SoPHIA

Social Platform
for Holistic Heritage
Impact Assessment

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Coordination and Support Action (CSA)

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POLICY BRIEF WITH RECOMMENDATIONS ON CULTURAL IMPACT FOR POLICY MAKERS

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Based on the underlying understanding of cultural heritage as a potential contributor and resource for sustainable development and considering the lack of shared standards for the holistic impact assessment, the Horizon 2020 project `SoPHIA – Social Platform for Holistic Heritage Impact Assessment´ has sought to open the debate on the holistic assessment of cultural heritage interventions, to build consensus on it, to support the European Commission in the definition of guidelines for the next generations of funds for cultural heritage and to support stakeholders in cultural heritage in assessing the impact of their interventions, in view of the sustainability and resilience of cultural heritage.

The SoPHIA policy briefs represent research work focused on specific policies and problems policymakers and implementers face within this framework. Their purpose is to convince policymakers to change the direction of a particular policy by changing their perception. For this to happen, the policy briefs aim to accurately present the problems that policy is facing as well as to propose a solution to these problems by providing clear recommendations to policymakers.

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Introduction

The SoPHIA model to assess the impact of CH interventions is based on three axes: Domains, People, Time. Sustainability and resilience are both linked to the multifaceted aspects of the concept of impact (domains), to the complex interactions and interdependencies between resources and stakeholders (people) and to the balance between current needs and the legacy to the next generations (time). The Domains axis, concerning cultural, social, economic and enviromental impacts, refers to 6 themes and 28 sub-themes.

This Policy brief focuses on cultural impacts of CH interventions. In particular, "Education, Creativity, Innovation" and its sub-themes (encompassing Education, Awareness Raising, Arts&Creativity, Research, Digitisation, Science & Technology) represents one of the most important themes related to cultural impacts.

With specific regard to Education, the SoPHIA model implies the need for a variety of skills and competencies, which range from communication to management, from mediation to evaluation, from fundraising to digital capabilities: due to its very nature, the SoPHIA model deeply questions the role of education in tackling the many complex issues related to CH nowadays. Additionally, for the heritage professionals to accept and apply a holistic approach in preparing, running and evaluating their projects, training them about using a holistic and sustainable approach is needed.

With its strategic framework for European cooperation in education and training (ET 2020) the European Union supports the concept of lifelong learning (LLL) by coordinating collaboration among the Member States on training and formal, non-formal and informal education. Lifelong learning includes learning for personal purposes such as personal fulfilment and adaptability, social purposes such as social inclusion, civic purposes such as active citizenship and employment-related purposes such as employability.

The learning process is traditionally divided into three different ways of structuring the learning experience and classifying the organisational setting. The formal one is the deliberate and systematic transmission of knowledge, skills, and attitudes within an explicit, defined, and structured format of space, time, and material, with set qualifications for teacher and learner. The non-formal one is the deliberate and systematic transmission of knowledge, attitudes, and skills. In terms of process, it avoids the technology of formal schooling, permitting a more diverse and flexible deployment of time and material. Finally, the informal mode is the incidental transmission of attitudes, knowledge, and skills, with highly diverse and culturally

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relative patterns for the organisation of time, space, and material, and personal roles and relationships.

While the organisation and content of education remain the sole responsibility of Member States, the EU supports lifelong learning by coordinating cooperation between them. The ET2020 strategy, commonly referred to as ET2020, was supported by Erasmus+, the funding programme dedicated to education, training, youth, and sport, as well as other EU funding programmes. As cooperation continues to evolve, the European Commission launched the idea of establishing a European Education Area by 2025, alongside its proposal for the new post-2020 Erasmus programme.

