



D5.5 Impact report (final version)

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Deliverable Factsheet

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Abstract:	This document presents the final version of the impact report that includes the analysis of the replies gathered by the 3 surveys that had been filled in by participants of the PR4 Open Innovation Projects (OIPs).
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Consortium

The consortium governing the project is adequately representing a wide range of expertise, as 4 Higher Education Institutions and 1 university library (NTNU, Scuola Superiore Sant'Anna, Sofia University St Kliment Ohridski, University of Tartu) join hands with a web education specialist (Web2Learn) and an NGO of 16 cultural associations: OSYGY. This mix of knowledge, skills, experiences and networks guarantees a layered approach toward a diverse range of stakeholders.

	Name	Short Name	Country
1	Norwegian University of Sciences and Technology	NTNU	Norway
2	Scuola Superiore di Studi Universitari e di Perfezionamento Sant'Anna, Pisa		Italy
3	Web2Learn	W2L	Greece
4	Sofia University St Kliment Ohridski		Bulgaria
5	University of Tartu	UT	Estonia
6	Federation of Women Association "Kores of Cyclades"	OSYGY	Greece

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v0.2	30.4.2024	Paula Rice, Alexandra Angeletaki (NTNU)	Review of first draft
v1.0	09.05.2024	Stefania Oikonomou	Integration of peer review by partners and finalisation of the report.

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Disclaimer:



This project has been funded with support from the European Commission. This deliverable reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

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List of Abbreviations

The following table presents the acronyms used in the deliverable in alphabetical order.

Abbreviations	Description
CHOs	Cultural Heritage Organisations
D	Deliverable
HEIs	Higher Education Institutions
OIPs	Open Innovation Projects
PR	Project Result

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1. Executive summary

This report presents the impact analysis (final version) resulting from the implementation of the Open Innovation Projects (OIPs) by higher education institutions (HEIs) and cultural heritage organisations (CHOs) that took place in the context of project result 4 (PR4). Hence, the D5.5 Impact report (final version) focuses on the sustainability of the eCHOIng OIPs based on three key factors, namely:

- governance,
- financing and
- social engagement.

The report presents and analyses the impact of the OIPs as reflected in the replies of the three target groups of the project, namely: higher education staff, students and cultural heritage staff.

2. Introduction

The eCHOIng OIPs aimed to enhance collaboration between HEIs and small CHOs in Europe, particularly in the aftermath of social challenges, such as the COVID-19 pandemic; a collaboration that is set to further nurture and contribute to the revival of the CH sector. Thus, moving beyond the so-called “one-off event” approach, the eCHOIng consortium is determined to investigate key factors leading to long-term sustainability of OIPs in terms of economic and social engagement viability. This way, we leverage the opportunity to explore and identify the replicability and sustainability potential of OIPs for the benefit of the CH sector.

By acknowledging the urgent need of collective action taking in the face of past and ongoing social challenges, from COVID-19 to the climate emergency, eCHOIng highlights the value of academia-CH collaboration through open innovation as a basis for societal and financial sustainability of the institutions involved and their communities.

In this framework, the project echoes the increased European and global attention to map and better understand how to forge resilient and sustainable pathways for CH. Indicatively, the European Commission has been particularly active in highlighting socio-environmental risks to heritage (2018) as well as how to strengthen CH amid climate change (2022), while the European Green Deal (2019) and the European framework for action on cultural heritage (2019) stressed the importance of ensuring sustainability in the CH sector.

Likewise, since 2015, UNESCO adopted a [Policy on the integration of a sustainable development perspective into the processes of the World Heritage Convention](#) that aims to enhance cultural heritage's potential and contribution to sustainable development at local, national and international levels. UNESCO's commitment to work towards the creation of sustainable CHOs is embedded in its agenda on "[Culture and Sustainable Development](#)" that includes a series of actions (conferences, workshops, webinars, etc.) in collaboration with stakeholders and public policymakers.

3. eCHOIng approach to sustainability

Although sustainability may comprise a variety of factors and indicators useful to help us understand its potential and status, the eCHOIng consortium looks at sustainability through the lens of three particular sustainability variables, namely: governance, financing and social engagement. Their selection was based on the relevance of these variables to the objectives of the project and the primary needs identified by academic and CH partners of the project.

Below, we briefly present definitions of the three variables as depicted in the D5.1 Framework of analysis.

Governance

By the term "governance", we refer to "the system by which entities are directed and controlled" (Governance Today, n.d.). As the OIPs will be implemented by both HEIs and CHOs, we seek to understand how open innovation is managed by participants and the administration of their institution. Key variables that are interlinked within the governance dimension are: strategy, duration of the project, the type of results produced and the opportunities to reuse them.

Financing

As we forge a path towards the sustainability of OIPs for universities and CHOs, it is crucial to delve into the economic dimension of the implemented projects, thus outlining key financial aspects that should be taken into account. Specifically, the financing variables include quantitative data on the human and material resources used for the OIPs, as well as the types of resources needed.

Social engagement

This term refers to the active participation of individuals in shaping the future of their community. As cultural heritage forms an integral part of communities' identity, achieving long-term engagement of people in CHOs becomes a crucial factor for the sustainability of an OIP in the cultural heritage sector. Thus, to measure the impact of OIPs in terms of social engagement, we will apply the following variables, precisely: number of participants, type of engagement, duration of engagement, impact on citizens.

The impact assessment of the PR4 OIPs' economic and social sustainability aims to outline key parameters that foster the integration of open innovation projects to small cultural heritage organisations' activities in collaboration with universities. Hence, the analysis is based on the three evaluation questionnaires which were completed by participants in three stages: before the beginning of the project, right after its end and half a year later. The data collected by the OIPs' participants were analysed (PR5A3) and are presented in this final version of the PR5 impact report (PR5A5).

The eCHOIng sustainability surveys were filled in by three target groups, namely a) higher education students, b) higher education staff and c) cultural heritage staff. To design the surveys according to the profile and the needs of each target group, we deemed it necessary to modify the content of the surveys for the student group. Thus, the students' surveys differ slightly from those of the HE and CH staff, as the variable "financing" does not refer to activities and situations in which students are directly involved.

4. The eCHOIng OIPs: Impact assessment

The impact analysis of the eCHOIng OIPs is presented below by target audience and collection time (pre-, post-, 6 months post-OIP). This way, we make sure particular features and input expressed by the OIP participants is concretely depicted in the report. Overall, we gathered 290 replies from participants of the eCHOIng OIPs during the three collection time periods.

4.1. Governance-related sustainability

In our quest to identify governance-related factors affecting the sustainability of academia-driven OIPs, we included "governance" as one of the variables of the surveys distributed to HE, CH staff and students. The "governance" variable figured in the post- and 6 months-post OIP surveys of these three target groups.

4.1.1. HE staff

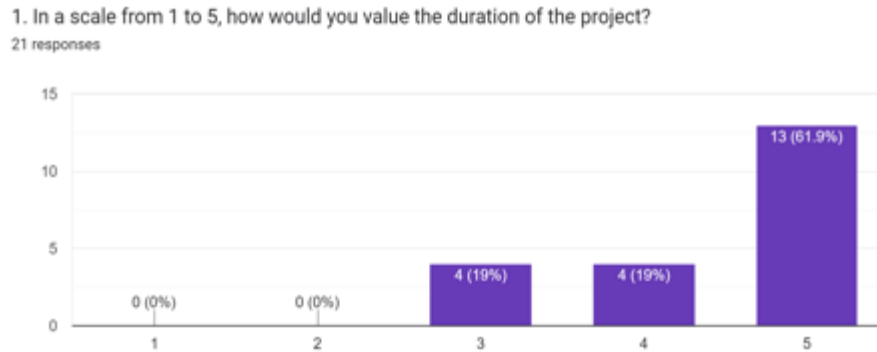
4.1.1.1. Post-OIP survey

Overall, 21 HE staff replied to the post-OIP survey which included three question items related to the "governance" variable. In particular:

a. On a scale from 1 to 5, how would you value the duration of the project?

