



INTELLECTUAL OUTPUT 1

METHODOLOGICAL FRAMEWORK

Project reference number: 2018-1-DE02-KA202-005203

Project title: PRO-YOUTH: strategic cooperation for more efficient international work-based learning schemes in the field of heritage tourism

Duration: 01/10/2018-31/03/2021

TABLE OF CONTENTS

Introduction	3
Status quo analysis	5
Methodology	14
Cultural and heritage tourism in project countries	16
Employment in the cultural and heritage tourism sector	21
Recommendations for WBL-modules	24
Conclusion	29
References	31
Appendices	33

INTRODUCTION

Cultural and heritage tourism in Europe is a fast-growing sector with significant contributions to social and economic development. Despite the benefits it can bring though, the sector remains underdeveloped due to the misuse of resources and lack of qualified staff in numerous regions. At the same time, young people not in education, employment or training (in short: NEETs) are struggling to find stable employment in several regions of Europe as well, which leaves them with two options: emigration or facing unemployment. Even years after the recession, youth unemployment remains an alarming issue that urges for sustainable solutions. PRO-YOUTH aims at finding a common solution to these two problems. Cultural and heritage tourism is in dire need of new employees and thanks to its wide variety of subfields, it is an ideal sector for involving young people. The sector provides jobs across the skills spectrum: from the highly qualified to low-skilled and “breakthrough” jobs for those just entering or reentering the labour market.

The project sets out to strengthen the development of regions with high youth unemployment rate by promoting the use of work-based learning (WBL) schemes in the field of cultural and heritage tourism. Through developing work-based educational modules, young people could improve their skills and competencies in a relatively short amount of time, giving them better opportunities on the labour market. PRO-YOUTH aims to both offer NEETs valuable training that can enhance their chances on the job market, as well as contribute to the further development of the field through creating opportunities for new training and cooperation models. This could enhance the competitiveness of regions struggling with youth unemployment and not yet living up to their potential in cultural and heritage tourism.

Through PRO-YOUTH, the methodological framework will be tested in four regions where the two issues (high rates of youth unemployment and rich cultural heritage that is not “exposed” to its full potential) are present: Bulgaria, Croatia, Italy and Romania were chosen as project countries. Intellectual Output 1 is centred around analysing the status quo of cultural and heritage tourism and youth unemployment in project countries and developing the methodological framework for the work-based learning modules that could help the reintegration of unemployed young people in the labour market of the cultural and heritage tourism sector. Involving NEETs in cultural and heritage tourism would not only help with their employment situation but would enable them to better engage with the social and educational value of cultural heritage and thus their region. Also, digitalisation becomes

increasingly relevant in this sector as well, an area where the perspectives of young people could be particularly useful.

It is important to underline that the goal is not to simply increase tourism flows but to support the development of sustainable tourism. A key principle of the project is the respect and the involvement of local communities and cultural values, and the work-based learning modules should be developed in line with this standard.

The purpose of this report is to present the current situation of the cultural and heritage tourism sector in project countries (Bulgaria, Croatia, Italy and Romania), including strength, challenges and development opportunities based on expert interviews. By interviewing professionals working in the field, our aim is to gain insights into NEET's work opportunities in the cultural and heritage tourism sector. What skills should young people acquire that would make them a more qualified candidate on in the cultural and heritage tourism sector? In what structure could young people be educated to gain these skills?

The methodological framework is designed for:

- organisations and training providers in the cultural and heritage tourism sector
- organisations working with young people not in employment, education or training

Through these multipliers, the NEETs, the main target group of the project can be reached as well.

The methodological framework is the cornerstone of PRO-YOUTH, contributing to reaching the project's four specific objectives:

1. Offer better chances to young people (NEETs) to be better trained and to be more competitive in the tourism job market of their region
2. Enhancing and assuring the quality in the field of tourism by the introduction of work-based learning schemes tailored to local needs and opportunities
3. Fostering a strong link between tourism and cultural heritage
4. Strengthening the regional economic development through increasing competitiveness as locations to live, visit, work and invest in

First, the report will provide an overview of youth unemployment, labour market and education in the examined countries (Bulgaria, Croatia, Italy and Romania – also referred to as project countries) as well as a general overview of cultural and heritage in Europe, in the form of a status quo analysis. As cultural

and heritage tourism overlaps with several industries, the status quo analysis examines different industries, such as the cultural and creative industries and tourism in general, based on the available research that are relevant for the report. This is followed by the introduction of our research methodology, defining the scope of the research and methods carried out by project partners. Then, the findings of the interviews will be presented, both by country as well as generally, based on which the conclusions and recommendations for work-based learning schemes will be formulated. The country analyses focus on the interview findings specifically, more detailed explanations on the cultural and heritage tourism sector and youth unemployment in each country are summarised in the country-specific status quo reports prepared by each project partner.

STATUS QUO ANALYSIS

Introduction

As PRO-YOUTH is centred around tackling youth unemployment through including NEETs in the cultural and heritage tourism sector, this chapter aims to provide a short overview concerning these areas. After a summary of the situation of youth unemployment and education in the EU, recent findings on employment in the cultural sector (with widening the scope to the cultural and creative industries and tourism as well) will be discussed, including skills needed in the field. Finally, current megatrends in tourism and a selection of projects already implemented related to NEETs and cultural heritage will be presented.

Education, youth unemployment and skills mismatch in Europe

Education and employment are central elements of the Europe 2020 Strategy, with targets of 75% of people aged 20–64 to be in work, decreasing the number of early school leavers and increasing the number of higher education graduates¹. The European Commission's newest volume of the Education and Training Monitor was released in October 2018, offering country-specific analysis recommendations regarding education (European Commission, 2018a):

- In Bulgaria, a crucial problem is that the skills of higher education graduates do not match labour market needs sufficiently. Moreover, higher education is very fragmented with too many institutions, therefore mergers are suggested. During 2012-2017, there was a decline of students in higher education by 17% which can be explained by both demographic factors and an increasing number of students choosing to study abroad. Among the country's priorities

¹ See more information on the Europe 2020 strategy [here](#).

are increasing citizenship education and reducing early school leaving. Regarding VET, the employment rate of VET graduates remains low (59.1%).

- In Croatia, a curricular reform has been adopted in VET and the country has a high share of VET students. In 2018, a national network of regional centres of competences in VET was established. Although not typically the case in EU countries, graduates of VET programmes in Croatia often continue their studies in higher education. In some fields, including tourism more than two-thirds of students enter higher education after VET.
- In Italy, the state's investment in education is very low, below EU average. The country has the highest NEET population in the EU and transition from education to work is difficult, even for qualified people. In 2017, the percentage of early school leavers (aged 18-24) from education and training was 14% (European Commission, 2018a). "La buona scuola" is a new reform aiming to enhance civic and citizenship education as well as work-based learning, its implementation is still under review. There is low tertiary education attainment due to high dropout rates, long duration of studies and high tuition fees. The employment rate of graduates is below pre-crisis and the employment rates after tertiary professional education institutes are better than regular tertiary education institutes. VET education has been expanding and graduates' employability is slowly increasing, there is also a new funding plan for 2018-2020. A main issue is the low skills-level in the population and a low demand for skills as well. The EU Council's 2018 recommendation for Italy is to increase participation in vocational-oriented tertiary education.
- Romania struggles with a high rate of early school leavers. Modernisation of school education has been a priority and a new competence-based student-centred curriculum (called CRED - "Relevant Curriculum, Open Education for all") was introduced, aiming to improve teaching practices by training them to adapt the new curriculum.

Commonalities in the four countries are the low rate of adult education as well as making civic and citizenship education a priority.

Making VET (vocational education and training), which gains further importance in the advent of a service-oriented labour market (Cedefop, 2018), an attractive first choice of studies is also on the EU's agenda. In 2015, EU Ministers endorsed the Riga conclusions on vocational education and training which formulate five priority areas for the 2015-2020 period, including promoting work-based learning schemes and enabling graduates to develop key competences (such as digital skills and innovation) besides vocational skills (European Commission, 2016a). Among the examined countries, generally

most respondents consider the image of VET as positive: Croatia (57%), Italy (80%), Romania (62%), with the EU average being 68% (no data found for Bulgaria).²

A high number of NEETs (young people neither in education or training nor in unemployment) is a major issue in all countries involved in PRO-YOUTH, with Italy having the highest percentage of NEETs in 2017 (29.5%), and Bulgaria, Croatia and Romania all being at 21.4% (Eurostat, 2018). It is essential to note though that NEETs form a highly heterogeneous group, with differing length of unemployment (short- or long-term), level of marginalisation and also the category also includes people with disability and those with family duties (Eurofound, 2016).

While young people face a lack of available jobs, despite this over-supply of candidates, employers reported discontent with applicants. 27% of employers said that they did not fill a vacancy in the past year due to not finding an applicant with the right skills, any many complain about young people's lack of soft skills (Mourshed et al., 2014)³. OECD's study (2017) also indicates skill mismatches in the labour market. It shows that people with tertiary education still have the best chances in the labour market, even though the share of adults with tertiary education has almost doubled in the past two decades in OECD countries. These stable relative employment rates may be the result of qualification and skill mismatches in the labour market.

The New Skills Agenda for Europe (European Commission, 2016b) addresses the alarming coexistence of high unemployment rates, the lack of skilled workforce and skills mismatch, a common problem in all Member States. The Commission emphasises the importance of the development of transferable skills (such as creative thinking, problem solving and teamwork) which are highly valuable by employers but often forgotten in the curricula. Moreover, it urges policymakers to better identify most-needed skills in regional and national labour markets.

