Charter

EUROPEAN CULTURAL
HERITAGE SKILLS ALLIANCE

Report: **Regional Cultural Heritage Ecosystems**

D4.3. Summary of six case studies

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About CHARTER

CHARTER is an Erasmus+ funded project (2021-2024) established by [47 project partners](#) from the cultural heritage sector in the European Union. It aims to highlight the value of cultural heritage and create a resilient and responsive sector. In its **European Framework for Action on Cultural Heritage** (2018)[1], the European Commission emphasized the need for targeted cultural heritage sector initiatives that foster inclusiveness (participation and access for all), sustainability (solutions for a cohesive and sustainable future), resilience (safeguarding endangered heritage), innovation (knowledge and research) and stronger global partnerships through international cooperation.

CHARTER works towards creating a lasting and comprehensive European Skills Strategy that will guarantee Europe has the necessary cultural heritage skills to support sustainable societies and economies and achieve the policy objectives mentioned above.

This project maps the current and future needs of the sector to bridge the gap of skills shortages and mismatches between the educational and occupational fields. A specific project architecture was designed with work packages and related tasks to analyse how cultural heritage professionals engage with each other and society to resolve structural and resourcing constraints and create synergies for better-quality cultural heritage employment in Europe. In the CHARTER project, seven Work Packages were defined as follows:

Work Package 1 (WP1): Project coordination and management

Work Package 2 (WP2): Strategic analysis of cultural heritage competences and occupational profiles

Work Package 3 (WP3): Vocational Education and Training (VET) and beyond

Work Package 4 (WP4): Sector-integrated dynamics

Work Package 5 (WP5): Alliances, Sustainable Strategies and Policy recommendations

Work Package 6 (WP6): Communication and Dissemination

Work Package 7 (WP7): Quality and Evaluation

This report builds upon the evidence collected under the fourth Work Package on 'Sector-integrated dynamics', which is co-led by the Gothenburg University and the European Regions Research and Innovation Network (ERRIN), more specifically under Task 4.4. Regional Case Studies Analysis.

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[1] [European framework for action on cultural heritage - Publications Office of the EU (europa.eu)](#)

Contextualisation of this Report

Work Package 4: Sector Integrated Dynamics

Task 4.4: Regional Case Study Analysis

Deliverable: D4.3. Report from Regional Case Studies

This report represents a detailed analysis of six Regional Cultural Heritage Ecosystem case studies. It aims to extract relevant insights and conclusions about the orchestration, governance and other systemically important stakeholders and elements that determine the sector-integrated dynamics in each Regional Cultural Heritage Ecosystem.

The research activities conducted under the 'Sector-integrated dynamics' Work Package 4 place cultural heritage in its larger economic and social context. We used the research outputs of the previous project activities focussing on the cultural heritage competences and occupational profiles (WP2) and Education and Training programmes (WP3).

A previous analysis conducted by CHARTER on the dynamics of the cultural heritage sector (D4.1) revealed three significant preliminary findings:

(1) the sector suffers from fragmentation, lack of concreteness and solid data with various ecosystems operating independently and sometimes ineffectively,

(2) there is a notable lack of collaboration, resources, recognition, Education and Training supply and communication among stakeholders, and

(3) cultural heritage Research and Education have strongholds outside the universities or between universities and practice, which are often very relevant for the sector.

The six case studies provided CHARTER with more evidence to deepen these first findings.

Summary

This report summarises the results from six regional case studies carried out on the Cultural Heritage Ecosystem in the Basque Country (Spain), the Sibiu County (Romania), the Free Hanseatic State of Bremen (Germany), the Alentejo Region (Portugal), the Tuscany Region (Italy) and the Västra Götaland Region (Sweden) in the period from October 2021 to June 2023. The key insights, main conclusions and suggestions for the regional roll-out of the CHARTER European Skills Alliance for Cultural Heritage are presented hereafter.

Integration of Cultural heritage in regional development policies and strategies

The analysis of the Research and Innovation Strategies for Smart Specialisation (RIS3) of the six Regions has revealed varying degrees of integration of cultural heritage in regional development policies. While some regions, such as Tuscany, Alentejo, and the Basque Country, have demonstrated a strong commitment to prioritising cultural heritage, others, like Sibiu County and the Free Hanseatic State of Bremen, lack political prioritisation for this sector. In Västra Götaland, culture heritage is considered a regional strength even if it is not yet defined as a RIS3 priority.

The case studies underscore the **importance of such an integrated policy-embedded approach for cultural heritage for unlocking cultural heritage's added value for society and for a regional competitiveness, innovation, and development**. Such a policy-embedded approach allows regional authorities to unlock investments and funding from both regional budgets as from the European Regional Development Fund (ERDF) for the Regional Cultural Heritage Ecosystem. Investing in solid participatory governance with multi-stakeholder engagement is crucial for the design of cohesive and effective policies and strategies addressing the sector's fragmentation. CHARTER therefore encourages regional authorities to include skills development and governance in general, and for cultural heritage in particular, into their regional innovation strategies (Smart Specialisation Strategies) and multi-annual budgets to **increase the investments in skills**. Furthermore, regional authorities and stakeholders are encouraged to **explore European collaboration opportunities** for innovation projects addressing specific regional skills gaps and needs in the field of cultural heritage. In the context of multi-level governance in the EU, it is also critical that **Member-States invest in better policy inclusion of the regional and local levels to ensure that regional and local authorities have enough resources to implement the ambitions of national Cultural Heritage policies.**

Sector-integrated dynamics in Regional Cultural Heritage Ecosystems

The case study analysis reveals **primarily fragmented dynamics** in the six Regional Cultural Heritage Ecosystems considered. Despite the great willingness of regional stakeholders to collaborate and numerous good practices identified at the grassroots level, fragmentation persists, particularly in unbalanced or incomplete ecosystems. This fragmentation is **exacerbated by project-based thus short-term collaboration, too siloed approaches, and a lack of systemic integration of collaborative practices into policy frameworks**. Furthermore, a significant **lack of deep mutual understanding** of skills gaps and needs between the world of (mostly higher) education and the world of professional heritage practice, hampers progress in the field. Regional Cultural Heritage Ecosystems, despite their fragmented nature, serve as valuable laboratories for (small-scale) pockets of Education & Training Innovation. These initiatives, ranging from training about specific heritage related issues to increasing the influx of cultural heritage studies and providing non-formal upskilling opportunities, demonstrate the innovation potential of cultural heritage for regional development in general and some specific sectors, like for instance urban

planning and spatial development, construction, tourism, or the creative industries in particular. However, **without a policy-embedded approach, these initiatives are likely to remain limited in scale and difficult to replicate on a larger scale**.

To address these challenges identified and facilitate the regional roll-out of the CHARTER Alliance, regional authorities are encouraged to first **strengthen ecosystem dynamics for the medium and long term, addressing territorial specificities and fostering collaboration between stakeholders**. This includes **enhancing vertical coordination and policy alignment** from **local, regional to national governance levels**, and **horizontal coordination between institutions and administrations in different policy domains** to support Education and Training providers for addressing the skills gaps and needs of all heritage subsectors. Additionally, the case studies also revealed the importance of having a **strong ecosystem orchestration**. In several regions, this role is assumed by regional authorities or prominent museums, to drive collaboration, and address imperfections in ecosystem dynamics.

Secondly, **building trust and establishing structural dialogues among all ecosystem actors** are essential for fostering collaboration and engaging in a skills debate and generating impact beyond the boundaries of the traditional heritage sector. It is crucial to mobilise cultural heritage employers in the **private sector** (employers and self-employed entrepreneurs) in the **skills governance,** while involving professionals operating in other sectors impacting or impacted by heritage, like for instance tourism, construction, real estate, urban planning and spatial development, research and innovation, circular economy. For the built heritage, efforts should focus on establishing common understanding, recognizing the differences in working methods, techniques, and materials between cultural heritage and the contemporary construction sector, urban planning and spatial development.

Pivotal Role of regional authorities for the Regional Cultural Heritage Ecosystems

The **pivotal role of regional authorities** emerged as essential in **fostering successful collaboration** within the Regional Cultural Heritage Ecosystems. Their deep understanding of local contexts proved invaluable in mobilising diverse stakeholders and **facilitating effective cooperation among heritage professionals, businesses, researchers, and citizens**. However, engaging self-employed cultural heritage entrepreneurs and **major private companies** remains challenging, and additional efforts are needed to include those actors in the regional ecosystem. Regions are encouraged to support the organisation of regular networking opportunities from a sector-integrated perspective. This **fosters the ongoing and systemic dialogue** about the **skills demand and supply for the sector** and will leverage collaboration among regional stakeholders for co-designing joint solutions.

Crafts and craft-related skills

Crafts and crafts-related competencies face a significant risk of disappearing across all studied regions, posing a threat to preserving Europe's cultural heritage. The shortage of specialised craftspersons was a pressing issue in each region, with specific traditional skills already lost in some areas. **Urgent action is needed at all governance levels to revitalise or reintroduce these skills, with a particular emphasis on the recognition of non-formal and informal learning paths and establishing mechanisms for their equivalence within the formal learning system**. Such certifications should be recognised by national systems and be compatible with European frameworks to facilitate professional mobility all over Europe. Furthermore, **traditional crafts skills must be better valorised in the circular economy and the green transitions** (EU Green Deal). **Tailored legislative frameworks for craftspersons** are needed, and it is critical to ensure eligibility of traditional materials and crafts under EU-funding programmes. The CHARTER Strategy should provide solid building blocks to maintain and revalue crafts-related skills, encompassing a

wide range of EQF-levels in formal VET, mainstreaming crafts-related programmes higher vocational education pathways and academic programmes from EQF6 up to EQF8-level, which has been successfully implemented by the Gothenburg University in the Västra Götaland Region for instance.

Upskilling cultural heritage for the twins transitions

Regional stakeholders unanimously highlighted **the critical need for strengthening continuous professional development to address the challenges of climate change, digitalisation, and other complex transitions impacting cultural heritage**. However, the regional workshops revealed a double dilemma: while employers expect tailored upskilling programs from Education and Training providers, the educational systems and programmes are too rigid and struggle to adapt swiftly to these new market needs. Private training provides and employers can offer new training programmes in a more agile way, but are hindered as they often lack the state of the art knowledge and infrastructure for these specific topics, which are traditionally anchored in formal Education and Training providers, such as VET, higher education or specialised research organisations. Furthermore, cultural heritage employers and Education and Training providers are each other's competitors on an already tight labour market, particularly when attracting highly skilled workers to emerging jobs in the cultural heritage sector is hindered by the lower pay compared to other industries. This is leading smaller stakeholders to collaborate or work under larger companies for addressing the challenges linked to the complex transitions.

To address the challenges identified, CHARTER recommends **investing in multidisciplinary collaboration between heritage practitioners and researchers at both regional and interregional levels to tackle the impacts of the Green, Blue, and Digital Transitions on cultural heritage**. CHARTER **suggests incorporating transversal learning pathways into all initial cultural heritage Education and Training programs to equip the future workforce with basic literacy for addressing these transitions**. Additionally, CHARTER advocates for building a **solid culture of data** among cultural heritage stakeholders at the regional level to support digitalisation efforts and to encourage local and regional stakeholders to seize upskilling opportunities, and engage in important EU initiatives to foster the digital resilience in cultural heritage like for instance the European Cultural Heritage Cloud and the common European data space for Cultural Heritage for the Digital Transition and the recently proposed new Horizon Europe European Partnership for Resilient Cultural Heritage, for the Green and Blue Transitions.

Regions as laboratories for innovation in Education and Training

Regional Cultural Heritage Ecosystems serve as **fertile ground for small-scale pockets of Education & Training Innovation**, **showcasing the sector's potential for creativity and adaptation**. Despite fragmented dynamics, regions have demonstrated the capacity to pioneer innovative approaches to address various cultural heritage Education and Training challenges. They should foster collaboration between stakeholders, Education and Training providers, and policymakers to identify and address the specific skills needs of the cultural heritage sector and leverage existing networks. To leverage the innovative potential within Regional Cultural Heritage Ecosystems, CHARTER advocates for increased networking opportunities among stakeholders to share insights and experiences regarding Education and Training innovation pilots. Moreover, local and regional authorities are encouraged to facilitate dialogues to maximise the impact of successful (small-scale) Education, Training and upskilling initiatives, thereby enhancing their scalability and effectiveness across the broader cultural heritage landscape. A last important suggestion for regional authorities is to establish **Regional and Interregional Skills Partnerships for cultural heritage**, to maximize the impact of successful local initiatives in the region, and to enhance knowledge circulation to other regions in Europe.

Skills gaps and needs, skills systems and skills governance

The case studies highlighted a **lack of comprehensive long-term Cultural Heritage Skills Strategies in several regions, indicating a pressing need for systemic approaches to assess skills shortages and mismatches**. When **skills assessment mechanisms** are in place at the regional level, they mostly target **limited sub-sectors of cultural heritage or one specific level of Education or Training only** and are mostly conducted by a **single** organisation. CHARTER did not identify examples of **data collection** conducted at the **scale of the regional ecosystem**, but there is need for it. Moreover, **singular institutional data are not integrated nor consolidated at regional level**, hindering the design of effective skills strategies and skills governance for the cultural heritage sector.

CHARTER proposes several recommendations to address the identified challenges and capitalise on opportunities for skills development within Regional Cultural Heritage Ecosystems.

Firstly, there is a need to **prioritise Continuous Professional Development (CPD) for cultural heritage professionals and capitalise and the many non-formal and informal upskilling opportunities**. Micro-credentials and Individual Learning Accounts can be valuable tools for lifelong learning and skills enhancement. Additionally, efforts should be made to promote the CHARTER Database of Cultural Heritage Education Programmes to enhance accessibility to existing education and training opportunities.

Secondly, CHARTER advocates for **strengthening skills governance at the regional level, emphasising collaboration between cultural heritage stakeholders and Education and Training actors**. This collaboration should focus on **mapping and preserving endangered skills, understanding emerging skills gaps, and co-designing training programs tailored to the needs of Regional Cultural Heritage Ecosystems**. Investing in a **regional culture of data** and **adopting a whole-of-government approach** is essential for effective policy coordination and alignment across different levels of government and policy fields.

Lastly, CHARTER recommends **investing in skills intelligence to transition from reactive to proactive skills policies**. A solid analysis of the data collected on skills gaps and needs will allow the design of new Education and Training programs to anticipate future labour market needs. There is a need for leveraging collaborations with regional, national, and EU data collection agencies to ensure the availability of granular data necessary for informed decision-making at regional level. By implementing these recommendations, regions can strengthen their skills governance frameworks and better support the sustainable development of Cultural Heritage Ecosystems.

The report's findings will act as a basis for future tasks and work of the CHARTER project, above all, the follow-up task focussing on Intra-European and International mobility of cultural heritage professionals and companies (T4.6.), the Future scenarios for the cultural heritage sector, agents and occupations (T4.7.) of Work Package 4 and the Transference of the results of previous Work Packages to recommendations and policies within the "new" cultural heritage landscape (T5.1.) of Work Package 5. The results of this report were presented at the CHARTER Workshop on 11 December 2023 in Dublin, which is the project's Milestone 4.9 for the Learnings from the regional case studies.

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Disclaimer

Application area

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List of Abbreviations

- ADRAL: Alentejo Regional Development Agency
- ANC: Romanian National Authority for Qualifications
- ASTRA: Museum of Traditional Folk Civilisation ASTRA
- CCI: Cultural and Creative Industries
- CEDEFOP: European Centre for the Development of Vocational Training
- CH: Cultural heritage
- DL: Dark Lord
- DRC Alentejo: Regional Directorate for Culture of the Alentejo
- DSM: German Maritime Museum
- EARLALL: European Association of Regional and Local Authorities for Lifelong Learning
- EDP: Entrepreneurial Discovery Process
- EEAS: European Union's External Action Service
- EIE: European Innovation Ecosystems
- EIT: European Institute of Innovation and Technology
- EQF: European Qualification Framework
- E-RIHS: European Research Infrastructure for Hertiage Science Network
- ERRIN: European Regions Research and Innovation Network
- ERDF: European Fund for Regional Development
- ESFRI: European Strategy Forum on Research Infrastructures
- EISMEA: European Innovation Council and SMEs Executive Agency
- EYCH: European Year of Cultural Heritage
- FEA: Fundação Eugénio de Almeida
- FORMEZ: Research and Training Centre for Public Administration
- GIS: Geographic Information System
- H2IOSC: Humanities and Heritage Italian Open Science Cloud
- HE: Higher Education
- ICT: Information and Communication Technologies
- IRPET: Regional Institute for Economic Planning and Research
- ISTAT: Italian National Institute of Statistics
- KIC CCSI: Knowledge and Innovation Community for the Cultural and Creative Sectors and Industries
- LLL: Lifelong Learning
- NEB: New European Bauhaus
- OECD: Organization for Economic Cooperation and Development
- PBL: Swedish Planning & Building Act
- RIS3: Research and Innovation Strategies for Smart Specialisation
- RD&A: Research, Development and its Application
- REMI: Regional Economic Models, Inc.
- RICC: Regional Initiative for Culture and Creativity Network
- RIS3: Research and Innovation Strategies for Smart Specialisation
- S3: Regional Smart Specialisation Strategy
- SME: small and medium-sized enterprise
- SVIMEZ: Association for Industrial Development in Southern Italy
- UVAL DPS: Evaluation Unit of Public Investments, Department for Development Policies of the Ministry for Economic Development
- VET: Vocational Education and Training
- VM: Virtual Machine
- NUTS: Nomenclature of Territorial Units for Statistics, the NUTS-classification of EUROSTAT

1. Introduction

This report summarises the results from six regional case studies carried out on the Cultural Heritage Ecosystem in the Basque Country (Spain), the Sibiu County (Romania), the Free Hanseatic State of Bremen (Germany), the Alentejo Region (Portugal), the Tuscany Region (Italy) and the Västra Götaland Region (Sweden) in the period from October 2021 to June 2023. These case studies were part of the project's Work Package 4, "Sector integrated dynamics" research activities. The report presents an overview of the findings of Task 4.4, "Regional case study analysis", which targeted the Regional Cultural Heritage Ecosystems of the regions mentioned above.

The regional case studies had three objectives:

a) Developing and justification of the regional model analysis;

b) Mobilising the Cultural Heritage Ecosystems to analyse cultural heritage sectoral dynamics and cross-variables with a focus on labour market and mobility;

c) Collect suggestions for regional roll-out and sustainability actions.

Each Region conducted a detailed ecosystem analysis, culminating in a two-day regional workshop facilitating an in-depth exchange between the regional stakeholders and representatives of the CHARTER consortium. The series of these CHARTER in REGIONS workshops mobilised 466 participants, featuring 306 regional stakeholders. The regional case studies provided the project with an enormous amount of valuable information feeding into the testing and finetuning of the circular CHARTER model for the cultural heritage sector and practices with its six functions (D.2.1), the testing of the CHARTER spider web as assessment tool for families of competencies in each function of the CHARTER model (D2.2), the identification of case studies of existing quality standards and certification schemes (D3.3), the mapping of internal and external stakeholders and dynamics (D4.1), the collection of good practices of policies and initiatives (D4.2) and the development of the families of emerging curricula (D3.6).

Limitations

It is worth stressing that the analysis of the regional case studies conducted here, and consequently the conclusions that can be drawn from it, are not to be considered exhaustive, in the cases taken as examples from the vast data analysed. This disclaimer is necessary for several reasons: first, the cultural heritage sector presents itself as a vast and complex set of professional occupations and roles spread over diverse fields of practice. Moreover, five of the regional case studies focussed on a specific sub-sector, not the cultural heritage sector as a whole, which is also reflected in the analysis by the selection of cases analysed and which were taken as examples. The regional cases presented regions already part of CHARTER's consortium as affiliated or associated partners but were not the result of a representative sampling of Regional Cultural Heritage Ecosystems all over Europe. The sample is not exhaustive for the diversity of the cultural heritage sector, nor the diversity of multi-level governance models and competencies for Education and Training, Employment and Cultural Heritage varying greatly between centralised and decentralised Member-States. Last, it is important emphasising that these case studies took the regional level as their primary scope for analysing cultural heritage related skills policies and practices. The case studies did not aim for a full assessment of the national frameworks and policies, nor practices at Member-State level of the respective regions. However, when they are impacting the Regional Cultural Heritage Ecosystem, they are referenced.

2. Frameworks and concepts to describe the sector integrated dynamics of cultural heritage

The regional case studies are an integral part of the CHARTER research activities from a sector-integrated dynamics perspective (WP4). This chapter aims to shed light on theoretical concepts used in academic and grey literature to describe the cultural heritage sector as an ecosystem, its functions, stakeholders, and their roles and dynamics.

These concepts provided the framework elements for preparing and analysing the regional case studies. The five areas of cultural heritage, which evolved over the lifespan of the project into the six functions of the CHARTER circular model, supported the hosting regions to conduct the ex-ante stakeholder mapping. The frameworks also helped to identify actors operating in different policy fields (Cultural Heritage, Education and Training and other neighbouring sectors) and at different levels of governance (local, national, interregional and European level) and impacting the Regional Cultural Heritage Ecosystem. The conceptual frameworks described in the sections below also proved to be useful to map the stakeholders in the Regional Cultural Heritage Ecosystem from a place-based and sector-integrated perspective. Furthermore, the conceptual framework of stakeholder roles and functions of cultural heritage guided the hosting regions in reaching out to stakeholders who seem - at first sight - less involved in cultural heritage, or who don't consider themselves as a stakeholder in the Regional Cultural Heritage Ecosystem.

In the research activities conducted in Work Package 4, CHARTER explored the sector-integrated collaboration dynamics unfolding around cultural heritage actors in a specific Regional Cultural Heritage Ecosystem. To avoid conceptual proliferation, the following section aims to describe three partially overlapping analytical frameworks that were used over the project's lifecycle.

2.1. Five areas of cultural heritage defined by the European Commission

According to the Erasmus+ call, which originated the CHARTER project application, cultural heritage encompasses the following five areas:

> 1. **Safeguarding and Preservation**: Protection; conservation-restoration; archiving; collection management, care and enhancement; materials science / analysis; fieldwork; conservation; restoration; (including via digital means);

> 2. **Crafts and traditional knowledge**: Heritage-related crafts; traditional construction techniques; materials suppliers; (including via digital means);

> 3. **Dissemination and communication**: Audience development; community engagement; promotion; visitor care and experience; accessibility; education; cultural mediation; interpretation; presentation; (including via digital means);

> 4. **Knowledge**: Cultural heritage identification; study; recording, (including via digital means);

> 5. **Planning / Management**: Strategic planning; site and project management; mediation; procurement; policymaking and regulation; fundraising; logistic; security; legal and IPR aspects.

These represent discrete and important areas of cultural heritage activities within a sectoral construct.

2.2. Six functions of the CHARTER model

In its D2.3 report 'Mid-term results – Matrix and methodology assessment'[2], CHARTER developed an alternative "skills DNA" classificatory model that cultural heritage can be recognised as a discrete domain with **six interconnected and overlapping functions.**

Three **specific functions** to the domain of cultural heritage:

1) **Recognition**: refers to all the activities necessary to identify and recognise Cultural Heritage through interpretation, narration, identification and advocacy.

2) **Preservation and Safeguarding:** refers to all activities that need to be put in to ensure the long-term survival and care of Cultural Heritage, from maintenance to conservation, preventive conservation, restoration, and safeguarding of intangible Cultural Heritage.

3) **Engagement and Use**: refers to all activities necessary to access and open cultural heritage, make it understandable, make it available for consultation and use, raise awareness, etc. and its use as a resource by all stakeholders. Includes activities that add value beyond the action itself as it impacts society.

These specific functions are combined with three **systemic functions**:

4) **Research & Development/Education**: refers to all the activities necessary throughout the process that go from recognising of cultural heritage to the preservation and enhancement of cultural heritage.

5) **Management**: refers to all activities from strategic planning to everyday administration and management: it includes organisational development, human resources management, funding, legal aspects, marketing and communication, risk management and quality control.

6) **Governance and Policy-Making:** refers to the decision-making for cultural heritage in the wider domain of Cultural Heritage policy at local, regional, national and international levels. Five roles of internal and external stakeholders

In its Report 'Who is not a stakeholder in cultural heritage?' (D4.1)[3], CHARTER categorises the five **roles** of **internal and external stakeholders**. It distinguishes between:

(1) professionals and institutional networks,
(2) educational professionals and institutions,
(3) unions and employers' representative organisations,
(4) independent professionals, employers and clients, and
(5) policymakers.

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[2] Corr, S. Lagerqvist, B. Marçal, E. Mignosa, A. Newman, C. (2023). Mid-term results – Matrix and methodology assessment. CHARTER Consortium, which can be consulted on https://charter-alliance.eu/wp-content/uploads/2023/04/D2.3-Mid-term-results-Matrix_and_methodology-assessment_FINAL.pdf
[3] Almevik, G. Hannes, A. Golfomitsou, S. Karatas, K. Lindblad, L. Martignoni, S. Mignosa, A. Vio, T. (2022). Report: Who is not a stakeholder in cultural heritage? CHARTER Consortium.

Based on the findings of the first regional workshops which took place in the Basque Country, the Sibiu County and the Free Hanseatic State of Bremen, CHARTER presented five preliminary findings in the D4.1 report:

(1) **Role of professional and institutional networks**:

Well-connected regional networks for sustainable cultural heritage and civil society are of great importance at the regional level. The Basque Regional Workshop demonstrated how regional authorities can be the catalyst to turn extensive industrial remains into an industrial heritage asset. The Basque Government drives innovation by transferring societal values, creating arenas for innovation in which industrial buildings and structures can take part in the circular economy, by being converted for new uses for housing, business, tourism, recreation, and creative arts.

(2) **The role of educational professionals and institutions**:

Regions and regional stakeholders can assume a role in cultural heritage Education and Training, although the level (EQF and lifelong learning) and the typology of these trainings varies greatly, from formal, over non-formal to informal, from short term over long term courses, at initial level or in a lifelong learning scheme, publicly organised and funded, or private and volunteer initiatives. In highly dynamic regional ecosystems, it is easy to detect Educational and Training needs deriving from the cultural heritage practice and set up - in cooperation with the appropriate stakeholders - small-scale initiatives to address the skills needs at regional level.

(3) **Regions as employers**:

Regional authorities as well as public cultural administrations and institutions are big and important employers for cultural heritage professionals in the regions, both directly as well as indirectly throughout the funds distributed for project-based employment in the region.

(4) **Region as policymaker and governing body**:

Regions in decentralised Member States assume an important role as policymaker in cultural heritage and assume several of the six functions areas. In the centralised Member-State of Romania e.g. policymaking is allocated to the national level, and the National Institute for Cultural Research and Training creates and implements training programmes mainly aimed at state cultural institutions and, in particular cases, at the private sector. Nevertheless, various entities at regional level develop professional training programmes to meet local needs.

(5) **Relevance of the regional governance level to discuss skills shortages, gaps and needs**:

The regional governance level seems to be the adequate level for mapping the stakeholders in the Regional Cultural Heritage Ecosystem, bringing them together in multi-stakeholder dialogues on the skills needs.

The regional case studies provided additional qualitative and quantitative evidence to refine these first observations and deepen the analysis of internal and external stakeholder roles in the context of the sector-integrated dynamics in the six Regional Cultural Heritage Ecosystems considered. This will be described in Chapters 7 and 8 of this report.

2.3.   The concept of ecosystem

The following sections elaborate on the concept of ecosystem, which has been anchored in the project proposal embedded in CHARTER's ambition to bring together in an operational CHARTER Sector Skills Alliance the "network of ecosystems" committed to working beyond the project's lifetime, building strategic partnerships beyond the sector's professional boundaries to increase the innovative impact of the project.

The ecosystem concept has explicitly mirrored in the CHARTER in REGIONS workshops and proved to be very successful to elicit the interaction and agency of stakeholders and corroborative functions in cultural heritage, but also the challenges and drivers that have an impact on the ecosystem.

2.3.1. Applying the concept of ecosystem and ecosystem services to cultural heritage

CHARTER has previously referred to cultural heritage as a **sector** (D2.1) or a **domain** (D3.1) but concluded that cultural heritage in relation to skills is best described as an **ecosystem** (D4.1).

The concept of ecosystem was introduced for the first time in the CHARTER work in its report 'A new landscape for heritage professions – preliminary findings' (D2.1) to describe cultural heritage. The concept of ecosystem demonstrates the **cyclical and integrated nature of the cultural heritage landscape and suggests a self-sustaining, dynamic eco-system, in which the functions are non-hierarchical**. This ecological approach focuses primarily on **social and human aspects but also considers its economic features**. Furthermore, the concept of an ecosystem offers the possibility of developing a framework which can encompass all the activities related to cultural heritage practice, as well as making explicit the relationship between them. Whereas the relationship between the six functions of the CHARTER model are described in D2.2 as **cyclic and circular**, the culminating D2.3. report of Work Package 2 describes cultural heritage as an ecosystem that generate and regenerate values, which finds parallels with a **hermeneutical spiral** due to increasing levels of knowledge, engagement and insight.

The ecosystem metaphor comes from an ecological understanding of the environment. In its publication, the mentioned publication of the Joint Research Centre of the European Commission describes an **ecosystem** as follows:

> *"Ecosystems are communities that have the ability to adapt to the environment they are facing. Their component parts interact with each other and can perform different tasks, change, and evolve. Applied to innovation, ecosystems involve researchers, entrepreneurs, industry, and society in general and attempt to take full advantage of their innovation potential. The environment context helps to encourage cooperation, networking, brainstorming, funding, and skills among the building blocks of the system."*

In addition to the **multi-stakeholder approach**, the **place-based dimension** of ecosystems is crucial to fully embrace how innovation varies from place to place.

> *"An innovation ecosystem consists of a group of local actors and dynamic processes, which together produce solutions to different challenges' (Oksanen and Hautamäki, 2014)[4]. Innovation takes place in a precise location, which suggests that the physical proximity of innovation players matters. Also, that there are certain specific local conditions, which, individually or combined, make such an innovation ecosystem flourish. A dynamic process — often not easily recognisable from the outside — also develops such innovation ecosystems. This poses the question, who are those actors that initiate/ sustain such a process – do we call them animators, facilitators, or orchestrators?" (JRC 2017).*

Similar analogies are relevant to mention regarding social ecosystems, their foundation in place-based communities and their potential for development and innovation. Referring to the Joint Research Centre's definition[5], the concept of ecosystem is relevant in the CHARTER project in general, and in the research of the regional case studies in particular, as it emphasis the **interplay between stakeholders in an adaptive community that drives innovation through cooperation, networking, brainstorming funding and skills to address the changes it is facing**. Particularly this **evolving and dynamic interplay** is at the centre of the research activities of the Work Package 4 focussing on the sector-integrated dynamics in cultural heritage.

The environmental context helps to encourage cooperation, networking, brainstorming, funding, and skills among the building blocks of the ecosystem[6].

In scientific literature, one can observe an increase in the use of the term ecosystem in management and innovation studies. Similar concepts have also emerged, such as the **entrepreneurial and knowledge-based ecosystem** (Scaringella & Radziwon, 2018)[7], **skills and training ecosystem** (Martinez-Fernandez & Weyman, 2013)[8], **competence ecosystem** (McKinley, 2022)[9], and often the concept of the innovation ecosystem has been used interchangeably with that of the **entrepreneurial ecosystem** (Nambisan & Baron, 2013)[10]. The ecosystem metaphor and the functions as clusters of activities to increase or realise cultural heritage value connects to the research driven concept of **cultural ecosystem services**, that focuses primarily on non-consumptive direct use values, seldom reflected by economic indicators and rarely marketable[11].

[4] Oksanen, K., & Hautamäki, A. (2014). Transforming regions into innovation ecosystems: A model for renewing local industrial structures. The Innovation Journal, 19(2), 1.

[5] Rissola G., Hervas F., Slavcheva M. and Jonkers K., Place-Based Innovation Ecosystems: Espoo Innovation Garden and Aalto University (Finland), EUR 28545 EN, European Union, 2017, doi:10.2760/949545

[6] European Commission, Smart Specialisation Platform, accessed 2022.09.13: https://s3platform.jrc.ec.europa.eu/w/connectivity-as-a-starting-point-to-reinforce-innovation-ecosystemsin-the-post-covid-19-situation

[7] Scaringella, L., & Radziwon, A. (2018). Innovation, entrepreneurial, knowledge, and business ecosystems: Old wine in new bottles?. Technological Forecasting and Social Change, 136, 59-87.

8 Martinez-Fernandez, C., & Weyman, T. (2013). Skills and training ecosystem. In Skills Development and Training in SMEs, OECD library, 97-14.

9 McKinley, W. (2022). Doomsdays and new dawns: Technological discontinuities and competence ecosystems. Academy of Management Perspectives, 36(2), 729-743.

10 Nambisan, S., & Baron, R. A. (2013). Entrepreneurship in innovation ecosystems: Entrepreneurs' self−regulatory processes and their implications for new venture success. Entrepreneurship theory and practice, 37(5), 1071-1097.

11 Hølleland et al. (2017) Cultural Heritage and Ecosystem Services: A Literature Review, Conservation and Management of Archaeological Sites, 19:3, 210-237, DOI:10.1080/13505033.2017.1342069; Milcu, A. Ioana, J. Hanspach, D. Abson, and J. Fischer 2013. Cultural ecosystem services: a literature review and prospects for future research. Ecology and Society 18(3):44. https://www.researchgate.net/publication/311569902_Cultural_ecosystem_services_-_a_literature_review_and_prospects_for_future_research

2.3.2. The concepts of skills systems and skills governance

Given the scope of the CHARTER project and its focus on skills, the concepts of **skills ecosystem** and **skills systems** are of particular interest, even if, as described by Martinez-Fernandez and Weyman (2013)[12], this term suffers from conceptual proliferation. Hall and Lansbury (2006)[13] stated the need to move beyond narrow ways of thinking about training for particular jobs or firms and adopt the broader notion of skills and ecosystems and workforce development.

The concept of **skill ecosystem** "… directs attention to the interdependency of multiple actors and policies in creating and sustaining the conditions under which appropriate skills can be developed and deployed in clusters of firms in particular regions".

Martinez-Fernandez and Weyman (2013) describe different definitions of skill ecosystem:

> The **definitions of skill ecosystems** vary according to context, including the understanding of "**place**" as a city, region or an area of socio-activity:
>
> - Buchanan et al. (2001:21) – "…clusters of high intermediate or low-level competencies in a particular **region** or **industry** shaped by interlocking networks of firms, markets and institutions.
> - Loble (2005: 6) – "… cluster of interrelated skills and knowledge within **regions** or **industries**, driven by factors like technology choices, competitive influences, culture, structure, regulations and work".
> - Smith (2006b) – "**communities** of interrelated and interacting organisations working as a coherent entity to increase opportunities for sustainability, innovation and growth".
> - The NSW Department of Education and Training (2008:5) is "a self-sustaining **network** of workforce skills and knowledge in an industry or region".
>
> Even if the territorial scope differs, the **unifying feature** of all the definitions of skill ecosystems is that they **relate to the clusters or networks between firms and skills and training institutions**, ideally, as Smith (2006B) states, **to support sustainability, innovation and growth**. According to Hall and Lansbury (2006), there is merit in encouraging the development of regional and industry-specific networks, which bring together public and private training providers, unions, labour market and training intermediaries (temporary work agencies and group training companies), local and regional government agencies and community representatives. As Hall and Landsbury (2006) state, the '**government** plays a critical role in acting as a **catalyst providing an appropriate policy context and support**' regarding resources infrastructure and an institutional framework for establishing and operating the networks.

According to Martinez-Fernandez and Weyman (2013), essential elements in the skills ecosystem are the "*establishment and cultivation of regionally based networks and partnerships around the principle of workforce development.*"

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[12] Martinez-Fernandez, C., & Weyman, T. (2013). Skills and training ecosystem. In Skills Development and Training in SMEs, OECD library, 97-14.
[13] Hall, R., & Lansbury, R. D. (2006). Skills in Australia: Towards Workforce Development and Sustainable Skill Ecosystems. Journal of Industrial Relations, 48(5), 575–592. https://doi.org/10.1177/0022185606070106

For this case study, we considered the **skills ecosystem's analysis** at the level of a **region** to gain a better understanding of the Education and Training gaps and needs, the offer in place, and the mechanisms for balancing skills supply and demand for the sustainability of the cultural heritage sector.

In its 2015 synthesis report for the European Employment Policy Observatory (EEPO)[14], the European Commission explores how skills governance is operationalised in the 28 EU Member States. Because an internationally agreed definition of skills governance is lacking, the European Commission formulates the concept of skills based on a review of the 28 Member-States fiches as follows:

*Skills governance is seen as a system aimed at **balancing supply and demand of skills and to provide a good skills basis for further economic development**. Stakeholders from the public, private and third sector are involved in implementing and using the skills governance system. It includes **planning and controlling** – to different degrees - **the national, regional and local offer of education and training and designing mechanisms for assuring the quality of training**. It seeks to build on and optimise the individual competences of the (future) workforce. It comprises a negotiation perspective, which represents the needs of employers', (future) employees' and the education system goals, from a short-term, medium-term and long-term perspective, covering:*

*- **Skills needs at the entry point into the labour market**;*
*- **Future skills needs** to support the transformation of the labour market and the **employability** of the **workforce** in a **life cycle** perspective;*
*- The **labour market destination** of graduates and migrants.*

A more recent OECD publication (OECD, 2019)[15] provides a slightly more elaborated definition of the concept of skills system researched at country-level and also describes the challenges related to skills governance:

*A **skills system** can be broadly defined as **covering all institutions and individuals, as well as policies, laws and regulations, concerned with the development and use of skills in the economy**. Therefore, skills policies are at the intersection between various sectors of the education system, including early childhood education and care (ECEC); schools; vocational education and training (VET); adult learning and higher education; labour market policies, especially those that aim to make use of existing skills such as active labour market and training policies; policies that support the adoption of high-performance workplace practices; and certain immigration policies.*

The authors also describe why the governance of such a skills system is complex and highlight four key policy lessons on strengthening skills governance, cited below, which are of particular interest to the CHARTER work conducted in the regional case studies:

*On the one hand, the **development of skills and their effective use in labour markets follows the logic of the "life course"**, where individuals acquire and make use of skills as they move through the different stages of their educational and employment careers. On the other hand, **each of these different stages may be governed by different rules and regulations**. Therefore, the governance of*

[14] European Commission (2015), Skills Governance in the EU Member States.
[15] OECD (2019), *OECD Skills Strategy 2019: Skills to Shape a Better Future*, OECD Publishing, Paris, https://doi.org/10.1787/9789264313835-en.