Of particular interest for this Policy Brief is the concept of VET, Vocational Education and Training: European Ministers in charge of VET and the European Commission reached an agreement, known as the Copenhagen Process, to enhance cooperation to improve the quality of initial and continuing VET. This cooperation focuses on the professional development of teachers and trainers in the sector and making courses more relevant to the labour market. Developments in policies related to work-based learning can be supported by the exchange of experiences between the Member States. When set up, sector skills alliances built under Erasmus+ help close the gap between VET institutions and actors in a specific economic sector. This is the case, for example, of CHARTER (CH Actions to Refine Training Education and Roles[1]), the EU initiative for a Sector Skills Alliance for CH. It started in January 2021, aiming to set a model for the education of CH specialists and the public. Due to its paramount importance in the field of CH education, the initiative will be further analysed in the best practices chapter.

The present policy brief aims at providing recommendations to policymakers by answering the following questions related to the kind of skills and competencies which CH professionals might need to implement this model effectively: what are the new skills for CH and education/lifelong learning, and how can heritage organisations best develop them? How could this very complex mix of training needs be addressed, and by whom?

To do so, it will go through an analysis of policy implementation, of the most relevant problems and some flagship initiatives and best practices of the field. It will focus on implementing a holistic, interdisciplinary approach of CH, combining top-down and bottom-up formal education methods, VET and life-long learning.

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[1] https://charter-alliance.eu/

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Evidence and analysis

Policy implementation analysis

According to the principle of subsidiarity, CH management is administered in each EU member country according to its legislative system. The central EU authorities only have supporting competence in this field, meaning that they cannot compel member states to adopt specific strategies or legislative measures in the field of culture (as well as in these of education and tourism, which are closely related to CH). This is the main reason behind discrepancies in the way that CH is regulated, managed, or funded in different countries. A comparative study of legislation on CH in several EU countries (DIAPLASIS manual, 2016) shows that national legislations and initiatives regarding CH are still quite disparate despite the precept of subsidiarity and the overarching European strategies.

Yet, common challenges are calling for joint responses. Among these, count, for example, the climatic change and the ways in which it affects monuments; the threats of globalisation on local traditions; over-tourism and its negative impact on monuments and local societies; the challenge of the digital world; the need for an "open", non-discriminating interpretation of heritage. Furthermore, no matter how diversified, CH constitutes a unifying factor among member states, contributing to the forging of a common identity towards European integration.

How are these issues tackled at the international and European levels?

With regard to international organisations, ICCROM's strategic directions and objectives 2018-2023 are the creation of a diverse and inclusive global network that will "lead and innovate Capacity Building at Local, Regional and International Levels"[2]. This network will include initiatives from research centres, organisations and associations from all over the world and allow for the development of projects that will address World Heritage sites as well as Heritage in Danger but also draft policies for increasing public advocacy in CH.

Along with ICCROM, UNESCO is also developing its broader policies for public advocacy and capacity building, organising a series of workshops, seminars, and initiatives worldwide for the inventorying and safeguarding CH, particularly "living heritage" (i.e., intangible heritage), which has suffered throughout the COVID-19 period[3]. Besides this, the World Heritage Capacity Building Strategy (WHCBS) is counting a decade of existence this year, and it pledges to reinforce its efforts, pending funding.

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[2] https://www.iccrom.org/iccrom-strategic-directions-and-objectives-2018-2023
[3] https://ich.unesco.org/en/capacity-building

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ICOMOS **Policy Guidance** document about CH and SDGs[4] further supports this approach, aiming to raise awareness of the contribution of CH to sustainable development while inviting heritage professionals to adopt a sustainable development perspective in their heritage practice. Also, the ICOMOS **European Quality Principles for EU-funded interventions with potential impact upon CH** (2020)[5] goes in that direction, underlining the importance of multi-dimensional education to achieve quality in all aspects related to CH.

An important initiative, published in May 2021, was the joint ICOMOS-EUROPA NOSTRA **Green Paper Putting Europe's shared heritage at the heart of the European Green Deal**[6]. The paper "describes how harnessing the skills, historic knowledge and interests of the CH sector in all EU countries would assist the Green Deal's objectives".

At the EU level, the strategic framework adopts a broad, cross-disciplinary definition of CH.