Cedefop and Eurofunds's Skills forecast (2018:42) in the EU suggests that the highest employment growth is expected in the service sectors over 2016-2030, while "the fastest increases are projected for legal, social, cultural and related associate professionals". A further growth in job polarisation is also forecasted. Mostly due to technological changes, there is going to be a decline in demand for manual and low-skilled work, while four out of five new jobs will be in high-skilled occupations.

According to OECD (2016), work experience programmes and short training courses with a strong practical component can be good options for NEETs who often cannot or do not want to go back to

² See Cedefop's full reports on VET in respective countries in 2018: [Bulgaria](#), [Croatia](#), [Italy](#), [Romania](#)

³ McKinsey's research was carried out in France, Germany, Greece, Italy, Portugal, Spain, Sweden, and the UK

school due to previous negative experiences with school or social or health issues. The courses can help NEETs by providing a working routine and preparation for employment or further training. However, these programmes should target the most disadvantaged groups of youth as short courses in general do not help candidates' job prospects.

Employment in the cultural heritage sector

2018 was named the European Year of Cultural Heritage and the field continues to be high on the EU's agenda. It is regarded as a "strategic resource for a sustainable Europe" (Council of Europe, 2014) that has the potential to strengthen European identity, mitigate challenges such as political and professional disengagement as well as boost the economy.

The Horizon 2020 Expert Group on Cultural Heritage highlights that the former cost-centred approach to cultural heritage is outdated, the sector should be seen as a contributor to GDP, innovation and welfare (European Commission, 2015). The three EU objectives for cultural heritage are related to economy (cultural heritage as an economic production factor), society (integration, cohesion and participation) and environment (sustainable development). The four recommended actions in order to achieve these objectives are:

- Using heritage to regenerate cities (collecting 30 "best practice" cities to build a blueprint for success)
- Sustaining cultural landscapes
- Inclusive governance: engaging young people in cultural heritage would lead to stronger sense of identity and participation
- Innovative business models for cultural heritage: many historic assets are facing functional redundancy which needs to be solved

In 2016, the cultural and creative (CCI) industries employed more than 12 million people in the EU which accounts for 7.5% of all people employed, and cultural heritage was among the most dynamic sectors within CCI (Austrian Institute for SME Research, VVA Europe, 2016). However, unqualified candidates lacking necessary skills and wider structural problems, such as irregular employment afflict the field.

For the European Year of Cultural Heritage, ten initiatives have been formulated in order to provide tangible outputs after the year is over, among which initiative nr. 8 focuses on heritage-related skills⁴

⁴ [Initiative 8 - Heritage-related skills](#)

aiming to identify good practices and formulate recommendations in heritage training and education to attract more young people to the field. (Policy recommendations of the expert group expected were expected to be published by the end of 2018 but are not available yet.)

Research on skills needed in the cultural heritage and heritage tourism sectors is scarce. The most in-depth research found from recent years concerning skills needed in the heritage sector is Creative & Cultural Skills and the English Heritage's study entitled "The Historic Environment and Cultural Heritage Skills Survey" (2013). The study examined the skills needed across the UK's cultural heritage sector in the four sub-sectors of archaeology, conservation, cultural heritage institutions and planning and other related services. More than 1000 telephone interviews were conducted with individuals involved in the cultural heritage sector, and 22 in-depth interviews and 10 additional interviews with membership bodies. Results show that in all sub-sectors a large proportion of interviewees admitted that employees in their organisation are lacking essential skills.

Specialist skills gaps were identified in 4 sub-sectors of cultural heritage in the UK, these are:

- *"Archaeology: field work (invasive and non-invasive), post fieldwork analysis and desk based or environmental assessment skills.*
- *Conservation: preventative and interventive conservation, knowledge of the history of the production/creation of objects, preservation and handling techniques, cataloguing and recording skills and storage techniques.*
- *Cultural heritage institutions: for museums and galleries: preservation and handling techniques, collections care, management and interpretation and collection management. For libraries and archives: digital preservation and management, decay processes and conservation techniques, language skills (e.g. Latin/Anglo Saxon etc.) and palaeography. (Historical sites did not mention any particular specialist skills needs).*
- *Planning and other related services: key specialist skills included project management of heritage related projects, communication and planning community engagement activities.*
- *Work skills considered to be lacking amongst new recruits included communication skills (11%), customer care skills (11%), team work (11%), time management (11%), planning and organisation (6%), commercial awareness and business acumen (6%) and the ability to work under pressure (6%) (Creative & Cultural Skills, English Heritage, 2013:6)."*

In the whole sector in general, IT and digital skills including social media and website management and design are reported to be lacking. Digitalisation in cultural heritage has been a priority in the EU's

digital single market strategy⁵ as well, with initiatives such as Europeana⁶, the EU's digital platform for cultural heritage.

Another research project examined the relevance of heritage training in connection to unemployed youth. In the framework of the HETYA – Heritage Training for Young Adults Erasmus+ project, a comparative analysis of the EU's NEET population was conducted in the four participating countries, Bulgaria, Italy, Norway and Sweden. The study (Elamson, Sonne, Rendahl Stenersen, 2016) analysed higher education graduates currently not in education or training in the project countries. According to their findings, in this segment of the NEET population, the main issue when finding employment is not a lack of qualification but a lack of soft and personal skills as well as a professional network. Personal challenges, such as lack of self-confidence and managing stress and failure may also play a role. The research proposes that in order to involve NEETs in heritage-related work, transversal skills such as entrepreneurial, digital and soft skills need to be developed. This is in line with the conclusions of the Commission's New European Agenda for Culture (2018b), stating that creative sectors need a mix of digital, traditional, transversal and specialised skills.

The New European Agenda for Culture (European Commission, 2018b) states that employment in the cultural and creative industries is an important entry point to the labour market, particularly for young people. In some countries, including Bulgaria and Romania, a higher proportion of young people (aged 15-29) are employed in this sector than in the economy as a whole, however employment is often project-based or part-time which can be problematic.

Structural problems in the cultural and creative industries also pose challenges for employment and economic growth, as pointed out by the European Manifesto on Supporting Innovation for Cultural and Creative Sectors (TheArts+, 2018). One pressing issue is the lack of technical and entrepreneurial skills due to a lack of training and the sector failing to attract IT-savvy professionals who are offered more competitive salaries in other sectors. A higher emphasis should be put on creativity and digital skills already in early stages of education, with stronger partnerships between CCIs and education and training institutions as well as more exchange between different disciplines (design, business, technology, etc.) (Austrian Institute for SME Research, VVA Europe, 2016).

When shifting the scope to the tourism sector, the most needed skills are reported to be soft skills including languages, customer service and communication as well as problem-solving and

⁵ [Digital cultural heritage in the EU](#)

⁶ [Europeana](#)

management skills. A skills match is present here as well, with most people's skills not matching employers' demands (JobsInTourism.eu, n.d.).

Trends in tourism

After having examined the labour market needs in the cultural and creative industries and tourism, it is essential to look into the current trends of tourism, which provide more context to the skills needed in the industry.

OECD (2018) identified several megatrends transforming tourism by 2040, which include:

- Greater visitor demands as a result of the expansion of the global middle class, increasing purchasing power and a higher number of elderly travellers as well as tech-savvy travellers
- Sustainable tourism growth: addressing tourism's negative impacts on nature and society (such as greenhouse gas emission, unsustainable consumption, over-tourism, climate change)
- Enabling technologies: new technologies can make travel more accessible than ever before, however over-digitalisation may also lead to a preference for "analogue" alternatives
- Travel mobility, being dependent on political climate, natural disasters and pandemics

Considering these megatrends, OECD's policy recommendations are the following:

- Accessibility and infrastructure should be strengthened to prepare for the increasing demand among elderly travellers. Tourism is one of the areas that will benefit from an aging population in Europe as spending on leisure activities is higher in this age group. Preparing for travellers with different levels of digital fluency should also be prioritised.
- Tourism marketing strategies should be rethought, there will be a higher emphasis on digital campaigns and promoting on social media
- A closer integration of multiple policies is called for, for sustainable tourism growth: quality employment, skills development, entrepreneurship and innovation and regional development are some areas mentioned to achieve sustainability.
- Industry and local communities should work in close cooperation to manage over-tourism which might include dynamic pricing and tackle seasonality and reflect on the true costs of tourism
- Transformation of SMEs to the digital economy
- International cooperation related to data security and protection

- Closer cooperation between tourism and transport, ensuring that the needs of local communities and tourists are represented when it comes to infrastructure planning and transport
- Utilising new technologies for visa and cross-border processing to improve efficiency and improve travel experience

Experience is a keyword in tourism. When we travel, we are looking for experiences. The term “experience economy” was first coined in 1998, describing the new type of economy where memory, experience and authenticity become the vital elements of a product or service (Pine & Gilmore, 1998). The expression is particularly relevant for today’s tourism market where travellers choose to book Airbnbs to experience living like a local and seek out activities where they can immerse themselves in the local culture. For instance, in 2018, a Tuscan cooking class in Italy was ranked as the Nr.1. travel experience on Tripadvisor (source). The top list of experiences was compiled by using algorithms that took into consideration reviews and popularity of the activity. Other experiences that made it to the top 10 include a 4-hour bike tour in Berlin, climbing the Sidney Harbour Bridge and attending a Maori feast in New Zealand. Collecting precise data on tourists’ desires and interests is therefore gaining more importance to offer personalised experiences (CNBC, 2018).

