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DRAFT EUROPEAN CULTURAL HERITAGE STRATEGY  
FOR THE 21<sup>ST</sup> CENTURY

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For adoption

Secretariat Memorandum  
prepared by the  
Directorate of Democratic Governance  
Democratic Institutions and Governance Department

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## INTRODUCTION

The text below comprises the draft European Cultural Heritage Strategy for the 21<sup>st</sup> Century as drawn up within the Enlarged Working Group set up by the CDCPP which in all met on five occasions: first, in Paris in December 2015 in its enlarged membership, three times (in Paris or Strasbourg) in a select and thematic composition, and finally in Strasbourg, again in its enlarged membership to draw the various thematic components together and finalise the interactions between them. This draft was also submitted to the CDCPP Bureau at its April 2016 session and subsequently by e-mail.

The members of the Working Group were able to forward written comments and observations which were taken into account by the rapporteur, Mr Pierre Paquet, assisted by Ms Gislaine Devillers and Ms Claire Giraud-Labalte.

## PRESENTATION

The European Cultural Heritage Strategy for the 21<sup>st</sup> Century follows on from the “Namur Declaration” adopted at the 6<sup>th</sup> Council of Europe Conference of Ministers responsible for the Cultural Heritage (Namur, 24 and 25 April 2015). The subject matter of this Declaration is as topical as ever for explaining the context of and reasons for this Strategy.

In drafting the Strategy, it was decided not to complicate the approach by seeking to redefine terms and concepts which had already been defined, in particular in the founding texts which served as references.

Moreover, the discussions prior to the drafting stage took account, not only of the Council of Europe’s founding texts, which already cover many of the approaches adopted in the Strategy, but also of the most recent advances in the heritage field in Europe, more especially the European Commission’s report entitled “Towards an integrated approach to cultural heritage for Europe” and the “Cultural Heritage Counts for Europe” project based on four pillars: the economy, culture, the social dimension and the environment. Both the report and the project are perfectly complementary as they are based on the same holistic approach to cultural heritage.

For the examples of action, and in order not to unnecessarily overburden the text of the Strategy, it was decided to select just one example for each recommendation in addition to those with a European scope. Bearing in mind the need to illustrate these recommendations in a practical way and insofar as these examples have been identified as one of the main contributions of the Strategy, all the examples which have been so kindly forwarded by the experts have been included in Appendix B, which forms an integral part of the Strategy. By its very nature, this list of examples will evolve over time. In addition, it will be enhanced by means of appropriate publications (in print and on the website).

## ACTION REQUIRED

The members of the CDCPP are invited to examine, complete if necessary and approve the European Cultural Heritage Strategy for the 21<sup>st</sup> Century – see Appendix – and to forward it to the Committee of Ministers for adoption as an Appendix to the Recommendation on the same subject [see document CDCPP(2016)10 part].

## Appendix

### Draft

#### EUROPEAN CULTURAL HERITAGE STRATEGY FOR THE 21<sup>ST</sup> CENTURY

##### FOREWORD

The European Cultural Heritage Strategy for the 21<sup>st</sup> Century should be seen against the backdrop of the changes that have taken place in the concept of heritage, rooted in the very history of Europe, particularly during the 18<sup>th</sup> and 19<sup>th</sup> centuries. It may be useful at this point to refer to some of the significant milestones in the complex history of this concept and of heritage policies which reveal both common trends and clear differences in the various countries of Europe, resulting from the particular circumstances of each state and the latter's relationship with heritage and history.

As a legacy of the values of antiquity reclaimed and rediscovered in the Renaissance and the Enlightenment, particularly through the Roman and papal tradition, the protection of heritage entered the public, religious and private spheres with the aim of conserving and passing on the objects, rituals and vestiges of the past to future generations. From the 17<sup>th</sup> century onwards, scholarly "antiquarians" throughout Europe put together collections of objects of all sorts, created the first museums and founded learned societies. Some countries, such as Sweden, adopted official instructions at that time. The French Revolution, with its contradictory measures – both destructive and protective – and its upheavals, including instances of plundering following the nationalisation of property, marked a turning point.

Intellectuals then became involved. In 1799, Goethe asserted the concept of collective ownership and protection of heritage: "All works of art belong as such to the whole of humankind and whoever owns them has a duty to ensure their conservation". In 1825, Victor Hugo in his article entitled "War against Demolishers" wrote "There are two things about a building: its use and its beauty. Its use belongs to the owner, its beauty to the whole world. To destroy it is therefore to exceed one's right." As the fruits of the Enlightenment, museums, the arts, sciences and technology were made available to the public in a number of countries. In France, this institutionalisation process developed with an educational aim amid the nationalisation of property.

In the 19<sup>th</sup> century, in a Europe fragmented into opposing nations, nationalist movements and then the revolutions of 1848, sought to justify and strengthen the existence of states, some of which were just emerging and others under threat. People turned to the past to acquire an identity of their own. Gradually, there was a shift from the idea of a monument in memory of a person or an event to the idea of a monument having a historic and artistic value. Across Europe, the foundations of a national heritage policy began to emerge. Inventories were drawn up, followed by laws which little by little laid down regulations governing protection, conservation and enhancement.

In the early 20<sup>th</sup> century, the Austrian Alois Riegl put forward a proposed typology of monuments in accordance with a series of values he attached to them. He emphasised the concepts of conservation and restoration. These principles would subsequently be incorporated into all national legislation, forming the legacy of the Council of Europe member states.

In 1931, the First International Congress of Architects and Technicians of Historic Monuments held in Athens adopted a founding Charter, which asserted the principles already set out by Riegl, recommended that any use of monuments should respect their historic or artistic nature and that special consideration be given to monuments and surroundings when any development is planned, emphasised the importance of collaboration between curators, architects and scientists and finally called for international co-operation, a first in the field of the "artistic and archaeological heritage". The particular context of the post-war period and the work carried out by Unesco to save iconic sites throughout the world prompted these specialists and their successors at the Second International Congress of Architects and Technicians of Historic Monuments held in Venice in 1964 to set up, on a proposal from Unesco, the International Council on Monuments and Sites (ICOMOS). This Second Congress adopted 13 resolutions, the first being the International Charter for the Conservation and Restoration of Monuments and Sites, better known as the Venice Charter.

In the 1970s, the term “cultural heritage” replaced the expression “historic monument” which was henceforth reserved for legally protected assets. This change, encompassing a significant enlargement of the concept, took place in a socio-economic, political and cultural context which coincided with the 1973 oil crisis and profound changes in lifestyles. The Convention Concerning the Protection of the World Cultural and Natural Heritage (Unesco 1972) and then European Architectural Heritage Year, “A Future for our Past” (Council of Europe, 1975) were key features of this change. The fall of the Berlin Wall in 1989 transformed borders and created new shared spaces.

On the strength of its experience resulting from 40 years of discussions and exchanges between experts and political representatives, the Council of Europe has drawn up and, once adopted, implemented several founding conventions which have been transposed into national legislation, creating the foundations of a Greater Europe of Heritage. All of these conventions are reference texts and have been supplemented by a range of declarations, recommendations, resolutions and conventions, notably including:

- the European Cultural Convention (1954);
- the Convention for the Protection of the Architectural Heritage of Europe (Granada, 1985);
- the European Convention on the Protection of the Archaeological Heritage (Valletta, 1992) (revised);
- the European Landscape Convention (Florence, 2000);
- the Framework Convention on the Value of Cultural Heritage for Society (Faro, 2005).

The European Cultural Heritage Strategy for the 21<sup>st</sup> Century is the heir to this whole tradition of reflection, sharing and co-operation which has been strengthened over the last 40 years. The issues occupying us at the beginning of this 21<sup>st</sup> century are no longer why or how should we preserve, restore and enhance our heritage, but rather “Who should we be doing this for?” This is the very rationale of the Faro Framework Convention on the Value of Cultural Heritage for Society (2005) which underpins the entire process of the European Cultural Heritage Strategy for the 21<sup>st</sup> Century.

## I. GENERAL FRAMEWORK

The origins of the European Cultural Heritage Strategy for the 21<sup>st</sup> century can be found in the numerous achievements of the Council of Europe which, since the adoption of the European Cultural Convention (1954), have helped shape the heritage policies of most European countries and the resulting co-operation between them. The Strategy also draws on the work carried out by Unesco and the European Union, and on the discussions that have taken place in INGOs and networks focusing on heritage which have been involved in drawing up this Strategy.

Interest in cultural heritage, on a European and international scale, goes back to the late 19<sup>th</sup> century and is still evolving. It is expressed in the founding texts and, in particular, in The Hague Conventions (1899, 1907, 1954) for the Protection of Cultural Property in the Event of Armed Conflict, and the Athens (1931) and Venice (1964) Charters on the conservation and restoration of monuments. The most recent reference text is the Framework Convention on the Value of Cultural Heritage for Society (Faro 2005) which highlights the need for greater citizen participation and the ability of local communities, citizens and civil society to recognise as heritage what is meaningful to them and to respect, preserve, transmit and enrich that heritage.

However, our continent has since then experienced many changes posing challenges for “living together” and upholding the principles on which democracy is based, which is the common heritage of the member states of the Council of Europe.

The temptation of community isolationism, inter-generational divisions, demographic and climate changes, the growing number of natural disasters, the economic crisis and the emergence of challenges to or serious violations of the values of freedom, tolerance and democracy on which our societies are based call for urgent and co-ordinated responses.

Cultural heritage, in all its components, is a key factor for the refocusing of our societies on the basis of dialogue between cultures, respect for identities and diversity, and a feeling of belonging to a community of values. Cultural heritage can play a key role as a means of building, negotiating and asserting one's identity.

Cultural heritage is also a powerful factor in social and economic development through the activities it generates and the policies which underpin it. It can help achieve the objectives in other sectors. It constitutes an invaluable resource in the fields of education, employment, tourism and sustainable development.

There is an urgent need to reposition cultural heritage policies, placing it at the heart of an integrated approach focusing on the conservation and promotion of heritage by society as a whole – by both the national authorities and the communities which are the custodians of that heritage so that everyone, from those most closely involved to those with a more distant connection, can appreciate it and feel a sense of responsibility.

This challenge cannot be taken on by each state in isolation. Everyone's efforts must be carried forward, supported and extended by the others, by means of a common awareness and harmonious and consistent endeavours. This is the aim of this Strategy for the 21<sup>st</sup> century.

## II. SCOPE

The European Cultural Heritage Strategy for the 21<sup>st</sup> century pursues an inclusive approach and entails not only the local, regional, national and European public authorities, but also all heritage stakeholders including professionals, (I)NGOs, the voluntary sector and civil society.

It promotes good governance based on participatory management involving primarily the national, regional and local levels. For it is the local authorities that have a direct relationship with their heritage and which manage it on a day-to-day basis. It is therefore at this level that citizens must play a greater role in the implementation of this Strategy, within the context of public action and in closer co-operation with the work carried out by the professionals and the public agencies concerned.

The concept of cultural heritage has significantly changed in recent decades and its position continues to vary according to the society in which it is located. The customary divisions are disappearing and giving way to a holistic approach: cultural heritage, which encompasses an intangible dimension, know-how and attitudes, is inextricably linked to its context and its natural and cultural environment. New relationships are emerging between cultural heritage and contemporary creation, allowing further scope for creativity and innovation.

In accordance with the Faro Framework Convention, the recognition of heritage is conceived as a shared responsibility: heritage is no longer limited to those elements officially recognised as such by the national authorities and experts – the protected heritage – but now includes those elements regarded as heritage by the local population and local authorities. This development prompts new, more participatory and more collaborative management approaches.

Heritage is a non-renewable common good whose preservation, restoration and enhancement are the responsibility of society as a whole, including in the political, legal and administrative spheres. Consequently, there is a need to define the roles falling to everyone and to give citizens in particular the means of shouldering their responsibilities. Awareness-raising, research and training are therefore essential. Training is imperative to maintain and pass on European knowledge and skills which themselves constitute a form of heritage on which to capitalise. This approach must be based on dialogue between the state, citizens and professionals, with a view to mutual enrichment.

Heritage is a defining feature of Europe and a thorough understanding of this heritage requires interdisciplinary research. In view of its unique richness and diversity, it is an important factor in the identity and attractiveness of the continent. It testifies to the political, cultural, artistic, scientific, spiritual, philosophical and commercial exchanges which have formed our European identity. Accordingly, it leads to a better understanding of ourselves and of others.

### III. AIMS AND OBJECTIVES

The Strategy is based on the core values of the Council of Europe: democracy, respect for human rights and fundamental freedoms, openness and dialogue, the equal dignity of all persons, mutual respect and sensitivity to diversity. It seeks to encourage and facilitate the implementation of the heritage-related conventions. It advocates a shared and unifying approach to cultural heritage and how it should be managed, based on an effective legal framework to ensure the integrated conservation of heritage within the meaning of Resolution (76) 28 of the Committee of Ministers of the Council of Europe, and the involvement of all the major players, institutional and other, and the representatives of professionals and civil society, at local, national, European and international level.

It seeks to create synergy between existing tools and policies and to improve or supplement them, as appropriate, on the basis, in particular, of the legal instruments in force at international and European level. In addition, it highlights the experience and achievements of the countries of Europe, disseminating and sharing them through the HEREIN system.

It further aims to help construct peaceful societies, conscious of their diversity and the richness this represents, which are attractive in terms of employment and economic development and in which there is a high quality of life and a high quality living environment.

### IV. THREE PRIORITY COMPONENTS AND FOUR INTERFACES (AREAS OF CONVERGENCE)

The Strategy is based on three components.

- 1) The "social" component harnesses the assets of heritage in order to promote diversity, the empowerment of heritage communities and participatory governance.
- 2) The "economic and territorial development" component seeks to strengthen the contribution of heritage to sustainable development, based on local resources, tourism and employment.
- 3) The "knowledge and education" component focuses, through heritage, on education, research and life-long training issues, by establishing heritage knowledge centres and centres for training in heritage arts and crafts, by means of appropriate teaching, training and research programmes.

These "components" interact in four areas of convergence: between the social component and the economic and territorial development component; between the economic and territorial development component and the knowledge component, between the knowledge component and the social component, and lastly, between all three components.

The overall consistency and specific nature of this Strategy derive from the balance between the various components and their areas of convergence.

### V. COMMITMENTS

The Strategy is being put to the member states of the Council of Europe and to the other States Parties to the European Cultural Convention. They are strongly encouraged to comply with it in accordance with their respective constitutional systems and to take all appropriate measures to achieve its objectives.

