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## Final version of the SoPHIA Impact Assessment Model

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## 1. Introduction

### 1.1 SoPHIA Project's Rationale

Since the 2018 European Year of Cultural Heritage, the European Commission (EC) has re-evaluated the assessment of impacts related to interventions on cultural heritage by focusing on the concept of “quality of intervention”. Instead of prioritizing formal accountability, the EC has started to consider a wider perspective to give a full account of outputs, results, and outcomes related to cultural interventions. In particular, the European Commission now stresses the importance of a deeper reflection on the desired, expected, and non-causal impact(s) of the interventions on cultural heritage supported by EU funds (e.g., structural funds). Thus, in order to ensure and monitor the quality of the interventions, EU policymakers need shared standards and multi-domain assessment models.

Against this background and under the H2020 work program (2018-2020), the call “Social platform on the impact assessment and the quality of interventions in European historical environment and cultural heritage sites” was launched.

SoPHIA-Social Platform for Holistic Heritage Impact Assessment project was designed and awarded the grant. The project is coordinated by the Università degli Studi Roma Tre (UNIROMA3), Italy, and it brings together a diverse Consortium of European organisations: Interarts Foundation for International Cultural Cooperation (INTERARTS), Spain; 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.

SoPHIA aims at contributing to the reflection on impact assessments and quality of interventions in European historical environment and cultural heritage. In order to achieve this, SoPHIA identifies best practices, proposes a holistic/multi-domain and cross-domain impact assessment model (tested on selected case studies), and aims at drafting policy briefs and recommendations for future European actions.

Since the onset of the project, SoPHIA Consortium acknowledged that measuring the impact of a cultural intervention per se is not sufficient. Instead, a more in-depth analysis on what impacts have been produced and how and for whom, and with what externalities is needed.

The main features that characterise a high-quality intervention had been detected by the Consortium in the literature review (D 1.1) and then confirmed through an analysis of

best practices and case studies (D 2.1, D 2.2), and the continuous consultation with the project's stakeholders and advisory board members on SoPHIA digital platform.

The literature review has shown that sustainability and resilience are overarching concepts that should be considered in assessing the impact of interventions in cultural heritage, requiring a multi-time and multi-dimensional frame analysis to assess the impacts of cultural heritage interventions.

Research and analysis of the findings concluded that cultural heritage interventions should be multi-domain, inclusive, and generative:

- **Holistic / multi-domain**  
Well implemented cultural interventions spread outcomes and benefits in a wide spectrum of domains/ fields. Thus, a need to analyse interventions in the cultural field under a multi-dimensional and multi/cross-domain lens was identified.
- **Inclusive**  
A well implemented cultural heritage intervention should be accessible for diverse categories of stakeholders.
- **Generative**  
Cultural heritage interventions should produce impacts over time, and ensure, on the one hand the transmission of a shared definition of "heritage" and, on the other, the dynamism that derives from the active participation of people. A longitudinal approach of the assessment allows us to explore this aspect.

In order to detect positive and negative impacts related to cultural heritage interventions, the SoPHIA model presents a set of themes and sub-themes that represent the main impacts connected to cultural interventions.

Instead of starting from studying a list of indicators, the SoPHIA model starts with the analysis of the proposed themes and sub-themes.

The innovative approach proposed by SoPHIA starts from the the analysis of the complexity, intersectionality, and multidimensionality of the impacts. In fact, SoPHIA presents a multi-dimensional set of topics to be assessed, rather than (just) a "list of measures" to assess the intervention. Hence, "indicators" as well as "the people's perceptions on the quality of interventions" are reported in the model, but they do not play a central role as in traditional assessment processes. As a matter of fact, they are instruments to address the assessment of the key issues and their countereffects and cross-cutting aspects.

## 1.2 Value of SoPHIA Model for EU, Policy Makers, Managers

The adoption of a holistic impact assessment model has important benefits for the main actors involved in cultural interventions (decision makers and financiers, managers and operators of culture, users, and citizens). In particular:

- For *policy makers* (at the local, national, and international level, including the EU) the SoPHIA model plays a crucial role in drafting calls and policies on quality of interventions and in choosing the criteria to grant funding and launch tender bids for high quality cultural interventions.
- For *managers and practitioners*, the assessment promoted by SoPHIA helps to plan the expected impacts and monitor the results achieved in a consistent and efficient manner. In the case of negative effects, it offers the possibility to adjust the intervention accordingly. Moreover, the SoPHIA model may be used in reporting the social and environmental effects of the intervention.
- For *institutional observers and independent researchers* that promote third-party evaluations and provide information – to citizens, operators, institutions – on policies, regulations and projects (also in terms of advocacy) on the quality of cultural heritage interventions, the SoPHIA model can be used also in a longitudinal perspective to detect and assess ex-post impacts. This serves the fact that some impacts can be analysed only over time, and a longitudinal perspective is the only possibility to detect counter effects, if any.

## 1.3 How the SoPHIA Model, Toolkit, and Policy Briefs are linked together

The SoPHIA model aims at defining an evaluation approach to assess the impact caused by cultural heritage interventions. The goal is to present a flexible model that can be adapted to any type of intervention, starting from the specific characteristics of the contexts and resources available for evaluation.

At a more general level, the task of the SoPHIA project is a reflection on the knowledge generated through the research work produced by the SoPHIA partner consortium which must be translated into two main activities:

- A) to propose a tool for the implementation of the designed model by practitioners and professionals in the cultural heritage sector (production of a practical toolkit for heritage professionals).
- B) to formulate recommendations to local, national, and international policy makers on the most urgent issues to be addressed in order to overcome the

drawbacks and promote the conditions for developing an effective and wide-spread assessment culture and practices on CH's interventions (elaboration of four concise policy recommendations / operational programs).

As for the first output (A), the SoPHIA project will prepare a synthetic toolkit reporting the main results achieved by the project in a simplified form. In particular, the toolkit will include the SoPHIA impact assessment model, best practices identified, and report on the analysis and research outcomes of the SoPHIA project in a concise form. It will be made fully available on the project website.

The aim of the toolkit is to provide practitioners and other stakeholders with a useful instrument for facilitating the implementation of the SoPHIA impact assessment in different contexts, considering both users' perspective/point of view and the interventions to be evaluated.

As for the second output (B), the SoPHIA project aims at presenting relevant recommendations to policy makers and heritage professionals. Policy briefs are considered the most appropriate format for this purpose. In fact, policy briefs are intended a research work focused on specific policies and problems that should be addressed by policy makers and implementers. They are useful to provide clear recommendations to convince policy makers to change the direction of a particular policy .

On the basis of the results retrieved in deliverable D 1.1 (Review of research literature, policy programmes and (good and bad) practices), D 1.2 (A concise essay mapping of existing gaps, issues and problems), D2.1 (Map of best practices) , D2.2. (Report of the analysis of case studies) and the feedback collected throughout the discussion with the projects advisory board members and stakeholders and the SoPHIA partner consortium has identified four topics to be analysed.

- Cultural heritage and social inclusion: the importance and role of citizens' participation.
- Transformational strategies for cultural heritage: sustainability, resilience and green management.
- The shortage and inadequacy of data affecting holistic impact assesement efforts in cultural heritage.
- New skills for heritage professionals in the context of the SDGs.

Policy briefs will be elaborated by the SoPHIA partner consortium following a consolidated approach in the production of international documents for policy recommendations. They will be presented in synthetic documents aiming at identifying problems and operational solutions through the definition of the main policy implications and related recommendations on the four relevant topics.

## 2. The SoPHIA Model

### 2.1 Objectives of the Model – Sustainability and Resilience

As described above there has been a policy emphasis on deeper reflections on desired, expected, and non-causal impact of the cultural heritage interventions in the last years. This emphasis has to be seen in relation to the growing consensus in the field that cultural heritage can support sustainable development in many different ways and across various dimensions. These range from the preservation of natural resources as a fundamental contribution to environmental sustainability, to attracting investments and ensuring locally-based, stable jobs as a contribution to economic sustainability, all the way to the acknowledgment of diverse narratives and shared values of cultural heritage as a basis for mutual recognition, tolerance, and respect among different communities as well as peaceful development of society.

In addition, sustainability of cultural heritage has also been understood as safeguarding cultural heritage in terms of the needs of today's societies, while not compromising the ability of future generation to meet their own needs,<sup>1</sup> reminding us that cultural heritage is the re- and deconstructed inheritance from previous generations and the ground for our legacy for those to come.<sup>2</sup> However, in order not to only contribute to sustainable development but be sustainable itself, cultural heritage interventions also need to have the “capability to absorb disturbances” and change:<sup>3</sup> they need to be resilient.

Against this background the contribution of cultural heritage to sustainability and the resilience of cultural heritage are at the core of the SoPHIA model. They highlight the role that cultural heritage can play in today's interconnected world and justify why a holistic impact assessment model is necessary in the broader context.

<sup>1</sup> World Commission on Environment and Development (1987). *Our common future*. Oxford: Oxford, University Press.

<sup>2</sup> A conceptualisation of the relationship of the terms culture and sustainability and its implications has been given by Soini and Dessein who differentiate between “Culture in sustainability” (seeing cultural sustainability as parallel to ecological, social, and economic sustainability); “culture for sustainability” (understanding culture as having a mediating role to achieve economic, social, and ecological sustainability) and “culture as sustainability” (sustainability becoming embedded in culture and leading to eco-cultural civilization). See: Soini, K., & Dessein, J. (2016). Culture-sustainability relation: Towards a conceptual framework. *Sustainability*, 8(2), p. 167.

<sup>3</sup> Folke, C., Carpenter, S. R., Walker, B., Scheffer, M., Chapin, T., & Rockström, J. (2010). Resilience thinking: integrating resilience, adaptability and transformability. *Ecology and society*, 15(4).

This also means that the model not only highlights the various dimensions and forms of impact that cultural heritage interventions<sup>4</sup> may have, but puts emphasis on the necessity of understanding these multiple dimensions in connection to each other. The multiple areas of impact and their interconnectedness are the main structure of assessing cultural heritage in the SoPHIA model. They are however accompanied by two other important aspects: the **time factor** and the **human factor**. These are essential because the contribution of cultural heritage to sustainable development and its resilience to change will always depend on the perspective one takes and the point in time when it is being assessed. In the following figure, these three axes of the SoPHIA model are explained in more detail.

## 2.2 The Added Value of SoPHIA: a Three-axis Model



Figure 1: The three axes of the SoPHIA model.

The SoPHIA model adopts a three-axis approach that highlights the quality of interventions in cultural heritage and links high quality interventions and their impact. The three-axis approach aims to ensure assessment that considers the concepts of sustainability and resilience by emphasizing a) the multifaceted aspects of sustainability and resilience

<sup>4</sup> Cultural heritage intervention, throughout this document, refers to an artistic intervention, or an action involving a form of heritage.

via a holistic concept of impact (multi-domain), b) the complex interactions and interdependencies between resources and stakeholders (people) and c) the balance between current needs and the legacy for the next generations (time).

- **Multi-domain axis**

The first axis is the multi-domain axis that represents 6 themes of potential impact that need to be considered when assessing a cultural heritage intervention and that have been identified during the SoPHIA research project. (i.e. Social Capital and Governance; Identity of Place; Quality of Life; Education; Creativity and Innovation; Work and Prosperity; Protection). In Chapter 3 of this report the themes and their interconnectedness are explained in more detail.

- **People axis**

The second axis is the peoples' axis that includes both the actors who promote the assessment and the stakeholders engaged in the assessment process.

In order to assess the impact of a cultural heritage intervention, it is important to understand the various positions of different stakeholders towards the intervention. For this reason, the SoPHIA model opens up new opportunities for the actors involved to express their voice and opinion(s) by promoting a shared space where people (beneficiaries or not) interested in the project can be engaged in the assessment process. The multi-domain framework (see chapter 3) therefore includes a "peoples' perspective" column to detect people's perceptions on the impact related to the cultural heritage intervention.

- **Time axis**

The third axis is the time axis and defines at which moment of an intervention the assessment takes place. Based on this axis, the SoPHIA model is useful in all key moments of the life cycle of cultural heritage interventions and beyond. Key moments are before the intervention (ex-ante), after the intervention (ex-post) and during the intervention (ongoing). In each key moment specific assessment's objectives are leading the process and different people are involved. Therefore, SoPHIA proposes an open grid of themes to be assessed that can be adjusted according to the needs of the actors applying the model. This open grid is understood as a "panel" showing the whole spectrum of issues, with their connections and relevant measures. Depending on the key moment of intervention each actor can choose and tailor the indicators of the grid with respect to the context, type and state of the cultural heritage intervention.

The SoPHIA model in a nutshell	
Domains Cultural interventions' quality is multi-domains.	What To focus on relevant issues

<b>People</b> Cultural interventions' quality is connected to the people	<b>Who</b> To focus on different needs
<b>Time</b> Cultural interventions' quality creates an intra-generational legacy	<b>When</b> To focus on the link between project design and the impacts of intervention

## 2.3 From the Model to the Assessment

### 2.3.1 Tailoring the Assessment – from the Concept to the “real” Process

SoPHIA can be considered a powerful “conceptual model” with the ambition to inspire its application while not prescribing recipes. In order to transform and tailor the conceptual model into an operational framework, the above mentioned aspects of the three axes of the model should be considered as reference. But other potential additional factors of the implementation process also need to be taken into account. Specifically, the process of tailoring the assessment needs based on contextual factors related both to the intervention, as well as the assessment process. In the following paragraphs, the process of tailoring the assessment model is sketched out and will be further analysed in the toolkit of the SoPHIA model.

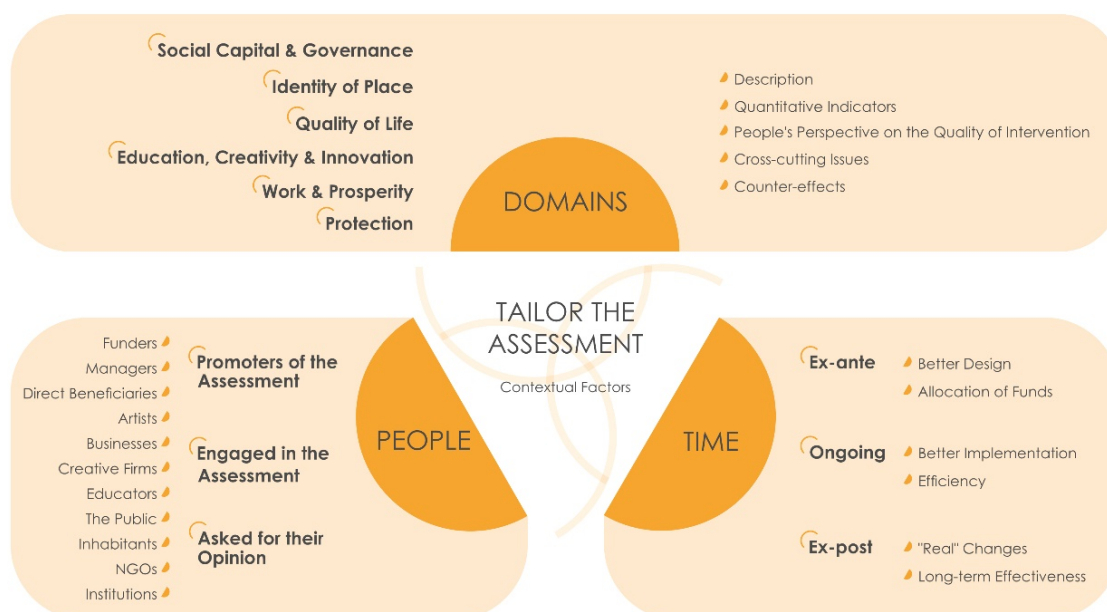


Figure 2: Tailor the assessment.

### 2.3.2 Contextual Factors related to the Intervention and the Assessment

Developing and testing the SoPHIA model in the course of this project has highlighted the relevance of contextual factors in assessment processes.

On the one hand, mapping well and poorly done practices of impact assessment in cultural heritage (D2.1) and analysing case studies (D2.2) through the exchange with stakeholders has shown the need that an assessment process always has to be tailored. On the other hand, the following aspects should also be considered:

- Contextual factors related to the intervention refer to the political and historical development of an intervention, as well as the positions that different stakeholders had and took towards the intervention.
- Contextual factors related to the assessment processes refer to the questions of why an assessment is being implemented (who commissioned the assessment and why), what criteria of assessments are considered (from the perspective of other stakeholders), and what resources are available for the assessment.