Conclusion

For unemployed youth to enter or re-enter the job market in general, the development of soft skills and transferable skills is highly necessary (Mourshed et al., 2014). Regarding employment and skill needs in cultural heritage, recently conducted research on employment and skill needs draw attention to a lack of qualified workforce as well. These studies confirm that soft skills such as communication or organizational skills are crucial for entering the cultural heritage sector as well. Moreover, the sector also desperately needs professionals with specific skills such as IT, digital and entrepreneurial skills. However, professionals possessing these skills most often choose other industries due to more competitive salaries and more attractive professional chances.

Projects/organisations related to NEETs and cultural heritage in Europe

HETYA – Heritage Training for Young Adults

“HETYA – Heritage Training for Young Adults” is an Erasmus+ project aimed to improve the employment integration of NEETs through cultural heritage training. The goal of the project was to connect NEETs to the labour market through the development of specific skills with the support of

museums. Participating NEETs from the four project countries were involved in activities at museums in Italy, Bulgaria and Sweden and at the University of South-Eastern Norway. At these institutions, participants took part in different training curricula. In Italy, they were given a chance to develop their own projects in areas such as communication and promotion, event organisation and education activities. In Norway, they were involved in developing a mobile application to be used by museums targeted at NEETs. The ELD method (Experience – Learning – Description) was used is a process used to identify skills, talents and personal traits through real life experiences (Torleone, Galeotti, 2018).

YouInHerit (INTERREG)⁷

The goal of YouInHerit is to involve young people in the valorisation and revival of traditional trades and crafts in order to increase the attraction and competition of urban regions. The lead partner is the Budafok-Tétény municipality in Hungary, cooperating with partners from Slovenia, Croatia, Italy and Poland. Specific project objectives include the promotion of educational activities, start-up support and encouraging citizen involvement.

Compagnons du Devoir et du Tour de France⁸ is organisation which provides vocational trainings for young people in manual trades in the fields of construction, gastronomy, metallurgy, etc. They received an award for VET Excellence 2018 in relation to the European Year of Cultural Heritage.

SIQA⁹

SIQA (Georgian Association of Educational Initiatives) is a Georgian NGO whose mission include among others trainings for teachers, camps for young people, seminars for life-long learning. The organisation provides job opportunities and training for youth in cultural heritage, and also organises exchanges and camps.

Kultur und Arbeit¹⁰

Kultur und Arbeit (Culture and Work) provides market research in cultural economy and tourism and support the development of start-ups in the field. The association is also active in qualifying people in involved in the cultural sector. Currently, the organisation is the lead partner of Heritage-Pro “Interdisciplinary Training for Professionals of Different Disciplines Towards Sustainable Management

⁷ [YouInHerit website](#)

⁸ [Compagnons du Devoir et du Tour de France](#)

⁹ [SIQA homepage](#)

¹⁰ [Kultur und Arbeit introduction \(English\)](#)

and Preservation of Cultural Heritage”, an Erasmus+ project aiming to increase the interdisciplinary competences of cultural workers in Europe.

Acta Vista¹¹

Acta Vista is an organisation based in Marseille that helps marginalised people obtaining vocational qualifications related to cultural heritage, such as restauration.

METHODOLOGY

The goal of the research is to explore the following three research questions connected to the upskilling and employment of NEETs in the cultural and heritage tourism sector:

- Which materials are useful for multipliers training employees in the cultural and heritage tourism industry?
- Which tools are needed to provide on-the-job training to unskilled youth to reintegrate them into the tourism job market, where they often end up as unskilled workers? How to assure that they will be better skilled and better paid on the long-term?
- What are the most relevant skills and how can prospective tourism employees be effectively prepared for their daily job?

To understand the problems each chosen region is facing, semi-structured interviews were chosen as a research method. The interview guide (Appendix 2.) encompassed all the necessary questions while leaving space for further questions that could come up based on the direction of the conversation. This ensured the flexibility to explore further topics of the research that could be relevant for designing the methodological framework. (See list of interviewed organisations in Appendix 3.)

The goal of the interviews was to examine the cultural and heritage tourism sector, education and young people’s situation on the labour market by as many aspects as possible to gain a holistic view. People working in the field as well as those working with NEETs can be considered experts in the topic with the most comprehensive insights, thus the natural choice for interviewees. Each partner mapped out relevant institutions in all stakeholder groups, they then conducted interviews with at least one key representative of each stakeholder group, which were the following:

¹¹ [Acta Vista homepage](#)

- a. Employer's organizations such as chambers, associations focusing on heritage and cultural tourism
- b. Training providers
- c. Local/regional authorities, state and private institutions, NGOs managing heritage, historical, cultural sites
- d. Institutions/organizations/actors of civil society working with NEETS
- e. Relevant actors of the civil society focusing on cultural heritage

The interviews aimed at:

- Getting a closer picture of the cultural and heritage tourism sector from those who work in it in these regions
- Defining the geographical and thematic scope of the project

Altogether, 34 qualitative interviews were carried out in Bulgaria, Croatia, Italy and Romania by the project partners in the respective countries. 23 interviews were conducted with stakeholders in the sector and 11 NEETs were interviewed.

Regarding the distribution of the different stakeholder groups, representatives of 9 employer's organisations, 6 training providers, 7 in the category of "local/regional authorities, state and private institutions, NGOs managing heritage, historical, cultural sites" and 1 respondent of an institution working with NEETs were interviewed. In addition, each partner conducted interviews with NEETs in the region in order to get a better understanding of their background, experiences of the labour market and the challenges they face.

The research bears limitations as well. Having conducted qualitative interviews with a relatively small sample, the findings are non-representative and cannot be generalized. Due to the limited timeframe and availability of the relevant stakeholders, not all stakeholder groups were interviewed in all countries: there were no representatives interviewed in the category of institutions or actors of civil working with NEETs in Bulgaria, Croatia and Romania. However, training providers were interviewed in all of these countries, which, thanks to their similar scope of activities, was sufficient to gather the information needed. All interviews were transcribed in the language of the interview as well as in English and were shared with all partners.

The situation of the cultural and heritage tourism sector in each country was summarised using SWOT analysis, focusing on the chosen regional scope in the country. The SWOT analysis is a framework

designed to provide an overview of the strengths, weaknesses, opportunities and threats of a given organisation or industry. After the individual country analyses, a common SWOT analysis was prepared for all four regions, illustrating the commonalities. In addition to the interviews, partners in Bulgaria, Croatia, Italy and Romania conducted a report on the tourism sector and youth unemployment in the respective countries.

In these reports, they presented a status quo analysis on cultural and heritage tourism and its labour market considering the following factors:

- a. Strengths
- b. Development potential
- c. Challenges
- d. Digitalization
- e. Share in the labour market
- f. Existing qualification options and the skills provided (including general education, vocational training, or short-term trainings – please specify the duration, the target group, costs and the degrees offered)
- g. Needs of the labour market

CULTURAL AND HERITAGE TOURISM IN PROJECT COUNTRIES

This chapter provides a brief overview of the cultural and heritage tourism sector, including a SWOT (strengths, weaknesses, opportunities and threats) analysis of the cultural and heritage tourism sector in the region chosen as a scope of the research. A more detailed description of the tourism industry and youth unemployment is explained in each country report, prepared by project partners.

Bulgaria

Regional scope: Continental Bulgaria

Thematic scope: intangible cultural heritage

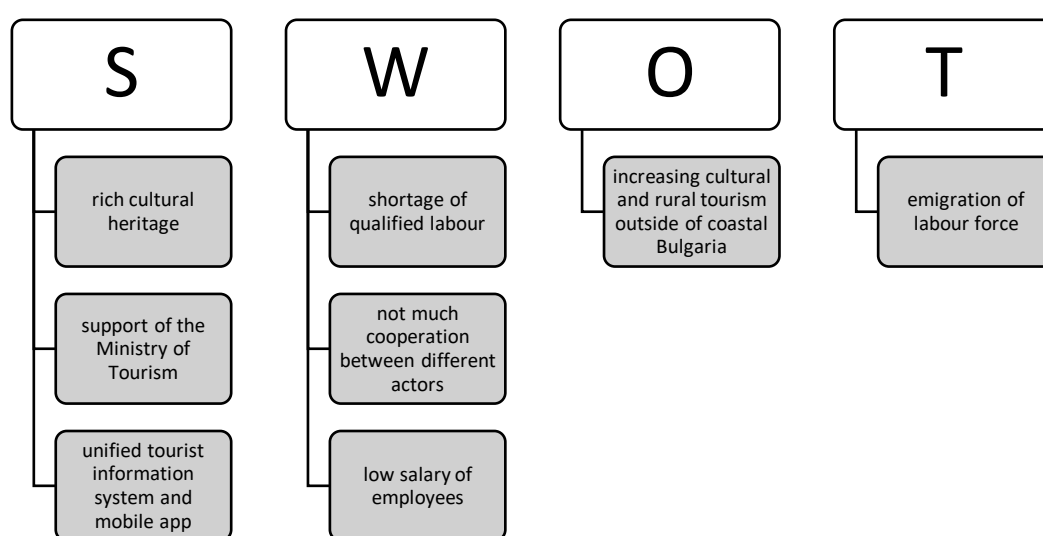
Tourism is a driving force of the Bulgarian economy: thanks to its geography, the country is both ideal for summer and winter vacations, not to mention its rich cultural heritage of Byzantine, Roman and Ottoman roots.