Clearly, these measures may already be in place, but new initiatives could prove necessary. States shall undertake in good faith to take the necessary steps to implement the recommendations contained in this Strategy, and to provide each other with assistance, in the form of an exchange of experience, knowledge, research and good practices.

The HEREIN database already provides many examples of good practices. States are invited to refer to this database and supplement it with new practices in keeping with this Strategy. Contributions from local authorities, stakeholders on the ground, associations, professionals and civil society are welcome and will be showcased.

## VI. CONTENT AND IMPLEMENTATION

Each component is linked to a series of challenges, some of which overlap with one or both of the other components. A number of recommendations have been formulated to address these challenges. It will be for each state to implement those recommendations in line with its priorities and resources. Each recommendation is broken down into proposed courses of action in the form of suggestions, illustrated by way of example, by examples of action already carried out in certain states (See Appendix B).

## 1) THE "SOCIAL COMPONENT" (S)

The "social component" (S) focuses on the relationship between heritage and societies, citizenship, the transmission and sharing of democratic values by means of methods of participatory and good governance through participatory management:

## Challenges

- S1. Living in peace
- S2. Improving quality of life
- S3. Contributing to people's well-being and good health
- S4. Preserving the collective memory
- S5. Establishing good governance
- S6. Promoting participatory management
- S7. Optimising implementation of the conventions
- S8. Promoting an inclusive approach to heritage

## Recommendations

**RECOMMENDATION S1****ENCOURAGE THE INVOLVEMENT OF CITIZENS AND LOCAL AUTHORITIES IN CAPITALISING ON THEIR EVERYDAY HERITAGE**

The heritage around us, in all its diverse forms, both tangible and intangible, directly concerns citizens of all ages, long-standing residents and newcomers alike, for it is part of our everyday environment. The individual or collective involvement of citizens is the fruit of a process that goes from awareness-raising to active participation in projects implemented by local authorities and associations to identify, interpret, study and promote the heritage. This participatory approach to heritage promotion relies on various means and approaches, from the most traditional to the most innovative. It requires enhanced awareness of social expectations and contributes on a broader level to participatory democracy.

Relevant challenges:	S2	S4,	S6	S8			
<i>Interfaces:</i>	<i>D1</i>	<i>D3</i>	<i>K1</i>	<i>K3</i>			

## Courses of action:

- Organise discovery visits run by local inhabitants and heritage professionals: neighbourhoods, villages, towns, craft workshops, museums, libraries, etc.
- Encourage demonstrations by local craftworkers to discover and promote local skills and know-how
- Organise events incorporating aspects of the vernacular heritage (bakers' ovens, oil mills, steam engines, local museums, music, dance, legends, traditions etc.)
- Sound out social demand to identify people's expectations, centres of interest, motivations and reservations (young people, pensioners, newcomers, etc.)
- Increase awareness of digital means of heritage promotion and sharing
- Introduce a publications policy: booklets, brochures, scientific works
- Produce audio-visual and digital programmes involving the population: television and radio programmes, sharing of projects online, competitions (press, etc.) to encourage active citizen participation
- Develop participatory heritage identification projects and development projects incorporating heritage

Target audience: local

## Examples of action:

- "SOS Patrimoine", thematic factsheets produced by the Walloon Rural Foundation, useful for all citizens involved in the preservation of a heritage item (Belgium, Wallonia) (<http://www.frw.be>)

**RECOMMENDATION S2****MAKE HERITAGE MORE ACCESSIBLE**

Accessibility, be it remote or on site, is a value and a purpose for our heritage which is a common good. In its various forms, tangible and virtual, physical and cognitive, it can be used to appeal to every register of human receptiveness. This quest goes hand in hand with respect for people's diversity and their interpretations of the proposals put to them. It must be based on thorough knowledge of the potential target groups and their needs and show rigour and creativity in order to broaden the audience and make them actively involved. A broad spectrum of means and techniques are available for developing heritage experiences and events, involving both human participation and augmented reality. Digital techniques and networks – particularly the Internet – afford unprecedented possibilities for new access paths encouraging interactivity. Heritage, which illustrates the creative genius of humankind through the ages, is also a source of creativity. Opening up heritage makes access to it all the easier, and the goal is achieved when a group of people develop a relationship of familiarity with a shared heritage.

Relevant challenges:	S1	S2	S5	S7			
<i>Interfaces:</i>	<i>D1</i>	<i>D3</i>	<i>K1</i>	<i>K3</i>			

## Courses of action:

- Carry out improvements to enhance site safety and to enable, as far as possible, access by visitors with physical or sensory disabilities
- Carry out analyses and, in the light of those, improve signage
- Devise presentation wording and methods ethically selected to fit in with the diversity of the target audiences and the various interpretations of heritage
- Introduce incentives for specific groups (young people, non-local people, etc.)
- Run awareness-raising campaigns (press, children's press, games/competitions, etc.)
- Produce multilingual presentation and interpretation material
- Devise fun, interactive, creative presentation methods
- Introduce visitors to different ways of perceiving the heritage
- Develop heritage experiences combining different forms of cultural expression (dance, music, traditional or new skills, gastronomy, etc.) and playing on different human chords (senses, feelings, knowledge)
- Produce audio-visual programmes
- Encourage remote virtual discovery of heritage using the latest technologies and social networks
- Collect and showcase citizens' accounts of heritage
- Promote an inter-disciplinary approach to heritage

Target audience: local, regional, national, European

## Examples of action:

- Activities carried out during European Heritage Days (Europe) (<http://pjp-eu.coe.int/en/web/ehd-jep>)

**RECOMMENDATION S3****USE HERITAGE TO ASSERT AND TRANSMIT THE FUNDAMENTAL VALUES OF EUROPE AND EUROPEAN SOCIETY**

In all its splendour and diversity, cultural heritage can help the citizens of Europe to look beyond their specific national, regional or local features and forge and develop a feeling of shared belonging and history, in line with the fundamental European values of humanism and democracy. Cultural heritage enables us to perceive the role played across time and space by exogenous influences (tangible and intangible). It highlights the importance of the skills and know-how, imported or exported, that have emerged in Europe through the ages. In addition, cultural heritage can show how these various influences have contributed and continue to contribute to the construction of European society, characteristics and ideals.

Relevant challenges:	S1	S2	S3	S4	S5	S6	S7	S8
<i>Interfaces:</i>	<i>D1</i>	<i>K1</i>	<i>K3</i>	<i>K6</i>				

Courses of action:

- Use the many varied expressions of heritage to promote and spread the fundamental values of Europe and of European culture and society
- Underline the fact that the diversity of our cultural heritage has both a European and a local dimension
- Identify and highlight the tangible and intangible exogenous influences that have contributed to the history of European society and European culture
- Identify and highlight the exchanges of skills and know-how, imported or exported
- Use wording and presentation approaches suited to different audiences to show that our heritage and our cultural diversity are assets for the future of Europe
- Produce written, audio-visual and digital material in several languages, creating links between a particular site or event and the other cultures concerned
- Take part in European Heritage Days and other events highlighting the link between cultural heritage and European values, ideals and principles.
- Disseminate the spirit of the "European Heritage Label" to generate enthusiasm using examples of regional or local cultural heritage
- Encourage and promote the "European Capitals of Culture"
- Draw up a collective and interdisciplinary history of heritage in Europe

Target audience: local, regional, European

Examples of action:

- Europa Nostra prize and the European Heritage Label, [F. Liszt Music Academy](#) (Hungary)

#### RECOMMENDATION S4

##### PROMOTE HERITAGE AS A MEETING PLACE AND VEHICLE FOR INTERCULTURAL DIALOGUE, PEACE AND TOLERANCE

Monuments, sites and cultural institutions are ideal venues for meeting and exchanging, in the spirit of the ancient agora. As a common good, heritage enhances the value of the public space, shared by citizens and visitors. Certain sites or monuments require conciliation processes in order to resolve equitably situations where different communities attribute contrasting values to the same heritage. By opening up their heritage and communicating their knowledge and their passion, private owners also contribute to sharing a heritage that stimulates thought and encourages dialogue.

Relevant challenges:	S1	S2	S3	S4	S5	S6	S7	S8
<i>Interfaces:</i>	<i>K1</i>	<i>K2</i>	<i>K3</i>					

Courses of action:

- Highlight the history and value of the meeting place in public areas and monuments in order to preserve, create or recreate the continuity of the agora
- Encourage urban development incorporating cultural heritage to foster the use of public areas as meeting places
- Support and promote public and private initiatives using cultural heritage as a place of reflection, exchange and creation
- Develop narratives highlighting the intercultural values to be found in the movable, immovable and intangible heritage

Target audience: local, regional, national, European

Examples of action:

- Report on the role of public arts and cultural institutions in the promotion of cultural diversity and intercultural dialogue (Europe) ([http://ec.europa.eu/culture/library/reports/201405-omc-diversity-dialogue\\_en.pdf](http://ec.europa.eu/culture/library/reports/201405-omc-diversity-dialogue_en.pdf))
- "Another story". Intercultural trails in the Brera museum, (Italy) (<http://valorizzazione.beniculturali.it/it/notizie/259-brera-unaltra-storia-percorsi-interculturali-nel-museo.html>)

#### RECOMMENDATION S5

##### ASSESS CITIZEN PARTICIPATION PRACTICES AND PROCEDURES

Citizen participation, including in the cultural heritage field, is part of the democratic process. It is the result of the convergence of political will and civic spirit. It enables people to enjoy heritage while acknowledging their individual and collective responsibility for it. Most countries have some form of citizen participation in the context of public action, organised or otherwise. Identifying existing practices and procedures and their fields of application, and assessing their effectiveness and their impact help to consolidate what has already been accomplished and to develop other lines of action to strengthen citizen participation for the benefit of cultural heritage.

Relevant challenges:	S1	S3	S5	S6	S7		
<i>Interfaces:</i>	<i>D1</i>	<i>D7</i>	<i>K1</i>	<i>K7</i>			

Courses of action:

- Identify the barriers to citizen participation and put forward proposed solutions
- Assess existing practices and methods with a view to developing citizen participation in the governance of cultural heritage: identification, description, interpretation, promotion
- Based on the findings of that assessment, adapt existing procedures to improve citizen participation
- Implement new participatory approaches

Target audience: local, regional, national

Examples of action:

- Society of Friends of Dubrovnik Antiquities (Croatia) (<http://citywallsdubrovnik.hr/drustvo/?lang=en>)

#### RECOMMENDATION S6

##### CREATE A SUITABLE FRAMEWORK TO ENABLE LOCAL AUTHORITIES AND COMMUNITIES TO TAKE ACTION TO PROMOTE AND MANAGE THEIR HERITAGE

Citizens must be able to express their expectations and be involved in managing their heritage. This is expressed through the formation of groups comprising people who attach value to specific aspects of the cultural heritage they wish to preserve and pass on to future generations, both in the context of public action and outside that context. The authorities must nevertheless take steps to enable this cultural heritage-related right to be exercised. Setting up the necessary framework may overstep the boundaries of heritage policy proper and require action in other public sectors.

Relevant challenges:	S1	S2	S4	S5	S6	S7	
<i>Interfaces:</i>	<i>D7</i>	<i>K1</i>	<i>K6</i>	<i>D1</i>	<i>D7</i>		

## Courses of action:

- Adapt existing laws and procedures in order to develop partnerships between the various levels of authority, local authorities and all relevant stakeholders
- Encourage reflection and public debate on the cultural heritage issues at stake and the directions that should be taken
- Invite citizens to take part in heritage inventories, surveys and protection work, validated by experts to ensure the appropriate level of quality
- Use every possible means to facilitate citizen participation in the process of identifying, studying, interpreting, protecting, preserving and presenting the cultural heritage
- Facilitate the collection of participatory financial resources
- Draw up charters for the involvement of heritage communities in public action
- Encourage the drafting of regional development and planning documents based on heritage as an asset, with the involvement of the population

Target audience: local, regional, national

## Examples of action:

- Local development programme for the island of Cres (Croatia)

**RECOMMENDATION S7****DEVELOP AND PROMOTE PARTICIPATORY HERITAGE IDENTIFICATION PROGRAMMES**

Heritage must first of all be identified before populations can recognise it and take ownership and before any management and promotion processes can get underway. For citizens, involvement in these participatory schemes is a source of personal fulfilment; it also draws attention to the immediate environment, which then has wider repercussions. The sense of belonging to a region and awareness of the importance of a quality living environment are heightened; and this stimulates a sense of collective responsibility for the heritage.

Relevant challenges:	S2	S4	S5	S6	S7	S8	
<i>Interfaces:</i>	<i>K1</i>	<i>K2</i>	<i>K3</i>	<i>D3</i>			

## Courses of actions:

- Create collaborative platforms for the joint drawing up of inventories
- Develop participatory heritage identification programmes and projects at various territorial levels, with the assistance of experts and designed for different audiences (adults, children, elderly people, etc.)
- Provide support for theme-specific inventories
- Encourage projects fostering the pooling of a diverse range of skills
- Promote projects fostering the contextualisation of the items that have been identified, and making sure that by classifying them as heritage they are not divorced from their natural setting and context
- Implement projects tying in with training sessions and public feedback sessions
- Attach priority to inventories of endangered heritage assets

Target audience: local, regional, national

## Examples of action:

- Initiative of the Community of Split for the protection of the Split 3 residential area (Croatia)
- Action carried out under the Interreg (EU) projects adopting this heritage approach (e.g. "Transformation du patrimoine": <http://muap.be/projets/le-projet-trans-formation-du-patrimoine-interreg-iv>)

**RECOMMENDATION S8****ENCOURAGE HERITAGE REHABILITATION INITIATIVES BY LOCAL COMMUNITIES AND AUTHORITIES**

Alongside the acknowledged heritage, there are other sites, objects, customs, activities, traditions and the people who keep them alive, that can be recognised by citizens as a constantly evolving expression of their values, knowledge and beliefs. Efforts must be made to ensure that these often unrecognised forms of heritage are not overlooked and neglected. Support must be given to the efforts of local authorities and the population to save whole swathes of their collective memory from oblivion, using tangible and intangible means – with priority given to the most fragile among them. It is important to support and assist initiatives which, with the local population, will help ensure the oral transmission of cultural heritage and preserve its memory. The local population are the prime ambassadors of their territory, for their own interest and that of newly settled residents and tourists.