### 2.3.3 Considering Time, People and Domains

**Time: give importance to the main purpose at each key moment**

As mentioned above, the SoPHIA model is applicable at all key moments of assessment. Tailoring the SoPHIA model therefore also includes a reflection on the moment at which the assessment is taking place and the respective objective.

- *Ex-ante* assessments mainly refer to tender and funding of cultural interventions. As it is well known, when tenders are defined, the choice of impact to be assessed directly influences the proposals applying for funding. At this moment of assessment the SoPHIA model therefore provides an overview of the spectrum of criteria that can be considered in governance and by these means supports an informed design of tenders and funding as well as the allocation of funds.
- *In itinere* (or ongoing) assessments monitor the implementation of an intervention. Applied at this moment of assessment, the SoPHIA model ensures a proper monitoring of actions to detect both positive and negative impact. The latter is particularly important in order to modify the intervention's implementation accordingly and thereby strengthen the intervention.
- *Ex-post* assessments have a crucial role in detecting the medium and long-term impact of interventions. Based on the assessment's results, they provide information (to citizens and institutions) for updating, adapting, re-proposing or introducing policies, norms and projects.

### People: give voice to all relevant stakeholders

The time axis of the SoPHIA model gives importance to the inclusiveness of cultural heritage interventions. Thus, reflecting the fact that as many perspectives as possible need to be considered when aiming to assess impact in view of sustainability and resilience. Tailoring the SoPHIA model to the specific intervention's needs means that the network of stakeholders must be identified in order to give evidence of if and how their voice is being incorporated into the assessment. This may also refer to mediation and mitigation efforts that may overcome potential conflicts of interests between different stakeholders of an intervention and, thus, also increase local ownership of an intervention. Stakeholders may include funders, managers, beneficiaries, artists, business and creative firms, educators, visitors/beneficiaries of the interventions, inhabitants, NGOs, and institutions as well as the broader public. Furthermore, the roles and (power-)positions of the stakeholders a) in the intervention and b) in the assessment need to be distinguished and explicitly stated.

### Domains: widen the spectrum of criteria

The multi-domain character of the SoPHIA model can be considered as an "open" panel: the 6 themes and 28 respective subthemes are not a mandatory minimum requirement for the assessment, but are of a demonstrative nature, capturing the essence of the 6 themes. Their aim is to show the whole spectrum of issues, with their connections and relevant measures. In each assessment process the content of the grid need to be chosen, weighted and adapted with respect to the context and type of intervention. The multiple themes of the model can be also considered a "reference spectrum" for the quality of the assessment: if few aspects are considered, if people's perspective is not detected, if relevant counter effects are not considered, the assessment process cannot adequately grasp the quality of the intervention.

#### 2.3.4 Narrate the Results: Cross-cutting Issues and Counter-effects

The final stage in the assessment process is the interpretation and reporting of data and results. The innovative approach of the SoPHIA model hereby emphasises the interconnectedness of the various levels of impact. The interconnectedness is operationalised via cross-cutting issues and counter effects between these various levels of impact are considered.

Leading questions for the interpretation of findings via cross-cutting issues and counter effects are therefore:

- What are the cross-cutting issues and counter effects that are (strongly) recognizable between the levels of impact, i.e. themes of the SoPHIA model?
- Based on these findings, is an imbalance between the levels of impact recognizable and how does this imbalance potentially challenge the sustainability and resilience of the intervention?

Finally, this activity also includes recommendations for the intervention in terms of its sustainability and resilience. By these means, the results of the assessment is useful evidence that serves as an input for:

- potential changes in the intervention (especially in tenders, criteria of assessment address the contents of the proposal).
- potential improvement of the management, including on-going adaptation of the interventions.
- potential refinements/changes in strategies/policies, if long-term results are not ensuring the desired impacts in terms of resilience and sustainability.

### 3. The Multi-Domain Framework

This chapter describes the multi-domain analytical framework for assessing cultural heritage interventions. It is divided into 6 themes that are core areas of impact identified as essential when assessing cultural heritage interventions. These themes are further divided into subthemes.

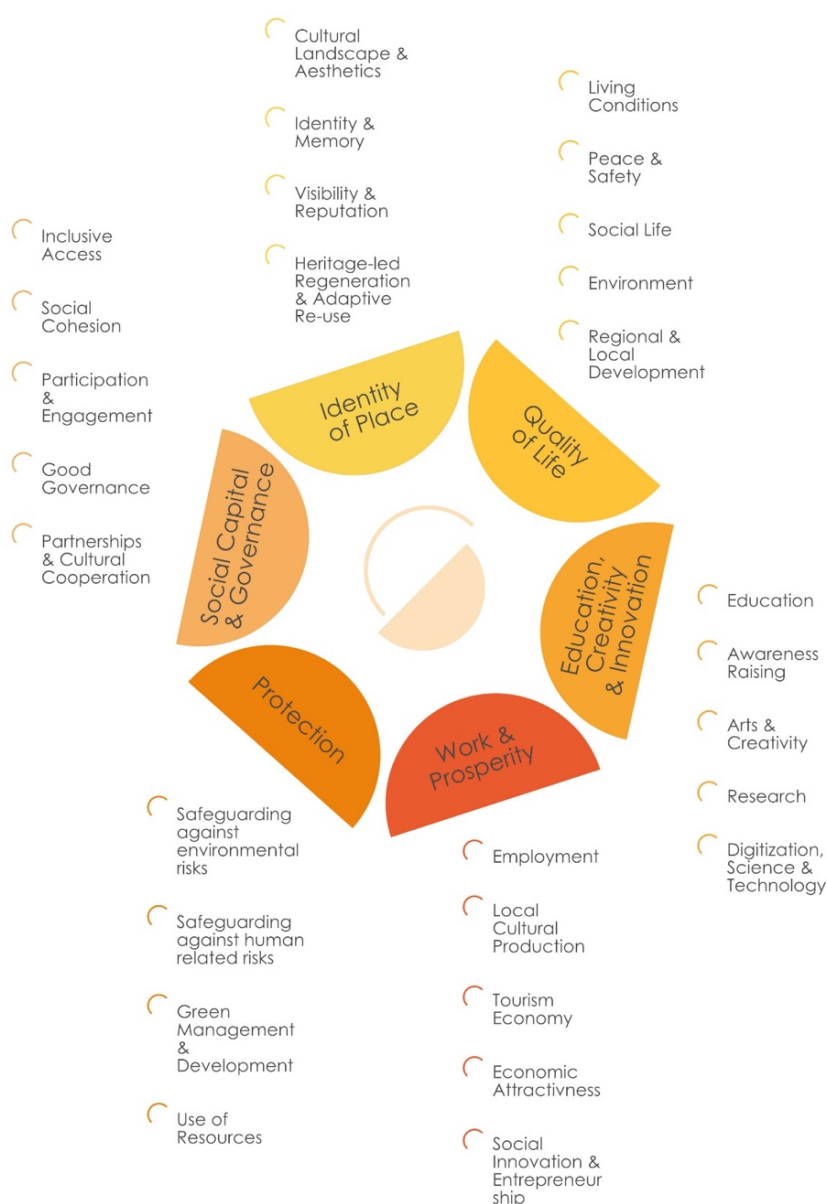


Figure 3: Themes and sub-themes of the SoPHIA multi-domain framework.

The following paragraphs give an explanation of each of the SoPHIA themes and sub-themes. This includes a description of specific issues that have to be taken into account under the subtheme, examples of quantitative indicators that can be used to assess the impact under the subtheme as well as examples of people's perspectives on the quality of intervention emphasizing the necessity to assess an intervention always from different perspectives.

### 3.1 Social Capital & Governance

The *Social Capital & Governance* theme is grounded in theories of social reproduction and symbolic power that emphasise structural constraints and unequal access to institutional resources based on social barriers - class, gender, and race.<sup>5</sup> The source of social capital stems from social, economic, and cultural structures that create power and status for certain individuals and not others. It is manifested through benefits derived from social networks, i.e. social advantages that derive from one's social network. In addition, social capital has been recognised as an important asset for local development as it is connected with issues of trust. The strength of social capital is reflected in the density and quality of social links and networks in a given area that support the feeling of connectedness, trust and the existence of traditional ways of transmitting skills and traditional crafts. This provides a basis for the development of creative activities in certain historic regions<sup>6</sup>. Cultural heritage sites and institutions play a role in the creation of identity and feeling of cohesion. They may function as community hubs – spaces where trust is built and social networks are created and they may help generate or enhance feelings of pride among the local community and develop intra-generational links. Thus, their ideas on how to build social capital include volunteering, creating and participating in events and programmes at local heritage institutions; visiting historic sites (walking tours); initiating heritage-related community actions for public good; or learning about immaterial local traditions and crafts through participation in classes, workshops and local folk festivals. Visiting museums with family/friends, or participating in group events during visits can result in enhancing and initiating links between individuals. Visiting heritage institutions presents an opportunity to encounter friends, as well as other social groups, fostering interactions within the community. This perspective on institutions as an important factor of societal trust and cohesion is rooted in an understanding of social capital that goes beyond the social capital of individuals.<sup>7</sup> Departing from the individual understanding of social capital as “capital” that people have or don't have due to their networks, knowledge, social and cultural background it looks at the institutional level and asks what institutions can do in order to overcome difference in social capital that people have. It thereby highlights the importance of responsive, participatory and transparent

<sup>5</sup> Bourdieu, P. (2018). *The forms of capital*. Routledge, pp. 78–92.

<sup>6</sup> Murzyn-Kupisz, M., & Działek, J. (2013). Cultural heritage in building and enhancing social capital. *Journal of Cultural Heritage Management and Sustainable Development*.

<sup>7</sup> Putnam, R. D. (1993). The Prosperous Community: Social Capital and Public Life. *The American Prospect*, 4, pp. 35–42.

institutions. By these means the understanding of social capital here relates also to aspects of good governance as well as institutional and cross-sectoral cooperation and partnerships.

- **Inclusive Access**

Whether cultural heritage is able to contribute to building social capital inherently depends on how accessible cultural heritage is and who is able to access it. Only if cultural heritage is equally accessible to all members of society and if, consequently, the barriers of accessibility are reduced, may it support trust and understanding between members of society. Barriers of access to cultural heritage are manifold. They relate to financial, physical and architectural obstacles. Cultural and political barriers, languages used in cultural heritage education, dominant narratives of cultural heritage and the character of social life related to cultural heritage can be exclusive, not giving all members of society the ability to access cultural heritage. Therefore, the subtheme *Inclusive Access* overlaps via **cross-cutting issues** with other themes of the SoPHIA model such as *Education, Creativity and Innovation, Identity of Place, Quality of Life* as well as *Work and Prosperity*. The emphasis on the *inclusive* character of access to cultural heritage highlights the necessity to actively reduce barriers for marginalised societal groups, so that barriers in terms of age, gender, minority status, educational level, income, citizenship and spoken languages, as well as visible and non-visible disabilities are overcome. Therefore, the main **quantitative indicator** under this subtheme assesses the number of visitors of different characteristics whereas via the **people's perspective** it is assessed how diverse visitors are reached and how barriers for diverse groups are reduced.

Subtheme	Inclusive Access
Description	<p><b>The aim is to assess the accessibility of cultural heritage resources to all groups of society.</b></p> <p>Specific issues:</p> <ul style="list-style-type: none"> <li>- Reducing the financial, physical, architectural and other barriers of access</li> <li>- Efforts to provide access to societal groups with little access to intervention</li> <li>- Efforts to increase access via digital means</li> </ul>
Quantitative Indicators	<p><b>Number of Visitors</b> (before and after the intervention in 5, 10, 20 years) in terms of age, gender, educational level, income, citizenship and spoken languages, visible and non-visible disabilities, and social marginalisation</p>
People's Perspective on the quality of intervention	<p>What are the experiences of different visitor groups accessing cultural heritage?</p> <p>Who are the target groups and how are they reached?</p> <p>Is there a specific ticketing policy (tickets with subventions or discounts/free events/online events)?</p> <p>How is barrier-free access/aid for people with disabilities ensured?</p> <p>How are information activities customised to ensure access for different groups of society?</p> <p>Which languages are used for information material on and off site?</p> <p>How and where is information &amp; outreach material about the site/practice distributed?</p> <p>How is digital access ensured?</p> <p>To what degree does information material reflect the languages spoken in the city/region?</p>

<b>Cross-Cutting Issues</b>	<p><b>Education, Creativity &amp; Innovation:</b> Inclusive access also needs to be ensured in terms of the educational offer and learning of opportunities of the intervention.</p> <p><b>Identity of Place,</b> i.e. inclusive access also needs to be ensured in terms of the inclusive meaning and narratives of the intervention.</p> <p><b>Quality of Life:</b> Inclusive access also needs to be ensured in terms of access to social life and recreation.</p> <p><b>Work &amp; Prosperity:</b> Inclusive access also needs to be ensured in terms of the economic potential cultural heritage offers (i.e. jobs).</p>
<b>Counter Effects</b>	<p><b>Protection:</b> Access for everybody may be in conflict with the site's capacity and safeguarding cultural heritage against human related risks.</p> <p><b>Quality of Life:</b> Access for everybody can be in conflict with peace and safety ensured at cultural heritage.</p> <p><b>Work &amp; Prosperity:</b> Ensuring accessibility to everybody may be less profitable.</p>

- **Participation & Engagement**

Accessibility is also a main precondition for ensuring cultural participation. But where access may be limited to visiting or consuming cultural heritage, the subtheme *Participation & Engagement* goes a step further. It emphasises the need to reflect on a level of participation in cultural heritage that goes beyond the mere visit and that empowers people to contribute to and accept cultural heritage as their own. In public policy and scientific debate on cultural heritage, a participatory turn<sup>8</sup> has been witnessed for quite some time now, focussing on encouraging civil participation in, and engagement with, the preservation and valorisation of heritage.<sup>9</sup> Based on this understanding, the subtheme *Participation & Engagement* specifically assesses how participation is ensured via outreach activities, educational programme and volunteering opportunities. Thus, the core of the subtheme, as reflected in the column **people's perspective**, is to see what is done at which level to invite people to participate. Significant **quantitative indicators** here again relate to who is invited to participate and actively involved. By these means the subtheme obviously overlaps with other issues, specifically with participation in cultural heritage management as highlighted in the subtheme *Good Governance*. In terms of **cross-cutting issues** with other themes of the SoPHIA model, there is a strong and clear overlap with *Education, Creativity & Innovation* since educational activities are considered here as well as there.

<sup>8</sup> Bonet, L., & Négrier, E. (2018). The participative turn in cultural policy: Paradigms, models, contexts. *Poetics*, 66, pp. 64–73.

<sup>9</sup> Lähdesmäki, T., & Mäkinen, K. (2019). Dynamics of Scale in the Making of a European Cultural Heritage in EU Heritage Policy. *Politics of Scale. New Direction in Critical Heritage Studies*, Berghahn Books, New York, p. 45.

