THE HERİPRENEURSHIP

EXPERIENCE-EXCHANGE AND WORK-BASED LEARNING TRAINING PROGRAMME.

Description

D.T2.2.2A 6-MODULE CURRICULUM.

The 6-Module- Curriculum aims to provide with an understanding of the experience economy in interrelation with tourism, heritage management and the Cultural & Creative Industries. 6 Modules create new skills for new jobs and enhance of business performance leading to the collaborative final tourism product, the UNESCO Corridor (GA5/Act.5.1):

1: The Tourism Industry.

2: Heritage Management.

3: Tourism Planning.

4: Tourism Marketing.

5: Cultural Communication.

6: Cultural and Creative Industries.

MODULE 1:
The Tourism Industry

MODULE 1 shall deals with sustainable tourism, introducing participant to the genius loci, a place's identity and spirit. It places heritage into its broad cultural context, and emphasizes the importance of interpretation in the understanding and valuation of heritage.

MODULE 1 shall demonstrate that heritage tourism may offer even small communities' economic growth and employment diversification, improve the residents' income, enabling young people to stay in their local communities. Learners shall acquire knowledge about how to plan and manage tourism attractions and how to develop experience-based tourism products and services, whereas the understanding of tourism accessibility is of crucial importance for the overall success.

MODULE 1:
OUTCOMES

● **Domain Specific Knowledge Acquisition**
Understand: the tourism industry (differences between consumers, users, visitors, tourists, the intangible nature of the tourism product, tourism construction and distribution channels, tourism forms, tourism production and consumption); the heritage tourism industry and its particularities; sustainable tourism development; territorial and resources' carrying capacity; service capacity; human resources; familiarize with the 5 Principles of tourism planning (assets, benefits, needs, audiences, uses).

● **Domain Specific Skill Development**
Be able to: manage assets and track down market trends and needs of audiences; create a destination management and marketing plan; employ heritage tourism products and services for different audiences; utilize Destination Information Marketing and Management System; structure and diffuse information with tourism value; develop and sell holistic products; employ accessibility of tourism products and services; brand a destination, place or resource.

● **Full Scale Expertise**
Carry out: heritage attractions plan and management plan; create quality user and visitor experiences; consult multilevel actors on the development of place-centric products and services in relation to tourism and cultural consumption; sell destinations and material cultural heritage; to design and implement a demand-supply convergence plan.

MODULE 2:
Heritage Management.

MODULE 2 involves consequently much more than mere transmission of knowledge and facts: it is a system for decoding messages of diverse complexity and a high degree of ambiguity. It employs codes accessible to visitors, enabling them to connect with heritage presented to them in virtual and in situ environments by experiencing and understanding through their senses and cognitive abilities. By providing visitors with relevance Heritage Interpretation makes them a part of the experience. MODULE 2 shall teach heritage interpretation as a main communication medium in recreational and leisure settings.

MODULE 2 shall exploit the different ways of communicating as a means to bridge the spatiotemporal distance between visitors and resources. It includes Heritage Management (Protection, Conservation, Management, and Interpretation) and introduces learners to Heritage Economics. Learners are offered a methodology to classify a place's assets to heritage classes in order to further select distinctive and visit-worthy features and to produce a place's identity. Learners familiarize with the Significance Assessment Process, a methodological approach based on criteria for the assessment of cultural heritage resources from natural and man-made environment, accompanied by tourism modifiers, which guarantee the appropriateness of the resources to enter the tourism market.

MODULE 2:
OUTCOMES

- **Domain Specific Knowledge Acquisition**
  Understand: Basic concepts of contemporary heritage management (protection, conservation, management, interpretation, significance assessment, use of cultural values, international treaties and conventions, heritage economics, the historic environment); a unified heritage management system with praxis validated tools to be employed also in the 6 Study Visits and Evaluation Workshops [D.T1.1.2] and [D.T1.1.3];
  Understand: Basic notions in heritage interpretation (provoke, relate, reveal a resource's values); spatio-temporal distance; categories of interpretive products and services

- **Domain Specific Skill Development**
  Be able to: perceive the protection-use conflict and find solutions to mitigate it; classify heritage resources; analyze and synthesize different heritage classes; know and employ regulations deriving from international treaties and conventions
  Be able to: develop topics, themes and interpretive messages; attract and retain the attraction of different target publics; create cognitive and emotional bridges among audiences and phenomena (tangible or/and intangible cultural resources; associate resources' values to the visitors' everyday life; fabricate compelling stories and narrative structures.