Starting from the Council of Europe **Framework Convention on the Value of CH for Society** (2005)[7] – the role of CH has been acknowledged as a tool for constructing a peaceful & democratic society: as such, it must be present in all aspects of education & training.

A series of official documents underline the clear relationship between CH and Education, among which there are:

- The Education, Youth, Culture and Sport Council's **Conclusions on CH as a strategic resource for a sustainable Europe** (2014)[8] calls to support, enhance and promote CH via an integrated, holistic approach while taking into account its cultural, economic, social, environmental, and scientific components;

- According to the European Commission's Communication **Towards an integrated approach to CH for Europe** (2014)[9], CH is recognised as a common asset and responsibility, calling for bottom-up democratic participation and cross-sectoral, multilevel, and multi-stakeholder governance models. Hence, this innovative model asks for the elaboration of new aspects of CH Education;

- The Joint Communication to the European Parliament and the Council: **Towards an EU strategy for international cultural relations** (2016)[10] stresses the need to support intercultural competencies for cultural professionals;

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[4] https://europa.eu/cultural-heritage/sites/eych/files/8-skills-for-heritage-10-european-initiatives-factsheet_en.pdf

[5] https://openarchive.icomos.org/id/eprint/2436/

[6] https://issuu.com/europanostra/docs/20210322-european_cultural_heritage_green_paper_fu

[7] https://rm.coe.int/1680083746

[8] https://www.consilium.europa.eu/uedocs/cms_data/docs/pressdata/en/educ/142705.pdf

[9] https://eur-lex.europa.eu/legal-content/EN/TXT/HTML/?uri=CELEX:52014DC0477&from=en

[10] https://op.europa.eu/en/publication-detail/-/publication/7dae9096-3e99-11e7-a08e-01aa75ed71a1/language-en

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- The Commission's Communication **Strengthening European Identity through Education and Culture** (2017)[11] brings explicitly together these fields, considering CH as an intrinsic component of all aspects of education & training, preparing the ground for future European citizens.

Other documents underline the need not only to strengthen the link between heritage and education but also to adopt an integrated approach to CH.

In 2014, the European Commission's Communication **Towards an integrated approach to Cultural Heritage for Europe**[12] reiterates that "CH enables human, economic and social development but its full potential to do so has yet to be fully recognised and properly developed both at the level of EU Strategies and the UN Sustainable Development Goals".

The integrated approach foregrounds CH as a dynamic practice through participation in the cultural agency of our inherited tangible and intangible resources, is in line with the objectives of the **New European Agenda for Culture** (2018) and its three main targets[13]:

1. To establish culture as a means for social cohesion and well-being;
2. To foster culture-based creativity in education and innovation;
3. To intensify international cultural relations (cultural diplomacy).

In the framework of this integrated approach, a new generation of EU instruments have been developed in order to resource initiatives and coordinate engagement across all policy areas at both European and national levels:

- Funding was already set aside within the 7th Framework Programme for Research and Technology for projects related to key aspects of protection, conservation, and enhancement of CH;
- Creative Europe and Horizon 2020 supported initiatives in the care, preservation, and access to CH (and the new programmes 2021-2027 will continue in this direction);
- The Joint Programming Initiative CH and Global Change has also been running in tandem to help streamline and coordinate national research programmes;
- Synergies are encouraged by horizontal actions, such as digitisation or application of cultural statistics, whereas other initiatives, such as the Green Deal and the New European Bauhaus, work towards the same direction[14];
- To encourage and develop participatory governance models, the Open Method of Coordination, set up by the European Agenda for Culture, was used to engage with stakeholders within the Framework of the Work Plan for Culture 2015 -2018;

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[11] https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52017DC0673&from=EN
[12] https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52014DC0477&from=EN
[13] https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52018DC0267&from=EN
[14] The New European Bauhaus also contributes to the CH sector by explaining its connection to digitalisation and sustainability/ well-being/ inclusion.