Subtheme	Participation & Engagement
Description	<p>The aim is to assess the level of participation in cultural heritage.</p> <p>Specific issues:</p> <ul style="list-style-type: none"> <li>- Actions that go beyond the mere visit to the intervention, promoting participation in cultural heritage in terms of outreach, educational and volunteering opportunities</li> <li>- Actual participatory character of actions that aim at empowerment of participants</li> </ul>
Quantitative Indicators	<p><b>Number of people/groups involved as participants and volunteers</b> (before and after the intervention in 5, 10, 20 years) in terms of age, gender, educational level, income, citizenship and spoken languages, visible and non-visible disabilities, and social marginalisation.</p> <p><b>Number of associations and NGOs involved at a site/practice</b> (before and after the intervention in 5, 10, 20 years) differentiated according to sectors they work in</p>
People's Perspective and on the quality of intervention	<p>How and at which level are people invited to participate in cultural heritage? Who is invited to participate in terms of age, gender, educational level, income, citizenship and spoken languages, visible and non-visible disabilities and social marginalisation? What is the motivation behind participating? What is the experience of participating like? What is the process or methodology applied through which people participate? (i.e. a questionnaire, full-blown participatory workshop, etc.) What trends of participation are recognizable during the last 5, 10, 20 years? Do people feel their opinion counts? What is the motivation in volunteering? What is the experience from volunteering? How does volunteering at a specific site/practice affect visitors/ participants perception of cultural heritage? (How) do people feel empowered to participate? In what ways can people participate virtually?</p>
Cross-Cutting Issues	<p><b>Education, Creativity &amp; Innovation:</b> Educational activities are a core activity to ensure engagement and participation; participation and engagement are also issues in terms of research activities (citizens science) and creativity that is promoted at the intervention.</p>

- **Social Cohesion**

In a sequential understanding of the subthemes of *Social Capital & Governance*, one can argue that *Inclusive Access* is a first step of a cultural heritage intervention in strengthening social capital. *Participation and Engagement* goes a step further by emphasising the need to empower people and finally, *Social Cohesion* looks at the issue from a more collective perspective, highlighting the potential of cultural heritage in strengthening the understanding, solidarity and shared values between diverse societal groups and members of society. Therefore, the aim of this subtheme is to assess the potential of a cultural heritage intervention in bridging the gaps and distances between people. This understanding is grounded in a collective perspective on social capital and relevant theories of

bridging divisions of class, race, religion, etc. among diverse groups of society.<sup>10</sup> In order to judge if an intervention has the potential for bridging at all, a meaningful **quantitative indicator** is to look at the demographics of participants in the intervention in terms of age, gender, educational level, income, citizenship and spoken languages, visible and non-visible disabilities and social marginalisation. The **people's perspective** complements these numbers by asking for example what the experience of visitors, participants and volunteers is in terms of knowledge and understanding of other people and other societal groups is? Similarly to other subthemes under *Social Capital & Governance*, cross-cutting issues here relate to the question on how other bridging can also be fostered through other activities under themes such as *Education, Creativity & Innovation*, *Identity of Place* or *Work & Prosperity*.

Subtheme	Social Cohesion
Description	<p><b>The aim is to assess whether the gap between different societal groups and stakeholders is bridged.</b></p> <p>Specific issues:</p> <ul style="list-style-type: none"> <li>- Ensuring diversity and avoiding marginalisation in terms of stakeholders and societal groups reached</li> <li>- Fostering exchange between different societal groups and stakeholders</li> <li>- Supporting solidarity between different societal groups</li> </ul>
Quantitative Indicators	<p><b>Ratio of participants of the intervention</b> (before and after the intervention in 5, 10, 20 years) in terms of age, gender, educational level, income, citizenship and spoken languages, visible and non-visible disabilities, and social marginalisation.</p> <p><b>Number of regional, national and transnational collaborations and projects</b> (before and after the intervention in 5, 10, 20 years)</p>
People's Perspective on the quality of intervention	<p>How are socially excluded groups reached and motivated to visit/participate/volunteer?</p> <p>What is the experience of visitors/participants/volunteers in terms of acquaintance and perspective on other people, other societal groups?</p> <p>How does the visiting/participating/volunteering support solidarity between people?</p> <p>How does volunteering for a specific site/practice affect volunteers' relation with their/other communities?</p> <p>Percentage of people with a sense of pride in belonging to a city and region known for its cultural heritage</p>
Cross-Cutting Issues	<p><b>Education, Creativity &amp; Innovation:</b> Social cohesion fostered via educational activities.</p> <p><b>Identity of Place:</b> Social cohesion fostered via inclusive narratives and meanings communicated.</p> <p><b>Quality of Life:</b> Social cohesion fostered via social life at the intervention.</p> <p><b>Work &amp; Prosperity:</b> Social cohesion fostered via diversity of employees.</p>

- Partnerships and Cultural Cooperation

When understanding social capital as the density and quality of social links that support connectedness, trust and social cohesion in and via communities, then networks are a crucial part of ensuring exchange and communication between groups. Therefore, this

<sup>10</sup> Putnam, R. D. (2000). *Bowling alone: The collapse and revival of American community*. Simon and schuster.

subtheme specifically looks into how alliances and collaborations in the heritage and cultural sector are taking place. Here, networks in the sector are not the only relevant aspect, but also those across disciplines and policy areas need to be considered, exactly because cultural heritage can contribute to building social capital if networks between different stakeholders are established and working. As the SoPHIA case studies have shown, alliances and collaborations are relevant specifically in terms of knowledge sharing, support for advocacy and broadening one's own perspectives. A **quantitative indicator** provides insight into the number of cooperations across sectors and policy areas, whereas the **people's perspective is concerned with** the quality of the intervention, the experiences, but also the benefits these cooperations provide for the different stakeholders. The potential influence of established networks on other areas of impact is also manifold. Depending on the character of alliances and collaborations they can support the visibility and reputation of an intervention, support partnerships in services and peace and safety and through knowledge sharing and intellectual cooperation or foster the economic and ecological sustainability of an intervention. Therefore, **cross-cutting issues** with all other SoPHIA themes are obvious. A **counter effect** of larger alliances with regards to other SoPHIA subthemes may however be that values and narratives might come into conflict with larger alliances.

Subtheme	Partnerships & Cultural Cooperation
Description	<p>The aim is to assess the quantity and quality of alliances and collaborations in the heritage and cultural sector, across disciplines and/or policy areas.</p> <p>Specific issues:</p> <ul style="list-style-type: none"> <li>- intellectual cooperation and knowledge sharing</li> <li>- advocacy through networks</li> <li>- broadening of perspectives and interdisciplinary work</li> <li>- local/national/international alliances and collaborations</li> </ul>
Quantitative Indicators	<p>Number of collaborative initiatives within and across sectors, policy areas and geographical scope: local/regional/national/international</p>
People's Perspective on the quality of intervention	<p>What are the objectives of the intervention in terms of partnerships?</p> <p>What is the experience of stakeholders from partnerships and cooperations?</p> <p>What is the subject and the range of networks and knowledge sharing within the sector?</p> <p>What are the benefits of networks and knowledge sharing within the sector?</p> <p>What is the subject of networks and knowledge sharing with other sectors?</p> <p>What are the benefits of networks and knowledge sharing with other sectors?</p> <p>What are the policy areas that co-operations take place in?</p> <p>Are there also co-operations across policy areas?</p>
Cross-Cutting Issues	<p><b>Identity of Place:</b> In terms of "Visibility and Reputation", partnerships and cultural co-operation may support greater outreach.</p> <p><b>Quality of Life:</b> In terms of "Peace and Safety": partnerships with interventions/sites of similar contexts can enable shared narratives and know-how. In terms of "Living Conditions": The effective use of resources can be ensured via partnerships in common services.</p>

	<p><b>Education, Creativity &amp; Innovation:</b> Partnerships can foster intellectual cooperation and know-how in the sector, result in greater ease foestering innovation based on the intervention/site, and can promote culture and cultural heritage as repositories of knowledge and innovation.</p> <p><b>Work &amp; Prosperity:</b> Intellectual cooperation and know-how in the sector and advocacy through networks can foster the economic potential of the intervention; furthermore, they may contribute to improving conditions of precarious jobs directly related to culture and cultural heritage. Finally, partnerships may also result in generation of new jobs based on creativity.</p> <p><b>Protection:</b> Intellectual cooperation and sharing of know-how in the sector can support the effective and sustainable use of resources.</p>
<b>Counter Effects</b>	<p><b>Identity of Place:</b> Values and narratives might conflict with the larger alliances.</p>

- **Good Governance**

The subtheme *Good Governance* takes into consideration processes of access, participation and partnerships but on the level of management and decision-making in cultural heritage. By these means this subtheme broaches the issues of transparency, responsiveness and accountability of cultural heritage planning and management while, at the same time emphasising the need of effectiveness and efficiency. The emphasis on these issues is based on the relevance of participatory governance in terms of sustainability of cultural heritage. Only by being responsive and accountable to local communities and relevant stakeholders may it be ensured that the intervention will not be negatively perceived and will not have negative effects in terms of the meaning and reputation of the intervention, the social life associated with it or social innovation and entrepreneurship processes that it may foster. The **cross-cutting issues** of this subtheme with other SoPHIA themes are therefore manifold, particularly in relation to the *Protection* theme. Only by including and informing local stakeholders and the public, can ways be found to safeguard cultural heritage from human related risk, from environmental risk and ensure that the usage of resources and green management is sustainable due to the participation of stakeholders here. The number of people who are involved in decision-making process, as well as the number of documents and resources made public, function as **quantitative indicators** to inform about the level of transparency and participation in decision-making. Furthermore, the **people's perspective** on the issue highlights the necessity to reflect on the experience of the public and stakeholders with decision-making or representation.

Subtheme	Good Governance
<b>Description</b>	<p>The aim is to assess good governance and participation processes in the intervention.</p> <p>Specific Issues:</p> <ul style="list-style-type: none"> <li>- the participation of stakeholders in decision making</li> <li>- transparency and responsiveness of cultural heritage planning and management</li> <li>- accountability</li> <li>- collaboration</li> <li>- consciousness orientation</li> <li>- responsiveness</li> <li>- effectiveness</li> </ul>

	<ul style="list-style-type: none"> <li>- efficiency</li> <li>- rule of law</li> </ul>
<b>Quantitative Indicators</b>	<p><b>Number of people/groups directly involved in decision-making concerning the intervention</b> (before and after the intervention in 5, 10, 20 years)</p> <p><b>Number of documents/resources made available to the public</b> (for public consultation, before and after the intervention in 5, 10, 20 years)</p>
<b>People's Perspective on the quality of intervention</b>	<p>What is the structure of governance and decision-making in planning and managing the intervention?</p> <p>Who is participating at which level of decision-making in planning and managing the intervention?</p> <p>How do stakeholders participate in decision-making processes?</p> <p>How inclusive is the rightsholder and stakeholder selection?</p> <p>What is the experience of stakeholders in decision-making processes?</p> <p>Do people feel adequately represented?</p> <p>Do people feel included in decision-making processes?</p> <p>How are the decisions in management and planning of the intervention responsive to the results of public consultation processes?</p> <p>What is the experience of citizens from public consultation processes?</p> <p>Do people feel consultation processes are transparent?</p> <p>Are there feedback/monitoring/evaluation processes in place for planning and managing the intervention?</p> <p>Are the international policies considered in decision-making processes?</p>
<b>Cross-Cutting Issues</b>	<p><b>Identity of Place:</b> Transparency and responsiveness in governing, as well as participation in decision-making will also support the identification with the intervention.</p> <p><b>Quality of Life:</b> Good governance has a potential positive effect on the quality of life, by potentially improving services offered.</p> <p><b>Work &amp; Prosperity:</b> Good governance in cultural heritage interventions will also support working conditions, working relations or potentially have also an spillover effect on social innovation and entrepreneurship, due to the transparency of and participation in processes.</p> <p><b>Protection:</b> Green management can be supported by responsiveness and transparency in governance.</p>

### 3.2 Identity of Place

As a theme of the SoPHIA model, *Identity of Place* emphasises the importance of cultural heritage in defining and constructing identity and belonging. In a cultural anthropological tradition, it refers to the role of cultural heritage in the construction of imagined communities<sup>11</sup> and as part of invented national traditions<sup>12</sup>. Emphasising this invented and constructed nature of cultural heritage and based on the well-known quote from Lowenthal, cultural heritage is hereby understood as what people make of history in order to feel better.<sup>13</sup> From this perspective, the narratives built around cultural heritage are central in order to understand which aspects of cultural heritage are emphasised, and by whom, and which aspects are potentially overseen. While cultural heritage relates to

<sup>11</sup> Anderson, B. (2006). *Imagined communities: Reflections on the origin and spread of nationalism*. Verso books.

<sup>12</sup> Hobsbawm, E., & Ranger, T., eds. (2012). *The invention of tradition*. Cambridge University Press.

<sup>13</sup> „David Lowenthal obituary“. In: The Guardian. URL: <https://www.theguardian.com/culture/2018/sep/27/david-lowenthal-obituary> [last access: 13/09/2021].

identity, memory as well as sense of place, the theme highlights the need for being cognisant of conflicting interpretations of history and the effects of interventions on the identity and memory of diverse communities.

However, the contribution that cultural heritage can provide to identity-building of different communities does not only derive from the interpretation of historic narratives. It also derives from an understanding of cultural landscape and aesthetics as a central factor of identity. That can vary from feeling pride in one's association with their tangible or natural heritage or closely identifying with built form in the local, regional or even national context. By these means identity of place is a concept closely related to the environment of cultural heritage and the relationship that people and communities have to this environment. This relationship obviously also depends on the reputation a place has. For instance, in the urban context cultural heritage can be an important touristic site, however by the inhabitants of the city the place is perceived only as a tourist site that does not have any relevance to them. It may furthermore have a reputation that may be of more interest to some communities but not others. Therefore, identity of place is largely about the discourses surrounding cultural heritage. Discourses in terms of historic narratives, but also in terms of contemporary discourses that define the reputation of a place.

- **Identity & Memory**

The subtheme *Identity & Memory* acknowledges the relevance of cultural heritage in identity building while emphasising the necessity to recognise and appreciate multiple perspectives from contemporary, potentially historic, symbolic and cultural meanings that cultural heritage can have for different people and communities. It hereby builds on the understanding that narratives of the same heritage may be dissonant and conflicting. In order to assess the impact of narratives and meanings of cultural heritage this diversity has to be acknowledged while, at the same time, specific attention needs to be paid to "authorised heritage discourses"<sup>14</sup> that are dominant adverse other marginalised discourses. In order to assess whether an intervention acknowledges and appreciates different meanings of heritage the SoPHIA model therefore emphasises the necessity to not only safeguard the historic value of the intervention but consider and acknowledge the diverse meanings and memory discourses related to the cultural heritage in cultural heritage management. Such acknowledgement may also support access of a diverse public to intervention and be a prerequisite to engagement and participation as well as social cohesion. Furthermore, the subtheme is **cross-cutting** towards the *Education, Creativity & Innovation* theme, since representation of different meanings must also be ensured via educational activities offered. **Quantitative indicators** such as the number and form of actions taken to safeguard diverse meanings have to be complemented by taking into account **people's perspective that assesses** if and how people identify with the cultural heritage and what shared, dissonant or conflicting narratives are communicated.

<sup>14</sup> Smith, L. (2006). *Uses of heritage*. Routledge.

Subtheme	Identity & Memory
Description	<p>The aim is to assess the acknowledgement and appreciation of different contemporary, potentially historic, symbolic and cultural meanings.</p> <p>Specific issues:</p> <ul style="list-style-type: none"> <li>- Safeguarding the various historic value of the intervention</li> <li>- Considering the diverse meanings/symbolic/memory values of intervention for different communities</li> <li>- (memory) discourses about the intervention</li> </ul>
Quantitative Indicators	Number and form of actions taken to safeguard the diverse historic, cultural meaning and activities of remembrance
People's Perspective on the quality of intervention	<p>What is the historic value of the intervention; i.e. to which historic events does the intervention relate?</p> <p>What form does safeguarding the historic value take?</p> <p>What symbolic value does this site have for different communities and in collective/local/regional/national identities?</p> <p>How does individual memory relate to the specific intervention?</p> <p>How does social/ collective memory relate to the specific intervention?</p> <p>What are the main elements of dominant/official discourses about the intervention?</p> <p>What are main elements of policy-discourses about the intervention?</p> <p>How are dominant/official/policy discourses about the intervention challenged?</p> <p>What (shared; dissonant; conflicting) narratives about these historic values/events are communicated on-site and off-site?</p> <p>What spiritual values does the intervention have for communities?</p>
Cross-Cutting Issues	<p><b>Social Capital &amp; Governance:</b> Acknowledgement of different historic and cultural meanings will support access of diverse public to intervention and be a prerequisite to engagement and participation as well as social cohesion.</p> <p><b>Education, Creativity &amp; Innovation:</b> representation of different historic and cultural meanings must also be ensured in educational activities offered.</p>
Counter Effects	<p><b>Social Capital &amp; Governance:</b> Danger of exclusion of different people &amp; communities if diverse historic and cultural meanings of intervention are not acknowledged.</p> <p><b>Quality of Life:</b> Exclusion of historic and cultural meanings will also undermine potential of intervention for livelihood and recreation for all. In terms of peace and security, the acknowledgment of only one/some historic and cultural meanings of intervention can provoke protest by communities whose histories, narratives, etc. are not acknowledged.</p>

- **Visibility & Reputation**

The subtheme *Visibility & Reputation* does not look at meanings and memories about the past but rather takes into consideration the contemporary understanding of the intervention. Therefore, the aim of this subtheme is to assess how the image of the intervention is balanced against contemporary urban discourses. Urban communities are very diverse. In order for various communities to profit from, and participate in a cultural heritage intervention, it is necessary for the intervention to have a good reputation and transparency regarding its management practices. The subtheme is thereby strongly linked to issues of *Social Capital & Governance* and *Quality of Life*, but also has clear **cross-cutting issues** with the theme *Work and Prosperity*, since economic profitability will also depend on the reputation and visibility of the intervention. Specific issues the subtheme

looks at are communication activities implemented through the intervention, contemporary interpretations and discourses about the intervention as well as the public picture of the intervention. By these means, **people's perspective** is a main indicator of assessment under this subtheme, relating also to the image, media discourses and public discussions of the intervention. The number of positive, critical and negative reflections in the media can hereby also serve as a meaningful **quantitative indicator**. If the assessment of the case shows that the image of the intervention is not balanced this might lead to a negative image and reputation of the intervention, having a **counter effect** on *Social Capital & Governance* and *Quality of Life* offered.