Relevant challenges:	S2	S3	S4	S5	S6	S8	
<i>Interfaces:</i>	<i>D1</i>	<i>D4</i>	<i>K1</i>	<i>K2</i>	<i>K3</i>	<i>K8</i>	

## Courses of action:

- Increase citizens' knowledge of and information on heritage in order to enable them to participate in an informed way
- Showcase efforts by local communities to reveal and rehabilitate forgotten heritage (identification and discovery, upkeep, promotion)
- Support the transmission of oral traditions, drawing on the experience of local inhabitants
- Support local "memory and history transmitter" initiatives: visits, comparing notes and exchanging memories, reports, publications, etc.
- Train inhabitants to be "ambassadors" of their territory (town, neighbourhood, firm) so that they can share their knowledge and communicate their pride and their attachment to the territory and its heritage.
- Support the creation or re-activation of links (intellectual, emotional, material, etc.) between citizens and the cultural heritage

Target audience: local

## Examples of action:

- Accessibility as a means for the inhabitants of Nantes to retake ownership of the chateau-museum (France)

**RECOMMENDATION S9****SUPPORT INTER-GENERATIONAL AND INTERCULTURAL PROJECTS TO PROMOTE HERITAGE**

There are numerous intergenerational and intercultural projects to promote heritage already in existence which deserve to be supported and developed. In turn, these projects, based on dialogue, on respect for the diversity of experience and references to cultural heritage, and on exchange enable the stakeholders to develop their full potential and enhance social cohesion.

Relevant challenges:	S1	S3	S4	S6	S8		
<i>Interfaces:</i>	<i>K2</i>	<i>K4</i>	<i>D1</i>	<i>D3</i>			

## Courses of action:

- Expand learning experiences where children and young people can learn from their elders and vice versa: site surveys, stone cutting, dry stone building and roofing, stained glass, photography, history workshops, digital re-use of heritage resources, etc.
- Form clubs where people can exchange skills and know-how

- Enable people to become familiar with the use of new technologies
- Support diversity in site restoration work: in terms of age, social background, country of origin, disability, etc.
- Nurture exchanges of views on heritage sites or neighbourhoods with mixed populations: different age groups, occupations, places of origin, etc.

Target audience: local

Examples of action:

- “Hands-on” workshops which help children develop through practical experience of different skills and inter-generational exchange (<http://www.loutilenmain.fr>) (France).

#### RECOMMENDATION S10

#### FACILITATE AND ENCOURAGE (PUBLIC AND PRIVATE) PARTNERSHIPS IN CULTURAL HERITAGE PROMOTION AND CONSERVATION PROJECTS

In the context of the enlarged concept of heritage and participatory governance, it would be expedient to develop public-private partnerships for heritage promotion and conservation projects. Participatory governance presupposes the involvement of civil society and citizens in the various stages of the process from the initial idea through to implementation and funding. Accordingly, alternative sources of funding and contributions of various kinds, enabling citizens’ expectations to be given greater consideration, must be encouraged and developed.

This search for supplementary funding should help ensure additional resources and must not serve as a pretext for state disengagement. In contrast, these new practices require considerable public investment and appropriate ethical codes to preserve the nature, integrity and meaning of heritage, through commitment to the values of a shared project.

Relevant challenges:	S1	S2	S4	S5	S6	S7	S8
Interfaces:	<i>D5</i>	<i>D1</i>	<i>D7</i>				

Courses of action:

- Identify firms likely to be interested in a partnership to promote heritage
- Enlist the competent bodies (consular chambers, groups of firms, sponsorship groups) to create and encourage partnerships
- Alert potential partners to the benefits of heritage for society
- Draft charters setting out the ethical standards to be upheld by the partners in a project: what is required of them and the benefits they can expect
- Step up the search for alternative sources of funding for the conservation and restoration of cultural heritage and for ad hoc enhancement and promotion operations
- Take appropriate steps to encourage patronage and sponsorship of the cultural heritage
- Support training worksites and operations where volunteers work alongside professionals
- Support and encourage voluntary work
- Encourage all sorts of contributions: time, materials, loan of tools, etc.
- Encourage financial contributions from citizens to heritage projects affecting them in order to instil a sense of responsibility and strengthen links with cultural institutions and the public authorities (e.g. crowdfunding)

Target audience: local, regional, national

Examples of action:

- Lottery Fund (UK) ([www.biglotteryfund.org.uk](http://www.biglotteryfund.org.uk))

## 2) THE "ECONOMIC AND TERRITORIAL DEVELOPMENT" COMPONENT (D)

The "economic and territorial development" component focuses on the relationship between cultural heritage and spatial development, the economy and local and regional governance with due regard for the principles of sustainable development.

## Challenges

- D1. Building a more inclusive and cohesive society
- D2. Developing Europe's prosperity by drawing on its heritage resources
- D3. Ensuring that Europeans enjoy a high quality of life, in harmony with their cultural and natural environment
- D4. Implementing the principle of integrated conservation
- D5. Ensuring that heritage is taken into account in sustainable spatial development strategies and programmes
- D6. Developing the ability of public services to address sustainable spatial development issues by means of better use of heritage
- D7. Preserving and developing the ability of public services to address heritage issues
- D8. Increasing the use and re-use of heritage

## Recommendations

## RECOMMENDATION D1

## PROMOTE CULTURAL HERITAGE AS A RESOURCE AND FACILITATE FINANCIAL INVESTMENT

Heritage constitutes an irreplaceable asset with a high cultural, social, environmental, economic and scientific value. Its resources are long-term assets contributing to the sustainable development and management of territories. The many positive impacts of heritage on the economic, cultural, social and environmental spheres can be demonstrated by ever more extensive evidence, able to convince investors of all sorts (local and regional authorities, private owners, businesses, philanthropists, NGOs). Investing in heritage is a means of contributing both directly and indirectly to the development of the economy.

Relevant challenges:	D2	D3	D4	D5	D6	D7	
<i>Interfaces:</i>	S2						

## Courses of action:

- Support and showcase projects involving heritage which show due regard for its integrity
- Introduce or consolidate incentives (grants, tax concessions, etc.) for the preservation and management of cultural heritage and for heritage education
- Provide examples to demonstrate the positive impacts of heritage for society and the territory and return on investment
- Highlight the various kinds of contributions to heritage-related projects
- Support investment projects in cultural heritage (relating to knowledge and skills) as a strategic factor in contributing to and supporting the creative economy

Target audience: local, regional, national, European

## Examples of action:

- "Cultural Heritage counts for Europe" report, 2015 (Europe)  
(<http://www.theheritagealliance.org.uk/cultural-heritage-counts-for-europe/>)
- Art Bonus (Italy): favourable tax scheme for supporting culture through donations  
(<http://artbonus.gov.it/>)

**RECOMMENDATION D2****SUPPORT AND PROMOTE THE HERITAGE SECTOR AS A MEANS OF CREATING JOBS AND BUSINESS OPPORTUNITIES**

The European Union estimates that the heritage sector represents over 300,000 direct jobs and 7 million indirect jobs. As a sector creating many jobs, it covers a broad range of occupations with a variety of levels of skills, qualifications and roles (conservation and restoration, engineering and maintenance, administration and management, studies and promotion, research, specific technical development, interpretation and activities, etc.). Whether ongoing, seasonal or occasional, employment is to be found in the public, private and voluntary sectors and also in associated sectors, especially tourism, trade, research and education. Investing in heritage contributes to employment and consequently helps bring about an inclusive and cohesive society.

Relevant challenges:	D1	D2	D3	D5	D6	D7	
<i>Interfaces:</i>	<i>K2</i>	<i>K5</i>	<i>S8</i>				

## Courses of action:

- Support relations between the heritage sector and the bodies in charge of the economy and employment
- Use the sector's capacities for vocational integration and re-integration
- Facilitate access by very small and small and medium-sized enterprises to public procurement
- Inform the public/tax payers, elected representatives, decision-makers of the economic and social impacts of heritage
- Support heritage ministry departments responsible for research and skill maintenance
- Introduce intersectoral policies enabling heritage to make a contribution to other sectors
- Support the development of cultural heritage with services and work which are based on research and know-how

Target audience: local, regional, national, European

## Examples of action:

- Heritage-employment plan, Walloon government (Belgium, Wallonia)

**RECOMMENDATION D3****PROMOTE HERITAGE SKILLS AND PROFESSIONALS**

The heritage professions contribute to local and sustainable development and arouse great interest among the public. On-site dialogue between professionals and visitors (residents, tourists) is an innovative way of transmitting knowledge and promoting professions which are often poorly known. These professions use a combination of traditional and state-of-the-art techniques and could prove attractive to young people. It is also a means of informing taxpayers on how public funds are being used and to convince them of the importance of heritage.

Relevant challenges:	D1	D3	D5	D6			
<i>Interfaces:</i>	<i>K1</i>	<i>K2</i>	<i>K4</i>	<i>K5</i>	<i>K8</i>	<i>S4</i>	

## Courses of action:

- Programme operations to promote heritage skills and professionals in a given area
- Open to the public excavation and restoration sites (monuments, gardens, archives, works of art, artefacts, etc.)
- Allow access to quarries, botanical conservatories, collections in museums, etc.
- Arrange for the opening of workshops, laboratories and demonstrations

Target audience: local, regional, national, European

Examples of action:

- European Artistic Craft Days (Europe) (<http://www.journeesdesmetiersdart.fr/en-europe>)
- The Denkmal trade fair in Leipzig (Germany)

#### RECOMMENDATION D4

##### PRODUCE HERITAGE IMPACT STUDIES FOR REHABILITATION, CONSTRUCTION, DEVELOPMENT AND INFRASTRUCTURE PROJECTS

Through the implementation of the “integrated conservation” principle, the heritage dimension plays a part in other sectors of activity and should be viewed, especially in the field of spatial planning and territorial development, as a resource and not a constraint. The quality requirements inherent in respect for and enhancement of the heritage help achieve an optimised level of quality.

Relevant challenges:	D2	D3	D4	D5	D6		
<i>Interfaces:</i>	<i>K5</i>						

Courses of action:

- Introduce heritage impact studies on a broader scale
- Support renovation and rehabilitation projects on existing heritage assets
- Verify and encourage an analysis of the expediency of conserving and enhancing heritage assets rather than carrying out new construction work, if this is possible as part of the programme

Target audience: local, regional, national, European

Examples of action:

- The UNESCO [Operational Guidelines](#) for the implementation of the World Heritage Convention, with regard to effective management systems (II.F) states that impact assessments for proposed interventions are essential for all World Heritage properties and could be adapted in order to be extended to other categories of heritage.

#### RECOMMENDATION D5

##### ENCOURAGE THE RE-USE OF HERITAGE

Quite apart from its cultural values, heritage has an undeniable economic value which is poorly or wrongly perceived. Like all goods and services, heritage has a market value and can be a safe investment. In terms of real estate, it is part of an organic form of spatial organisation and contributes to the functioning of local authorities. Taking into consideration grey energy, too rarely accounted for in development projects, it can make for genuine energy savings, making it a credible alternative in energy terms to new constructions. Appropriate re-use of cultural heritage is one of the key ways of addressing the negative effects of demographic changes in both urban and rural areas.

Relevant challenges:	D1	D2	D3	D4	D5	D6	D7
<i>Interfaces:</i>	<i>S8</i>	<i>K3</i>					

Courses of action:

- Recognise and promote integrated conservation as a priority in heritage policies
- Introduce incentives for heritage upkeep and maintenance

- Consolidate national legislation to avoid the destruction of cultural, movable and immovable heritage assets
- Encourage the re-use of heritage for new purposes while respecting the values of heritage

Target audience: local, national, regional

Examples of action:

- Creation of secure repositories complying with the requisite conservation conditions, e.g. the Bibracte archaeological park and conservation and research centre in Burgundy (<http://www.bibracte.fr/en>)
- Fraunhofer Centre for energy efficiency in historic buildings (Alte Schäferei at Kloster Benediktbeuern (Germany) <http://www.denkmalpflege.fraunhofer.de/> )

#### RECOMMENDATION D6

##### ENSURE THAT HERITAGE IS TAKEN INTO ACCOUNT IN SPATIAL, ENVIRONMENTAL AND ENERGY DEVELOPMENT POLICIES

The integrated approach is a key principle of heritage policies in Europe. It is unanimously accepted that heritage cannot be viewed in isolation from its physical and cultural context. A commitment to developing a high-quality living environment presupposes a reciprocal approach and consideration given to heritage in other sectoral policies, in particular in the fields of spatial planning, energy and the environment, including agricultural policies.

Relevant challenges:	D1	D2	D3	D4	D5	D6	D7
<i>Interfaces:</i>	<i>K6</i>	<i>S7</i>	<i>K4</i>				

Courses of action:

- Give systematic consideration to heritage in spatial planning and environmental management documents at all levels of authority
- Adopt policies and enact legislation facilitating the integrated approach by and to heritage
- Carry out pilot actions on energy performance in old buildings

Target audience: local, regional, national, European

Examples of action:

- Inclusion of the relevant obligations for world heritage in relevant regulations ([Article 209/1](#) of the Walloon Code of Spatial Planning, Urban Development, Heritage and Energy) (Belgium, Wallonia)

#### RECOMMENDATION D7

##### GIVE CONSIDERATION TO HERITAGE IN SUSTAINABLE TOURISM DEVELOPMENT POLICIES

Tourism comes in a multitude of forms and has many different target audiences, and heritage is one of the major assets that tourism can offer. The development of sustainable tourism requires both satisfying visitor expectations and preserving the heritage and the local inhabitants' quality of life. Slow mobility, the enhancement of the tangible and intangible cultural heritage, in particular through new narratives based on the intangible heritage of local authorities, crafts, the products of traditional skills, festivals and customs contribute to the economy and offer tourists an authentic cultural experience and strengthen the local identity and the local population's sense of being rooted in the region. Slow cultural tourism fosters meetings between peoples and cultures and nurtures mutual respect and understanding. It is essential to diversify and publicise more effectively the tourist attractions available in order to ease the pressure on areas attracting too many visitors and draw attention to the less well-known areas. Depending on the context, it will be a question of encouraging, developing, regulating and restricting tourism activity.