*skills policy does not necessarily follow the life-course logic, and **remains fragmented across different levels of government, as well as different public ministries and agencies.***

Key policy lessons on strengthening the governance of skills systems

Promote co-ordination, co-operation and collaboration across the whole of government:

*Skills-related policies are rarely the exclusive domain of one ministry or level of government. Higher levels of co-ordination, co-operation and collaboration have the potential to improve skills outcomes. The **co-ordination of different policy areas is facilitated** if there is a **shared conviction** that **skills are a national priority**. Governments should **identify** and **engage with relevant stakeholders** and **encourage co-ordination between central and sub-national authorities**. A good first step is to **map** all the policies and institutional actors that affect skills development and skills use. Co-ordination efforts should be **supported by the right institutions**. These institutions can take various shapes. However, it is important that they adopt **a "life-course perspective"** and put in place **effective monitoring and evaluation mechanisms** to assess the functioning of the skills system.*

Engage stakeholders throughout the policy cycle:

*The need to engage stakeholders emerges from the complexity and the multiplicity of policy actions that need to be undertaken to improve a country's human capital development and use. **Policymakers** dealing with complex policy choices **need and benefit from stakeholders' expertise and knowledge**. Engaging stakeholders also **enhances the political legitimacy** of policy-making decisions. A first step towards engaging stakeholders is to **map** all the players in the skills system and **identify how and to what extent they interact with each other**. It is very important that **engagement leads to something tangible in practice, and stakeholders must have opportunities to influence skills policy**. However, it is critical that their involvement in decision making does not lead to the "capture" of public institutions by private interests.*

Build integrated information systems:

*As skills systems evolve and become more complex, managing data and information becomes a key policy issue. **Governments need effective information systems** to collect and manage the data and information that governments and stakeholders produce, analyse and disseminate to ensure that policy makers, firms, individuals and others have access to accurate, timely, **detailed and tailored information**. Managing complexities requires **significant managerial efforts in a number of areas, particularly in regard to accountability and privacy protocols**. The first step toward building an integrated information system is to **generate and collect all the relevant skills, labour market and learning data**. Moving from data to information requires **knowing** who **the end-users** are and what **their needs** are, as well as what the **existing information gaps** are. A user-centred approach is needed in order to **turn data into actionable information**.*

Align and co-ordinate financing arrangements:

*Governance and financing are inexorably intertwined. Efforts aimed to **increase the level and efficiency of expenditures on skills** need to be accompanied by **strong institutional capacity**. Financial arrangements should rely upon **more flexible cost-sharing mechanisms** that facilitate **integration from multiple sources**. Public funds ought to be allocated carefully to promote better policy outcomes and to ensure equitable access to skills development opportunities for all. A first step in prioritising skills investments and expenditures is to **assess the financing gaps in the systems**. **Investment strategies** ought to be defined in line with the medium-term strategic priorities of government. **Resources** need to be allocated in such a way that **responsibilities** and*

accountability mechanisms are **matched with funding** *so that those with responsibilities have the capacity and funding to operate at the desired standard of service.*

Finally, the authors refer to a **whole-of-government approach** as being critical for strengthening the skills governance:

> *A **whole-of-government approach** aims to **improve the horizontal and vertical co-ordination of government activity in order to improve policy coherence and the use of resources**. A whole-of-government approach thus promotes and capitalises on synergies and innovation that arise from involving and engaging with a multiplicity of stakeholders, while also providing seamless service delivery to individuals and businesses. It requires government bodies, regardless of type or level, to work across portfolio boundaries in order to achieve shared goals and to provide integrated government responses to policy issues. Such an approach applies to both formal and informal working methods, and to the development, implementation, and management of policies, programmes and service delivery. A capacity to genuinely collaborate fundamentally enables a public administration to be more responsive to the needs of government and individuals. The term "whole-of-government" is broad and applies to both central and sub-national (regional and local) levels and policy areas. More importantly, it also includes the relationship between government and external actors.[16]*

The concepts of skills system, skills governance and the whole-of-government approach proved to be useful when analysis the date of the six regional case studies. These elements will be presented in Chapter 8 of this Report.

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[16] Adapted from OECD (2011[4]), Estonia: Towards a Single Government Approach, OECD Public Governance Reviews, https://dx.doi.org/10.1787/9789264104860-en.

3. CHARTER: A pioneering sectoral Blueprint involving six regions

Since their inception in 2016 as part of the Skills Agenda for Europe, Blueprint projects have established a strategic framework for cooperation among key stakeholders. This includes businesses, trade unions, research and training institutions, and public authorities within specific economic sectors[17]. These industry-led partnerships develop sectoral skills strategies and concrete actions, for Education and Training. These partnerships are designed to help foster new opportunities for investment, innovation, growth and jobs.

While the scheme has consistently included various critical stakeholders from its inception, CHARTER distinguished itself as the first Erasmus+-funded Blueprint project to involve six regions directly, as the regional and place-based perspectives are particularly relevant for developing efficient Education and Training policies for the cultural heritage sector.

3.1. Importance of the place-based perspective in skills governance

At the proposal stage, CHARTER included six regions to embed the regional and place-based perspective of the cultural heritage sector into the project. Six regional case studies were designed to anchor CHARTER's broader investigations in the real-world context of cultural heritage professional practitioners at the local and regional levels. The regional case studies allowed the project to **collect ground-level insights about the Education and Training gaps and needs identified by the cultural heritage stakeholders and to analyse the sector-integrated dynamics within each Regional Cultural Heritage Ecosystem**.

The six regional case studies also aimed to elicit commonality and diversity in Europe to elaborate feasible and appropriate competency frameworks and Education & Training models regarding national and regional contexts and funding capacity. In this context, the European Regional Development Fund (ERDF)[18] is of particular interest to the Regions, as it has been designed to strengthen economic, social and territorial cohesion in the European Union. This European fund aims to strengthen cohesion by correcting imbalances between regions enabling investments in a smarter, greener, more connected and more social Europe that is closer to its citizens. The ERDF finances programmes in shared responsibility between the European Commission and national and regional authorities in Member States. The Member States' administrations choose which projects to finance and take responsibility for day-to-day management of the programme.

Given CHARTER's focus on skills, it's important to highlight that the ERDF has introduced a new policy objective (1) for, "a more competitive and smarter Europe by promoting innovative and smart economic transformation and regional ICT connectivity"[19]. This includes a specific investment goal focused on

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[17] European Commission, Directorate-General for Employment, Social Affairs and Inclusion, Blueprint for sectoral cooperation on skills – In a nutshell, Publications Office, 2018, https://data.europa.eu/doi/10.2767/205347
[18] More information about the European Regional Development Fund https://ec.europa.eu/regional_policy/funding/erdf_en
[19] Regulation (EU) 2021/1058 of the European Parliament and of the Council of 24 June 2021 on the European Regional Development Fund and on the Cohesion Fund, on https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:32021R1058

"developing skills for smart specialisation, industrial transition, and entrepreneurship." This policy confers regions a dual role of governmental and societal responsibility and provides them with designated European funding. Such financial support encourages upskilling and reskilling activities, aiding the twin transition and bolstering the region's resilience to further regional development and innovation. It allows the regional authorities to invest in skills development for regional development, even when the political competencies for Education & Training are not allocated to the regional governance level.

The CHARTER project, therefore, identified the regional level as a critical governance level that needed to be adequately involved in co-designing the CHARTER recommendations. This participatory approach was set up to ensure that the European Skills Alliance for Cultural Heritage that the CHARTER project is establishing will adequately address the vast diversity of regional skills needs, deriving from the regional specificities of the heritage typology in Europe's regions. Establishing this CHARTER Alliance is the culminating objective of the last year of the project. It aims to mobilise cultural heritage stakeholders across Europe to support the roll-out and implementation of the project's recommendations. The Alliance will promote the streamlining of the methodologies and outcomes produced during the project's lifetime into the sector and ensure the roll-out for successfully implementing the CHARTER recommendations at all levels of governance, including the regional level. In this respect, the regional case studies contributed substantially to the stakeholder mobilisation at the regional level, involving 306 unique regional stakeholders.

3.2.   Participatory co-design of the regional case studies process

During the first phase of the CHARTER in REGIONS process, the research phase, the six CHARTER regions were involved in co-designing the process for conducting the regional case studies. Strategic questions, which originated from the strategic analysis of cultural heritage competences and occupational profiles (Work Package 2) and the research on Vocational Education & Training and beyond (Work Package 3) were contextualised within a regional framework. Furthermore, strategic questions were also addressed from a sector-integrated perspective (Work Package P4) and a long-term strategic perspective (Work Package 5).

This participatory co-design process was critical given the great diversity across the European Union in legal competencies and decision-making powers at the regional level. Some regions hold legal competencies and execute decision-making power in Education & Training. For others, their sphere of influencing these Education & Training policies is more limited as the legal competencies is fully allocated to national or local governance levels or partially shared over multiple levels of governance. When competencies are shared, the design of policy frameworks is often made at the national level. In contrast, the implementation of those policy frameworks is often assigned to the regional and local level(s). Considering the focus of the CHARTER regional case studies, the governance analysis is even more complex, as many of the cross-variables are situated at the intersection of Cultural Heritage, Education and Training, Employment and Regional Development policies.

This resulted in a six-steps process, including the design of the methodology for the ecosystem and stakeholder mapping, the design of the CHARTER in REGIONS regional workshop format, the organisation of the CHARTER in REGIONS regional workshops, the reporting of the CHARTER in REGIONS regional workshops, the integrated analysis of the case studies and suggestions for the regional roll-out of the Alliance and a reflection on the transferability of the case studies' findings. The methodological details of each stage being further discussed in Chapter 4 of this report.

3.3. Bottom-up and place-based ecosystem analysis

Following the first phase of co-designing the overall process, the second phase of the CHARTER in REGIONS process included designing a series of **six CHARTER in REGIONS Regional Workshops** to test the Regional Cultural Heritage Ecosystem approach.

A two-day workshop was organised in each CHARTER region to deepen the ecosystem analysis. These CHARTER in REGIONS workshops adopted a **bottom-up place-based approach** to stimulate the dialogue, both between the CHARTER partners and the regional stakeholders as well as among the regional stakeholders themselves. The regional workshops were in some cases an occasion to meet at the local level and discuss about the cultural heritage skills supply in their region, to identify their Education and Training gaps and needs, and to engage the participants from the region where the workshop took place in a **multi-stakeholder** exchange with representatives of the other CHARTER Regions and with partners from the CHARTER consortium.

The workshops featured policymakers, professional practitioners, volunteers, educators and trainers, pupils and students, researchers and civil society. They reflected on participatory approaches to establish a sustainable regional skills strategy, enabling the stakeholders to improve their resilience and innovate in their Regional Cultural Heritage Ecosystem.

The CHARTER in REGIONS workshops provided a unique opportunity for **regional concertation and a collective process** whereby the region's stakeholders were invited to express their views on their professional situation working in or related to the cultural heritage sector. The regional stakeholders were invited to present the governance model and the regional strategies and policies in regard to cultural heritage, their current projects and achievements, discuss their **employment situation and (up)skilling needs**, identify gaps in the regional Education and Training offer, and express expectations regarding the future CHARTER Alliance. The workshops presented examples of local and regional good practices of impactful cross-sectoral and integrated collaborations, showcasing employability and upskilling opportunities for heritage professionals, for volunteers and for professionals in other sectors that are impacted or impacting cultural heritage.

3.4. Regional participation in the CHARTER project

At the proposal stage, ERRIN launched an expression of interest for conducting a CHARTER Regional Cultural Heritage Ecosystem case study among the ERRIN Working Group on Cultural Heritage and Tourism[20]. Regions were invited to demonstrate their regional political commitment to Cultural Heritage policy and their capacity to mobilise a wide range of regional stakeholders for this case study from the five areas[21] being referred in the Erasmus+ call for proposals.

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[20] The ERRIN Cultural Heritage and Tourism Working Group has two main lines of action: Sustainable Tourism and Cultural Heritage and the policies and actions that link the two areas. In this context, the Working Group investigates R&I-related measures to mitigate the environmental and social impact of touristic flows and encourage the transition towards sustainable tourism and cultural policies and practices. To this end, the Working Group supports ERRIN members in the uptake of digital technologies and the development of skills/competences in the Cultural Heritage and Tourism sectors, facilitating exchanges of good practices and developing new projects. Finally, the Working Group aims to provide early information to members on cultural heritage and tourism policy future strands, financial tools, inter-regional joint activities, EU calls, and disseminating open opportunities and results of key ongoing projects. More information on https://errin.eu/working-groups/cultural-heritage-and-tourism. More information can be found on https://errin.eu/.
[21] The Erasmus+ call referred to the following five areas encompassing Cultural Heritage: (1) Safeguaring and Preservation, (2) Crafts and traditional knowledge, (3) Dissemination and Communication, (4) Knowledge and Planning and (5) Management. More information about the five areas can be found in section 4.1.1. of this report.

An inclusive approach was taken in composing the group of affiliated regions, ensuring a geographical balance, diversity in regional strategic specialisations (RIS 2014-2021), in territorial diversity, and in the maturity level in skills policies for cultural heritage. The regions were also required to demonstrate relevant experience on the topics (Blueprints, Erasmus+, INTERREG, Horizon 2020).

Five regions committed to the CHARTER project at the proposal stage, of which the Västra Götaland Region also involved Sibiu County, one of their strategic partners outside the ERRIN network. The regional case studies were carried out in the Basque Country (Spain), the Sibiu County (Romania), the Free Hanseatic State of Bremen (Germany), the Alentejo Region (Portugal), the Tuscany Region (Italy) and the Västra Götaland Region (Sweden) in the period from October 2021 to June 2023, as shown in the timeline in Figure 1.

Figure 1 – Series of the CHARTER in REGIONS Workshops

Each regional case study was coordinated by one of more partners of the CHARTER Consortium, associated or affiliated to ERRIN, the European Regions Research and Innovation Network:

1. The **Basque Country case study** was led by the Cultural Department of the Basque Government (affiliated partner) with the support of the University of the Basque Country. The two-day CHARTER in REGIONS workshop was dedicated to the **Basque Country´s Cultural Heritage Ecosystem: State-of-play and future scenarios**. The workshop took place in Bilbao and Balmaseda on **18-19 October 2021**.

2. The **Sibiu County case study** was led by the ASTRA Museum of Sibiu (associated partner), with the support of the Romanian National Institute of Heritage INP (full partner). The two-day CHARTER in REGIONS workshop was dedicated to **Sibiu´s Cultural Heritage Ecosystem: State-of-play and future scenarios, with a particular focus on crafts and traditional knowledge**, exploring the rural

dimension of cultural heritage and discovering the urban uses and reuses of the regional cultural heritage. The workshop took place in Sibiu on **28-29 April 2022**.

3. The **Free Hanseatic State of Bremen case study** was led by the Free Hanseatic State of Bremen (affiliated partner), the City of Bremerhaven and the German Maritime Museum (DSM). The two-day CHARTER in REGIONS workshop focussed on the **Maritime Cultural Heritage and the skills needed for its preservation**. The workshop took place in Bremerhaven on **26-27 September 2022**.

4. The **Alentejo Region case study** was led by ADRAL, the Alentejo Regional Development Agency (affiliated partner), with the support of the Fundação Eugénio de Almeida and IRRADIARE. The two-day CHARTER in REGIONS workshop focussed on the **Regional Traditions of Cultural Heritage**. The workshop occurred in Évora and Estremoz on **25-26 October 2022.**

5. The **Tuscany Region case** study was led by the Department of Education and Regional Development of the Tuscany Region (affiliated partner) with the support of the Foundation for Research and Innovation (Fondazione per la Ricerca e l'Innovazione) of Florence University. The two-day CHARTER in REGIONS workshop focussed on **Digital innovation in Cultural Heritage: skills need and challenges**. The workshop took place in Florence on **1-2 December 2022.**

6. The **Västra Götaland Region** case study was led by the Cultural Department of the Västra Götaland Region (affiliated partner) with the support of Gothenburg University (full partner). The two-day CHARTER in REGIONS workshop focussed on **Sustaining the built Heritage Ecosystem**. The workshop took place in Gothenburg, Tollered and Nääs on **12-14 June 2023.**

The CHARTER in REGIONS workshops reached **466** participants, **306** of whom were unique stakeholders from the respective regional ecosystem. The 160 other (not unique) participants represented a limited group of more or less the same 25 collaborators of CHARTER partners, some co-leading Work Packages, some others representing other CHARTER regions, who took part in several regional workshops.

It is helpful to clarify that from a Regional Cultural Heritage Ecosystem's perspective, some stakeholders operating at the national governance level were considered part of the regional ecosystem as they define policy frameworks and strategies which set the conditions for the implementation and execution of those policy frameworks and strategies at regional and local levels.

Table 1 provides an overview of the number of participants in the regional workshops below.

Region	CHARTER in REGIONS Regional Workshop	Number of unique stakeholders from the regional ecosystem	Total number of participants
Basque Country	18-19 October 2021	45	70
Sibiu County	28-29 April 2022	60	86
Free Hanseatic State of Bremen	26-27 September 2022	33	55

Alentejo Region	25-26 October 2022	60	77
Tuscany Region	1-2 December 2022	51	82
Västra Götaland Region	12-14 June 2023	57	96
CHARTER in REGIONS series		306	466

Table 1– Participation in the CHARTER in REGIONS Workshops

4. Methodology

This chapter outlines in detail the methodology used for conducting the regional case studies of the CHARTER project. The regional case studies had three main objectives, as illustrated in Figure 2 below:

a) Development and justification of the regional model analysis,

b) Mobilising Regional Cultural Heritage Ecosystems to analyse cultural heritage sectoral dynamics and cross-variables with a focus on labour market and mobility,

c) Collect and present suggestions for regional roll-out and sustainability actions.
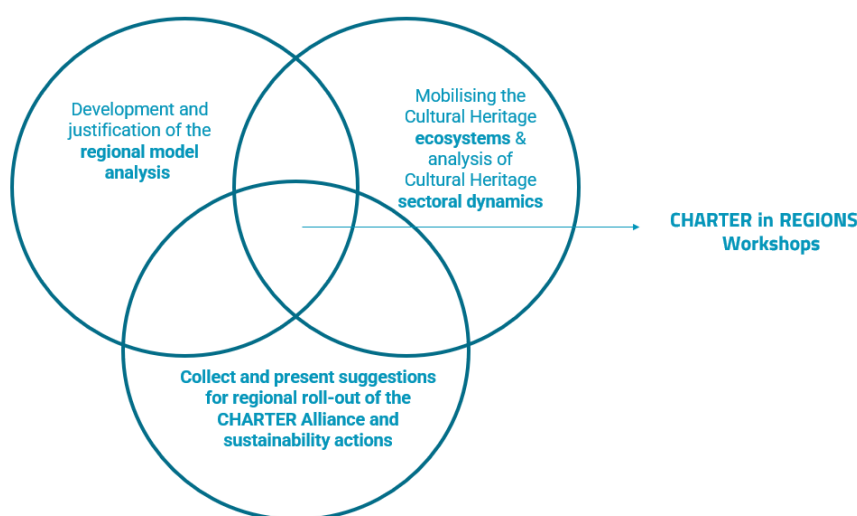
Figure 2 – Objectives of the CHARTER Regional Case Studies

The timeline of the different steps of the CHARTER in REGIONS process is provided in Figure 3.
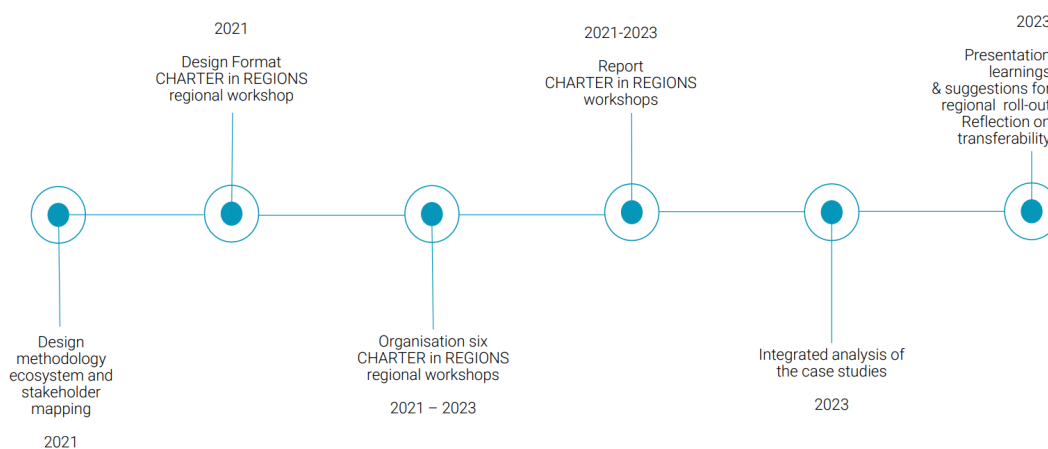
Figure 3 – Timeline of the CHARTER in REGIONS process

The **"CHARTER in REGIONS" case studies used a mixed methods approach** to collect data about the six Regional Cultural Heritage Ecosystems. As the CHARTER regional case studies were rolled out consecutively, the methodology was continuously refined building up on the data and outcomes collected workshop after workshop.

Phase 1: Design of the methodology for the ecosystem analysis and stakeholder mapping

CHARTER developed a template to conduct the ecosystem analysis. The aim was to structure the ex-ante ecosystem analysis and stakeholder mapping in order to facilitate the collection of information and to allow comparisons.

For each CHARTER Region a booklet[22] was produced to present its Regional Cultural Heritage Ecosystem prior to the workshop. They include a questionnaire to collect the data in a structured way and addressing the key questions driving from the activities of the Work Packages 2, 3, 4 and 5. The booklets served two other purposes: (1) they provided guidance to the organisers of the regional workshops and (2) they facilitated the dialogue with the CHARTER community.

In addition to the booklets, supplementary desk research and bilateral and multilateral consultations with key stakeholders were conducted. This comprehensive approach helped to identify specific knowledge gaps and enabled the involvement of key stakeholders in shaping the workshop agendas. The format of these booklets was collaboratively designed by the co-leaders of five distinct Work Packages of the CHARTER project.

Phase 2: Design of the CHARTER in REGIONS regional workshop format

A CHARTER in REGIONS **workshop scenario**[23] was developed. It consisted in a full two-day Regional Cultural Heritage Ecosystem workshop aiming at collecting additional data and tailoring the interactive exchanges with the regional stakeholders and the needs of the respective ongoing CHARTER research activities, which evolved throughout the project. Each workshop was a mix of plenary and breakout sessions to facilitate knowledge transfer and foster collaborative knowledge production.

Phase 3: Organisation of the CHARTER in REGIONS regional workshops

The CHARTER in REGIONS workshops were hosted by the affiliated or associated CHARTER partner organisations in the capital or a principal city of the region. On average, between 55 and 100 participants participated in each workshop, two-thirds of whom were internal and external stakeholders from the Regional Cultural Heritage Ecosystem, and the other third were representatives of the CHARTER consortium, including the Work Package co-leaders and other CHARTER Regions.

During the CHARTER in REGIONS workshops, multi-stakeholder **exchanges** (presentations and panel discussions), **surveys** (Mentimeter polls), **focus groups** and **interactive work sessions** were held to

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[22] The booklets of the six regions can be consulted on the CHARTER website via the links included in Annex I of this Report.
[23] An example of a CHARTER Workshop Scenario can be found in Annex II.

deepen, validate, and complement the ex-ante analysis of the Regional Cultural Heritage Ecosystem conducted in Phase 1.

Besides their targeted focus on the Regional Cultural Heritage Ecosystem and its dynamics related to the fourth Work Package, the regional workshops also tested relevant models, tools, and provided the CHARTER project with six distinct feedback loops on the intermediate results of the (research) activities of the other Work Packages:

o   In the Basque Regional Workshop, the CHARTER's circular model, representing cultural heritage as an ecosystem, which has been described in figure 12 of the CHARTER report 'A new family of heritage professions' (D.2.1)[24], was introduced. Regional stakeholders discuss its applicability in the regional ecosystem, leading to a refined description of Research and Development as "Research, Innovation, and Education".

o   The **Sibiu Regional Workshop** provided an opportunity to present the **CHARTER model and heritage professions** (WP2) and to discuss with regional stakeholders about the **applicability** in the Sibiu County. Furthermore, the aim and architecture of the **CHARTER database** on cultural heritage education programmes (WP3) in Europe were presented.

o   During the **Bremen Regional Workshop**, regional stakeholders discussed the **skills gaps and needs** in their Regional Maritime Cultural Heritage Ecosystem (related to WP3) and reflected on the **sector-integrated dynamics** in their Regional Cultural Heritage Ecosystem. (related to WP4). Several **good regional upskilling practices** in the field of maritime heritage were collected for WP3 (volunteer trainings, train-the-trainer practices, recognition of non-formal and informal learning initiatives, initiatives to increase the influx of young people into the sector and interregional cooperation to address skills shortages). At the Bremen Regional Workshop, the **challenges, first trends and insights of CHARTER intermediate results** of WP2, WP3 and WP4 were presented. A critical discussion, mirroring those intermediate results to the Bremen Regional Cultural Heritage Ecosystem took place.

o   During the **Alentejo Regional Workshop,** the CHARTER **model** was tested by regional stakeholders as a tool to assess skills needs in the regional ecosystem. The workshop allowed an in dept exchange with regional stakeholders about **intangible cultural heritage skills gaps and needs** and trainings addressing them, and about the criteria defining innovative and emerging curricula (WP3). An exchange about EU policies and actions in the field of intangible cultural heritage, elaborating on the opportunities implemented, challenges experienced and possible recommendations for the Alentejo Region was held (WP5).

o   During the **Tuscany Regional Workshop** regional stakeholders discussed **digital skills needs, mismatches and gaps** (WP3), the **functions** of the CHARTER **model** and the **digital skills linked to it** (WP 2). Focus groups were set up with regional stakeholders about **upskilling and reskilling needs** from an ecosystem perspective (WP4).

o   During the **Västra Götaland Regional workshop,** the (updated) challenges, trends, and insights of the CHARTER **intermediate results (WP2, WP3 and WP4)** were presented. The workshop provided insights about the skills gaps and needs expressed by the regional stakeholders (WP3). The workshop also shed light on the national Cultural Heritage policies in Finland and Norway, and the

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[24] Corr, S. Marçal, E. McMahon, P. Mignosa, A. van Leeuwen, J. (2021). Report: A new landscape for heritage professions – preliminary findings. CHARTER Consortium.

interplay between different levels of governance in the execution of those policies (WP4) and presented the possibility of establishing a Regional Skills Partnership for Cultural Heritage under the EU Pact for Skills (WP5).

The workshops provided new data on local and regional collaboration initiatives related to cultural heritage Education and Training practices. It also allowed the CHARTER consortium to gain insights into the barriers hindering the collaboration within the Regional Cultural Heritage Ecosystem and identify good examples of Education and Training initiatives and emerging occupational profiles.

All CHARTER in REGIONS Workshops included a half-day site visit to further understand one or more key features of the Regional Cultural Heritage Ecosystem, key topics tackled by CHARTER and core issues impacting the Regional Cultural Heritage Ecosystem. The visits allowed **observations of practices** and **dialogues** with cultural heritage practitioners in their day-to-day professional working environment, shedding light on the territory's characteristics, specific sites, projects, or intangible assets that appear as unique features of the hosting region. Each visit featured a successful example and a challenge faced by the cultural heritage sector today, focused on **emerging professional occupations or good examples of innovative Education & Training approaches within the Regional Cultural Heritage Ecosystem.**

Phase 4: Reporting of the CHARTER in REGIONS regional workshops

The insights and data collected and the main take-away messages of the six workshops were summarised in six workshop reports. The workshop reports offer a wealth of information, including the presentations held by regional stakeholders, culminating in around 1200 pages of qualitative data.

- Report Basque Country

- Report Sibiu County

- Report Free Hanseatic State of Bremen

- Report Alentejo Region

- Report Tuscany Region

- Report Västra Götaland Region

Phase 5: Integrated analysis of the case studies and suggestions for the regional roll-out of the Alliance

All six regions were involved in the preparation of the current summarising report. The critical learnings were collected and discussed, and the communalities were validated. The findings and the take-away messages for a successful roll-out of the CHARTER Alliance at regional level are presented in this report. The enormous amount of data in the support materials of the workshops (presentations, audience survey results), along with the suggestions of several members of the External Advisory Board of the CHARTER project, constituted the basis for extracting the main findings presented in this report.

Phase 6: Reflection on the transferability of the case studies' findings

As mentioned previously, the CHARTER Dublin workshop offered a first occasion to discuss the transferability of the findings of the regional case studies with other Regions. This first reflection will follow further exchanges with other Regions involved in the Cultural Heritage and Tourism Working Group, the Design and Creativity Working Group and the Science and Education for Society Working Groups of the European Regions Research and Innovation Network (ERRIN) in 2024.

Each Region followed the previously mentioned six-phased process for the detailed ecosystem and stakeholder mapping and analysis.

5. Factsheets of six Regional Cultural Heritage Ecosystems

For each region, a Regional Cultural Heritage Ecosystem Factsheet composed of 4 sheets was designed as shown in Figure 4.

Each factsheet presents the territorial features, the legal competences for each region in the field of Cultural Heritage, Education and Training and Employment within a multi-level governance and visualises the categorisation taxonomies used to describe the cultural heritage in that region. The factsheet also highlights the main findings regarding the sector-integrated dynamics in each Regional Cultural Heritage Ecosystem, along with the challenges encountered and the gaps and needs identified in the field of Education & Training and Employment. The factsheet refers to good practices addressing regional needs and gaps identified at local, regional or interregional levels. The factsheets conclude with suggestions for the regional roll-out of the CHARTER Alliance in each region.

The series of six factsheets are attached in Annex 10.4 of this Report and can be downloaded via this link.
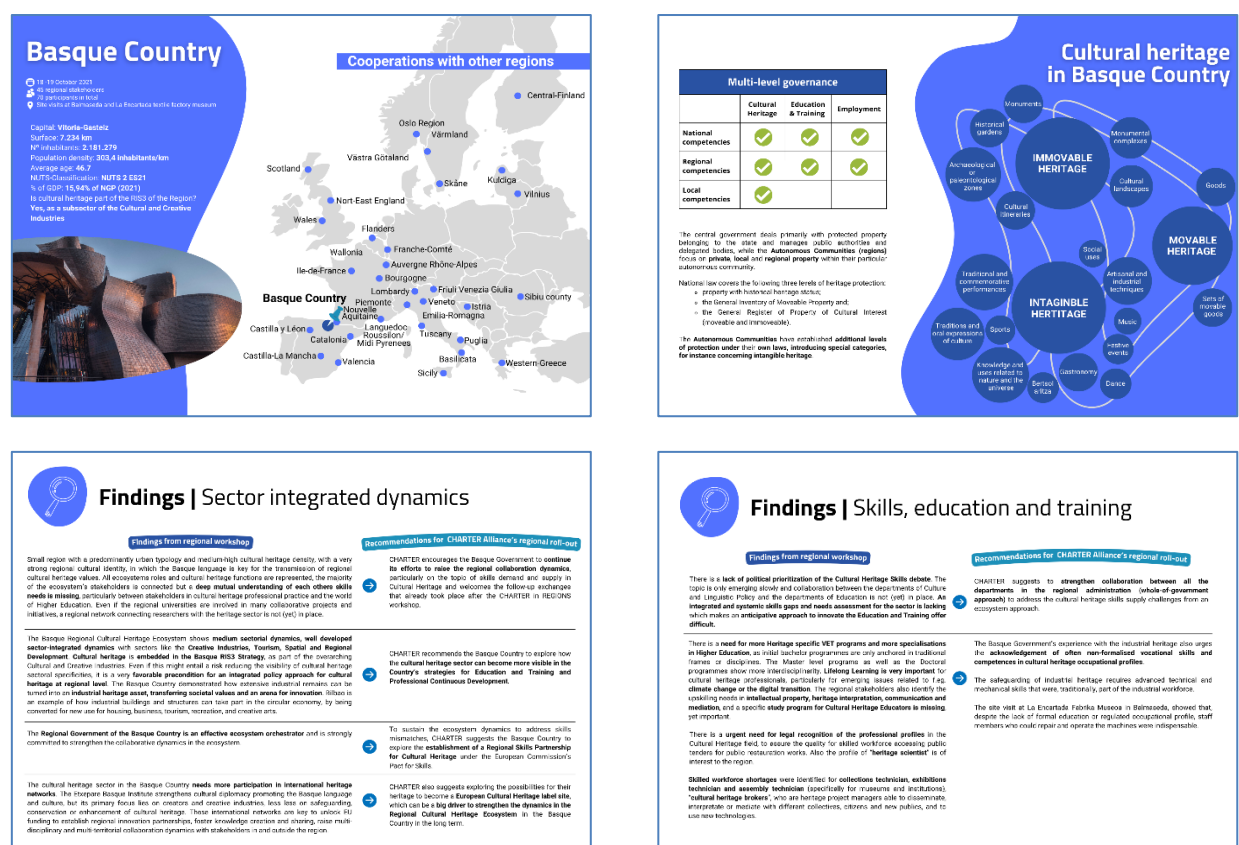
Figure 4 – Illustration of the four sheets of the Regional Cultural Heritage Ecosystem Factsheet of the Basque Country.

6. Diversities and commonalities in Regional Cultural Heritage Ecosystems

In its previous report 'Who is not a stakeholder in cultural heritage?' (D4.1)[25], CHARTER examined the cultural heritage sector dynamics. The three preliminary findings presented in this report are:

1) **The fragmentation of the cultural heritage sector** is a major challenge. cultural heritage's strengths of being cross-disciplinary and transversal also bring the problems of **fragmentation and lack of concreteness and solid data**. The cultural heritage is not one large and well-functioning ecosystem. Still, many different ecosystems evolve in distinguished small systems with collaborating roles like universities, museums and clients in archaeology, or museum, conservation and tourism caring for a monument. Some work well. Others do not.

2) The **lack of collaboration, resources, recognition, Education & Training supply, and, more importantly, communication** among the stakeholders were identified as significant gaps in the Regional Cultural Heritage Ecosystem.

3) Cultural heritage research and education seem to have **strongholds outside the universities or between university and practice and are often highly relevant for heritage practice**. The mapping of stakeholders identified heritage organisations in broad collaboration, innovative training centres, and project-based learning schemes.

The six regional case studies provided additional qualitative and quantitative evidence to support these first observations and deepen the analysis of the sector-integrated dynamics.

The section below summarises communalities and differences that can be drawn from the analysis of the conducted regional case studies.

It also refers to some good regional practices identified, some of which have the potential to be replicated in other regions or scaled up. In order the address the challenges identified, suggestions and actions for the regional roll-out of the future CHARTER Alliance are formulated.

6.1. Diversity in Regional Cultural Heritage Ecosystems from a place-based perspective

6.1.1. Complex interplay of ecosystem specificities and territorial features

The regional case studies shed light on the **diversity in Regional Cultural Heritage Ecosystems in the European Union**.

The place-based perspective unveiled the complex interplay between the different features and specificities which characterise a Regional Cultural Heritage Ecosystem and may vary from one region to another:

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[25] Almevik, G. Hannes, A. Golfomitsou, S. Karatas, K. Lindblad, L. Martignoni, S. Mignosa, A. Vio, T. (2022). Report: Who is not a stakeholder in cultural heritage? CHARTER Consortium.

- **the typology of the cultural heritage**, varying depending on the diversity of Cultural Heritage assets of local, regional, national or international importance and on the categorisation taxonomies used to define cultural heritage;

- **the regional legal competencies and decision-making powers** at the intersection of Cultural Heritage, Education & Training and Employment, or the lack thereof;

- **the territorial specificities**, such as the size of the area and its territorial typology[26], varying between predominantly urban, intermediate or predominantly rural regions;

- **the density of the Regional Cultural Heritage Ecosystem**, reflecting the number of cultural heritage assets, the number of ecosystem's stakeholders and the level in which they assume or not their role in the ecosystem;

- the **nature of the policy approaches taken for cultural heritage** in the Region, being embedded in regional policies, reflected in an integrated approach covering all sub-sectors of cultural heritage and interweaving cultural heritage in other policy domains beyond the core of cultural policy, or the lack of;

- the **level and nature of sector-integrated dynamics**, demonstrating disciplinary and cross-disciplinary collaborations (low, medium or high dynamics; ad hoc, non-systemic or systemic collaboration; supported by participatory governance tradition) or the lack of; and

- **the regional dimension of the cultural heritage labour market,** illustrating how closely job mobility is connected to the local typology of heritage, the nature of the policy approaches, and therefore easy to undertake or not.

The most relevant features are considered in turn.

6.1.2. Diversity in cultural heritage typologies

Regarding the **cultural heritage typologies**, the regional case studies unveiled various ways to define cultural heritage assets and qualify them in legislative and regulating frameworks. As demonstrated in the individual factsheets presented in Annex 10.4 of this Report, in each Region a specific national framework is in place to define cultural heritage, which shows differences in both the nature of the categories as well as the way of organising or clustering them in subcategories or not.

Without being exhaustive, the following examples illustrate how difficult it is to gain a comprehensive overview of the cultural heritage in the six regions considered.

In Sibiu County, for example, 1053 **built heritage monuments** are defined in a detailed list of **immovable cultural heritage**, distinguishing between the most important and secondary monuments. Furthermore, there are specific classifications for **movable cultural heritage** and **intangible cultural heritage**.

In the **Basque Country**, cultural heritage is organised into three main categories: (1) Immovable, (2) Movable and (3) Intangible heritage, each with subcategories, respectively. **Immovable heritage** covers six

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[26] Territorial typologies manual European Commission https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Territorial_typologies_manual_-_urban-rural_typology

subcategories of monuments, monumental complexes, cultural landscapes, historical gardens, cultural itineraries, and archaeological or palaeontological zones. **Movable heritage** refers to goods and sets of movable heritage, respectively. In contrast, **Intangible heritage** encompasses at least eleven subcategories, being traditions and oral expression of culture, knowledge and uses related to nature and the universe, artisanal and industrial techniques, gastronomy, music, sports, dance, social uses, festive events, traditional and commemorative performances and the Bertsolaritza verse-singing.

In the **Tuscany Region**, the cultural heritage categorisation shows similarities to the Basque categorisation for monuments and sites. Still, it is more elaborated in an institutionalised way, referring to libraries, archives, other documentary institutions, museums, eco-museums, archaeological areas, archaeological parks, monumental complexes, and other cultural institutions, as well as to intangible cultural heritage.