- **Full Scale Expertise**
  Carry out: an Official Statement of Significance for Natural and Cultural Heritage Resources; produce heritage typology; advice multilevel actors (local authorities, development agencies, private investors, associations etc.) on the importance and economic usability of heritage resources
  Carry out: structure layered information; design and deliver a series of basic interpretive products (an informal contact, guided visit, an informal contact, a self-guided trail, directional and interpretive signage); design and develop personal and media aided interpretive products and services

MODULE 3:
Tourism Planning.

MODULE 3 delivers higher interpretive skills for planning holistic interpretive products and services with specific market value. It exploits consumer and visitor experience opportunities provided by given resources in given cultural consumption contexts, and caters for experience diversity. Learners acquire that visitor come to attractions for very different and sometimes conflicting reasons and learn how to provide opportunities for a range of visitor experiences as an important part of sustaining the attraction's quality. By providing a diversity of settings, learners accomplish a double task: firstly, the offer visitors to select products and services close to their visitation motives and secondly a diversity of experiences helps to avoid the conflicts that often occur among visitors who expect various outcomes from their visits.

MODULE 3 deals also with the concept of leisure time, as a post-fordist good and its economic value in cultural heritage tourism and other consumption settings. The main learning task is to realize that leisure time has always a restricted, non- refundable time budget and is very much exposed to external risks. Direct accessibility to resources is therefore crucial for the success of a given product. Learners acquire how develop and implement successful leisure time products and services exploiting opportunities offered in the recreational and leisure settings.
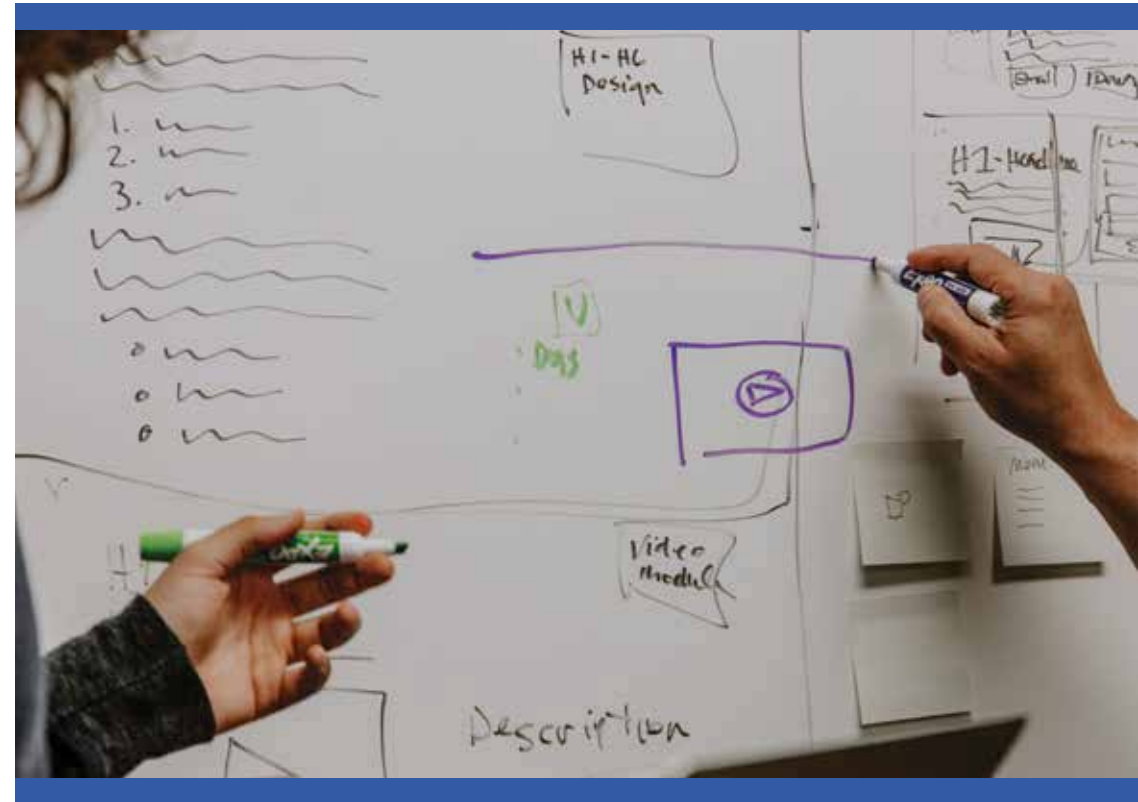
MODULE 4:
Tourism Marketing.