Relevant challenges:	D1	D2	D3	D4	D5	D6	
<i>Interfaces:</i>	<i>S4</i>	<i>S6</i>	<i>S8</i>	<i>K3</i>	<i>K7</i>	<i>K8</i>	

Courses of action:

- Draw up Culture-Heritage-Tourism agreements at national level
- Set up tourism activities incorporating heritage assets and local know-how
- When promoting tourism in an area, showcase its cultural heritage in a reasoned way
- Organise consultations with local populations to promote sustainable and responsible tourism, based on the values of cultural heritage
- Inform and raise the awareness of tourism players (professionals, suppliers) regarding the cultural heritage, its potential and its vulnerability
- Develop inter-occupational and inter-sectoral co-operation
- Jointly devise material for tourists (guidebooks, virtual tourist guide (mobile tourist guides, etc.))
- Assess the negative impacts and limitation regulations

Target audience: local, regional, national

Examples of action:

- Council of Europe cultural routes (Europe)

#### RECOMMENDATION D8

##### PROTECT, RESTORE AND ENHANCE HERITAGE, MAKING GREATER USE OF NEW TECHNOLOGIES

Protecting, restoring and enhancing heritage mean constantly having to come up with new solutions in a changing context, undertaking multi-disciplinary and inter-disciplinary research, trialling new models and new methods and promoting the rational use of the new technologies.

Relevant challenges:	D2	D4,	D6	D8			
<i>Interfaces:</i>	<i>K5</i>	<i>K6</i>	<i>K7</i>				

Courses of action:

- Inform heritage players, in co-operation with specialists, about the new technologies, including their potential and their limits
- Carry out pre-restoration work studies using non-invasive technologies (digitisation, augmented reality, 3D scanners, modelling, drones, Lidar, etc.)
- Use non-invasive exploration techniques to study inaccessible or fragile parts
- Develop representations of heritage by means of the new technologies (modelling, 3D printing)

Target audience: local, regional, national

Examples of action:

- Archaeological research of an archaeological site using Lidar (cf. Stonehenge, UK)  
(<http://www.wessexarch.co.uk/stonehenge/explore-stonehenge-landscape-lidar-survey>)

#### RECOMMENDATION D9

##### USE INNOVATIVE TECHNIQUES TO PRESENT CULTURAL HERITAGE TO THE PUBLIC, WHILE PRESERVING ITS INTEGRITY

Innovative techniques and approaches must be used to the full in showcasing operations but must be used judiciously in order to meet the dual challenge of preserving the integrity of the cultural heritage and making it accessible to as wide a public as possible.

Relevant challenges:	D3	D4	D5				
Interfaces:							

Courses of action:

- Define optimal access or visiting conditions and find solutions to achieve them
- Present a space or object that has disappeared, is inaccessible, vulnerable or disconnected from its context
- Reconstitute or create artefacts
- Organise a visitor tour in a sensitive area
- Involve local players and residents in the establishment of innovative facilities

Target audience: local, regional

Examples of action:

- Facsimile reconstitution of caves (Chauvet, Lascaux, Altamira)

#### RECOMMENDATION D10

USE THE CULTURAL HERITAGE AS A MEANS OF GIVING THE REGION A DISTINCTIVE CHARACTER AND MAKING IT MORE ATTRACTIVE AND BETTER KNOWN

While cultural productions recognised as heritage are influenced by the places and regions in which they are found, they are also a distinctive, and often long-lasting feature of those places, thereby contributing to the character of a region. Accordingly, heritage, both tangible and intangible, is an asset for a region's social and economic appeal and renown, the effects of which will be amplified when combined with other factors.

Relevant challenges:	D1	D2	D3	D4	D5	D6	
Interfaces:	<i>K2</i>	<i>K3</i>	<i>K6</i>				

Courses of action:

- Identify a region's assets, including heritage in all its diversity
- Conduct a critical and future-oriented analysis incorporating the contribution and support of the heritage sector
- Retain or relocate traditional economic activities
- Showcase the lasting qualities of heritage (use of local resources, local supply and distribution systems, etc.)
- Promote ethical branding (management of an image having due regard for heritage)
- Draw up a territorial management charter which takes heritage into account

Target audience: local, regional

Examples of action:

- Leader projects (EU): Local action groups (GAL) ([http://www.europe-centre.eu/fr/42/Le\\_programme\\_LEADER.html](http://www.europe-centre.eu/fr/42/Le_programme_LEADER.html))

**RECOMMENDATION D11****DEVELOP NEW MANAGEMENT MODELS TO ENSURE THAT HERITAGE BENEFITS FROM THE ECONOMIC SPINOFFS THAT IT GENERATES**

Heritage is a key component of the attractiveness of a region for its inhabitants, economic players and tourists. All too often, it is seen as a drain on public budgets without taking into account its indirect positive effects on real estate, and the economic and social development of the area. New management models must enable heritage to benefit, at least in part, from the added value it generates. This funding should, as a matter of priority, be used for conservation purposes.

Relevant challenges:	D1	D2	D3	D4	D6		
<i>Interfaces:</i>	<i>S6</i>	<i>S8</i>	<i>K7</i>				

## Courses of action:

- Raise awareness and instil a sense of responsibility among local economic players with regard to the heritage impact of their activities
- Promote the creation of heritage funds to which economic players and the operators of heritage assets contribute
- Develop new earmarked revenue of the type “monument annuities”

Target audience: local regional, national

## Examples of action:

- Monument annuity (Dubrovnik, Croatia). Natural persons and legal entities carrying out commercial activities in immovable cultural property, or in designated protected urban zones, pay an annuity. The amount of the annuity is determined by the town or municipal authorities. Of this amount, 60% goes to the town or municipal budget, and 40% to the state budget, at the disposal of the Ministry of Culture which uses the funds for the preservation of cultural heritage. Budget revenue from the monument annuity is disbursed exclusively for the protection and preservation of cultural properties. In general it is used for cultural properties in public ownership, but can also be used for work on privately owned property – for example to improve the condition of façades for the purpose of improving the image of a place.

### 3) THE "KNOWLEDGE AND EDUCATION COMPONENT" (K)

The "knowledge and education" component focuses on the relationship between heritage and shared knowledge, covering awareness-raising, training and research.

#### Challenges

- K1. Helping to foster a shared knowledge society
- K2. Identifying, preserving, transmitting and sharing heritage knowledge and skills
- K3. Raising awareness of the values conveyed by heritage
- K4. Ensuring heritage stakeholders have access to life-long training
- K5. Guaranteeing a high technical level for all heritage trades and crafts
- K6. Supporting, strengthening and promoting intergovernmental co-operation
- K7. Encouraging heritage research
- K8. Enlisting the commitment of young people to heritage

#### Recommendations

##### RECOMMENDATION K1:

##### INCORPORATE HERITAGE EDUCATION MORE EFFECTIVELY IN SCHOOL CURRICULA

It is essential to teach young people from a very early age about heritage, as part of the traditional artistic and cultural education syllabus. This must be based on a multi-disciplinary and cross-sectoral approach to all the various expressions of heritage. It should seek to develop relevant skills (identifying, analysing, etc.), and provide young people with an introduction to art appreciation. It also fosters an understanding of arts and techniques, of how they are practised and of their history. In this way, heritage education helps us develop a better understanding of our living environment and, more broadly, the world around us. It leads to a better understanding of ourselves and others; it prompts mutual respect and respect for our living environment and helps nurture responsible citizens. It can be implemented without necessarily being part of an official school curriculum. Not only pupils and teachers, but also parents, associations and the heritage sector itself can become involved in this education.

Relevant challenges:	K1	K2	K3				
<i>Interfaces:</i>	<i>S4</i>						

#### Courses of action:

- Adapt school syllabuses
- Train teachers, instructors, etc.
- Establish a dialogue between the education sector and the departments responsible for heritage, museums, archives, libraries, etc.
- Initiate cross-disciplinary educational projects which include heritage
- Promote co-operation with associations, history societies, etc.
- Develop outside activities: visits, trips, interviews, documentaries
- Invite heritage specialists to schools
- Make digital heritage-related information more open, more accessible and more user-friendly
- Support programmes organised by museum professionals, taking place in museums

Target audience: local, regional, national

#### Examples of action:

- Preparation of teaching material for teachers, in co-operation with the "Society of History and Social Studies Teachers" and the Ministry of Education (Estonia)

**RECOMMENDATION K2:****IMPLEMENT MEASURES TO ENCOURAGE YOUNG PEOPLE TO PRACTISE HERITAGE**

In order to enlist greater commitment to heritage by young people, it is essential to reach out to them, analyse what motivates and demotivates them, and to bring various approaches into play: education, networks, involvement in activities, etc. Appropriate measures can, furthermore, encourage young people to begin or develop new practices which include heritage.

Relevant challenges:	K2	K3	K8				
<i>Interfaces:</i>							

## Courses of action:

- Introduce culture or heritage passes for specific age groups, and assess the success of the scheme
- Encourage the organisation of targeted events for young people
- Offer free or reduced-price entry
- Develop incentives devised in consultation with young people
- Promote and incentivise the practices of young people (media, competitions)
- Organise heritage-based “events with a twist”

Target audience: local, regional, national, European

## Examples of action:

- Cultural heritage-makers competition for children and young people, part of European Heritage Days in Finland ([http://www.kulttuuriperintokasvatus.fi/wp-content/uploads/2015/04/Cultural-Heritage-Makers2015\\_Instructions.pdf](http://www.kulttuuriperintokasvatus.fi/wp-content/uploads/2015/04/Cultural-Heritage-Makers2015_Instructions.pdf))

**RECOMMENDATION K3:****ENCOURAGE CREATIVITY TO CAPTURE THE ATTENTION OF THE HERITAGE AUDIENCE**

The public’s expectations evolve in pace with changes in society and technological progress. The challenge facing heritage is how to attract and capture the attention of a wide audience by showing creativity, offering them the means of understanding heritage and nurturing in them a desire to prolong and renew the experience. Achieving this demanding objective presupposes a dialogue between the heritage world, the guarantor of the respect it is due, and the world of contemporary creation (cinema, music, literature, new technologies, design, computer games, etc.). Moreover, heritage itself is a source of scientific and technical innovation to be highlighted among the general public.

Relevant challenges:	K1	K2	K3	K4			
<i>Interfaces:</i>							

## Courses of action:

- Highlight the interrelations between heritage and state-of-the art technologies in the fields of archaeology, conservation and restoration
- Showcase heritage at cultural or tourist events
- Devise interactive tools to raise awareness or encourage knowledge
- Encourage the creation of games focusing on heritage and its values
- Organise multi-disciplinary events (live entertainment, street art, visual arts, etc.) based on and expressing the heritage value of a site.

Target audience: local, regional, national

Examples of action:

- Anatomy of Islands, Vis (Croatia) (<http://www.anatomija-otoka.com/>)

#### RECOMMENDATION K4:

PROVIDE OPTIMUM TRAINING FOR NON-PROFESSIONAL PLAYERS AND FOR PROFESSIONALS FROM OTHER SECTORS WITH A CONNECTION TO HERITAGE

Many people, while not themselves fully-fledged heritage professionals, are involved, sometimes indirectly, in the cultural heritage sector: owners, seasonal workers, trainees, voluntary helpers and professionals from other sectors (accommodation, tourism, agri-tourism, communication, masonry, banking, insurance, other cultural fields, and also the emergency services when disasters strike, etc.). It is important to raise the heritage awareness of these people and teach them the fundamentals by putting things in context or providing coaching. Such work could be part of the role of the professionals.

Relevant challenges:	K1	K2	K3	K4	K5		
<i>Interfaces:</i>							

Courses of action:

- Organise training/initiation sessions – incentives for local guides, seasonal workers, trainees, service providers
- Develop sessions introducing the basics of identifying and inventorying the local heritage
- Introduce awareness-raising sessions for heritage owners
- Get professionals involved in passing on knowledge and skills
- Encourage heritage discovery with professionals
- Support mentoring of non-professionals by professionals
- Incorporate heritage and its specific features in emergency response plans

Target audience: local, regional, national

Examples of action:

- The European “Europe Tour” initiative on empowering rural areas to harvest the potential of cultural tourism (which seeks to improve the professional qualification of stakeholders in rural cultural tourism areas: <http://www.europetour.tips>)

#### RECOMMENDATION K5:

DIVERSIFY TRAINING SYSTEMS FOR HERITAGE PROFESSIONALS

Trades and crafts evolve and professional pathways are less linear and more complex, requiring life-long training, adaptation to new situations or retraining. The heritage sector, which is extremely diversified, needs generalists who have a sound basic training, an open mind and a capacity for change. There is also a need for specialists in cutting-edge fields in order to ensure excellence. In the field of heritage, as in other sectors, there is a clear trend towards dual training and recognition of the importance of updating knowledge and skills. This context calls for a diversification of training systems (training centres for professionals, specific apprenticeships for young people, sandwich training and mobility, schools and universities, in-house training, etc.) and networking.

Relevant challenges:	K1	K2	K3	K4	K5		
<i>Interfaces:</i>							

Courses of action:

- Provide information on existing systems and incentives, at national and European level
- Evaluate: carry out an analysis and put forward proposed improvements to the training of professionals
- Ensure the sustainability of appropriate measures
- Support the widespread use of personal training accounts
- Enhance co-operation between universities, schools and training centres
- Ensure co-ordination between training systems and professional networks
- Organise in-house training sessions with support from experts (thematic, technical and specific matters, current situation, inter-disciplinary or inter-sectoral dialogue, etc.)
- Introduce grants for professionals
- Take advantage of the opportunities provided by the Erasmus + programme
- Support exchanges of good practices and mobility, both national and international: apprentices, young people, professionals, ongoing training
- Support mentoring in Europe

Target audience: local, regional, national, European

Examples of action:

- “Erasmus for apprentices”, trial carried out by 11 French and German companies, 2016.

#### RECOMMENDATION K6:

#### DEVELOP KNOWLEDGE BANKS ON LOCAL AND TRADITIONAL MATERIALS, TECHNIQUES AND KNOW-HOW

The threats of disappearance hanging in particular over many heritage trades and practices mean that there is an urgent need to create or further develop conservatories and knowledge banks on materials, techniques and know-how, making sure that there is no disconnection between the knowledge, models and processes and the work itself. Supplementing existing databases, their purposes would be to conserve samples and store, update and disseminate on a broad scale data and information. As a means of stimulating ideas, this shared memory should be showcased and promoted as a source of inspiration. It is also intended to reinforce (good) professional practices.

Relevant challenges:	K2	K3	K4				
<i>Interfaces:</i>	S4	D2	D7				

Courses of action:

- Create conservatories of knowledge and know-how, both traditional and those generated by heritage management
- Use new technologies in order to document and preserve know-how
- Create a European centre of skills and know-how (in liaison with the European network of skills and know-how)
- Create and expand “materials libraries”

Target audience: local, regional, national, European

Examples of action:

- Centre for the Intangible Cultural Heritage (Institute of Ethnology and Folklore Research, Croatia)

**RECOMMENDATION K7****ENSURE THAT THE KNOWLEDGE AND SKILLS INVOLVED IN HERITAGE TRADES ARE PASSED ON**

The transmission of knowledge and skills involved in heritage trades is essential to ensure the preservation of the heritage, but it is fragile and can be lost in a generation, with retirements and company closures. In itself it is a source of wealth and a constituent legacy of European culture and could be attractive to young people or people changing careers. Ensuring and guaranteeing this transmission will also help secure sustainable jobs and activities which have a high heritage value which often have the potential for renewal.