Subtheme	Visibility and Reputation
Description	<p>The aim is to assess whether the image of intervention is balanced against diverse contemporary discourses.</p> <p>Specific issues:</p> <ul style="list-style-type: none"> <li>- Communication activities of the site</li> <li>- Contemporary understandings and discourses regarding the intervention</li> <li>- Communication and representation of intervention in public and media</li> </ul>
Quantitative Indicators	<p><b>Number of positive/critical/negative reactions/reflections</b> in the public, (social) media and (academic or/and specialised) publications about the intervention (before and after the intervention in 5, 10, 20 years)</p>
People's Perspective on the quality of intervention	<p>What image does the intervention have with different stakeholders/communities and what do main discussions about the intervention relate to?</p> <p>What image does the intervention attempt to communicate to the public? How is this done?</p> <p>What is the perception/image of the intervention in the eyes of the public/different stakeholders?</p> <p>How is the intervention represented and discussed in the media? (traditional and social)</p> <p>What do main public discussions about the intervention relate to?</p> <p>What is the public perception of the contribution of the intervention to their spatial environment?</p> <p>Is participating in the intervention an important element of people's daily lives/routines?</p> <p>What role does the intervention play in local traditions?</p> <p>Is the intervention entangled in new daily rituals?</p> <p>Is the intervention included in new activities?</p>
Cross-Cutting Issues	<p><b>Social Capital &amp; Governance:</b> Visibility and Reputation is in close connection to ensuring an inclusive image and thereby, inclusive access to the intervention.</p> <p><b>Work &amp; Prosperity:</b> Ensuring tourism through attractiveness and visibility of the intervention.</p> <p><b>Education, Creativity &amp; Innovation:</b> The intervention's visibility in scientific journals would potentially have an impact on scientific studies and academic research.</p>
Counter Effects	<p><b>Social Capital &amp; Governance:</b> Danger of exclusive image/reputation of intervention.</p> <p><b>Quality of Life:</b> Danger of exclusion from social life at the intervention/site if the reputation of the intervention is negative for certain groups.</p>

- Cultural Landscape & Aesthetics

This subtheme broaches the issue of how images and narratives around a place are created and thereby concerns itself with the intervention's spatial design. This is based on

the consideration that cultural heritage is inherently linked with its surroundings and landscape. This is true both for intangible and built heritage in the urban context. The preamble of the European Landscape Convention from the Council of Europe highlights the holistic character and relevance of landscape for cultural heritage interventions, emphasizing the contribution of landscape in the formation of local cultures. Similarly, the Bucharest Declaration recognised the interdependence of cultural heritage and built form and space in the urban context. How cultural heritage contributes to local identity formation is therefore also linked with its surrounding landscape and urban design. Going beyond these considerations, the subtheme looks at the issue of identity through the lens of the space created and offered. It aims to assess the relationship between the constructed landscape and local cultural identity. A specific issue to be considered is spatial planning and how its planning and management reflects, contributes to, and develops the identity of the place. Due to the importance of aesthetic values characterizing the identity of as well as the identification with a place, balancing the aesthetic value vis-à-vis the socio-economic needs of the communities is also an issue for consideration. Although **quantitative indicators** such as the existence of spatial planning documents, the number of people involved and consulted during such processes can be valuable in judging the relationship between the created space and local cultural identity, the people's perspective are particularly meaningful here. Therefore, the subtheme has many **cross-cutting issues** since the question of creation and offer of space is consequently connected to the question of how the space is used in social, economic or ecological terms.

Subtheme	Cultural Landscape & Aesthetics
<b>Description</b>	<p><b>The aim is to assess the relationship between the space designed/offered and local cultural identity</b></p> <p>Specific issues:</p> <ul style="list-style-type: none"> <li>- Characteristics of urban design/planning/ development and its influence on the identity of place.</li> <li>- Participation in urban planning/development</li> <li>- Balancing aesthetic value and socio-economic needs of the local community.</li> </ul>
<b>Quantitative Indicators</b>	<p><b>Existence of professional spatial planning documents</b> relating to the intervention</p> <p><b>Number of people/associations/stakeholders involved</b> and consulted during spatial planning processes</p> <p><b>Number of activities related to safeguarding</b> the aesthetic value, built form and cultural landscape</p>
<b>People's Perspective on the quality of intervention</b>	<p>What is the main characteristic of the space/landscape?</p> <p>What is the space offered by the intervention used for by locals?</p> <p>What relevance does the intervention have in terms of spatial planning?</p> <p>What is the aesthetic value of the intervention for locals/visitors/participants?</p> <p>What is the relationship between the intervention and social, cultural and environmental activities carried out by the community and other people/groups/communities?</p> <p>Is the visual attractiveness of an intervention an element of pride for people?</p>
<b>Cross-Cutting Issues</b>	<p><b>Quality of Life:</b> Impact on livelihood of locals, for instance in terms of recreation, events, cultural content, etc.</p> <p><b>Work &amp; Prosperity:</b> Balancing the elements of the cultural landscape also supports a balance between different users in terms of planning and usage of space.</p>

	<b>Protection:</b> Safeguarding built form related to the protection of built heritage and safeguarding against human and environmental risks; sustainable planning and usage of space considers also ecological aspects and green space and usage of resources.
<b>Counter Effects</b>	<b>Social Capital &amp; Governance and Quality of Life:</b> (if negative) Balance of ensuring built form and capacity of space might challenge inclusive access and quality of life the intervention offers. <b>Work &amp; Prosperity:</b> Balance between sustainable planning and built form may reduce the economic attractiveness of the place due to less income generated.

- Heritage-led Regeneration & Adaptive Re-use

This subtheme on *Heritage-led Regeneration & Adaptive Re-use* looks at the relationship of cultural heritage and identity to the perspective of the usage of space. Many urban places and spaces are characterised by a specific historic value that is re-interpreted in a new form today and thereby changes and co-shapes the cultural heritage as well as identification with it. The consideration of the future needs of the local community in adaptive design is important to sustainable development. Therefore, the aim of the subtheme is to assess contemporary usage of cultural heritage and whether the revitalisation and creation of new social, cultural or economic activities are in accordance with the needs of local communities. Relevant **quantitative indicators** therefore relate to the number of reappropriated buildings and building extensions as well as area regeneration projects of adaptive re-use differentiated according to the usage of space like social housing, start-ups, etc. related to the intervention. Furthermore, **people's perspective** relates to the experiences and responses of people and stakeholders to the transformation of heritage and its integration in their lives as well as their participation and engagement in heritage-led regeneration projects. **Cross-cutting issues** links the subtheme with the *Social Capital & Governance* theme along with the question of how revitalisation and creation of new activities may support inclusive access, social inclusion, participation and engagement.

Subtheme	Heritage-led Regeneration & Adaptive Re-use
<b>Description</b>	The aim is to assess the contemporary usage of cultural heritage and whether the revitalisation and creation of new social, cultural or economic activities is in accordance with the needs of local communities. Specific issues: <ul style="list-style-type: none"> <li>- Participation and community engagement in heritage-led regeneration</li> <li>- Ecological sustainability of re-generation</li> </ul>
<b>Quantitative Indicators</b>	<b>Number of buildings and assemblies recycled/projects of adaptive re-use</b> according to usage of space like social housing, start-ups, etc. related to the intervention <b>Amount of funds allocated to ensure sustainable adaptive re-use of buildings and assemblies</b> (re-fittings, alternate and renewable energy resources) related to the intervention
<b>People's Perspective on the quality of intervention</b>	What is people's response to the transformation of built heritage and its integration in their lives under a new use? What is the purpose of re-use? How are communities/non-institutional and institutional groups engaged in heritage-led regeneration projects? How inclusive is the planning and decision-making process of heritage-led regeneration? What are the types of (public/private) sources of funding for adaptive re-use? What is the public perception of the value of cultural heritage? Is the site used for daily rituals, social engagements, festivals?

<p><b>Cross-Cutting Issues</b></p>	<p><b>Social Capital &amp; Governance:</b> Revitalisation and creation of new activities with the needs of the local community may support inclusive access, social inclusion, participation and engagement, etc.</p> <p><b>Work &amp; Prosperity:</b> Heritage-led regeneration may support social innovation and entrepreneurship.</p> <p><b>Protection:</b> Revitalisation is in close connection to a sustainable usage of resources and green management at the intervention.</p> <p><b>Identity of Place:</b> Re-use of tangible heritage spaces may reflect positively on the reputation and image of the area</p>
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### 3.3 Quality of Life

Cultural heritage plays an important role in the quality of life of groups as well as individuals living in the urban environment. On a basic level an intervention can improve quality of life by providing employment either directly or indirectly. More significantly, heritage can provide opportunities for social connections. It gives meaning to the natural and built environment, providing connections to our past and our ancestors. High quality interventions in heritage are recognised as contributing positively to local communities' quality of life through improved attractiveness of the area, improved connections between people and the built environment, as well as an increased sense of belonging. Cultural heritage can also support collective cultural memory, and assist in dealing with conflict.

Conversely, cultural heritage interventions that over-emphasise the short-term economic benefits derived from tourism can severely impact the quality of life of the local resident through a lack of consideration of local service provision in the planning phase. Other negative impacts can include increased noise pollution, traffic, and high demand for parking. Additionally, gentrification is another risk which can disintegrate communities, or exclude local residents from connecting with their own heritage. This then negatively impacts the sustainability of the community. Due to the potential for immediate as well as long term positive and negative impacts of cultural heritage interventions described above, the measuring and monitoring of these impacts on quality of life is deemed crucial.

Sustainability of cities and communities is at the forefront of EU and international policy. The sustainability and improvement of the quality of life of people living in urban communities is emphasised as a key objective in EU policy<sup>15</sup>. The Faro Convention of the Council of Europe focuses mainly on the value of heritage and the right of people to participate in heritage offers<sup>16</sup>. Article 8 specifically refers to the Environment, Heritage and Quality of Life (p4.). Goal 11 of UNESCO's Sustainable Development Goals aims to make cities and human settlements inclusive, safe, resilient and sustainable and thereby

<sup>15</sup> Romanian Presidency of the Council of the European Union (2019). Towards a common framework for urban development in the European Union: Informal Meeting of EU Ministers Responsible for Urban Matters Declaration of Ministers, Bucharest.

<sup>16</sup> Council of Europe (2002). The Framework Convention on the Value of Cultural Heritage for Society.

sketches issues that need to be considered when analysing the *Quality of Life*<sup>17</sup>. Against this background, these issues include access to safe and affordable housing, investment in public transport, creating green public spaces, and improving urban planning and management in a transparent, participatory and inclusive manner.

COVID-19 and associated lockdowns have heightened our awareness of our local surroundings, including built as well as intangible heritage. This presents a challenge to the classical dichotomy between tourists and locals as well as an opportunity to reframe the values that inform future interventions.

- **Living Conditions**

Cultural interventions form an essential part of the environment surrounding them, and have the potential to positively impact people's lives<sup>18</sup>. Management of and activity surrounding the intervention may result in economic and social effects, including changing people's income levels, the availability of, and access to services such as transport, waste collection, and shops, as well as recreational facilities including parks and public spaces. The people's perspective is essential to understand the social impacts, and looks for data that reflects their impressions regarding their well-being in relation to the intervention, both short term and long term, while an important **quantitative indicator** is the cost of living before, during and/or after the intervention, which will give an overview of its economic impact on the surrounding community. *Work & Prosperity* and *Social Capital & Governance* are therefore **cross-cutting issues**, as healthy economic activities related to the intervention may lead to enhanced living conditions and social cohesion. Having a similar effect on a community could be an improved offer of educational activities, thereby making **Education, Creativity & Innovation** another cross-cutting issue. Although increased tourism activity would generate economic activity, it would also need to be monitored, to ensure over-tourism or gentrification do not take place, and strategies to curtail the negative side effects of the intervention would also be needed. Changes in social and living conditions would also impact the *Identity of Place*, which coupled with *Work & Prosperity* and *Protection* become counter effects for this subtheme.

<sup>17</sup> UNESCO (2015). Sustainable Development Goals.

<sup>18</sup> EU (2014). Conclusions on cultural heritage as a strategic resource for a sustainable Europe Education, Youth, Culture and Sport Council meeting Brussels, 20 May 2014. URL: [https://www.consilium.europa.eu/uedocs/cms\\_data/docs/pressdata/en/educ/142705.pdf](https://www.consilium.europa.eu/uedocs/cms_data/docs/pressdata/en/educ/142705.pdf) [last access: 13/09/2021].

Subtheme	Living Conditions
Description	<p>The aim is to assess whether the cultural heritage intervention contributes positively towards living conditions for the people living, working or staying in the surrounding neighbourhoods.</p> <p>Specific issues:</p> <ul style="list-style-type: none"> <li>- Availability, affordability and quality of housing</li> <li>- Adequate living income</li> <li>- Access to, and quality of education and healthcare</li> <li>- Access to, and quality of services (e.g. transport, shops, WIFI/Internet access, waste collection)</li> </ul>
Quantitative Indicators	<p><b>Numbers of people living, working and socialising in the area</b> (in order to measure change/development/variation) before and after the intervention in 5, 10, 20 years) in terms of age, gender educational level, income, citizenship and spoken languages, and disabilities for workers (by occupation), residents and local, national and international visitors.</p> <p><b>Cost of living</b> (before and after the intervention in 5, 10, 20 years) including average cost of rent in area, plus cost of services such as waste collection, transport, heating, electricity compared to average income levels.</p> <p><b>Availability of services (public and green transport, waste collection, internet access, infrastructure)</b> (before and after the intervention in 5, 10, 20 years).</p>
People's Perspectives on the quality of intervention	<p>What are the objectives of the intervention in terms of living conditions for residents and people working in the area?</p> <p>How can a balance between residents, workers and tourists be achieved and maintained?</p> <p>How do people view the quality of services in the area? How does the intervention impact this?</p> <p>How do people view the quality of their built environment? How does the intervention impact this?</p> <p>Does the intervention have a well-being strategy in place? In what ways can/does the intervention contribute to people's well-being in the long run (5, 10, 20 years)?</p> <p>Does the intervention contribute to equality, diversity and inclusion?</p>
Cross-Cutting Issues	<p><b>Identity of Place:</b> Living conditions are also affected by the image of the cultural heritage and thereby matter to workers and residents.</p> <p><b>Work &amp; Prosperity and Social Capital &amp; Governance:</b> Healthy economic activities can foster connections between workforce and residents and enhance living conditions.</p> <p><b>Education, Creativity &amp; Innovation:</b> Good access to education enhances living conditions.</p>
Counter Effects	<p><b>Identity of Place and Protection:</b> Modern amenities may not fit the identity of place or be in line with protection of cultural heritage (e.g. heating, double glassed windows, lifts).</p> <p><b>Quality of Life:</b> Over-tourism especially may have negative impacts on living conditions and well-being for residents (e.g. noise level, pollution, traffic congestion).</p> <p><b>Work and Prosperity &amp; Identity of Place:</b> Use of housing for Airbnb and other short-term lettings can result in gentrification, with local inhabitants not being able to afford to rent or purchase housing.</p>

- Peace and Safety

Cultural heritage interventions are intertwined in the social life of the local community and all those who engage with it, and have the potential to impact their peace and security. Culture's potential to play an important role in peacebuilding<sup>19</sup> is recognised by UNESCO<sup>20</sup> due to its strong connection with people's identity, which can be achieved through inter- and cross-cultural exchange and programming. The *Peace & Safety* sub-theme analyses how and whether the intervention plays this role for the surrounding community. It explores issues related to the availability and possibility for communities to engage in cross cultural programming, which is crucial in building tolerance and understanding within society. The **quantitative indicator** on the number of on-/off-site activities on cross-cultural dialogue and conflict prevention explores this issue. Also recognised as an important factor contributing to peace and safety is a sense of ownership of the intervention within the community, which can be achieved through opening up participation in its overall management. The **people's perspective** explores their views on how the intervention has impacted their sense of security, and whether it contributes to peacebuilding in any manner. *Education, Creativity & Innovation* can play a role in promoting peace and safety, therefore it is a **cross-cutting issue** under this subtheme. Increased social cohesion can result in a decline in tension and possibilities for conflict, thereby contributing positively to peace and safety, as well as the *Identity of Place*.