MODULE 4 aims to undertake a review of the typical marketing communication practices employed in the Project Area to understand the pre-visit decision-making of prospective visitors; to evaluate the perceived effectiveness of these communication practices in meeting desired communication and behavioral objectives; to examine the current visitor data (market research) being collected and employed by protected area managers and associated agencies in the development of pre-visit marketing communication strategies; to develop a market segmentation table or matrix for use in pre-visit marketing communication strategy; to provide for practical guidance on how to monitor the effectiveness of specific protected area marketing practices.

The development of mechanisms to towards an integration of supply and demand in a manner where each can understand the complexities of these industries from the others' perspective is of crucial importance for the success of local markets. The diversity of partnerships in the Project Area shows a willingness of the tourism industry and government agencies to become involved in arrangements in order to pursue common goals. If the involvement of the tourism industry in the promotion and marketing in heritage areas is to be achieved, particularly in relation to pre-visit communication, then it needs to be based on a clear understanding of the planning and management of those areas as outlined above.
This understanding can then be integrated into existing and potential markets and the process for marketing and promotion.
When these factors can be integrated into the visitor experience they provide the basis for further activities in marketing and promotion.

MODULE 4:
Tourism Marketing.

MODULE 4 introduces trainees Product Evaluation: it is a systematic process that leads to know whether interpretive facilities, products and services work or perform appropriately, measuring impact of each visitor activity. Evaluation aids the planning and production of interpretive media in order to create and deliver interpretation those interests and engages with visitors. Learners familiarize with all four evaluation steps (frond-end, formative, remedial and summative) in order to properly conduct it when planning and designing experienced-based products and services.

MODULE 4:
OUTCOMES

- **Domain Specific Knowledge Acquisition**
  Understand: quality services and visitor behavior; social media and global distribution channels.
  Understand: Spatial Planning (landscape, streetscape, vacationscape); Selecting Appropriate Interpretive Media
  Understand: Evaluation types and their working principles (frond end, remedial, summative evaluation).

- **Domain Specific Skill Development**
  Be able to: encourage realistic community awareness, understanding and appreciation of the conservation responsibilities of park agencies, the values inherent in protected areas, and opportunities for appropriate visitor use; design and deliver marketing strategies towards the convergence of supply and demand.
  Be able to: evaluating planning stops; layering information; compose texts and labels; planning for facilities; work with different scales local and planning authorities and organizations; get to know region specific planning regulations.
  Be able to: Conduct frond and, remedial, or/and summative evaluation when planning, testing and producing an interpretive product, a leisure time product, or services; find out why visitors come to places, to know what they like or don't like, and to be able to react to their needs; assess whether visitors understand resource messages make judgments about how well a heritage place is doing, aid managers to target funding; plan for change, when necessary; advocate how an attraction performs, by providing a record of achievements.

- **Full Scale Expertise**
  Carry out: social media campaigns; supply-demand convergence marketing strategies and marketing plans.
  Carry out: experience-based products, services and facilities; complete and sell holistic interpretive plans; acquire interpretive projects for different level agencies; set up synergetic networks and partnerships; design and deliver tourism development plans focusing on place identity and place attachment.
  Carry out: Evaluate interpretive facilities and interpretive products and services (museums, collections, guided and self-guided visits and trails, websites, directional and interpretive signage); design and develop an evaluation strategy for interpretive products and services.