Relevant challenges:	K1	K2	K3	K4	K8		
<i>Interfaces:</i>	S4						

## Courses of action:

- Support master craftworkers to ensure transmission
- Adopt measures to facilitate workshops being taken over by younger people
- Help firms to take on young people
- Organise exhibitions, demonstrations
- Promote incentivisation through competitions
- Showcase manual crafts (in schools, the media etc.)
- Develop the teaching and practice of manual operations (sketches, measurements, etc.) along with computer-assisted design
- Support the creation and expansion of heritage crafts training centres
- Support the European network of heritage crafts training centres

Target audience: local, regional, national, European

## Examples of action:

- Heritage crafts training centre in the former abbey of La Paix-Dieu, Amay (Wallonia, Belgium)
- Avignon School (France)
- National Heritage Training group and the Conservation, Regeneration and Community Development projects across the North East, Cumbria and North Yorkshire (United Kingdom)
- La Villa Fabris, Centro Europeo per i mestieri del Patrimonio (Italy)
- International Built Heritage Conservation Training Centre (Romania)
- Zentrum für Restaurierung und Denkmalpflege, Herrstein (Germany)
- Centro Albayzin, Escuela Andaluza de Restauración (Spain)
- REMPART (France)
- Traditional Craft Centre in Lika-Senj County (Croatia)

**RECOMMENDATION K8****GUARANTEE THE COMPETENCES OF PROFESSIONALS WORKING ON THE LISTED HERITAGE**

The heritage, in particular listed assets, requires the intervention of competent persons. In view of the disappearance of many crafts and given the many company closures, urgent measures are required to define standards, guarantee a given level of competences for any intervention, and increase quality by devising qualifications and certifications. Today, it is essential for there to be co-ordination and alignment at European level.

Relevant challenges:	K1	K2	K3	K4	K5		
<i>Interfaces:</i>							

## Courses of action:

- Introduce arrangements to verify the competences of professionals working on listed assets
- Encourage elected representatives and local authorities to become involved
- Enlist the private sector and nurture a sense of responsibility among project originators and companies
- Ensure consultation between the competent departments: employment, training, enterprise, culture
- Adopt support measures (from local authorities) for high-quality companies

Target audience: local, regional, national, European

## Examples of action:

- Ordinance on the conditions under which natural persons and legal entities may obtain permits for work on the protection and preservation of cultural property (Croatia)

**RECOMMENDATION K9:**

**DEVELOP STUDY AND RESEARCH PROGRAMMES THAT REFLECT THE NEEDS OF THE HERITAGE SECTOR AND SHARE THE FINDINGS**

Heritage is constantly evolving. Its field of action and knowledge has grown considerably in recent decades. The plethora of knowledge produced relating to heritage is a result of several types of work: documentary, scientific, technical studies, etc. carried out by heritage professionals, university research in a variety of disciplines (humanities, social sciences, etc.) applied to a particular field or part of programmes and activities undertaken by non-professionals. The problems change depending on the heritage issues in question. For the common good, support should be given to work that reflects the realities and needs of the sector, while ensuring that the independence of academic research is preserved. Multidisciplinary research is needed at national and European level to satisfy the increasingly more complex demand for sustainable transmission to future generations. The results must be disseminated, shared and discussed and, as far as possible, be part of a process which will ensure sustainability.

Relevant challenges:	K2	K3	K4	K5			
<i>Interfaces:</i>							

## Courses of action:

- Identify relevant leads for these research studies and topics (top-down and bottom-up approaches)
- Encourage an inter-disciplinary and international approach to heritage
- Study how heritage can help meet the needs of other sectors
- Disseminate the results of studies and research to professionals, decision-makers and users
- Evaluate and ensure the sustainability of studies and research
- Introduce thematic study programmes in several regions
- Develop outreach programmes (lectures, courses, radio-TV programmes, publications for specific readerships, etc.)
- Open research centres to the public
- Organise public meetings between professionals, researchers and users (heritage issues and debates)
- Highlight topics linking the disciplines (sciences and heritage, innovation and heritage)
- Support network-based European and international research co-operation

Target audience: local, regional, national, European

## Examples of action:

- "Herito" research and publishing activities (ICC, Krakow, Poland)
- An interactive research and conservation project of the Retable of the High Altar of St. Nicholas' Church (Tallinn, Estonia). <http://nigulistemuuseum.ekm.ee/en/on-view/on-view/rode-altarpiece-in-close-up/> .

- JPI Cultural Heritage and Global Change: <http://www.jpi-culturalheritage.eu/>
- European Project “Climate for Culture” to assess the impact of climate change on cultural heritage ([www.climateforculture.eu](http://www.climateforculture.eu))

#### RECOMMENDATION K10

##### ENCOURAGE AND SUPPORT THE DEVELOPMENT OF NETWORKS

Several hundred networks are active in the heritage sector, at regional, national, European and international level. Of various types, they bring together stakeholders from their various respective sectors, trades and crafts, having shared concerns or working on specific projects or topics. Networks first of all are a means of operating in which the members all interact in an often informal, but always constructive way. Most frequently, they provide their members with a platform for information and discussion on all questions of common interest. Some have formed a federation, some are part of international think tanks; the main networks must be acknowledged as partners and ensure that the voice of the heritage sector is heard. Networking is dynamic in itself: networks disappear, others are created or need to be created.

Relevant challenges:	K1	K2	K3	K4	K5		
Interfaces:							

##### Courses of action:

- Provide assistance with the setting up of networks
- Recognise existing networks and facilitate their development
- Establish relations with existing networks in other sectors which have common interests
- Establish dialogue between networks and give consideration to concerted common courses of action

Target audience: local, regional, national, European

##### Examples of action:

- The Cultural Encounter Centres (<http://www.accr-europe.org/?lang=en>)
- The HEREIN network, a platform for dialogue and exchange, which facilitates, for example co-operation between the ministries and institutions responsible for managing the European heritage ([http://www.coe.int/t/dg4/cultureheritage/heritage/herein/default\\_EN.asp?](http://www.coe.int/t/dg4/cultureheritage/heritage/herein/default_EN.asp?))
- Europa Nostra
- Alliance 3.3
- FEMP: European Foundation for Heritage Skills;
- “Cultural Heritage counts for Europe” European research project carried out by a consortium of partners (ENCATC, RLICC, ICC and co-ordinated by Europa Nostra)

#### RECOMMENDATION K11:

##### EXPLORE HERITAGE AS A SOURCE OF KNOWLEDGE AND INSPIRATION

Today, heritage is no longer merely a means of creating or keeping alive a nostalgic feeling. This heritage is an infinite source of knowledge, know-how, attitudes and achievements which express the power of human creative ingenuity in all its diversity. As such, it is both the fruit of innovation throughout the ages and a source of knowledge and inspiration.

Relevant challenges:	K1	K2	K3	K4	K5		
Interfaces:							

Courses of action:

- Use heritage sites as artist residencies to explain what these sites mean
- Juxtapose heritage and contemporary objects
- Introduce heritage discovery workshops dedicated to craftworkers and creators

Target audience: local, regional

Examples of action:

- New uses of traditional materials (insulation using cork and hemp)

## VII. INTERFACES: AREAS OF CONVERGENCE

Some of the actions identified above apply to two or even three components. These interfaces are real areas of convergence which are inevitable and should be seen as an indication of the consistency of the Strategy. For example, some of the proposed actions come under both the "social" component and the "economic and territorial development" component or the "social" component and the "knowledge" component, or the "economic and territorial development" component and the "knowledge" component. Some of the actions may be common to all three approaches. The diagram below gives an illustration of the situation.

Social component (recommendations) S1: S2: S3: S4: S5: S6: S7: S8: S9: S10:	Interface	Economic and territorial development component (recommendations) D1: D2: D3: D4: D5: D6: D7: D8: D9: D10: D11:
Interface	Knowledge and education component (recommendations) K1: K2: K3: K4: K5: K6: K7: K8: K9: K10: K11:	Interface

## VIII. EVALUATION PROCEDURE

Evaluation of the Strategy should be undertaken in line with the principles of soft monitoring at both European and national level. The evaluation procedure for an integrated approach to heritage is given in Appendix A.

At Council of Europe level, HEREIN is the reference tool for monitoring the Strategy and a channel for exchanging best practices. A support group has the task of helping the Secretariat adapt the format of the national reports in order to achieve this objective. National co-ordinators will be sent information on the Strategy. An ad hoc platform, the composition and terms of reference of which will be decided by the CDCPP, will evaluate the Strategy on the basis of information gathered by HEREIN and will submit an annual report to the CDCPP with effect from 2018. In addition to showing how much progress has been made, this report will

identify the recommendations on which efforts should be focused and will put forward any proposed updates. It is planned to have a first overall evaluation in 2020 so that any necessary adjustments to the Strategy can be made.

At national level, the above diagram and the proposed evaluation system in Appendix A will enable each state to immediately analyse its heritage policy using the three-component approach with their Interfaces, and to identify the priority fields of action. The HEREIN crowdfunding function will be used by states to draw on the steps taken in other countries. It will be for each state to define the most appropriate monitoring and evaluation system, possibly by drawing on the work carried out in the HEREIN national reports.

## Appendix A

### EVALUATION PROCEDURE AND USE OF INDICATORS FOR AN INTEGRATED APPROACH TO HERITAGE

By

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*Adapted and interpreted by the rapporteur*

The Strategy addresses the concept of heritage management in accordance with three components: the "social" component (S), the "economic and territorial development" component (D) and the "knowledge and education" component (K), comprising a tailored evaluation system. Although this sub-division may be slightly arbitrary, these three components can be seen as three key and independent aspects of heritage management as they cover three very distinctive aspects of heritage; they are driven by a unique underlying rationale and accordingly pursue largely independent fundamental objectives.

The "social" component relates to the alignment of heritage activities with the European values of the recognition of multiple identities and cultural diversity. The social priority of heritage is made operational by promoting diversity, empowering heritage communities and fostering participatory governance.

The "economic and territorial development" component is concerned with enhancing heritage-led sustainable economic and territorial development. The main drivers in this regard are the local economies based on resources, tourism and employment in which heritage concerns are incorporated.

The "knowledge and education" component covers concerns relating to education, research and life-long training for and with heritage. Creating heritage centres of knowledge and devising new educational and research programmes are among the main drivers of this third component of heritage management.

If heritage is managed separately (or vertically) under these three components without any overlap, the results will also be separate and non-integrated. While vertical concerns in heritage management are justifiable and reasonable, they fail to offer any understanding of the important horizontal aspects of heritage development – education has a strong impact on the potential for development and societal trends, and vice versa. Consequently, the three components of heritage management must be conceptualised in such a way as to take account of their areas of convergence. This is a pre-requisite if we are to achieve something consistent, sustainable and territorially and socially cohesive. Accordingly, the components set out in this way together with their interfaces underline the needs and effects of inter-sectoral heritage management.

There are three main interfaces to be considered in conceptualising heritage management: between S and D, between D and K, and between K and S.

The horizontal interface between S and D covers the new approaches to the governance of heritage concerns at the intersection between ensuring greater democracy, participation, empowerment of the approach to heritage and enhancement of the economic heritage-related opportunities. These two components overlap in the innovative economic and financial models which are appropriate for heritage, which must be based on activation of the local potential for promoting local needs.

The horizontal interface between D and K takes into consideration the maintenance and transmission of heritage knowledge, methods and skills in order to further develop these topics. The bridges between the two are the new IT tools that connect users to heritage, new skills and new heritage products and services.

Lastly, the horizontal interface between K and D relates to the sharing of promotion and awareness-raising practices, along with the regulatory considerations pertaining to heritage management. They are driven by education and awareness-raising regarding heritage rights and responsibilities for stakeholders and heritage values for the young generations.

When heritage management achieves excellent results for the three components, this means that separately assessed sectoral measures are very effective. Where heritage management is very effective in one or two components, but not in all three, this means that the sectoral (vertical) achievements are poorly balanced. The integration objective requires sound evaluation of this sectoral or primary balancing aspect.

When heritage management obtains excellent results with the interfaces between the three components, it can be regarded as being very cohesive. This means that the secondary effects of sectoral policies are very positive in their inter-relationship. If two components overlap asymmetrically, the impact of one component on the other is very positive, whereas the other impacts of the other component are very negative. This is the case of the interface between certain economic projects and the natural environment, where cohesion can be relatively high but not in a balanced way; consequently, cohesion is not reciprocal.

Where the interfaces are cohesive in a mutually satisfying way, then heritage management can produce synergies. Where heritage policy achieves a high balance and high synergy, then we can talk about integrated heritage management.

This interface approach implies three directions for integrated programming and an evaluation of the cohesion in heritage management:

1. What is directly pursued by the heritage policy? This is its vertical direction: it relates to a conventional linear programme (as represented in a chain: definition of the problem – strategy – goal – action – impact) and results-based evaluation (efficiency, effectiveness, relevance and sustainability)
2. The horizontal direction, comprising two aspects:
  - a) How does each heritage sector impact the others?
  - b) How do non-heritage sectors (industry, agriculture, tourism, education policy, etc.) impact the heritage sector and what it aspires to achieve?
3. What may be called an overlapping concept of heritage management. This new concept can be illustrated by the hypothetical example of how the impact of heritage management is evaluated in terms of both the vertical and horizontal approach. The example and concept are based on Radej (2014, 2015) [1].

We begin with the conventional Leopold matrix which presents the impacts of heritage policy measures (from M1 to M9) in each of the three components in relation to certain evaluation criteria (from C1 to C6) in all three components (K, S, D).

Table 1: Leopold matrix of impacts; Impact measured on a scale -,0,+

Evaluation Criteria		K1	K2	K3	K4	K5	K6
Heritage management measures		Component K	Component K	Component S	Component S	Component D	Component D
M1	Component K	+	+	+	0	+	+
M2	Component K	0	-	+	+	0	-
M3	Component K	+	+	+	-	0	+
M4	Component S	+	0	-	+	+	+
M5	Component S	+	+	0	0	+	+
M6	Component S	0	+	+	+	0	0
M7	Component D	+	+	+	-	0	+
M8	Component D	-	0	-	0	+	+
M9	Component D	0	-	+	+	+	+

Source of data: Hypothetical example

The evaluated impacts in Table 1 are partially aggregated by source and area of sectoral impact (K by K, K by S, K by D, etc.) to obtain a Leontief square matrix showing how heritage sectors impact each other through the measures that are implemented.