Subtheme	Peace & Safety
Description	<p>The aim is to assess whether the intervention promotes and ensures peace building, personal safety, and security of community.</p> <p>Specific issues:</p> <ul style="list-style-type: none"> <li>- Availability and equal access to cross cultural programmes</li> <li>- Number of activities to engage local residents in the safeguarding of the intervention</li> <li>- Safety concerns of residents, visitors, and staff</li> </ul>
Quantitative Indicators	<p><b>Number of security incidents reported per annum</b> (before and after the intervention in 5, 10, 20 years), including classification and impact measurement</p> <p><b>Number of on-site/off-site activities on cross-cultural dialogue and conflict prevention and resolution and total funds allocated to these activities</b> (before and after the intervention in 5, 10, 20 years)</p>
People's Perspective on the quality of intervention	<p>What are the safety and security concerns of the local community?</p> <p>Does the intervention play an active role in a current conflict?</p> <p>What are the safety and security issues being faced by the intervention?</p> <p>In what ways has the intervention played an active role in peacebuilding?</p> <p>Does the intervention contribute to people's sense of security?</p> <p>Will the intervention have a negative impact on the sense of security provided by the community solidarity if gentrification occurs?</p>

<sup>19</sup> Crossick, G. & Kaszynska, P. (2017). Understanding the Value of Arts and Culture. The AHRC Cultural Value Project.

<sup>20</sup> <https://en.unesco.org/The-role-of-culture-for-resilience-peace-and-security> [last access: 13/09/2021].

<b>Cross-Cutting Issues</b>	<p><b>Education, Creativity &amp; Innovation:</b> Education can help to promote peace and safety.</p> <p><b>Social Capital &amp; Governance:</b> Encouraging social cohesion between different stakeholders should result in a decrease in tension, and thus in enhanced peace and safety.</p> <p><b>Identity of Place:</b> An atmosphere of peace, safety and security impacts positively on the identity of place.</p>
<b>Counter Effects</b>	<p><b>Identity of Place and Protection:</b> Security and safety measures (e.g. security cameras, presence of security personal or handrails) may not be in line with identity of place.</p> <p><b>Work &amp; Prosperity:</b> Over-tourism may lead to conflict with peace and safety.</p>

- **Social Life**

The role of communities and their engagement with cultural heritage interventions is highlighted as a key factor in measuring its success. Culture's role as a driver of enhanced quality of life is recognised by key policy makers such as the EU (Commission, Council of Europe, European Court of Auditors, EU funded programmes, ECOs, EYCH), the United Nations, UNESCO, and ICOMOS, ICOM, Europa Nostra, OECD, ICLEI. The *Social Life* sub-theme broaches this important impact, and examines whether the participation of community groups and civic engagement is encouraged through the intervention under assessment. It addresses key factors required for social interactions over a range of time periods, such as actions taken through planned outreach activities, and availability of spaces for civic engagement opportunities, ranging from parks and cinemas to facilities for sports and educational activities. The **people's perspective** is crucial to determine views on the quality of social interactions with or related to the intervention under assessment. These social interactions facilitated through the intervention, if implemented effectively, will encourage social cohesion and lead to a stronger sense of belonging and ownership, while also contributing positively to the character of the intervention, thus *Social Capital & Governance* and *Identity of Place* emerge as **cross-cutting issues** in this subtheme. *Work & Prosperity* can act as a counter effect here, as facilitating the tourism industry may impact the social life of locals in a negative manner, and cause an imbalance between serving tourists and serving the local communities.

Subtheme	Social Life
<b>Description</b>	<p><b>The aim is to assess whether participation of community groups and civic engagement is encouraged.</b></p> <p>Specific Issues:</p> <ul style="list-style-type: none"> <li>- Availability of public space for community group activity</li> <li>- Number of outreach activities through intervention aimed local community groups, and local residents</li> <li>- Level of engagement in heritage by locals compared to local demographic breakdown</li> </ul>
<b>Quantitative Indicators</b>	<p><b>Number of public spaces and social interactions</b> classified by type, for instance cinema, parks, places for education, sport and recreation (before and after the intervention in 5, 10, 20 years)</p> <p><b>Number of active community groups and number of activities and outreach events</b> (before and after the intervention in 5, 10, 20 years)</p>
<b>People's Perspective on the</b>	<p>What are people's perceptions of the quantity and quality of social activities/interactions related to the intervention?</p> <p>Do people feel the area is welcoming and encourages social interaction?</p>

<b>quality of intervention</b>	Do people feel the area is accessible to all? Do community groups identify with the intervention/are proud of it?
<b>Cross-Cutting Issues</b>	<b>Education, Creativity &amp; Innovation:</b> Education and engagement through community groups may improve the quality of life incl. mental health and well-being. <b>Social Capital &amp; Governance and Identity of Place:</b> Engagement in community activities and events (online and offline) can lead to a stronger sense of belonging and more social cohesion which improves quality of life.
<b>Counter Effects</b>	<b>Social Capital &amp; Governance:</b> Encouraging social life and participation may not achieve a balance among different interest groups. <b>Work &amp; Prosperity:</b> Development for the tourism industry can disrupt the social life of locals.

- **Environment**

In an effort to maintain the balance between reaping the economic benefits of culture while also sustaining the quality of life of the surroundings, it is essential to analyse the relationship of a cultural heritage intervention to the surrounding environment. The *Environment* subtheme is formulated to address this, and through its quantitative indicators, it explores how the intervention serves its surroundings by providing outdoor and green spaces for recreation, while also maintaining the integrity of the intervention. The issues explored through the indicators include assessing the availability of outdoor and leisure opportunities, as well as efforts to protect and/or restore the green spaces and fauna surrounding the intervention, if any. The people's perspective seeks to evaluate views on the quality and quantity of recreational activities. The presence of green spaces may provide access to the intervention while also serving to foster exchange between people, therefore *Social Capital & Governance* become a cross-cutting issue for this subtheme. Additionally, they also contribute to the *Identity of Place*, and can lead to potential *Work & Prosperity*. However, creation of new recreational opportunities may not be in line with the existing *Identity of Place*, forming a counter effect within the *Environment* subtheme. Built heritage may also require protection against infrastructural development for such opportunities.

Subtheme	Environment
<b>Description</b>	<b>The aim is to assess whether the intervention provides recreational opportunities while also maintaining the integrity of the intervention/heritage.</b> Specific Issues: <ul style="list-style-type: none"> <li>- Availability of environmentally integrated outdoor seating, opportunities for leisure, etc.</li> <li>- Protection/restoration of green spaces and fauna in the area</li> <li>- Active contribution of the intervention to recreational opportunities</li> </ul>
<b>Quantitative Indicators</b>	<b>Number and size of green spaces, public parks with public sports and recreational facilities</b> (before and after the intervention in 5, 10, 20 years).
<b>People's Perspective on the</b>	What kind of actions are taken to protect green spaces and fauna in the area and to educate people about it?

<b>quality of intervention</b>	<p>How are people involved in the protection/restoration of green spaces and fauna in the area?</p> <p>What kinds of recreational activities are being offered?</p> <p>How is the intervention being used for recreational activities?</p> <p>What are people's perceptions of the quantity and quality recreational activities in the area?</p>
<b>Cross-Cutting Issues</b>	<p><b>Social Capital &amp; Governance and Identity of Place:</b> Green spaces and recreational facilities may contribute to the visibility and reputation of the place, and can facilitate access to the intervention and foster exchange between different social groups.</p> <p><b>Work &amp; Prosperity:</b> Green spaces and recreational facilities offer work opportunities.</p> <p><b>Protection:</b> There is a close link between ensuring that the intervention does not negatively impact the built and natural environment while at the same time safeguarding it against human-related risks.</p>
<b>Counter Effects</b>	<p><b>Identity of Place:</b> Modern recreational facilities may not fit with the Identity of Place.</p> <p><b>Work &amp; Prosperity:</b> Green spaces and recreational facilities leave less space for commercial use or housing.</p> <p><b>Protection:</b> Built heritage may be endangered due to recreational infrastructure and activities.</p>

- **Regional & Local Development**

The instrumental function of culture in enriching societies through development is evident through its inclusion in the Sustainable Development Goals. Studies from policy makers have determined many obstacles in realising this potential, however, and highlight the need for interventions to be planned, implemented and managed in a manner that encourage regional and local development, while also promoting inclusivity, and discouraging gentrification and social segregation<sup>21</sup>. The *Regional & Local Development* sub-theme explores the role of the intervention in the regional and local development of its surroundings. Reducing inequalities through territorial imbalances and gentrification, enabling urban regeneration, and contributing to the improvement of urban services such as water, electricity and heat, transport, and waste management are some of the issues explored through the indicators of this subtheme. The **quantitative indicators** seek overall demographic data about inhabitants, as well as the real estate market to identify potential issues described above. The **people's perspective** explores views on how the intervention may have had an impact on local and regional development from the perspective of varying stakeholders. This will bring to light whether the intervention has created opportunities for employment for the locals, which would strengthen their bond with the intervention, thereby contributing to its *Identity of Place* and *Work & Prosperity* as **cross-cutting issues**.

<sup>21</sup> OECD (2018). Culture and Local Development. URL: <https://www.oecd.org/cfe/leed/venice-2018-conference-culture/documents/Culture-and-Local-Development-Venice.pdf> [last access: 13/09/2021].

Subtheme	Regional & Local Development
<b>Description</b>	<p>The aim is to assess whether the intervention promotes the regional/local development through cultural investments.</p> <p>Specific issues:</p> <ul style="list-style-type: none"> <li>- reduction of territorial imbalances</li> <li>- urban regeneration in deprived areas</li> <li>- repopulation of abandoned territories/ neighbourhoods</li> <li>- improved provision of superior urban services</li> </ul>
<b>Quantitative Indicators</b>	<p><b>Real estate market:</b> average price of properties (selling, renting) by typology (e.g. housing, commercial areas, infrastructures, industrial areas, etc.) (before and after the intervention in 5,10, 20 years)</p> <p><b>Demographics of inhabitants</b> in terms of income, educational level, background, etc. (before and after the intervention in 5,10, 20 years)</p> <p><b>Square meters of abandoned spaces reused</b> (before and after the intervention in 5,10, 20 years)</p>
<b>People's Perspective on the quality of intervention</b>	<p>How did the intervention influence regional and local development?</p> <p>What were the expectations different stakeholders had regarding regional and local development related to the intervention?</p> <p>What is the perception of inhabitants?</p> <p>What is the perception of the main institutions (i.e. local governments; trade/industry associations?)</p>
<b>Cross-Cutting Issues</b>	<p><b>Identity of Place:</b> Regional and local development may support a deeper bond of the locals with the cultural heritage due to its economic attractiveness.</p> <p><b>Work &amp; Prosperity:</b> Regional and local development can be seen as the “economic environment” within the intervention produce direct effects on employment and business.</p>

### 3.4 Education, Creativity & Innovation

Education is traditionally considered to consist of three dimensions and qualities of learning. Formal education is the deliberate and systematic transmission of knowledge, skills and attitudes (with the stress on knowledge), within an explicit, defined and structured format of space, time, and material, with set qualifications for teacher and learner. Non-formal education is the deliberate and systematic transmission of knowledge, attitudes and skills (with the stress on skills). In terms of process, it avoids the technology of formal schooling, permitting a more diverse and flexible deployment of time and material, and accepting a relaxation of personal qualifications, in response to the structure of the workplace. The informal mode is the incidental transmission of attitudes, knowledge, and skills (with the stress on attitudes), with highly diverse and culturally relative patterns for the organisation of time, space and material, and also for personal roles and relationships, such as are implicit in varying configurations of the family, household and community.<sup>22</sup>

The overall question of what people learn from and within the context of cultural heritage – material and immaterial – is a manifold question which needs to be divided into several sub-issues. The common starting point is defining the group or the individual who is

<sup>22</sup> Coletta, N. J. (1994). “Formal, Nonformal and Informal Education”. In: *The International Encyclopedia of Education*, 2<sup>nd</sup> ed., volume 4, Oxford.

learning and understanding the prior knowledge, skills, and attitudes which the learner brings into the learning situation. At the other end of the learning experience through cultural heritage are the expectations of the learner and the learning provider of the intended outcome. In a lifelong and life wide learning perspective the participation in formal, nonformal and informal education meets specific needs of the learner and community<sup>23</sup>. Engagement with cultural heritage can be a learning experience which is organised as all three forms of education. It may be directed towards a variety of learner backgrounds, gender, and age.

- **Education**

The *Education* subtheme is developed with recognition of the potential of cultural heritage to play a role in the education of audiences and provide learning opportunities through both formal and informal means. This subtheme explores the diversity not only in terms of the educational offer, outreach activities and learning opportunities, but also in terms of the target groups and narratives explored through planned activities. In order to analyse whether the educational role of the intervention is being fulfilled to its full potential, analysis of its demographic targeting is needed, and is explored through the **quantitative indicators** under this subtheme. The **people's perspective** examines this in further detail, asking important questions about the accessibility of educational material and outreach activities in terms of languages, age groups, and groups of society. The quality of these offers is assessed through exploration of the skills that are imparted, and the level of critical analysis they encourage. Enhanced educational opportunities is **cross-cutting** towards many other SoPHIA subthemes. It may contribute positively to *Work & Prosperity*, providing training and employment prospects. Diversity in the demographic groups being targeted also provides a possibility to promote and practice inclusive access through the intervention, and thus contributing to *Social Capital & Governance*, and an inclusive *Identity of Place*.

Subtheme	Education
<b>Description</b>	<p>The aim is to assess the diversity of educational offers, outreach activities and learning opportunities.</p> <p>Specific issues:</p> <ul style="list-style-type: none"> <li>- Diverse (creative) forms of educational offers, outreach activities and learning opportunities,</li> <li>- Diverse target groups for educational offers, outreach activities and learning opportunities</li> <li>- Exploration of varying and critical narratives in the educational offer and outreach activities</li> </ul>
<b>Quantitative Indicators</b>	<p><b>Number of educational/outreach programs and activities provided</b> to a diverse range of audiences (by age, gender, education level, citizenship and spoken languages, visible and non-visible disabilities), and socially marginalised groups - over a number of years (baseline), developments in terms of these programs</p> <p><b>Participants demographics</b> (age; gender; educational level; citizenship and spoken languages; visible and non-visible disabilities; relative to local population)</p>

<sup>23</sup> Ekholm, M., & Härd, S. (2000). *Lifelong Learning and Lifewide Learning*. Liber Distribution, Stockholm.