Low wages and low social status are the main reasons the tourism sector is struggling with a labour shortage in Bulgaria. The country also faces a high emigration rate, especially highly skilled people

leaving the country. According to the Vice Chairman of the Bulgarian Tourism Chamber, cultural tourism is the most promising specialized type of tourism with the highest potential for development in Bulgaria, however he adds that more sectoral cooperation is needed."

Continental Bulgaria was chosen as the scope of the project as Bulgaria is a relatively small country, youth unemployment is high in the whole region and despite its rich history and the potential of tourism remains to be more ignored (with the exception of the capital, Sofia) than in more popular destinations, such as the Black Sea area.

SWOT analysis of the cultural and heritage tourism in continental Bulgaria



Croatia

Regional scope: continental Croatia

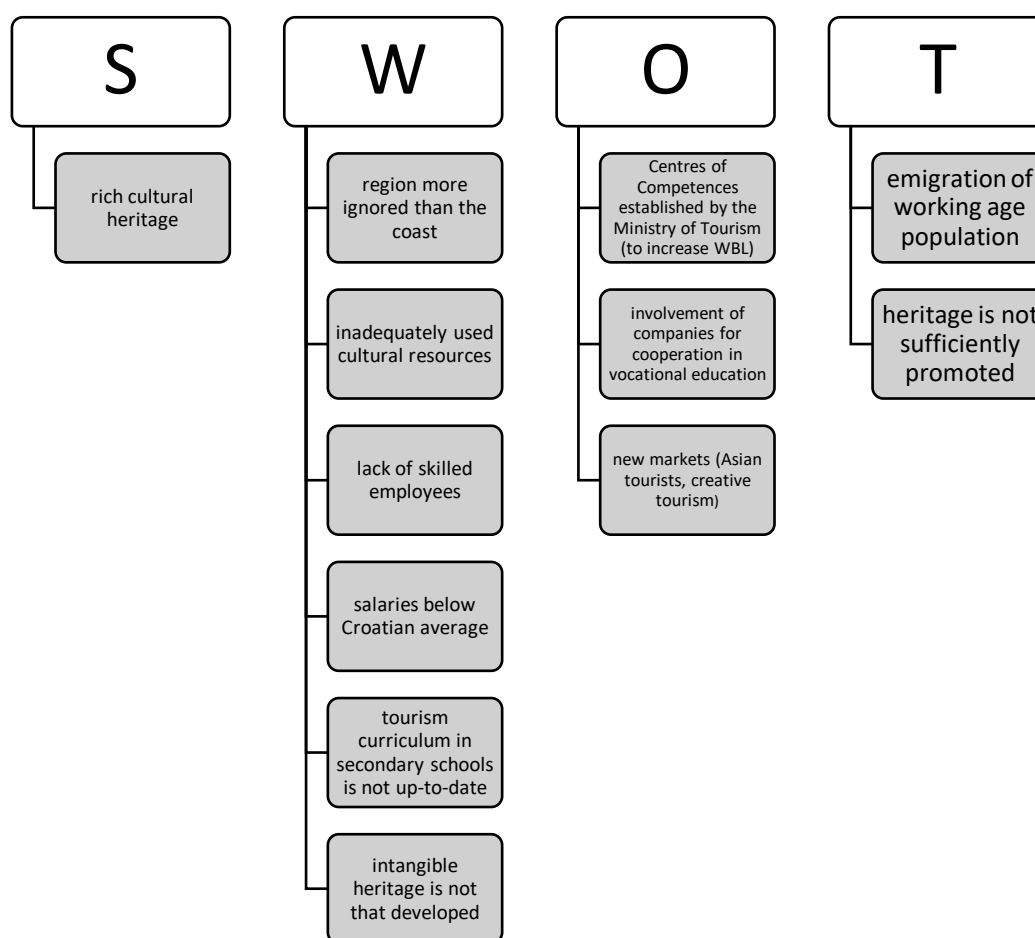
Thematic scope: intangible cultural heritage

Croatia first and foremost attracts visitors with its beaches on the Adriatic and natural parks around the coastline, while continental Croatia receives much less attention. In contrast to the sun-and-sea tourism of the coast, the inland of Croatia is mainly visited for its cultural heritage. One of the biggest threats of the continental region is outmigration, mainly to Zagreb or to coastal areas, which makes it difficult to find qualified employees in tourism as well. Furthermore, salaries are typically below the Croatian average in tourism which alongside with the high seasonality, further dissuades jobseekers to enter the industry.

Continental Croatia was chosen as regional focus of the project as this area is more ignored by tourists despite its cultural heritage which also allows it to be a year-round destination as this type of tourism does not depend on seasons as sea tourism. The thematic focus is intangible cultural heritage, including traditions connected to arts, social practices and traditional crafts.

Overall, the quality of Croatian tourist services is often in need of improvement and catching up with international trends. This also includes a need for better segmentation and differentiation between services and products in tourism.

SWOT analysis of the cultural and heritage tourism in continental Croatia



Italy

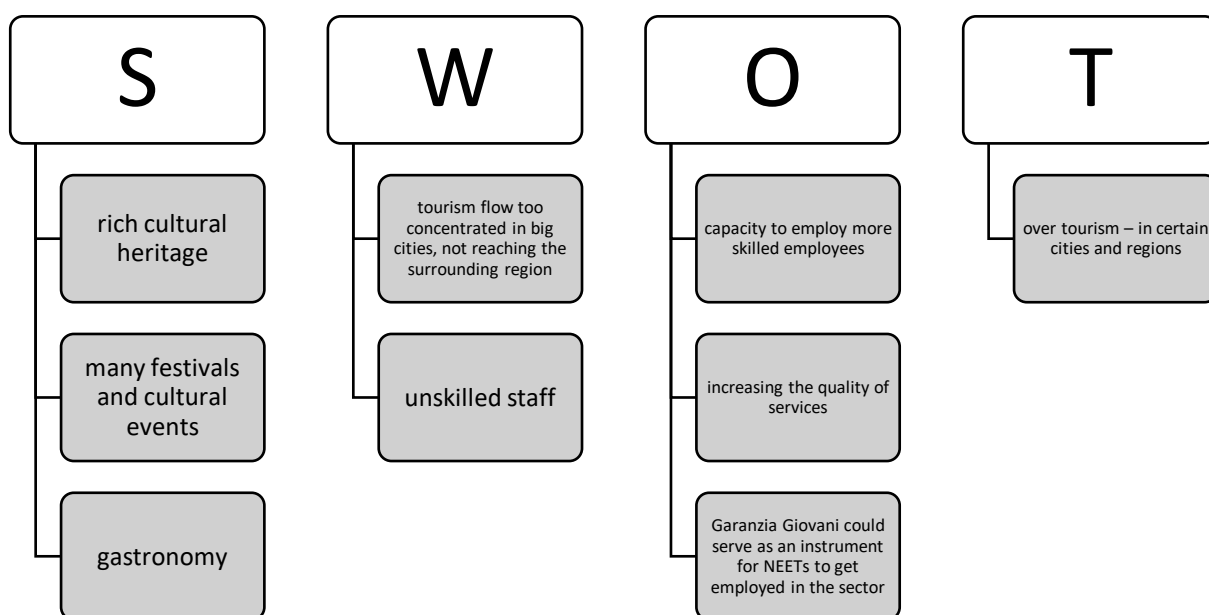
Regional scope: Lombardy (towns and rural areas around Mantua)

Thematic scope: enogastronomy

Italy has long been in the top 10 of the rankings as one of the most visited tourist destinations (World Tourism Organisation, 2019), and tourism is one of the main driving forces of the economy in Lombardy as well. In 2016, Mantua was selected as the first Capital of Culture in Italy which further boosted the interest in the city, however the immediate region around the city is mostly ignored by tourist flows despite having rich cultural heritage as well.

The delocalised small towns outside Mantua have abundant culinary traditions and a number of festivals are organised around typical dishes. By focusing on the culinary traditions and better valorisation of cultural heritage in these towns, these towns could attract more visitors.