Table 2: Leontief matrix of impact between components, Impacts on a scale from -6 to +6

Criteria	Component K	Component S	Component D
Sectoral measures			
Component K	+3	+3	+2
Component S	+4	+2	+4
Component D	0	+1	+5

Source of data: Table 1

On the diagonal in Table 2, it can be seen that Sector D was the most effective in achieving its sectoral goals, whereas Sector S was the least effective. This means that the effectiveness of heritage management taken

overall is not well balanced between the three components. In order to analyse the effects of the interfaces, we must look at the non-diagonal values in the same Table which show how one component impacts another. The measures in component D have no negative impact on component K (0) but influence S (+1) only to a limited extent. The impact of S on the other lateral components K and D is relatively favourable (+4).

In order to properly evaluate the interfaces we need to reorganise the cross-sectional presentation of Table 2, producing a correlation matrix, given in Table 3. The correlation shows two lateral relationships between the components, not only how S impacts D but also how D impacts S, etc. This enables us to correlate two symmetrical non-diagonal relationships in Table 2. The result of the correlation is obtained by averaging the relationships between two components (Table 3). This leaves the diagonal evaluation unchanged since correlation concerns only the non-diagonal fields.

Table 3 shows that the interface between K and S is the strongest whereas the interface between K and D is the weakest (1.0).

Assessing cohesion is only the first step in the evaluation: there may hypothetically be a high degree of cohesion, but this may be one-sided (as in an unhappy love relationship between two people). However, heritage management seeks to achieve cohesion on both sides and a high level of mutual connections. A poor balance indicator can be discerned by comparing the left and right hand sides of the equations in Table 3. The level of mutual relationships between K and S is fairly high, as the absolute difference between 4 and 3 ( $|4-3| = 1$ ) is fairly small. The situation between K and D is the exact opposite – not only is it poorly cohesive but also very one-sided ( $|0-2| = 2$ ). The situation is similar between S and D which are very poorly balanced.

Table 3: Correlation matrix of the impact of the interfaces, on a scale of -6 to +6

Criteria	Component K	Component S	Component D
Measures			
Component K	3.0	$(4+3) / 2 = 3.5$	$(0+2) / 2 = 1.0$
Component S	2.0	-	$(1+4) / 2 = 2.5$
Component D	-	-	5.0

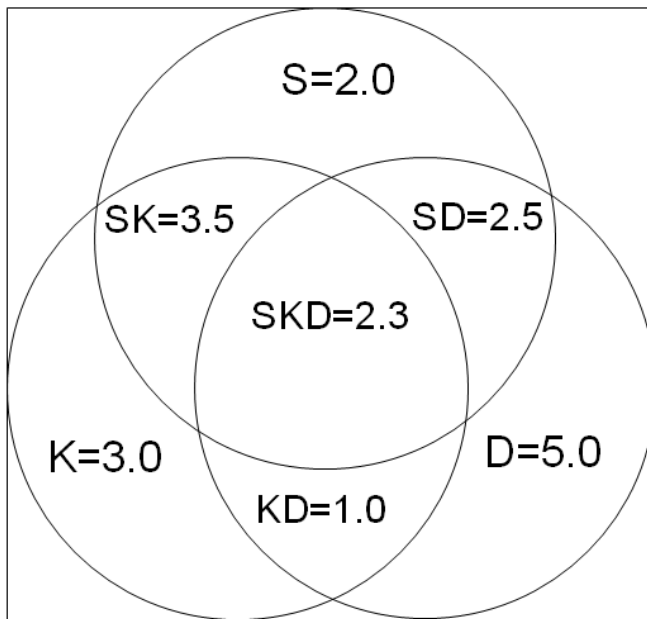
Source of data: Table 2.

NB: In statistics, the correlation normally ranges from -1 to +1. This Table evaluates correlation on a wider scale -6 to +6 with the aim of simplifying the interpretation of results-based policies. Taking into account the findings on strong or weak cohesion and balance in Table 3, we can now assess the value of all interfaces as the average evaluation of the three individual interfaces:

$$(3.5 + 1.0 + 2.5) / 3 = 7/3 = 2.3.$$

The interface between the three components of heritage management is 2.3 (out of a maximum score of 6), indicating a rather weak level of internal cohesion between the three components of heritage policy (Diagram 1).

Diagram 1: Venn diagram of heritage management integration. Impacts on a scale of -6 to +6



Source of data: Table 3.

Empirically, the components of the concept of heritage make it possible to compare the vertical approach with the horizontal achievements of heritage management. In this hypothetical illustration, the non-overlapping results are, on average, more clearly observable ( $3.3 = (0+5, 3.0, 0 +2.0)$ ) than the overlapping results (2.3). Such an outcome is in line with the theoretical expectations that the impact of the components is easier to achieve than the horizontal impacts, which require greater co-ordination and which take into account diverse but legitimate concerns in heritage management.

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[1] Radej B., *Social Complexity: Operational definition*, Ljubljana, Slovenian Evaluation Society: Working papers, 7/2 (June 2014).

Radej B., K. Ž. Jazbinšek, M. Dolinšek, *Measuring Smartness of Innovation Policy*, Ljubljana, Slovenian Evaluation Society: Working papers, 8/1 (June 2015).

## Appendix B

### LIST OF EXAMPLES BY RECOMMENDATION

#### NB:

*The examples with a European scope are listed at the top, and the other examples are given in alphabetical order of the country concerned. Where the information comes from the Herein network, this is mentioned before the name of the country.*

#### 1) THE “SOCIAL COMPONENT” (S)

The “social component” (S) focuses on the relationship between heritage and societies, citizenship, the transmission and sharing of democratic values by means of methods of participatory and good governance through participatory management:

#### Challenges:

- S1. Living in peace
- S2. Improving quality of life
- S3. Contributing to people’s well-being and good health
- S4. Preserving the collective memory
- S5. Establishing good governance
- S6. Promoting participatory management
- S7. Optimising implementation of the conventions
- S8. Promoting an inclusive approach to heritage

#### Recommendations

##### RECOMMENDATION S1

##### ENCOURAGE THE INVOLVEMENT OF CITIZENS AND LOCAL AUTHORITIES IN CAPITALISING ON THEIR EVERYDAY HERITAGE

#### Examples of action:

- Local development programme for the island of Cres - Herein - (Croatia)
- Participatory approaches developed with schools and municipalities by the not-for-profit organisation Qualité-Village-Wallonie (Belgium/Wallonia) (<http://www.qvw.be/>)
- “SOS Patrimoine”, thematic factsheets produced by the Walloon Rural Foundation, useful for all citizens involved in the preservation of a heritage item (Belgium, Wallonia) (<http://www.frw.be>)
- Grant for the restoration of “small-scale heritage” - Herein - (Belgium/Brussels Capital Region) (<http://patrimoine.brussels/liens/campagnes-programmes/petit-patrimoine-brochure-2015>)
- Indicators of the economic and social impact of cultural heritage - Herein - (Hungary) <http://www.forsterkozpont.hu/nemzetkozi-feladatok/nemzetkozi-projektjeink/749#1>  
<http://balatoncsicso.reblog.hu/> - <https://www.facebook.com/csicsoiplebania>)
- Heritage as a means of emancipation for people with mental or multiple disabilities - Herein - (Netherlands) (<http://www.ipsedebruggen.nl/news/article/58/opening-de-haven-nigrum-pullum-zwammerdam;> · <http://www.romeinselimes.nl/nl/op-pad/fort-nigrum-pullum-zwammerdam;> · <https://erfgoedstem.nl/opening-bezoekerscentrum-haven-nigrum-pullum/> · <http://www.monumentaal.com/bezoekerscentrum-haven-nigrum-pullum-open>)
- Protection of the local heritage by municipalities - Herein - (Slovak Republic)

##### RECOMMENDATION S2

##### MAKE HERITAGE MORE ACCESSIBLE

#### Examples of action:

- Activities carried out during European Heritage Days (<http://pjp-eu.coe.int/en/web/ehd-jep/home>)

- Local development programme for the island of Cres - Herein - (Croatia)
- Indicators of the economic and social impact of cultural heritage - Herein - (Hungary) · <http://www.forsterkozpont.hu/nemzetkozi-feladatok/nemzetkozi-projektjeink/749#1>  
<http://balatoncsicso.reblog.hu/> - <https://www.facebook.com/csicsoiplebania>)
- Heritage as a means of emancipation for people with mental or multiple disabilities - Herein - (Netherlands) (<http://www.ipsedebruggen.nl/news/article/58/opening-de-haven-nigrum-pullum-zwammerdam>; <http://www.romeinselimes.nl/nl/op-pad/fort-nigrum-pullum-zwammerdam>; · <https://erfgoodstem.nl/opening-bezoekerscentrum-haven-nigrum-pullum/>  
<http://www.monumentaal.com/bezoekerscentrum-haven-nigrum-pullum-open>)

### RECOMMENDATION S3

#### USE HERITAGE TO ASSERT AND TRANSMIT THE FUNDAMENTAL VALUES OF EUROPE AND EUROPEAN SOCIETY

##### Examples of action:

- Local development programme for the island of Cres - Herein - (Croatia)
- The [Liszt Music Academy](#), winner of the Europa Nostra Prize and of the European Heritage Label (2016) for its contribution to European culture and Heritage (Hungary)
- Heritage as a means of emancipation for people with mental or multiple disabilities - Herein - (Netherlands) <http://www.ipsedebruggen.nl/news/article/58/opening-de-haven-nigrum-pullum-zwammerdam> · <http://www.romeinselimes.nl/nl/op-pad/fort-nigrum-pullum-zwammerdam> · <https://erfgoodstem.nl/opening-bezoekerscentrum-haven-nigrum-pullum/>  
<http://www.monumentaal.com/bezoekerscentrum-haven-nigrum-pullum-open>)

### RECOMMENDATION S4

#### PROMOTE HERITAGE AS A MEETING PLACE AND VEHICLE FOR INTERCULTURAL DIALOGUE, PEACE AND TOLERANCE

##### Examples of action:

- Report on the role of public arts and cultural institutions in the promotion of cultural diversity and intercultural dialogue ([http://ec.europa.eu/culture/library/reports/201405-omc-diversity-dialogue\\_en.pdf](http://ec.europa.eu/culture/library/reports/201405-omc-diversity-dialogue_en.pdf))
- Local development programme for the island of Cres - Herein - (Croatia)
- Indicators of the economic and social impact of cultural heritage - Herein - (Hungary) <http://valorizzazione.beniculturali.it/it/notizie/259-brera-unaltra-storia-percorsi-interculturali-nel-museo.html> <http://www.forsterkozpont.hu/nemzetkozi-feladatok/nemzetkozi-projektjeink/749#1>  
<http://balatoncsicso.reblog.hu/> - <https://www.facebook.com/csicsoiplebania>)
- Brera: un'altra storia. Percorsi interculturali nel museo (Brera: another story. Intercultural trails in the museum, (Italy) (<http://valorizzazione.beniculturali.it/it/notizie/259-brera-unaltra-storia-percorsi-interculturali-nel-museo.html>)
- Heritage as a means of emancipation for people with mental or multiple disabilities - Herein - (Netherlands) <http://www.ipsedebruggen.nl/news/article/58/opening-de-haven-nigrum-pullum-zwammerdam> · <http://www.romeinselimes.nl/nl/op-pad/fort-nigrum-pullum-zwammerdam> · <https://erfgoodstem.nl/opening-bezoekerscentrum-haven-nigrum-pullum/>  
<http://www.monumentaal.com/bezoekerscentrum-haven-nigrum-pullum-open>)

### RECOMMENDATION S5

#### ASSESS CITIZEN PARTICIPATION PRACTICES AND PROCEDURES

##### Examples of action:

- Urban and regional/spatial planning consultation commission - Herein - (Belgium/Brussels Capital Region) (<https://urbanisme.irisnet.be/les-commissions-de-concertation>)
- Society of Friends of Dubrovnik Antiquities (Croatia) (<http://citywallsdubrovnik.hr/drustvo/?lang=en>)
- Local development programme for the island of Cres - Herein - (Croatia)

- Association "4 grada Dragodid": the scope of the association's work is focused on vernacular architecture, specifically dry-stone techniques and other building types and materials in the Croatian rural karst (Croatia) (<http://www.dragodid.org/category/eng/>)
- Motel Trogir (Croatia): association for the protection of post-war architecture (Croatia) (<http://motelrogir.tumblr.com>)
- Adopt a monument, an initiative to promote the caretaking of a shared heritage, applied in several European countries. One example is the Pirkanmaa provincial museum. A creative way of getting local inhabitants actively involved in looking after and preserving their local cultural heritage (Finland) <http://adoptoimonumentti.fi/europa-nostra-award-2016/?lang=en>  
Adopt a monument brochure: [https://issuu.com/vapriikki/docs/am\\_esite\\_en\\_n\\_0815](https://issuu.com/vapriikki/docs/am_esite_en_n_0815);  
Best practices booklet: <https://issuu.com/vapriikki/docs/adopt-a-monument>
- "Living Heritage Wiki", a web-based platform along the lines of the open and collaborative Wiki formula, enabling anyone to suggest and describe entries in a national catalogue of the intangible cultural heritage, in connection with the implementation of the Unesco Convention for the Safeguarding of the Intangible Cultural Heritage (Finland) (<http://www.aineetonkulttuuriperinto.fi/en/implementation>) (<https://wiki.aineetonkulttuuriperinto.fi/>)
- Indicators of the economic and social impact of cultural heritage - Herein - (Hungary) <http://www.forsterkozpont.hu/nemzetkozi-feladatok/nemzetkozi-projektjeink/749#1> <http://balatoncsicso.reblog.hu/> - <https://www.facebook.com/csicsoiplebania>)

#### RECOMMENDATION S6

##### CREATE A SUITABLE FRAMEWORK TO ENABLE LOCAL AUTHORITIES AND COMMUNITIES TO TAKE ACTION TO PROMOTE AND MANAGE THEIR HERITAGE