As outlined in the graph below, the majority of HE staff were satisfied with the duration of the implemented OIP.

Figure 1. Duration of the project, Post-OIP, HE staff



b. Do you plan to apply knowledge and skills acquired through the project in your daily activities?

At the end of the OIPs, nearly all HE staff mentioned that they would apply what they have learned through the projects in their regular activities.

2. Do you plan to apply knowledge and skills acquired through the project in your daily activities?
21 responses

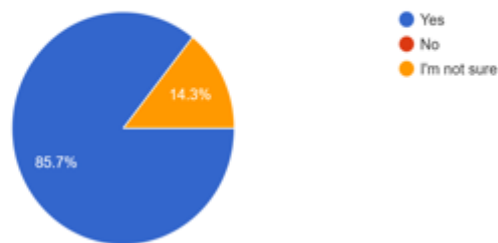


Figure 2. Application of knowledge and skills, Post-OIP, HE staff

c. On a scale from 1 to 5, how would you value the importance of the results produced through the project?

An important aspect of the “governance” variable is the attitudes and perceptions of participants towards the value of the results generated by the OIPs. HE staff reported this as quite important and very important.

3. In a scale from 1 to 5, how would you value the importance of the results produced through the project?

21 responses

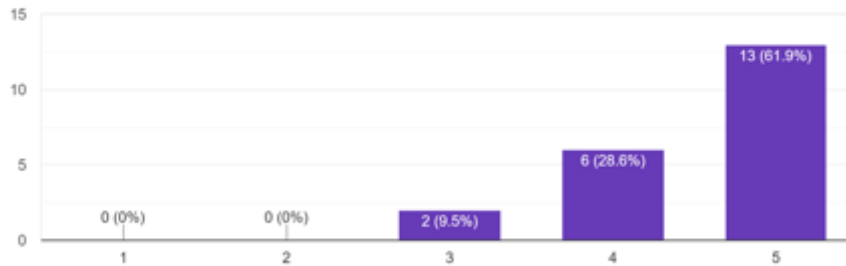


Figure 3. Results of OIPs, Post-OIP, HE staff

4.1.1.2. 6M post-OIP survey

The 6M post-OIP survey was completed by 22 HE staff who were asked to reply to three specific questions. Precisely,

- a. **On a scale from 1 to 5, how likely is it that you will organise an OIP in collaboration with a cultural heritage organisations?**

Six months since the completion of the OIP, 90% of HE staff stated that they would set up an OIP in collaboration with CHOs.

1. In a scale from 1 to 5, how likely is it that you organise an OIP in collaboration with cultural heritage organisations?

22 responses

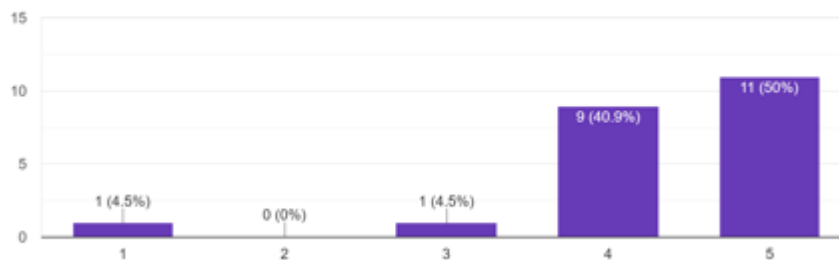


Figure 4. OIPs with CHOs, 6M post-OIP, HE staff

- b. **Did you apply knowledge and skills acquired through the project over the last six months?**

In comparison to the replies from HE staff at the end of the OIPs, an important percentage (77,3%) mentioned that they indeed applied knowledge and skills acquired by the OIPs over the last six months.

2. Did you apply knowledge and skills acquired through the project the last six months?
22 responses

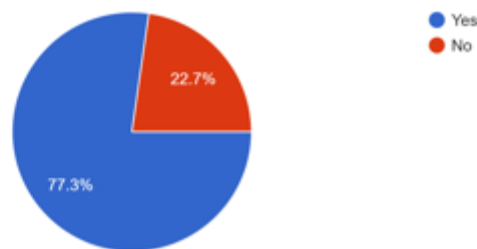


Figure 5. Application of knowledge and skills 6 months later, 6M post-OIP, HE staff

c. Can you please elaborate?

To better understand how OIP-related knowledge and skills were applied by HE staff, we encouraged them to briefly describe their experience. The majority of the replies depicted skills on how to engage citizens in OIPs and foster collaboration with small and medium CHOs (e.g., “I increased my awareness of the dynamics of working with a CHO”, “I apply the concept of Open Innovation to improve the projects I develop by always seeking greater citizen involvement”, “I am planning new activities where new information about heritage is collected through the involvement of citizens”).

4.1.2. CH staff

The CH staff belonged to the following CHOs:

- OSYGY (Federation of Women Association “Kores of Cyclades”), Greece
- Museo Leonardiano di Vinci, Italy
- Museo Nazionale di San Matteo in Pisa, Italy
- Estonian Folk Art and Craft Union
- The Heimtali branch of the Estonian National Museum
- The Museum of Traditional Crafts and Applied Arts in Troyan, Bulgaria
- The Falstad Centre, Norway
- The Special collections of NTNU library

4.1.2.1. Post-OIP survey

Overall, 19 CH staff replied to the post-OIP survey that included three governance related-questions. Specifically,

a. On a scale from 1 to 5, how would you value the duration of the project?

The majority of CH staff remained satisfied by the duration of the OIP in which they participated.

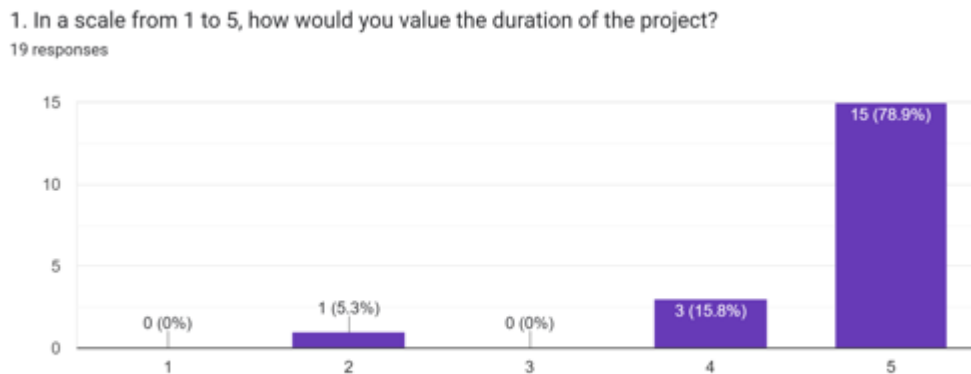


Figure 6. Duration of the OIP, Post-OIP, CH staff

b. Do you plan to apply knowledge and skills acquired through the project in your daily activities?

On a positive note, 84,2% of CH staff involved in the OIPs claimed that they would apply knowledge and skills acquired by the OIP in their regular practices.

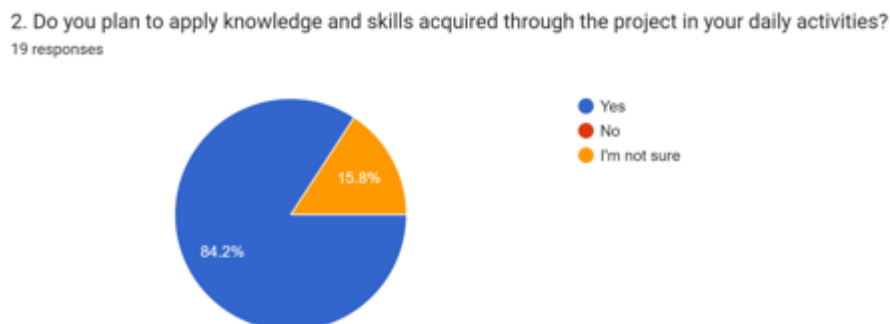


Figure 7. Application of knowledge and skills, Post-OIP, CH staff

c. On a scale from 1 to 5, how would you value the importance of the results produced through the project?