MODULE 5:
Cultural Communication.

There are many forms of cultural communication; one of the most prominent is the widely known in the Anglo-Saxon Interpretation of heritage. It is a multidisciplinary process of message transmission aiming to effectively communicate to audiences a place's natural and cultural wealth. Meanings and relationships of a given culture approached through guidance and personal participation whether in situ or in virtual environments is the goal of any interpretation. Interpretation is definitely not information, although the latter constitutes the back bone of the first one. Interpretation translates an expert's technical account into a communication message in the language of the audience, relating the context to his everyday life and experiences. An interactive framework between resources, interpreters and audiences renders learning into a pleasure generating process: through first hand experiences interpretation involves audiences in the explorative learning and entertainment process).

In order to adapt natural and cultural phenomena of given (heritage) contexts to the needs of specific target groups', interpretation interlinks several disciplines from natural and human sciences. Professional Heritage Interpretation combines practical and theoretical expert knowledge and basic skills in several fields such as cognitive science, human and natural sciences, guaranteeing this way that audiences understand interpreted messages. Key issues in the interpretive process are the planner's ability to master human cognitive mechanisms of acquiring and retaining information and adapt scientific context and terminology through hermeneutical information processing to a recreational learning environment in favour of the audience in given heritage tourism contexts: sites, collections, trails etc.

MODULE 5:
Cultural Communication.

Interpretation enables the audience to receive, understand and remember messages encouraging them to use and evaluate the information in certain ways. It bonds sustainable development with an upgrading of tourism areas, public awareness-raising, environmental education and communication. Interpretation benefits the audience and benefits the place by producing the product of the product: a heritage site is marketed to an audience for both its tangible and intangible nature. The audience learns to understand, appreciate, value and care for the cultural and natural heritage resources interpreted to them. The benefits of interpretation are multiple for the economy, ecology and society:

Interpretation meets the increasing demand for educational audience experiences Creates qualitative experiences which guarantee audience satisfaction, positive word-of-mouth, high revenue, visit elongation, repeat visitation educates audiences to care about the places they visit, enhancing civic pride, environmental conscience, respect for local communities reduces through public awareness environmental and cultural damage by explaining the impacts of various behaviours and suggesting appropriate alternatives substitutes experience for places that are very fragile and/or difficult to visit (e.g. caves, sacred temples), or topics that are impossible to experience directly (e.g. disease, prehistoric conditions) Web-Interpretation exports globally a resource's image bridging the spatial and temporal distance between web-navigators and cultural operators provides audiences with relevance and makes them a part of the experience: "A historic site without interpretation is just an "old site"

MODULE 5:
Cultural Communication.

MODULE 5 teaches cultural communication, that delivers higher interpretive skills for planning holistic experience-based products and services with specific market value. It exploits consumer and visitor experience opportunities provided by given resources in given cultural consumption contexts, and caters for experience diversity. Visitors come to attractions for very different and sometimes conflicting reasons and learn how to provide opportunities for a range of visitor experiences as an important part of sustaining the attraction's quality. By providing a diversity of settings, learners accomplish a double task: they offer visitors to select products and services close to their visitation motives and secondly a diversity of experiences helps to avoid the conflicts that often occur among visitors who expect various outcomes from their visits.

MODULE 5:
OUTCOMES

- **Domain Specific Knowledge Acquisition**
  Understand: the leisure environment (recreational and in situ); multicultural and multigenerational audiences; the role of prior knowledge at the selection process
  Understand: Subject Matter (knowledge of assets, documentation research, expert contributions); Interpretive potential (values reaching from global to local and group significance); Interpretive Objectives (environmental, social, economic, learning, behavioral, protection, conservation, awareness raising); Implementation Media Choice; Intellectual Property Rights (Copyrights, laws, treaties and conventions); Convergence of supply and demand (cultural consumption, tourism, leisure, recreational learning, entrepreneurial opportunities, heritage strategy)

- **Domain Specific Skill Development**
  Be able to: Develop leisure time concepts; accessibility plans; a place-centric typology of leisure products and services
  Be able to: Communicate Significance to selected target publics; include different target publics and local actors in the planning process; selecting appropriate media per target group and project MODULE specificity.