SWOT analysis of the cultural and heritage tourism sector in Lombardy



Romania

Regional scope: Călărași county

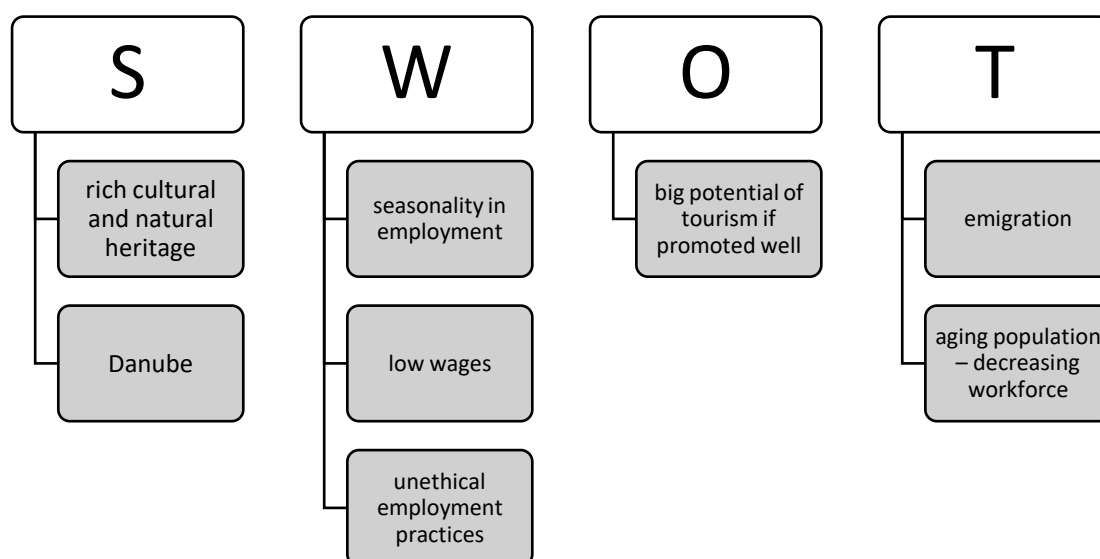
Thematic scope: legal aspects of working in the tourism industry

Călărași county lies between Bucharest and Black Sea, in Southeast Romania, bordering Bulgaria. The presence of rivers and islands in the county create a unique picturesque landscape, which however remains not as exploited as it could be. Just like in Bulgaria and Croatia, seasonality in employment and low wages are the negative factors in tourism. Furthermore, intransparent employment practices are unfortunately also present, making inexperienced young candidates particularly vulnerable.

However, as emphasised in an interview with a Consultant at the Chamber of Commerce, Industry and Agriculture Călărași, the region needs more employees in tourism: *“In the tourism industry there is a need for employees. Almost all hotels, restaurants and pubs I know need people to employ. I think there’s a need for people with more knowledge about culture and people that can promote our city and I think that there are lot of them that are returning in the city and searching for work. And the city can benefit from these people that worked in bigger cities such as the capital.”*

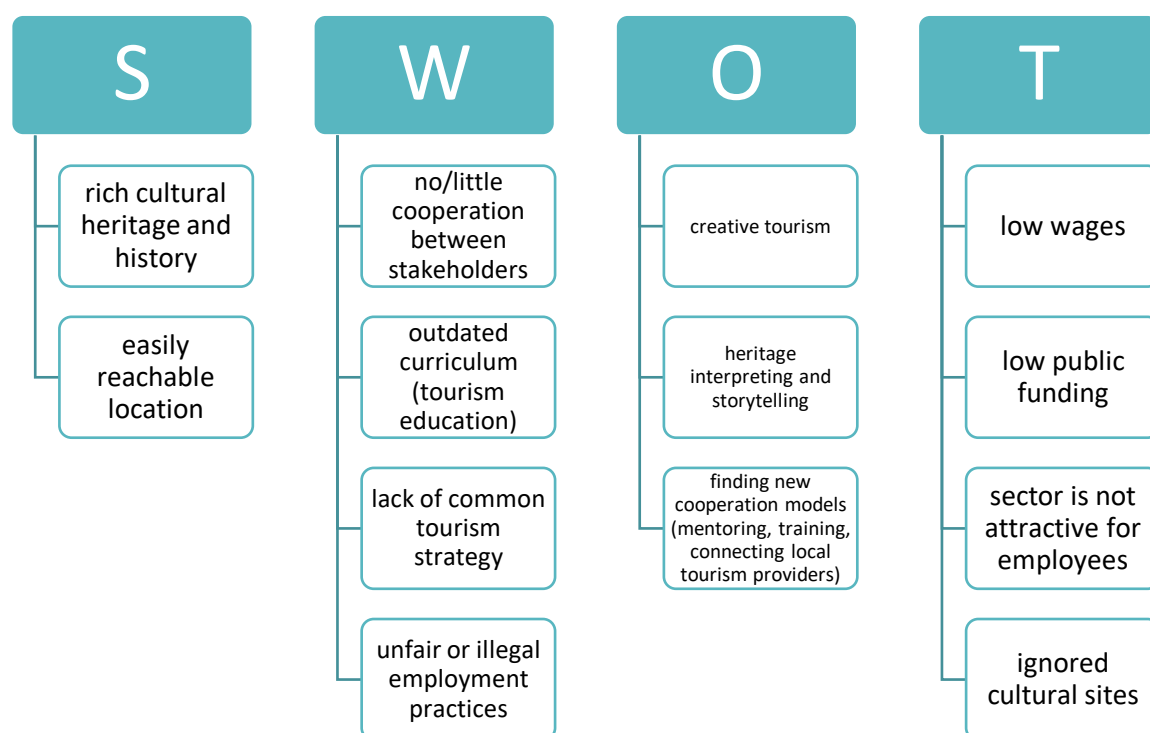
Călărași county was selected as the scope of the project due to its location, great potential to attract more tourists and because the project partner Association for Education and Sustainable Development have years of experience in developing lifelong learning educational modules and helping young people’s reintegration to the labour market.

SWOT analysis of the cultural and heritage tourism in Călărași, Romania



EMPLOYMENT IN THE CULTURAL AND HERITAGE TOURISM SECTOR

In all project countries, it was emphasised that tourism and hospitality education, including on both secondary and tertiary levels, does not provide the necessary knowledge and skills for students, with the main obstacles being outdated curricula and a lack of cooperation with the industry. On the positive side, most interviewees expressed that the sector is very much in need of new employees and has great potential in further developing its services and the valorisation of cultural and heritage sites.



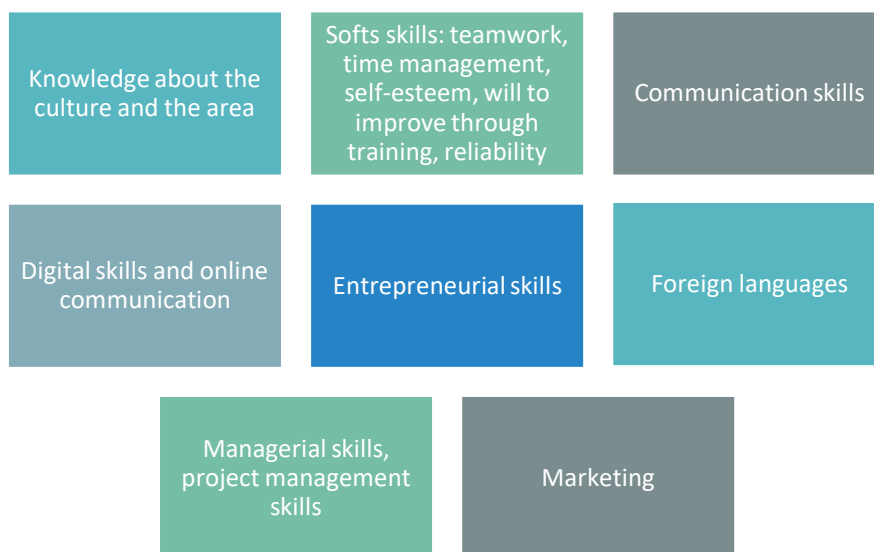
SWOT analysis of the cultural and heritage tourism in BG, HR, IT, RO

Skills mismatches in the tourism industry

The interviews confirmed the project's initial claim that despite different localities, the cultural and heritage tourism sector in the examined territories generally faces the same challenge: a lack of skilled employees. Respondents in all four countries also had a consensus on the main skills that they found missing in young people.

The lack of soft skills, especially communication skills, interpersonal and cooperation skills were most emphasised during the conversations. Entrepreneurial, management and marketing skills as well as technical skills also frequently came up in the interviews. Besides these skills, several respondents emphasised the need for knowledge or passion about the culture and the area for a successful career

in the tourism industry. These are transversal skills as well and can easily be applied in other work settings and sectors, thus broadening the possibilities for NEETs to find employment.



Required skills mentioned during the interviews

Several interviewees mentioned that the root cause of the skills mismatch lies in educational institutions and other training providers working with outdated curricula and not cooperating with companies working in the field.

“Most schools offer job education that is no longer required, and some of the jobs are no longer in the real sector. I see discrepancies in the lack of communication, knowledge of foreign languages, in the skills of taking care regardless of the profession, the inability to look at the broader picture, and concentration only on “my part of the job”.” – Elizabeta Milanović Glavica, Destination Management Specialist, Tourist Board of Central Podravina (Croatia)

Challenges in career planning

Besides lacking some essential skills for the job, poor or unclear career planning also prove to be obstacles as well.

“Sometimes unemployed young people do not know what to look for and consequently how to position themselves in the world of work. Young people apply for job offers at random, without planning, without an analysis of their experience and skills. To solve this problem, great changes should be made in schools, from the first choices: to draw up a balance of competences and a “career planning” by

assessing the skills of the person and verifying the demands of the labour market.” - Sabrina Busato, President of the European Federation historical cultural and tourist itineraries (Italy)

“Unemployment among young people could be much lower if more and much earlier emphasis was placed on professional counselling. These young people do not know how to choose their job and do not know what they want to do in life, so they impoverish the family with financial expenses for education, then find themselves in the position of being unemployed.” – Vali Bogdan, Chief of Vocational Training, Regional Center for Vocational Training of Adults Călărași (Romania)

As the two quotes illustrate, making an informed decision about which career to choose that would fit the interests and skills of young people is missing and should be better handled both at the individual level, by young people as well as by the education system, on secondary and tertiary levels.