When considering the legislative and administrative part of heritage management in the **Free Hanseatic State of Bremen**, only **monuments** are registered by law of the Free Hanseatic State of Bremen by the Heritage Agency. The care taking of small objects, mostly part of museum collections is not regulated by law on the state level. Only two objects in the State of Bremen are so far considered as "national monuments" at national level (Bremen cog and silver treasure of "Compagnie der Schwarzen Häupter aus Riga). Since 2016 this status is changing due to EU regulations and museum collections are protected as well. However, regional stakeholders highlighted that as far as they know, the implementation of the protection statue has not yet been conclusively regulated at state level. Looking at the classification for built heritage, the Free Hanseatic State of Bremen has organised the **2107 monuments** in Bremen and Bremerhaven into five clusters: (1) **individual monuments**, (2) **total complexes**, (3) **groups of monuments**, (4) **components** (of a whole plant/group of monuments) or as (5) **movable monuments** (usually single monument), respectively. Intangible heritage is not protected by the law in Germany but recognized in the national UNESCO list of intangible heritage. In some regions, heritage assets are also (partially) being **organised under their specific protection or recognition**.

The factsheet of the **Alentejo Region** also refers to, e.g., the **UNESCO or Natura 2000 qualifications**. In contrast, the Västra Götaland Region considers 6.000 buildings based on their **qualification through the Planning & Building Act** (PBL), the legislative act protecting them at the municipal level, but also 46 700 archaeological sites and more or less the same number of **abandoned sites of unknown age that are not assessed as archaeological sites**.

These examples clearly illustrate the rich diversity and fragmentation in the cultural heritage sector and the complexity of describing cultural heritage in a **comprehensive way because the national frameworks in the EU differ**. There is a **need for policy alignment** and for installing a **culture of data at all governance levels in the European Union to have quality data and taxonomies that represent the cultural heritage, and its related occupational profiles adequately in statistics**. This lack of alignment also impacts the cooperation dynamics in the Regional Cultural Heritage Ecosystem. The case study of Bremen illustrated clearly the lack of management of intangible heritage assets and how intangible heritage is not covered in Education and Training programmes because it is not being protected by law in Germany. This can also complicate interregional and European cooperation for those assets.

Despite the differences in typologies, the regional stakeholders underlined in each of the six regional cases the **importance** of having **both tangible and intangible** cultural heritage and the related occupational profiles, qualified and well represented in the statistics. We can conclude that **different typologies foster place-based specializations, and also directed skills**. There is an **important potential to collaborate with and foster skills transfer to other similar regions**.

In this respect, an interesting regional practice was identified in the Tuscany Region. A **Regional Observatory of Culture**[27] was created from the Region with the **Regional Institute for Economic Planning and Research** (IRPET), to overcome the fragmentation of information sources on the cultural heritage sector. This database proved to be extremely helpful preparing the CHARTER in REGIONS workshop. It provided and exhaustive list of stakeholders in the Regional Cultural Heritage Ecosystem, which was used to prepare the ex-ante mapping of the stakeholders in the region for the preparation of he booklet and the invitation for the CHARTER in REGIONS Workshop. Furthermore, the data allows the regional government to develop evidence-based policies to strengthen cultural heritage as an economical sector and to tailor Education and Training to the needs of the sector.

The Regional Observatory of Culture is an information system with online access. It collects and discloses specific indicators and data relating to various dimensions of the cultural sector, coming from a plurality of statistical and administrative sources. This Observatory gives a comprehensive overview of all categories and institutional stakeholders operating in the field of cultural heritage in the Tuscany region. This observatory is organised at two territorial levels:

(1) Tuscany and other Italian Regions and

(2) the Tuscan Municipalities aggregated by significant areas.

The indicators cover **six dimensions** and correspond to the most relevant ones for the literature:

1. Offer: number of places of culture and entertainment (museums and similar, libraries, cinemas, theatres, concerts, exhibitions);

2. Demand: number of visits of the same places (visitors, readers, entrances);

3. Participation by residents for the same areas (regional level only, ISTAT sample survey).

4. Public administration spending on culture and recreation (CPT source distinct by administrative level for the regions, municipal only for the territories of Tuscany);

5. Household expenditure on culture and recreation (regional level only, ISTAT sample survey).

6. Added value and Employment of Cultural and Creative Enterprises (Symbola classification).

The data is provided in tables, graphs, and maps (two synthetic indicators of the relevance of culture by region and accessibility to the services of the Tuscan municipalities) and can be downloaded. The Observatory's activity is completed by publishing periodic notes and monographic studies dedicated to the in-depth analysis of specific themes or economic aspects.

In carrying out its activities, IRPET joins forces with Italian and foreign research centres and university departments. IRPET plays an active role in the network of regional research institutes and collaborates with the Committee of the Regions and several organisations and firms. Among these universities, UVAL DPS (Evaluation Unit of Public Investments, Department for Development Policies of the Ministry for Economic Development), SVIMEZ (Association for Industrial Development in Southern Italy), FORMEZ (Research and Training Centre for Public Administration), ISTAT (National Institute of Statistics), REMI (Regional Economic Models, Inc.), municipalities, provinces, ministries and the Public Employment Services.

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[27] Tuscany Region's Observatorio della Cultura https://www.regione.toscana.it/osservatorio-regionale-cultura

6.1.3. Diversity in legal competencies and decision–making powers at the regional level

The case studies demonstrated significant differences in terms of **legal competencies and decision-making powers** at the regional level, between the regions included in this case study. As illustrated for each region in the factsheets in Annex 10.4, the legal competencies are scattered over different levels of governance.

This **multi-level governance is complex because** the cultural heritage skills debate is at the horizontal intersection of three policy fields: Cultural Heritage, Education and Training, and Employment. At the same time, legal competencies are shared and vertically distributed over national, regional and local governance levels.

The regional case of study **Västra Götaland** showed how challenging it can be for cultural heritage stakeholders to operate in a multi-level governance context. General and uniform legislations for planning and heritage exist at the national level, but the planning and execution are decentralised to the local level. The interplay of centralised and decentralised competencies makes working in the cultural heritage sector challenging: the Swedish national legislation is often ambitious, but its execution at the local level can be complex if there are conflicting priorities and objectives and when it depends on available resources, competencies and skills. This situation can be connected to what has been described as the **multi-governance paradox**. The level of autonomy for municipalities (local governments) in Sweden is very high according to the Local Autonomy Index, which is assessed on four criteria:

(1) Legal autonomy: the level of legal autonomy regulated in national law;
(2) Capacity: the tasks and the possibility to handle them, linked to own resources, such as taxes e.g.;
(3) Self-regulation: the right to decide about the local authority, e.g. hiring staff, and
(4) Vertical relations: the control functions of the state and the capacity of the local governments to influence national decisions.

Even when the national cultural heritage policies are often ambitious, and the level of autonomy of the local government for executing them is very high in theory, this does not always guarantee a high impact and successful policy roll-out at local level, which seems paradoxical. Some municipalities have their heritage expertise, but the majority have not or are only very limited. The case studies exemplify a problem which is common in EU Member States where the fragmentation of competencies among different level of governments is often challenging without sufficient multi-level consultation and alignment.

Even though some Regions do not hold legal competencies for Cultural Heritage and/or Education and Training, they address regional needs in small-scale pilot initiatives or experimental projects. To **sustain** such small-scale pilots and practices for being effective long-term, they must be **embedded in a strong policy basis**. This has been successfully demonstrated in the case of the **House of Arts** (Casa Artelor) being a Center for Activities and Regional Resources (C.A.R.R.))[28] in the **Sibiu County** (Romania). The House of Arts started as renovation project of ASTRA Museum in partnership with Museene i Sør Trøndelag A/S with the support of the Ro-Cultura program within the the EEA Grants 2014 – 2021 programme and the Sibiu County Council. The main objective of the project was to restore, refurbish and enhance the House of Arts in order to improve cultural heritage management, strengthening cultural entrepreneurship and the functioning of C.A.R.R.. The Casa Artelor now offers permanent and temporary exhibitions, multifunctional

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[28] The Center for Activities and Regional Resources (C.A.R.R.) House of Arts (Casa Artelor), https://casaartelor.ro/en/project-presentation/.

halls for formal and non-formal training activities, spaces for museum education activities and pro-heritage education, fluid spaces for the projects of the creative community and new forms of cultural entrepreneurship, spaces for cultural memory (access areas to databases and digital catalogues of crafts and craftsmen), spaces for experimentation and interactivity, for exhibiting and selling craftsmen's products, spaces for recreation, for meeting and socializing for the community. Moreover, Casa Artelor as Center for Activities and Regional Resources (C.A.R.R.) has been officially recognised as a Professional Competence Evaluation and Certification Centre of professional competencies by the Romanian National Authority for Qualifications (ANC).

The **regional authorities**, **operating at the intermediate level**, seem to be **very well placed to engage in dialogue with the policymakers at the higher (national) or the lower (local) governance level** to ensure the sustainability or scalability of these emerging initiatives. Whether sustaining or upscaling such pilots is successful depends on the other competent governance level.

The **level of developing and influencing specific cultural heritage Education and Training policies with a better outcome at the regional level largely depends on the regional authorities' decision-making power**. In spite of this, resilient and well-connected regional authorities without legal competencies in this field **manage to innovate cultural heritage practices**. The conducted case studies showed how diverse the policy impact can be.

The **Tuscany Region**, e.g., competent for Cultural Heritage and Education and Training, has firmly embedded both policy fields in its regional development policies including them in the Regional Development Plan (2021-2025), the Strategy for Cultural and digital Skills (2021-2025) and the Regional Smart Specialisation Strategy (2021-2027). Additionally, many regional **policy experimentations,** focussing on both sectoral and transversal issues, are supported with regional or EU funding. They led to **innovation** in the region's cultural heritage Education and Training practice. A good interregional cooperation practice in which the Tuscany Region is participating has the potential to inspire other Regions that want to strengthen their regional skills ecosystems is the **Stride4Stride project**[29]. This Erasmus+ funded project, aims to align the Education and Training provision with Regional Smart Specialisation Strategies (S3), therefore building up the concept of Regional Skills Ecosystems.

The CHARTER in REGIONS Workshops illustrated that **(inter-)regional and European-funded projects are significant to deepen mutual understanding of the regional skills needs and to strengthen the collaboration dynamics between stakeholders in the ecosystem in the longer term**.

This is especially true for those regions that do not hold all the legal competencies in specific policy matters. Without being exhaustive, the following examples illustrate how regions benefit from EU and interregional funding to strengthen their Regional Cultural Heritage Ecosystem.

Västra Götalands' participation in the European Horizon 2020 funded [Be.cultour](#)[30] project provides upskilling opportunities to both cultural heritage practitioners and professionals in the tourism sector. This

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[29] The Stride4Stride project is a interregional collaboration between six regions (Basque Country, Brittany, Catalonia, Tuscany, Varaždin, and Vestland) from five European countries, and the EARLALL Network, for skills anticipation/adaptation in European regions, https://s4stride.eu/.

[30] The Be.CULTOUR (becultour.eu) project is funded under the European Union's Horizon 2020 Research and Innovation Programme and is Targeting deprived, remote, peripheral or deindustrialized areas and cultural landscapes as well as over-exploited areas, local Heritage innovation networks will co-develop a long-term heritage-led development project in the areas involved enhancing inclusive economic growth, communities' wellbeing and resilience, nature regeneration as well as effective cooperation at cross-border, regional and local level. https://becultour.eu/about/objectives.

project focuses on sustainable human-centred innovations for circular cultural tourism through collaborative innovation networks, methodologies and improved investment strategies. The project fostered the mutual understanding of cultural heritage in the tourism sector, speeding up the efforts made by the Västra Götaland Region in previous years to establish trust and mutual understanding beyond the cultural heritage sector's boundaries. This positive experience enabled the Region to enlarge it's cultural heritage network with extensive real estate owners, like owners of old factory sites.

Also, the **Alentejo Region** has competences for Cultural Heritage but not for Education and Training, however innovation in formal and non-formal Education and Training is strongly supported by regional development initiatives and interregional cooperation projects. An example is the **Magalhães_ICC project**[31], a cross-border cooperation network (or ecosystem) investing in the creation of a Cultural and Creative Industries Enterprise Centre (Centro Magalhães) for the consolidation and promotion of an innovative cultural offer within the Alentejo, Algarve and Andalusia Regions. This project is working on techniques for collecting and inventorying material and immaterial heritage. The project promotes restoration interventions in historical monuments and develops initiatives of mapping the know-how connected with traditional architectural methods. The Alentejo Region is involved in the project via the partnership with the University of Évora and the Regional Association of Culture.

We can conclude that the **benefits** that interregional and EU funded projects provide for Regional Cultural Heritage Ecosystems are **threefold**, as they:

> (a) facilitate more vital collaboration between the stakeholders in the Regional Cultural Heritage ecosystem;

> (b) provide significant lifelong learning opportunities for training on the job about innovating in practice, and

> (c) expand the European network of the Region through collaboration with other Regions involved in such projects, which often leads to a more lasting partnership beyond the end of a project's lifecycle.

6.1.4. Regional differences in territorial and geographical features

Besides the cultural heritage typologies and differences in political competencies at the regional level, the territorial features and specificities determine, to a large extent, the dynamics in the Regional Cultural Heritage Ecosystem.

The **geographical typology** of the region often **affects** the Regional Cultural Heritage Ecosystem. In **mainly rural regions** like the Alentejo Region or **mixed areas** like Sibiu County with primarily rural areas and some urban centres, the **remoteness** of some areas is impacting the density of the ecosystem collaborations. The more distant stakeholders are located from each other, the more challenging it is to collaborate over the entire scale of the Regional Cultural Heritage Ecosystem. Those ecosystems have **a primary critical need for connecting the actors to better understand the skills needs and to match them with skills supply. Second, they also have specific needs to facilitate professional mobility and collaborations.**

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[31] The Magalhães_ICC project, accessed 2024.01.29 https://amal.pt/atividades/dinamizacao-economica/projetos-parcerias/magalhaes

In Alentejo and Västra Götaland, the **regional authorities assume the crucial role of ecosystem orchestrator**, which often exceeds their traditional role of governance and policymaking in Regional Development and Cultural Heritage.

A **university with sufficient capacity or a museum of supra-regional or national importance** for collaborations in education, research and innovation can assume a similar but more limited connecting role.

When challenging territorial conditions or unbalances in the Regional Cultural Heritage Ecosystems can only be partially addressed due to limited or indirect political competencies of the regional authorities, cultural heritage stakeholders struggle to fully develop the six functions cultural heritage of the CHARTER model. These imperfections can impede cultural heritage of operating as a well-functioning ecosystem at the service of the region. The interplay of the features explains why some specific regional skills gaps and needs remain challenging to bridge, especially when the level of regional influence on skills policies at the intersection of three policy domains within a multi-level governance context is relatively limited or non-existent.

Suggestions for the regional roll-out of the CHARTER Alliance

The diversity of Regional Cultural Heritage Ecosystems in Europe is a strength. It is important for regions, to capitalise specific regional cultural heritage expertise of one place, when addressing similar challenges in other areas in the country and within European Union. CHARTER recommends Regions to connect with specialists from other regions, using expertise that is available, establish collaborative networks and promote and support professional mobility.

The CHARTER Alliance must develop a **comprehensive, robust, flexible Cultural Heritage Skills Alliance.**

The CHARTER Skills Alliance should comprehensively target **all typologies** of cultural heritage, tangible and intangible. It must also address the **upskilling needs of the cultural heritage stakeholders, from heritage practitioners to mediators to volunteers**. It should also include **heritage literacy for policymakers and civil society**.

The CHARTER Alliance must offer **robust and solid building blocks** for **curricula** that address challenges commonly faced by all regions. The eight families of emerging curricula described in the CHARTER Report on Guidelines on innovative/emerging cultural heritage Education and Training paths (D3.6) provides some inspiring examples for the regions. At the same time, the CHARTER Skills Alliance must be flexible and be tailored to the Regional Cultural Heritage Ecosystem's specificities in its implementation phase.

7. Key insights and conditions for well-functioning Regional Cultural Heritage Ecosystems

7.1. Political prioritisation for cultural heritage in regional development policies and strategies

To assess how cultural heritage is embedded in regional development strategies, CHARTER researched in the six Regional Cultural Heritage Ecosystems, how cultural heritage was integrated in the **Research and Innovation Strategies for Smart Specialisation (RIS3)** of each Region.

Analysing the RIS3 of each Region was important because of the nature of the content of S3 priority allocated to cultural heritage, but also because the RIS3 is a mandatory condition to unlock ERDF funding for its first policy priority, skills development for smart specialisation, industrial transition, and entrepreneurship, for NUTS2-regions[32] in the EU.

Smart Specialisation strategies are place-based innovation policy concepts to support regional prioritisation in innovative sectors, fields, or technologies through the 'entrepreneurial discovery process (EDP)', a bottom-up approach to reveal what a region does best. The S3 supports Regions and Member States to identify objectives, priorities, and actions for optimising investments effects in research and innovation, by concentrating resources on areas with greatest growth potential. The goal is to maximise results, boost competitiveness and provide quality employment.

The Smart Specialisation Strategies (S3) concept was introduced by the European Commission for the first time in 2010 and has been fully absorbed in regional development practice in the European Union since. In that year, the European Commission called national and regional governments to develop Smart Specialisation Strategies for research and innovation (R&I) to encourage all European Regions to discover their competitive advantage, because research and innovation are key for sustainable and smart economic transformation.

Analysing the RIS3 of the Regions is of particular interest in this case study as the S3 builds on three key pillars, which are participation, prioritisation, and localisation:

> (1) **Localisation**: Smart specialisation is a place-based approach, it builds on the assets and resources available on the territory.

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[32] The Nomenclature of Territorial Units for Statistics, the NUTS-classification of EUROSTAT, is a hierarchical system for dividing up the economic territory of the EU and the UK for (1) the collection, development and harmonisation of European regional statistics, and (2) the socio-economic analyses of the regions, for which it distinguishes between NUTS 1-regions, major socio-economic regions; NUTS 2-regions, basic regions for the application of regional policies and NUTS 3-regions small regions for specific diagnoses. The NUTS Classification also sets the framing for the eligibility of regions for support from cohesion policy, defined at NUTS 2 level, and the cohesion reporting at NUTS 2 level. More information can be found at https://ec.europa.eu/eurostat/web/nuts/overview .

(2) **Prioritisation**: S3s have to identify and concentrate resources on a limited set of areas, the so-called S3 investment priorities.

(3) **Participation**: S3s require stakeholders from the quadruple helix (public sector, research, private sector and civil society) to engage throughout the strategy-cycle. Local actors need to support the definition, review, monitoring, and implementation of S3 investment priorities.

The S3 – defined later as RIS3 - has mainstreamed research and innovation in regional development policies and made a difference in the way European Regions are designing their innovation strategies, reinforcing cooperation at all levels.

The **regional policy documents' analysis shows that cultural heritage is a full and separate priority in one Region only the Tuscany Region**. It also shows that cultural heritage is also considered a priority in the **Alentejo Region and the Basque Country, however being embedded as one subsector under Cultural and Creative Ecosystems (Alentejo Region) or the Cultural and Creatives Industry (Basque Country), and that there is lack of priority in three out of six regions, namely in the Sibiu County, the Free Hanseatic State of Bremen and the Västra Götaland Region**.

The main strategic document of Tuscany Region, the Regional Development Programme 2021-2025 dedicates the third strategic objective, entirely to the valorisation of cultural heritage, which is 'enhancing the cultural heritage and promoting its use also in relation to the tourism system'. The **Regional Government of Tuscany** has a **long tradition of involving territorial cultural and creative industry stakeholders** in defining cultural policies and programmes, including in the **entrepreneurial discovery process of the RIS3.** Culture and Cultural Heritage is one of the eight fields of application of key technological priorities identified in the RIS3 Strategy 2021-2027 of the Tuscany Region.

Three strategic missions have been identified in for this area:

(1) Facilitating access to cultural heritage as a tool for knowledge and socio-economic inclusion;

(2) Facilitate the preservation of cultural, artistic and architectural heritage, and

(3) Facilitate free cultural and creative expression.

Another major strength of the Tuscany Region is its strong connection with other EU Regions prioritising cultural heritage in their RIS3. Tuscany Region is one of the co-leading Regions of the **S3 Partnership "Cultural and Creative Regional Ecosystems"**[33], together with Aragón (Spain) and Western Greece (Greece).

The main goal of this S3 Partnership is to stimulate new insights and opportunities related to cultural and creative experiences for local communities and residents, through public-private investments that involve four CCIs related groups of professions that use, apply, and implement new technologies for the sector:

- Creative entrepreneurs (including arts and design), architects, urban planners;
- Cultural heritage professionals within cultural institutions;
- Cultural & Creative intermediaries and managers (institutions and cultural operators promoting participation, cultural engagement, and communication on cultural experiences/offer enhancement), and

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[33] https://s3platform.jrc.ec.europa.eu/cultural-and-creative-regional-ecosystems

- Publisher professionals and professionals of the audio-visual sector involved in different forms of cultural production (including digital forms).

Other Regions participating in this thematic S3 Partnership are Alentejo (Portugal), Attica (Greece), Basque Country (Spain), Bosnia-Herzegovina, East Macedonia and Thrace (Greece), Emilia Romagna (Italy), Friuli-Venezia Giulia (Italy), Montenegro (Ministry of Montenegro) (ME), Navarra (Spain), North Aegean Region (Greece), Serbia (RS), Sterea Ellada (Central Greece) (Greece). Even when this S3 Partnership is a successful partnership for interregional exchange, it does not focus specifically on skills development. It would be commendable to allow SME's to **use the Interregional Innovation Instrument (I3) of the European Innovation Council and SMEs Executive Agency (EISMEA) in a more flexible way**. The I3 now aims at supporting interregional innovation projects in their commercialisation and scale-up phases giving them the tools to overcome regulatory and other barriers and bring their project to investment level. The I3 funding calls offer financial and advisory support for investments in interregional innovation projects on the one hand and for the development of value chains in less developed regions on the other hand. It would be an added value to allow the use of I3 for investments in skills development for entrepreneurship and innovation, which are at the basis of such investment and innovation projects.

The **RIS3 2030 of the Alentejo Region** focuses on **Cultural and Creative Ecosystems** based on an idea of cross-innovation and identity reinforcement, which allows the region's competitiveness to attract new residents and the design of new products and services, which impacts the circularity of the region's economy. The RIS3 2030 integrates four circles of activities revolving around the **performing and visual arts and the historical and cultural heritage**. These four circles include **cultural industries, creative industries and activities, related economic activities/confluent sectors** in which the **tourism** sector stands out, and **teaching and research activities applied to the sector, which plays a fundamental role in** innovation and its dynamism.

In the Alentejo region, cultural heritage is rich based on its diversity, both in terms of tangible and intangible heritage. The importance and recognition of cultural heritage in the Alentejo region ranges from the local to the international level, namely through UNESCO's recognition of two sites (Évora and Elvas) and four classifications of intangible cultural heritage (Cante, Manufacture of Rattles, Clay Figurines of Estremoz and People's Festivals of Campo Maior). The Alentejo Region has been prioritising cultural heritage in its public regional development policies, namely through RIS3, but there is still a need to promote a more concerted and integrated strategy at regional level for the protection, enhancement and promotion of cultural heritage. A **strategy to safeguard intangible heritage does not exist for the region,** but Alentejo has taken its first steps with the World Heritage label endowed to the Mediterranean diet, their traditional methods and land management called 'Montado' as well the traditional expression of singing the 'Cante'. As mentioned above, Alentejo Region is also participating in the S3 Partnership "Cultural and Creative Regional Ecosystems".

In the Basque Country, cultural heritage is firmly embedded in the Basque RIS3 Strategy, albeit as part of the **overarching Cultural and Creative Industries**. Even if this might entail a risk of reducing the visibility of cultural heritage sectoral specificities, it is a favourable precondition for an integrated policy approach for cultural heritage at the regional level. The Basque Country demonstrated very well how extensive industrial remains can be turned into an **industrial cultural heritage asset, creating societal values and an arena for innovation**. Bilbao is an example of how industrial buildings and structures can participate in the circular economy by being converted for new use for housing, business, tourism, recreation, and creative arts. Supported by the policy-embedded approach taken for its regional cultural heritage, the Regional Cultural Heritage Ecosystem of the Basque Country shows well-developed sector-integrated dynamics with sectors like, e.g. the Creative Industries, tourism, and spatial and regional development. As mentioned

previously, the Basque Country is also participating in the S3 Partnership "Cultural and Creative Regional Ecosystems".

In the RIS3 Strategy of the **Västra Götaland Region**, cultural heritage is only referred to as a **strength of the region.** Still, it is **not included as a policy priority** for regional development. There is, however, a growing awareness at the regional level to adopt a more cross-sectoral and integrated approach to cultural heritage for the strategic planning for the new legislative term. Even though cultural heritage is not included in the RIS3 strategy, the Region has been leading for many decades innovation in the sector through a solid regional participatory governance tradition, the critical role it plays in allocating national funding to local projects, and by being founder of several trendsetting regional initiatives like e.g. the Regional Restoration Centre Slöjd & Byggnadsvård in Nääs and their commitment in the joint Crafts Laboratory in Mariestad.

The situation in the **Free Hanseatic State of Bremen** is particular. Even though the cultural heritage of the maritime history is of great value to the cities of **Bremen** and **Bremerhaven** and one of the main factors for local identity and tourism in the Free Hanseatic State of Bremen, there is a lack of political prioritisation for it at the regional level. Heritage is **not integrated** in **regional development strategies nor in the Region's Research and Innovation Strategies for Specialization (RIS3).** Since the CHARTER in REGIONS workshop, significant progress has been made at the local level. To preserve and maintain its cultural heritage, the city of Bremerhaven established the "Maritime Heritage Foundation in the State of Bremen" in May 2023. The new foundation wants to ensure that these reminders of maritime history are preserved and remain accessible to the public in the future. Non-profit institutions that look after maritime monuments can now be supported by funds from the foundation for preservation, repair, and public relations work. The foundation is financed by initial primary assets of 50.000 euros and initial consumable assets of 400.000 euros and has started raising funds in 2023. The Weser-Elbe Sparkasse Cultural Foundation provides the financial resources. This is an important step forward. Nevertheless, the foundation is dependent on donations. In addition to funds for conservation, restoration and public relations measures, there is an urgent need to make funds available to set up a solid skills governance and invest in specific training for micro-credentials or online courses to build capacity and attract more volunteers, young people and experts to work on traditional vessels.

In **Sibiu County**, the only NUTS-3 region[34] in this case study, cultural heritage is not yet integrated into the regional development policies, nor has it been integrated into the RIS3 of its overarching NUTS-2 region, Centre Romania. The County has a growing awareness of adopting a more cross-sectoral and integrated approach to cultural heritage in the strategic planning of new regional development strategies.

Even if the present analysis reveals that 50% of the Regions considered in this sample integrated cultural heritage in their RIS3, one should be cautious to generalise the present results to all EU Regions given the limited sample size of the Regions in this case study. As the CHARTER Regions were selected based on their regional commitment to cultural Heritage, it is very likely to expect that the real percentage of Regions in the EU prioritising cultural heritage in their RIS3 is much lower than the 50%.

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[34] The Nomenclature of Territorial Units for Statistics, the NUTS-classification of EUROSTAT, is a hierarchical system for dividing up the economic territory of the EU and the UK for (1) the collection, development and harmonisation of European regional statistics, and (2) the socio-economic analyses of the regions, for which it distinguishes between NUTS 1-regions, major socio-economic regions; NUTS 2-regions, basic regions for the application of regional policies and NUTS 3-regions small regions for specific diagnoses. The NUTS Classification also sets the framing for the eligibility of regions for support from cohesion policy, defined at NUTS 2 level, and the cohesion reporting at NUTS 2 level. More information can be found at https://ec.europa.eu/eurostat/web/nuts/overview .

Suggestions for the regional roll-out of the CHARTER Alliance

CHARTER suggests Regions to invest in five critical pre-conditions which were identified as enablers for flourishing Regional Cultural Heritage Ecosystems and encourages them to:

- **embed skills development into their regional development policies and strategies**
- adopt a two-folded **policy-embedded approach for cultural heritage** in regional development policies and strategies, (1) covering all sub-sectors of cultural heritage, and (2) integrating cultural heritage in neighbouring policy fields, e.g. tourism, creative industries, urban planning, energy efficiency, etc.
- integrate and prioritise cultural heritage in their **Research and Innovation Strategies for Specialization** (RIS3)
- connect and strengthen interregional collaboration with other Regions involved in the **S3 Partnership for Cultural and Creative Regional Ecosystems to further embed cultural heritage as a priority and strength for the regional development, investments, and innovation.**
- **invest at the regional level in a solid participatory governance with multi-stakeholder engagement and a bottom-up approach** to **connect with other European Regions and participate in European networks** to unlock European collaboration opportunities for developing and innovating cultural heritage in general, particularly the related Education and Training offer. European Union's funding allows the support of regional small-scale innovation projects & initiatives, which are critical when regional support is missing or too limited.

Considering the specificities of each Regional Cultural Heritage Ecosystem, CHARTER suggests the Regions to strengthen their regional ecosystem dynamics by **establishing a Regional Cultural Heritage Skills Partnership**, which is strongly promoted as a flagship of the Pact for Skills by the European Commission. Such partnerships will pave the way for the CHARTER Alliance's implementation at the regional level. The Pact for Skills Support Services offers in-kind support to set up the process, and the "Pact for Skills Large Scale and Regional Partnership Guidance Handbook: introducing and setting up skills partnerships" is a valuable instrument.

Furthermore, as very specialised skills shortages, like, e.g. skills for maritime cultural heritage in Bremen or industrial heritage in the Basque Country, often cannot be addressed at the level of one single regional ecosystem, it is critical to **intensify the interregional cooperation with other Regional Cultural Heritage ecosystems**. For those cases, establishing an **Interregional Cultural Heritage Skills Partnership** is suggested as the most realistic and efficient way forward for exploring joint Education and Training programmes.

Establishing such partnerships is a time- and capacity-intense process. The CHARTER Regions are encouraged to explore with their partners the European funding opportunities for policy experimentation in the call under the Erasmus+ program, Topic 3, Adult Education, priority 7, supporting the rollout of the Pact for Skills. **These regional and interregional skills partnerships have an enormous potential to** address the regional diversity in cultural heritage in Europe. At (inter)regional level, it can **pave the way**

for the future CHARTER Alliance, which will need to address the place-based specific contexts to become successful in all parts of Europe. Funding for supporting the establishment of (inter)regional

partnerships to strengthen the skills governance is much needed. The above mentioned Erasmus+ call for policy experimentation for adult education supporting the establishment of Regional Skills Partnerships is an excellent call to support this. Furthermore, a more flexible use of the I3 instrument and creating more synergies between other siloed Erasmus+ schemes like the Centre of Vocational Excellence, Partnerships for Innovation, the European Universities would be beneficial to strengthen the regional skills governance from an ecosystem perspective.

7.2.   Sector-integrated dynamics in Regional Cultural Heritage Ecosystems

Despite the great willingness of regional stakeholders to collaborate and the numerous good practices identified at the grassroots level in each CHARTER Region, the overall **sector-integrated dynamics** in the Regional Cultural Heritage Ecosystems remain **primarily fragmented**. This fragmentation is even amplified in unbalanced ecosystems (when, e.g. stakeholders of some subsectors are collaborating well, but others are not) or incomplete (when, e.g. key ecosystem roles are not being assumed or unfunctional). Additionally to the ecosystem's fragmentation, we also identified a **lack of deep mutual understanding of the gaps and needs that must be overcome** in the field of Education and Training.

This fragmentation can partially be explained by the diversity within the cultural heritage sector but also by the fact that collaboration remains mainly **project-based, not systemic, too siloed, and is often not embedded in policy frameworks or long-term strategies**.

7.2.1. Ecosystem dynamics

Referring to the ecosystem functions of cultural heritage and stakeholder roles described in Chapter 2 of this report, most of the related functions and roles are present in most **regions**. In some regions, specific functions of the CHARTER model or ecosystems roles are not or only partially assumed by the regional stakeholders (f.eg. lack of political prioritisation among policymakers or policymakers with conflicting interests); in other regions, some functions and roles are missing entirely (no Education or Research in the region).

In the Basque Country, Tuscany and Västra Götaland, the Regional Cultural Heritage Ecosystem's dynamics build up on a long-standing tradition of participatory governance and a policy-embedded and integrated approach to cultural heritage. In Sibiu and Bremen, some strong connections between few ecosystem stakeholders are in place but a systemic and policy-embedded approach is missing.

The **Basque Country** is a small NUTS2 region with a predominantly urban typology and medium-high cultural heritage density, with a very strong regional cultural identity, in which the Basque language is critical for the transmission of regional cultural heritage values. All ecosystem roles and cultural heritage functions are represented, and the majority of the ecosystem's stakeholders are connected. Still, a **deep mutual understanding of skills and needs is missing, particularly between stakeholders in cultural heritage professional practice and the world of Higher Education**. Even if the regional universities are involved in many collaborative projects and initiatives, a **regional network connecting researchers with the cultural heritage sector is not (yet) in place**.

Sibiu County is a small region qualified at NUTS3-level, with a mixed urban-rural typology and a medium cultural heritage density. The County has many tangible and intangible cultural heritage assets of local, regional and international importance, some of which were recognised by UNESCO. All ecosystem roles and cultural heritage functions are represented, and the sectorial dynamics are high. **Most stakeholders**

are informally very well connected, even if connecting with stakeholders in remote areas is challenging. The sector-integrated dynamics with urban planning and tourism are good, but non-qualified crafts persons cannot execute public contracts for the renovation or restauration of traditional buildings for instance, without accreditation, which is an issue for many craftspersons who gained their competencies through non-formal and informal learning.

The ecosystem dynamics in the **Free Hanseatic State of Bremen** are particular. This micro-region with a high cultural heritage density qualifies as a NUTS2-level region. The Regional Cultural Heritage Ecosystem **shows high sectorial dynamics among the stakeholders in maritime cultural heritage, relatively low sector-integrated dynamics** with the **tourism** sector or **urban planning** and is **highly unbalanced due to the lack of initial Education and Training providers in the field of cultural heritage in the state itself**. Cultural heritage assets cover tangible and intangible cultural heritage, but the law does not protect intangible heritage. The main essential heritage stakeholders are archives, museums, the public sector (for monuments and sites), clubs and associations (for objects, crafts, intangible heritage, etc.).

Alentejo is a vast region predominantly rural, with medium sectorial dynamics mainly because the cultural heritage and its stakeholders are widely spread over the vast regional territory. The sector-integrated dynamics with other sectors like the tourism sector, the cultural and creative industries, the circular economy, youth and sports, social inclusion and regional development are high, with many emerging, grass-roots small-scale projects and pilots leading to innovation at the local level. Traditional knowledge and crafts are permeating many other sectors. The **overall ecosystem dynamics seem to focus more on short-term challenges**. Still, there was a broad consensus among the regional stakeholders who took part in the CHARTER in REGIONS workshop that **the ecosystem approach to better respond to the skills shortages for cultural heritage needs to take a more strategic and long-term perspective**.

The **Tuscany Region** covers a big area with a mixed urban-rural typology and shows a solid regional cultural identity. The **cultural heritage density is very high**, with a great diversity of local, regional and international heritage assets. The number of Education and Training programmes for the sector is very big and diverse and covers all levels of the EQF. Both sectorial and sector-integrated dynamics within the tourism and creative industries are high.

The **Västra Götaland Region** covers a big area with mixed urban-rural typology. It demonstrates high sectoral dynamics and medium to high sector integrated dynamics with urban planning, construction, and real estate stakeholders. All functions of the CHARTER model are represented in the Regional Cultural Heritage Ecosystem, and all stakeholders' roles are present. The regional authority has a **long-standing tradition of participatory governance in which the Region brings overview, can create impact, and has competencies that do not exist locally**. The **Västra Götaland Region is a robust ecosystem orchestrator** supporting a wide range of stakeholders of cultural heritage and neighbouring sectors and has proven to be effective in strengthening the ecosystem collaboration dynamics. Many projects and initiatives in regional development, innovation and interregional and European cooperation entail upskilling activities for cultural heritage stakeholders in the region.

We can conclude that in all regions, there is a **significant need for strengthening the ecosystem dynamics in the medium and long term**, which should go hand in hand with **regional solid coordination** addressing the territorial specificities of each region, supporting regional stakeholders to strengthen the collaboration between them, and raising the regional ecosystem's dynamics beyond the silos of specific heritage subsectors or singular local initiatives.

7.2.2. Stakeholder roles and regional ecosystem orchestration

When analysing the **five stakeholder roles** in the cultural heritage sector described in the CHARTER D4.2. Report (1) professionals and institutional networks, (2) educational professionals and institutions, (3) unions and employers representative organisations, (4) independent professionals' employers and clients, and (5) policymakers), **the six regional ecosystems show differences again.**

In most regions, mobilising cultural heritage employers in the private sector (SMEs and more prominent companies) was somewhat challenging. It was difficult to mobilise them for a policy exchange on skills, which can be explained by the profit-driven reality of these cultural heritage practitioners.

Even though the five roles are in place in most regions, the full potential of regional ecosystem collaboration often remains untapped due to **inefficiencies** or **imperfections**. In Bremen, for instance, the institutionalised function of Research & Development and Education as described in the CHARTER model is not in place because there are no Education and Training providers for initial Vocational Education and Training (VET) and higher education for cultural heritage in the region. Furthermore, some ecosystems demonstrated strong collaboration between a limited group of stakeholders, but their collaboration actions remain precarious without policy support.

In the Basque Country, Tuscany and Västra Götaland, the regional authorities are organising the Regional Cultural Heritage Ecosystem, and the local and regional private-public consortium in Alentejo. It should be highlighted that when the regional authorities do not organise the Regional Cultural Heritage Ecosystem themselves, other stakeholders can take up the role of ecosystem orchestrator thereby correcting imperfections in the Regional Cultural Heritage Ecosystem.