All CH staff perceived the results achieved through the implementation of the OIPs to be very important.

3. In a scale from 1 to 5, how would you value the importance of the results produced through the project?
19 responses

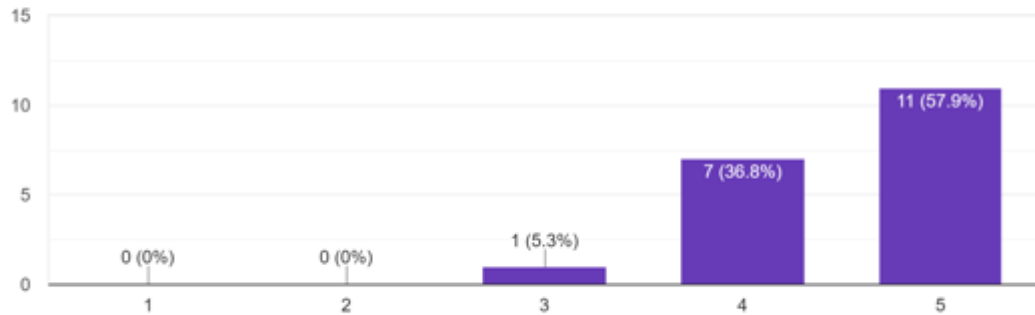


Figure 8. Results achieved, Post-OIP, CH staff

4.1.2.2. 6M post-OIP survey

28 CH staff from the same CHOs filled in the 6M post-OIP one and its governance-related questions. Precisely:

- a. On a scale from 1 to 5, how likely is it that you organise an OIP in collaboration with universities?

The majority of CH staff stated they would implement an OIP together with academic partners, while only three CH staff replied that they would rather not do so.

1. In a scale from 1 to 5, how likely is it that you organise an OIP in collaboration with universities?
28 responses

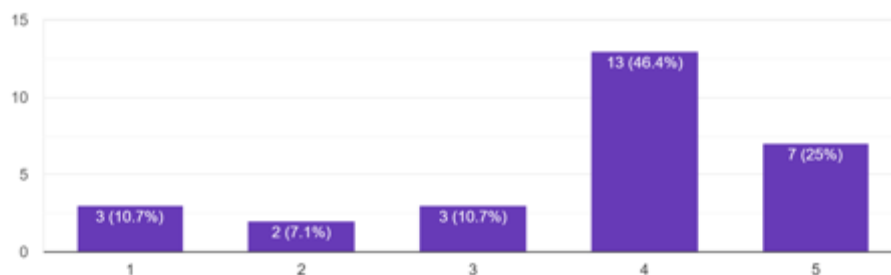


Figure 9. OIP with universities, 6M post-OIP, CH staff

- b. Did you apply knowledge and skills acquired through the project the last six months?

Despite their first statement (see post-OIP reply), only half of the CH staff involved made use of the knowledge and skills acquired through the OIP.

2. Did you apply knowledge and skills acquired through the project the last six months?
28 responses

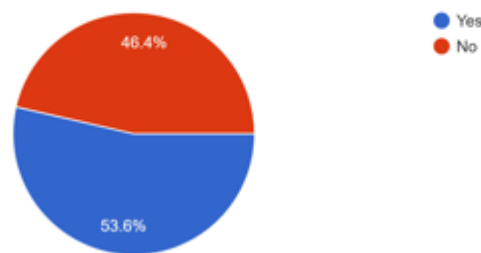


Figure 10. Application of knowledge and skills 6 months later, 6M post-OIP, CH staff

c. Can you please elaborate?

Based on the brief descriptions provided by CH staff, we see that they applied communication and citizen engagement skills and methodologies to new projects and activities organised by their institutions, while they increased their networking and collaboration skills with other organisations (e.g., “The project broadened the museum’s view of heritage and the possibilities of community involvement in the collection and preservation of heritage”, “The public vote that took place after Sochaton was a very good communication find, it helped very well to introduce our museum and its activities”, “We have used the knowledge and skills in other similar projects”, “I was able to use the skills learnt for other projects in the cultural sphere”.)

4.1.3. Higher education students

4.1.3.1. Post-OIP survey

Sixty-five HE students filled in the post-OIP survey that included three question items regarding “governance”. Specifically,

a. On a scale from 1 to 5, how would you value the duration of the project?

The majority of HE students evaluated the duration of the OIPs as appropriate.

1. In a scale from 1 to 5, how would you value the duration of the project?

65 responses

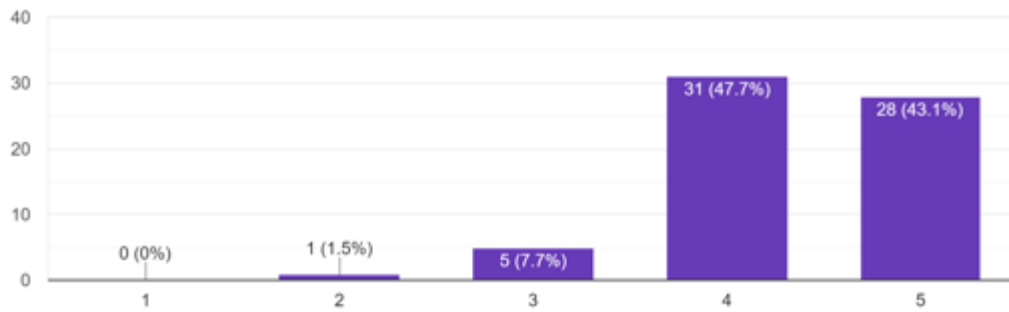


Figure 11. Duration of OIP, Post-OIP, HE students

b. Do you plan to apply knowledge and skills acquired through the project in your daily activities?

78,5% of respondents said they plan to apply what they learned during the OIPs in their activities.

2. Do you plan to apply knowledge and skills acquired through the project in your daily activities?

65 responses

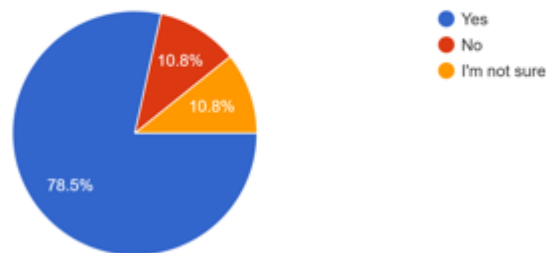


Figure 12. Application of knowledge and skills, Post-OIP, HE students

c. On a scale from 1 to 5, how would you value the importance of the results produced through the project?

The majority of students considered the results achieved through the OIPs to be very important.

3. In a scale from 1 to 5, how would you value the importance of the results produced through the project?
65 responses

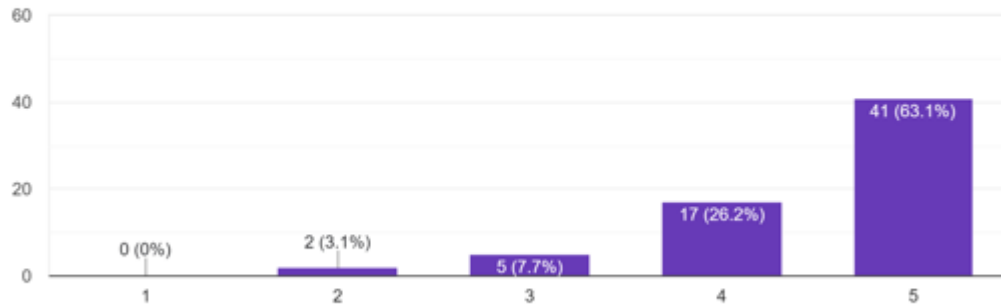


Figure 13. Results achieved, Post-OIP, HE students

4.1.3.2. 6M post-OIP survey

Six months later, 29 HE students filled in the survey on the OIPs and its governance-related question items. Specifically,

- a. On a scale from 1 to 5, how likely is it that you participate in another OIP with a cultural heritage organisation?