- **Full Scale Expertise**
  Carry out: consult cultural heritage operators on leisure concepts; design and deliver a resource/and or destination accessibility plan; design and deliver a visitor experience opportunity plan; design and implement a place-and resource centric leisure product
  Carry out: design and implement holistic cultural consumption products and services; design and implement experience-based heritage and heritage tourism products

MODULE 6:
Cultural and Creative Industries.

MODULE 6 shall explains the concept of digital cultural heritage and the 4th Industrial Revolution. The latter is a concept explicitly explained by Klaus Schwab in the homonymous book, has altered the production of various industrial sectors, mostly due to the fusion of technologies blurring the line between digital and physical, - the cultural market included. The tutors need to explain that new communication patterns define new markets and preferences, while the constant use of e-devices in daily life impacts the common sense through the interpretation of visual codes. ICT allows manipulating and animating the images repurposing the context in a composite process unthinkable just a few years ago. Digital Publishing 2.0 is marked by the conversion technologies that promise an unprecedented level of consumer interaction with content through smartphones, e– readers, and tablets, as well as an equally engaging experience through computers. Learners need to realize the question, what kind of impact can this opportunity have on the ability to produce meaning beyond the technical aspect.

MODULE 6 attempts to clarify the conditions in which understanding takes place. Among these conditions are examined prejudices and fore- meanings in the mind of the interpreter (consumer of the digital cultural heritage). Understanding is therefore interpretation, which uses one's own preconceptions so that the meaning of the object can really be made to speak to us. Understanding is thus not a merely reproductive, but a productive process, since interpretations keep changing during the process of what is being understood.

MODULE 6:
Cultural and Creative Industries.

Leisure visitors tend to be very heterogeneous groups, and multi- generational structure. Capturing and keeping their attention high up during and possibly after the visit means to create bridges among the theme/digital artwork and their horizons. However, data acquired about the technology-intense experience as condition for cognitive accessibility has demonstrated that ICT alone cannot ensure the cultural heritage experience: the correlation of 'technology- driven experience intensity' and 'asset-driven information', better storytelling, shall be revisited. It is common knowledge that cultural heritage settings are frequented by multigenerational- multicultural audiences with different backgrounds and different perceptions. This particular audience cannot be satisfied with descriptive presentation of objects. Thus, learners shall understand that heritage settings may operate as an informal learning space, where multiple views and different interpretations are openly dealt within a collaborative and participatory process. According to the EU Audiovisual and Media Directive 2018 it is necessary to develop immersive and pervasive solutions for media and content convergence, and thus bring the quality of cultural content to unprecedented new levels. The focus of MODULE 5 is clearly put on "cultural content". In this respect the production of culture using new technologies is opening opportunities and perspectives, but technology itself can plays an ambivalent role and produce a horror insensitive youth that is hostage to bullying, ninja games, and contrived reality. According to UNESCO technological opportunities need to offer a narration, a dream, as point of interest. It is focused on "interest and capacity", thus it is pointing out the need for the development of cultural capital and critical reflection that the digitally innate youth lacks. However, despite the technology advancements, the cognitive gap of the public at heritage places is growing and with it the losses in cultural narratives