In the State of Bremen as well as in the Sibiu County, for example, the **presence and attraction of a big museum of national importance** in these small-scale or remote areas, like the German Maritime Museum (DSM) in Bremerhaven and the Museum of Traditional Folk Civilization ASTRA (ASTRA) in Sibiu, **appeared to be crucial for the ecosystem dynamics**. These museums manage to attract highly specialised and motivated cultural heritage professionals, even if they also experience more and more difficulties in finding niche profiles with highly specialised expertise (e.g. rivets for old vessels in Bremen). These highly motivated cultural heritage professionals are vital in building and sustaining collaborative networks **in less dense or unbalanced ecosystems**. The museums assume the role of ecosystem orchestrator, which is particularly important when traditional knowledge and crafts are already at risk of disappearance. When the Education and Training offered in such regions are in decline, are entirely lacking and informal learning is not being certified. Personal efforts of a handful of museum **employees to counter the ecosystem's imperfections and keep the traditional knowledge alive in civic networks and associations offering non-formal training make a difference but cannot turn the tide without sustainable policies or institutionalised approaches.**

Beyond their traditional functions of Preservation & Safeguarding and Engagement & Use, the DSM and ASTRA museums play a crucial role in mapping mostly non-institutional ecosystem actors, which appeared to be the first step towards a more strategic Cultural Heritage Ecosystem organisation. Both museums are the biggest drivers of the ecosystem's dynamics by connecting scattered individual stakeholders to the museum, other associations, networks, and the public administration. These orchestrating efforts culminate in **well-connected stakeholders that manage to successfully implement Education and Training initiatives and collaborative partnerships**, like e.g. the Casa Artelor project of the ASTRA Museum (Sibiu) or the many non-formal training on maritime vessels, objects and techniques in the networks of volunteers for volunteers (Bremerhaven).

In the case of Bremen and Sibiu, we also witnessed an exciting **phenomenon of the so-called hybridisation of knowledge development and sharing**[35], by which knowledge is created and shared by organisations that do not focus primarily on Education or Research.

Both the DSM and ASTRA fulfil a crucial role in research & innovation, knowledge creation and sharing, as they participate in collaboration projects (local, regional, interregional and European), by which they can **attract financial and human resources** to the Regional Cultural Heritage Ecosystem and support the individual actors with such collaborative initiatives. For the two museums, the CHARTER project is a good example of a collaborative EU project that is an informal upskilling practice for all the partners involved.

The situation in Bremen and Sibiu remains highly precarious as long as personal efforts are not embedded or sustained at the institutional or policy level and when funding remains mainly project-based. There is a need for urgent support to coordinate and establish **a long-term skills strategy** for the subsectors of crafts, traditional skills and maritime cultural heritage in these regions. Regions face significant challenges when key stakeholders or systemic recognition of non- and informal learning is lacking and when there is no regional influx into the regional cultural heritage labour market because there is no initial Education or Training offer in the region (e.g. in Bremen).

Finally, the regional case studies also confirmed that the siloed and non-integrated approach, combined with a lack of deep mutual understanding of skills needs and gaps between stakeholders, **are even amplified in neighbouring sectors**, like, for instance urban planning, construction, tourism, youth, social work, health and many others, in which professionals and volunteers are impacting the heritage.

CHARTER identified how regional authorities support the transition of cultural heritage as a common good by funding many emerging regional pockets of innovation. Regardless of these valuable initiatives, there remains a **lack of cultural heritage literacy among professionals in these neighbouring sectors.** One of the underlying reasons appears to be that many professionals in other sectors do not consider themselves stakeholders **in the Regional Cultural Heritage Ecosystem**. Building trust requires time, but it is necessary for a sustainable cross-disciplinary collaboration in the medium and long term.

In general, there is still **room for improvement in setting up a structural dialogue between all actors to foster collaboration in general, particularly in the field of the cultural heritage skills supply**.

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[35] Donati, L., Stefani, G., & Bellandi, M. (2023). The Evolutionary Emergence of Quintuple Helix Coalitions: A Case Study of Place-Based Sustainability Transition. *Triple Helix*, *10*(1), 125-155. https://doi.org/10.1163/21971927-12340010

7.3. The importance of the regional governance level and the role of regional authorities

The **central role of regional authorities** in their respective Regional Cultural Heritage Ecosystem emerged as a critical factor in the success **of the CHARTER in REGIONS workshop series**. The Region's deep understanding of their specific local context proved valuable in mobilising stakeholders and facilitating effective cooperation among heritage professionals, businesses, researchers, and citizens.

The proposed **bottom-up, place-based** methodology for the CHARTER in REGIONS case studies proved to be successful **to engage diverse stakeholders**, from policymakers, professionals, heritage practitioners and educators, pupils and students, volunteers, researchers to civil society, federations, associations and networks, and private companies. This multi-stakeholder approach was instrumental in identifying skills challenges and opportunities in the cultural heritage sector. Mobilising self-employed cultural heritage entrepreneurs and stakeholders from the private sector, particularly the big companies, for the regional workshops in particular, but also for collaboration within the Regional Cultural Heritage Ecosystem in general, however, seems challenging.

CHARTER collected some qualitative evidence during the CHARTER in REGIONS Regional Workshops in Bremen and in Västra Götaland, both from the private sectors' as well as from the public sector's, perspective.

During the Bremen workshop, one regional stakeholder, the head of conservation in a **private German SME, explained the difficulties they experience when hiring new staff**. This commercial company works in projects that are financed by building owners, but whose contents are restricted by guidelines of the various heritage authorities. Besides the faulty training in the universities, in addition to these deficits, there are also "requirements" of the monument authorities, which are imposed on the staff by the Association of State Archaeologists, which is not the employer of the monument authorities, but merely their specialist association, and which meanwhile does not interfere in the everyday life in private-sector monument conservation. **Excavation technicians** are for example required who, as **craftsmen**, have completed further training at the state offices. Their job focuses on logistics, field documentation and basic archaeology interpretations, as well as some first aid in artefact conservation. In Germany, there is only one training course in Berlin, and from time to time also fellowship in state authorities. This further training to become a "certified excavation technician" takes three years training or Bachelor and ends with an examination at the Roman-Germanic Commission. The stakeholder stressed it would be clever to **involve companies and help to certify people in order to make them fit for the market**, but **excavation firms are excluded as training companies**, as only the state offices have the opportunity to offer the advanced training here. On the one hand, this inevitably leads to very low numbers of skilled workers. Every year there are about 3-6 graduates for the whole of Germany via this route. On the other hand, the restriction to the state offices is very incomprehensible, as the private company even trains surveying technicians (with an archaeological focus) as a professional qualification but is denied a simple further training course. The situation is similar with the employment of **specialised scientists and archeologists**. The guidelines of the monument authorities sometimes require that, for example, anthropologists belong to the German professional association, which makes cooperation with e.g. French colleagues more difficult. Archaeologists have an academic degree, usually Masters or previously *Diplom*, as well as any specialists: **anthropologist or archaeo-zoologists**, and are regulated by the corresponding associations. This makes it almost impossible for European professionals to comply with the requirements. It would be highly recommended that the **membership process of all these associations should be open to European professionals and that applications should be also accepted in English**. There is a **clear need for more transparency in the selection process by which currently young professionals**

with a European academic degree are not fully recognized. Certain agreements between Germany and other European countries are existing and should be respected, instead of having different professions deciding for themselves beyond the Bologna process. Cultural Heritage protection is legislated on the federal state level, so each of them should be notified.

Public stakeholders of the Västra Götaland Region's Cultural Heritage administration highlighted the challenges in engaging with private companies, emphasizing the time required to build trust, which forms the basis for collaboration beyond traditional sector boundaries. Establishing a common understanding is essential due to differences in working methods, techniques, and materials between cultural heritage and contemporary construction sectors. The Be.cultour project which was described in the 6.1.3. section, has played a pivotal role in fostering trust and strengthening collaboration with private owners of built heritage, particularly in former industrial sites. Heritage consultants from the Region's administration underscored the significance of broadening collaboration with private companies, especially major construction firms, for the preservation of built heritage. Although progress has been made in reaching out to private entities, the process remains gradual, necessitating sustained efforts for long-term preservation of the heritage.

From the private sector perspective, a construction site manager from FO Peterson & Söner Byggnads AB highlighted the skills needs and challenges faced by the company in renovation and restoration projects. Challenges include the lack of specialized competencies, short execution time frames, and insufficient long-term maintenance plans and budgets. Despite these challenges, there is a positive trend towards increased access to diverse competencies and unique raw materials, prompting the company to consider cultural heritage as a future area of interest. Incorporating knowledge of sustainable practices and materials from cultural heritage preservation into regular construction operations is seen as a means to contribute to a sustainable society.

The evidence collected in this case study is insightful, yet too limited to generalise these findings. Additional research would be needed to further grasp the bottlenecks and reflect on possible solutions at regional level.

Another significant finding was the importance of the regional level of governance in addressing the supply and demand of skills in the cultural heritage sector. The workshops demonstrated that neither the local nor the national level could adequately tackle these issues, given their respective limitations in scope and focus. The local level is too limited to address insufficient or lacking skills supply, and the national governance level does not always address the regional specificities as its focus lies on strategic national challenges and policies.

The CHARTER in REGIONS workshops provided, in most cases, the first broader discussion with the Regional Cultural Heritage Ecosystem about skill gaps and needs in the region. The regional workshops were the starting point for fostering the dynamics in the six Regional Cultural Heritage Ecosystems. In all case studies, regional stakeholders expressed the wish to organise such networking opportunities from a sector-integrated perspective more regularly.

Interestingly, CHARTER in REGIONS workshops who brought local and regional stakeholders together, resulted in several spontaneous follow-up actions after the CHARTER in REGIONS Workshops. The Basque Government organised a follow-up workshop with the same stakeholders in October 2023. Other follow-up exchanges are taking place between the Sibiu County, the Alentejo Region and the Västra Götaland Region to transfer the identified good regional practice of the Casa Artelor and the Centre for Slöjd & Byggnadsvård in Nääs to new regions.

8. Conclusions and next steps

8.1. Crafts and crafts-related competencies

Crafts and crafts-related competencies are at risk of disappearing in all the studied regions, yet they are crucial for preserving important cultural heritage in Europe.

In each region included in this study, **the vast shortage of specialised craftsmen was highlighted as a significant problem, requiring urgent action at all governance levels**. In some regions, specific traditional skills are already lost (e.g. rivets makers in Bremen), and action must be undertaken to revitalise or reintroduce them by craftsmen from other regions or even from outside the EU.

The **kind of specific craftspersons needed to preserve cultural heritage for future generations, is wide-ranging**. A few examples: disappearing carpenters with knowledge on building techniques of traditional farmhouses, blacksmiths or zinc workers, and textile craftsmen identified in the Basque Country; woodwork, textile weaving, sewing and thatched roofing in the Sibiu County; brass casters, paper, glass, and metal craftspersons, organ guilders and repairers, painters who want and can work with tar, slate roofers, thatch roofers, masons who rebuild dry stone walls in cemeteries, companies that can renovate cast iron fences in a careful manner in Västra Götaland; carpenters and masons for traditional buildings in the Alentejo; (former) dock workers, (former) crane operators, steam boiler operators for steam-powered floating crane, electricians, carpenters, fitters, locksmiths, ship builders, conservators with a focus on industrial cultural assets, specialists for historic cranes and diggers, experts for historic ships and riggers who are needed for the crane collection's conservation in Bremen; or leather and marble experts in Tuscany. The list is far from exhaustive, and stakeholders emphasised the urgent need to have an overview of the remaining European craftsmen. Even if [Mad'in Europe](https://www.madineurope.eu/en/)[36], a platform connecting professionals in crafts, conservation-restoration, architecture, design, education, and safeguard of cultural heritage has starting mapping crafts persons in Europe, urgent and additional efforts are needed to extend the EU-wide mapping of crafts persons.

As **craft-related skills** are mostly being passed on in a traditional manner (from Master to Apprentice, within heritage communities or families), regional stakeholders expressed the **urgent need to value and sustain these non-formal/informal learning paths, by formal recognition and by securing that training in crafts is well documented to train future generations. There is also an urgent need to define a mechanism for their equivalence with the formal learning system (EQF)**. Certifications issued following such well-defined programmes should be recognised by the national systems and compatible with the European frameworks, thus allowing for mobility and employment opportunities across the European Union.

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[36] Mad'in Europe's has started its activity in 2023 with the objective of bringing sustainable and concrete support to European micro-businesses in crafts and heritage. It offers assistance to professionals in European crafts and heritage conservation, a dynamic, multilingual and easy-to-use platform that enables professionals from crafts, conservation-restoration, design, architecture, education and cultural heritage, to showcase, explain and promote activities, techniques, events, formal and non-formal education offers, research and other data. It promotes activities supporting the transmission of skills through formal and non-formal education, such as collaborations with schools, youth workers and other stakeholders sharing their mission and vision. Mad'in Europe also facilitates exchange with policy makers, European institutions and other stakeholders to whom we provide bottom-up information from the field, in order to better evaluate the needs of the sector. More information on https://www.madineurope.eu/en/

There is also an **urgent need to have a legislative framework for craftspersons** (both national legislation and clarity at the European level) to support them in facing many challenges. These challenges are diverse:

- the **financial uncertainty;**

- the **lack of appeal of the sector to the young generations for crafts professions**;

- the **difficulty of reaching out at a local level,** especially in the rural and remote areas; and

- the **need** to have **traditional materials and crafts eligible under the EU funding programmes.**

Participants in the regional workshops highlighted that **traditional crafts skills must also be better valorised for the EU Green Deal and the circular economy**. The traditional construction sector should embrace the knowledge of traditional (or local) materials and methods to work with those materials to reduce waste, consider the reuse of historical buildings and ensure that energy retrofitting of the built European legacy is done in a sustainable way respecting at the same time the quality principles for cultural heritage. **Upskilling programmes are needed to improve local and regional public officers' skills in urban and spatial planning.** CHARTER recommends the Regions to explore how guidelines like the **ICOMOS European quality principles for EU-funded interventions with potential impact upon cultural heritage**[37] could be used or further tailored to all regionally funded interventions.

It needs to be recalled that Crafts, as part of the intangible cultural heritage, and the related cultural artefacts are, from a legal point of view, in the public domain. While this is undoubtedly an opportunity for Research, Education, Creativity and alike, it has also opened the door to many 'cultural appropriation' and counterfeit practices. In this context, the Sibiu County, as well as the Alentejo Region, are analysing the EC Regulation (EU) 2023/2411 of the European Parliament and of the Council of 18 October 2023 on the protection of geographical indications for craft and industrial products and amending Regulations (EU) 2017/1001 and (EU) 2019/1753[38], introducing a system of protection applicable at the EU level.

A **first good regional practice** to counter the loss of crafts was identified in Sibiu County, **the House of Arts (Casa Artelor) of the ASTRA Museum**. Approved by the Romanian National Authority for Qualifications (ANC), a process was started to officially recognise the status of traditional craftsmen by granting ASTRA an **accreditation** as a **Professional Competence Evaluation and Certification Centre of professional competencies** acquired in ways other than the formal ones for occupations such **as handicraft wood product craftsman, beam, mudbrick, stone builder-worker, and carpentry craftsman**. Another aim of the Casa Artelor project of ASTRA is to **transfer entrepreneurial competencies** to these categories of people through the ASTRA Museum, accredited as a professional training provider, so that the craftsmen are prepared for the needs of the contemporary market or to transfer their crafts to future generations by organising courses for trainers, fair and exhibition organisers, master-trainers. The services offered by this Centre will be in the interest of the urban and rural communities, supporting awareness-raising about the importance of conservation, exploitation, and the definition of heritage values.

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[37] Dimitrova, Elena, Lavenir, Marie-Laure, McMahon, Paul, Mūrniece, Baiba, Musso, Stefano Francesco, Nagy, Gergely, Rauhut, Christoph, Rourke, Grellan D., Sciacchitano, Erminia and Selfslagh, Bénédicte (2020) *European Quality Principles for EU-funded Interventions with potential impact upon Cultural Heritage - Revised edition November 2020.* Manual. ICOMOS, Charenton-le-Pont, France, 72p. European Quality Principles, English. ISBN 978-2-918086-34-5 (print) & 978-2-918086-36-9 (PDF). [Book] https://openarchive.icomos.org/id/eprint/2436/
[38] European Union (2023.10.18). *The protection of geographical indications for craft and industrial products and amending Regulations (EU) 2017/1001 and (EU) 2019/1753,* Official Journal of the European Union, L 2023/2411, https://eur-lex.europa.eu/legal-content/EN/TXT/HTML/?uri=OJ:L_20230241

A **second good practice** was identified in the **Alentejo Region**, a pilot region implementing the **National Strategy for Portuguese Know-how (2019-2024)**. This is an initiative leaded by the Ministry of Culture, involving also the Ministries of Economy and of Labour that defines and implements measures for the safeguarding and sustainable development of artisanal production. It is based on four fundamental axes – preservation, education, training and promotion – and aims to affirm traditional artisanal production as a dynamic, innovative and sustainable sector, which actively contributes to the richness and diversity of cultural heritage and the economic development of the country. This is a good example despite, the fact that the national strategy only sub-optimally addresses some regional specificities of Alentejo. The strategy is complemented by the mentioned [Magalhães_ICC project](#), a cross-border cooperation network (or ecosystem) investing in the creation of a Cultural and Creative Industries Enterprise Centre (Centro Magalhães) for the consolidation and promotion of an innovative cultural offer within the Alentejo, Algarve and Andalusia Regions.

Two more good practices were identified in **Västra Götaland**. The **Västra Götaland Region** demonstrated how the regional public authority is driving critical **collaborative networks with municipalities, museums, researchers and private owners of built heritage**. The Region is also managing the **Centre for Slöjd & Byggnadsvård** (Nääs). Slöjd (craft) or hemslöjd (home craft) involves the artisanal production of practical or decorative items for personal use or sale. Initially, it was a collective term for producing everyday items such as clothing, home textiles, household goods, furniture, and tools for work and transportation. It was typically carried out in rural areas, within homes, and for personal needs. It became a vital side industry. In 1875, a School of Crafts was started at Nääs. The school trained teachers from all over the world in traditional crafts and trades. The word *slöjd* also became used outside Sweden. The Region Västra Götaland employs regional Handicraft Consultants who work to promote slöjd in the centre for Slöjd & Byggnadsvård. Preserving knowledge and developing forms are equally important, and they work with slöjd as both a cultural form and an industry.

The Västra Götaland Region is also one of the founding parties of **The Crafts Laboratory** in Mariestad, The Crafts Laboratory, established in 2010 with support from various stakeholders including the National Heritage Board and the Church of Sweden, serves as a national centre for crafts. It fosters the documentation and development of craft knowledge, enhancing the preservation of buildings, historical parks, and cultural landscapes while sustaining and advancing intangible heritage. Operating under the University of Gothenburg's Science Faculty and affiliated with the Department of Conservation, the Crafts Laboratory provides workshops and practice-led research opportunities in areas such as masonry, carpentry, and painting. These workshops, hosted at the university's Mariestad campus, engage professional craftsmen, and facilitate higher education and research.

The Laboratory organizes **conferences and conventions**, including the **Built Heritage Convention**, to convene stakeholders and discuss challenges and advancements in built heritage. Since 2013, the Laboratory gathers e.g. every other year more than 500 stakeholders in the Built Heritage Convention, to **discuss challenges and developments on built heritage. Educational offerings range from bachelor (EQF6) to PhD levels (EQF8), supplemented by shorter vocational training programs and up-skilling opportunities**. Collaboration with regional partners such as the Centre for Slöjd & Byggnadsvård in Näas and At Dacapo, a municipal vocational training platform funded by the Swedish government, enhances the development and delivery of vocational education programs. Dacapo offers e.g. VET for window craftsmanship and cultural painting with traditional materials (EQF5). The Crafts Laboratory's integrated approach facilitates knowledge exchange between municipal and higher vocational education and training levels, promoting cross-fertilization and supporting the region's workforce needs.

The **Centre for Slöjd & Byggnadsvård and the Crafts Laboratory** are two trendsetting collaborative practices, provide training, advice, practice-oriented research, and new ways of knowledge creation and sharing with and for the Regional Cultural Heritage Ecosystem.

It remains essential to **demonstrate the present and future value of traditional skills and crafts in cultural heritage to contemporary challenges like the Green Transition (Green Deal) and Circular Economy.** This has enormous potential to unlock new kinds of funding, which are not earmarked for cultural heritage purposes but simultaneously serve cultural heritage preservation, safeguarding, **and skills transfer**. This is true for instance for the European Funds for Regional Development, which has a specific objective for investment in the 2021-2027 program period for "developing skills for smart specialisation, industrial transition and entrepreneurship.

Suggestions for the regional roll-out of the CHARTER Alliance

The CHARTER Strategy should include robust building blocks (blueprint curricula) to maintain and revalue crafts-related skills, allowing all regions to implement them.

- There is an urgent need to **protect the non-formal and informal learning paths** and define a **mechanism for their equivalence within the formal learning system** (EQF).

- **Certifications** should be **recognised** by the national systems and **compatible** with the European frameworks, thus allowing for **professional mobility and employment opportunities** across the European Union. CHARTER also recommends an **EU-wide action aimed at mapping active traditional craftsmen** in order to foster better exchanges and mobility, both for training and for employment purposes

- **Traditional crafts skills must be better valorised for the green and the circular economy transitions**. Regarding the built heritage, public authorities must invest in upskilling programs to improve heritage knowledge and skills of local and regional public officers operating in urban and spatial planning. **Upskilling in heritage literacy is needed for operators in the construction sector. Regional authorities are well placed to foster collaboration in the Regional Cultural Heritage Ecosystem and should** explore how guidelines like the **ICOMOS European quality principles for EU-funded interventions with potential impact upon cultural heritage**[39] could be used or further tailored to all regionally funded interventions.

- There is an urgent need for a **tailored legislative framework for craftspersons**, both in national legislation and at the European level. **Traditional materials and crafts** must be **made eligible under the EU funding programmes**, to increase their opportunities for learning mobility in the EU.

- The CHARTER Strategy should include robust building blocks (blueprint curricula) to maintain and revalue crafts-related skills. Member States are encouraged to **recognise informal learning pathways** and organise crafts Education and Training in the full range of EQF levels in formal

[39] Dimitrova, Elena, Lavenir, Marie-Laure, McMahon, Paul, Mūrniece, Baiba, Musso, Stefano Francesco, Nagy, Gergely, Rauhut, Christoph, Rourke, Grellan D., Sciacchitano, Erminia and Selfslagh, Bénédicte (2020) *European Quality Principles for EU-funded Interventions with potential impact upon Cultural Heritage - Revised edition November 2020.* Manual. ICOMOS, Charenton-le-Pont, France, 72p. European Quality Principles, English. ISBN 978-2-918086-34-5 (print) & 978-2-918086-36-9 (PDF). [Book] https://openarchive.icomos.org/id/eprint/2436/

Education (as from EQF 2 onwards to crafts higher VET Education at EQF6-level) or embedded in academic Education (as from EQF6 up to EQF8) as has been successfully demonstrated by the University of Gothenburg. It is recommendable to mainstream these higher VET and academic educational pathways for crafts in all EU Member-States.

8.2. Upskilling the cultural heritage workforce for the twin transitions

In each of the regional workshops, when regional stakeholders were asked about the most needed upskilling, they all indicated that continuous professional development needs to **target competencies to address the impact of climate change, the digital and other complex transitions** like the New European Bauhaus for instance.

With the aim of collecting a general insight on the **level of readiness of the cultural heritage stakeholders in the regional ecosystem for addressing the Digital, the Green and Blue Transitions,** the six CHARTER Regions were asked to complete a **self-assessment** scoring the estimated readiness of their Regional Cultural Heritage Ecosystem on a scale from 0 % to 100%, indicating one of the following five levels:

- almost all stakeholders are ready (>80%)
- the majority of stakeholders are ready (60-80%)
- around half of the stakeholders are ready (40-60%)
- only a few stakeholders are ready (20-40%)
- practically all stakeholders still need to start building up skills (<20%)

Some regions based their assessment on available quantitative data (like Tuscany Region for instance), some regions conducted a survey among the participants of the regional workshop (like the Basque Country for instance), the other regions based their assessment on qualitative regional evidence and their solid knowledge of their respective Regional Cultural Heritage Ecosystem.

Beside scoring the readiness level, the CHARTER Regions were also asked to explain the main challenges and bottlenecks regional stakeholders are facing and to refer to good regional examples in their regions. The details of the conducted self-assessments are further elaborated in the sections below.

8.2.1. Digital Transition

The **Basque Country and Tuscany Region indicated 60%-80%** of their cultural heritage stakeholders are ready for addressing the digital transition. They indicated the lack of a specialised Education and Training offer in this field, the lack of knowledge, training time and resources (for the Basque Country) and the limited capacities of micro- and small-sized enterprises, the lack of digital culture and the costs (for Tuscany Region) as the main bottlenecks.

For **Sibiu County, with around 40-60%** of cultural heritage stakeholder assessed being ready for the digital transition, the lack of infrastructure, the high investments cost and lack of supporting financial instruments are the most important bottlenecks. In addition to this, the low salary in the cultural heritage sector makes it very challenging to attract digitally skilled experts for those jobs.

For **Alentejo Region,** the **Free Hanseatic State of Bremen** and the **Västra Götaland Region, only 20-40%** of the cultural heritage stakeholders were assessed being ready to address the impact of the digital transition. When asked for the main bottlenecks, **Alentejo Region** indicated the differences between a few

stakeholders with high level digital skills and another part of the ecosystem with low digital skills qualifications. Both **Bremen** and **Västra Götaland**, indicated the bottleneck of upskilling the many volunteers supporting the cultural heritage sector for describing, recording and analysing artefacts, buildings, built heritage, and landscapes. Furthermore, the lack of resources is a bottleneck for Västra Götaland, referring to the ageing working population and the many civil associations and networks active in the sector in the need for being upskilled for the digital transition.

Two regions (Sibiu County, Tuscany Region) indicated how the European Recovery and Resilience Facility supported upskilling for the sector in their respective countries and regions. Digitalisation of heritage is included in the Romanian Strategy for Culture. Only the Tuscany Region has a specific Regional Strategy for Culture and Digital Competencies, and a national strategy for the digitalisation of historical buildings is under preparation in Romania, which will support cultural heritage stakeholders in the Sibiu County in the future.

SELF ASSESSMENT OF THE READINESS LEVEL OF CULTURAL HERITAGE STAKEHOLDERS FOR ADDRESSING THE DIGITAL TRANSITION			
Readiness level	REGION	Context and major bottlenecks	Good regional practices
The majority of stakeholders are ready (60-80%)	Basque Country	There is a lack of specialisation in E&T, and there are only a few specific courses/trainings directed to digitalisation and most are online. But some of the companies working at state level with new technologies applied to different fields of heritage (dissemination, conservation, ….) are in the Basque Country (Madpixel, Emovere...). It´s true that some groups of stakeholders would need to further improve their digital skills but in general society is adapting quickly to generic digital transition and it is expected to reach heritage to. Most stakeholders state that the biggest obstacles are lack of knowledge, lack of time for training and lack of resources.	In one hand, the Basque Government is currently digitalizing many different goods and assets in museum collections to make them more accessible. In the other hand, digital systems are being developed or are already in place for monuments, buildings and archives. MUSEOTIK, the digital platform for the Basque Museums is a good practice: www.museotik.euskadi.eus
	Tuscany Region	Most stakeholders are ready, about 70%, many initiatives both public and private have allowed to develop methodologies and tools to implement an affective e digital transition. Main bottlenecks: 1. The high percentage of micro-small companies which due to the dimensions struggle in triggering the process, both for economical and staff barriers. 2. The high costs to develop digitalization and digitization solutions. 3. Lack of digital culture which induce distrust in digital tools and methods and therefore the unwillingness to invest time and money.	Standing the already reported best/good practices, below some other very interesting examples of digital transition BPs/GPs: Tuscany cultural web portal: https://cultura.toscana.it/ Palazzo Pitti Digital Twin: https://www.researchgate.net/publication/371846797_KNOWLEDGE_REPRESENTATION_OF_BUILT_HERITAGE_MAPPING_AN_AD_HOC_DATA_MODEL_IN_OGC_STANDARDS_THE_CASE_STUDY_OF_PITTI_PALACE_IN_FLORENCE_ITALY
Around half of the stakeholders are ready (40-60%)	Sibiu County	The main bottleneck is the lack of infrastructure, which is not in place. Cultural heritage stakeholders have limited access to financial support instruments to procure the needed infrastructure. The situation of the craftspersons is slightly different than from museums, as around 20-30% of craftsmen are ready. Digital skills capacity building is foreseen in the implementation of the Romanian Recovery and Resilience Fund, but its roll-out is only slowly reaching the cultural sector heritage sector. Furthermore, upskilling of cultural heritage professionals is mostly done in projects by training on the job and learning by doing, and it remains particularly challenging to attract IT Experts to the heritage sector, where the salaries are much lower than in the ICT sector or in academia.	ASTRA VR - Implementation of latest multimedia technology in interpreting and communicating the ethnographic heritage of ASTRA Museum project: ASTRA VR is the latest addition to the largest open-air museum in Europe, ASTRA Museum, telling various stories related to obsolete professions in the region. The project aimed to reconvert a static museum area using multimodal storytelling and participatory experiences mediated by the local rural communities: intuitive display, doll house perspective or immersive VR experiences into century old rural love stories, comic strips printed on wood boards presenting snapshots of crafts and occupations that are no longer familiar to the contemporary visitors and radio drama or overlay interventions for adding emotion and human touch to the interpretative experience. In designing the storyboards and orientation system it was opted for non-invasive reversible elements that would enhance the museum's physical environment, balancing between discretion and effectiveness in conveying the message, revealing a variety of cultural contexts about the exhibits and boosting the identity of the place. This project was awarded in 2022 at Ljubljana,

			Slovenia, the BIG SEE Tourism Design Award in the category Creative story and identity as experience. National institutions in the County are participating in the European E-cultura, ASTRA Museum has digitalised over 22.000 items of its collection, digitalisation is also integrated for audience experience and virtual outreach through the Europeana Platform. The National Ministry of Culture is currently developing a strategy for digitalisation of historical buildings. A financial instrument has been designed for establishing excellence centres for digitalisation, 3 national museums from the region have applied to become a pilot museum under this initiative.
Only a few stakeholders are ready (20- 40%)	Alentejo Region	Only a few stakeholders are ready (20- 40%) in general, but we have specific stakeholders that have a much higher readiness for digital transition. Part of the stakeholders have a low level of qualifications in digital skills.	Hercules lab, part of the E-RIHS network.
	Free Hanseatic State of Bremen	The maritime heritage is extremely diverse; the transition is difficult due to the non-professional volunteer actors	The German Maritime Museum has its own research department for digitization. The focus here is on recording systems, research methods and communication in the museum environment. Extensive parts of the collection have already been digitized and more will follow. Best-practice applications are being developed that can also be used by other stakeholders. New technologies (CT-3D scanning; long-term monitoring on large wooden finds) are being tested and continuously developed.
	Västra Götaland Region	Sweden is rather well progressed in the digital transition, and digital systems are already in place, and constantly developing, for monuments, buildings, archives (like archives for parish registers historical maps), photographs and museum collections. A good national example is Digital Museum, https://digitaltmuseum.se/, where all museums in Sweden can expose their photo archives. The use of social media is rather spread (older people much Facebook, younger much TikTok). The heritage sector needs to improve digital capacity for describing, recording and analysing artefacts, buildings, built environments, and landscapes. But also, the intangible heritage. Bottlenecks are insufficient resources. The civil society with heritage associations with many volunteers is not that digital yet. Even if the young generation is digital, looking at the age structure of the population, the older generation is not fully on board of the digital transition yet.	Good practices: Vänersborgs museum https://www.vanersborgsmuseum.se/ (a part of Region Västra Götaland) with a broad digital offer and many digital visitors (on place numer 10 in Sweden). Slöjd & Byggnadsvård at Nääs https://www.slojdochbyggnadsvard.se/ offering digital advice for house owners and digital lunch lectures on Fridays. Facebook groups gathering people with the same interest in heritage, for information exchange and inspiration.

Table 2 – Self-assessment of the readiness levels of the Regional Cultural Heritage Ecosystem's stakeholders to address the Digital Transition

The CHARTER in REGIONS Workshop of the Tuscany Region was dedicated to the digital transition in cultural heritage. It provided the project with good practices at the regional policy level, as well as at interregional and EU levels.

Concerning the **Digital transition**, the Tuscany Region appears to be paving the way forward. The Tuscany Region is pioneering with **digital skills strategies** (both sector-specific and transversal). The Region adopted a **Regional Strategy for Culture and Digital Competencies 2021-2025**, constituting the policy base of several initiatives. Furthermore, the Tuscany Region also invests in skills intelligence to strengthen the evidence base for regional Education and Training policies.

The **SKYLA project**[40] of the Tuscany Region **demonstrates how the Region is successfully capitalising on interregional cooperation networks and projects to strengthen its regional policies for cultural heritage in the field of the twin transition**. This project is funded under the INTERREG EUROPE Programme and supports eight regional public authorities in putting future skills at the centre of the twin transitions for a more innovative, more resilient development by boosting and adapting VET's role in innovation ecosystems and innovative specialisation strategies. This project also supports the Regions to develop Smart Specialisation Skills Ecosystems for the Twin Transition. It encourages interregional learning on policy adaptation and policy improvements in VET.

Furthermore, Tuscany stakeholders are participating in several European networks. The **European Association of Regional and Local Authorities for Lifelong Learning** (EARLALL) is an important network offering opportunities for public authorities to contribute to EU policymaking and cooperate in projects in lifelong learning. Based on the unique strengths of every regional and local authority, EARLALL facilitates regional collaborations and partnerships for an open and rapid exchange of knowledge.

As explained in section 7.1 of this Report, Tuscany Region is one of the co-leading Regions of the **S3 Partnership Cultural and Creative Regional Ecosystems**[41] that aims to fostering innovation by the use and application of new technologies to Regional Cultural and Creative Ecosystems. The Tuscany Region is also a member of the **Regional Initiative for Culture and Creativity Network** (RICC)[42], an informal network whose leaders are Alentejo, Emilia-Romagna, Extremadura and Lombardy, and is one of the co-leading Regions of the **Smart Specialisation Strategies Working Group** of the **European Regions Research and Innovation Network** (ERRIN) representing more than 120 regions in Europe[43].

Another network in which Tuscany and Alentejo stakeholders are very active is the **European Research Infrastructure for Heritage Science Network** (E-RIHS)[44], taking the legal form of a European Research Infrastructure Consortium (ERIC) connecting 14 national nodes and of which the central hub is based in Florence. This European network enables the access to facilities, resources, and related services the scientific community uses to conduct top-level research in heritage through their national hubs[45]. Research infrastructures may be 'single-sited' (a single resource at a single location), 'distributed' (a network of distributed resources), or 'virtual' (the service is provided electronically)'. The network connects **researchers and other cultural heritage professionals** (such as art historians, conservator-restorers, heritage scientists, archaeologists, etc.) and aims to co-create knowledge and values with these users. Even if its primary focus is research, the network is an essential driver in upskilling the cultural heritage workforce to face the challenges of the digital transition.

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[40] The SKYLA project is funded under the INTERREG EUROPE Programme and gathers eight regions Tuscany, Podlaskie Province, Skåne, Sofia, Fingal, Provence-Alpes-Côte D'Azur and Lithuania, with the overall objective to support public authorities in putting future skills at the centre of the twin transitions for a smarter, more resilient development, by boosting and adapting the role of VET in innovation ecosystems and innovative specialisation strategies. https://www.interregeurope.eu/skyla

[41] https://s3platform.jrc.ec.europa.eu/cultural-and-creative-regional-ecosystems

[42] http://www.riccnetwork.eu/#/

[43] ERRIN's Smart Specialisation Working Group is aims to monitor and contribute to key policy developments related to S3 by enhancing dialogue with relevant EU institutions and stakeholders. The goal is to strengthen the regional perspective in the wider smart specialisation agenda and facilitate the interregional cooperation. The WG actively engages in the debate around shaping the cohesion policy post-2027 and the future of S3. It also follows different interregional collaboration instruments for innovation, their state of play and upcoming opportunities. https://errin.eu/working-groups/smart-specialisation

[44] More information on https://www.e-rihs.eu/

[45] European Commission, Directorate-General for Research and Innovation, European charter of access for research infrastructures: principles and guidelines for access and related services, Publications Office, 2016, https://data.europa.eu/doi/10.2777/524573

During the CHARTER in REGIONS workshop in Tuscany, the director of the E-RIHS network identified the fact of **not having a standardised way yet to organise the data over different laboratories**, for assuring the interoperability of data, **as one of the remaining key challenges**. The primary objective of E-RIHS is to address this challenge by **implementing the last missing piece** of the Research Infrastructure, the **DIGILAB platform.** This will be a digital infrastructure (hardware and software) of E-RIHS for the aggregation, interoperability, publication, and redistribution of data throughout European policies and international standards. It will provide users access to an interoperable ecosystem of data, tools, and services to support the research, protection, conservation, enhancement and interpretation of cultural heritage.

Reference was also made to the **Humanities and Heritage Italian Open Science Cloud** – H2IOSC, aiming at creating a federated and inclusive cluster of research infrastructures in the ESFRI[46] domain of Social and Cultural Innovation to allow researchers from various disciplines in the Humanities, Language technologies and the cultural heritage sectors to **collaborate in data and compute-intensive research**.

Last, it is essential to mention that the **new technologies also impact research methodology**. This was explained during the CHARTER in REGIONS working in Florence. First, the archaeological site is investigated, followed by the development of the 3D digital replica, for which techniques such as aerial and terrestrial photogrammetry, GPS and laser scanners can be used. In the next step, scientific documentation is conducted, for the "derived" documentation (blueprints, sections) and GIS, to finally develop the 3D model on VM (Virtual machine), DL (Dark Lord) Gaming. From a methodological point of view, heritage professionals will need to work closely with new occupational profiles, e.g. the so-called "digital humanists", as theoretical, methodological, and applicative insights need to be merged from the archaeologists' data to the developer via the modeller, without losing the richness of the data.

8.2.2. Green Transition

The six CHARTER regions also conducted a self-assessment for the readiness level of the cultural heritage stakeholders in their respective Regional Cultural Heritage Ecosystem for addressing the Green Transition.

The **Sibiu County** indicated **around 80% of their cultural heritage stakeholders (>80%)** are ready for addressing the green transition, building on important efforts made by the Sibiu County Council prioritising the revaluation of traditional knowledge, materials, practises, as a strength for the region since 2019. Heritage is included in the Romanian Sustainability Strategy and the Climate Adaptation Plan. Furthermore, in the field of circular economy, the County adopted the SDG's very early, strongly supported by the policies of the Sibiu County Council and its municipalities working with specific programmes. Local stakeholders have been actively working on climate transition, using financial instruments for green transport and buildings since 2020. A new national strategy for culture is under approval by the Government in 2024, including measures in the field of climate change and adaption, which will complement the overarching national Climate Adaptation Plan.

For **Alentejo Region, Tuscany Region** and **Västra Götaland Region, around half of the of cultural heritage stakeholders (40-60%)** were assessed being ready for the green transition.