###### Examples of action:

- Walloon Rural Foundation: a participatory rural development process incorporating heritage protection in a citizen-based approach (Belgium) ([www.frw.be](http://www.frw.be))
- Local development programme for the island of Cres - Herein - (Croatia)
- Indicators of the economic and social impact of cultural heritage - Herein - (Hungary) <http://www.forsterkozpont.hu/nemzetkozi-feladatok/nemzetkozi-projektjeink/749#1> <http://balatoncsicso.reblog.hu/> - <https://www.facebook.com/csicsoiplebania>)

#### RECOMMENDATION S7

##### DEVELOP AND PROMOTE PARTICIPATORY HERITAGE IDENTIFICATION PROGRAMMES

###### Examples of action:

- Action carried out under the Interreg (EU) projects adopting this heritage approach (e.g. "Transformation du patrimoine": <http://muap.be/projets/le-projet-trans-formation-du-patrimoine-interreg-iv>)
- Initiative of the Community of Split for the protection of the Split 3 residential area (Croatia)
- Local development programme for the island of Cres - Herein - (Croatia)
- Indicators of the economic and social impact of cultural heritage - Herein - (Hungary) <http://www.forsterkozpont.hu/nemzetkozi-feladatok/nemzetkozi-projektjeink/749#1> <http://balatoncsicso.reblog.hu/> - <https://www.facebook.com/csicsoiplebania>)
- Protection of the local heritage by municipalities - Herein - (Slovak Republic)

#### RECOMMENDATION S8

##### ENCOURAGE HERITAGE REHABILITATION INITIATIVES BY LOCAL COMMUNITIES AND AUTHORITIES

###### Examples of action:

- Participation of local residents in the restoration of small-scale heritage items at the initiative of Qualité-Village-Wallonie (Belgium) (<http://www.qvw.be/>)

- Local development programme for the island of Cres - Herein - (Croatia)
- Accessibility as a means for the inhabitants of Nantes to retake ownership of the chateau-museum, Nantes (France)
- Indicators of the economic and social impact of cultural heritage - Herein - (Hungary)  
<http://www.forsterkozpont.hu/nemzetkozi-feladatok/nemzetkozi-projektjeink/749#1>  
<http://balatoncsicso.reblog.hu/> - <https://www.facebook.com/csicsoiplebania>

#### RECOMMENDATION S9

##### SUPPORT INTER-GENERATIONAL AND INTERCULTURAL PROJECTS TO PROMOTE HERITAGE

###### Examples of action:

- Training programmes for children and adults at the heritage crafts training centre in the former abbey of La Paix-Dieu (Belgium/Wallonia) (<http://www.institutdupatrimoine.be/index.php/missions/metiers-du-patrimoine>)
- Local development programme for the island of Cres - Herein - (Croatia)
- "Hands-on" workshops which help children develop through practical experience of different skills and inter-generational exchange. (France) (<http://www.loutilenmain.fr/>).
- Indicators of the economic and social impact of cultural heritage - Herein - (Hungary)  
<http://www.forsterkozpont.hu/nemzetkozi-feladatok/nemzetkozi-projektjeink/749#1>  
<http://balatoncsicso.reblog.hu/> - <https://www.facebook.com/csicsoiplebania>

#### RECOMMENDATION S10

##### FACILITATE AND ENCOURAGE (PUBLIC AND PRIVATE) PARTNERSHIPS IN CULTURAL HERITAGE PROMOTION AND CONSERVATION PROJECTS

###### Examples of action:

- Fondation Roi Baudouin (King Baudouin Foundation) (Belgium) ([www.kbs-frb.be/fr/](http://www.kbs-frb.be/fr/))
- Local development programme for the island of Cres - Herein - (Croatia)
- Fondation du patrimoine (Heritage Foundation) (France) ([www.fondation-patrimoine.org](http://www.fondation-patrimoine.org))
- Fondation "Total" (France) (<http://www.fondation.total.com/missions/faire-rayonner-les-cultures-et-le-patrimoine>)
- Indicators of the economic and social impact of cultural heritage - Herein - (Hungary)  
<http://www.forsterkozpont.hu/nemzetkozi-feladatok/nemzetkozi-projektjeink/749#1>  
<http://balatoncsicso.reblog.hu/> - <https://www.facebook.com/csicsoiplebania>
- Palazzo Madama: purchase in partnership with Turin (Italy)  
<http://www.palazzomadamatorino.it/it/blog/ottobre-2013/crowdfunding-and-more-summary>)
- Lottery Fund (UK) ([www.biglotteryfund.org.uk](http://www.biglotteryfund.org.uk))

## 2) THE "ECONOMIC AND TERRITORIAL DEVELOPMENT" COMPONENT (D)

The "economic and territorial development" component focuses on the relationship between cultural heritage and spatial development, the economy and local and regional governance with due regard for the principles of sustainable development.

### Challenges

- D1. Building a more inclusive and cohesive society
- D2. Developing Europe's prosperity by drawing on its heritage resources
- D3. Ensuring that Europeans enjoy a high quality of life, in harmony with their cultural and natural environment
- D4. Implementing the principle of integrated conservation
- D5. Ensuring that heritage is taken into account in sustainable spatial development strategies and programmes
- D6. Developing the ability of public services to address sustainable spatial development issues by means of better use of heritage

- D7. Preserving and developing the ability of public services to address heritage issues
- D8. Increasing the use and re-use of heritage

#### Recommendations

##### RECOMMENDATION D1

###### PROMOTE CULTURAL HERITAGE AS A RESOURCE AND FACILITATE FINANCIAL INVESTMENT

#### Examples of action:

- "Cultural Heritage counts for Europe" report, 2015 (<http://www.theheritagealliance.org.uk/cultural-heritage-counts-for-europe/> )
- Public Cultural Co-operation Establishment (EPCC), Pont du Gard, Unesco site (France)
- Art Bonus: favourable tax scheme for supporting culture through donations. (Italy) (<http://artbonus.gov.it/>)

##### RECOMMENDATION D2

###### SUPPORT AND PROMOTE THE HERITAGE SECTOR AS A MEANS OF CREATING JOBS AND BUSINESS OPPORTUNITIES

#### Examples of action:

- [Alliance Patrimoine-Emploi](#), (Heritage-employment alliance), Walloon Government, (Belgium, Wallonia)

##### RECOMMENDATION D3

###### PROMOTE HERITAGE SKILLS AND PROFESSIONALS

#### Examples of action:

- European Artistic Craft Days (<http://www.journeesdesmetiersdart.fr/en-europe>)
- Restoration site visit: Notre-Dame de Poitiers, Versailles, Tournai cathedral, etc.
- "Youth and heritage week", an extension of European Heritage Days attended by craftworkers; Building Heroes, educational activities in Paix-Dieu, workshops with craftworkers (Belgium/Wallonia)
- Moj kazun - La mia, heritage activities, focusing on the preservation of small dry stone field shelters, typical of the Istrian peninsula (Croatia)
- The International Heritage Show (SIPC), at the Louvre, Paris (France) (<http://www.patrimoineculturel.com/>)
- The Denkmal trade fair in Leipzig (Germany)

##### RECOMMENDATION D4

###### PRODUCE HERITAGE IMPACT STUDIES FOR REHABILITATION, CONSTRUCTION, DEVELOPMENT AND INFRASTRUCTURE PROJECTS

#### Examples of action:

- The [UNESCO Operational Guidelines](#) for the implementation of the World Heritage Convention, with regard to effective management systems (II.F) states that impact assessments for proposed interventions are essential for all World Heritage properties and could be adapted in order to be extended to other categories of heritage

##### RECOMMENDATION D5

###### ENCOURAGE THE RE-USE OF HERITAGE

#### Examples of action:

- Fraunhofer Centre for energy efficiency in historic buildings (Alte Schöfflerei at Kloster Benediktbeuern (Germany)). (<http://www.denkmalpflege.fraunhofer.de/>)

- Renovation of the cultural heritage with the help of the unemployed - Herein - (Slovak Republic) ([http://www.academia.edu/21653581/Strategic\\_Heritage\\_Conservation\\_Practices\\_Inclusion\\_of\\_the\\_Unemployed\\_in\\_Saving\\_Cultural\\_Heritage\\_in\\_Slovakia](http://www.academia.edu/21653581/Strategic_Heritage_Conservation_Practices_Inclusion_of_the_Unemployed_in_Saving_Cultural_Heritage_in_Slovakia))

#### RECOMMENDATION D6

ENSURE THAT HERITAGE IS TAKEN INTO ACCOUNT IN SPATIAL, ENVIRONMENTAL AND ENERGY DEVELOPMENT POLICIES

Examples of action:

- Grant for the restoration of "small-scale heritage" - Herein - (Belgium/Brussels Capital Region) (<http://patrimoine.brussels/liens/campagnes-programmes/petit-patrimoine-brochure-2015>)
- Walloon Spatial Planning and Heritage Code ([Article 209/1 du CWATUP](#)) (Belgium/Wallonia)
- Renovation of the cultural heritage with the help of the unemployed - Herein - (Slovak Republic) ([http://www.academia.edu/21653581/Strategic\\_Heritage\\_Conservation\\_Practices\\_Inclusion\\_of\\_the\\_Unemployed\\_in\\_Saving\\_Cultural\\_Heritage\\_in\\_Slovakia](http://www.academia.edu/21653581/Strategic_Heritage_Conservation_Practices_Inclusion_of_the_Unemployed_in_Saving_Cultural_Heritage_in_Slovakia))

#### RECOMMENDATION D7

GIVE CONSIDERATION TO HERITAGE IN SUSTAINABLE TOURISM DEVELOPMENT POLICIES

Examples of action:

- Council of Europe cultural routes (<http://www.culture-routes.net/>)
- Grant for the restoration of "small-scale heritage" - Herein - (Belgium/Brussels Capital Region)
- A sustainable tourism strategy for Suomenlinna, World Heritage Site, (Finland) ([http://frantic.s3.amazonaws.com/suomenlinna/2015/06/Sustainable\\_Tourism\\_Strategy\\_062015\\_final\\_0.pdf](http://frantic.s3.amazonaws.com/suomenlinna/2015/06/Sustainable_Tourism_Strategy_062015_final_0.pdf))
- La Voie verte (The Green Way) in south Ardèche: a sustainable means of heritage discovery (France) (<http://www.cc-gorgesardeche.fr/spip.php?rubrique33>)
- The "Grands sites de France" network (France) (<http://www.grandsitedefrance.com/>)
- <http://patrimoine.brussels/liens/campagnes-programmes/petit-patrimoine-brochure-2015>)
- Paradores in Spain (Spain) (<http://www.parador.es/en>)

#### RECOMMENDATION D8

PROTECT, RESTORE AND ENHANCE HERITAGE, MAKING GREATER USE OF NEW TECHNOLOGIES

Examples of action:

- Use of GIS (geographical information system) to map immovable cultural assets ([Cultural heritage inventory in Switzerland](#), [Cultural heritage inventory in Wallonia](#))
- 3D modelling and printing (<http://ofti.org/la-modelisation-3d-en-archeologie-et-patrimoin/>)
- Augmented reality visit of the Jumièges abbey (France) (<http://www.abbayedejumieges.fr/remontez-le-temps.html>)
- Digitisation of repository institutions - Herein – (Slovak Republic) (<https://www.slovakiana.sk/>; <http://www.opis.culture.gov.sk/uvod>)
- 3D modelling to assist in historic monument pre-restoration studies and master-plans; e.g. Restoration of the Santa María Vitória-Gasteiz Cathedral (Spain) ([http://www.catedralvitoria.eus/ingles/restauracion\\_introduccion.php](http://www.catedralvitoria.eus/ingles/restauracion_introduccion.php))
- Archaeological research of an archaeological site using the Lidar process (e.g. Stonehenge) (UK) (<http://www.wessexarch.co.uk/stonehenge/explore-stonehenge-landscape-lidar-survey>)

**RECOMMENDATION D9**

**USE INNOVATIVE TECHNIQUES TO PRESENT CULTURAL HERITAGE TO THE PUBLIC, WHILE PRESERVING ITS INTEGRITY**

Examples of action:

- Facsimile reconstitution of caves (Chauvet, Lascaux, Altamira)  
(<http://archeologie.culture.fr/chauvet/fr>) (<http://fr.museodealtamira.mcu.es/>)  
(<http://www.lascaux.culture.fr/#/fr/00.xml>)
- "Heritage on roller skates", visit "with a twist" (Belgium/Brussels Capital Region)  
([http://www.reseau-idee.be/adresses-utiles/fiche.php?org\\_id=1233](http://www.reseau-idee.be/adresses-utiles/fiche.php?org_id=1233))

**RECOMMENDATION D10**

**USE THE CULTURAL HERITAGE AS A MEANS OF GIVING THE REGION A DISTINCTIVE CHARACTER AND MAKING IT MORE ATTRACTIVE AND BETTER KNOWN**

Examples of action:

- Leader projects: Local action groups (GAL) (Europe)  
([http://ec.europa.eu/agriculture/rur/leaderplus/index\\_fr.htm](http://ec.europa.eu/agriculture/rur/leaderplus/index_fr.htm))
- Heritage Business Centre focusing on ceramic and related arts, Limoges (France)  
(<http://www.museebal.fr/fr/restructuration-musee>)
- Towns and Lands of Art and History
- Regional nature reserves

**RECOMMENDATION D11**

**DEVELOP NEW MANAGEMENT MODELS TO ENSURE THAT HERITAGE BENEFITS FROM THE ECONOMIC SPINOFFS THAT IT GENERATES**

Examples of action:

- Monument annuity, Dubrovnik. Natural persons and legal entities that carry out commercial activities in immovable cultural property, or in designated protected urban zones, pay an annuity. The amount of the annuity is determined by the town or municipal authorities. Of this amount, 60% goes to the town or municipal budget, and 40% to the state budget, at the disposal of the Ministry of Culture which uses the funds for the preservation of cultural heritage. Budget revenues from the monument annuity are disbursed exclusively for the protection and preservation of cultural properties. In general, it is used for cultural properties in public ownership, but can also be used for works on privately owned property - for example to improve the condition of façades for the purpose of improving the image of a place. (Croatia)
- Digitisation of repository institutions - Herein – (Slovak Republic)  
(<https://www.slovakiana.sk/>; <http://www.opis.culture.gov.sk/uvod>)

### 3) THE "KNOWLEDGE AND EDUCATION COMPONENT" (K)

The "knowledge and education" component focuses on the relationship between heritage and shared knowledge, covering awareness-raising, training and research.