<b>People's Perspective on the quality of intervention</b>	<p>Expectations and experience of different stakeholders and communities with the educational offer, outreach activities and learning opportunities</p> <p>Which groups of society are the programs open to?</p> <p>Are people interested in learning more about an intervention? (intentionality)</p> <p>What kinds of skills are imparted to the audiences of the educational programming?</p> <p>Are the publications and educational resources open and accessible to people?</p> <p>How balanced is the ratio between on-site and off-site educational activities?</p> <p>In what languages are the educational programs offered?</p> <p>What times of the day and week are the programs offered?</p> <p>What is the nature of the content and narratives that are communicated on and off site?</p> <p>How adequately are varying and critical aspects of the intervention's narratives explored through educational activities?</p> <p>In what languages are the educational activities offered?</p> <p>What is the background of personnel in education?</p> <p>Interconnectedness between program and education?</p>
<b>Cross-Cutting Issues</b>	<p><b>Work &amp; Prosperity:</b> Training opportunities and upskilling supports issues of work and prosperity, specifically it may support local and cultural production.</p> <p><b>Social Capital &amp; Governance:</b> Diversity in the educational offer may support inclusive access to cultural heritage</p> <p><b>Quality of Life:</b> Educational activities can support the area by raising level of intellectual social capital.</p> <p><b>Identity of Place:</b> Diverse narratives communicated in educational offer and outreach activities strengthen an inclusive identity of place.</p>

- **Awareness Raising**

The role of cultural heritage as a source of resilience and knowledge for addressing key sustainable development and societal issues is recognised by key policymakers, such as UNESCO<sup>24</sup> in its Culture for the 2030 Agenda. Cultural heritage interventions can play an important role in knowledge sharing and awareness raising. Together with an educational role, they can also contribute to peace-building and identity formation. The *Awareness Raising* subtheme was formulated as a response to this aspect of the potential role of an intervention, and assesses whether it supports awareness-raising on issues of sustainable development. The **quantitative indicators** seek information on the frequency of programs and educational initiatives related to issues of sustainable development, while the **people's perspective** delves deeper into the methods and modalities through which awareness-raising activities are conducted. Awareness-raising may also address the reduction of inequalities and become a voice for the marginalised, as well as varying levels of sustainability, therefore *Social Capital & Governance* and *Protection* form **cross-cutting issues** under this subtheme. Since awareness raising for sustainable development addresses many of the issues related to unsustainable management of tourism and local and regional development, *Work & Prosperity* in this context becomes a source of possible counter effect.

<sup>24</sup> UNESCO (2018). Culture for the 2030 Agenda. URL: <http://www.unesco.org/culture/flipbook/culture-2030/en/Brochure-UNESCO-Culture-SDGs-EN2.pdf> [last access: 13/09/2021].

Subtheme	Awareness Raising
Description	<p>The aim is to assess whether the intervention supports awareness-raising on sustainable development.</p> <p>Specific issues:</p> <ul style="list-style-type: none"> <li>- Educational offer and representation of issues of sustainable development in the intervention</li> <li>- Reputation/Visibility as an intervention that (in its actions, program, etc.) is in accordance with sustainable development</li> </ul>
Quantitative Indicators	<p>Number of programs/projects related to sustainable development and the SDGs (per year)</p> <p>Number of educational exhibits/initiatives relating to issues of sustainable development and the SDGs (per year)</p>
People's Perspective on the quality of intervention	<p>Ways in which awareness was raised on sustainable development from the perspective of different stakeholders</p> <p>How are issues of sustainable development represented in the intervention?</p> <p>In what languages are the awareness raising activities taking place?</p> <p>How does the intervention become a voice for the marginalised?</p>
Cross-Cutting Issues	<p><b>Social Capital &amp; Governance:</b> Raising awareness on sustainable development may include issues of the reduction of inequalities.</p> <p><b>Work &amp; Prosperity:</b> Awareness raising and actions taken to be in line with sustainable development may also consider social needs in the surrounding area and thereby support Social Innovation and Entrepreneurship.</p> <p><b>Protection:</b> Raising awareness on sustainable development may include issues of the sustainable usage of resources and green economy.</p> <p><b>Identity of Place:</b> Awareness raising will contribute to the construction of identity and memory.</p>
Counter Effects	<p><b>Work &amp; Prosperity:</b> Awareness raising on issues of sustainable development may be in conflict with promotion of tourism economy, with regional and local development, etc.</p>

- Research

The potential of research to utilise the role of cultural heritage in knowledge creation and innovation is immense. The *Research* subtheme explores whether the intervention supports research activities. Specific issues that are assessed through the indicators include the breadth of areas and topics of research as well as its interdisciplinarity, and the manner in which the intervention supports it. While the **quantitative indicators** primarily seek to analyse the financial commitment to enabling research through/about the intervention, the **people's perspective** delves deeper and considers accessibility to resources and the manner in which research is supported through possibility for participation and funding. The potential of interdisciplinary research to support varying perspectives is recognised as a **cross-cutting issue** under *Social Capital & Governance* as it would promote participation and ownership, as well as inclusive access. *Work & Prosperity* also serves as another cross-cutting issue, as research may give way to new economic opportunities, while also contributing to developing methodologies for *Protection* against human or environmental risks.

Subtheme	Research
<b>Description</b>	<p>The aim is to assess whether the intervention supports broad research in relation to the intervention.</p> <p>Specific issues:</p> <ul style="list-style-type: none"> <li>- Areas and interdisciplinarity of research</li> <li>- Funding for research</li> <li>- Output from research</li> </ul>
<b>Quantitative Indicators</b>	<p><b>Number of research projects</b> related to the intervention according to research focus/field</p> <p><b>Total amount of funds allocated to the intervention's research</b></p>
<b>People's Perspective on the quality of intervention</b>	<p>Is the intervention open to research possibilities?</p> <p>How accessible is archival material/the collection for researchers?</p> <p>How are people rewarded for participating in research?</p> <p>What are the sources of funding?</p> <p>What are the affiliations of researchers?</p> <p>To what extent is research towards incorporating sustainable practices (use of local/sustainable materials, renewable energy, circular models) supported?</p>
<b>Cross-Cutting Issues</b>	<p><b>Social Capital &amp; Governance:</b> Through interdisciplinary research different perspectives on the intervention can be supported, thereby promoting participation, ownership, inclusive access, etc.</p> <p><b>Work &amp; Prosperity:</b> Research may enable new economic perspectives and developments.</p> <p><b>Protection:</b> Research may support the protection against human related risks, environment related risk, etc.</p>

- **Digitisation, Science & Technology**

A shift and renewed attention towards usage of information, communication and technology (ICT) tools is increasingly encouraged to move towards sustainable cultural heritage management. European and international level programmes and policies have for a long time been strongly stimulating and encouraging digital developments for cultural heritage aiming at developing access, participation, and enhancing commercial potential<sup>25</sup>. Statistics by the European Commission also point towards increased cultural participation due to the increasing usage of ICT in the sector<sup>26</sup>. The *Digitisation, Science & Technology* subtheme explores this topic by assessing the commitment to use, and actions taken for incorporating ICT tools in management and interpretation of the intervention. **People's perspective** on quality of the intervention is assessed through exploring the effects of digitisation on management practices and how it serves to become more inclusive and facilitate people with disabilities. ICT tools also encourage innovation, therefore the people's perspective also explores how digitisation is playing a role, if any, in revitalizing traditional culture and creative industries. It may also support innovation

<sup>25</sup> SoPHIA (2020). Review of Research Literature, Policy Programmes and (good and bad) Practices. URL: <https://sophiaplatform.eu/uploads/sophiaplatform-eu/2020/10/21/a4309565be807bb53b11b7ad4045f370.pdf> [last access: 29/10/2021].

<sup>26</sup> Eurostat (2021). Culture statistics - use of ICT for cultural purposes. URL: [https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Culture\\_statistics\\_-\\_use\\_of\\_ICT\\_for\\_cultural\\_purposes](https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Culture_statistics_-_use_of_ICT_for_cultural_purposes) [last access: 29/10/2021].

for ecological sustainability and contribute to *Protection* of cultural heritage as a **cross-cutting issue**. Additionally, digitisation may also enable an increase in employment opportunities and contribute to *Work & Prosperity*. At the same time, it may impact the way people socialise with each other and can be and may harm access to cultural heritage if digital access is challenged through a cost barrier or internet quality. Therefore, **counter effects** under this subtheme may become relevant with regard to the *Quality of Life* as well as *Social Capital & Governance*.

Subtheme	Digitisation, Science & Technology
<b>Description</b>	<p>The aim is to assess the development of ICT tools for management and interpretation of the intervention.</p> <p>Specific issues:</p> <ul style="list-style-type: none"> <li>- Increasing skills and competencies for employees as well external persons</li> <li>- Effects of the usage of ICT tools in management</li> <li>- Broadening inclusive access to intervention via ICT tools</li> </ul>
<b>Quantitative Indicators</b>	<p>Number of innovative ICT tools used in interpretation and sustainable management of the intervention</p> <p>Number of innovative ICT tools aiming at increasing access to intervention</p>
<b>People's Perspective on the quality of intervention</b>	<p>People's rating of the effects of digitisation</p> <p>How, and at which stages does the intervention aim to utilise digitisation, science and technology?</p> <p>Accessibility to using innovative technology</p> <p>How is digitisation, science and technology being employed to serve disabled persons engaging with the intervention?</p> <p>What role is digitisation, science and technology playing to become inclusive?</p> <p>How is digitisation serving to revitalise cultural and creative industries?</p>
<b>Cross-Cutting Issues</b>	<p><b>Work &amp; Prosperity:</b> Digitisation may enable economic development and potentially create new working places.</p> <p><b>Protection:</b> Development of ICT tools for management and interpretation of intervention can support sustainable ecological development and usage of resources at the site.</p> <p><b>Quality of Life:</b> Digital tools may lower barriers to access intervention.</p>
<b>Counter Effects</b>	<p><b>Identity of Place:</b> Digitisation of intervention might change how it is (aesthetically) perceived.</p> <p><b>Quality of Life:</b> Digitisation can harm social life and interaction between people and challenge access to the intervention for some groups.</p> <p><b>Social Capital &amp; Governance:</b> Digitisation may harm access to cultural heritage if digital access is challenged through cost barrier or internet quality.</p>

### • Arts & Creativity

The importance of arts in the promotion of diversity and intercultural dialogue is ingrained in UNESCO's 2005 Convention on The Protection and Promotion of The Diversity of Cultural Expressions<sup>27</sup>, which responds to the role of culture as a means of fostering peacebuilding and contributing positively to society. The *Arts and Creativity* subtheme explores the role of the intervention in facilitating creative and arts activities. It examines

<sup>27</sup> UNESCO (2005). The 2005 convention on the protection and promotion of the diversity of cultural expressions. URL: <https://en.unesco.org/creativity/sites/creativity/files/passeport-convention2005-web2.pdf> [last access: 13/09/2021].

to what extent the intervention makes use of its tangible or intangible characteristics to serve as a source of creativity, thereby playing its role to foster inclusion. **The quantitative indicators** examine the frequency of programming focused on art and creativity, while the **people's perception** examines views of stakeholders on how the intervention achieves this. By engaging a range of social groups in creative and art activities, the intervention contributes to participation and inclusivity, making *Social Capital & Governance* a **cross-cutting issue**, while also contributing positively to the *Identity of Place*.

Subtheme	Arts & Creativity
Description	<p>The aim is to assess whether the intervention enables creative/arts activities.</p> <p>Specific issues:</p> <ul style="list-style-type: none"> <li>- Fostering creative activities for locals/visitors/volunteers</li> <li>- Inclusion of creative/artistic stakeholders in the intervention</li> </ul>
Quantitative Indicators	<p>Number of opportunities/programs fostering creativity related to the intervention</p> <p>Number and demographics of people (artists/creators) involved</p>
People's Perspective on the quality of intervention	<p>Perception of visitors and creative/artistic stakeholders on how the intervention creatively engages people</p> <p>Do people consider the site/ practice to be inspiring?</p> <p>How does the intervention creatively engage people?</p> <p>Do people consider the intervention to be a source of creativity?</p> <p>To what extent do tangible/intangible aspects of the intervention serve as inspiration for creativity?</p>
Cross-Cutting Issues	<p><b>Social Capital &amp; Governance:</b> Enabling creative activities may also support participation in intervention.</p> <p><b>Identity of Place:</b> Enabling creative activities may support a positive reputation and image of the place.</p>

### 3.5 Work & Prosperity

*Work & Prosperity* focuses on the economic impact of the intervention on cultural heritage. In the last ten years, international policy documents and reports promoted by international institutions (Europa Nostra, UNESCO) have recognised the wide spectrum of economic impacts related to cultural heritage interventions.

European cultural heritage is considered a valuable resource for economic growth<sup>28,29,30</sup> and employment and it can have crossover effects in other economic sectors like tourism<sup>31</sup>. Historic environments can also offer a high return on investment; and cities and regions that host them can turn into drivers of economic activity<sup>32</sup>. Interventions on Cultural heritage can be powerful driving forces of inclusive local and regional development, create considerable externalities, and generate diverse types of employment<sup>33</sup>.

Indeed, investing in cultural heritage conservation and valorization is conceived to be an integral element of territorial capital, capable to influence local economic dynamics since it represents an important component of local social and identitarian capital and enhances creativity of the local intellectual and artistic milieu. The enhancement and regeneration of the historic city centres are an opportunity for sustainable economic development based on the spur of culture and creative industries, artistic craftsmanship and sustainable tourism<sup>34,35</sup>.

The regeneration of the territory, initiated by public investments, activates a virtuous spiral of economic development, which is also able to attract private capital, both from small local entrepreneurs and from larger companies, attracted by the possibility of remunerative returns on the capital invested in the so called culture-driven market economy. If on the one hand this can generate a multiplier effect on the economy of a territory, it should not be forgotten that it can also generate counter-effects in terms of exploitation of local heritage with negative impacts on the quality of life of residents.

At an early stage of the SoPHIA project, the theme “work and prosperity” was labelled as “competitiveness”, to underline the role of cultural heritage as an economic resource and its potential to facilitate investment. As a result of the interaction with the stakeholders, it was decided to use the term “prosperity”, considered by the UN Agenda 2030 as

<sup>28</sup> United Nations (2015). General Assembly Resolution A/RES/70/1. Transforming Our World, the 2030 Agenda for Sustainable Development [cited 2016 Feb 10]. URL:

[http://www.un.org/ga/search/view\\_doc.asp?symbol=A/RES/70/1&Lang=E](http://www.un.org/ga/search/view_doc.asp?symbol=A/RES/70/1&Lang=E) [last access: 29/10/2021].

<sup>29</sup> Council of Europe (2018). Faro Convention. Convention Action Plan Handbook 2018-2019. URL: <https://rm.coe.int/faro---convention---action---plan---handbook---2018---2019/168079029> [last access: 29/10/2021].

<sup>30</sup> Decision (EU) 2017/864 of the European Parliament and of the Council of 17 May 2017 on a European Year of Cultural Heritage (2018).

<sup>31</sup> Council of Europe (2005). Explanatory Report to the Council of Europe Framework Convention on the Value of Cultural Heritage for Society, Faro, 27.X.2005, Council of Europe Treaty Series, No. 199, p. 5.

<sup>32</sup> Garcia et al., *ivi*

<sup>33</sup> European Council (2014). Conclusions of the Council and of the Representatives of the Governments of the Member States, meeting within the Council, on a Work Plan for Culture (2015-2018), OJ C 463, 23.12.2014, pp. 4–14.

<sup>34</sup> Decision (EU) 2017/864 of the European Parliament and of the Council of 17 May 2017 on a European Year of Cultural Heritage (2018).

<sup>35</sup> Europa Nostra (2015). Annual Report. URL: <https://issuu.com/europanostra/docs/2015-en-ar/3> [last access: 29/10/2021].

one of the five themes to measure progress (People, Planet, Prosperity, Peace, and Partnerships)<sup>36</sup>.

The contribution of cultural heritage to European economic respectfully has been recognised as a top priority<sup>37</sup>. Moreover, UNESCO supports the view that cultural heritage can be used to reduce economic inequalities (people-centered economy) and promotes economic diversification between tourism and non-tourism activities<sup>38</sup>.

In the SoPHIA model, prosperity is assessed through the analysis of employment, local cultural production, tourism economy, economic attractiveness, social innovation, and entrepreneurship. The advantage of differentiating prosperity in this way is to enable aspects of a sustainable economic impact to be grasped in detail. In this perspective, all the sub-themes can be interpreted in a more equitable way, considering the risks that come with economic development, such as low-quality employment or the process of gentrification.