In Portugal, cultural heritage is included in the Portuguese Sustainability Strategy and the national Climate Adaptation Plan. **Alentejo Region** had increased efforts to implement circular economy in the region, but there is still a need to improve scientific and technological transfer the knowledge to society in general, and

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[46] European Strategy Forum on Research Infrastructures, https://www.esfri.eu/about

to heritage organisations and companies in particular. **Tuscany Region** referred to the following bottlenecks hindering the green transition in the cultural heritage sector in the region: (1) the lack of know-how and skills that determine the incapacity to understand what needs to be done and how green measures can be implemented, (2), the lack of awareness about sustainability opportunities, many only see the burden of it in terms of effort and money and overall, such a transition appears as the umpteenth vogue and (3) the lack of specific funds to support the green transition, at least until 2023.

In Sweden, a specific sustainability strategy does not exist, as sustainability is mainstreamed in other policies. Cultural heritage is however included in the Swedish Climate Adaptation Plan. The **Västra Götaland Region** referred to the lack of awareness and knowledge in the contemporary building industry and from house owners as a big bottleneck, along with the economic structure and focus on profit, with legislations and regulations focusing on and promoting new buildings. Older buildings are torn down, materials are not re-used. Industry privileges new construction over restoration, maintenance and reuse of old buildings. It is worth noting some interesting national and regional reports and handbooks were identified, supporting local and regional heritage stakeholders in the cultural heritage sector, like the Cultural heritage for future generations including a climate perspective on Western Sweden's cultural heritage (2016)[47], the Municipal review of climate impact of Västra Götaland County (2020)[48], and the National Heritage Board's Handbook on Climate Impact on Cultural Heritage (2023)[49].

For **the Basque Country** and the **Free Hanseatic State of Bremen, only 20-40%** of the cultural heritage stakeholders were assessed as being ready to address the impact of the green transition. Even if cultural heritage is included in Spain's national Sustainability Strategy and the national Climate Adaptation Plan, the lack of real awareness and "green conscience" was flagged being an important bottleneck in the Basque Country, along with the challenge to change the needed dynamics. On the other hand, green transition requires means and high financing to adapt and change those dynamics. Changing climate systems, the whole lighting within a building or prohibiting the access to historical city centres are measures already in place but not without polemic. Again, the biggest obstacles are lack of knowledge and resources. Some even argue that change must be structural, and that there is a lack of real commitment on the part of institutions. This topic is on the national agenda and many different areas of heritage are currently working and implementing green methodologies. Museums and institutions are making a great effort in order to change dynamics and resources making them more sustainable (efficiency plans, control of their carbon footprint, reusing of resources, …). Many institutions and heritage buildings are being adapted to new more green standards. Nevertheless, some leading stakeholders are well advanced in this field, like the Provincial Government of Gipuzkoa's Heritage Collection Centre Gordailua[50] and the Guggenheim Museum[51].

In Germany, cultural heritage is included in the national Sustainability Plan. The **Free Hanseatic State of Bremen** highlighted the lack of funding and usable technology for a very specialised area of maritime cultural heritage as the main bottleneck hindering the green transition. Historic ships in operation must comply with modern shipping regulations. These are constantly being adapted, also with a view to climate neutrality. However, their implementation poses major challenges for many operating organisations. The German Maritime Museum is planning to equip a traditional wooden ship with a diesel-electric drive for the

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[47] More information on [Kulturarv för framtida generationer, bilaga 2: Kommunvis genomgång av klimatpåverkan 2020-03-31 Västra Götalands län. (lansstyrelsen.se)](#)
[48] More information on [Kulturarv för framtida generationer, bilaga 2: Kommunvis genomgång av klimatpåverkan 2020-03-31 Västra Götalands län. (lansstyrelsen.se)](#)
[49] More information on [Handbok i klimatpåverkan på kulturarv | Riksantikvarieämbetet (raa.se)](#)
[50] More information on the Gordailua https://gordailua.gipuzkoa.eus/en/nor-gara
[51] More information on sustainability https://www.guggenheim-bilbao.eus/en/about-the-museum/sustainability

first time in Germany. A basis can be created for other stakeholders, particularly with regard to approval procedures for the system in general.

SELF ASSESSMENT OF THE READINESS LEVEL OF CULTURAL HERITAGE STAKEHOLDERS FOR ADDRESSING THE GREEN TRANSITION			
Readiness level	**REGION**	**Context and major bottlenecks**	**Good regional practices**
Almost all stakeholders are ready (>80%)	Sibiu County	Around 80% of the stakeholders (museums, NGOs, self-employed heritage professionals) are ready. The region has prioritised the revaluation of traditional knowledge, materials, practises, as a strength for the region since 2019. Furthermore in the field of circular economy, the County had a very early adoption of the SDG's, strongly supported by the policies of the Sibiu County Council and municipalities working with specific targeted programmes.	Sibiu County Council launched different programmes: 1) programme Walking in the mountains, creating resources = cultural heritage from natural landscapes = local communities; national award winning; programme for local producers to gastronomical points, present in the weekly market (local entrepreneurship from local footprint and circular perspective. ASTRA Museum has training, networking and cultural programmes in the museum and in the county for circular economy. There is a new national strategy for Culture under approval by the Government, including measures in the field of climate change and adaption, to be approved in 2024 which will complement the overarching national climate plan. Local stakeholders have been actively working on climate transition, incl. financial instruments for green transport; buildings, since 2020-2021.
Around half of the stakeholders are ready (40-60%)	Alentejo Region	The region is making a huge investment in the promotion of circular economy in all the sectors. We have expectations to increase the number of stakeholders to be ready for green transition. We should improve scientific and technological transfer to society in general, organizations, companies, etc.	University of Evora as service provider to cultural heritage stakeholders for co-designing climate mitigation plans by Hercules lab; Mondato, Mediterranean diet
	Tuscany Region	Half of the stakeholders are ready, around 45%, mainly due to stringent regulations and some public funds specifically aimed at boosting the green transition. Main bottlenecks for the green transition are: 1. Lack of know-how and skills that determine the incapacity to understand what needs to be done and how it can be implemented. 2. Lack of awareness about sustainability opportunities, many see just the burden of it in terms of effort and money and overall, such a transition appears as the umpteenth vogue. 3. Lack of funds, at least until 2023, in fact there are many for digitalisation but not for this kind of transition.	Touristic port of Livorno, Darsena Europa, https://www.portialtotirreno.it/?lang=en The Tuscan Mining UNESCO Global Geopark: http://www.globalgeopark.org/GeoparkMap/geoparks/Italy/12552.htm
	Västra Götaland Region	The debate is ongoing within the architect profession and building sector (not only in the heritage sector) on the necessity for adapt and reuse the already built, and there are (some) examples on business initiatives to make inventories of reusable parts of soon-to-be demolished buildings and handle building materials. Interesting examples of how we can influence the debate are Gula listan (yellow list) https://byggnadsvard.se/om-byggnadsvard/gula-listan/ where the Swedish Association for Building Preservation is listing heritage at stake and ACAN - Architects! Climate Action Network https://www.architectscan.se/ with the "demolition map" (inspiration from https://www.abriss-atlas.ch/). The lack of awareness and knowledge in the contemporary building industry and from house owners is a big bottleneck. But also, the economic structure and focus on profit and the legislations and regulations focusing on and promoting new buildings. Older buildings	Sustaining built heritage - every example of the VG Workshop! Support network for the municipalities in the Region Västra Götaland is in place; network for small enterprises Hållbara Hus, https://hallbarahusvast.se/ advice and training to private owners of traditional buildings is offered, to maintain buildings, to connect with craftsmen for bigger restoration works, councelling on traditional materials at Slöjd & Byggnadsvård at Nääs https://www.slojdochbyggnadsvard.se/. Several educations on different levels are in place, for example conservation, window restauration, traditional paiting . See: https://www.gu.se/en/conservation and https://www.dacapomariestad.se/ Reports and handbooks: - Cultural heritage for future generations - with a climate perspective on Western Sweden's cultural heritage" (2016-09-01).

		are torn down, materials are not re-used. Industry privileges new construction over restoration, maintenance and reuse of old buildings.	- Municipal review of climate impact 2020-03-31 - Västra Götaland County. - The National Antiquities Authority's Handbook on Climate Impacts on Cultural Heritage (2023).
Only a few stakeholders are ready (20- 40%)	Basque country	There is still a lack of real awareness and "green conscience" and it is not easy to modify acquired dynamics. On the other hand, green transition requires means and high financing to adapt and change those dynamics. Changing climate systems, the whole lighting within a building or prohibiting the access to historical city centres are measures already in place but not without polemic. Again, the biggest obstacles are lack of knowledge and resources. Some even argue that change must be structural, and that there is a lack of real commitment on the part of institutions. https://gordailua.gipuzkoa.eus/en/nor-gara	This topic is on the national agenda and many different areas of heritage are currently working and implementing green methodologies. Also, museums and institutions are making a great effort in order to change dynamics and resources and make them more sustainable (efficiency plans, control of their carbon footprint, reusing of resources, …). As well, many institutions and heritage buildings are being adapted to new more green standards. As an example, at the university we have just made mandatory to include and develop different SDGs withing PhDs, master theses… Some of the leading heritage centres in the territory are carrying out sustainability plans, such as "Gordailua" (https://gordailua.gipuzkoa.eus/en/nor-gara) and the Guggenheim Museum (https://www.guggenheim-bilbao.eus/en/about-the-museum/sustainability).
	Free Hanseatic State of Bremen	Lack of funding and usable technology for a very specialised area.	Historic ships in operation must comply with modern shipping regulations. These are constantly being adapted, also with a view to climate neutrality. However, their implementation poses major challenges for many operating organizations. The German Maritime Museum is planning to equip a traditional wooden ship with a diesel-electric drive for the first time in Germany. A basis can be created for other stakeholders, particularly regarding approval procedures for the system in general.

Table 3 – Self-assessment of the readiness levels of the Regional Cultural Heritage Ecosystem's stakeholders to address the Green Transition

Besides the Swedish and regional instrumental reports and handbooks mentioned above, several other good regional practices for sustaining the built heritage were identified in Västra Götaland. A support network for the municipalities in the Region Västra Götaland is in place. Furthermore, networks for small enterprises like the Hållbara Hus[52], offer trainings and advice private owners of traditional buildings to maintain buildings, connecting them with craftsmen for bigger restoration works. Counselling on traditional materials is offered at the Slöjd & Byggnadsvård Centre[53] at Nääs. Several educations at different EQF-levels are in place, for example in conservation, window restauration, traditional painting at the Gothenburg University[54] and at the Dacapo[55] in Mariastad.

Another interesting practice was identified in **Alentejo**. The interdisciplinary and multi-institutional approach **of the Hercules Laboratory of the University of Évora**, the national hub of the E-RIHS Network in Portugal, in its mission to become a reference research infrastructure dedicated to the study and valorisation of cultural heritage is a good example. The Hercules lab conducts research that contributes to the sustainability of cultural heritage of the region by creating efficient and sustainable conservation strategies that respond to the real needs of the sector, including **risk management and climate mitigation strategies and strategies for valuing and communicating cultural heritage through knowledge**. The continuous team of researchers has specific scientific expertise in conservation science, archaeometry, chemistry, biotechnology, environmental chemistry, digital technologies, surface chemistry, material science, geology,

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[52] More information on Hallbara Hus https://hallbarahusvast.se/
[53] More information on Slojd ach Byggnadsvard Centre https://www.slojdochbyggnadsvard.se/
[54] More information on Education programmes at Gothenburg University can be found on https://www.gu.se/en/conservation
[55] More information on DaCapo https://www.dacapomariestad.se/

geochemistry, archaeology, electrochemistry, and corrosion. The laboratory's research infrastructure and services, integrating research, development, and its application (RD&A), are accessible to researchers, public institutions and private companies. More than 50 researchers and conservation scientists have collaborated with HERCULES **supporting heritage professionals in the material study of cultural heritage monuments, art in general and archaeological artefacts.**

8.2.3. Blue Transition

To better understand the readiness level of cultural heritage stakeholders for facing the Blue Transition, the six CHARTER Regions were asked to conduct a self-assessment and to reference good regional practices. Table 4 provides the overview of this self-assessment for the Blue Transition.

Alentejo Region, Tuscany Region and Västra Götaland Region assessed that around **half of the cultural heritage stakeholders (40-60%)** in their respective regions, are ready for addressing the Blue Transition. The **Free Hanseatic State of Bremen** assessed that **20-40%** of their cultural heritage stakeholders are ready to address the Blue Transition. For the **Basque Country** and the **Sibiu County**, practically all stakeholders **still need to build up skills for addressing the Blue Transition (<20%).**

When asked about the main bottlenecks hindering the Blue Transition, **Alentejo Region** indicated the future challenge of water scarcity management. For **Tuscany Region**, the (1) lack of a systemic approach and industrial symbiosis allowing a real permeation of the blue transition at any level. The latter requires a true ecosystemic and holistic approach to really work out, and the (2) lack of awareness, know-how and skills about how to rethink the production impacting process, were referred to as being the main bottlenecks. Even if it is widely believed that such awareness exists, it does not and as a consequence the necessity of the blue transition not only is not perceived, but almost snubbed. For the **Västra Götaland Region**, the main bottleneck is the substantial lack of resources to address all heritage. Lastly, also the lack of knowledge among heritage experts is hindering the progress. Regarding streaming water and the water framework directive, there is a need to improve the cross-over knowledge between stakeholders and that the heritage sector should be formally recognised as an important stakeholder.

Even though the maritime cultural heritage is directly linked to the North Sea, the **Blue transition is not an issue that is addressed at the level of individual stakeholders in the Free Hanseatic State of Bremen**. The main problem for coastal maritime heritage will be sea rise. Bremerhaven's port construction company Bremenports is preparing the region for future developments by raising dykes and implementing coastal protection solutions. Intensive planning is currently underway to relocate one of the world's earliest offshore structures, the Roter Sand lighthouse, close to the coast. The rising sea would lead to the long-term destruction of the structure.

Both for the **Basque Country** and **Sibiu County, practically all stakeholders still need to start building up skills (<20%)**. When asked about the main bottlenecks, the lack of real awareness and conscience regarding heritage (not yet recognised as an economical sector) was highlighted for the **Basque Country**. This is particularly true as the related policies are more advanced and focused in other areas and economic sectors, such as the fishing sector. The Basque Country supports many projects in favour of the circular economy: blue economy, eco-construction, reduction of environmental impacts or transformation of resources. The Basque Region participates for instance in Urban Klima 2050, a pioneering climate action project at the COP26 in Glasgow. On the other hand, some private efforts are made, like Mater[56], which is

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[56] More information on www.mater.eus

the last great Basque wooden *bonitera* (tuna ship) converted into an Ecoactive Museum Ship, to bring closer and involve society in the care and protection of our environment. Captaining the boat is the AULA DEL MAR association, a non-profit organisation dedicated to promoting respect, protection and, above all, the enjoyment of the sea.

For the **Sibiu County**, the Blue Transition is a fairly new topic and the ecosystem is building up knowledge and capacity slowly. The region does not face big challenges with water floodings. The topic is on the national agenda, but other regions facing more threats are more advanced in this field.

SELF ASSESSMENT OF THE READINESS LEVEL OF CULTURAL HERITAGE STAKEHOLDERS FOR ADDRESSING THE BLUE TRANSITION			
Readiness level	REGION	Context and major bottlenecks	Good regional practices
Around half of the stakeholders are ready (40-60%)	Alentejo Region	This is in the agenda of regional development of the region in different levels and subsectors like renewable energies, maritime and coastal protection, green ports, circular economy applied to nautical and coastal tourism, etc. Main bottleneck is the future challenge of water scarcity management.	Port of Sines - NEXUS project – https://www.portosdeportugal.pt/UserFiles/desafio-nexus-sines.pdf
	Tuscany Region	Half of the stakeholders are ready, around 50%, with some excellence such as the realities of the Livorno Province. Main bottlenecks for the blue transition are: 1. Lack of a systemic approach and industrial symbiosis allowing a real permeation of the blue transition at any level. The latter requires a true ecosystemic and holistic approach to really work out. 2. Lack of awareness, know-how and skills about how to rethink the production impacting process. Even if it is widely believed that such awareness exists, as a matter of fact it doesn't, and, therefore, the necessity of the blue transition not only is not perceived, but almost snubbed.	Livorno huge work at the port: https://www.comune.livorno.it/articolo/blue-agreement-porto-sempre-piu-verde-firmato-un-accordo-mitigare-linquinamento-traffico
	Västra Götaland Region	This topic is on the national agenda, all municipalities have for example started mapping zones at risk of floodings and sky falls, but Cultural Heritage is not yet integrated. The region is supporting the municipalities to conduct this work. The European water framework directive has initially created a number of conflicts - in streaming waters - between ecological goals and installations with heritage qualities (dams, mills, and remains from rafting of timber). Main bottlenecks are the lack of resources to address all heritage, lack of knowledge among heritage experts. Regarding streaming water and the water framework directive there is a need to improve the cross-over knowledge between stakeholders and that the heritage sector should be formally recognised as an important stakeholder.	In Västra Götaland heritage and climate change has been on the agenda since 2014 – trying to invest in knowledge in municipalities and producing support for decisionmakers showing that climate change also affects CH. Water is one of the focus areas. For example, information maps that can be used for analysis, including details information on flood mapping: threat maps from MSB show depth and velocity maps at different flood levels in waterways and seas within selected cities. The MSB Flood mapping layer, on the other hand, shows different water levels for the larger water bodies. https://ext-geoportal.lansstyrelsen.se/standard/?appid=acbec1f3c33d4ca4a300abba1ecec259. Reports and handbooks: - Cultural heritage for future generations - with a climate perspective on Western Sweden's cultural heritage" (2016-09-01) - Municipal review of climate impact 2020-03-31 - Västra Götaland County. - The National Heritage Board's Handbook on Climate impact on Cultural Heritage (2023). Other examples: - Local example: Municipality of Sotenäs: good practice facing sea water level raising and preservation of traditional

			wooden fishermen's houses at risk: participatory approach of the municipality to preserve them.
Only a few stakeholders are ready (20- 40%)	Free Hanseatic State of Bremen	Even though the maritime cultural heritage is directly linked to the North Sea, this is not an issue that is addressed at the level of individual stakeholders.	The main problem for coastal maritime heritage will be sea rise. Bremerhaven's port construction company Bremenports is preparing the region for future developments by raising dykes and implementing coastal protection solutions. Intensive planning is currently underway to relocate one of the world's earliest offshore structures, the Roter Sand lighthouse, close to the coast. The rising sea would lead to the long-term destruction of the structure.
Practically all stakeholders still need to start building skills (<20%)	Basque Country	There is still a lack of real awareness and conscience regarding heritage (not yet recognized as an economical sector) because those policies are more advanced and focused in other areas and economic sectors as the fishing sector.	There are in the Basque Country many projects in favour of the circular economy: blue economy, eco-construction, reduction of environmental impacts or transformation of our resources. For example, the Basque Region participates in Urban Klima 2050 - a pioneering climate action project - at the COP26 in Glasgow. In the other hand, there are some private efforts, as Mater (www.mater.eus): MATER is the last great Basque wooden bonitera (tuna ship) converted into an Ecoactive Museum Ship, to bring closer and involve society in the care and protection of our environment. Captaining the boat is the AULA DEL MAR association, a non-profit organisation dedicated to promoting respect, protection and, above all, the enjoyment of the sea.
	Sibiu County	This is a fairly new topic; the ecosystem is building up knowledge and capacity slowly. The region does not face big challenges with water floodings. The topic is on the national agenda, but other regions facing more threats are more advanced in this field.	No practices in place identified in the County.

Table 4 – Self-assessment of the readiness levels of the Regional Cultural Heritage Ecosystem's stakeholders to address the Blue Transition

For the Blue Transition, we identified in **Västra Götaland** a **pilot study Nature and Cultural Heritage by water, collaboration for success**[57] run by the Gothenburg University. The project is a collaboration between the University of Gothenburg, the Västra Götaland Region, and The Water History Network. It has its background in the EU Water framework directive that aims to create good ecological status in European lakes, rivers, and groundwater. Ecologically motivated measures, as well as the reconsideration of permits for waterpower, have created several conflicts between different interests like nature/ecology, cultural heritage, local/civil society and the possibilities to produce 'green' electricity. The project has studied many examples and identified those which produced good results with a view to promote collaboration for better understanding and results.

To conclude on the three previous sections, it is important to highlight that the regional case studies identified a **double dilemma linked to these complex transitions**, particularly for the digital and the green transition. Employers in the cultural heritage sector expect Education and Training providers to offer specific and tailored programs, but the educational systems are too rigid to adapt swiftly to market needs. Education and Training providers, on the other hand, expressed their expectations towards companies for setting up upskilling initiatives in a much more agile way. Still, the latter indicated that the lack of state-of-the-art knowledge and infrastructure, traditionally anchored in the higher education institutions and research institutions, is hindering them from doing so. Furthermore, when it comes to attracting a skilled workforce to these emerging jobs and developing new training initiatives in which digital and green skills

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[57] More information on https://www.gu.se/forskning/natur-och-kulturmiljoer-vid-vatten-samverkan-for-framgang

permeate traditional heritage programmes and training, both Education and Training providers and employers in the sector are competitors in a tight labour market. Given that the level of payment in the cultural heritage sector is lower than other sectors, like the Information and Communication Technology sector, the difficulty in attracting those high skilled workers is even greater. For smaller cultural heritage stakeholders and companies, attracting those high skilled workers is almost impossible, and smaller heritage organisations are forced to join forces or to work under the umbrella of large and financially more robust companies to address this challenge.

Nevertheless, **regions have proven to be good laboratories** for some interesting examples of formal, non-formal and informal learning for skilling and upskilling the heritage workforce for addressing the complex transitions. Upskilling mostly happens 'on the job' in collaborations between researchers, entrepreneurs, museums, associations, policymakers and cultural heritage professionals, particularly when they assume roles beyond their traditional ecosystem's role and function, like Education and Training or policymaking. Most of these practices are characterised by a **hybridisation of conventional knowledge creation and knowledge sharing,** as described in the previous section. National strategies seem to be important for boosting the readiness levels of cultural heritage stakeholders at the local and regional levels to address these complex transitions. We identified some Member-States with national strategies being already implemented, many others are only starting to develop targeted policies and frameworks which is partially explaining why capacity building at local and regional level is only progressing slowly.

Suggestions for the regional roll-out of the CHARTER Alliance

In order to increase the readiness level of cultural heritage stakeholders for facing and anticipating the impact of complex transitions, like the Digital, Green and Blue Transitions, CHARTER **recommends all Education and Training providers to include at least three transversal learning pathways into all initial cultural heritage Education and Training programmes (VET and beyond)** to equip the entire future heritage workforce with basic literacy on how to address the impacts of the **Digital, the Green** and the **Blue Transitions on cultural heritage**.

CHARTER also **encourages Member-States** to continue and strengthen their efforts for designing national policies, strategies and implementation plans for addressing the Digital, Green and Blue Transitions in the cultural heritage sector, while including regional and local levels in the policy design to ensure that regional and local authorities have enough resources to implement the ambitions of the national policy objectives.

CHARTER encourages cultural heritage stakeholders at all policy levels, particularly at the regional level, to **build a solid culture of data to support better evidence-based and evidence informed policy design** making it possible to better anticipate on risks, better monitor the progress and effectiveness of the measures put in place for addressing the complex transitions and provide capacity building opportunity for the sector. Quality data are not only critical for the digitalisation of heritage documentation and for supporting heritage jobs with digital tools, they are also crucial for better policy making and better engagement and use of heritage with the broader society, and for better assessing the skills needs and employment related to the Digital, Green and Blue Transition in and outside the heritage sector (skills anticipation, skills intelligence, visibility of the sector in statistics).

CHARTER **recommend**s **Regions to support local and regional upskilling initiatives and embed them in a policy approach making them more sustainable and scalable. Regions are also encourage to adopt a whole-of-government approach at regional level including** cultural heritage in regional climate adaptation and mitigation plans, local and regional circular economy plans, regional water management and risk flooding plans and other regional policy fields.

Cultural Heritage stakeholders are encouraged to **strengthen** their **multidisciplinary collaboration at regional and interregional levels** for addressing the impact of the Green, the Blue and the Digital Transitions on cultural heritage to avoid duplication of projects and better knowledge circulation about actionable solutions already developed in other regions of Europe.

Finally, CHARTER encourages the regional authorities to support local and regional stakeholders in their **participation in interregional and European networks and to support the regional uptake of upskilling opportunities and involvement in important EU initiatives,** for example in the field of the digital transition, the European Cultural Heritage Cloud[58] and the common European data space for Cultural Heritage[59], and the proposed Horizon Europe European Partnership for Resilient Cultural Heritage[60].

8.3. Regional Cultural Heritage Ecosystems as laboratories for small-scale pockets of Education and Training Innovation

Even if the sector-integrated dynamics in Regional Cultural Heritage Ecosystems are mostly fragmented, each region proved to be a fruitful laboratory for small-scale **pockets of Education & Training Innovation**, even in regions where the regional authorities do not hold legal competencies or decision-making power in the field of Education & Training.

Regardless of whether these small pockets of Education & Training innovation focus on topical issues (as discussed in sections 8.1 and 8.2 of this Report), on cross-cutting challenges like increasing the influx in cultural heritage studies and training and in local jobs (like the Jügendbauhutte in Bremen) or ecosystem networking providing non-formal upskilling opportunities to the cultural heritage workforce (like the Hallbara Hus network in Västra Götaland) and presented in the Factsheets in Annex 10.2-D of this Report, **without a policy embedded approach, these initiatives are likely to remain small and difficult to scale up.**

Suggestions for the regional roll-out of the CHARTER Alliance

CHARTER encourages **regional authorities** to offer **networking opportunities** between the stakeholders of the Regional Cultural Heritage Ecosystem to exchange information about small-scale pockets of Education and Training innovation pilots.

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[58] More information can be found in Chapter 10 of this Report and on Collaborative Cloud for Europe's cultural heritage (europa.eu).
[59] More information can be found on https://digital-strategy.ec.europa.eu/en/news/deployment-common-european-data-space-cultural-heritage
[60] More information on the Resilient Cultural Heritage Partnership on https://research-and-innovation.ec.europa.eu/system/files/2023-07/ec_rtd_candidate-list-european-partnerships.pdf

CHARTER encourages the **local and regional authorities to explore how to maximise the impact, efficiency and effectiveness of successful small-scale examples of Education and Training Innovation emerging at local and regional levels**. This will help unlock their potential for the wider Regional Cultural Heritage Ecosystem. Fostering the dialogue among stakeholders about local and regional upskilling opportunities can be embedded as one of the tasks of future Regional Skills Partnership for Cultural Heritage.

8.4. Skills gaps and needs, skills governance, and long-term skills strategies for cultural heritage

In parallel and addition to the research activities of Work Package 3 for identifying gaps and needs in the Education and Training offer for cultural heritage professionals[61], the series of regional workshops provided CHARTER with additional insights and evidence to refine and confirm the preliminary results. The regional case studies shed light on the regional particularities linked to Education and Training gaps and needs for the Regional Cultural Heritage Ecosystems, and the challenges regional authorities face when establishing skills governance and designing comprehensive long-term skills strategies for cultural heritage for addressing identified skills gaps and needs.

The **first critical finding** of the regional case studies is that building solid and effective skills strategies is particularly challenging, as **five out of the six regions considered lack a systemic approach for assessing skills needs and gaps** on the one hand and **for skills strategy development from a Regional Cultural Heritage Ecosystem perspective** on the other hand.

The skills assessments which were identified by regional stakeholders, are mainly conducted by singular institutions at national level, or by Education and Training providers or important museums at regional level. When analysing the skills needs assessment at national level, most of them have a restricted scope on a specific subsector of cultural heritage or focussing on a specific stakeholder group. This was illustrated by following examples: national institutes such as the National Heritage Board, the National Property Board, the Swedish National Board of Housing, Building and Planning, the Swedish Environmental Protection Agency in Sweden for the built heritage, and the National Institute for Cultural Research and Training in Romania collect data to tailor its training offer for public cultural institution employees. However, these data might not cover all regional specificities. Individual institutions (like e.g. universities as identified in the Basque Country and in the Västra Götaland region) conduct regular surveys among their alumni and research partners. Furthermore, VET providers collect insights from employers involved in apprenticeship schemes (Tuscany). Other stakeholders, e.g. prominent museums, set up focus groups with self-employed cultural heritage professionals (ASTRA in Sibiu) or volunteers and private cultural heritage owners (DSM in Bremen). **When conducted at regional level**, most skills assessments for cultural heritage remain mostly **not systematic** (not recurrent nor long-term assessments) and **too limited** (as they focus on one specific Education or Training level or programme) without taking a holistic sector-integrated perspective on skills needs and gaps for the entire Regional Cultural Heritage Ecosystem.

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[61] Five of the six regional workshops were organised before the culminating D3.4 Report. In which gaps and needs in Education and Training were presented. More details can be found in Baatz, W. De Luca, M. Drda-Kühn, K. Hegedüs-Gravina, J. M. Hofland-Mol, M. Karatas, K. Lavarello, C. Marçal, E. Marcuccio, M. Mignosa, A. Musso, S. F. Piccininno, M. Pirri Valentini, A. Sani, M. Schlott, F. (2023). Report: Identifying gaps and needs in the educational and training programmes. CHARTER Consortium.

The Tuscany Region does take an ecosystem approach for skills adaptation and anticipation, which is a high priority for the Tuscany Region within the framework of Regional Law n. 32/2002. Skills anticipation takes however a specific focus on the potential repercussions technological innovations in the production process (Industry 4.0) are producing and will produce in the future on the skills needed by the labour market. The main channel to identify gaps between the E&T supply and labour marked needs is the **concertation process foreseen by the regional law 32/2002 with the Tripartite Regional Commission**. Through the Commission, a constant dialogue is carried out with the key players of the territory, aimed at understanding the dynamics in progress, studying the different ecosystems and the characteristics that distinguish them, such as the training chains present, and the levels of skills required in the work system of reference. This makes it possible to improve the analysis of local skills needs and more easily adapt the offer of Education and Vocational Training, contributing to the strengthening of ecosystems.

An **integrated data collection approach** including all sub-sectors of cultural heritage supported with or connected to data on the skills needs and supply, in particular, **seems to be still missing in all regions, yet there is a need for consolidation of the data collected in a fragmented way.** The **fragmented evidence base for designing effective long-term regional skills policies** for the Cultural Heritage Ecosystem, is also an **obstacle** for most regions considered **for strengthening the skills governance** in the Regional Cultural Heritage Ecosystem. Support for strengthening the collection of quality skills intelligence at regional level is very much needed.

Besides identifying skills needs, **the anticipation of skills needs** is equally strategic to support the design of upskilling and reskilling policies. Anticipating skill trends, rather than adapting Education and Training policies is crucial. **Skills intelligence** is very much needed to face the challenge of delivering the future required skills to the cultural heritage sector. Technologies are key tools to go in this direction and **shift from more reactive Education and Training policies towards more proactive skills policies.** The **culture of data** is key for a **correct interpretation of the digital and sustainable trends and for the consequent definition of the required profiles, both existing (reskilling-upskilling) and new profiles (skilling).**

The Tuscany Region has proven how it to support the sector with **skills intelligence**. Quality data are much needed to shift to a more **proactive and anticipating way of E&T programming and innovation**. With a vast network of partners at the European and interregional levels, the Tuscany case study unveiled how collaborative EU-funded projects and EU networks contribute to strengthening regional skills strategies. This enables piloting policy experimentations that bring Education and Training innovation to the regional context.

The **Regional Observatory for Culture of Tuscany Region**, described in section 6.1.2, does not yet provide data on skills needs within the sector, nevertheless, **skills needs' analysis is anyway provided by means of the Regional Institute for Economic Planning of Tuscany (IRPET), an instrumental entity of the Tuscany Region**. As mentioned above, the analysis is developed mainly through IRPET which, based on regional law, is responsible for:

> (a) studying the region's socio-economic structure and its transformations, economic trends and relative analytical tools,
> (b) studying the regional territorial structure and its transformations and relative analytical tools, and
> (c) studying programming methods, assessing and checking policies.

IRPET, standing the absence of data from the Regional Observatory for Culture, carries out analysis using data from the regional employment information system, fed with mandatory communications on

employment relationships. Every employment relationship in Italy is subjected, at the start and during the life cycle when changes and variations occur, to a mandatory communication which contains the main information on the relationship itself, i.e., employer, worker, national collective labour agreement applied, duties , working hours et al. IRPET's field surveys analyse mandatory communications also clustering them by Ateco code (the Italian version of the European NASCE nomenclature for economic activities code), allowing to verify what the labour market trends are for the different professions. IRPET uses predictive models for the analysis of the skills required and on which to concentrate the regional offer of professional training.

Tuscany Region is firmly committed to **refining its skills anticipation and matching system governance. In dynamic and complex labour markets, gathering intelligence on current and future skills needs can support better matching training and jobs**. A better understanding of labour market needs and skills matching is strategic because of rapid technological advances and global competition. Skills matching can also help reduce unemployment, particularly among young people. It helps to build a better life for individuals by improving employability, social mobility, and inclusion.

As mentioned above, CHARTER identified the approach taken by the Tuscany Region as an example of good practice **in skills analysis, which can inspire other regions**, as it involves policymakers and researchers to collect quality data on cultural heritage from an ecosystemic perspective.

In addition to the this first critical systemic flaw described above, CHARTER identified the **lack of deep mutual understanding of the skills gaps and needs in the Regional Cultural Heritage Ecosystem**, which has been referred to already in sections 6.1.3, 6.3.1 and 6.3.4 of this report, as a **second critical finding**. Even if collaborations are in place, an in dept understanding of each other's needs seems to be fairly limited. The regional workshop in the Basque Country unveiled e.g. a clear gap between the world of higher education and professional cultural heritage practice. Other regional cases also showed that, even when a skills dialogue is in place between stakeholders in the Regional Cultural Heritage Ecosystem, these discussions are primarily done bilaterally: initial VET providers, e.g. exchange regularly with the workplaces, and higher education institutions engage with their alumni and (research) partners, but **an overarching exchange at ecosystem level is not in place**.

To gain a better understanding of the specific regional skills gaps and needs of cultural heritage stakeholders, CHARTER conducted a **short survey** among the participants of the CHARTER in REGIONS workshops in Bremen, Alentejo and in Tuscany. The survey collected immediate inputs from 110 participants (Bremen (N=36), Alentejo (N=29) and Tuscany (N=45)) about the most important challenges for the cultural heritage sector and its skills gaps and needs.

The participants identified **(1) Knowledge transfer** and **(2) Resourcing and funding** as the **most urgent future challenges for the cultural heritage sector**. A large majority of the participants considered that **Education and Training** in cultural heritage was **most needed for the transversal and emerging professions**, followed by the **traditional professions**. When asked about what should be prioritised to secure a future-proof workforce for the cultural heritage sector, the large majority of the audience pinpointed **improved continuous professional development** (lifelong learning) and **new formats of Education & Training**, with **short courses** and **workplace training** being the preferred formats. When asked about the levels of Education being the most important to develop for cultural heritage in formal education, the responses were spread in descending order from most important to less important:

- (1) VET at EQF4- EQF5,
- (2) comprehensive higher education at EQF6,
- (3) basic education at EQF1-EQF5,

- (4) master level at EQF7,
- (5) doctoral level at EFQ8.

CHARTER also collected qualitative evidence about upskilling needs of regional stakeholders in the Västra Götaland regional workshop. They emphasised that cultural heritage is part of contemporary society and has a crucial role for future generations. The **skills gaps** identified are strongly connected with an **urgent need for upskilling and reskilling related to climate change, conflict, reuse and circular economy, policies for designed living environments, property and facility management, finance and economy, tourism,** and **digitalisation**.

Several stakeholders also indicated that they struggle to operationalise some (new) initiatives in cultural heritage, such as the New European Bauhaus, the Centres of Vocational Excellence, the Heritage Strategy for the 21st Century, etc., to turn cultural heritage into a true asset and generate a positive impact for society.

Linked to this, it was stressed that excellent **communication skills, intelligent methods of dialogue and involvement and pedagogical skills** are critical for professionals working in the cultural heritage sector. All these general skills are essential knowledge areas with a substantial impact on cultural heritage but are only seldom developed into cultural heritage context-appropriate competencies and skills. All this brings new perspectives for heritage experts: one does not need to be an expert on all and every aspect, but one will face the issue of prioritising between heritage values on the one hand and mitigation and adaptation needs on the other hand, and then basic knowledge on cultural heritage is a minimum. The mentioning of all these different skills comes from a general understanding that **there is a need to broaden whatever primary education one has** into the areas that are not covered in the basic educational programmes **rather than deepen it**. Also, the advantage of having multiple essential competencies was highlighted during several regional workshops, confirming the results indicated in the CHARTER report 'A new landscape for heritage professions – preliminary findings (D2.1)'[62].

Even if initial Education & Training is the cornerstone for a professional career in cultural heritage, in each of the six case studies, local and regional stakeholders stated that **Continuous Professional Development or Lifelong Learning (LLL) is the most essential level of Education and Training to be strengthened**. In most of the regions, the LLL offer is however **not fully systemised**, which makes it for regional stakeholders **challenging to catalogue and to access**. **Upskilling** is mainly done **on the job** (in-house and in the workplace) in an **informal and non-formal way outside formal Education and Training.** As the initial training of the workforce entering the sector is very diverse, **multiple and flexible LLL pathways** are needed to complement the initial skill set. This reality appears to challenge the sequentiality of the EQF for gaining the adequate skillset to execute cultural heritage jobs in the future, in which, f.eg. a holder of a EQF7 degree might need an EQF4- or EQF5-upskilling course to gain professional practice-oriented skills.

The **third critical finding** from a systemic point of view is that most Regions **struggle to establish an efficient skills governance at the regional level,** emphasising there is a need for better collaboration between cultural heritage stakeholders and Education and Training actors and for efficient and agile skills systems that can innovate their Education & Training offer to deliver and maintain the skills supply the heritage sector demands. During several workshops, regional stakeholders indicated that innovating study programmes and trainings in formal Education and Training is very often a time-consuming process, requiring approvals from different ministries or agencies and comes with a considerable amount of administrative workload. Both the **higher education and the VET systems are quite rigid** in responding to

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[62] https://charter-alliance.eu/wp-content/uploads/2022/08/D2.1-WP2-FINAL_V3.pdf

the new skills needs to match labour market requirements which are influenced by the impacts and opportunities of the Digital, Green and Blue Transitions. **Response times should be reduced** to better align Education and Training supply with skills demands and labour market needs for the cultural heritage sector. In this context, the experience of the **Smart Specialisation Strategy and the Entrepreneurial Discovery Process** could help, to better integrate skills needs and education providers into the definition of regional innovation policies and the S3.