#### Challenges

- K1. Helping to foster a shared knowledge society
- K2. Identifying, preserving, transmitting and sharing heritage knowledge and skills
- K3. Raising awareness of the values conveyed by heritage
- K4. Ensuring heritage stakeholders have access to life-long training
- K5. Guaranteeing a high technical level for all heritage trades and crafts
- K6. Supporting, strengthening and promoting intergovernmental co-operation
- K7. Encouraging heritage research
- K8. Enlisting the commitment of young people to heritage

## Recommendations

### RECOMMENDATION K1:

#### INCORPORATE HERITAGE EDUCATION MORE EFFECTIVELY IN SCHOOL CURRICULA

##### Examples of action:

- Adopt a monument (Europe)
- Europa Nostra Prize, Education, training and awareness-raising category (<http://www.europanostrabelgium.be/fr/>)
- An interactive research and conservation project of the Retable of the High Altar of the St. Nicholas Church – Herein - (Estonia) (<http://nigulistemuuseum.ekm.ee/n/on-view-rode-alterpiece-in-close-up/>)
- National Year of Heritage - Herein - (Estonia) (<http://www.parandiaasta.ee/en>)
- "Schools in the manor" - Herein - (Estonia) (<http://koolielu.ee/waramu/view/1-7da1a016-1e4e-4ea9-921a-705ce97f40c4>)
- Local cultural heritage educational material for teachers - Herein - (Estonia) (<http://www.eays.edu.ee/aja/index.php/ajalooopetus/ajalugu/126-eesti-kultuuriloo-oppematejal-eaus-2013>)
- Access archives, libraries and museums with a single search (Finland) (<https://www.finna.fi/?lng=en-gb>)
- Heritage education packs and classes at the Wallonia Rural Foundation (Belgium) (<http://www.frw.be>)
- Educational activities of the Urban Development Centres in Wallonia (Belgium) (<http://www.murla.be>)

### RECOMMENDATION K2:

#### IMPLEMENT MEASURES TO ENCOURAGE YOUNG PEOPLE TO PRACTISE HERITAGE

##### Examples of action:

- Adopt a monument (Europe)
- EPIM photo competition (<http://www.nike-kultur.ch/fr/concours-photographique-pour-les-jeunes/>)
- Monument/museum nights (<http://www.monument-tracker.com/nuit-europeenne-musees/>)
- National Year of Heritage - Herein - (Estonia) (<http://www.parandiaasta.ee/en>)
- "Schools in the manor" - Herein - (Estonia) (<http://koolielu.ee/waramu/view/1-7da1a016-1e4e-4ea9-921a-705ce97f40c4>) -
- An interactive research and conservation project of the Retable of the High Altar of the St. Nicholas Church – Herein - (Estonia) (<http://nigulistemuuseum.ekm.ee/n/on-view-rode-alterpiece-in-close-up/>)
- Cultural heritage-makers competition for children and young people, part of European Heritage Days (Finland) ([http://www.kulttuuriperintokasvatus.fi/wp-content/uploads/2015/04/Cultural-Heritage-Makers2015\\_Instructions.pdf](http://www.kulttuuriperintokasvatus.fi/wp-content/uploads/2015/04/Cultural-Heritage-Makers2015_Instructions.pdf)); (<http://europeanheritagedays.com/Event/a3a5d/Cultural-Heritagemakers-LANevent-for-the-Finnish-Youth.html>)
- "Pass Culture Sport" for 15-30 year-olds: booklet valid for 9 entries in the Pays de la Loire Region (France) (<http://www.pack15-30.fr/?id=18>)
- Culture cheques - Herein - (Slovak Republic) (<https://www.kulturnepoukazy.sk/kp16/>)

### RECOMMENDATION K3:

#### ENCOURAGE CREATIVITY TO CAPTURE THE ATTENTION OF THE HERITAGE AUDIENCE

##### Examples of action:

- Adopt a monument (Europe)
- Anatomy of Islands, Island of Vis (Croatia) (<http://www.anatomija-otoka.com/>)
- National Year of Heritage - Herein - (Estonia) (<http://www.parandiaasta.ee/en>)
- "Schools in the manor" - Herein - (Estonia) (<http://koolielu.ee/waramu/view/1-7da1a016-1e4e-4ea9-921a-705ce97f40c4>) -

- An interactive research and conservation project of the Retable of the High Altar of the St. Nicholas Church – Herein - (Estonia) (<http://nigulistemuuseum.ekm.ee/n/on-view-rode-alterpiece-in-close-up/>)
- “La nuit des pêcheries”, by the “Territoires imaginaires” association on the Atlantic Coast, (France) (<http://territoires-imaginaires.fr/>)

#### RECOMMENDATION K4:

PROVIDE OPTIMUM TRAINING FOR NON-PROFESSIONAL PLAYERS AND FOR PROFESSIONALS FROM OTHER SECTORS WITH A CONNECTION TO HERITAGE

Examples of action:

- Training for guides organised by the Charter of Cistercian Abbeys and Sites network (Europe) (<http://www.cister.net/?lang=en>)
- The European “Europe Tour” initiative on empowering rural areas to harvest the potential of cultural tourism which seeks to improve the professional qualification of stakeholders in the cultural aspects of rural tourism (Europe) (<http://www.europetour.tips/>)
- Theme day, analysis of a village; e.g. the activities of the Architecture, Urban Planning and Environment Councils (CAUE) (France) (<http://www.fncaue.com/>)
- Information session for owners on joinery materials (wood >> PVC)
- “Incentive” A day to discover a town, for taxi drivers, shopkeepers, tourism service providers, town centre managers, etc.
- Training module on agri-tourism and the role of heritage in rural visitor accommodation

#### RECOMMENDATION K5:

DIVERSIFY TRAINING SYSTEMS FOR HERITAGE PROFESSIONALS

Examples of action:

- “Erasmus for apprentices”, trial carried out by 11 French and German companies, 2016. (<http://www.agence-erasmus.fr/projet/39/l-erasmus-des-apprentis-le-projet-euroapprentissage>)
- National Year of Heritage - Herein - (Estonia) (<http://www.parandiaasta.ee/en>)
- An interactive research and conservation project of the Retable of the High Altar of the St. Nicholas Church – Herein - (Estonia) (<http://nigulistemuuseum.ekm.ee/n/on-view-rode-alterpiece-in-close-up/>)
- Information and training day on the digitisation plan of the Ministry of Culture (France) (<http://www.culturecommunication.gouv.fr/Politiques-ministerielles/Patrimoine-ethnologique/Soutiens-a-la-recherche/Plan-de-numerisation>)
- “Europe Tour in 22 Days”, mobility scheme for apprentices 18-25 years, Poitou-Charentes Region (France) (<http://www.alternance-en-region.com/articles/tour-deurope-des-apprentis-en-22-jours-520.html>)
- Academy of Heritage postgraduate studies, established in 2001 by the International Cultural Centre and University of Economics in Krakow (Poland) (<http://mck.krakow.pl/a-post-graduate-studies>)

#### RECOMMENDATION K6:

DEVELOP KNOWLEDGE BANKS ON LOCAL AND TRADITIONAL MATERIALS, TECHNIQUES AND KNOW-HOW

Examples of action:

- Lime-rendering training for masons (Maisons paysannes de France association); Heritage crafts training centre in the former abbey of La Paix-Dieu, Amay
- Materials library of the Heritage crafts training centre in the former abbey of La Paix-Dieu, Amay (Belgium/Wallonia)
- Centre for the Intangible Cultural Heritage (Institute of Ethnology and Folklore Research) (Croatia)
- Institute of Arts and Crafts (France) (<http://www.institut-metiersdart.org/>)
- National Arts and Crafts Conservatory (CNAM), Paris (France) (<http://the.cnam.eu/>)
- Dynamic Conservatory of Technical Skills: database, audio-visual and educational tools, Ventoux adult education centre, Provence Alpes Côte d’Azur Region (France – European Union) (<http://www.upventoux.org/conservatoire-dynamique-gestes-techniques/>)

- Materials library of the Paris National School of Architecture, Val-de-Seine (France) ([http://www.paris-belleville.archi.fr/materiautheque\\_180](http://www.paris-belleville.archi.fr/materiautheque_180))
- Discovery kit: Materials and buildings in Seine-Saint-Denis (France) (<https://www.seine-saint-denis.fr/Dispositifs-educatifs-patrimoniaux.html>)
- Electronic encyclopaedia of traditional popular culture - Herein - (Slovak Republic) (<http://www.ludovakultura.sk/index.php?id=11>)

#### RECOMMENDATION K7

##### ENSURE THAT THE KNOWLEDGE AND SKILLS INVOLVED IN HERITAGE TRADES ARE PASSED ON

###### Examples of action:

- Pottery competitions, exhibitions, acquisition of winning works by the museum of Raeren (German-speaking Belgium) ([http://toepfereimuseum.org/en\\_EN/museum](http://toepfereimuseum.org/en_EN/museum))
- Traditional Craft Centre in Lika-Senj County (Croatia)
- National Year of Heritage - Herein - (Estonia) (<http://www.parandiaasta.ee/en>)
- Lace school, Puy-en Velay (France) (<http://www.ladentelledupuy.com/>)
- Training for people reintegrating the employment market: copying old bronze artefacts and creating objects in the Saint-Denis Museum (France) (<http://www.musee-saint-denis.fr>)
- Pro Monumenta: prevention through maintenance - Herein - (Slovak Republic) (<http://www.promonumenta.sk/>; <https://www.pamiatky.sk/sk/page/pro-monumenta>)
- Craft school: Centre for Folk Art Production - Herein - (Slovak Republic) (<http://www.uluv.sk/sk>, [craft@uluv.sk](mailto:craft@uluv.sk))
- Heritage crafts training centres (Council of Europe network):
  - Zentrum für Restaurierung und Denkmalpflege, Herrstein (Germany)
  - Heritage crafts training centre in the former abbey of La Paix-Dieu, Amay (Belgium/Wallonia)
  - Centro Albayzin, Escuela Andaluza de Restauración (Spain)
  - Avignon School (France)
  - REMPART (France)
  - La Villa Fabris, Centro Europeo per i mestieri del Patrimonio (Italy)
  - International Built Heritage Conservation Training Centre (Romania)
  - National Heritage Training group and the Conservation, Regeneration and Community Development projects across the North East, Cumbria and North Yorkshire (UK)

#### RECOMMENDATION K8

##### GUARANTEE THE COMPETENCES OF PROFESSIONALS WORKING ON THE LISTED HERITAGE

###### Examples of action:

- Ordinance on the conditions under which natural persons and legal entities may obtain permits for work on the protection and preservation of cultural property (Croatia)
- Confederation of craftworkers and small building firms, CAPEB (France) (<http://www.capeb.fr/>)

#### RECOMMENDATION K9:

##### DEVELOP STUDY AND RESEARCH PROGRAMMES THAT REFLECT THE NEEDS OF THE HERITAGE SECTOR AND SHARE THE FINDINGS

###### Examples of action:

- European Project "Climate for Culture" to assess the impact of climate change on cultural heritage ([www.climateforculture.eu](http://www.climateforculture.eu))
- JPI Cultural Heritage and Global Change: <http://www.jpi-culturalheritage.eu/>
- National Year of Heritage - Herein - (Estonia) (<http://www.parandiaasta.ee/en>)
- An interactive research and conservation project of the Retable of the High Altar of the St. Nicholas Church – Herein - (Estonia) (<http://nigulistemuuseum.ekm.ee/n/on-view-rode-alterpiece-in-close-up/>)
- Encatc (France - Europe) (<http://www.encatc.org/>)

- “Culture et Recherche” (Culture and Research) publication of the Ministry of Culture (France) (<http://www.culturecommunication.gouv.fr/Politiques-ministerielles/Recherche-Enseignement-superieur-Technologie/La-recherche/La-revue-Culture-et-Recherche>)
- “Herito” research and publishing activities, ICC, Krakow (Poland) (<http://www.herito.pl/en/icc-online-bookshop-regulations>)

#### RECOMMENDATION K10

##### ENCOURAGE AND SUPPORT THE DEVELOPMENT OF NETWORKS

###### Examples of action:

- Alliance 3.3
- Europa Nostra (<http://www.europanostra.org/>)
- The Cultural Encounter Centres (<http://www.accr-europe.org/?lang=en>)
- The HEREIN network, a platform for dialogue and exchange, which facilitates, for example co-operation between the ministries and institutions responsible for managing the European heritage ([http://www.coe.int/t/dg4/cultureheritage/heritage/Herein/Default\\_en.asp](http://www.coe.int/t/dg4/cultureheritage/heritage/Herein/Default_en.asp))
- FEMP: European Foundation for Heritage Skills ([http://www.ecole-avignon.com/fr\\_FR/Ecole-Avignon/Actualites/Presse/Federation-europeenne-pour-les-Metiers-du-Patrimoine-bati](http://www.ecole-avignon.com/fr_FR/Ecole-Avignon/Actualites/Presse/Federation-europeenne-pour-les-Metiers-du-Patrimoine-bati))
- “Cultural Heritage counts for Europe” European research project carried out by a consortium of partners (ENCATC, RLICC, ICC and co-ordinated by Europa Nostra) ([http://ec.europa.eu/culture/news/2015/0612-cultural-heritage-counts\\_en.htm](http://ec.europa.eu/culture/news/2015/0612-cultural-heritage-counts_en.htm))
- An interactive research and conservation project of the Retable of the High Altar of the St. Nicholas Church – Herein - (Estonia) (<http://nigulistemuuseum.ekm.ee/n/on-view-rode-alterpiece-in-close-up/>)

#### RECOMMENDATION K11:

##### EXPLORE HERITAGE AS A SOURCE OF KNOWLEDGE AND INSPIRATION

###### Examples of action:

- Creation of embroideries, fabrics inspired by old collections
- Ode to verticality: a juggler at the abbey, Mont-Saint-Michel (France)
- New uses of traditional materials (insulation using cork and hemp)
- National Year of Heritage - Herein - (Estonia) (<http://www.parandiaasta.ee/en>)
- “Schools in the manor” - Herein - (Estonia) (<http://koolielu.ee/waramu/view/1-7da1a016-1e4e-4ea9-921a-705ce97f40c4>)
- An interactive research and conservation project of the Retable of the High Altar of the St. Nicholas Church – Herein - (Estonia) (<http://nigulistemuuseum.ekm.ee/n/on-view-rode-alterpiece-in-close-up/>)
- Small village, Agost near to Alicante: traditional and contemporary ceramics in a sustainable development approach as part of scientific research, in conjunction with a monographic museum and national and international workshops (Spain) (<http://www.museoagost.com/cms/>)