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- In parallel, the Voices of Culture Dialogues were undertaken with representatives from civil society culminating in 2018 being designated as European Year of CH.

The findings arising from the OMC and Voices of Culture dialogues, particularly from the 2019 OMC work **Fostering cooperation in the European Union on skills, training and knowledge transfer in CH professions**[15], exposed the scarcity of data that exists on professionals working in CH, as well as the lack of awareness of people's roles, levels of expertise, types of skills and knowledge that constitute modern CH practice. Moreover, such practice includes a broader set of competencies, from the 'core' activities to the 'new' ones, related to well-being, health, human rights, social inclusion, circular economy. This led to the conclusion that a European Framework for competencies and skills for heritage professionals was imperative while acknowledging the wider participation of society, kicking off the above-mentioned CHARTER initiative.

Main problems

The field of CH is a fast developing and overtly diversifying sector. Consequently, several new academic disciplines have seen the light, particularly at a Masters' level and above. Museology, Material Culture, Heritage Interpretation, CH Management, Archaeometry, Material Science, Digital Humanities and Digital CH are just some of these disciplines aimed at filling gaps in the professional level that "traditional" disciplines (archaeology, history, conservation) were failing to address. The SoPHIA model fosters this integrated approach to CH interventions. Planning, implementing, and evaluating this educational dimension of CH requires professionals that have embedded the holistic approach of CH and can introduce it in all CH projects.

This otherwise positive aspect generates a series of issues and gaps, namely:

- CH education is usually under-rated and under-resourced;
- The formal education and vocational training on CH remains primarily divided into three main categories: a) "traditional skills", i.e., archaeologists, historians, art historians, architects etc., forming the core part of the CH professions; b) "technical skills", i.e., conservators, archaeometry specialists, 3D imaging specialists, ICT specialists on CH digitisation projects and c) "interpretation & management skills", i.e., museologists, CH Managers, CH consultants, digital curators, heritage interpreters etc. The interdisciplinarity between these fields is highly recommended in theory but very difficult to put into practice;
- The dissimilarity of university curricula, not only between countries but even between academic institutions of the same country, causes issues of comparability;

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[15] https://op.europa.eu/en/publication-detail/-/publication/e38e8bb3-867b-11e9-9f05-01aa75ed71a1/language-en

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- This impacts the recognition of qualifications (EQF);
- The legislative framework and the management models follow with delay the rapid evolutions of the field, thus making it very difficult for new professional specialities to find their place in the "traditional" managerial structures of CH;
- Due to all these dissimilarities, professional mobility and cross-border cooperation are also quite challenging.

Furthermore, despite the new specialisations, CH professionals (and the usual, top-bottom management structures) are sometimes unprepared to deal with real-life projects involving new challenges. Education, VET, and life-long learning are required to tackle global issues such as:

- Climate change, which affects monuments both passively (pollutants, corrosion, acid rain) and actively (natural disasters such as floods, wildfires, etc.);
- Increased danger of illicit trafficking of CH items in a troubled world where poverty and war or civil strife force people to use artefacts as trading "commodities";
- Rural depopulation, which constitutes a threat to local monuments of "minor" importance, such as churches, old houses, traditional barns, bridges etc., as people no longer take care of them;
- Globalisation, which affects intangible heritage at a fast pace, as local traditions, practices, means of artistic expression are threatened by extinction or indecorous "revivals";
- Low budgets available for ever-increasing conservation and protection needs and costs;
- Fast developing digital technologies that need to be acquired, tested and implemented in a very limited period (until they become obsolete and replaced by others);
- The link between CH and tourism, which appears like a "difficult equation": the "Visitors Welcome" approach (Binks, G., Dyke, J., Dagnall, P. 1988) on the one hand, and the implacable threats of over-tourism[16] on the other;
- Social change, which implies new trends in heritage interpretation (e.g., inclusion of "alien" cultures, "difficult", "dissonant", "controversial" aspects of history, gender issues, etc.);
- The shortage of skills linked to traditional practices and intangible CH;
- The shrinking of CH education in school curricula.