Enhancing sectoral cooperation

It became clear from the interviews that cooperation between the different actors in the tourism sector as well as training providers could be more developed in all project countries. For instance, the Vice Chairman of the Bulgarian Tourist Chamber highlighted that overcoming the lack of cooperation between the education and training system and tourism companies is high on their agenda at the moment. Joining forces could result in a better promotion of tourism services and products and in the case of involving training providers, better education of future employees. Thus, an added component of the project could be the creation of a model after the pilot period of the educational modules, that could offer practical solutions on how stakeholders in the tourism industry could better cooperate with each other through the education and training of young people through joint mentoring programs.

NEETs on the labour market

Most of the NEET respondents were in their twenties, with the youngest being 19 and the oldest 28 years old, with various levels of qualifications. Among the 11 respondents, 2 have not finished high school, 4 have a high school diploma, 3 have a Bachelor's degree and 2 hold a Master's degree. When asking whether any of their previous jobs have matched their qualifications, only one Italian respondent answered yes. For five interviewees, the question was not applicable as three among them had never worked before and two had no qualifications. The remaining five NEETs all stated that their previous job or jobs have not matched their qualifications at all.

The longest period of unemployment regarding those who have previously worked before ranged between one month and 3 years. Having ever been offered a permanent contract by an employer is rare among the respondents. It is distressing to remark that out of the 11 NEETs interviewed, only one had ever had a permanent contract (only once) and another respondent was unsure whether she had had a permanent or temporary contract.

The answer to solving youth unemployment according to the interviewed training providers is both the responsibility of the educational institutions and young people themselves. As Aldo Riggi, general director of Prompimpresa, an Italian training provider and PRO-YOUTH project partner explained, helping young people in developing their individual career paths is key in fighting youth unemployment. Other interviewees from training providers also emphasised the need for better cooperation with employers to stay up-to-date with industry developments, the need for career counselling on secondary and tertiary levels.

RECOMMENDATIONS FOR WBL-MODULES

Module components

Based on the results of the interviews, the development of three modules are recommended, enabling NEETs to gain new skills and competencies and ease their transition to the labour market.

1. Develop your own cultural project! – combining work- and project-based learning to upskill NEETs
2. Career counselling and advice
3. Legal counselling – know your rights as an employee

The recommendations are in line with the EU's recommendations on cultural heritage, mentioned in the former chapter, particularly with the inclusive governance aspect: young people engaged in cultural heritage could develop a stronger sense of identity and participation. This could also increase their self-esteem to get integrated in the labour market again.

Through the development of the educational WBL programme, attention should be paid that these three basic values of cultural and heritage tourism are incorporated in each module:

1. The content on which a cultural tourism offer is based should be interpreted correctly, based on facts

2. The development of the learning schemes should be in line with sustainable development
3. The developed project/services should not only benefit tourists, but the local community as well

1. Develop your own cultural project! – combining work- and project-based learning to upskill NEETs

The main module of the methodological framework would provide an opportunity for students to use their creativity and problem-solving skills to develop a cultural project on their own, based on the resources of the region that would engage both the local community and visitors.

According to the European Training Foundation (2018), work-based learning can boost the motivation of those in long-term unemployment, increase the chances of getting a job as well as enhance the development of new vocational skills relevant to the profession. It can also help develop general skills and work habits, such as time management skills, working in a team and taking responsibility. Work-based learning can be a unique opportunity for disadvantaged people and job seekers to access work opportunities that they otherwise would not be able to. While learning on site, students are immediately exposed to the profession and sector, get a better understanding of it and thus will be able to make more informed career choices.

Project-based learning is very similar to work-based learning in the sense that students can immediately apply what they are learning to a real-life experience, however the timeframe is fixed for the project period. Through project-based learning, participants can learn more about the specific content and develop critical thinking, creativity, and communication skills (PBLWorks.org).

A cornerstone of the methodological framework would be integrating work-based learning and project-based learning to

- Acquaint NEETs with the cultural and heritage tourism sector
- Enable them to improve several key skills during a short-term working and learning experience
- Make them more employable through the experience gained
- Facilitate connections between the actors in cultural and heritage tourism as well as training providers

This module would:

- enable NEETs to develop and improve their competencies and skills in several areas important for cultural and heritage tourism in a relatively short amounts of time
- acquaint NEETs with professions, organisations and the everyday life of working in the cultural and heritage tourism sector
- gain work experience and new contacts that could help them successfully apply for a new job in the future.

Most of the skills that employers need in the sector are not specialised skills or skills that are related to a specific task. Another important element is that the most emphasised skills could be developed through working with other people (communication skills, working in a team, etc.), both other co-workers and clients or customers. It is also essential for students to be able to improve these skills in a relatively short time, not only to help them to re-enter the labour market as fast as possible but to show that even in a relatively short amount of time they can collect valuable experiences and improve some competencies. When asking about their weaknesses, several interviewed NEETs mentioned anxiety about the lack of experience or self-esteem issues, which is also a significant dimension of the issue.

The benefits of learning through project-based work was also echoed by an interviewee working as a tourist guide in the sector. As Iva Silla (tourist guide and owner of Kazivacica, Croatia) explained: *“The essential way of education for cultural tourism is through volunteering: at festivals, conferences... which enables learning in a short period, in an intense environment.”*

Possible project ideas (to be specified by mentors and participating NEETs):

1) Thematic city/regional festival

Skills and competencies: project management, communication, event organisation, entrepreneurial skills, teamwork, interaction with visitors

Through the organisation of a local festival, participants could learn about a wide variety of aspects of the cultural and heritage tourism and try themselves in different roles and activities while implementing the project. A festival is also a great way to boost the promotion of the region and help locals and visitors discover the cultural heritage surrounding them. Participants should involve relevant

local actors (depending on the theme of the festival), such as museums, cultural venues, restaurants, etc.

2) Thematic guided walking tours

Skills and competencies: communication, storytelling, speaking in front of and interacting with visitors, knowledge on the region, heritage interpretation, teamwork, foreign languages, presentation skills

Walking tours have become increasingly popular in Europe, providing visitors with learning more about the local culture with a guide with expert knowledge of the location's heritage and history. In lesser known areas, there is great potential to develop such tours that could help locals rethink the heritage sights in the area and promote it to visitors. The tours could be organised around a certain topic in history, culture, art, enogastronomy or natural heritage, based on the resources of the region and the interest of the participants.

The guideline of Interpret Europe, the European Association for Heritage Association emphasises that heritage interpretation is more complex than just describing heritage by summarising the facts. "Interpretation is not information. It is not filling visitors with facts – it is designed to help them come to an understanding of what have been called 'hidden truths'. The aims of interpretation can be summarised as to relate (to visitors), to reveal (new understanding) and to provoke (thought and enquiry) (Interpret Europe, 2016:4)."

3) City/regional treasure hunt map

Skills and competencies: teamwork, entrepreneurial skills, foreign languages, communication, heritage interpretation, design skills, regional knowledge

As an additional component besides the walking tours, developing thematic maps for cities and regions could be developed. Presented as a "treasure hunt" maps, where visitors have to find the next element based on the given clues would add a playful touch to the product, which could increase the engagement of the visitor. Participants can choose heritage sites together, learn to interpret them and promote them in a way that would be interesting for visitors.

In addition to improving their knowledge of the territory, participants would also develop transversal skills such as communication and teamwork. The map could be translated to different languages, based on the language competencies of NEETs and the languages of visitors coming to the region. For the promotion of the map, participants can also learn about dissemination methods and online

communication. The map could be digitally distributed via a website or an app. Moreover, another benefit of the project is that participants would have a tangible product that they could show later (as a reference for future employees, etc.).

2) Career counselling and advice

The interviews shed light on the fact that not having the necessary information regarding jobs and the labour market is a major obstacle in young people's career planning. Either young people realizing later on that the career they chose is not how they imagined it, or they are not seeing clearly the opportunities and career options they could have in certain sectors, poor career planning is a major factor in becoming unemployed.

PRO-YOUTH therefore aims to tackle this issue by facilitating more cooperation between the industry and training providers, where they could work together on acquaint young people with the realities of certain jobs by:

- Rotational job-shadowing programmes – participants could spend some weeks/months with several mentors at different workplaces to get an insight into a given profession. Mentors would share the responsibilities of training the participants, thus it would lessen the extra time and energy required by each mentor
- Industry field trips or open days – through visiting companies working in the cultural and heritage industry, young people can get a chance to see the work processes up close, talk to the people working in the profession and network

3) Legal counselling – know your rights as an employee

In addition to helping young people find the career path that fits their interests and skills the best, they would also benefit from education on the legal aspects of entering the job market. Particularly in the tourism industry, seasonality is high which puts employees in a precarious situation. Illegal employment and the prevalence of the grey economy is especially a problem in Bulgaria and Romania among the project countries.

The legal counselling component of the modules would treat questions such as:

- Which questions can and cannot be asked during a job interview?

- Which informations should young people definitely look up about their possible future employer before accepting an offer?
- What should they pay attention to when signing a contract?
- What rights do they have as employers?

CONCLUSION

The interviews with the stakeholders in the cultural and heritage tourism sector in Bulgaria, Croatia, Italy and Romania were carried out to provide a holistic view of the sector, while talking with NEETs enabled us to get an insight into their experience in entering the labour market in the selected regions. Participants' responses confirmed that the main goals of the project are relevant in these regions, namely that there is a great potential for young people to enter the job market in this sector when they are trained to acquire the right skills. With better skilled employees, services can improve, leading to more attractive tourism offers and regional development.