MODULE 6:
OUTCOMES

- Learners shall be able to understand and evaluate a digital heritage narrative. It is about a story refers to the inherently interesting and valuable tales that most heritage assets can narrate about the history, culture and environment of the surrounding landscape and communities; it should be tied to the intrinsic quality(s) each heritage asset has. Telling the story is a creative process that includes many types of synergies at destination/asset/monument level—from the young to the old, and newcomers to long- time residents. The story is an aspect that people often find highly interesting, fun and compelling, and this encourages participation. Through the story, citizens can express what is unusual and special about their communities. Indicative of all storytelling, the Homeric epic needs a hero who, winner of the war, also wins at home: it is the case of Odysseus, Ulises. Virgil instead, who wants to describe Rome as 'the land of opportunity' – in the Aeneid, needs a loser, who runs away with an old father and an orphaned son, to convince that he recovered the defeat and survived the war. This is the idea of a global empire. The example is needed to clarify how the same story can convey narrations by forming the characters and changing style. History and narration are not synonymous: each figure, whether imaginary or not, when it becomes part of a history, transforms into a value carrier who interacts with the one's conscience, passes from mouth to mouth, collects and sows knowledge. In this way each story is a vector of a narration woven within it, which is in turn the instrument which shapes our reactions, while the information is the raw material on which it is built. And 'on which', does not mean 'with which': it is not information in a row, but a fabric made using information as threads. For centuries storytellers have regulated the tone of life of the communities they met. They didn't make history, but built memory using history. They embodied identity. This may be the role of the new cultural experience in the era of digital reproducibility of the work of art; this provides an extraordinary value of its own to museums in peripheral locations to become an environment and a local cultural institution as well as an attraction for the tourism. In this very vein a heritage narrative is the intentional, coordinated message that each heritage asset selected by each Pilot Project to convey to the audience the values of heritage and underlines the shared values and beliefs. Thus the message shall be conveyed through the participatory experiences that visitors encounter at heritage places and these have to be designed and delivered. Every asset in the Pilot Project Area has a hidden story and a story worth telling.

- **Knowledge Transfer**
  Basic Skills in cultural communication (provoke, relate, reveal a resource's values)
  Understand spatio-temporal distance
  Understand categories of interpretive products and services
- **Development of Skills**
  Be able to: develop topics, themes and art messages; attract and retain the attraction of different target publics; create cognitive and emotional bridges among audiences and phenomena (tangible or/and intangible cultural resources; associate resources' values to the visitors' everyday life; fabricate compelling stories and narrative structures
- **Industry related products and services**
  Be able to structure layered information; design and develop media aided interpretive narratives

About HERiPRENEURSHIP:

The present document concerns the research for New Business Models Developed for Tourism Products and Services in the Project Area, Deliverable D.T2.3.3, of the project ESTABLISHING LONG-LASTING PARTNERSHIPS TO UPGRADE HERITAGE-BASED OFFERS AND CREATE NEW INVESTMENT OPPORTUNITIES IN TOURISM AND THE CULTURAL AND CREATIVE INDUSTRIES AT UNESCO DESIGNATED AREAS IN THE BLACK SEA BASIN.

The project "Establishing Long-Lasting Partnerships to Upgrade Heritage-Based Offers and Create New Investment Opportunities in Tourism and the Cultural and Creative Industries at UNESCO Designated Areas in the Black Sea Basin" andacronym "HERIPRENEURSHIP" is included in the "ENI CBC Black Sea BasinProgramme 2014-2020". ENI CBC Black Sea Basin Programme 2014-2020 is part of European Union's Cross-Border Cooperation (CBC) under its European Neighbourhood Instrument (ENI).

The project us funded by the JOP Black Sea Basin 2014-2020 and the total budget is EUR 1 289 538.17. The duration of the project is 30 months (01/07/2020 - 30/06/2023).

HERIPRENEURSHIP aims to raise awareness of cultural heritage and prove the economic benefits of its promotion. To prevent brain drain and replace outdated skills and mind-sets with a new, shared vision for development, the project helps establishing a new paradigm for cultural heritage management and communicate heritage significance to the public and ensure the uptake of cross border heritage offers created by the Digital Mega Integrators (Netflix, Youtube, Arte; History Channel etc.).

HERIPRNEURSHIP will involve actors from various administrative and social levels, to strengthen their capacity to effectively manage heritage for tourism and activate skilled workforces for sustainable development.

HERIPRNEURSHIP proposes a cognitive and educational framework for using of a place's assets, which would guide final beneficiaries (regions, communities, SMEs) to identify, signify, valorize, and manage the heritage potential of the territory, in order to use heritage potential as a vehicle for tourism strictly connected with a unified signage and interpretation system.