Good practice examples

This paragraph shows some examples of good practices, extending from charters to organisations and initiatives, covering EU, State and NGO based initiatives, divided into major scale initiatives and other initiatives.

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[16] https://www.tourism-watch.de/en/focus/overtourism-unesco-world-heritage-sites

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To start with, it is paramount to analyse the most relevant initiative in relationship with the SoPHIA model, i.e., the CHARTER, the EU initiative for a Sector Skills Alliance for CH[17].

Some of the most important aspects of CHARTER are:

- the definition of CH model, based on functions;
- the identification of gaps and needs in the educational and training programmes;
- the proposal of 8 VET, Heritage Education and LLL guidelines for innovative/emerging occupations in Europe;
- the forecast to fill gaps between education and training supply and labour market needs.

In recent years, many different models have been realised in order to fully understand the core functions of CH and – subsequently – the professional profiles required to implement them. CHARTER has outlined its own model, taking into account also the previous ones, which identifies the six core functions related to the CH sector[18].

The model presents three functional areas specific to the concept of heritage as a common good (Recognition, Preservation and safeguarding, Engagement and use). These functional areas are linked to other three, which are to be considered systemic to the integrated approach: Governance and policymaking, Management, Research & Development/Education. The latter, necessary to acquire the skills and knowledge essential to operate in the field but, also, simply to acknowledge heritage, is particularly relevant for the SoPHIA model. In the model, all the functions are interrelated: some levels of skills and competencies are required for each CH occupation to perform the activities. The level of expertise will differ according to the specific job requirements of each occupation.

Once the identification of gaps and needs in the educational and training programmes is completed, CHARTER will become an essential reference point to define the professional profiles needed to implement the complex and varied functions related to CH, addressing the questions asked in the introduction.

Other major-scale initiatives are:

- **Heritage Pro**[19] is an Erasmus+ programme aiming to develop an interdisciplinary approach based on professional disciplines and social skills. This was identified as an urgent need in the 2017 EU report "Skills, Training and Knowledge Transfer: traditional and emerging heritage" linked to the European Year of Cultural Heritage 2018;

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[17] See footnote 1.
[18] A. Mignosa, *Towards a New Integrated CH Model*, 2021, https://charter-alliance.eu/charter-model-cultural-heritage/
[19] https://www.encatc.org/en/projects/past-transnational-cultural-projects/heritage-pro-2018-2020/

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- EU HERITAGE[20] is an Erasmus+ project aiming at: defining a set of necessary competencies in the field of CH; developing European professional profiles for professionals working in the field of promotion, valorisation, exploitation, mediation and interpretation of CH; designing an innovative and needs-oriented training course integrating different sectoral and transversal competencies, including digital, entrepreneurial and soft competencies.

- Mu.SA project[21] is an Erasmus+ project aiming to locate emerging job roles in museums in the field of digital and transversal competencies. It set up a MOOC for acquiring the basic competencies and European communities of practice, which engage in open dialogue and sustainable peer learning through an online platform;

- PASCAL International Observatory[22]: a global alliance of researchers, policy analysts, decision-makers and locally engaged practitioners from government, higher education, non-governmental organisations (NGOs) and the private sector. It is organised around university centres in Europe, Africa and Australasia;

- The Porto Santo Charter[23] is an initiative of the Portuguese Presidency of the EU, based on the need to adopt formal and informal education related to culture to achieve cultural democracy. An additional measure of the same Presidency was the Lisbon Declaration on Humanities, Open Research and Innovation[24], which recognised the need for arts, culture and humanities and proposed that they should be part of the curriculum of every institutional education;

- Europeana's initiative for the digital transformation of educational resources for CH[25]: a digital handbook created by Europeana Education and European Schoolnet to showcase the best digital learning practices during the pandemic.