"The potential of cultural tourism is indisputable and enormous. It is the future of sustainable, responsible development, preserving uniqueness and preserving culture and heritage. Tourism can be a catalyst and a tool for the development of cultural heritage tourism with adequate policy and interaction between the stakeholders concerned." – Professor at Sofia University (Bulgaria)

	ITALY	CROATIA	BULGARIA	ROMANIA
Thematic focus	Enogastronomy	Intangible cultural heritage	Intangible cultural heritage	Legal aspects of working in the tourism industry
Geographical focus	Towns, region around Mantua	Continental Croatia	Northern Bulgaria	Călărași county
Age definition of NEETs in country	16-29	15-34	15-24	16-25
Existing initiatives for NEETs	Youth Guarantee	<ul style="list-style-type: none"> - National network of regional centres of competences in VET - Development of new VET curricula - "Improving the access of vulnerable groups to the labour market in the tourism and hospitality sector" (short-term programs, Min. of Tourism) 	Programmes for under 29-year-olds (Ministry of Labour and Social Policy)	Youth Registration in Public Employment Service Records

PRO-YOUTH framework and NEET circumstances in project countries

This report has two main contributions. First, the findings related to the desired skills set in the cultural and heritage tourism sector were identified. The most needed skills in the sector are soft skills, especially communication skills, teamwork as well as entrepreneurial skills and the knowledge of foreign languages. Having identified the essential skills that are most required in the cultural and heritage tourism sector, recommendations on modules for short-term WBL-schemes were formulated. The three modules focus on skill improvement through project-based work, career planning and legal counselling.

The following steps in PRO-YOUTH include the development of WBL-schemes based on the analysis and recommendations formulated in this report. The modules will be produced in English and translated in the language of each participating country. This will be followed by a piloting period, where the the modules are going to be tested in the project countries. The aim of the testing phase is to examine to what extent the modules work, to fine-tune them and receive feedback. Finally, policy recommendations will be formulated based on our experience.

REFERENCES

Austrian Institute for SME Research, VVA Europe (2016): Boosting the competitiveness of cultural and creative industries for growth and jobs, Luxembourg: Publications Office of the European Union. https://ec.europa.eu/growth/content/boosting-competitiveness-cultural-and-creative-industries-growth-and-jobs-0_en

Cedefop (2018): What future for vocational education and training in Europe?, Cedefop Briefing note. http://www.cedefop.europa.eu/files/9133_en.pdf

Cedefop, Eurofound (2018): Skills forecast: trends and challenges to 2030, Luxembourg: Publications Office. Cedefop reference series; No 108. http://www.cedefop.europa.eu/files/3077_en.pdf

CNBC (2018): The world's No 1. travel experience is this cooking class in Italy. <https://www.cnb.com/2018/07/10/tripadvisor-travelers-choice-top-experience-is-cooking-class-in-italy.html>

Council of the European Union (2014): Council conclusions of 21 May 2014 on cultural heritage as a strategic resource for a sustainable Europe, Official Journal of the European Union. <https://publications.europa.eu/en/publication-detail/-/publication/60af632b-f38a-11e3-831f-01aa75ed71a1/language-en>

Creative & Cultural Skills, English Heritage (2013): The Historic Environment and Cultural Heritage Skills Survey, Creative Blueprint. <http://blueprintfiles.s3.amazonaws.com/1384949416-The-Historic-Environment-and-Cultural-Heritage-Skills-Survey-FINAL2.pdf>

Elamson, S., Sonne, L., Rendahl Stenersen, C. (ed.) (2016): Comparative Analysis on EU NEET Population (Bulgaria, Italy, Norway and Sweden), HETYA Heritage Training for Young Adults. http://musmed.provincia.livorno.it/fileadmin/administrator/Hetya/HETYA_report_-_IO_02.pdf

European Commission (2018a): Education and Training Monitor 2018, Luxembourg: Publications Office of the European Union.

European Commission (2018b): A New European Agenda for Culture. European Commission, Brussels. https://ec.europa.eu/culture/sites/culture/files/commission_communication_-_a_new_european_agenda_for_culture_2018.pdf

European Commission (2015): Getting cultural heritage to work for Europe, Report of the Horizon 2020 Expert Group on Cultural Heritage, Luxembourg: Publications Office of the European Union. <https://ec.europa.eu/programmes/horizon2020/en/news/getting-cultural-heritage-work-europe>

European Commission (2016a): Developing skills for the labour market: the Riga conclusions: European cooperation in vocational education and training 2015-2020, European Commission, Brussels. <http://ec.europa.eu/social/main.jsp?catId=738&langId=en&pubId=7915&type=2&furtherPubs=yes>

European Commission (2016b): A New Skills Agenda for Europe. Working together to strengthen human capital, employability and competitiveness, European Commission, Brussels. <https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52016DC0381&from=EN>

Eurofound (2016): Exploring the diversity of NEETs, Publications Office of the European Union, Luxembourg.
https://www.eurofound.europa.eu/sites/default/files/ef_publication/field_ef_document/ef1602en.pdf

European Training Foundation (2018): A handbook for policy makers and social partners in ETF partner countries. Report.
https://www.etf.europa.eu/sites/default/files/2018-09/Work-based%20learning_Handbook.pdf

Eurostat (2018): Statistics on young people neither in employment nor in education or training.
https://ec.europa.eu/eurostat/statistics-explained/index.php/Statistics_on_young_people_neither_in_employment_nor_in_education_or_training

Interpret Europe (2016) Engaging your visitors: Guidelines for achieving excellence in heritage interpretation. Witzenhausen: Interpret Europe.

JobsInTourism.eu (n.d.): Top skills needed in tourism. <https://jobsintourism.eu/offering-a-career-in-tourism/top-skills-needed-in-tourism>

Mourshed, M., Patel, J., Suder, K., (2014): Education to employment: Getting Europe's youth into work, McKinsey & Company.
<https://www.mckinsey.com/~media/McKinsey/Industries/Social%20Sector/Our%20Insights/Converting%20education%20to%20employment%20in%20Europe/Education%20to%20employment%20Getting%20Europes%20youth%20into%20work%20full%20report.ashx>

PBLWorks.org (n.d.): What is PBL? <https://www.pblworks.org/what-is-pbl>

Pine B., Gilmore J. (1998): Welcome to the experience economy. Harvard Business Review 76: 97–105.

OECD (2018): Analysing Megatrends to Better Shape the Future of Tourism, OECD Tourism Papers, No. 2018/02, OECD Publishing, Paris, <https://doi.org/10.1787/d465eb68-en>.

OECD (2016), Society at a Glance 2016: OECD Social Indicators. Chapter 1: The NEET challenge: What can be done for jobless and disengaged youth? OECD Publishing, Paris.

OECD (2017): Is labour market demand keeping pace with the rising educational attainment of the population?, Education Indicators in Focus, No. 57, OECD Publishing, Paris, <https://doi.org/10.1787/1410f36e-en>.

TheArts+ (2018): European Manifesto on Supporting Innovation for Cultural and Creative Sector, <https://theartsplus.com/2018/10/11/european-manifesto/>

Torleone, F., Galeotti, G. (eds.) (2018): Heritage Mobility Manual. Learning through museums – Methods, Experiences, Actions, HETYA

https://www.researchgate.net/publication/329610480_Heritage_Mobility_Manual_Learning_through_museums_-_Methods_Experiences_Actions

World Tourism Organization (2019): UNWTO Preliminary Tourism data for 2018. UNWTO

APPENDICES

Appendix 1. Country report questionnaire (filled out by partners)

Status quo analysis and definition of scope (please provide the answers yourselves)

1. Please define the geographical scope of the analysis (you can decide to focus on your City, a broader Region or the country, but we suggest narrowing down your geographical focus if possible, to assure that we have tangible results in the end). Please explain your choice
2. Provide statistical data specific to the chosen geographical area regarding young people not in employment, education or training (NEETs):
 - a. Most affected age groups. Specify here pre-defined age groups to make the data comparable across cases. Eurostat defines NEETs aged between 20-34. You have to define the age group if you find that another age group is more affected in your country (say from 15 or from 18).
 - b. Highest school degree or qualifications
 - c. School leaving age
 - d. Employment (options, average duration)
 - e. Outmigration
 - f. Acquired skills and needs of the labour market
 - g. Not documented/illegal labour market (if relevant)
3. Provide information regarding the tourism sector in general and cultural heritage tourism in particular in the selected geographical area focusing on the below topics
 - a. Strengths
 - b. Development potential
 - c. Challenges
 - d. Digitalization
 - e. Share in the labour market
 - f. Existing qualification options and the skills provided (including general education, vocational training, or short-term trainings – please specify the duration, the target group, costs and the degrees offered)
 - g. Needs of the labour market
4. Please define the thematic scope of your analysis (you can focus on any field related to cultural heritage tourism for instance specific heritage sites or historic sites that are popular tourism destinations or could become one, cultural institutions, cultural or art events, customs, traditions, services related to cultural and heritage tourism).
5. Map relevant institutions all stakeholder groups (narrow down to the chosen geographic and thematic scope). Provide the following information: name, short profile description, website, contact person, contact information, possible relevance for the project
 - a. Employer's organizations such as chambers, associations focusing on heritage and cultural tourism

- b. Training providers (see 3/f)
 - c. Local/regional authorities, state and private institutions, NGOs managing heritage, historical, cultural sites
 - d. Institutions/organizations/actors of civil society working with NEETS
 - e. Relevant actors of the civil society focusing on cultural heritage
- Conduct interviews with at least one key representative of each defined stakeholder group (please find the interview guide below).