During the Tuscany workshop, policymakers from the Education and Training Department of the Tuscany Region's Government, stressed that the **regional cultural heritage skills system needs to be strengthened** in order to become more **reactive**, **resilient and effective** in responding to skills needs and gaps. Relationships among the actors must be strengthened and solid bridges between the skills supply and demand should be established. This means strengthening the relations between the education providers and the cultural organisations.

Moreover, successful skills strategies across the ecosystems depend on the **continued collaboration between regional departments, VET providers, universities, non-governmental stakeholders and local actors across different levels of government**. For this reason, the **governance of the regional skills ecosystem** needs to be **strengthened**. Doing this, some key challenges need to be met: promoting cooperation and collaboration across the different government levels, engaging with stakeholders throughout the entire policy cycle, building integrated information systems, as has been described by OECD (2019)[63] and explained in section 2.3.2 of this Report.

The **fourth critical finding** of the regional case studies is that the **Cultural Heritage Skills Strategy debate is missing or relatively new in most of the regions** and a **comprehensive long-term Cultural Heritage Skills Strategy** is missing in **four of the six regions** (Basque Country, Sibiu, Bremen and Västra Götaland). In two regions only, the Tuscany region and in the Alentejo region, CHARTER identified relevant Cultural Heritage Skills Policies, with a rollout at the regional level.

First, **Tuscany Region** developed a Strategy for Cultural and digital Skills (2021-2025), which is complemented by the **Tuscany Education & Training Strategies of the Regional Government** foreseeing, e.g. strategic interventions to improve the skills in cultural heritage. The **Regional Development Programme 2021-2025[1]** identifies **two strategic objectives** related respectively to Culture and Education and the strategic area of Education, Research and Culture:

(1) **Enhancing the cultural heritage and promoting its use also within the tourism system and**
(2) **Investing in education training and research for an increasingly digital, sustainable and inclusive Tuscany.**

These objectives are supported by three regional projects: (1) Enhancement and promotion of culture, between tradition and innovative development, (2) Educational success, quality training and citizenship education and (3) University cities and regional research system.

Second, **Alentejo** is a pilot region for the **regional roll-out of the National Strategy for Portuguese Know-how (2019-2024)**, which is implemented in the region with the aim of valorising traditional arts and crafts under new innovative and creative perspectives and disciplinary crossings.

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[63] OECD (2019), *OECD Skills Strategy 2019: Skills to Shape a Better Future*, OECD Publishing, Paris, https://doi.org/10.1787/9789264313835-en.

Considering all challenges and critical findings described above, **several elements need to be strengthened for better skills governance in Regional Cultural Heritage Ecosystems**. When considering the recommendations for countries formulated in the OECD publication mentioned in section 3.2.2 of this Report, we can conclude that those are applicable to the regional level to address the challenges described.

There is a **need to intensify co-ordination, co-operation and collaboration across the whole of government** to address the gaps and needs identified in an effective and efficient manner. This should be targeting all levels of Education and Training, with a particular focus on Continuous Professional Development, as this is offers is not fully systemised, yet very valuable. It is **important to engage heritage stakeholders throughout the policy cycle, to deepen the understanding of skills needs, and to co-design solutions that can overcome the mismatch between skills supply and demand**. Building integrated **information systems** and **skills intelligence** can strongly support regional authorities to design their regional policies and strategies and would allow them to innovate Education and Training programmes in a swifter way. Finally, it remains important in a **multi-level governance context to align and co-ordinate financing arrangements** ensuring that skills policies and strategies designed at national or regional level, are effective in their roll-out. Skills intelligence support regional authorities for strengthening the skills governance for cultural heritage, but this is still very new for most regions considered.

Suggestions for the regional roll-out of the CHARTER Alliance

CHARTER recommends the Regions to **strengthen the skills governance for cultural heritage at the regional level.**

To address skills shortages in the short, medium and long term, collaboration between the cultural heritage stakeholders and the actors in the field of Education and Training needs to be strengthened urgently with the aim of (1) **mapping and maintaining the skills that are at risk of disappearance**, and (2) **having a better mutual understanding of emerging gaps and needs**, and (3) for **co-designing more long-term strategies** supporting pilots addressing the skills shortages at the level of Regional Cultural Heritage Ecosystems in formal, non-formal and informal learning.

For these purposes, regional authorities can use the **semi-structured survey of the CHARTER in REGIONS booklet** presented in Chapter 4 of this Report, to **repeat the mapping and assessment efforts on skills gaps and needs** in their ecosystem on a recurrent basis. Furthermore, the **OECD self-assessment tool**[64] is also helpful for regions, even if it was designed for countries. The tool helps policymakers, stakeholders, and other interested parties providing an overall assessment regarding their potential to strengthen the governance of the skills policy regime.

CHARTER encourages Regions to invest in a **regional culture of data** and to take a **whole-of-government approach, which strengthens a horizontal and vertical collaboration and alignment across different fields and levels of government,** to develop Cultural Heritage **Skills policies or strategies**, to support coordination and collaboration in the ecosystem, and to invest in policy alignment across policy fields (horizontal) and levels of governance (vertical).

CHARTER recommends that cultural heritage institutions **urgently invest in building up a culture of data** and encourages Regions to start and or intensify the collaboration with regional, national and EU actors **who are already collecting data,** like e.g. the European Centre for the Development of Vocational

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[64] Self-assessment in OECD (2020), *Strengthening the Governance of Skills Systems: Lessons from Six OECD Countries*, OECD Skills Studies, OECD Publishing, Paris, https://doi.org/10.1787/3a4bb6ea-en.

Training (CEDEFOP), national and regional statistical agencies, to ensure that these data are collected at the granular level, and disclosed through open data, which is needed to **develop forward-looking skills strategies**.

CHARTER encourages **regional authorities to invest in skills intelligence**, shifting from reactive adaptation of existing Education and Training programs to proactive anticipation of future labour market skills needs by developing new Education and Training programs. In that context, CHARTER very much welcomes the specific funding call for proposals published in December 2023 under the policy experimentation for Adult Education strand of the Erasmus+ to support local and regional actors for establishing and strengthening Regional Skills Partnerships, investing in effective skills governance models at regional level and elaborate the skills intelligence for more evidence-based and evidence-informed policymaking at regional level. In addition to that, it would be very useful to widen the support to Interregional Skills Partnerships, particularly for those Regional Cultural Heritage Ecosystems that do not have the capacities to address specific highly specialised skills gaps and needs in their own region, like illustrated for the Maritime Cultural Heritage in the case of the Free Hanseatic State of Bremen. As **establishing such Regional and Interregional Skills Partnerships** requires building trust and requires a continuous policy commitment beyond voluntary or ad hoc efforts, it is highly recommendable for the European Commission **to publish similar calls, both in the remaining years of**

the Erasmus+ 2021-2027 programme, as well as in the next programming period, to support a large stakeholder mobilisation in the roll-out phase of the CHARTER Alliance, for increasing the number of (Inter-)Regional Skills Partnerships in the cultural heritage sector in Europe under the Pact for Skills.

CHARTER recommends the **sector** to **strengthen the Continuous Professional Development of cultural heritage professionals and unlock the potential of the many nonformal and informal upskilling opportunities outside the traditional Education and Training Systems**. Efforts are needed to **disclose the existing** offer by promoting the use of the [CHARTER Database of Cultural Heritage Education Programmes in Europe](#).

To meet the important LLL needs, which were expressed by stakeholders in all regional case studies, the **micro-credentials** and the recently proposed **Individual Learning Accounts** (2022)[65], empowering adults to continuously develop their skills throughout their working lives, regardless of their employment status, can be **game-changers** for the cultural heritage sector. **Member-States** are therefore **encouraged to speed up the implementation of these instruments ensuring their optimal use at local and regional level.**

8.5.   Future Commitments

The CHARTER in REGIONS case studies, and the regional workshops in particular, paved the way to increase the **regional awareness about cultural heritage skills** and the **regional challenges encountered when skills supply and demand do not match.** In several CHARTER in REGIONS workshops, multiple regional stakeholders stressed the importance of continuing the cultural heritage skills dialogue from a multi-stakeholder perspective at a regional level. The CHARTER in REGIONS Workshop was the first time

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[65] COUNCIL RECOMMENDATION on individual learning accounts on
https://data.consilium.europa.eu/doc/document/ST-8944-2022-INIT/en/pdf

for many regional stakeholders to address the topic in-depth and reflect on possible solutions from multiple angles.

This place-based and bottom-up approach was critical to raising awareness about the CHARTER project. It helped to identify **the regional specificities** in the skills demand of Cultural Heritage Ecosystems. At the same time, it paved the way for a **regional commitment** to well-focused dissemination and implementation of the project results at the regional level. The collected inputs will help the CHARTER project to create the best possible pre-conditions for the sustainability of the future European Cultural Heritage Skills Alliance.

The six CHARTER Regions also critically reflected on the transferability of the findings of the regional case studies. For that purpose, ERRIN and the six CHARTER Regions broadened the regional commitment to the project by involving a group of Regions not yet part of the CHARTER Consortium. All the CHARTER Regions targeted among the Regions part of the European Regions Research and Innovation Network (ERRIN) a so-called mirroring Region. Each Region identified a Region with a similar cultural heritage typology or with which they have been collaborating before on other (cross-cutting) issues related to the preservation of their regional cultural heritage. Cultural heritage experts from the Pomorskie Region (Poland), the Emilia-Romagna Region (Italy), the Aragón Region (Spain), Scotland (United Kingdom of England), the Oslo Region (Norway) and the Oltenia Region (Romania) were invited. In Dublin, three of these "mirroring Regions" attended the CHARTER workshop "Irish updates, regional learnings and global challenges" on 11 December 2023. The representatives from Scotland, Aragón and Emilia-Romagna participated in a panel discussion reflecting on the learnings presented from the regional case studies. They were invited to discuss the transferability of the learnings and explore whether interregional collaboration could help address some common challenges.

The six CHARTER Regions committed to pursue the CHARTER work, strengthening the skills dialogue in their own region. Several actions have emerged since the CHARTER in REGIONS workshops.

The Basque Government organised a follow-up workshop with the same stakeholders in October 2023. Furthermore, the Basque Government is committed to further strengthen the evidence base for Cultural Heritage by extending the data collected for the Basque Observatory for Culture[66]. The Basque Government and the Euskampus Fundazioa established in March 2024 a new Regional Skills Partnership KSIgune[67], acting as the Basque Cluster for Higher Education and Research for CCIs. Its primary goal is to identify and address the evolving needs of the Basque CCIs sector, ensuring that education and training programmes align with industry requirements. This new Regional Skills Partnership, involving over 30 partners, including employers, public authorities, industrial clusters and training providers, is supported by the European Commission as part of the Pact for Skills initiative, aimed at mobilising stakeholders and helping them work in partnership to implement skilling actions.

The ASTRA Museum has officially opened its Casa Artelor as a Center for Activities and Regional Resources in March 2024 and is seeking to strengthen the interregional and EU collaboration for developing upskilling courses targeting craftsperson and museums.

In Bremen, as described in section 7.1 of this Report, the city of Bremerhaven established the Maritime Heritage Foundation in the State of Bremen in May 2023 a foundation has been established in May 2023 to preserve and maintain its cultural heritage. The new foundation wants to ensure that these reminders of

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[66] More information on the Basque Observatory of Cultura can be found on https://www.euskadi.eus/observatorio-vasco-cultura/
[67] https://pact-for-skills.ec.europa.eu/about/news-and-factsheets/new-pact-skills-regional-partnership-launch-basque-cultural-and-creative-industries-2024-03-20_en#:~:text=Under%20the%20umbrella%20of%20the,reskilling%20for%20the%20digital%20age

maritime history are preserved and remain accessible to the public in the future. Non-profit institutions that look after maritime monuments can now be supported by funds from the foundation for preservation, repair, and public relations work. This is an important step forward, even if the foundation is dependent on donations.

Other follow-up exchanges are taking place between the Sibiu County, the Alentejo Region and the Västra Götaland Region to transfer **the identified good regional practice** of the Casa Artelor and the Centre for Slöjd & Byggnadsvård in Nääs to new regions. Topics of interest are upskilling courses in the field of circular economy and the geographical indication protection of the crafts. The CHARTER Regions are exploring the possibilities to set up (Inter-)Regional Skills Partnerships for Cultural Heritage and the Erasmus+ funding opportunities that could support the implementation of the recommendations formulated in this Report.

Last, it is helpful to mention that the series of CHARTER in REGIONS workshops constituted in itself a good practice of informal learning about integrated approaches for cultural heritage, which provided valuable insights for the 466 participating cultural stakeholders, for the six CHARTER Regions and their mirroring Regions, and for the CHARTER partners consortium with valuable information for the design and testing of project assumptions and proposals.

The regional case studies have set the stage for ongoing regional commitment, providing actionable suggestions and insights that will be crucial for the strategy of the CHARTER Alliance and its long-term sustainability. Overall, the insights summarised in this Report underscore the importance of a regional and multi-stakeholder approach in tackling the complex challenges and opportunities faced in Regional Cultural Heritage Ecosystems.

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9. Opportunities for regional cultural heritage stakeholders for action, advocacy, and engagement through the European Union's Programmes

The regional case studies demonstrated how regional authorities can capitalise the big potential of primarily embedding skills and cultural heritage in their regional development policies. In addition to this, regional authorities can also untap in second instance the many EU-opportunities to strengthen their Regional Cultural Heritage Ecosystem.

The following section therefore provides a concise overview of European opportunities that can support regional authorities in developing strategies and setting up targeted actions to build up on the resilience of the Regional Cultural Heritage Ecosystem linked to the competencies the EU holds in the field of Cultural Heritage. We hope this can inspire regional stakeholders to maximise their uptake of the ongoing initiatives that can leverage the dynamics in their Region's Cultural Heritage Ecosystem, strengthen the skills governance and provide informal upskilling opportunities. At the same time, the CHARTER project could further explore in its forthcoming strategic work of establishing the CHARTER Alliance (Work Package 5) how to the support schemes and opportunities described below can be strengthened or interconnected to strengthening the skills development for Cultural Heritage, building on the CHARTER project results.

The European Union has restricted competencies in the field of cultural heritage, which remains the prerogative and responsibility of the Member States. In line with the "Treaty on the Functioning of the European Union", the EU's role is limited to "encouraging cooperation between Member States"[68] in all cultural areas, including cultural heritage conservation and safeguarding, with the notable mention of the "Cultural heritage of European significance" (Article 167, Pct 2).

However, recent years have witnessed a growing effort on behalf of the sector to place cultural heritage higher on the European policy agenda, with a Momentum in 2018 – declared the "European Year of Cultural Heritage[69]" (EYCH). Subsequently, the European Commission released a new "European Framework for Action on Cultural Heritage[70]"(2019), proposing dedicated policies and actions built on the 10 Flagship Initiatives of the EYCH. Structured on five pillars, the new Framework for Action emphasized the need for initiatives that foster inclusiveness (participation and access for all), sustainability (solutions for a cohesive and sustainable future), resilience (safeguarding endangered heritage), innovation (knowledge and research) and stronger global partnerships through international cooperation. The 2021-2027 Multiannual Financial Framework considered these proposals within the latest generation of programmes, completed by the recent funds set up due to the 2020 pandemic. This chapter presents an overview of the major

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[68] Consolidated version of the Treaty on the Functioning of the European Union - PART THREE: UNION POLICIES AND INTERNAL ACTIONS - TITLE XIII: CULTURE - Article 167 (ex Article 151 TEC): EUR-Lex - 12008E167 - EN - EUR-Lex (europa.eu)
[69] European Year of Cultural Heritage 2018 | Culture and Creativity (europa.eu)
[70] European framework for action on cultural heritage - Publications Office of the EU (europa.eu)

initiatives, presented according to the above-mentioned five pillars of the **European Framework for Action on Cultural Heritage** (2018) and provides the necessary references for further reading.

9.1. Inclusive cultural heritage

Under the **Inclusiveness Pillar**, three clusters of actions are being considered to engage the wider public, involve school children and young people and foster access to culture by removing the identified barriers. The EU actions contributing to meeting this objective are the European Heritage Label, the Heritage Days and the European Heritage Award. A crucial role in enlarging access to culture through digitisation continues to be played by the Europeana Platform, which is currently home to over 50 million digitised items collected from over 2000 different European institutions. Initiatives supporting access to culture and broad participation can be funded through the European Programmes (2021-2027) such as Creative Europe, and the Citizens, Equality, Rights and Values (built on the outcomes of the former 2014-2020 Europe for Citizens).

A particular focus is being placed on engaging the youth via formal education programmes, such as Erasmus+ or through initiatives enabling non-formal education (e.g. volunteering, citizenship participation, etc.), like the European Solidarity Corps or the newly launched Discover EU.

A constant concern remains the removal of the barriers limiting access to culture and cultural heritage, either due to financial reasons, geographical situation or disability. Ongoing best practices such as the EU Access City Award aim to reduce these gaps by rewarding the cities and urban areas that have made considerable progress in ensuring accessibility for persons with disabilities.

More info:
European Heritage Label: European Heritage Label sites | Culture and Creativity (europa.eu)
European Heritage Days: European Heritage Days | European Heritage Days
European Heritage Awards: Homepage - European Heritage Awards / Europa Nostra Awards
Europeana: Discover Europe's digital cultural heritage | Europeana
Creative Europe: Creative Europe | Culture and Creativity (europa.eu)
CERV: Citizens, Equality, Rights and Values programme (europa.eu)
Erasmus +: Home | Erasmus+ (europa.eu)
European Solidarity Corps: https://youth.europa.eu/solidarity_en
Discover EU: DiscoverEU | European Youth Portal (europa.eu)
EU Access City Award: Access City Award - Employment, Social Affairs & Inclusion - European Commission (europa.eu)

a. Sustainable cultural heritage

The **Sustainability Pillar** is aligned with the international effort to render our societies and activities more respectful towards the natural environment while following a long-term sustainable development path, as traced by the United Nations Agenda 2030 and its Sustainable Development Goals (SDG).

The three clusters of actions grouped within the second pillar foresee needed changes in urban planning and city regeneration, uses and adaptive re-uses of heritage buildings and more sustainable cultural tourism.

Urban (and rural) regeneration can be supported by major EU funding schemes under the European Regional Policy for the programming period 2021-2027. The best known is the European Regional Development Fund (ERDF), implemented through shared management between the European Commission and the national and regional authorities in the Member States. The ERDF aims to enable investments to make Europe more competitive, intelligent, greener, connected, social and closer to citizens. Among the Specific objectives for the ERDF, the 5th (PO5 - *Europe closer to citizens*) includes references to social development, support for culture, natural heritage and sustainable tourism[71] (ERDF Regulation (EU) 2021/1058, COMMON PROVISIONS, Article 3.1 (e)). Complementary Skills development about culture and cultural heritage and other related initiatives can be funded by the European Social Fund Plus (ESF+) and fostered via the recently launched Pact for Skills. Another helpful platform, developed in 2016, is the Urban Agenda for the EU, which groups examples of best practices and allows exchanges and communication between various stakeholders involved in urban planning projects. Specifically targeting neighbouring Member-States and Regions, the INTERREG Programme can also support projects tackling climate change, digital transformation, and social inclusion.

Paving the way for more Sustainable Cultural Tourism, the Council of Europe's Cultural Routes offer various examples of best practices through its 45 certified itineraries stretching across 59 countries, including the 40 Member States of the Enlarged Partial Agreement.

The European Green Deal, launched in 2020 by the European Commission President Ursula von der Leyen, plays a pivotal role in the EU's Green Transition as a proposal for turning the European Union into the first climate-neutral continent by 2050. Even though cultural heritage is not referenced *per se* within the proposal, several clusters of actions can include projects and initiatives involving cultural heritage sites and stakeholders. The best-known program applicable to the cultural sector is the New European Bauhaus (NEB), which groups various types of actions – such as community engagement initiatives, Prizes or NEB Missions – along the lines of sustainability, aesthetics and inclusion. Moreover, within the "Energy" objective, the Renovation Wave component will bring about opportunities for reaching energy efficiency of the European building stock, including the historical buildings, as laid out in the European Commission's Strategy *"A Renovation Wave for Europe - greening our buildings, creating jobs, improving lives[72]"*. As to the actual measures for implementation, stakeholders need to consult the programs drafted by their national authorities mandated to implement this section of the Green Deal.

More info:
European Regional Development Fund: Inforegio - European Regional Development Fund (europa. eu)
European Social Fund Plus: European Social Fund Plus (europa.eu)
Pact for Skills: Homepage of Pact for skills (europa.eu)
Urban Agenda for the EU: Urban Agenda for the EU | EUI (urban-initiative.eu)
INTERREG Programme: Interreg Programmes portal: Find programmes, calls and jobs
Cultural Routes of the Council of Europe: Cultural Routes of the Council of Europe - Homepage - Cultural Routes (coe.int)
European Green Deal: Delivering the European Green Deal (europa.eu)
New European Bauhaus: New European Bauhaus: beautiful, sustainable, together. (europa.eu)
Renovation Wave: Renovation wave (europa.eu)

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[71] EUR-Lex - 32021R1058 - EN - EUR-Lex (europa.eu)
[72] *"A Renovation Wave for Europe - greening our buildings, creating jobs, improving lives":* EUR-Lex - 52020DC0662 - EN - EUR-Lex (europa.eu)

b. Resilient cultural heritage

The third **Pillar on Resilience** was designed to include initiatives to safeguard Europe's endangered heritage threatened by natural disasters or conflicts. Since 2019, the European Union has gone through a major pandemic and multiple natural hazards and is currently bordered by armed conflict. In addition to the previous challenges related to natural disasters and climate change effects, Europe is progressively strengthening its capacities for Risk Preparedness, Post-Disaster Intervention, and the fight against illicit trafficking of cultural objects, among other issues.

In 2021, the European Commission launched the Recovery and Resilience Facility (RRF) as part of the temporary recovery instrument Next Generation EU, aimed to support the Union's economic recovery from the coronavirus pandemic. Designed in the same spirit as the New Green Deal, the RRF also backs the block's green and digital transition(s) towards a more resilient and sustainable economic and social model. All Member States have since issued national programs to match the funding available through the RRF, which has considerably boosted the cultural heritage sector.

At the same time, efforts continue to counter the illicit trafficking of cultural objects within and towards the European Union, which entails international cooperation programs and processes between the border control, police, customs and cultural heritage stakeholders. In 2022, the European Commission issued the EU Action Plan against Trafficking in Cultural Goods (COM/2022/800 final), a significant policy initiative aiming at improving the prevention and detection of crimes, strengthening law enforcement and judicial capabilities, boosting international cooperation and gaining the support of other key stakeholders to protect cultural goods from crime. Additionally, UNESCO continues to play a significant role in this battle and has implemented several large-scale projects addressing issues connected to illicit trafficking.

The issue of quality in the EU-funded projects for cultural heritage or impacting cultural heritage is another long-term objective, as these are, in most cases, major interventions that could lead to significant alterations of the sites if not properly carried out. An international expert group was mandated by the European Commission to produce Quality Principles for the EU-funded projects and recommendations for the national/regional/local authorities accessing these funds. The document's final version *"European Quality Principles for EU-funded Interventions with potential impact upon Cultural Heritage"* was released in November 2020 and is freely available on the website of ICOMOS International. Initially published in English, the document is now available in several EU languages. Stakeholders can refer to this document in all circumstances linked to accessing and implementing EU funds for cultural heritage. They can become active in this area by liaising with their National Committee of ICOMOS[73].

The sector's efforts to protect cultural heritage against natural disasters have been structured under a large-scale pilot initiative supported by the European Commission (Directorate-General for European Civil Protection and Humanitarian Aid Operations - DG ECHO) and aligned with the governance and operational roles of the EU Civil Protection Mechanism (EUCMP) to set up a European methodology[74] for prevention and intervention in the case of natural disasters (earthquakes, fire, flood, etc.) The first pilot project – PROCULTHER – ran between 2019 and 2021 and is being continued and extended via the PROCULTHER-NET Knowledge Network Partnership (2022-2023). Stakeholders can learn more about their country's

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[73] ICOMOS Contacts of National Committees: Addresses & Contacts of National Committees - Page 6 (icomos.org)
[74] The "Key Elements of a European Methodology to Address the Protection of Cultural Heritage during Emergencies" – Proculther

participation through their Ministry of Culture/Heritage Authority or Civil Protection National/Regional Authority.

Transversal topic, the European Union's efforts to mitigate the effects of Climate Change and to work out Strategies for Preparedness and Adaptation engage, to some extent, all stakeholders and all levels of governance. As part of the New Green Deal, the European Climate Pact launched by the European Commission (Directorate-General for Climate Action - DG CLIMA) offers the possibility of playing an active role in policy shaping and suggesting bottom-up initiatives.

For the professional community, a reference document is now the OMC Working Group Report "Strengthening Cultural Heritage resilience for climate change" issued in 2022 with the contribution of cultural heritage and environment experts from all the Member States. The Report's recommendations for policymakers apply to the entire sector of cultural heritage and can be further developed by all the stakeholders active in the field.

More info:
Recovery and Resilience Facility: Recovery and Resilience Facility (europa.eu)
NextGenerationEU: NextGenerationEU (europa.eu)
EU Action Plan against Trafficking in Cultural Goods: EUR-Lex - 52022DC0800 - EN - EUR-Lex (europa.eu)
UNESCO: UNESCO's Cooperation with the European Union to Fight Illicit Trafficking of Cultural Property
ICOMOS: European Quality Principles for EU-funded Interventions with potential impact upon Cultural Heritage - Revised edition November 2020 - ICOMOS Open Archive: EPrints on Cultural Heritage
EU Civil Protection Mechanism: EU Civil Protection Mechanism (europa.eu)
PROCULTHER: Proculther – PROCULTHER – Protecting Cultural Heritage from the Consequences of Disasters
PROCULTHER-NET: PROCULTHER-NET | UCP Knowledge Network: Applied knowledge for action (europa.eu)
European Climate Pact: European Climate Pact (europa.eu)
Report "Strengthening cultural heritage resilience for climate change": Strengthening cultural heritage resilience for climate change - Publications Office of the EU (europa.eu)

c. Innovation for cultural heritage

In its fourth **Pillar on Innovation**, the EU promotes technological advancements that could support the development of the cultural heritage sector. With a rapidly evolving technology, the Union set the premises for exploring how the sector and potential applications can integrate this progress. As part of this broader effort, the digital transition plays a crucial role in the 2021-2027 programming period.

Significant EU actions include a wide range of Horizon Europe dedicated Calls for Proposals (with a focus on Cluster 2: Culture, Creativity and Inclusive society), the recently established European Collaborative Cloud for Cultural Heritage, the Digital Europe Programme (DIGITAL) or the Artificial Intelligence Act adopted by the European Parliament in June 2023.

Linking cultural heritage with the Creative Industries is worth mentioning the setting up, by the European Institute of Innovation and Technology (EIT) of a Knowledge and Innovation Community (KIC) for the Cultural and Creative Sectors and Industries (CCSI).

More info:
Horizon Europe 2021-2027: [Horizon Europe (europa.eu)](#)
Cluster 2: Culture, Creativity and Inclusive society: [Cluster 2: Culture, Creativity and Inclusive society (europa.eu)](#)
European Collaborative Cloud for Cultural Heritage: [Collaborative Cloud for Europe's cultural heritage (europa.eu)](#)
Digital Europe: [The Digital Europe Programme | Shaping Europe's digital future (europa.eu)](#)
Artificial Intelligence Act: [Texts adopted - Artificial Intelligence Act - Wednesday, 14 June 2023 (europa.eu)](#)
EIT KIC on CCSI: [EIT Culture & Creativity - Home (eit-culture-creativity.eu)](#)

d. International relations and cultural diplomacy

The **fifth Pillar** frames cultural heritage in the global dynamic of international relations and cultural diplomacy. Built on the EU's 2016 "Strategy for international cultural relations[75]" (JOIN/2016/029 final), which calls for the "reinforcing cooperation on cultural heritage" (Art. 3.3), this pillar promotes actions in the area of joint research, international coordination in fighting illicit trafficking and combatting terrorist financing via the selling of looted cultural objects and Union contribution to the international efforts supporting rapid reaction and protection of cultural heritage sites (UNESCO initiatives, Copernicus Emergency Management Service, EU Regional Fund in Response to the Syrian Crisis etc). This Strategy was complemented in 2019 by the EU's "Council conclusions on an EU strategic approach to international cultural relations and a framework for action[76]", further committing to a Framework for Action based on international cooperation (both within the EU and with third countries) and strengthening the role of the European Union's External Action Service (EEAS) in respect to cultural cooperation.

More info:
EEAS: [Culture – Implementing EU international cultural relations | EEAS (europa.eu)](#)

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[75] [European Commission (2016.06.08). *Towards an EU strategy for international cultural relation*, https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=JOIN%3A2016%3A29%3AFIN](#)
 European Union (2019.06.07). *Council conclusions on an EU strategic approach to international cultural relations and a framework for action*, Official Journal of the European Union, C192/6, [https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:52019XG0607(01)](#)

10. Annexes

10.1. Booklets of the regional case studies

- Booklet of the Basque Country: https://charter-alliance.eu/wp-content/uploads/2024/02/Booklet-Basque-Country-Regional-Workshop.pdf
- Booklet of the Sibiu County: https://charter-alliance.eu/wp-content/uploads/2024/04/Booklet-Sibiu-Regional-Workshop.pdf
- Booklet of the Free Hanseatic State of Bremen: https://charter-alliance.eu/wp-content/uploads/2024/02/Booklet-Bremen-Regional-Workshop.pdf
- Booklet of the Alentejo Region: https://charter-alliance.eu/wp-content/uploads/2024/02/Booklet-Alentejo-Regional-Workshop.pdf
- Booklet of the Tuscany Region: https://charter-alliance.eu/wp-content/uploads/2024/02/Booklet-Tuscany-Regional-Workshop.pdf
- Booklet of the Västra Götaland Region: https://charter-alliance.eu/wp-content/uploads/2024/02/Booklet-Vastra-Gotaland-Regional-Workshop.pdf

10.2. Example of a CHARTER in REGIONS Workshop Scenario

Agenda of the Västra Götaland CHARTER in REGIONS Workshop: https://charter-alliance.eu/wp-content/uploads/2024/02/Agenda-Vastra-Gotalands-Regional-Workshop-final.pdf

10.3. Glossary

Circular cultural tourism: Circular cultural tourism in BeCULTOUR project defines a sustainable and regenerative cultural tourism model that aims to foster sustainable and equitable regional development implementing a "human-centred" circular economy model through the enhancement of abandoned, underused and less-known cultural and natural resources, enhancement of human capital and human rights, reduction of tourism pressure on over-exploited territories, reduction of wastes and natural resources consumption (energy, water, soil, biodiversity), increase of clean energy and green transport means, recycling and reuse of materials and products, and enhancement of locally based food and craft productions – finally empowering local communities, enhancing ecosystems, enhancing local identity, wellbeing, health and cultural diversity, and enhancing local entrepreneurial innovation ecosystems through cultural tourism. (Be.Cultour)

Competence: ESCO applies the exact definition of "competence" as the [European Qualification Framework (EQF)](). According to this, "competence means the proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development." They are described in terms of responsibility and autonomy. While sometimes used as synonyms, the terms [skill]() and competence can be distinguished according to their scope. The term skill typically refers to using methods or instruments in a particular setting and in relation to defined tasks. The term competence is broader and relates generally to the ability of a person - facing new situations and unforeseen challenges - to use and apply knowledge and skills in an independent and self-directed way.

Ecosystem: Ecosystems are communities that have the ability to adapt to the environment they are facing. Their component parts interact with each other and can perform different tasks, change, and evolve.

Applied to innovation, ecosystems involve researchers, entrepreneurs, industry, and society in general and attempt to take full advantage of their innovation potential. The environment context helps to encourage cooperation, networking, brainstorming, funding, and skills among the building blocks of the system (Oksanen, K., & Hautamäki, A. (2014). Transforming regions into innovation ecosystems: A model for renewing local industrial structures. The Innovation Journal, 19(2), 1.)

Entrepreneurial discovery process: The entrepreneurial discovery process (EDP) is widely conceived as an inclusive, evidence-based process of stakeholder engagement that produces information about the potential for new activities, thus enabling effective targeting of research and innovation policy. (Perianez-Forte I. and Wilson J., Assessing Smart Specialisation: The Entrepreneurial Discovery Process EUR 30709 EN, Publications Office of the European Union, Luxembourg, 2021, ISBN 978-92-76-37823-5, doi:10.2760/559139, JRC124405.)

Grey literature: It is literature produced by non-commercial publishers, such as public institutions, universities, research institutes and civil society. It contains a lot of useful content but is often hard to find as it is scattered across different locations.

Individual learning accounts: Individual learning accounts are virtual wallets, established by national authorities, for every person of working age. This includes the employed, self-employed, those in atypical forms of work, and the unemployed and people outside the labour force. As part of the proposal, national authorities would ensure adequate annual provision of individual training entitlements to these accounts, with higher amounts for people most in need of training. People would be able to accumulate these entitlements and use them throughout their career. This would allow people to embark on longer or more costly training or to train in order to update or complete their skills' set and in response to emerging skills needs in the labour market. Beyond the account itself and the provision of an entitlement, an enabling framework is essential to help people take up training. This framework should include access to career guidance and validation opportunities, paid training leave, a public national registry of quality-assured and labour market relevant training that is eligible for funding from the learning accounts and a single national digital portal with a secure electronic authentication and connection to the registry. (Europass)

Knowledge: in the context of EQF, knowledge is described as theoretical and/or factual.

Participatory co-design process: Co-design refers to a participatory approach to designing solutions, in which community members are treated as equal collaborators in the design process. Co-design is a well-established approach to creative practice, particularly within the public sector.

Skill: ESCO applies the same definition of "skill" as the [European Qualifications Framework (EQF)](). According to this, "**skill means the ability to apply knowledge and use know-how to complete tasks and solve problems**". They can be described as **cognitive** (involving the use of logical, intuitive and creative thinking) or **practical** (involving manual dexterity and the use of methods, materials, tools and instruments). While sometimes used as synonyms, the terms skill and [competence]() can be distinguished according to their scope. The term skill typically refers to using methods or instruments in a particular setting and in relation to defined tasks. The term competence is broader and relates generally to the ability of a person - facing new situations and unforeseen challenges - to use and apply knowledge and skills in an independent and self-directed way.

Skills intelligence: Information on key trends and demands in the labour market can support guidance and counselling, recruitment processes, provision of education and training, and career paths. Policy makers at Union, national and regional level, the research community, employment services, guidance practitioners, education and training providers, employers and even individuals (i.e. young people, job seekers, and other people looking to make life decisions) can all benefit from skills intelligence. (OECD)

Smart Specialisation Strategy: Conceived within the reformed Cohesion policy of the European Commission, Smart Specialisation is a place-based approach characterised by the identification of strategic areas for intervention based both on the analysis of the strengths and potential of the economy

and on an Entrepreneurial Discovery Process (EDP) with wide stakeholder involvement. It is outward-looking and embraces a broad view of innovation including but certainly not limited to technology-driven approaches, supported by effective monitoring mechanisms.

Whole-of-government approach: A whole-of-government approach aims to improve the horizontal and vertical co-ordination of government activity in order to improve policy coherence and the use of resources. A whole-of-government approach thus promotes and capitalises on synergies and innovation that arise from involving and engaging with a multiplicity of stakeholders, while also providing seamless service delivery to individuals and businesses. It requires government bodies, regardless of type or level, to work across portfolio boundaries in order to achieve shared goals and to provide integrated government responses to policy issues. Such an approach applies to both formal and informal working methods, and to the development, implementation, and management of policies, programmes and service delivery. A capacity to genuinely collaborate fundamentally enables a public administration to be more responsive to the needs of government and individuals. The term "whole-of-government" is broad and applies to both central and sub-national (regional and local) levels and policy areas. More importantly, it also includes the relationship between government and external actors.

10.4. Factsheets

Find the regional cases factsheets from the next page onward.