Various other CH-related initiatives, addressing the different functions related to CH, are linked more or less directly to the notion of CH education, raising awareness, and educating a broader area of stakeholders on various aspects of CH values:

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[20] https://www.materahub.com/en/project/eu-heritage-2/
[21] http://www.project-musa.eu/
[22] www.pascalobservatory.org
[23] https://portosantocharter.eu
[24] https://futureu.europa.eu/processes/Education/f/36/proposals/53494?locale=en
[25] https://pro.europeana.eu/post/digital-learning-in-the-pandemic-cultural-heritage-resources-by-and-for-educators

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- The 2016-2018 Erasmus+ project **DEN CuPID (Digital Educational Network of Cultural Projects' Implementation and Direction)**[26], selected by EACEA as a "good practice", was a step towards the training of non-professionals, namely stakeholders and local administration employees, on how to monitor, map, register, enhance and manage CH and cultural activities in their regions;

- The organisation **Interpret Europe**[27] is a network of professionals, organisations and authorities that promote the notion of heritage interpretation in order to make CH accessible, understandable, and "open" to various ways of viewing it. To do so, they organise workshops and seminars targeting CH professionals;

- The establishment of award schemes from organisations active in the field of CH, such as the **European Museum Academy**, the **European Museum Forum** or **Europa Nostra,** offers wider recognition to CH projects and tends to set professional standards and norms;

- Interesting proposals are to be found on the **ERRIN (European Regions Research and Innovation Network)** platform[28]. CH Professionals could undertake the role of mentors, suggesting points of contact and ways in which CH and Creative Industries could be bridged for kindling creativity and micro-entrepreneurship;

- Within the past five years, several umbrella programmes, as well as specific projects, have been implemented aligned with the European Parliament **Best practices in sustainable management and safeguarding of cultural heritage in the EU**[29]. The largest one is the platform **Ruritage**[30], which fosters heritage (both tangible and intangible, both natural and cultural) as leverage for rural regeneration. Along the same lines are the projects **CULTOUR+**[31], **CULTRURAL+**[32] and **INTEGRURAL**[33], all implemented under the Erasmus+ KA2 Strategic Partnerships initiative.

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[26] http://den-cupid.eu/it/den-cupid/
[27] https://interpret-europe.net/
[28] https://errin.eu/
[29] https://www.europarl.europa.eu/RegData/etudes/IDAN/2018/601988/IPOL_IDA(2018)601988_EN.pdf
[30] https://www.ruritage.eu/
[31] http://www.cultourplus.info/en/
[32] https://www.cultrural.eu/
[33] https://www.integrural.eu

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Policy implications and recommendations

Given all the above, the new policy for CH education should involve a series of measures to foster a broader vision of CH education as a powerful vector of European values; open broader horizons for CH practitioners, through relevant initiatives in the field of education, VET and life-long learning; ensure a long-term strategy for the CH policy's implementation.

Broader vision of CH education

EU policies should – in line with the holistic approach promoted by the SoPHIA model – address CH education horizontally, as a strategic tool towards the European integration, the implementation of a European identity and as a valuable social and economic resource. Thus, CH should be an essential component of all aspects of education related to different sectors:

    a.   Formal, non-formal and informal education should embed CH values, as stated in the ICOMOS European Quality Principles recommendations;

    b.   The development and the knowledge of the SDGs of the Agenda 2030, of the Paris Agreement on Climate Change[34] and of the Sendai Framework for Disaster Risk reduction 2015-2030[35] should be linked to CH education;

    c.   Arts & Creativity sectors should create synergies with the CH one, also in specific respect to CH education;

    d.   Local development processes – including those related to rural and remote areas – should also consider the valorisation, protection and enhancement of CH tangible and intangible assets and sites since they can foster cultural, economic and social development in the holistic perspective supported by SoPHIA.