The majority of respondents stated they would still collaborate with CHOs in OIPs.

1. In a scale from 1 to 5, how likely is it that you participate in another OIP with a cultural heritage organisation?
29 responses

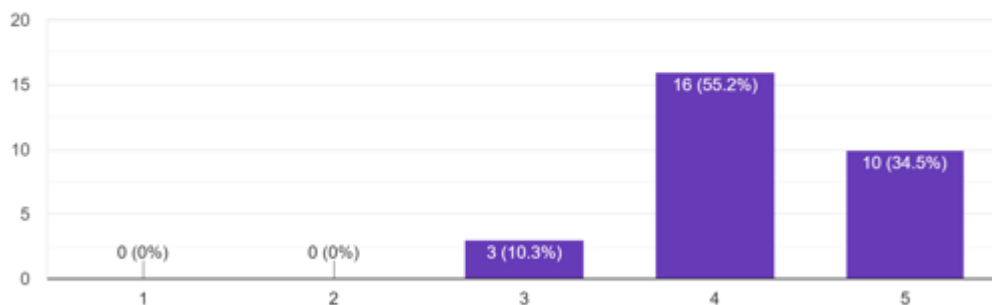


Figure 14. Partnerships with CHOs, 6M post-OIP, HE students

b. Did you apply knowledge and skills acquired through the project the last six months?

Over 86% of respondents said that they had applied knowledge and skills acquired through the OIPs in the six month post-OIP period.

2. Did you apply knowledge and skills acquired through the project the last six months?
29 responses

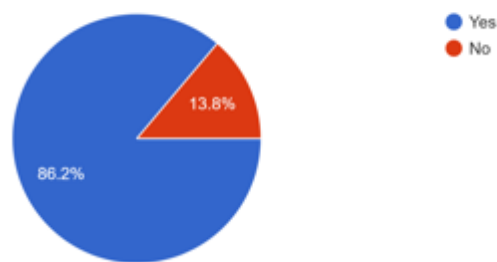


Figure 15. Application of knowledge and skills, 6M post-OIP, HE students

c. Can you please elaborate?

The majority of HE students said that their participation in the OIPs increased their knowledge and engagement with the CH sector, and that they applied skills and methodologies learned in other similar initiatives (e.g., “I was able to fully understand the world of CHOs and the issues involved in the concrete implementation of a project”, “I was able to use the skills learnt for other projects in the cultural sphere”, “I got a job on the island of Muhu: I am involved in popularizing heritage there. I try to involve citizens using the knowledge acquired in the project.”).

4.2. Financial sustainability

Understanding the funding requirements and limitations is key to ensure long-term sustainability of the OIPs. Thus, the “financing” variable appears in all three surveys (pre-, post-, 6M post-OIP) and was addressed by two target groups (HE staff and CH staff).

4.2.1. HE staff

4.2.1.1. Pre-OIP survey

Overall, 25 HE staff replied to the pre-OIP survey which included three “financing”-related questions. In particular,

a. Did you receive any financial support (materials, resources, funds) from your university to participate in the project?

64% of HE staff replied that they did not receive any financial support to take part in the OIP.

1. Did you receive any financial support (materials, resources, funds) from your university to participate in the project?
25 responses

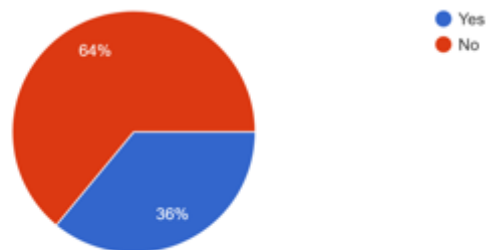


Figure 16. Financial support, Pre-OIP, HE staff

b. Do you plan to establish any partnerships with cultural heritage organisations as a result of your participation in the project?

The majority of HE staff (60%) stated that they would forge partnerships with CHOs after their participation in the OIPs. This is an important percentage highlighting the understanding of HE staff regarding the value of such collaborations even before the implementation of the OIPs.

2. Do you plan to establish any partnerships with cultural heritage organisations as a result of your participation in the project?
25 responses

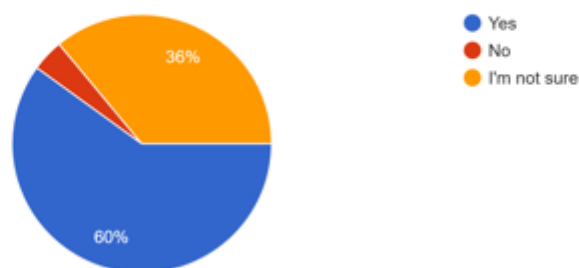


Figure 17. Partnerships with CHOs, Pre-OIP, HE staff

c. On a scale from 1 to 5, how financially viable do you believe OIPs are for your institution?

At pre-OIP implementation stage, 68% of HE staff mentioned that the OIPs were financially viable for their institution.



Figure 18. Financial viability of OIPs, Pre-OIP, HE staff

4.2.1.2. Post-OIP survey

At the end of the OIPs, 21 HE staff replied to the post-OIP survey and its question items on financing. Specifically,

- a. **Did you receive any financial support (materials, resources, funds) from your university during the project?**

Once the OIPs were completed, 61,9% of HE staff that replied to the survey stated that they had received financial support from their institution during the OIPs.

4. Did you receive any financial support (materials, resources, funds) from your university during the project?
21 responses

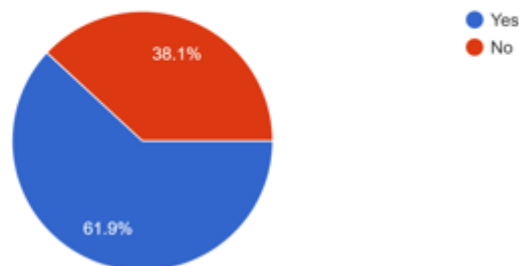


Figure 19. Financial support, Post-OIP, HE staff

b. Did you establish any partnerships with cultural heritage organisations as a result of your participation in the project?

Almost all HE staff reported that they had forged partnerships with CHOs by the end of the OIPs.

5. Did you establish any partnerships with cultural heritage organisations as a result of your participation in the project?
21 responses

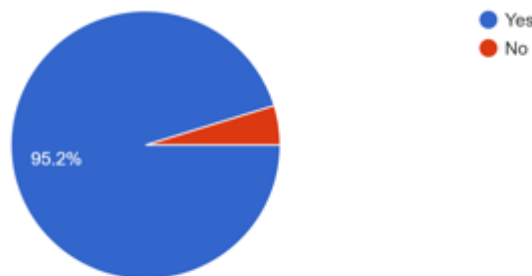


Figure 20. Partnerships with CHOs, Post-OIP, HE staff

c. On a scale from 1 to 5, how would you value the importance of external funding for the successful implementation of an OIP?

External funding was deemed a significant factor by the majority of HE staff, who judged it as very important for successfully implementing an OIP.