- **Employment**

A main lens through which the relationship between cultural heritage and economic development can be viewed, is cultural heritage as a creator of employment. Many cultural heritage sites and interventions into cultural heritage can provide short-term as well as mid-term and long-term perspectives concerning the created job opportunities. This already necessitates a longitudinal perspective that goes beyond, for example, short-term projects and looks at job creation in cultural heritage as a potential lever for the reduction of economic weakness in the long run. Furthermore, the quality of employment broaches the issue of fair working conditions, relating to fair contractual conditions, job security and remuneration through the cultural heritage intervention/site under consideration. The aim is to assess whether working opportunities created are fair, whether they contribute to the reduction of gender (pay) gaps, whether jobs are created and offered equally to the disadvantaged, or people with disabilities, and if all of that can reinforce the local economy. Consequently, **quantitative indicators** to assess the impact in this area should grasp both the development of the number of workplaces at an intervention or site and the different working conditions in terms of gender gap, remuneration, skill, sector of employment.

In order to judge the fairness of the jobs creation it is however also meaningful to take the **people's perspective** and the quality of the intervention in this area into account, by

<sup>36</sup> United Nations, *ivi*

<sup>37</sup> Council of Europe (2015). Cultural heritage in the 21st century for living better together. Towards a common strategy for Europe (Namur Declaration). Namur: Council of Europe. URL: <https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=09000016802f8a59> [last access: 29/10/2021].

<sup>38</sup> UNESCO (2015). Education 2030 Incheon Declaration and Framework for Action: Towards inclusive and equitable quality education and lifelong learning for all. Paris: UNESCO Publishing. URL: <https://unesdoc.unesco.org/ark:/48223/pf0000245656> [last access: 29/10/2021].

assessing the perspective and satisfaction of workers with working conditions and working relations. This also highlights **cross-cutting issues** of the subtheme with many other themes of the SoPHIA model, since fair working conditions not only contribute to the *Social Capital & Governance* or *Quality of Life* an area but may also support an sustainable way of working at the intervention by setting standards in terms of working conditions.

Subtheme	Employment
<b>Description</b>	<p>The aim is to assess the quantity and quality of employment related directly to the intervention/site or indirectly/induced in the context.</p> <p>Specific issues:</p> <ul style="list-style-type: none"> <li>- working conditions (fairer contractual conditions, job security and remuneration)</li> <li>- creative/knowledge base jobs vs. unskilled jobs</li> <li>- reduce gender gaps</li> <li>- jobs for disadvantaged people</li> <li>- reinforcing the local economy</li> </ul>
<b>Quantitative Indicators</b>	<p><b>Number of workplaces</b> at the intervention and in the context (before and after the intervention in 5, 10, 20 years) by:</p> <ul style="list-style-type: none"> <li>- sex, age and educational attainment</li> <li>- typology (stable; temporary; skilled, unskilled)</li> <li>- sector of activity (core sector, tourism)</li> </ul> <p><b>Average income</b> of those employed at the intervention by:</p> <ul style="list-style-type: none"> <li>- sex, age and educational attainment</li> <li>- typology (stable; temporary; skilled; unskilled)</li> </ul> <p><b>Example of drill down indicator:</b></p> <p>Number of workers in preservation at the site/ practice by typology (stable; temporary; skilled; unskilled) and by sex, age and educational attainment</p>
<b>People's Perspective on the quality of intervention</b>	<p>What is the perception of workers?</p> <p>What are the working conditions at the site/practice disaggregated by typology (stable; temporary; skilled; unskilled)</p> <p>How do people rank increase in employment rates in relation to other social; cultural or environmental benefits?</p> <p>What is the characters of working relations at the site/practice?</p> <p>Have there been any working conflicts at the site/practice and what did they relate to?</p> <p>What is the employment policy in terms of diversity and equality of personnel?</p>
<b>Cross-Cutting Issues</b>	<p><b>Social Capital &amp; Governance and Identity of Place and Quality of Life:</b> Good working conditions and diversity of the workforce does support inclusive access and social cohesion, may support a positive reputation of cultural heritage and may also support living conditions in the local area.</p> <p><b>Education, Creativity &amp; Innovation:</b> Enhancing the quality and quantity of employment goes hand in hand with support skills development;</p> <p><b>Protection:</b> Standards in terms of working conditions may also support an ecologically sustainable way of working at the intervention.</p>
<b>Counter Effects</b>	<p><b>Social Capital &amp; Governance:</b> In terms of "Participation &amp; Engagement", volunteering as a tool for community engagement may function as replacement of regular work / decrease of public financed work;</p> <p>In terms of "inclusive access" women, low-income youth and minorities may be excluded by the job market.</p>

- Local Cultural Production

Cultural heritage interventions carry great potential to support local cultural production and traditional craft making. The aim of the subtheme is to assess the impact and support of a site or intervention to the sustainability over time of traditional cultural production. Therefore, quantitative indicators that may support the assessment under this domain include: demographics of cultural and creative entities in the local area by sector and from a short-, mid- and long-term perspective as well as the number of museums/art spaces, cinemas/theatres, cultural spaces and libraries which function as places of production of cultural and artistic activities, per number of local residents as before, throughout and after the intervention. In order to strengthen the data on the impact of traditional cultural production it is strongly recommended here to support the assessment through the **people's perspective**, specifically through the perspective of local artisans and artists on opportunities as well as challenges resulting from the intervention to the artistic scene and creative sector. **Cross-cutting issues** with other SoPHIA themes can be witnessed, similar to the subtheme *Employment*, through the contribution that the craft and creative industries can have to a circular sustainable local economy. Yet, at the same time the promotion of local cultural production may also have a **counter effect**. The obvious one is that the contribution to the local area may also result in gentrification processes.

Subtheme	Local Cultural Production
Description	<p>The aim is to assess whether the intervention promotes local cultural production.</p> <p>Specific issues:</p> <ul style="list-style-type: none"> <li>- production related to creative sector/creative industry;</li> <li>- preservation and support for sustainable traditional jobs, embedded in the local tradition.</li> </ul>
Quantitative Indicators	<p><b>Demographics of cultural and creative entities</b> in the local area ( included craftsmanship) (per year; size; sector of activity; before and after the intervention in 5, 10, 20 years)</p> <p><b>Museums/art spaces, cinemas/theatres, cultural spaces, libraries</b> per 100,000 local residents (before and after the intervention in 5, 10, 20 years)</p>
People's Perspective on the quality of intervention	<p>What is the perception of local artisans/artists on opportunities/challenges offered by the intervention to the artistic scene /creative sector?</p> <p>What developments/conflicts/discussions are recognizable in the creative &amp; art scene in the surrounding area?</p> <p>What is the local businesses opinion/ perception of attractiveness of the intervention?</p> <p>What determines their willingness to spend money on a site/ practice?</p>
Cross-Cutting Issues	<p><b>Education, Creativity &amp; Innovation:</b> Local cultural production may enable creative activities and learning opportunities</p> <p><b>Protection:</b> Craft and creative industries as part of a circular economy and the production of sustainable products.</p> <p><b>Identity of Place:</b> Local/cultural production as an alternative to global homogenous low-profile markets.</p> <p><b>Quality of Life:</b> Local cultural production can be beneficial for regional and local development.</p>
Counter Effects	<p><b>Quality of Life:</b> The promotion of the cultural and creative industry in an area may also result in gentrification processes.</p> <p><b>Identity of Place:</b> Innovation vs Tradition in the creative sector and cultural production should be carefully considered.</p>

- **Tourism Economy**

Tourism and tourist economy are the main lens through which the relationship between cultural heritage and economic development is traditionally regarded. In fact, following six decades of consistent growth, tourism is one of the world's most important economic sectors (OECDa, 2020). It generates income and foreign exchange, creating jobs, stimulating regional development, and supporting local communities. Thus, it is no wonder that it represents one of the most important factors that have been considered in the assessment processes on cultural heritage and in the policy makers' agenda. As highlighted by the Organisation for Economic Co-operation and Development - OECD (OECDb, 2020), tourism growth is associated with important economic, social and environmental benefits. In fact, tourism financially contributes to acknowledging and preserving cultural heritage and landmarks which otherwise would not have been preserved.

In the last ten to twenty years, however, the need for more sustainable tourism in the context of cultural heritage has been highlighted repeatedly. This tourist economy may have severe counter effects that can affect the development of a local community in many ways. They range from the exploitation of a site or intervention as a place of commerce and consumption being in conflict with the Quality of Life and Identity of Place for locals and residents, to the barriers of access for diverse communities and people due to the focus on tourism. Furthermore, intangible cultural heritage may become endangered through over-tourism and, finally, the tourism economy may exert excess pressure on the environment and society.

This is why SoPHIA's subtheme *Tourism Economy* aims at assessing not only the quantity of the tourism economy but also its quality, by looking into its contribution to local economy and the resident workforce, the quality of the touristic offer and the attractiveness of the place. Therefore, not only tourist spending generated via the site and intervention has to be assessed as a quantitative indicator, but also the expenditure to protect and maintain the heritage (for instance through safety systems and policies), may help evaluate the impact of the site or intervention in terms of tourism economy.

Hereby, a sustainable contribution to the diverse needs and interests of the local community is a benchmark against which tourist development needs to be analysed / considered, assessed via the people's perspective on experiences with tourism economy stemming from the intervention or site.

Subtheme	Tourism Economy
Description	<p><b>The aim is to assess the quantity and quality of the surrounding tourism economy.</b></p> <p>Specific issues:</p> <ul style="list-style-type: none"> <li>- contribution to local economy/resident workforce</li> <li>- quality of the touristic offer</li> </ul>
Quantitative Indicators	<p><b>Tourist spending</b> (by selected items, per year) (before and after the intervention in 5, 10, 20 years)</p> <p><b>Expenditure to protect/maintain sites/places</b> (i.e. safety systems; cleaning services, etc.) (before and after the intervention in 5, 10, 20 years)</p>

<b>People's Perspective on the quality of intervention</b>	<p>What are main challenges stemming from tourism at the site/intervention for the local communities?</p> <p>What is the perception of tourists?</p> <p>What is the perception of inhabitants?</p>
<b>Cross-Cutting Issues</b>	<p><b>Quality of life:</b> In urban peripheries and in deprived and marginal areas, tourism can be seen as a potential source of income that can contribute to a reduction of the economic/demographic imbalances and achieve new forms of sustainable economy.</p> <p><b>Identity of place:</b> Tourism expenditure can contribute to the maintenance of local cultural traditions and thereby contribute to its visibility and reputation.</p>
<b>Counter Effects</b>	<p><b>Quality of Life and Identity of Place:</b> Exploitation of an intervention as a place of commerce and consumption can be in conflict with the Identity of Place, the promotion of contemporary arts and culture and the plurality of cultural production. Profiling policies and programs on what tourism markets find "appealing" and "typical", instead of promoting local products and activities.</p> <p><b>Protection:</b> In terms of safeguarding against human-related risks, the tourism economy may exert excess pressure on the environment and the society.</p> <p><b>Social Capital &amp; Governance:</b> Focus on tourism economy may be in conflict with access for other communities/people .</p>

- **Economic Attractiveness**

The subtheme *Economic Attractiveness* looks into the issue from the perspective of investors and funding authorities to assess whether the intervention attracts further economic flows, generating a multiplier effect and attracts investments or funding also through the cooperation between the private, the public and third sectors. By these means an obvious and valuable **quantitative indicator** of this subtheme is the amount of funds generated. In order to judge the sustainability of attractiveness it is however also valuable to apply this indicator in terms of the diversity of funds and investments. The quality of the attractiveness can furthermore be judged through the lens of **the people's perspective** on it, specifically looking at the experiences in terms of cooperation and knowledge sharing between public and private actors. Sustainability of economic attractiveness, reflected in the diversity of funding and investment and its potential for co-operations and knowledge-sharing, has many **cross-cutting issues** with other themes of the SoPHIA model. For instance, funding or investment can foster new approaches with regard to education or research via the involvement of the private sector and if positive can provide greater ease to safeguarding cultural heritage, green management and fostering financial, economic and social returns of the intervention.

Subtheme	Economic Attractiveness
<b>Description</b>	<p>The aim is to assess whether the intervention attracts further economic flows, generating a multiplier effect and attracts investments/funding through the cooperation between the private, public and third sectors.</p> <p>Specific issues:</p> <ul style="list-style-type: none"> <li>- attracting diverse investments and engaging business/firms in culture related activities</li> <li>- enhancement of “impact investments”</li> <li>- activate co-funding public-private / local-national-international</li> <li>- intellectual cooperation and knowledge sharing</li> </ul>
<b>Quantitative Indicators</b>	Public/private funds (including sponsorship and crowdfunding) for the intervention
<b>People’s Perspective on the quality of intervention</b>	<p>What are the different sources of funding? (government, donations, grants, subsidies etc.)</p> <p>How is the site/intervention attractive to investors?</p> <p>What are the experiences with cooperation and knowledge sharing between public and private actors?</p> <p>How high is the attraction of investments for new cultural or other initiatives related to the intervention/urban regeneration?</p> <p>What is the local inhabitants' opinion/ perception on attractiveness?</p>
<b>Cross-Cutting Issues</b>	<p><b>Education &amp; Innovation:</b> The involvement of the private sector might bring new approaches in regard to education, research, creative jobs and awareness raising.</p> <p><b>Social Capital &amp; Governance:</b> In terms of Partnerships and Cultural Cooperation a well-structured network may result in better investments; in terms of Inclusive Access diverse needs can be tackle by also involving the private sector.</p> <p><b>Identity of Place:</b> (if positive) Greater ease to safeguarding; (if positive) businesses win by attaching the investments on the intervention/site to their image and brands.</p> <p><b>Quality of Life:</b> Greater investments might foster the financial, economic and social return of the intervention, improve quality of services and increase areas for recreation.</p> <p><b>Protection:</b> Greater ease to safeguarding.</p>
<b>Counter Effects</b>	<p><b>Quality of Life:</b> Economic Attractiveness may lead to the reduction / suppression of un-profitable services.</p> <p><b>Social Capital &amp; Governance:</b> Gratuitousness vs. economic sustainability.</p> <p><b>Identity of Place:</b> In some cases, renovations made could lead to loss of authenticity at the expense of increasing the economic attractiveness of a place.</p>

- **Social Innovation & Entrepreneurship**

The fifth subtheme of the *Work & Prosperity* chapter aims to assess whether innovation processes that result out of the intervention also have a benefit for the local community in terms of social change and growth. Social innovation and entrepreneurship, often associated with the voluntary sector, typically attempts to achieve broad social, cultural, and environmental goals for the development of areas with problems of poverty, unemployment, low education and sometimes even crime. The involvement of social entrepreneurs in the intervention will be indicative in terms of the potential of the intervention to support social change and growth. Whereas the number and demographics of new social entrepreneurs and initiatives as well as the total amount of funds allocated for facilitating social innovation can be measured in **quantitative indicators**, the question to

which extent such actions and numbers reflect the social needs of the area can only be answered through a **people's perspective** on the case, that asks how social needs of the area are identified and reflect the quality of actions taken to support social innovation. Due to this focus on the social aspects of innovation and entrepreneurship the **cross-cutting issues** with the SoPHIA theme of *Social Capital & Governance*, specifically in terms of inclusive access and social cohesion are evident. But also, with regards to other areas of impact such as *Protection*, innovation processes and entrepreneurship that support processes of social change and growth can overlap with question of ecological sustainability, since the needs of the community might lie in issues, such as the usage of resources.

Subtheme	Social Innovation & Entrepreneurship
<b>Description</b>	The aim is to assess the innovation in terms of social change and growth. Specific issues: <ul style="list-style-type: none"> <li>- Identification of social needs in the surrounding area</li> <li>- promotion of projects related to the needs</li> <li>- support to and cooperation with social entrepreneurs</li> </ul>
<b>Quantitative Indicators</b>	<b>Number of new social entrepreneurs</b> (before and after the intervention in 5, 10, 20 years) <b>and start-up survival rate</b> <b>Total amount of funds allocated</b> for facilitating social innovation and entrepreneurship activities (before and after the intervention in 5, 10, 20 years) <b>Demographics of social entrepreneurs</b> (age; gender; educational level; citizenship and spoken languages; visible and non-visible disabilities; social marginalisation)
<b>People's Perspective and on the quality of intervention</b>	How are social needs in the area identified in the context of the intervention? What is the perspective of local stakeholders/inhabitants on social innovation and entrepreneurship processes? What actions are taken to support social innovation and entrepreneurs in the area? What are the subjects of social innovation initiatives? How strong are the connections with other sectors?
<b>Cross-Cutting Issues</b>	<b>Social Capital &amp; Governance:</b> How to deal with social needs in the close area through social innovation and entrepreneurship is closely linked to issues of social capital and may support inclusive access, social cohesion, etc. <b>Protection:</b> Projects of social needs can easily overlap with issues of ecological sustainability.