Partners:

1. DEVELOPMENT AGENCY OF KAVALA (ANKA), Greece – Lead Partner
2. UNION OF BULGARIAN BLACK SEA LOCAL AUTHORITIES (UBBSLA), Bulgaria
3. EASTERN BLACK SEA DEVELOPMENT AGENCY, Turkey
4. THE "DANUBE BLACK SEA" UNIVERSITY FOUNDATION, Romania
5. IAKOB GOGEBASHVILI TELAVI STATE UNIVERSITY, Georgia
6. NATIONAL INBOUND TOURISM ASSOCIATION OF MOLDOVA (ANTIM), Moldova

Program facilitators:

Ciprian-Antoniade ALEXANDRU-CARAGEA

Ciprian-Antoniade ALEXANDRU-CARAGEA is Researcher in Data Sciences, founding member of R-omanian Team. He worked more than 7 years as Data Scientist for the General Department of Social Statistics and Demography from National Institute of Statistics-Romania, on various fields of activities, such as: R programming, Data cleaning and Data Matching, Webscraping, Data analytics and visualization, Data mining and big-data, Data integration, data processing and data validation, use of administrative data in compiling statistics. From February 2021 he is Short Time Consultant for World Bank as Survey Solution Development Expert in the specific areas: provide training and support for the development and testing of the IT integrated system for all stages of Population and Housing Census and General Agricultural Census, CAPI and CAWI collection methods.

He has double degree bachelor's in engineering and in Economics. Also, he is Associate Professor at the Ecological University of Bucharest and Vice-rector on Research activities. The Ph.D. in Economics was obtained under aegis of the Romanian Academy, National Institute of Economic Research. He participated in various research projects (including Eurostat), workshops, national and international conferences.

His research activity was commissioned in value by publishing studies in journals in Romania and in Europe, as well as in international databases (ISI Thomson, DOAJ, EBSCO, RePEc [https://ideas.repec.org/f/pal594.html]). His research papers and articles are also published in prestigious peer reviewed publications.

Program facilitators:

Dr. Dorothea PAPATHANASIOU-ZUHRT

Dr. Dorothea PAPATHANASIOU-ZUHRT holds degrees in Classics and Germanistics from the National Kapodistrian University of Athens. She has studied History and Ethnology at the Humboldt Universität zu Berlin, where she also obtained an MA degree in Linguistics. She obtained her MSc and her PhD degree in Management Sciences at the University of the Aegean. She is fluent in English, German, French, Italian, and Russian and has basic knowledge of Turkish. She has designed and implemented so far 102 EU funded projects in cultural tourism. She is an active researcher with over 150 publications, while teaching at the OPEN UNIVERSITY CYPRUS, Faculty of Humanities and Social Sciences, Postgraduate Study Programme "Cultural Policy and Management" and at the Graduate Study Programme "Tourism Economics and Management", Faculty of Management Sciences, UNIVERSITY OF THE AEGEAN. She is member of ICOMOS; OPEN EDUCATION EUROPE; she a voting member of EUROPEANA, PACT FOR SKILLS and founding member of INTERPET EUROPE, the European Association for the Interpretation of Heritage.

Program facilitators:

Tatiana Lupascu hold a degree in Economic Sciences of Trade, Tourism & Services from " Alexandru Ioan Cuza" University, Iași, Romania. She is a National Trainer of Tourist Guides accredited by WFTGA (World Federation of Tourist Guides Associations), collaborating with WFTGA, she contributed to the creation of a new course for Online Guided Tours in collaboration with international colleges. Her work experience in tourism industry for more than 7 years was closely related to: development and implementation of tourism routes, development of travel products and tour packages, planning the calendar of tours and products to be developed within a tour agency, including their financial management. She is employed at ANTRIM as a Project Manager for HERIPRENEURSHIP project and is collaborated as tourism consultant with local businesses and authorities. She is fluent in English, Russian and Romanian, has a good speaking in Italian and basic knowledge of French. Her work experience and collaboration with relevant stakeholders from tourism industry (travel journalists, trainers, travel agencies, etc.) combined with business consulting abilities is close related to the project area.