6. In a scale from 1 to 5, how would you value the importance of external funding for the successful implementation of an OIP?
21 responses

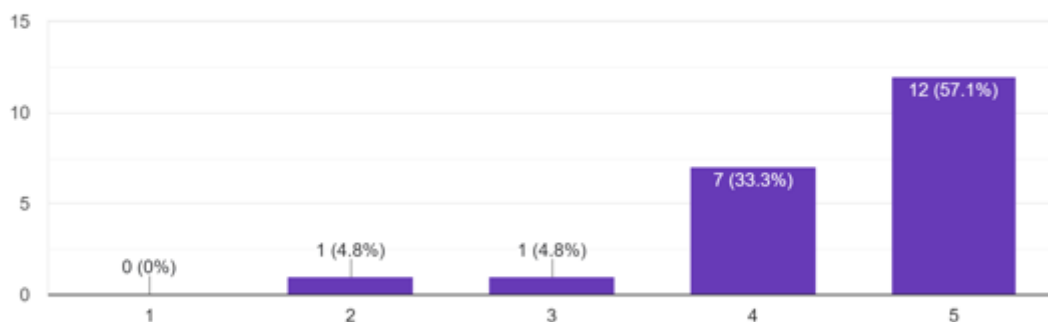


Figure 21. External funding, Post-OIP, HE staff

4.2.1.3. 6M post-OIP survey

Six months after the completion of the OIPs, 22 HE staff provided their views on the financing parameters by filling in the 6M post-OIP survey. Precisely,

- a. **Did you apply for funding from your institution to organise an OIP the last six months?**

An important factor to understand the role of financing in the implementation of future OIPs is the application for funding by HE staff. Half of the respondents claimed that they applied for funding to host an OIP during the six-month period since the completion of the OIPs.

4. Did you apply for funding from your institution to organise an OIP the last six months?

22 responses

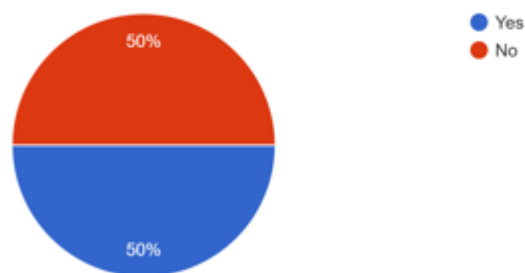


Figure 22. Seeking funding, 6M post-OIP, HE staff

- b. **On a scale from 1 to 5, how likely is it for you to get support (human and material resources) from your institution to run an OIP?**

68,2% of respondents think that they would be likely receive support from their institution to run an OIP, although an important percentage of respondents remain rather sceptical about it.

5. In a scale from 1 to 5, how likely is it for you to get support (human and material resources) from your institution to run an OIP?

22 responses

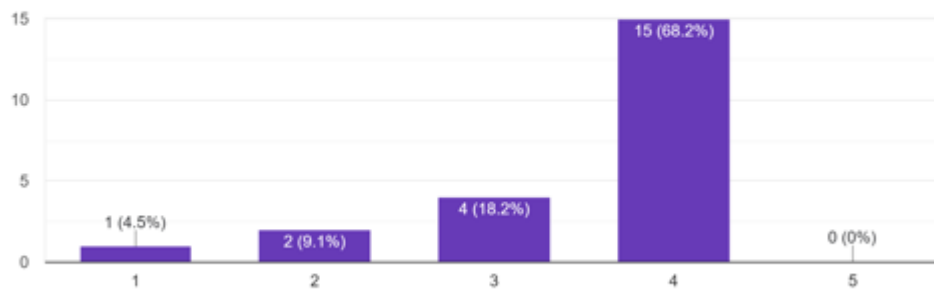


Figure 23. Support from own institution, 6M post-OIP, HE staff

c. On a scale from 1 to 5, how would you value the importance of external funding to implement an OIP within your institution?

Six months after the conclusion of the eCHOing OIPs, the majority of HE staff considered external funding very important for running an OIP.

6. In a scale from 1 to 5, how would you value the importance of external funding to implement an OIP within your institution?

22 responses

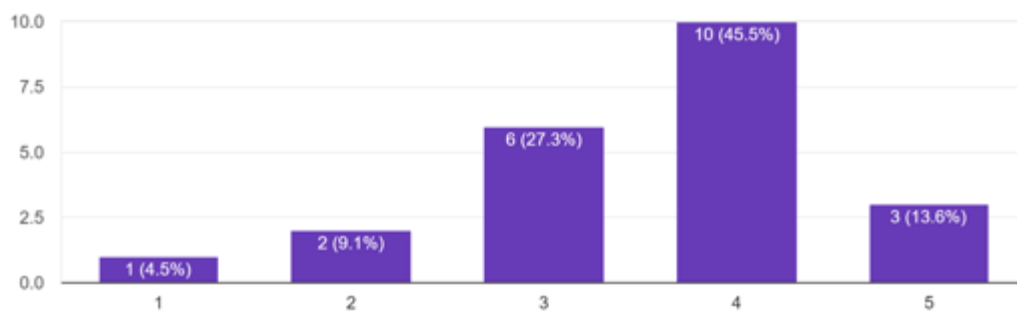


Figure 24. External funding, 6M post-OIP, HE staff



4.2.2. CH staff

4.2.2.1. Pre-OIP survey

18 CH staff filled in the pre-OIP survey which included three question items referring to the “financing” variable. Specifically,

a. Did you receive any financial support (materials, resources, funds) from your institution to participate in the project?

At pre-implementation stage, the majority of CH staff claimed that they did not receive any financial support from their institution to take part in the project.

1. Did you receive any financial support (materials, resources, funds) from your institution to participate in the project?
18 responses

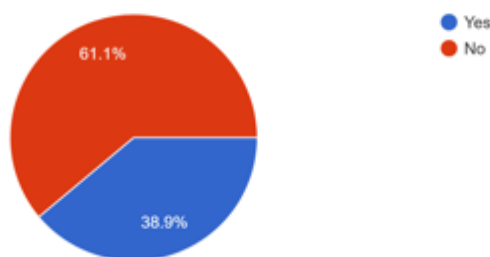


Figure 25, Financial support, Pre-OIP, CH staff

b. Do you plan to establish any partnerships with universities as a result of your participation in the project?

Before experiencing in practice the academia-driven OIPs, 88,9% of respondents of the CH sector stated they would forge partnerships with universities.

2. Do you plan to establish any partnerships with universities as a result of your participation in the project?

18 responses

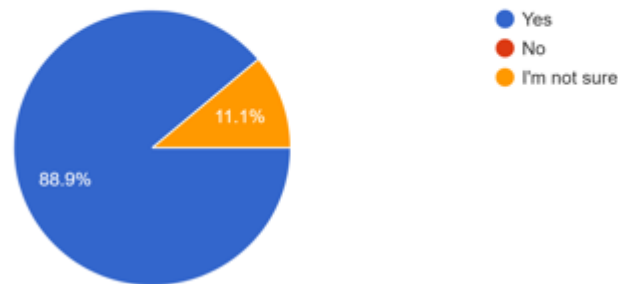


Figure 26. Partnerships with universities, Pre-OIP, CH staff

c. On a scale from 1 to 5, how financially viable do you believe OIPs are for your institution?

Interestingly, the majority of CH staff -at the beginning- deemed the OIPs to be financially viable for their institution.

3. In a scale from 1 to 5, how financially viable do you believe OIPs are for your institution?

18 responses

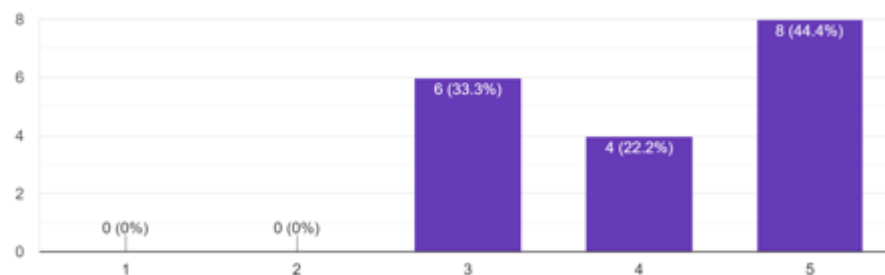


Figure 27. Financial viability, Pre-OIP, CH staff

4.2.2.2. Post-OIP survey

19 CH staff replied to the post-OIP survey and its three questions on financing. In particular,

a. Did you receive any financial support (materials, resources, funds) from your institution during the project?