### 3.6 Protection

The *Protection* theme largely refers to environmental protection, a term that is considered to be inherent to the concept of sustainable development<sup>39</sup> and pertains to the protection of the environment from natural and human related risks. As environmental

<sup>39</sup> Okereke, C. (2008). *Global Justice and Neoliberal Environmental Governance: Ethics, Sustainable Development and International Co-Operation*. Routledge & CRC Press. URL: <https://www.routledge.com/Global-Justice-and-Neoliberal-Environmental-Governance-Ethics-Sustainable/Okereke/p/book/9780415599467> [last access: 13/09/2021].

and climate issues affect both Natural and Cultural Heritage Sites<sup>40</sup>, the term expands to additionally include the protection and management of natural entities with a distinct cultural heritage value. *Protection* recognises the importance of strategizing against environmental disaster, as well as against slower shifts that can develop over time into irreversible damage, such as compromised biodiversity, violated cultural ecosystems, or deterioration of manmade cultural heritage sites due to exposure to the weather elements, or environmental pollution. Strategies towards such perils include focused protection actions that address specific topics, as well as wider pre-emptive measures that can reduce the likelihood of such issues to occur.

Complementary to environmental risks, human related factors burden existing imbalances and create additional ones. Being able to make rational, informed social decisions on climate change and cultural heritage related risks requires knowledge of a large number of interrelated processes, beginning with human activities<sup>41</sup>.

Various harmful tourism practices are connected with cultural homogenisation in local communities. Defending against over-tourism, important baselines for all parties are the capacity of the site and the reproductive capacity of renewable natural resources, the everyday practices of the locals, and the intangible cultural heritage factors of the local community. Over-tourism is also related to the increasing carbon footprint mainly stemming from traveling. This direct case of pollution/ damage of ecosystems concerns not only communities, but larger entities that have the capacity to implement regulations and in-depth changes. Efficient communication between stakeholders, as well as mutual goals are important to be established.

On a local economy level, green management and circular economic practices forge a support system for ecological sustainability with support gained by partnerships, training programs and the proper usage of local resources. Cities have a vital role to play in the development of a circular economy as they act as enablers of potential measures by which they can influence both consumers and businesses<sup>42</sup>. Depending on local materials, products, skills and labour, a circular bio economy is a sustainable practice that creates employment opportunities while also enhancing the inherent characteristics of the community.

<sup>40</sup> Schorlemer, S. v., & Maus, S. (2014). "Reflections on Climate Change, Heritage and Peace". In: *Climate Change as a Threat to Peace*, ed. Sabine von Schorlemer and Sylvia Maus. Impacts on Cultural Heritage and Cultural Diversity (Peter Lang AG, 2014), pp. 9–24. URL: <https://www.jstor.org/stable/j.ctv2t4cvp.4> [last access: 13/09/2021].

<sup>41</sup> SAR Climate Change 1995: Economic and Social Dimensions of Climate Change (The Intergovernmental Panel on Climate Change, 1996).

<sup>42</sup> Jentoft, H. (2018): Urban Agenda Partnership on Circular Economy. URL: [https://ec.europa.eu/futurium/en/system/files/ged/urban\\_agenda\\_partnership\\_on\\_circular\\_economy.pdf](https://ec.europa.eu/futurium/en/system/files/ged/urban_agenda_partnership_on_circular_economy.pdf) [last access: 13/09/2021].

- **Safeguarding against Environmental Risks**

The *Safeguarding against Environmental Risks* subtheme addresses the growing concerns regarding climate change and their potential impact on the intervention, by assessing how it is planned and managed through actions that ensure the integrity of the intervention is maintained while at the same time preventing negative contributions which aggravate environmental risks. Environmental factors in this context may include all the side effects of climate change, such as extreme weather conditions including torrential rains and flooding, erosion, rising sea levels, and extreme rise or drop in temperatures. This subtheme therefore explores not only issues related to Disaster Risk Reduction planning surrounding the intervention, but also steps taken to support biodiversity through its management, and associated activities, which may be at risk due to environmental factors. While the **quantitative indicators** explore this through financial commitments towards these issues, the people's perspective delves deeper, seeking data on measures taken through the intervention to decrease its carbon footprint and thus not contribute to environmental disasters. The question of management and usage of vacant building stock is also explored, and ties in with the subtheme as a **cross-cutting issue**, as re-use of older buildings contributes to maintaining the *Identity of Place*. Research activities supporting innovation through exploration of new technologies as well as the use of ICT tools all support safeguarding against environmental risks, therefore forming another cross-cutting issue. Leadership and good governance play an important role in managing against environmental risks, therefore *Social Capital & Governance* is also a cross-cutting issue. At the same time, however, it is also a **counter effect** as access to all may be challenging to ensure, in order to minimise environmental risks. *Work & Prosperity* may also be impacted for similar reasons.

Subtheme	Safeguarding against Environmental Risks
Description	<p>The aim is to assess the quantity and quality of actions to safeguard against environmental factors, in order to retain the objectives/integrity of the intervention.</p> <p>Specific issues:</p> <ul style="list-style-type: none"> <li>- disaster risk reduction</li> <li>- support of biodiversity</li> </ul>
Quantitative Indicators	<p>Funds dedicated per year to preservation, maintenance, and disaster risk management</p> <p>Total expenditure and actions taken towards protection of biodiversity and cultural ecosystems due to environmental risks</p>
People's Perspective on the quality of intervention	<p>What kind of initiatives are employed by local authorities and the community to manage and utilise the vacant building stock?</p> <p>What is the people's understanding of the vacant building stock potential?</p> <p>What steps are taken through the intervention to ensure safeguarding against environmental risks?</p> <p>What are the people's perceptions on climate change and their sense of accountability in dealing these issues?</p> <p>What measures are taken to adapt to climate change?</p> <p>What measures are taken to switch to renewable energy sources?</p> <p>What measures are taken to implement a reduce, reuse and recycle strategy?</p> <p>What measures are taken to share resources with surrounding communities/stakeholders and decrease carbon footprint?</p>

	Which pro-environmental behaviors are supported via the intervention? Which types of stakeholders/institutions are involved ex-ante/during/post-intervention in safeguarding against environmental risks?
<b>Cross-Cutting Issues</b>	<p><b>Education, Creativity &amp; Innovation:</b> In terms of research, safeguarding against environmental risk can be supported by the exploration of new technologies and methodologies; In terms of Digitisation, Science and Technology, the use of ICT tools can support safeguarding the intervention.</p> <p><b>Social Capital &amp; Governance:</b> Good Governance is crucial for effective management of the intervention against environmental risks, “Partnerships and Cultural Cooperation” can improve preparation and response to environmental risks.</p> <p><b>Identity of Place:</b> Safeguarding against environmental risks is required to maintain the surrounding cultural landscape.</p>
<b>Counter Effects</b>	<p><b>Social Capital &amp; Governance:</b> Inclusive access to and engagement with the intervention may be limited in order to avoid aggravating environmental risks.</p> <p><b>Work &amp; Prosperity:</b> Employment, real estate value, local and cultural production, and the tourism economy may all be driven by factors that are detrimental to the environment.</p>

- **Safeguarding against Human-Related Risks**

The impact of humans on the environment is undeniably large, with calls to monitor and manage all human activity in a sustainable manner, at both the European and global levels. A cultural heritage intervention of any nature is therefore bound to have an impact on the environment as well. The *Safeguarding against Human-Related Risks* subtheme explores this, by specifically assessing actions taken to prevent negative impacts caused by human activity and behaviour in relation to the intervention. These impacts may be observable over varying durations, and so indicators under this subtheme allow for a detailed assessment that could serve to guide management practices surrounding the intervention. Increased human activity may lead to an increased carbon footprint due to the need to facilitate tourists, and the cultural environment as well as ecosystem may be in danger of being disturbed. Other issues explored are conflicts that may potentially arise due to increased human presence, as well as cultural homogenisation. While **quantitative indicators** analyse financial commitments to mitigating human-related risks, the **people’s perspective** explores efforts and actions taken to minimise the effects of human activity and damage resulting from the intervention. This is essential also for maintaining the *Identity of Place*, which becomes a **cross-cutting issue**, along with *Education, Creativity & Innovation*, which may serve as key drivers to finding solutions to decrease the negative impact of human traffic at or around the intervention. In order to safeguard against human-related risks and manage traffic, however, inclusive access may be compromised, along with the economic attractiveness of the place to stakeholders.

Subtheme	Safeguarding against Human-Related Risks
<b>Description</b>	<p>The aim is to assess the quantity and quality of actions to safeguard against damage caused by humans.</p> <p>Specific issues:</p> <ul style="list-style-type: none"> <li>- Over-tourism</li> <li>- Conflicts</li> <li>- Homogenisation</li> <li>- Increased carbon footprint</li> <li>- Protection of cultural ecosystems (including preservation of heritage nature and values for the community)</li> </ul>
<b>Quantitative Indicators</b>	<p>Total expenditure and actions taken to safeguard against human-related risks through the intervention including over-tourism, conflicts, homogenisation, decreased carbon footprint.</p> <p>Total expenditure and actions taken towards protection of biodiversity and cultural ecosystems due to human-related risks.</p>
<b>People's Perspective on the quality of intervention</b>	<p>What steps are taken through the intervention to ensure safeguarding against man-made risks?</p> <p>At what stages of the intervention and at what level are local communities consulted? (project design, data gathering and analysis, decision making, implementation, monitoring &amp; evaluation)</p> <p>What efforts are made through the intervention to avoid cultural homogenisation?</p> <p>What efforts are made to prevent the daily lives of locals from being affected negatively by the intervention?</p> <p>In what ways (if any) does the intervention manage/prevent illicit trading and trafficking of cultural artefacts?</p> <p>What efforts have been made towards establishing respectful modes of tourism?</p> <p>Were people eager to actively participate during the intervention?</p>
<b>Cross-Cutting Issues</b>	<p><b>Identity of Place:</b> Safeguarding against human-related risks is required to maintain the surrounding cultural landscape; in terms of adaptive re-use/heritage-led regeneration: safeguarding against human related risks may affect the manner in which new and sustainable economic opportunities are created.</p> <p><b>Education, Creativity &amp; Innovation</b> can serve as key drivers for finding ways to safeguard against man-made risks;</p> <p>Education and awareness raising play an imperative role in sharing knowledge and finding ways to decrease the negative impact of human activity through the intervention.</p> <p><b>Quality of Life:</b> In terms of Peace and Safety factors that are directly influenced by human-related risks through an intervention, such as conflict and over-tourism.</p>
<b>Counter Effects</b>	<p><b>Social Capital &amp; Governance:</b> Aspects of social capital such as inclusive access, good governance, social cohesion may be affected by efforts to safeguard against human-related risks.</p> <p><b>Living Conditions:</b> Provision of facilities and fewer economic opportunities may be experienced.</p> <p><b>Work &amp; Prosperity:</b> Protection against human-related risks are likely to affect the economic attractiveness of a place/intervention to a variety of stakeholders.</p>

- **Green Management & Development**

For cultural heritage interventions to contribute positively to society and fulfil its role as an enabler for environmental sustainability, it is crucial that a move towards their sustainable management is encouraged and enabled. Environmental sustainability is deeply

embedded in the European Commission's policies on culture<sup>43</sup>, while at the same time, economic sustainability of cultural interventions is equally important in order for them to thrive and support sustainable development. The *Green Management & Development* subtheme explores the efficiency of various levels of management related to an intervention that is responsible for its economic and environmental sustainability. The **people's perspective** is investigated through data regarding the measures taken for greener practices in management of the intervention, as well as actions taken to ensure the sustainability of its economic/financial model. This includes work done for job creation and supporting local businesses. Both ecological and economic sustainability will directly impact people's quality of life, thereby becoming a **cross-cutting issue**, however greener management practices may also impact the number of employment opportunities as a **counter effect**. Greener management of the intervention will help to manage uncontrolled development and infrastructural changes, and so will contribute to maintaining the *Identity of Place*.

Subtheme	Green Management & Development
Description	<p>The aim is to assess the quantity and quality of actions for ecological sustainability and countering climate change.</p> <p>Specific issues:</p> <ul style="list-style-type: none"> <li>- Economically and environmentally sustainable and efficient management practices</li> </ul>
Quantitative Indicators	<p>Number and percentage of funding for projects/actions promoting green, circular and local economic practices</p> <p>Number of partnerships/agreements formed with local partners for tangible/other resources</p>
People's Perspective on the quality of intervention	<p>What measures are taken for green management and development through the intervention?</p> <p>What is the level of people's willingness to engage in greener economic practices?</p> <p>What efforts are made through the intervention to support local sustainable businesses and increase local job openings?</p> <p>What efforts are made to ensure the sustainability and longevity of the economic/financial model of the intervention?</p>
Cross-Cutting Issues	<p><b>Quality of Life:</b> Sustainable practices through the intervention will have a direct impact on living conditions of people.</p> <p><b>Education, Creativity &amp; Innovation:</b> Managing an intervention in a sustainable manner will give rise to opportunities for research, education and employing digitisation, science and technology methodologies.</p> <p><b>Identity of Place:</b> Moving towards greener management of an intervention will contribute to maintaining the Identity of Place.</p>
Counter Effects	<p><b>Work &amp; Prosperity:</b> Green practices at or related to an intervention may affect employment opportunities; greener practices related to an intervention may also impact people's spending behaviour.</p>

<sup>43</sup> European Commission (2021). Sustainability and cultural heritage. URL: <https://ec.europa.eu/culture/cultural-heritage/cultural-heritage-eu-policies/sustainability-and-cultural-heritage> [last access: 13/09/2021].

- Use of Resources

An important practice in sustainable management of a cultural heritage intervention is the manner in which its resources are sourced, utilised and then discarded. The research process for developing the SoPHIA model has revealed concerns regarding the manner in which resources required to manage interventions are handled, and highlight the need to incorporate more efficient and sustainable management methodologies. The *Use of Resources* subtheme analyses this aspect of the intervention. It assesses the efficiency of the management of resources, by exploring issues related to re-use, sharing, re- and up-cycling of resources, as well as waste management practices. Financial commitments to the efficient use of resources is explored through the **quantitative indicators**, while the people's perspective seeks insights into the modalities surrounding the management of resources, as well as steps taken to ensure circular bio-economy. The focus on efficient usage of resources also supports the usage of local and region resources and thereby represents a **cross-cutting issue** by contributing to local and regional development as an important aspect of the *Quality of Life*. Partnerships formed for efficient management of resources may also support local and cultural production, and contribute positively to *Work & Prosperity*.

Subtheme	Use of Resources
<b>Description</b>	<p>The aim is to assess the usage of resources through the intervention in an efficient and sustainable manner.</p> <p>Specific issues:</p> <ul style="list-style-type: none"> <li>- Re-use, sharing, re- and upcycling of resources</li> <li>- Partnerships for usage of resources</li> <li>- Waste management</li> </ul>
<b>Quantitative Indicators</b>	<p>Number of partnerships/agreements formed with local providers of tangible/other resources</p> <p>Amount of funds allocated for waste management and re-use</p>
<b>People's Perspective on the quality of intervention</b>	<p>What measures are taken to promote re-use, sharing, re- and upcycling of resources?</p> <p>What measures are taken to employ/use local resources (food/skill-based; labor/materials)?</p> <p>How are resources shared with other stakeholders/partners?</p> <p>What steps are taken for circular bio-economy?</p>
<b>Cross-Cutting Issues</b>	<p><b>Quality of Life:</b> Partnerships in the usage of resources and can support regional and local development.</p> <p><b>Work &amp; Prosperity:</b> Partnerships in the usage of resources can support local and cultural production by reducing the expenditure of partners.</p>