France-Belgium-Germany-Luxembourg (Grande Région/Großregion) • North West Europe • URBACT |
| Which are some relevant approved projects that addressed jobs and skills? | <p>Please list and insert the web link</p> <p>http://www.interregeurope.eu/rcia/</p> <p>http://www.interregeurope.eu/clusters3/</p> <p>http://urbact.eu/boostinno</p> <p>http://www.programmemed.eu/les-projets/base-de-donnees-projets/resultats/view/single.html?no_cache=1&idProject=3&cHash=cafb8caa6bcc0ff2b25cddb6d7d85dc6</p> |
| Which are some relevant approved project that addressed innovative cultural tourism packages, itineraries and tools? | <p>Please list and insert the web link</p> <p>http://www.interregeurope.eu/design4innovation/</p> <p>http://www.interregeurope.eu/lastmile/</p> <p>http://www.interregeurope.eu/raise/</p> <p>http://www.programmemed.eu/les-projets/base-de-donnees-projets/resultats/view/single.html?no_cache=1&idProject=129&cHash=fcbe5e3281bafd71817a5adcfa233db1</p> |

http://www.programmede.eu/les-projets/base-de-donnees-projets/resultats/view/single.html?no_cache=1&idProject=2&cHash=cd1df036fb2c7fbae332d5b826ef4971
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