Once the OIPs were completed, the majority of CH staff still stated that they did not receive any support from their institution as part of their participation in the OIPs.

4. Did you receive any financial support (materials, resources, funds) from your institution during the project?
19 responses

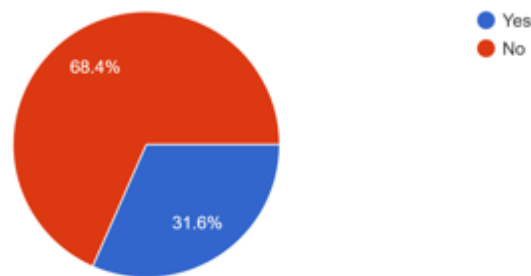


Figure 28. Financial support, Post-OIP, CH staff

b. Did you establish any partnerships with universities as a result of your participation in the project?

84,2% of respondents mentioned that they established collaborations with universities after completing the OIPs.

5. Did you establish any partnerships with universities as a result of your participation in the project?
19 responses

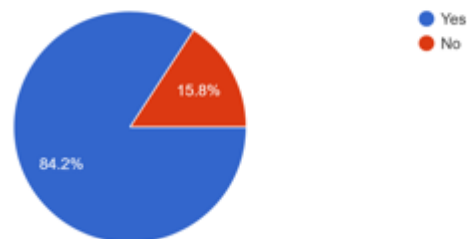


Figure 29. Partnerships with universities, Post-OIP, CH staff

c. On a scale from 1 to 5, how would you value the importance of external funding for the successful implementation of an OIP?

The majority of CH staff who replied to the post-OIP survey think that the role of external funding is primordial for successfully implementing OIPs.

6. In a scale from 1 to 5, how would you value the importance of external funding for the successful implementation of an OIP?

19 responses

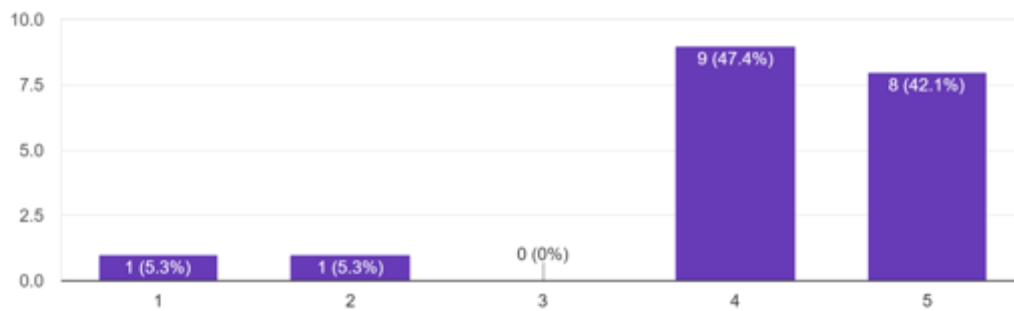


Figure 30. External funding. Post-OIP, CH staff

4.2.2.3. 6M post-OIP survey

28 CH staff responded to the 6M post-OIP survey which included three questions about “financing”. Specifically,

- a. **Did you apply for funding from your institution to organise an OIP the last six months?**

Although the importance of seeking and acquiring funding to implement OIPs is evident for CH staff, during the six-months period after the conclusion of the OIPs, the majority of them (85,7%) had not applied for funding from their institution to run an OIP.

4. Did you apply for funding from your institution to organise an OIP the last six months?

28 responses

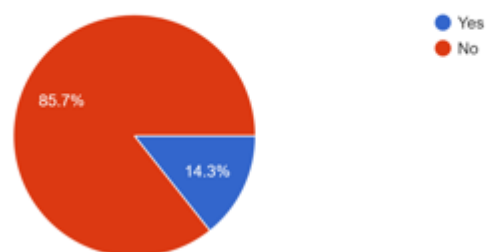


Figure 31. Funding for new OIP, 6M post-OIP, CH staff

- b. **On a scale from 1 to 5, how likely is it for you to get support (human and material resources) from your institution to run an OIP?**

Although the majority of CH staff said that they are more likely to get support from their institution, a considerable number of them (8 out of 28) did not feel confident that they would receive such support to run an OIP.

5. In a scale from 1 to 5, how likely is it for you to get support (human and material resources) from your institution to run an OIP?
28 responses

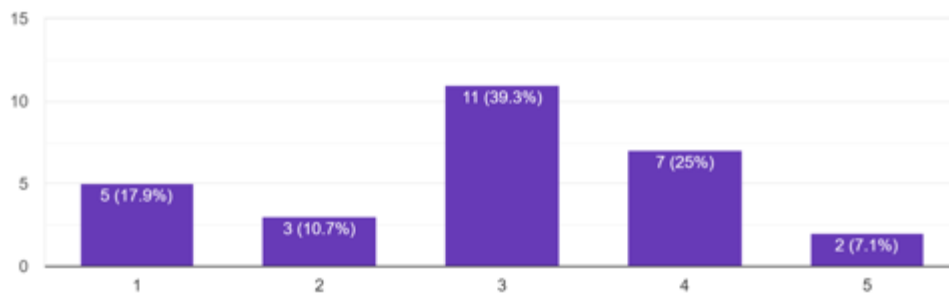


Figure 32. Financial support, 6M post-OIP, CH staff

c. On a scale from 1 to 5, how would you value the importance of external funding to implement an OIP within your institution?

Almost all CH staff highlighted the importance of external funding for the implementation of OIPs within their institution.

6. In a scale from 1 to 5, how would you value the importance of external funding to implement an OIP within your institution?
28 responses

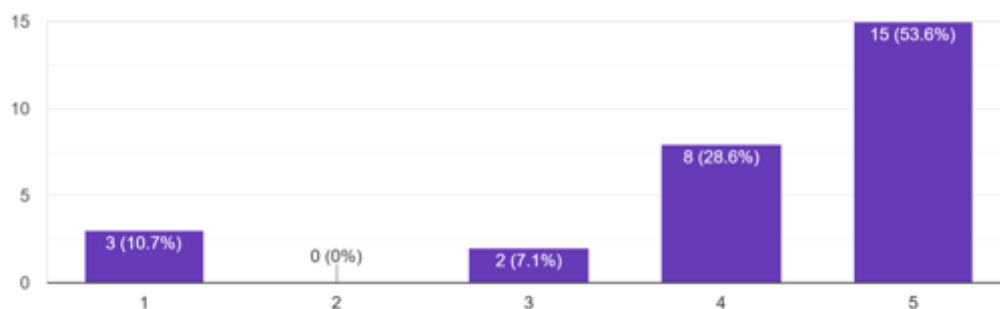


Figure 33. External funding, 6M post-OIP, CH staff

4.3. Socially-oriented sustainability

The eCHOIng project places key emphasis on the role and value of social engagement for the revival and development of resilient and sustainable small and medium CHOs. Hence, our impact assessment surveys had to include “social engagement” as one of the three variables affecting the sustainability of OIPs for the CH sector. Thus, the “social engagement” variable is present in all three surveys (pre-, post-, 6M post-OIP) for all three target groups (HE staff, CH staff, HE students).

4.3.1. HE staff

4.3.1.1. Pre-OIP survey

25 HE staff completed the pre-OIP survey which included three question items on “social engagement”. Precisely,

a. On a scale from 1 to 5, how would you value your engagement in the project?

The majority of HE staff were very positive and considered their engagement in the project to be very important even before the implementation of the OIPs.