Basque Country

Capital: **Vitoria-Gasteiz**
Surface: **7.234 km**
Nº inhabitants: **2.181.279**
Population density: **303,4 inhabitants/km**
Average age: **46.7**
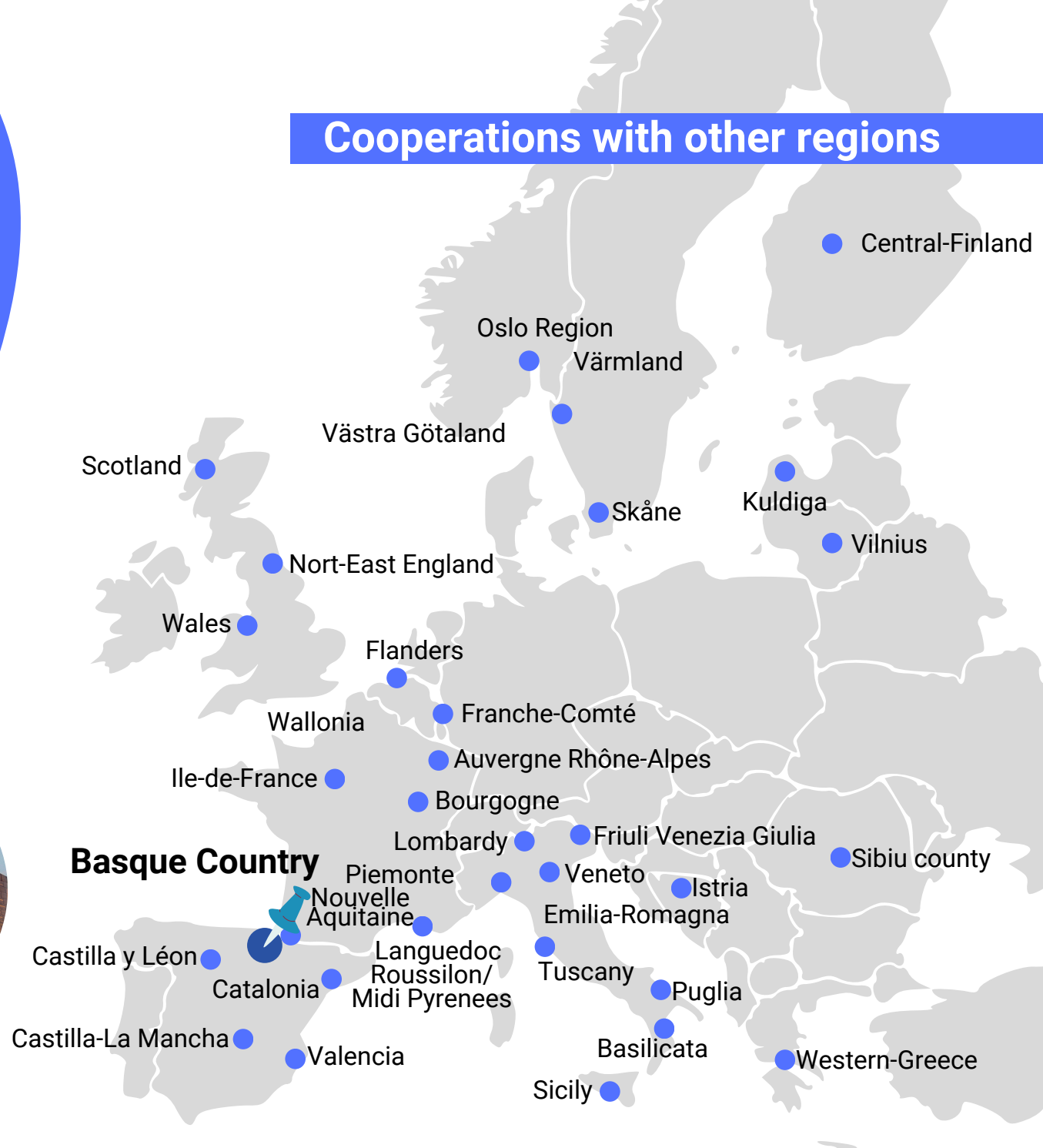NUTS-Classification: **NUTS 2 ES21**
% of GDP: **15,94% of NGP (2021)**
Is cultural heritage part of the RIS3 of the Region?
Yes, as a subsector of the Cultural and Creative Industries

Cooperations with other regions

Central-Finland
Oslo Region
Värmland
Västra Götaland
Scotland
Skåne
Kuldiga
Vilnius
Nort-East England
Wales
Flanders
Franche-Comté
Wallonia
Auvergne Rhône-Alpes
Ile-de-France
Bourgogne
Lombardy
Friuli Venezia Giulia
Sibiu county
Basque Country
Piemonte
Veneto
Nouvelle Aquitaine
Istria
Emilia-Romagna
Castilla y Léon
Languedoc Roussilon/ Midi Pyrenees
Tuscany
Catalonia
Puglia
Castilla-La Mancha
Basilicata
Valencia
Western-Greece
Sicily

Multi-level governance

	Cultural Heritage	Education & Training	Employment
National competencies	✅	✅	✅
Regional competencies	✅	✅	✅
Local competencies	✅		

The central government deals primarily with protected property belonging to the state and manages public authorities and delegated bodies, while the **Autonomous Communities (regions)** focus on **private**, **local** and **regional property** within their particular autonomous community.

National law covers the following three levels of heritage protection:
- property with historical heritage status;
- the General Inventory of Moveable Property and;
- the General Register of Property of Cultural Interest (moveable and immoveable).

The **Autonomous Communities** have established **additional levels of protection under** their **own laws, introducing special categories, for instance concerning intangible heritage**.

Cultural heritage in Basque Country

- Monuments
- Historical gardens
- Monumental complexes
- Archaeological or paleontological zones
- **IMMOVABLE HERITAGE**
- Cultural landscapes
- Goods
- Cultural itineraries
- Social uses
- **MOVABLE HERITAGE**
- Traditional and commemorative performances
- Artisanal and industrial techniques
- **INTAGINBLE HERTITAGE**
- Music
- Sets of movable goods
- Traditions and oral expressions of culture
- Sports
- Festive events
- Knowledge and uses related to nature and the universe
- Bertsol aritza
- Gastronomy
- Dance

Findings | Sector integrated dynamics

Small region with a predominantly urban typology and medium-high cultural heritage density, with a very strong regional cultural identity, in which the Basque language is key for the transmission of regional cultural heritage values. All ecosystems roles and cultural heritage functions are represented, the majority of the ecosystem's stakeholders is connected but a **deep mutual understanding of each others skills needs is missing**, particularly between stakeholders in cultural heritage professional practice and the world of Higher Education. Even if the regional universities are involved in many collaborative projects and initiatives, a regional network connecting researchers with the heritage sector is not (yet) in place.

CHARTER encourages the Basque Government to **continue its efforts to raise the regional collaboration dynamics**, particularly on the topic of skills demand and supply in Cultural Heritage and welcomes the follow-up exchanges that already took place after the CHARTER in REGIONS workshop.

The Basque Regional Cultural Heritage Ecosystem shows **medium sectorial dynamics, well developed sector-integrated dynamics** with sectors like the **Creative Industries, Tourism, Spatial and Regional Development**. **Cultural heritage** is **embedded in the Basque RIS3 Strategy**, as part of the overarching Cultural and Creative Industries. Even if this might entail a risk reducing the visibility of cultural heritage sectoral specificities, it is a very **favorable precondition for an integrated policy approach for cultural heritage at regional level**. The Basque Country demonstrated how extensive industrial remains can be turned into an **industrial heritage asset, transferring societal values and an arena for innovation**. Bilbao is an example of how industrial buildings and structures can take part in the circular economy, by being converted for new use for housing, business, tourism, recreation, and creative arts.

CHARTER recommends the Basque Country to explore how the **cultural heritage sector can become more visible in the Country's strategies for Education and Training and Professional Continuous Development**.

The **Regional Government of the Basque Country is an effective ecosystem orchestrator** and is strongly committed to strengthen the collaborative dynamics in the ecosystem.

To sustain the ecosystem dynamics to address skills mismatches, CHARTER suggests the Basque Country to explore the **establishment of a Regional Skills Partnership for Cultural Heritage** under the European Commission's Pact for Skills.

The cultural heritage sector in the Basque Country **needs more participation in international heritage networks**. The Etxepare Basque Institute strengthens cultural diplomacy promoting the Basque language and culture, but its primary focus lies on creators and creative industries, less less on safeguarding, conservation or enhancement of cultural heritage. These international networks are key to unlock EU funding to establish regional innovation partnerships, foster knowledge creation and sharing, raise multi-disciplinary and multi-territorial collaboration dynamics with stakeholders in and outside the region.

CHARTER also suggests exploring the possibilities for their heritage to become a **European Cultural Heritage label site**, which can be a **big driver to strengthen the dynamics in the Regional Cultural Heritage Ecosystem** in the Basque Country in the long term.

Findings | Skills, education and training

There is a **lack of political prioritization of the Cultural Heritage Skills debate**. The topic is only emerging slowly and collaboration between the departments of Culture and Linguistic Policy and the departments of Education is not (yet) in place. **An integrated and systemic skills gaps and needs assessment for the sector is lacking** which makes an **anticipative approach to innovate the Education and Training offer difficult.**

CHARTER suggests to **strengthen collaboration between all the departments in the regional administration** (**whole-of-government approach**) to address the cultural heritage skills supply challenges from an ecosystem approach.

There is a **need for more Heritage specific VET programs and more specialisations in Higher Education**, as initial bachelor programmes are only anchored in traditional frames or disciplines. The Master level programs as well as the Doctoral programmes show more interdisciplinarity. **Lifelong Learning is very important** for cultural heritage professionals, particularly for emerging issues related to f.eg. **climate change or the digital transition**. The regional stakeholders also identify the upskilling needs in **intellectual property, heritage interpretation, communication and mediation**, and a specific **study program for Cultural Heritage Educators is missing**, yet important.

There is a **urgent need for legal recognition of the professional profiles** in the Cultural Heritage field, to assure the quality for skilled workforce accessing public tenders for public restauration works. Also the profile of "**heritage scientist**" is of interest to the region.

Skilled workforce shortages were identified for **collections technician, exhibitions technician and assembly technician** (specifically for museums and institutions), "**cultural heritage brokers**", who are heritage project managers able to disseminate, interpretate or mediate with different collectives, citizens and new publics, and to use new technologies.

The Basque Government's experience with the industrial heritage also urges the **acknowledgement of often non-formalised vocational skills and competences in cultural heritage occupational profiles**.

The safeguarding of industrial heritage requires advanced technical and mechanical skills that were, traditionally, part of the industrial workforce.

The site visit at La Encartada Fabrika Museoa in Balmaseda, showed that, despite the lack of formal education or regulated occupational profile, staff members who could repair and operate the machines were indispensable.

Sibiu county

Capital: **Sibiu**
Surface: **5.432 km**
Nº inhabitants: **388 580**
Population density: **73 inhabitants/km**
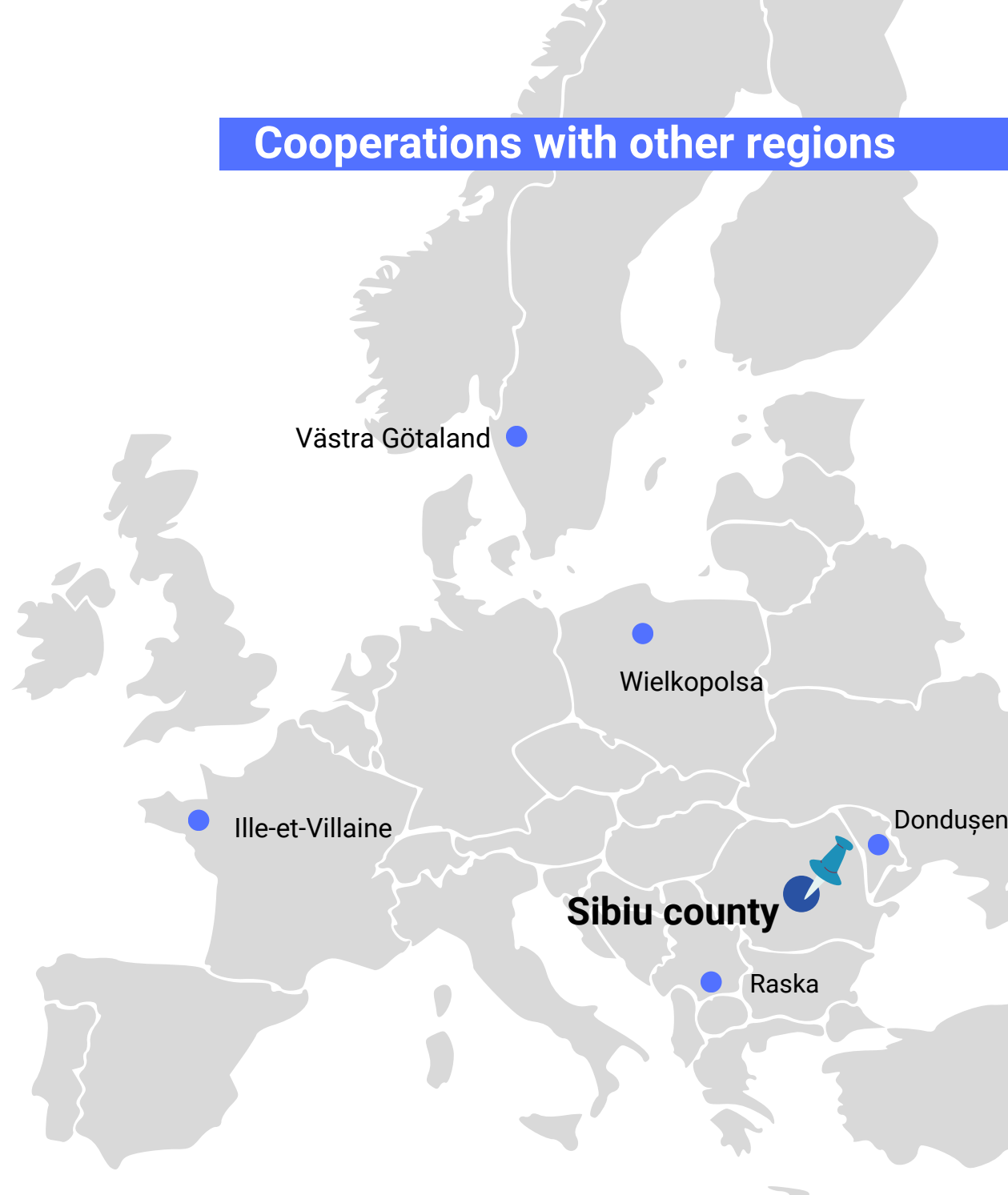Average age: **39,8**
NUTS-Classification: **NUTS 3 RO1 26**
% of GDP: **11,44 % of the NGP (2021)**
Is cultural heritage part of the RIS3 of
the Region? **No.**

Cooperations with other regions

Västra Götaland

Wielkopolsa

Ille-et-Villaine

Donduşen

Sibiu county

Raska

Multi-level governance			
	Cultural Heritage	Education & Training	Employment
National competencies	✅	✅	✅
Regional competencies	✅		
Local competencies	✅	✅	✅

In Romania, the implementation of the **Cultural Heritage Framework** rests to a large degree on the **Romanian National Institute of Heritage**. For each category of cultural heritage, **movable, immovable and intangible**, dedicated **national advisory bodies** advice the Ministry of Culture, and **specific institutions** are managing the implementation of the Heritage policies. At a national level, the National Institute for Cultural Research and Training, creates and implements training programmes mainly aimed at state cultural institutions and, in particular cases, at the private sector.

At a regional level, certain entities develop professional training programmes to meet local needs. The **Center for Activities and Regional Resources - House of Arts (Casa Artelor)**, under implementation at the ASTRA Museum, is the first center in Romania providing cultural heritage **training and competence certification services**. Its role is of the interest of the urban and rural communities, supporting awareness-raising about the importance of conservation, exploitation, and assumption of defining heritage values.

Cultural heritage in Sibiu county

Immovable heritage 1.053 monuments

A-list   B-list

Movable heritage

Intangible heritage

Findings | Sector integrated dynamics

Small size region with a mixed urban-rural typology and medium cultural heritage density, with both tangible and intangible cultural heritage assets, mostly of local and regional importance. All ecosystems roles and cultural heritage functions are represented, the sectorial dynamics are high, the most of the **stakeholders are informally very well connected**, even if connecting with remote areas can be challenging. The **sector-integrated dynamics with urban planning and tourism are good, but non qualified crafts persons cannot execute public contracts without accreditation**.

CHARTER advices the stakeholders of the Regional Cultural Heritage Ecosystem in the Sibiu Country to continue their efforts to promote the direct (economical) and indirect (societal) benefits of a well preserved cultural heritage, and **embed cultural heritage in the Regional Development Strategy and Smart Specialisation Strategy.**

The region has a strong regional identity and a long tradition in **crafts**, which have always embedded **sustainability and environmental aspects** in the crafts processes. They are of a potential interest in the context of the **Green Transition, circular economy objectives** and the need to attain the SDG's. It is also important to raise decision-makers' awareness on the **direct and indirect economic effects generated by the cultural heritage** through authenticity-guaranteed cultural tourism.

Traditional crafts skills need to be better valorised for the green transition (EU Green Deal) and the circular economy. The construction sector should **embrace the knowledge of traditional (or local) materials and methods to work with those materials to reduce waste, consider the reuse of historical buildings and to ensure that energy retrofitting of the built European legacy** is done in a sustainable way respecting at the same time the quality principles for cultural heritage.

The **presence of the ASTRA Museum of Traditional Folk Civilization in Sibiu**, and its attraction as museum of national importance, is very important for the region. Not only as important **employer**, but also for **research and development, training and innovation**. The ASTRA museum's direction assumes the role of **ecosystem orchestrator**, mapping crafts persons, their crafts and traditional knowledge, which are at risk of disappearance.

To secure the high dynamics between the regional stakeholders beyond strong personal and informal relationships on the long term, and to sustain and upscale the grass root pockets of innovation in the field of Education and Training, CHARTER encourages the stakeholders of the Regional Cultural Heritage Ecosystem in the Sibiu Country to adopt an **integrated and policy embedded approach for cultural heritage in their regional policies**.

Findings | Skills, education and training

Craft-related skills are passed on in a traditional manner from Master to Apprentice within heritage communities and families. There is an **urgent need for protecting these non-formal/informal learning paths and to define a mechanism for their equivalence within the formal learning system (EQF)**. Certifications issued following such well-defined should be recognised by the national systems and compatible with the European frameworks, thus allowing for **professional mobility and employment opportunities across the European Union**.

CHARTER recommends the European Commission to **allocate dedicated funding** for **projects** developing **Geographical Indication certifications for cultural products** and to include related activities as eligible in the funding lines financing culture and cultural heritage actions.

There is an urgent need for a **tailored legislative framework for crafts persons**, both in **national legislation and clarity at European level**. **Traditional materials and crafts needs to be made eligible under the EU funding programmes, allowing learning mobility**.

Support for the practitioners is needed to address, ranging from financial uncertainty to a lack of appeal to the young generations, the difficulty of reaching out at a local level, especially in the rural and remote areas.

CHARTER encourages the Sibiu county to continue the dialogues to speed up decisions at national level needed to improve the day-to-day professional practices of cultural heritage professionals in general, and craftspersons in particular. CHARTER recommends the Sibiu County to increase it's efforts within the European Year of Skills and explore how to establish a **Sectoral or an (Inter-)Regional Skills Partnership under the European Pact for Skills**. The mission of such a partnership for cultural heritage should be trifold: ensure a long term commitment of the regional ecosystem to address the skills challenges faced, to maintain the crafts-related skills which are at risks of disappearance, and to anticipate on emerging skills needed to protect the cultural heritage and to adequately address impacts of climate change, the digital transition, etc.

The **ASTRA Museum** is recently accredited as a **Professional Competence Evaluation and Certification Centre** for professional competences acquired in ways other than the formal ones for occupations such as **handicraft wood product craftsman, beam, mudbrick, stone builder-worker, and carpentry craftsman.** This is a gamechanger for the Regional Cultural Heritage Ecosystem since these accreditations will allow many self-employed craftsperson and those working in small companies, to access public contracts.

Upskilling programs are **needed** for **local and regional public officers in urban and spatial planning, and others**.

Stemming from previous experience of Sibiu as European Cultural Capital, CHARTER suggests **exploring** the p**ossibilities to become a European Cultural Heritage label site, which be big driver to strengthen the dynamics in the Regional Cultural Heritage Ecosystem** in the Sibiu County on the long term.

Bremen

Capital: **Bremen**
Surface: **400 km2**
Nº inhabitants: **684.864**
N° cities: **2**
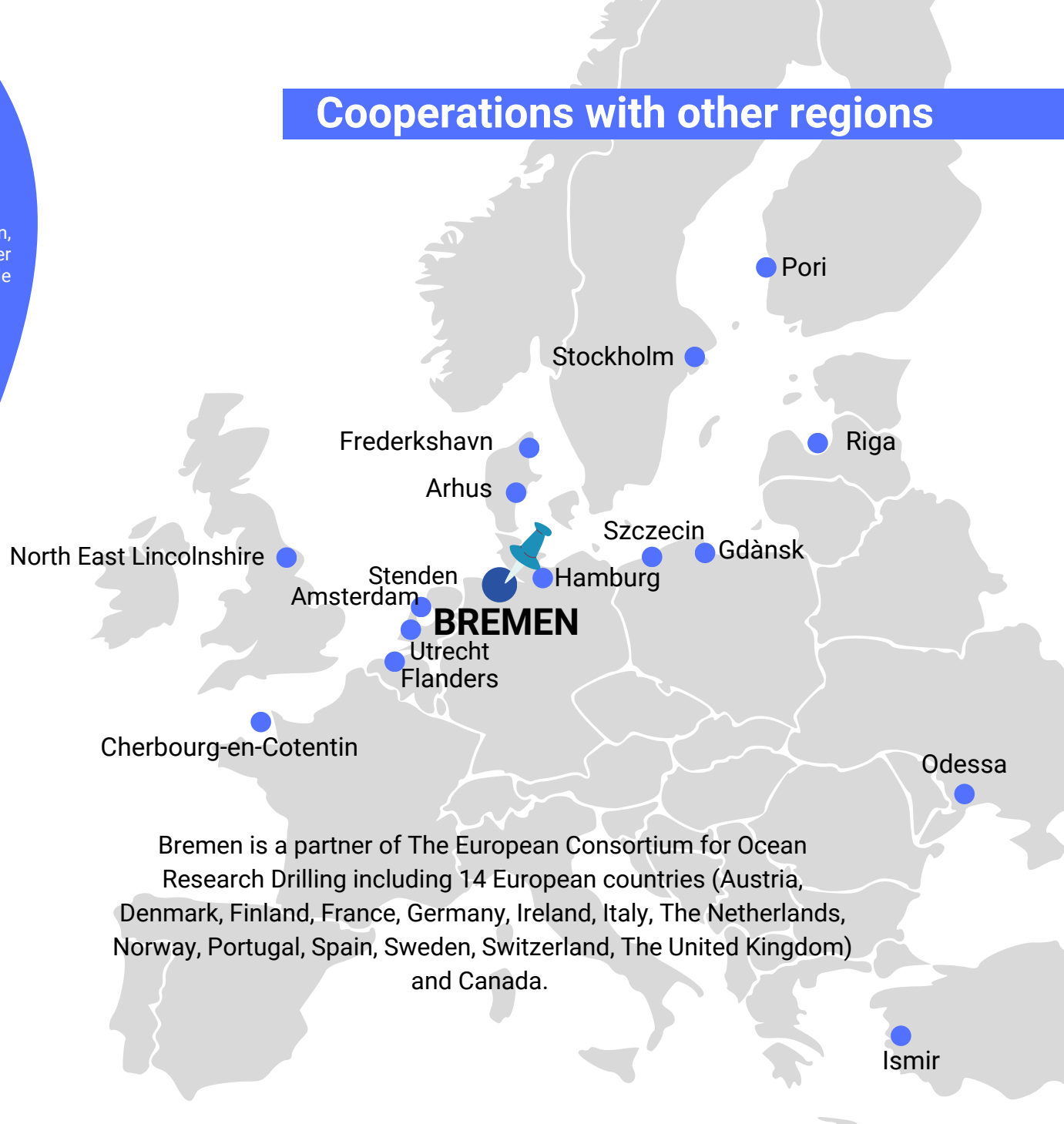Population density: **1730/km**
Average age: **40,48 (2022)**
NUTS-Classification: **1NUTS2: DE50**
% of GDP: **0,95 % of NGDP (2021)**
Is Cultural Heritage part of the RIS3 of the Region? **No**.

Cooperations with other regions

Pori

Stockholm

Riga

Frederkshavn

Arhus

Szczecin

Gdànsk

North East Lincolnshire

Stenden
Amsterdam

Hamburg

BREMEN

Utrecht
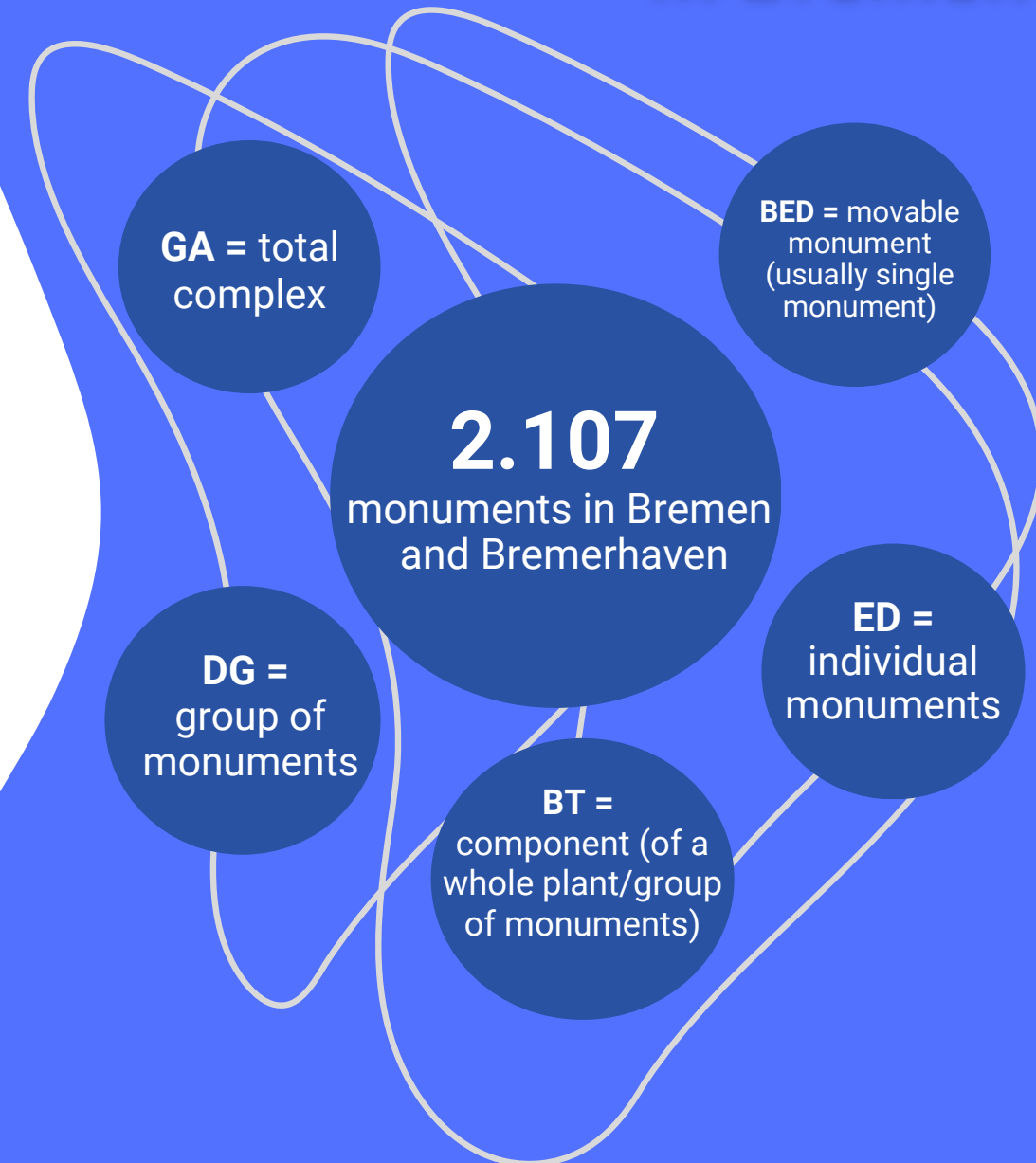Flanders

Cherbourg-en-Cotentin

Odessa

Ismir

Bremen is a partner of The European Consortium for Ocean Research Drilling including 14 European countries (Austria, Denmark, Finland, France, Germany, Ireland, Italy, The Netherlands, Norway, Portugal, Spain, Sweden, Switzerland, The United Kingdom) and Canada.

Multi-level governance			
	Cultural Heritage	Education & Training	Employment
National competencies	✅	✅	✅
Regional competencies	✅	✅	✅
Local competencies			

The **Law for monument protection** defines how to deal with cultural property in the State of Bremen, but an **action plan** is **missing to implement this** in the area of **skills** in Cultural Heritage. Being Germany's smallest federal state, a comprehensive policy is not feasible, but much is covered in cooperation with other federal states. In Germany, most EU-conventions for the protection of cultural property have been ratified, but there are few components for training. The **protection of the intangible heritage is however not secured in legislation, nor embedded in regulations or administrations**. This leads to a lack of management of the intangible heritage assets and it is also invisible in education and training programs. Therefore, **many volunteer solutions** are emerging at local level by individuals or associations but this often puts the **quality of the preservation and conservation at risk** because of lack of knowledge on heritage standards, ethics and adequate funding. For these local voluntary initiative to become sustainable and comprehensive, there is an urgent need for a policy embedded approach for intangible heritage, to raise public awareness and to preserve the heritage for future generations.

The German responsibilities for Education and Training are complex. The vocational school system is organised federally as part of the school system, with the federal states being responsible for their own vocational schools. The federal government is responsible for in-company, extracurricular vocational training, while the Federal Ministry of Education and Research has a coordinating function. According to the Vocational Training Act (Federal Ministry of Justice), the supervision and administration of training is assigned to the "competent bodies". The competent bodies are the Chamber of Industry and Commerce (IHK) and the Chambers of Crafts and Trades as self-governing bodies of the economy. The chambers can issue binding regional legislation for training and examinations for their area of responsibility.

Built Cultural heritage in Bremen

GA = total complex

BED = movable monument (usually single monument)

2.107 monuments in Bremen and Bremerhaven

DG = group of monuments

ED = individual monuments

BT = component (of a whole plant/group of monuments)

Findings | Skills, education and training

Micro-region with high cultural Heritage density. The Regional Cultural Heritage Ecosystem shows medium sectorial dynamics, rather low sector-integrated dynamics with the tourism sector or urban planning and is highly unbalanced due to lack of initial Education and Training providers in the field of cultural heritage in the state itself. The whole set of cultural heritage types is present in the region. Nevertheless, a **protection of the intangible heritage is not protected by the law**. The main important heritage stakeholders are archives, museums, public sector (for monuments and sites), clubs and associations (for objects, crafts, intangible heritage, etc.).

CHARTER recommends the State of Bremen to adopt an **integrated approach of the Cultural Heritage (all subsectors)** and to ensure a **policy-embedded approach by anchoring the economical, social and societal value of cultural heritage into regional development strategy, and the RIS3**. The political commitment should also be reflected in **multi-annual budgets and long term policies**. The relevant Bremen ministries should urgently address the challenges jointly and start and lead the discussion in the first place.

Even if maritime culture is one of the main factors for local identity and tourism in this region, there is a **lack of political prioritization for cultural heritage,** which is **not integrated in regional development strategies nor in the Research and Innovation Strategies for Specialization (RIS3) of the region**.

CHARTER must develop **heritage literacy training for volunteers, volunteer-trainers, political representatives and agents in other sectors working with heritage** (like tourist guides, urban planners, ...). This should go hand in hand with an upskilling offer on heritage **interpretation** and heritage **mediation**.

The **German Maritime Museum (DSM)** is crucial for the Regional Cultural Heritage Ecosystem: it assumes multiple roles for the **Engagement & Use, Research & Development, Preservation and Safeguarding**, and **support for Policymaking** for the maritime culture and the interaction of humans with the sea. As big research-museum, the DSM is a big employer which can attracts skilled workforce from other regions. The DSM establishes p**artnerships, fosters knowledge creation and sharing, raises multi-disciplinary and multi-territorial collaboration dynamics with stakeholder in and outside the region**. The The DSM has the capacity to attract, with the valuable support of EU advisors of the city and the state, **EU and other funding** for new conservation and restoration projects. As these research projects entail informal upskilling opportunities, DSM's direct and indirect impact on the regional cultural heritage ecosystem in which resources are scarce, is critical and cannot be underestimated. A handful of highly motivated DSM staff members invest personal efforts to broaden the ecosystem by connecting with stakeholders among each other. They assume the critical **role of ecosystem orchestrator**; without a systemic and institutionalized approach this role is very precarious.

CHARTER welcomes the recent establishment of the **Maritime Heritage Foundation in the State of Bremen**, a state-political fund created in view of the supply problems, the local training market and the shortage of skilled workers with the objective to create solutions (May 2023). This is an important step in political and social support for the preservation of the maritime cultural heritage in Bremen and Bremerhaven.

CHARTER propose that, this fund also supports a **Interregional Skills Partnership for Maritime Cultural Heritage**. In addition to funds for conservation, restoration and public relations measures, there is an urgent need to make funds available to set up a solid skills governance and invest in specific training, for micro-credentials and/or online courses to build capacity and attract more volunteers', young people and experts to work on traditional vessels.

CHARTER recommends the State of Bremen to acknowledge the **institutional role of the DSM as orchestrator of the Regional Cultural Heritage Ecosystem** and support the museum in it's leading position to map existing traditional skills at risk of disappearance, bringing the stakeholders together to co-design the regional skills strategy.

Findings | Skills, education and training

In Bremen, there is a significant **lack of initial vocational education and higher education programs** focused on safeguarding craft techniques and traditional knowledge.

→ There's an urgent need for a **proactive, long-term, supra-regional skills strategy to protect Bremerhaven's maritime cultural heritage**. However, the regional labour market is too limited for a localized master program in conservation/restoration for maritime cultural heritage.

The responsibility for preserving maritime cultural heritage largely falls on volunteers, as there is **no systematic assessment of skills gaps or a cultural heritage skills strategy**.

Partnerships for educating volunteers are scarce, highlighting the urgent **need to engage private companies** in preservation efforts.

→ CHARTER proposes that Bremen University **establish a collaborative European master's degree with study mobility options to attract students from across Europe**. This initiative aims to encourage careers in the sector and facilitate future labour mobility. European support is essential for easier labour mobility and the creation of a platform for knowledge sharing among preservation professionals.

The shortage of skilled workers increases the **workload for experts, limiting** their **time** for **Continuous Professional Development**.

To address the **aging workforce** in the maritime sector, there is a call for **more involvement from younger volunteers and private entities** to ensure the continuity of specialized crafts and objects.

→ Exemplary practices include **DSM as an ecosystem orchestrator, Jugendbauhutte's volunteer program**, and the **Sail Training Association Germany's** dedication to **teaching sailing techniques** and **promoting "Sail training"** as **intangible heritage on the German UNESCO list**.

Alentejo region

25-26 October 2022
60 regional stakeholders
77 participants in total

Site visits at · Resource Centre for Oral Tradition and Intangible Heritage Convento dos Remédios - Centro Interpretativo n Megalíthica Eboran, Cantares de Évora with the "Cante Alentejano" (UNESCO), Fundação Eugénio de Almeida , Art and Culture Centre, ·Centre for Social Innovation, Frescos of Casas Pintadas, Pàteo de S. Miguel; UNESCO recognized Ceramic Dolls – Center of Estremoz

Capital: **Évora**
Surface: **31603 km2**
Nº inhabitants: **704.707 (2021)**
Population density: **22,3 inhabitants/km**
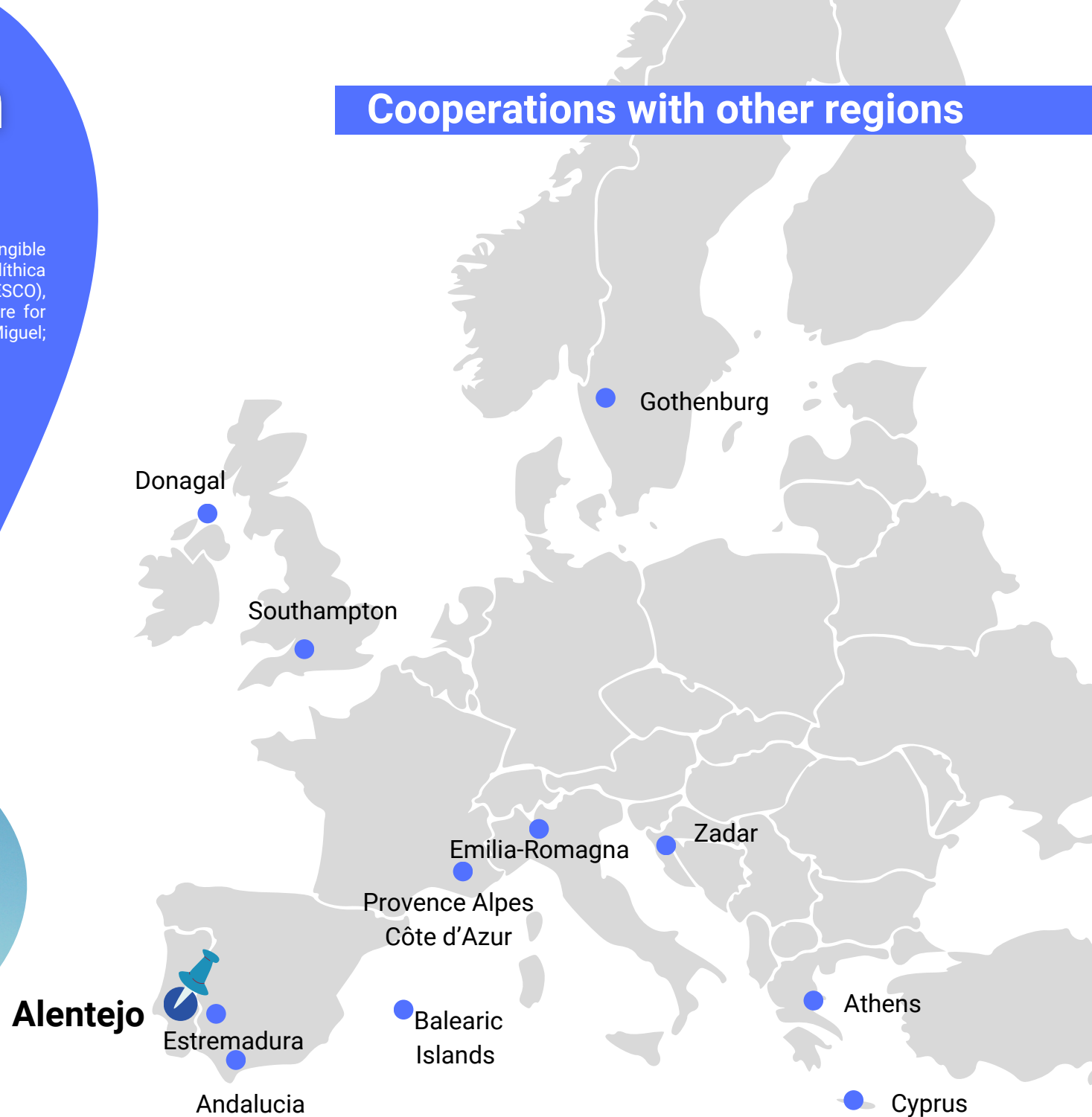Average age: **47,1**
NUTS-Classification: **NUTS2 PT 18**
% of GDP: **6,37 % of NGDP (2021)**
Is Cultural Heritage part of the RIS3 of the Region?: **Yes.**

Cooperations with other regions

Gothenburg

Donagal

Southampton

Emilia-Romagna

Zadar

Provence Alpes
Côte d'Azur

Alentejo

Estremadura

Balearic
Islands

Andalucia

Athens

Cyprus

Multi-level governance

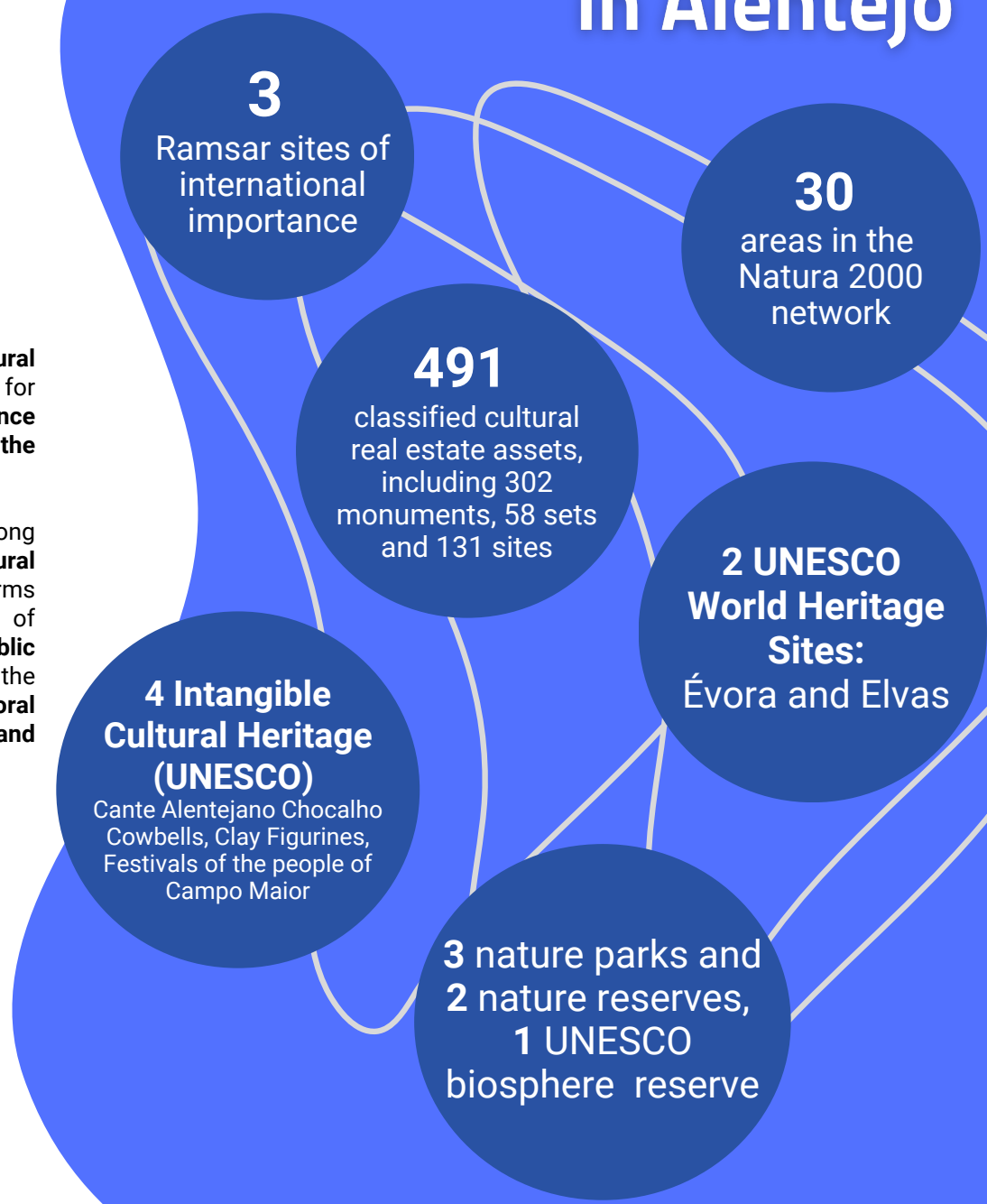|	Cultural Heritage	Education & Training	Employment
National competencies	✅	✅	✅
Regional competencies	✅		✅
Local competencies	✅		✅

The **Basic Law of the Policy and Regime for the Protection and Enhancement of Cultural Heritage**, Law nº. 107/2001, of 8 September, establishes the basis for the policy and regime for the **protection and enhancement of cultural heritage, as a reality of the greatest importance for the understanding, permanence and construction of national identity and for the democratisation of culture**.