Wider horizons of CH education

In light of recent evolutions and the SoPHIA model, CH professionals are called to respond to a whole set-up of new objectives. Hence, CH Education policies should foster the following actions:

    a.   Ensuring that the CHARTER mapping of the landscape of CH professions, competencies and skills take into account the SoPHIA model;

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[34] https://www.un.org/en/climatechange/paris-agreement

[35] https://www.iom.int/sendai-framework-disaster-risk-reduction#:~:text=The%20Sendai%20Framework%20for%20Disaster%20Risk%20Reduction%202015-2030,exacerbated%20by%20climate%20extremes%20and%20slow%20onset%20events.

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b. Planning new curricula, taking into account the ongoing evolution of the field of CH studies and **adopting a holistic view according to the SoPHIA model**, with specific reference to impact assessment, evaluation and self-evaluation;

c. **Up-skilling and re-skilling professionals in a multi-dimensional and holistic perspective in line with the SoPHIA model,** developing key competencies such as negotiation and mediation capabilities to engage the stakeholders and raise awareness, cultural economics, management, environmental issues, digitisation, technological developments, conservation and restoration, CH interpretation and enhancement, protection against natural and anthropogenic hazards, illicit traffic, etc.;

d. Promoting the comparability and the mutual recognition of qualifications in CH education;

e. Conforming educational initiative to the relevant international standards, regularly updating the curricula, as stated by the ICOMOS European Quality Principles;

f. Encouraging skills development, cooperation, and exchange of knowledge through VET and lifelong education, including the creation of cross-sectoral and interdisciplinary CH hubs (Centres of Vocational Excellence);

g. Boosting professionals' mobility;

h. Better represent CH and its multifaceted features in the information systems about the most relevant European education and training institutions and organisations.

Long-term strategies for CH's policy implementation

Concrete commitments and long-term actions are needed to unlock the full potential of CH, as envisaged in the SoPHIA model:

a. Link closely the European policies in the fields of Culture, CH, and Education.

b. Stimulate major investments in multi-dimensional and transversal competencies and skills related to CH, in line with the European Skills Agenda[36];

c. Improve access to funding CH education projects based on a multi-disciplinary, transversal, and sustainable approach from various sources (EU, public and private);

d. Foster innovative cross-sectoral R&D cooperation in the field of holistic assessment, involving the CH sector;

e. Take the opportunity of implementing the SoPHIA model to build resilient and value-based communities through CH.

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[36] https://ec.europa.eu/social/main.jsp?catId=1223&langId=en

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Reference list and further reading

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Project identity

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Project title: `SoPHIA – Social Platform for Holistic Heritage Impact Assessment´

Consortium coordinator: Michela Marchiori, Università degli Studi Roma Tre (UNIROMA3), Italy, michela.marchiori@uniroma3.it.

Consortium members: Interarts Foundation for International Cultural Cooperation (INTERARTS), Spain; Stichting European Museum Academy (EMA), the Netherlands; Institute of Cultural Policy and Cultural Management (EDUCULT), Austria; National Technical University of Athens (NTUA), Greece; Dun Laoghaire Institute of Art, Design & Technology (IADT), Ireland; and the Institute for Development and International Relations (IRMO), Croatia.

Funding scheme: This project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No 870954.

Duration: 1 January 2020 – 31 December 2021

Budget: €1,511,070.00

Website: https://sophiaplatform.eu/en

The Horizon 2020 project `SoPHIA – Social Platform for Holistic Heritage Impact Assessment´ (2020-2021) is a research and innovation project that sought to open the debate on the holistic assessment of cultural heritage interventions, to build consensus on it, to support the European Commission in the definition of guidelines for the next generations of funds for cultural heritage and to support stakeholders in cultural heritage in assessing the impact of their interventions, in view of the sustainability and resilience of cultural heritage. During the two years of its activities, the consortium partners, together with a diverse community of stakeholders interested in interventions in cultural heritage sites in Europe, have worked together towards the definition of an effective holistic impact assessment model for cultural heritage interventions, quality standards and guidelines for future policies and programmes. The SoPHIA deliverables corresponding to these tasks are available at the project website, as well as on the H2020 portal.

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