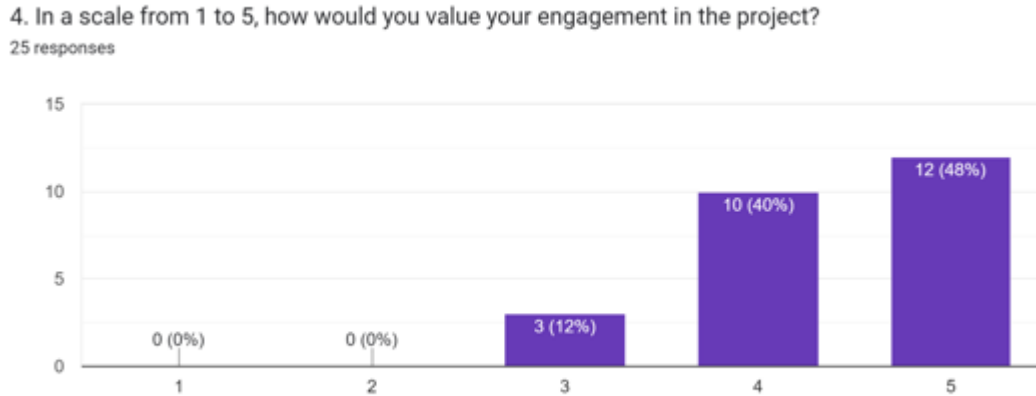


Figure 34. Own engagement, Pre-OIP, HE staff

b. On a scale from 1 to 5, how would you value the importance of social engagement for the successful implementation of the project?

Half of respondents were already convinced of the importance of social engagement to successfully implement an OIP, while several of them (36%) were somewhat convinced of it.

5. In a scale from 1 to 5, how would you value the importance of social engagement for the successful implementation of the project?

25 responses

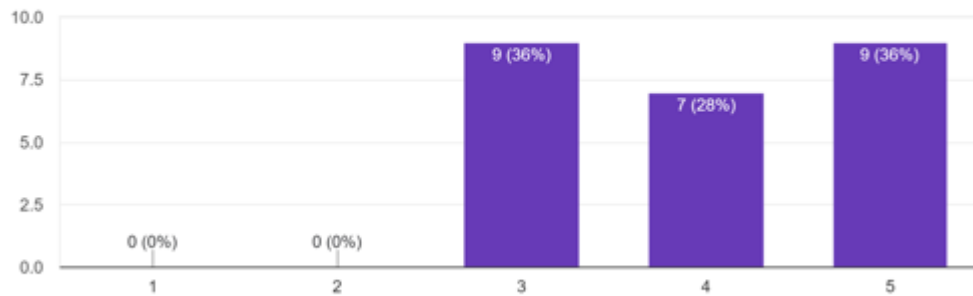


Figure 35. Value of social engagement, Pre-OIP, HE staff

c. On a scale from 1 to 5, how would you value your engagement with cultural heritage institutions before implementing the project?

Interestingly, 52% of respondents stated they are already much engaged with CHOs.

6. In a scale from 1 to 5, how would you value your engagement with cultural heritage institutions before implementing the project?

25 responses

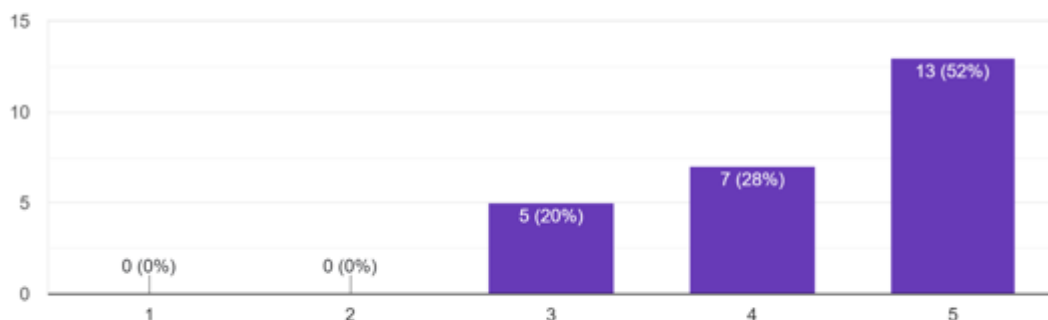


Figure 36. Engagement with CHOs, Pre-OIP, HE staff

4.3.1.2. Post-OIP survey

21 HE staff replied to the post-OIP survey which included three question items about “social engagement”. In particular,

a. On a scale from 1 to 5, how would you value your engagement in the project?

After the OIPs were completed, almost all HE staff rated their engagement with the projects as important and very important.

7. In a scale from 1 to 5, how would you value your engagement in the project?

21 responses

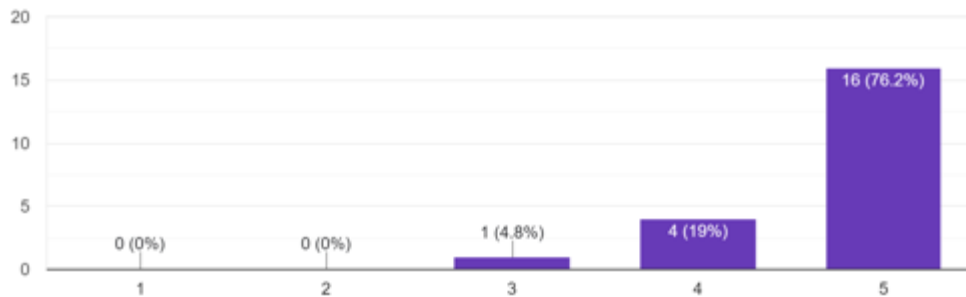


Figure 37. Own engagement, Post-OIP, HE staff

b. On a scale from 1 to 5, how would you value the importance of participants' engagement for the successful implementation of the project?

The completion of the OIPs, helped all HE staff to understand how important social engagement of all participants is for the successful implementation of OIPs.

8. In a scale from 1 to 5, how would you value the importance of participants' engagement for the successful implementation of the project?

21 responses

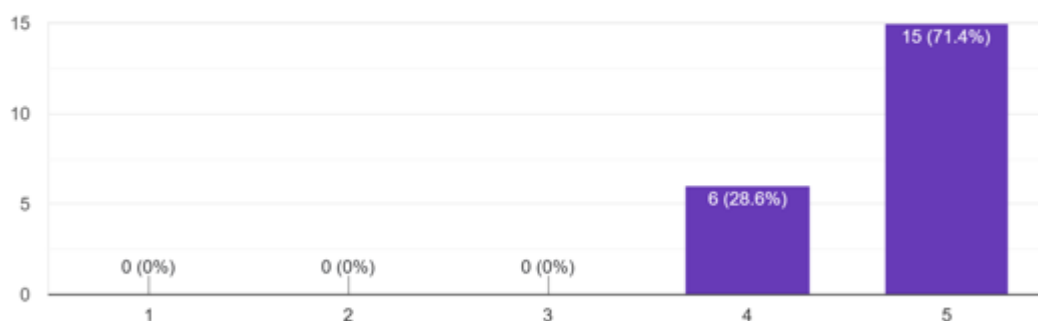


Figure 38. Value of social engagement, Post-OIP, HE staff

c. On a scale from 1 to 5, how much has your engagement with cultural heritage institutions increased as a result of your participation in the project?

Overall, all HE staff stated that the OIP increased their engagement with CHOs.

9. In a scale from 1 to 5, how much has your engagement with cultural heritage institutions increased as a result of your participation in the project?

21 responses

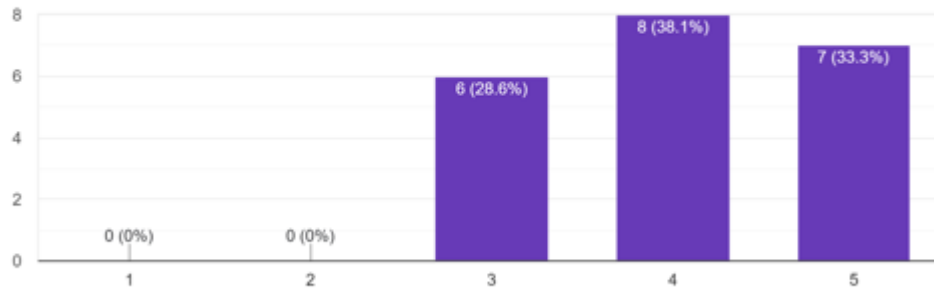


Figure 39. Engagement with CHOs, Post-OIP, HE staff

4.3.1.3. 6M post-OIP survey

22 HE staff filled in the 6M post-OIP survey and its “social engagement”-related questions. Specifically,

- a. **On a scale from 1 to 5, how much the OIP increased your engagement with cultural heritage organisations?**

Six months after the OIPs’ completion, HE staff evaluated their engagement with CHOs as still high.