In accordance with the aforementioned Law, the cultural heritage policy must include, among others, the following components: **definition of strategic guidelines for all areas of cultural heritage; definition,** through plans, programs and guidelines, **of intervention priorities** in terms of **conservation, recovery, research and dissemination of cultural heritage;** definition of **relations and application of cooperation instruments between the various levels of public administration** and between the latter and the main **holders of cultural assets** and with the **populations;** definition of models for **articulating cultural heritage policy with other sectoral policies;** definition of models for the **use of information and communication technologies; and adoption of measures to encourage cultural creation**.

The **RIS3 2030 of the Alentejo Region** focuses on **Cultural and Creative Ecosystems**, based on an idea of cross innovation, identity reinforcement, which allows the region's competitiveness to attract new residents and for the design of new products and services, which impact on the circularity of the region's economy.

The RIS3 2030 integrates 4 circles of activities, revolving around the **performing and visual arts and the historical and cultural heritage**. These 4 circles include **cultural industries**, **creative industries and activities**, related **economic activities/confluent sectors** in which the tourism sector stands out, as well as **teaching and research activities applied to the sector** and which play a fundamental role in level of innovation and its dynamism.

Cultural heritage in Alentejo

3
Ramsar sites of international importance

30
areas in the Natura 2000 network

491
classified cultural real estate assets, including 302 monuments, 58 sets and 131 sites

2 UNESCO World Heritage Sites:
Évora and Elvas

4 Intangible Cultural Heritage (UNESCO)
Cante Alentejano Chocalho Cowbells, Clay Figurines, Festivals of the people of Campo Maior

3 nature parks and **2** nature reserves, **1** UNESCO biosphere reserve

Findings | Sector integrated dynamics

Very big region with predominantly rural typology, with medium sectorial dynamics mainly due to the fact that heritage and stakeholders are widely spread over the vast regional territory. The sector-integrated dynamics with other sectors like the tourism sector, the cultural and creative industries, the circular economy, youth and sports, social inclusion and regional development **are high, and traditional knowledge, methods are permeating many other sectors. The overall ecosystem dynamics seem to be focusing more on short term challenges, but there was a broad consensus among the regional stakeholders that the ecosystem approach to better respond to the skills challenges for cultural heritage, needs to take a more strategic and long-term perspective.**

CHARTER recommends the Alentejo Region to **continue its efforts to strongly embed cultural heritage in (future) policies**. Integrating in the regional development strategy also **intangible cultural heritage**, is a first important step to take.

Cultural heritage is rich based on its diversity, both in terms of tangible and intangible heritage. The importance and recognition of cultural heritage ranges from the local to the international level, namely through UNESCO's recognition of two sites and four classifications of intangible cultural heritage. **Cultural heritage is embedded in Alentejo's public regional development policies (RIS3)**, but a more concerted and integrated strategy at regional level for the protection, enhancement and promotion of cultural heritage is advisable. **A strategy to safeguard intangible heritage does not exist for the region,** but Alentejo has taken its first steps with the World Heritage label endowed to the Mediterranean diet, the 'Montado' and the 'Cante'.

CHARTER recommends the Alentejo Region to capitalize the CHARTER workshop and **continue the skills dialogue within its Regional Cultural Heritage Ecosystem**.

Adopting a **policy embedded and integrated approach of Cultural Heritage at regional level** - even when now only for tangible heritage - was a critical pre-condition for strengthening the sector-integrated collaboration. Local actors are still struggling to **develop a long-term regional strategies** as many initiatives remain project-based and the local support and funding to sustain and upscale local actions in practice are limited. **Retaining young people in the region** with a strongly ageing population is very challenging. This **talent development trap** is a **major risk for skills supply for the Region in general, and for cultural heritage in particular.**

CHARTER recommends the Alentejo closely follow up on the **Harnessing Talent Mechanism** from the European Commission, set up to support regions facing a talent development trap.

Another important risks threatening arts, culture and heritage, is the **lack of knowledge** about it, which may lead to irrelevance. It is ignorance that leads to **abandonment** and **vandalism, wasted cultural potential**, **neglect** and **public distancing**.

Interregional and/or European partnerships are critical for Alentejo, given the talent development trap the region is facing. Strong collaborations could partially address gaps for which the region lacks capacities to address on its own. CHARTER recommends to explore the establishment of a **(Inter-)Regional Skills Partnership** under the Pact for Skills.

Findings | Skills, education and training

Alentejo is a piloting region implementing the **National Strategy for Portuguese Know-How (2019-2024) for the safeguarding and sustainable development of handicraft production and for valorising traditional arts and crafts under new innovative and creative perspectives and disciplinary crossings**. This strategy is key for preserving traditional skills, but is focus on conservation and restoration is limited.

→ The Alentejo Region needs **support to continue its important efforts of ecosystem orchestrator**, which is critical in a vast region like Alentejo.

Identified gaps & needs:
- **traditional buildings** (structures and materials) and **conservation and restoration of ancient buildings is lacking in the architecture and engineering programs**;
- **more practice-oriented contacts** with the world of professional cultural heritage practice, both in VET as in Higher Education;
- **transformational skills** for cultural heritage professionals to address adequately challenges impacting the sector (digital transition, green and blue transition, the New European Bauhaus …)
- **heritage literacy for policymakers and decisionmakers,** upskilling about the importance of both tangible and intangible cultural heritage for regional development.

→ The region also needs **support to face the Talent Development Trap**, particularly for the field of Cultural Heritage.

→ To swift to more **long-term strategies**, there is a **need to develop a systematic approach for skills gaps and needs assessment** and **invest in skills governance** for the sector.

Good regional practices:
- In addition to the **Alentejo Regional Directorate for Culture**, which is transversal, the region also has higher education institutions that provide training, research and the production and transfer of knowledge in the cultural and creative areas, namely the **University of Évora**, the **Polytechnic Institute of Portalegre** and the **Instituto Politécnico de Beja**, as well as various research units that support these activities, such as the **HERCULES Laboratory** (Cultural Heritage, Studies and Safeguarding), **CHAIA** (Centre for Art History and Artistic Innovation), **CIDEHUS** (Interdisciplinary Centre for History, Cultures and Societies) and the **UNESCO Chair in Intangible Heritage and Traditional Know-How.**
- The **Transforma programme** with trainings for cultural mediators and participatory citizens' engagement; **School of the Ancient** (transversal, creative and entrepreneurial skills among unemployed people, through the recovery of traditional arts and crafts).
- The **Centro Magalhães**, a cross-border Cultural and Creative Industries Enterprise Center inventorying Material and Immaterial Heritage.

→ CHARTER recommands the Alentejo Region to further explore interregional collaborations to address common challenges together.

Tuscany region

1-2 December 2022
51 regional stakeholders
82 participants in total
Site visits at Florence, Cantiere scuola at Opera del Duomo, CER – Centro Europeo del Restauro Scuola Edile di Firenze and Museo Galileo

Capital: **Firenze**
Surface: **22.988 km**
N° inhabitants: **3.651.152**
Population density: **161 inhabitants/km**
Average age: **47.8**
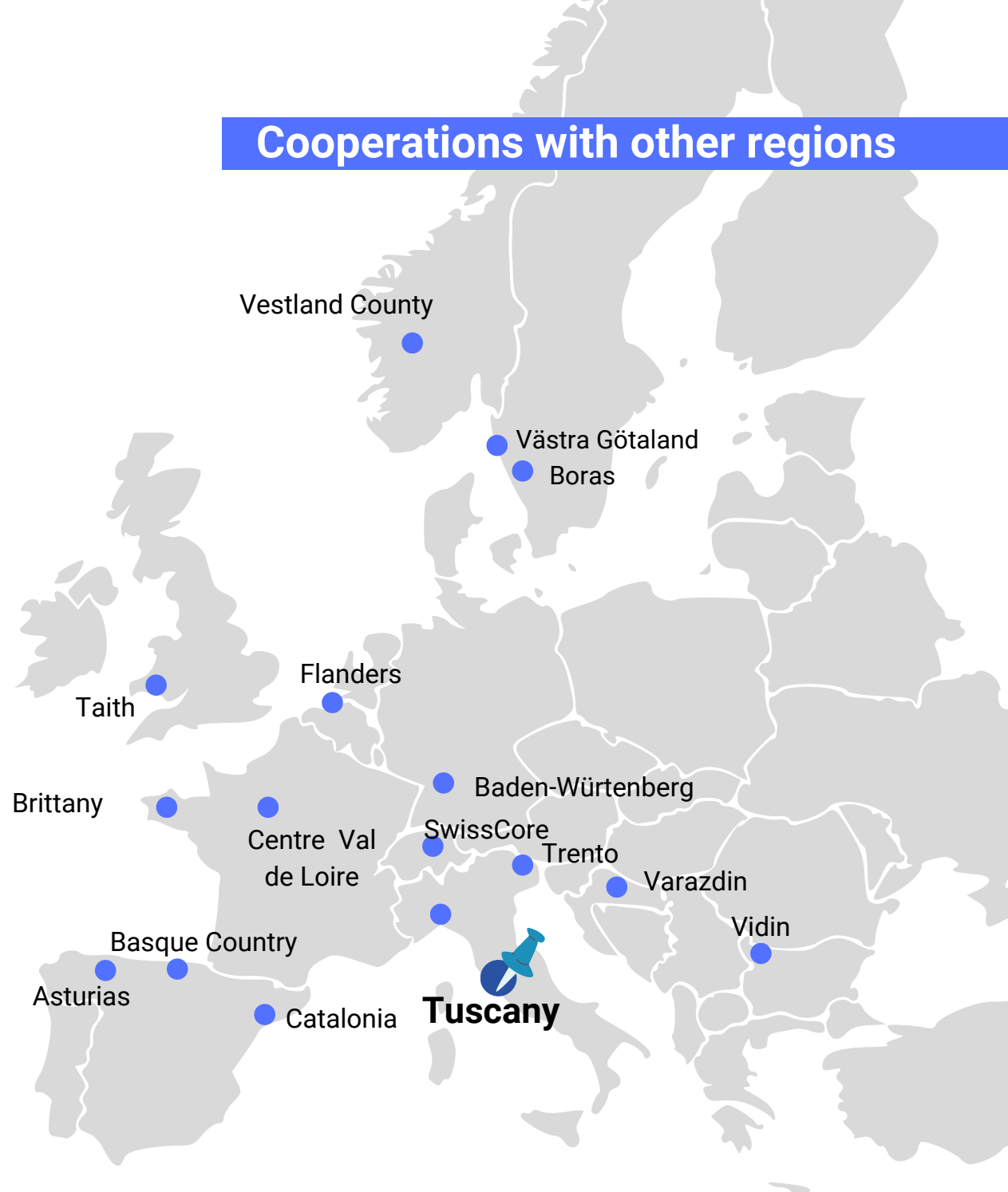NUTS-Classification: **NUTS2 - ITI1**
% of GDP: **6,43% of NGP (2021)**
Is Cultural Heritage part of the RIS3 of the Region?: **Yes, Culture and Cultural Heritage is a S3 priority.**
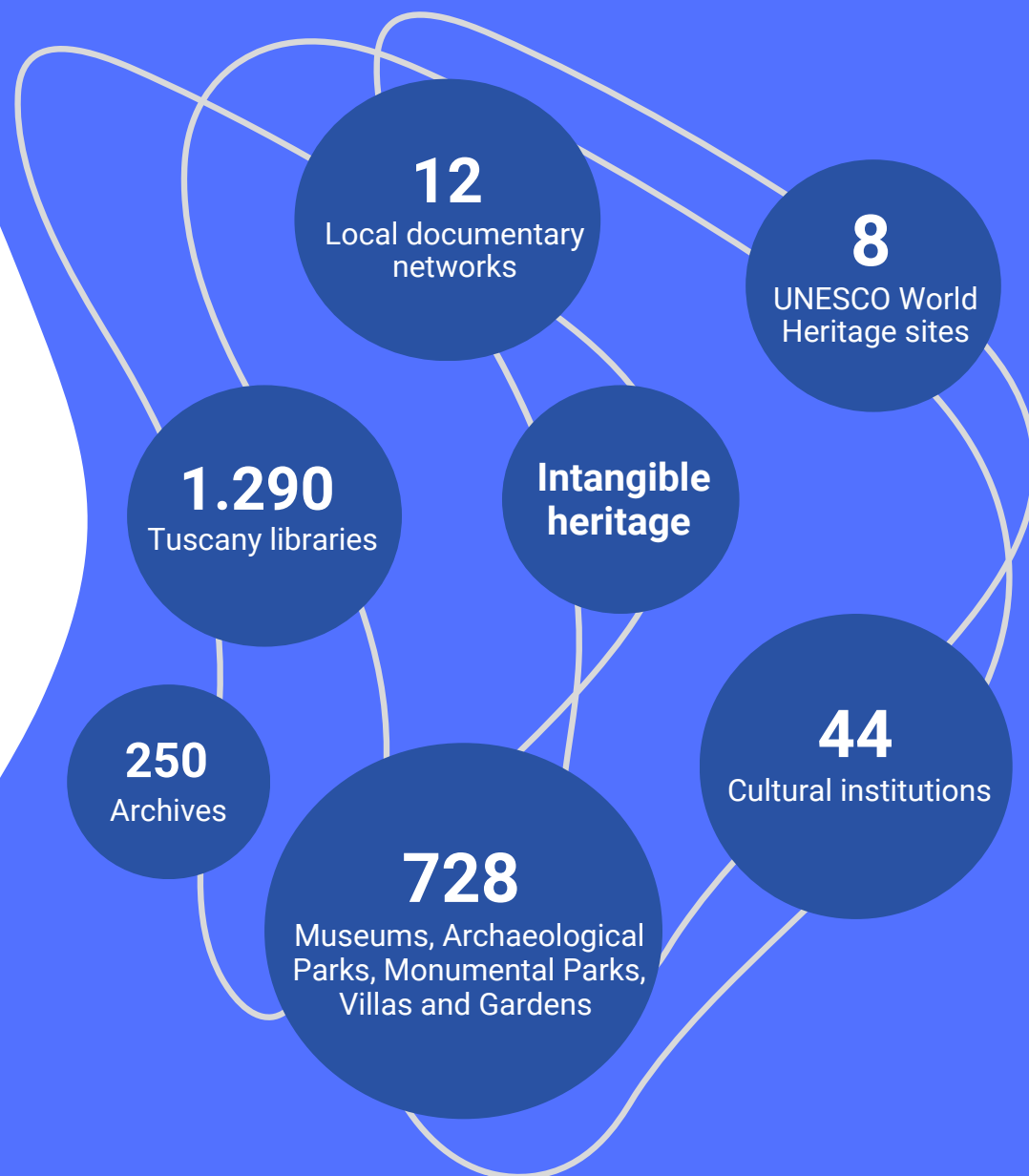
Cooperations with other regions

Vestland County

Västra Götaland
Boras

Flanders

Taith

Brittany

Centre Val de Loire

Baden-Würtenberg

SwissCore

Trento

Varazdin

Vidin

Basque Country

Asturias

Catalonia

Tuscany

Multi-level governance			
	Cultural Heritage	Education & Training	Employment
National competencies	✅	✅	✅
Regional competencies	✅	✅	✅
Local competencies	✅	✅	

According to Article 117 of the Italian Constitution, "the **State** has exclusive legislative powers in the following subject: (s) **protection of the environment, ecosystem and cultural heritage**. Concurrent legislation (national/regional) applies to the following subject matters: enhancement of cultural and environmental assets, including the promotion and organisation of cultural activities".

At regional level, Cultural Heritage is regulated by the Regional Law no. 21 of 25 February 2010 (Consolidated text of provisions on cultural heritage, institutes and activities) and applies to: **libraries, archives, other documentary institutions, museums, ecomuseums, archaeological areas, archaeological parks and monumental complexes and other cultural institutions** that meet the requirements of Article 30 of the same law. Moreover, the Region of Tuscany, pursuant to Article 131, paragraph 5 of Legislative Decree 42/2004, promotes the **cultural valorisation of landscape assets and supports the management programmes of UNESCO sites**.

The **Regional Government of Tuscany**, is competent for **VET** and **Higher VET** and has direct competence in **defining professional** and **occupational profiles** which are identified according to the "Regional System of competencies". University Education is a national competency.

Cultural heritage in Tuscany

12 Local documentary networks

8 UNESCO World Heritage sites

1.290 Tuscany libraries

Intangible heritage

250 Archives

44 Cultural institutions

728 Museums, Archaeological Parks, Monumental Parks, Villas and Gardens

Findings | Sector integrated dynamics

Big region with mixed urban-rural typology, strong regional cultural identity, very high cultural heritage density with great diversity of heritage assets of local, regional and international importance. Both sectorial and sector-integrated dynamics with the tourism sector and the creative industries, are high.

CHARTER encourages the Tuscany Region to **continue its efforts to strengthen collaboration dynamics in the Regional Cultural Heritage Ecosystem**. Linked to the digital transition, several regional actors are pioneering, and the expertise of academia involved in EU networks like the European Research Infrastructure for Heritage Science (ERHIS) network are critical to build regional capacity and expertise serving the regional ecosystem. These initiatives are permeating the world of professional cultural heritage practice in a moment in which the innovation of existing Education and Training programs to tackle the digital challenges is legging behind as traditional Education and Training systems are too rigid to swiftly address these labor market needs. The Region already supports smaller cultural heritage stakeholders in the digital transition process, these efforts should be strengthened.

The Regional Government of Tuscany has a **long tradition of involving territorial cultural and creative Industry's stakeholders in defining cultural policies and programmes**, and their main objectives related to the Culture and Cultural Heritage field of application of the **key** technologies, according to the **entrepreneurial discovery process**.

Culture & Cultural Heritage is one of the eight fields of application of the **RIS3** Strategy 2021-2027 of the Tuscany Region, with three strategic missions:
- Facilitating access to cultural heritage as a tool for knowledge and socio-economic inclusion;
- Facilitate the preservation of cultural, artistic and architectural heritage and
- Facilitate free cultural and creative expression.

The **Tuscany Region** has proven to be a **strong ecosystem orchestrator**, both in the field of Education and Training, as well as in Cultural Heritage. CHARTER encourages the Region to further support their stakeholders in building a **strong and solid culture of data**. This is critical for the digital documentation of its heritage, the use of digital technologies to support heritage jobs, to improve engagement and use of heritage with the wider society, and for creating more quality data on skills needs and employment in the sector.

Several stakeholders are **pioneering** in the **digitalisation of cultural heritage management** and heritage **research**, and in **revaluing the traditional crafts and knowledge in contemporary creative industries**, of which the **Made in Italy** label is an interesting example.

CHARTER encourages the Tuscany Region to support the **regional uptake of upskilling opportunities** and **involvement** in important EU initiatives like the **European Cultural Heritage Cloud** and the common **European data space for Cultural Heritage.**

Findings | Skills, education and training

The Education & Training offer in VET and beyond is very rich. The Tuscany Education & Training Strategies of the Regional Government foresee **strategic interventions to improve the skills in cultural heritage**, both in Culture and Education and the strategic area Instruction, Research and Culture.

The **Strategic Regional Plan** (2022) identifies two objectives:
- **Enhancing** the **cultural heritage** and **promoting** its use also within the **tourism** system and
- Invest in **education training** and **research** for an increasingly digital, **sustainable** and **inclusive Tuscany**.

This is supported by regional projects :"Enhancement and promotion of culture, between tradition and innovative development", "Educational success, quality training and citizenship education", "University cities and regional research system".

Upskilling and reskilling needs are identified to address the green and digital transition's impacts on Cultural Heritage.

A **new VET pathway** for **cultural heritage restoration technician** is under evaluation, and the occupational profiles related to "Painting, grouting, finishing and building decoration operations" is being updated.

Maintaining crafts-related skills is critical to preserve the **intangible heritage**, which is at risk of disappearance.

CHARTER encourages the Tuscany Region to **continue its efforts of refining the governance of its skills anticipation and matching system** as in a context of dynamic and complex labour markets, gathering intelligence on current and future skill needs can support better matching of training and jobs. This is particularly relevant as the issue of mismatch is perceived as problematic by most Tuscan companies (60%).

The Tuscany Region has a **solid integrated approach of Cultural Heritage in all its policies and is pioneering in the field of skills governance and skills intelligence**. As the Region holds legal competencies and decision-making power in this field, and is very active in important European networks like f.eg. EARLALL and ERRIN, the Region is very well positioned to further pave to way to strengthen skills governance in the regional Cultural Heritage ecosystem. CHARTER advices to consider the **establishment of an Interregional Skills Partnership for Cultural Heritage**, and **investigate funding opportunities under the Erasmus+ 2024 KA2 calls and explore the implementation of the individual learning accounts** proposed by the European Commission.

CHARTER should explore the **Digital Humanist, an emerging role** of a professional, mastering new technologies to **develop virtual reconstructions** bridging cultural heritage professionals in the fields of archeology, architecture, epigraphy, philosophy, history, conservation, museography, etc. with new techniques like 3D modelling, and their semantics and developments.

Västra Götaland

📅 12-14 June 2023
👥 57 regional stakeholders
82 participants in total
📍 Site visits: a former textile industry in Tollered and the restoration
centre Slöjd & Byggnadsvård at Nääs

Capital: **Gothenburg/Vänersborg**
Surface: **25.247 km2**
Nº inhabitants: **1.744.859**
Population density: **72,7 inhabitants/km**
Average age: **40,48 (2022)**
NUTS-Classification: **NUTS2**
% of GDP: **16,45% of NGDP (2009)**
Is Cultural Heritage part of the RIS3 of the Region?
Mentioned as a strength, not a priority

Cooperations with other regions
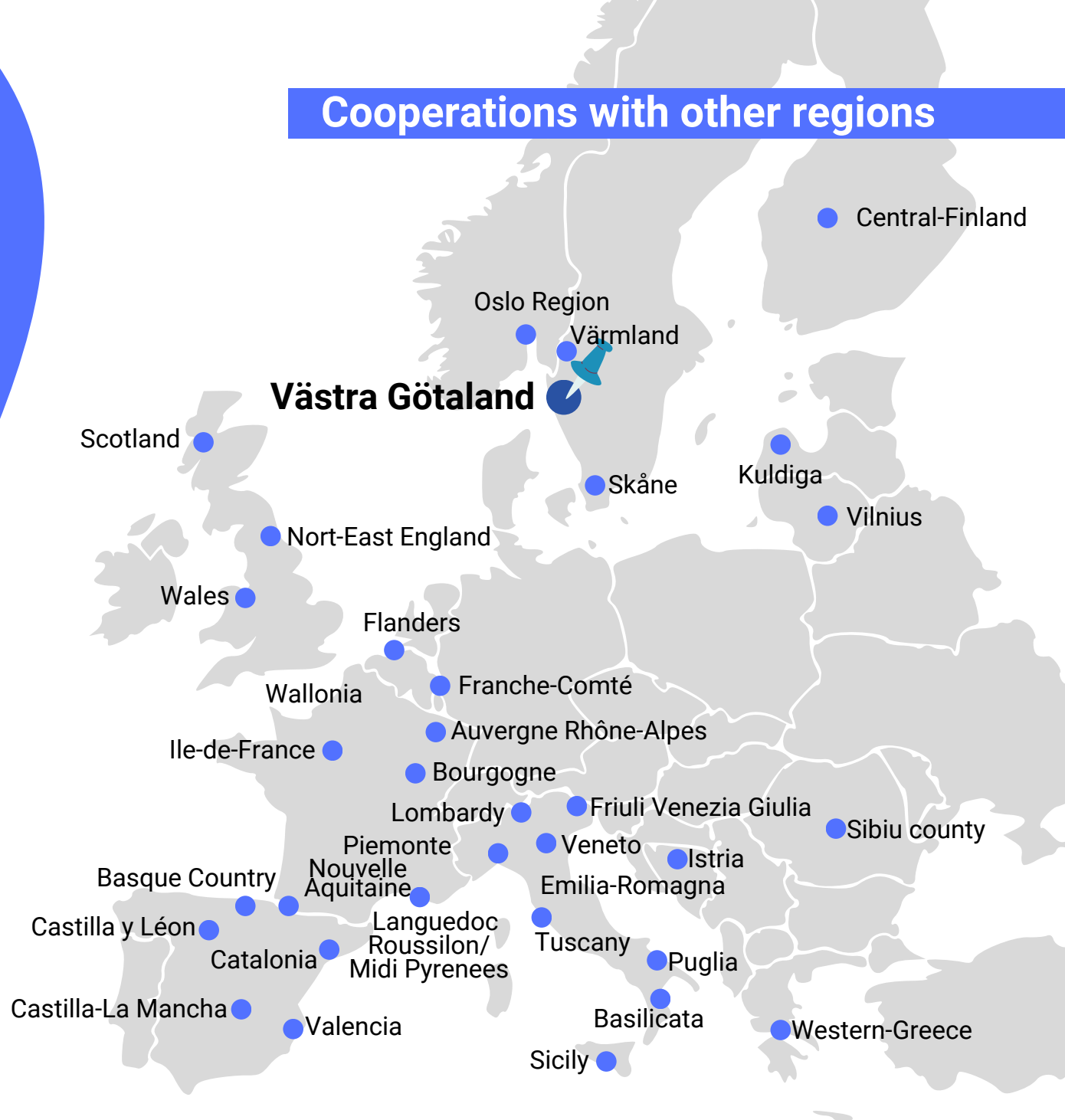
Central-Finland

Oslo Region
Värmland

Västra Götaland

Scotland

Skåne

Kuldiga

Vilnius

Nort-East England

Wales

Flanders

Franche-Comté

Wallonia

Auvergne Rhône-Alpes

Ile-de-France

Bourgogne

Lombardy

Friuli Venezia Giulia

Piemonte

Veneto

Sibiu county

Nouvelle Aquitaine

Istria

Basque Country

Emilia-Romagna

Castilla y Léon

Languedoc Roussilon/ Midi Pyrenees

Tuscany

Catalonia

Puglia

Castilla-La Mancha

Valencia

Basilicata

Western-Greece

Sicily

Multi-level governance

	Cultural Heritage	Education & Training	Employment
National competencies	✓	✓	✓
Regional competencies	✓	✓	✓
Local competencies	✓	✓	✓

In Sweden, the **multi-level paradox** shows clearly: the country is both **centralised** and **decentralised**.
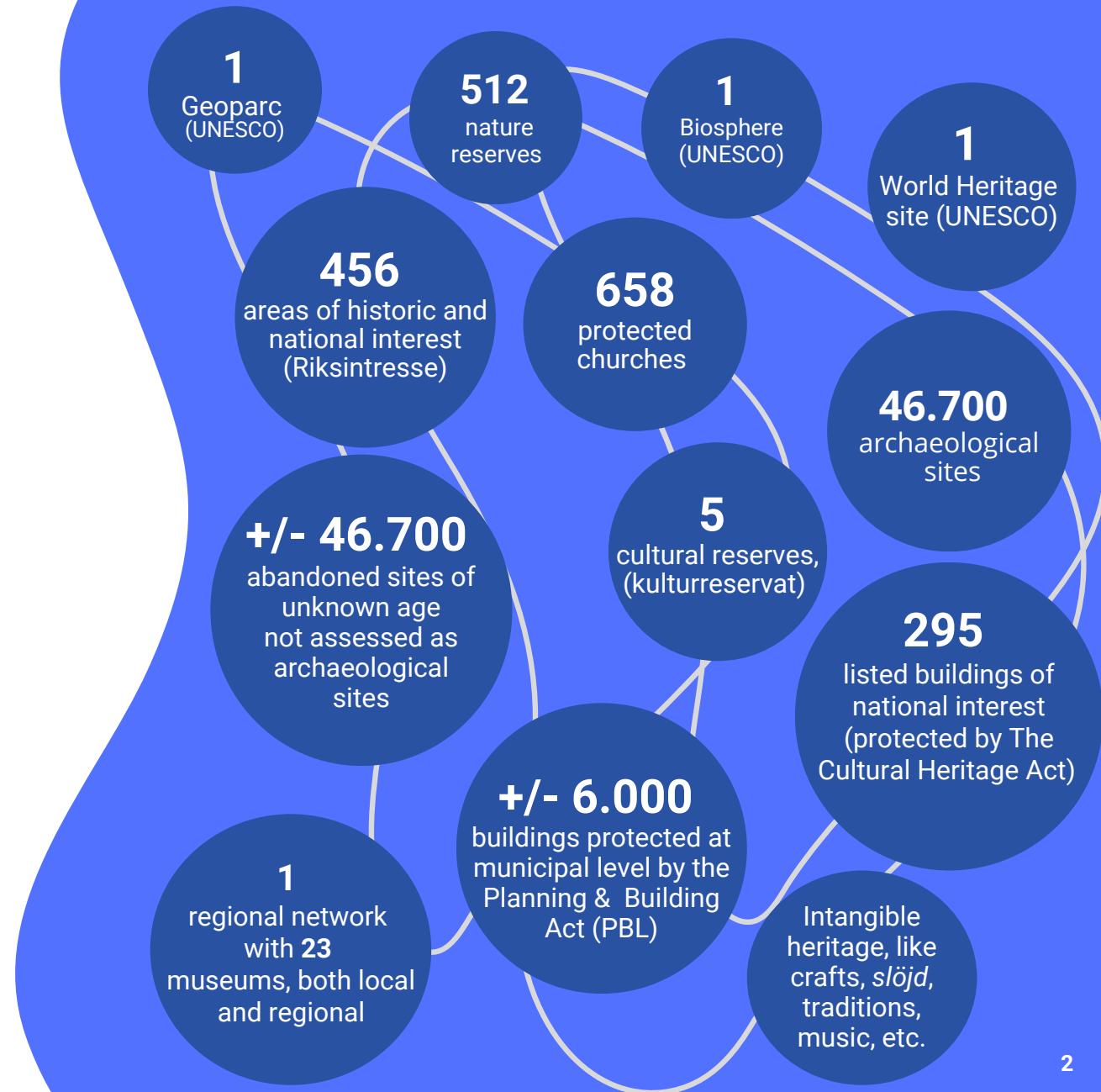
There are **general and uniform legislations for planning and heritage** on the **national** level, but the **planning** and **execution** is **decentralised**.

The Nordic countries have a **high Local Autonomy Index** (LAI), which indicates that the level of autonomy for municipalities (local governments) in Sweden is very high according to the LA.

Many challenges in cultural heritage are connected to this paradox. Even the **national cultural heritage policies** are often **ambitious**, and the level of autonomy of the local governments for executing them is very high in theory, the **successful roll-out at local level is dependent in resources, competences, skills and conflicting objectives at the local level**.

Some municipalities have their own heritage expertise, but the majority does not. The **Region** brings **overview**, **supports local authorities** by bringing competencies municipalities are lacking and by **fostering collaboration among municipalities** and between **the local and the regional levels**.

Cultural heritage in Västra Götaland

1 Geoparc (UNESCO)

512 nature reserves

1 Biosphere (UNESCO)

1 World Heritage site (UNESCO)

456 areas of historic and national interest (Riksintresse)

658 protected churches

46.700 archaeological sites

+/- 46.700 abandoned sites of unknown age not assessed as archaeological sites

5 cultural reserves, (kulturreservat)

295 listed buildings of national interest (protected by The Cultural Heritage Act)

+/- 6.000 buildings protected at municipal level by the Planning & Building Act (PBL)

1 regional network with **23** museums, both local and regional

Intangible heritage, like crafts, *slöjd*, traditions, music, etc.

Findings | Sector integrated dynamics

Big region with mixed urban-rural typology, with high sectoral dynamics and medium-high sector integrated dynamics with stakeholders from urban planning, construction and real estate.

→ The Region is recommended to **continue its efforts to raise ecosystem dynamics and to foster a better common understanding of the importance of Cultural Heritage** in the ecosystem, and promote collaboration between the all departments in the regional administration, throughout a **whole-of-government approach**.

All functions of the CHARTER model are represented, all stakeholders' roles are present, and the Region has a long standing tradition of participatory governance in which the **Region** brings **overview**, can create **impact** and has **competences that don't exist at local level**.

→ The **Region** is **encouraged** to pursue its efforts to **strengthen collaboration with SMEs and big companies in the construction sector, and other sectors.**

The **Region** is a **strong ecosystem orchestrator supporting** a wide range of stakeholders of cultural heritage and neighboring sectors and has proven to be **effective** for **strengthening** the **ecosystem collaboration dynamics**.

→ CHARTER can further investigate **inspiring occupational profiles "cultural heritage developer"** and **"cultural heritage strategist"** and cross-disciplinary educational programs like the "built heritage experts" (bebyggelseantikvarier).

Many projects and initiatives in the field of regional development, innovation and interregional and European cooperation **entail upskilling activities** for cultural heritage stakeholders.

Findings | Skills, education and training

The region is well served at all levels of cultural heritage Education & Training, both formal and non-formal, as well as initial and continuous professional development. The t**opic of skills is still very new or unknow and the region has limited political competences to influence directly**. Skills gaps & needs **assessment** is done by **several partners** in a **non-systemic** and **non-integrated way**, an **overview** of the needs of the sector in the region is highly **fragmented**.

The Region is encouraged to **install a systemic ecosystem dialogue that builds up on networks and collaborations already in place**, and which includes the topic of **skills supply**. The Region is encouraged to establish a **Regional Skills Partnership for cultural heritage under the Pact for Skills**, to **preserve skills** at **risk of disappearance,** and **ensure skills for sustaining cultural heritage.**

Identified upskilling and reskilling needs and gaps:
- Emerging skills connected to **climate change**, **conflict**, need of **reuse and circular economy, policies for designed living environments, property and facility management, finance and economy, tourism and digitalisation**. Need to train heritage professional how to prioritizing between heritage values on the one hand, and mitigation and adaptation needs on the other hand.
- **Transversal skills**: good **communication** skills, **smart methods of dialog** and **involvement** and **pedagogical** skills.

The **Region** is encouraged to **adopt an integrated policy approach for cultural heritage and invest in policy alignment and embed cultural heritage in regional development and innovation policies & strategies, and connect with neighboring sectors** like urban planning, circular economy, tourism, and many others.

Regional good practices:
- The **Region drives** important **collaborative networks** (with municipalities, museums, research, private owners), leads **Slöjd & Byggnadsvård** (Nääs) and is one of the founding parties of **The Crafts Laboratory** (Mariestad), two trendsetting collaborative practices providing training, advice, practice-oriented research, new ways of knowledge creation & sharing with & for the ecosystem. **Aassociations Hållbara Hu**s (small companies), S**tudy Associations and Bebyggelseantikvariskt nätverk**, offer collaborative LLL (informal and non-formal) for heritage practitioners. **Slöjd** (craft) or **hemslöjd** (homecraft) in **primary school and onwards**.
- **University of Gothenburg** offers a **cross-disciplinary educational program for "built heritage experts"** and study programs in crafts in higher education, from EQF6 up to EQF8.

Member States, EU Agencies like CEDEFOP for instance, are encouraged to **support the Region to set up integration information systems and collect quality data** (skills intelligence). The Region is recommended to i**mprove the skills governance** in the Regional Cultural Heritage Ecosystem.