TATIANA LUPASCU

Program facilitators:

Akaki Tomaia

Akaki Tomaia is researcher in Economics and tourism industry. He worked more than: 5 years as Head of the Tourism Program at Business and Management Department of the University of Georgia; more than 2 years as a Dean of Economics at the Faculty of Tbilisi State University; and More than 3 years as a Head of Quality Assurance Department at Ilia State University. He is an Author of the book "Modern Macroeconomics". From October, 2019 he is a director of the Economic Research Institute. From September, 2010 he is a scholar of postgraduate Fulbright Program and fellow at Guse Stavros Center of Florida State University. From September, 2021 he is a fellow at International Research and Fiscal Competition Institute (IREF). The Ph.D. in economics was obtained at Ivane Javakhishvili State University. Also, he is Associate Professor at the University of Georgia, Professor at Caucasus University and Invited Professor at Georgian-American University. He has 30 year experience of teaching at higher institutions. Basic disciplines delivered: Tourism Industry, Tourism Economics, Macroeconomics (intermediate and advanced levels); Microeconomics (intermediate and advanced levels); Monetary Policy; Fiscal Policy; Game Theory. He participated in various research projects, workshops, national and international conferences. His research activity was commissioned in value by publishing studies in journals in Georgia. His research papers and articles are also published in prestigious peer reviewed publications.

Program facilitators:

Elena Simeonova

Elena Simeonova holds a degree in Economics & Trade and in International Finances. She has obtained a diploma in English language teaching and several diplomas in courses related to local planning & development, environment protection, culture heritage and tourism development, etc. She is fluent in English and has knowledge of Russian and German. Her technical work experience is very closely related to the project development and implementation with national and EU funded projects, numerous applications submitted in the last 20 years. She is part of the project team of UBBSLA and the HERIPRENEURSHIP project.

Program facilitators:

Being a graduate of BA in International Relations at Bilkent University in 2002, Mehmet Bozdoğan has a double degree master programme; MA in European Studies at Exeter University in UK and MA in Sociology at Jagiellonian University in Poland with Jean Monnet Scholarship. Mr. Bozdogan has started his career in a foreign mission in Ankara as Trade Assistant and continued it with an EU Expert position in Ministry of Transport where he started to specialize in EU funded programmes and projects. In 2009, Bozdogan had started work as a Business Service Manager of Trabzon EU-Turkish Business Development Center, providing training and consultancy services for SMEs and NGOs of Trabzon city. Since 2010, he has been working for Eastern Black Sea Development Agency as Head of Tourism and Entrepreneurship Unit which focuses on the projects aims at contributing to social and economic development of TR90 region by developing social capital of the region and empowering current SMEs and encouraging entrepreneurship of young people and women, especially.

MEHMET BOZDOĞAN

CULTURAL PLANNER IS NOT AN USUAL PROGRAM.

- ✔ **You are part of a community with similar interests that you can turn to for advice and peer to peer learning.**

- ✔ **You are exposed to the real experience of cultural tourism from the Study Visits of the project.**

- ✔ **„NO TEACHING!" - sessions are based completely upon experiential learning and selfdiscovery.**

- ✔ **Corespondance to the EQF CERTIFICATION.**

Administrative details:

The programme is designed for actors in the tourism sector, Audiovisual and Multimedia professionals, heritage managers, Cultural and Creative Industries or to any person who is interested in a hybrid learning methodology. Students will become fully capable to provide opportunities for structural changes in the tourism sector and improve the way assets, infrastructure and people connect to a better, higher skills in the cultural tourism.

✔ **Admission Requirements: ID, Birth certificate, high school diploma**
✔ **Duration - 20 weeks, 100 hours**
✔ **Official Language - english**
✔ **Open access 24/7**
✔ **No Fee**

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PROJECT: BSB831 HERIPRENEURSHIP - Establishing Long-Lasting Partnerships to Upgrade Heritage-Based Offers and Create New Investment Opportunities in Tourism and the Cultural and Creative Industries at UNESCO Designated Areas in the Black Sea Basin.

RESPONSIBLE PARTNER: PP2_DANUBE BLACK SEA UNIVERSITY FOUNDATION: SEPTEMBER 2022

Common borders. Common solutions.