Appendix. 2. Interview guide

Suggested questions for the interviews (feel free add further questions based on the chosen geographical scope or thematic focus).

Employer's organizations such as chambers, associations focusing on heritage and cultural tourism

1. Demographic questions: age, gender, highest degree, position, relevant experience of the interviewee
2. Please describe your organization (goals, members, focus, short history)
3. How do you perceive the labour market in the cultural tourism sector (existing opportunities, required skills, average salaries, recent changes regarding skills needed, developments to be expected, access of young people, employment types, etc.)
4. Do the skills and competencies provided by the existing education and training system match the requirement of the labour market/employers? Where do you see the most significant mismatches? Is there any cooperation between employers and training providers?
5. What would be necessary to fight youth unemployment? How do you see your role in this?
6. How do you see the development potential of the cultural tourism sector? How can it react to changing conditions and demands? How do you see your role in it?

Training providers in the cultural heritage tourism sector

1. Demographic questions: age, gender, highest degree, position, relevant experience of the interviewee
2. Please describe your organization (goals, members, focus, short history, type and duration of trainings, degrees offered. Who are the trainings targeted to?)
3. What kind of traditional, soft or transversal skills do you offer the pupils/students/trainees? How do you see the employability of your graduates? Are you tracking graduates?
4. How do you respond to changes of the labour market? Do the skills and competencies provided by the existing education and training system match the requirement of the labour market/employers? Where do you see the most significant mismatches? Describe your cooperation with employers. Are there any work-based learning elements in the training process?
5. What would be necessary to fight youth unemployment? How do you see your role in this?
6. How do you see the development potential of the cultural tourism sector? How can it react to changing conditions and demands? How do you see your role in it?

Local/regional authorities, state and private institutions, NGOs managing heritage, historical, cultural sites

1. Demographic questions: age, gender, highest degree, position, relevant experience of the interviewee
2. Please describe your organization (goals, members, focus, short history)
3. How do you perceive the labour market in the cultural tourism sector? What are the most needed skills and competencies? Do the educational offers match the needs of the labour market/the specialist and non-specialist expertise needed? Is it difficult to find employees with the right skills?
4. Do you cooperate with training providers? Are you providing training to employees or offering internships, on-the job training?
5. How do you see the development potential of the cultural heritage tourism sector? How can it react to changing conditions and demands? What are the biggest challenges?
6. How do you perceive the employment potential of NEETs in this sector? Are there skills and competencies needed that could be provided through short term on-the-job training?

Institutions/organizations/actors of civil society working with NEETS

1. Demographic questions: age, gender, highest degree, position, relevant experience of the interviewee
2. Please describe your organization (goals, members, focus, short history)
3. Situation of NEETs in the past years. Who are the NEETs – age, gender, education background, etc. Are there any initiatives in the region helping NEETs? Who have the biggest risk of becoming NEETs? What are the options open to NEETs (migration, seasonal jobs etc.)
4. Are you cooperating with training providers and employers in the tourism/cultural heritage tourism sector?
5. What would be necessary to fight youth unemployment and school drop-out? How do you see your role in this? What would be necessary to enable a smooth transition to the labour market?
6. How do you see the development potential of the cultural heritage tourism sector? How do you perceive the employment potential of NEETs in this sector?

NEETS

1. Demographic questions: age, gender, highest level of education
2. What is your background, what studies/qualifications do you have?
3. Please tell me about your experience on the job market. What were your previous jobs in the past 5 years or since you have acquired your highest degree? How did you find your last employment(s)? How do you search for a job usually? How long did you have to search for a job usually? How long have you been unemployed? How many times have you been employed in the past five years? In the past five years how long was your shortest and longest unemployment spell?
4. When you were employed in the past five years: how many times did you have permanent employment contracts? How many times did you have temporary employment contracts? How many times did you work full-time, and how many times part-time?

5. Did your jobs typically match your qualifications? Did you receive any training during your unemployment? If yes, was it your own initiative or the public employment agency helped you? Do you think the training(s) you received increased your chances in finding employment?
6. What would be the ideal job for you? Please evaluate your own skills, strengths and weaknesses compared to the requirements of the education system and to the labour market

Appendix 3. List of interviewed organisations

COUNTRY	ORGANISATION	TYPE OF ORGANISATION	PROFILE
Bulgaria	Belogradchik Municipality	Local/regional authorities, state and private institutions, NGOs managing heritage, historical, cultural sites	infrastructure and development, education, ecology, culture, health, tourism, etc., management of municipal property, creating conditions for new private investments
Bulgaria	Bulgarian Tourist Chamber	Employer's organization (chambers, associations focusing on heritage and cultural tourism)	improving quality of tourism and sustainable tourism development
Romania	Călărași County Council	Local/regional authorities, state and private institutions, NGOs managing heritage, historical, cultural sites	local public administration - tasks related to the economic and social development of the county, management of the county heritage; preserving, restoring and capitalizing on historical and architectural monuments, parks, public gardens and nature reserves
Romania	Călărași Employment Agency	Employer's organization (chambers, associations focusing on heritage and cultural tourism)	enlisting people looking for a job on the jobs offered by employers; implementation of active and preventive measures for the unemployed, for inactive people and for people at risk of losing their job; reducing long-term unemployment by offering an occupational alternative to young people before 6 months from the date of registration
Romania	Chamber of Commerce, Industry and Agriculture Călărași	Employer's organization (chambers, associations focusing on heritage and cultural tourism)	representing, defending and supporting the interests of its members and the business community with the public authorities
Bulgaria	Cluster History and Tourism Association	Employer's organization (chambers, associations focusing on heritage and cultural tourism)	bringing together companies, NGOs and individuals, increasing the quality of services and information related to the history of Bulgaria
Italy	CPI Mantova (labour market service in Employment Center)	Institutions/organizations/actors of civil society working with NEETS	information and guidance services, assistance and support for the management of bureaucratic procedures, issue certificates and forms, free advice to job seekers, administrative activities (workers' registry list, registration to the lists of mobility, etc.)
Croatia	Croatian Chamber of Commerce - Association of Cultural Tourism	Employer's organization (chambers, associations focusing on heritage and cultural tourism)	development of continental and coastal Croatia, sustainability, raising awareness of heritage preservation
Italy	Federalberghi	Employer's organization (chambers, associations focusing on heritage and cultural tourism)	federation - 80% of hoteliers in Mantova are members
Italy	FEICST - European Federation historical cultural and tourist itineraries	Employer's organization (chambers, associations focusing on heritage and cultural tourism)	representation of public communities (museums), animation associations, local economic activities

Italy	Istituti Santa Paola	Training provider	courses in conservation and restoration of cultural heritage, quality, safety, environment, computer science, graphic design, publishing, business management, electronics, baking + training and work orientation, internships
Croatia	Kazivačica	Training providers	development of creative projects in cultural tourism - heritage interpretation, tour guide training, tailor-made tours with research and script writing
Croatia	Ministry of Tourism - Service for Strengthening Human resources through the Preparation of EU Programs and Projects	Employer's organization (chambers, associations focusing on heritage and cultural tourism)	The Ministry of Tourism is the national body responsible for tourism in Croatia. The Ministry is responsible for strategies, policies and measures on the national level; it proposes laws regulating tourism and hospitality industry, the tourist board system and tourist taxes.
Italy	Municipality of Ostiglia	Local/regional authorities, state and private institutions, NGOs managing heritage, historical, cultural sites	administration of the Municipality
Croatia	MUSES Ltd.	Local/regional authorities, state and private institutions, NGOs managing heritage, historical, cultural sites	expert associates and consultants (for public sector, local communities, art, cultural and tourism institutions, NGOs), heritage development strategies, building/restorations of museums, interpretation centers, thematic routes, etc.
Bulgaria	Museum of Humour and Satire	Local/regional authorities, state and private institutions, NGOs managing heritage, historical, cultural sites	presentation of humorous art and culture, promoting the role of satire in modern life
Italy	Promimpresa	Training providers	training, business consulting, European projects, search and selection of personnel, Issuing of linguistic and IT certifications
Croatia	RECIDER PROJEKT Ltd	Local/regional authorities, state and private institutions, NGOs managing heritage, historical, cultural sites	project design and planning, administrative support and strategic planning for clients working in cultural and creative industries, rural development and sustainable tourism
Romania	Regional Center for Vocational Training of Adults Călărași (C.R.F.P.A. Călărași)	Training providers	implementing vocational training strategies together and for county agencies for employment, establishing partnership relations with other legal entities of public or private law involved in the training activity
Bulgaria	Sofia University "St. Kl. Ohridski"	Training providers	cultural heritage education at different degrees
Croatia	Tourist Board of Central Podravina	Employer's organization (chambers, associations focusing on heritage and cultural tourism)	encouraging and initiating development and improvement of tourist products, promotion of tourism products, raising awareness of economic and social effects of tourism and preservation
Croatia	Zagreb School for Hotel and Tourism / Hotelijersko-turistička škola Zagreb	Training providers	formal education (high school) in tourism and hospitality - Hotel-Tourist Technician (HTT), four-year-programme
Croatia	Val Kulture	Local/regional authorities, state and private institutions, NGOs managing heritage, historical, cultural sites	promotion of culture and arts and democratic values at all levels of society, organisation of cultural and artistic events, activities, lectures, forums