7. In a scale from 1 to 5, how much the OIP increased your engagement with cultural heritage organisations?
22 responses

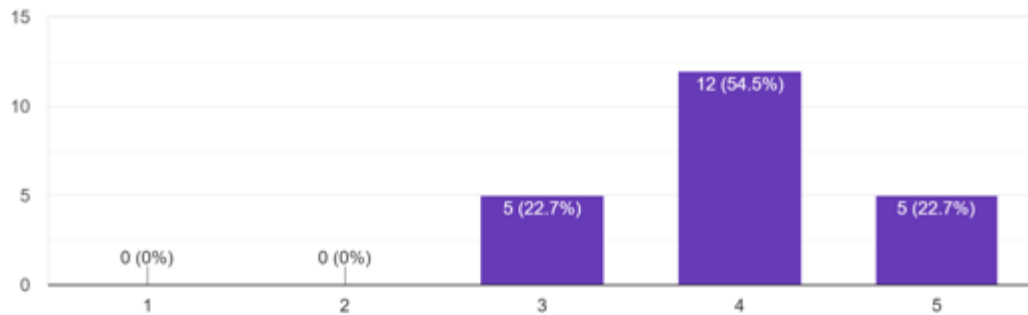


Figure 40. Own engagement, 6M post-OIP, HE staff

b. In a scale from 1 to 5, how important is the role of citizens in open innovation for cultural heritage?

All but one HE staff considered citizen engagement in OIPs for CH to be important and very important.

8. In a scale from 1 to 5, how important is the role of citizens in open innovation for cultural heritage?
22 responses

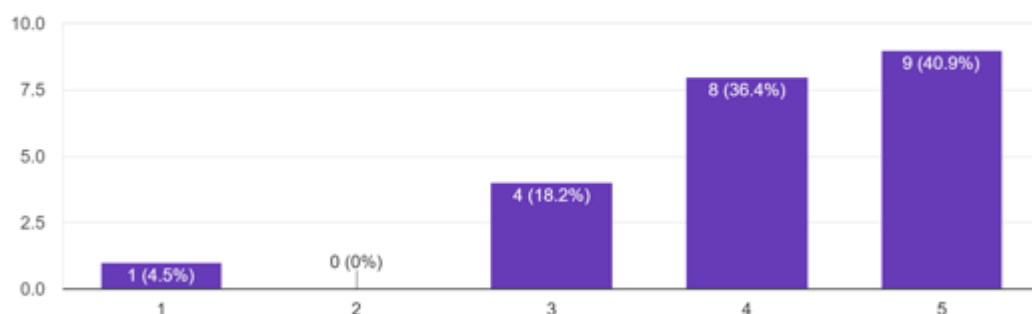


Figure 41. Citizen engagement, 6M post-OIP, HE staff

c. What role do you foresee for citizens in open innovation for cultural heritage?

Finally, we asked HE staff to envisage citizens' role in OIPs for CH. We gathered the following replies that show the increased and important role given to citizens in OIPs.

- Citizens can put themselves forward as active promoters and developers for the success of an OIP.
- Citizens can offer themselves as active promoters and developers for the success of an OIP.
- Citizen involvement is very important to enrich the heritage.
- Involvement of citizens helps raise awareness of cultural heritage and popularize heritage.
- To maintain the heritage.
- Citizens help to make heritage more vibrant.
- Participation in the creation of new sharing methodologies.
- Coordinating and mediating CHO's needs with the possibilities of realising a technological project.
- Participating in creative and educational processes.
- The evidence on the types of citizens' contributions already shows a wide range of options. The beauty of this domain is in the creativity and in the co-creation. While citizens are often involved in relatively simple and time-consuming tasks, more co-creation and identifying how different communities could engage more actively with heritage collections is underdeveloped.
- Important as contributors of ideas
- The key to preserving cultural heritage is the involvement of citizens.
- It is very important to raise citizens' awareness that they can empower heritage phenomena and their preservation through open innovation.
- Bringing insights in the use of digital tools for broader dissemination.
- Citizens are the end users and their perspectives are crucial to the success of any OIP.
- Part of the decision making process about what is visible and from which perspective.

4.3.2. CH staff

4.3.2.1. Pre-OIP survey

18 CH staff responded to the pre-OIP survey which included two question items on "social engagement". Precisely,

a. On a scale from 1 to 5, how would you value your engagement in the project?

The majority of CH staff valued their engagement in OIPs as important at the pre-implementation stage.

4. In a scale from 1 to 5, how would you value your engagement in the project?
18 responses

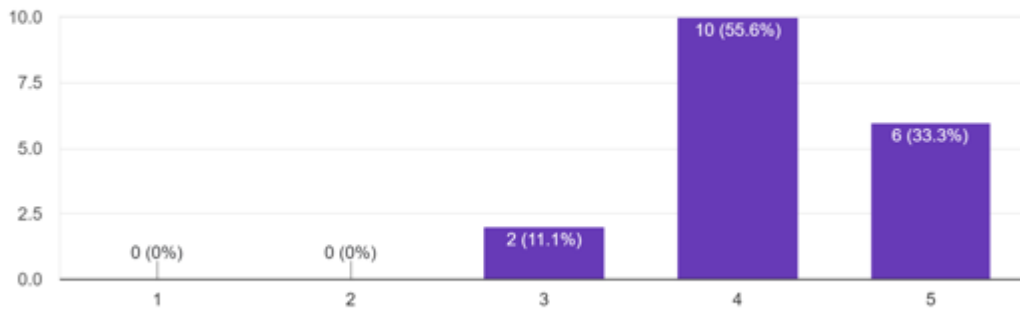


Figure 42. Own engagement, Pre-OIP, CH staff

b. On a scale from 1 to 5, how would you value the importance of social engagement for the successful implementation of the project?

Almost all CH staff perceived the dimension of social engagement for successfully running an OIP to be important and very important.

5. In a scale from 1 to 5, how would you value the importance of social engagement for the successful implementation of the project?
18 responses

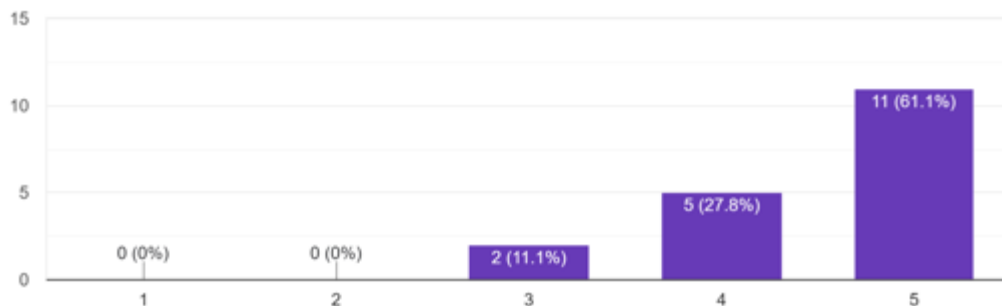


Figure 43. Value of social engagement, Pre-OIP, CH staff

c. On a scale from 1 to 5, how would you value your engagement with universities before implementing the project?

Before implementing the OIPs, most CH staff were somewhat engaged with universities.

6. In a scale from 1 to 5, how would you value your engagement with universities before implementing the project?
18 responses

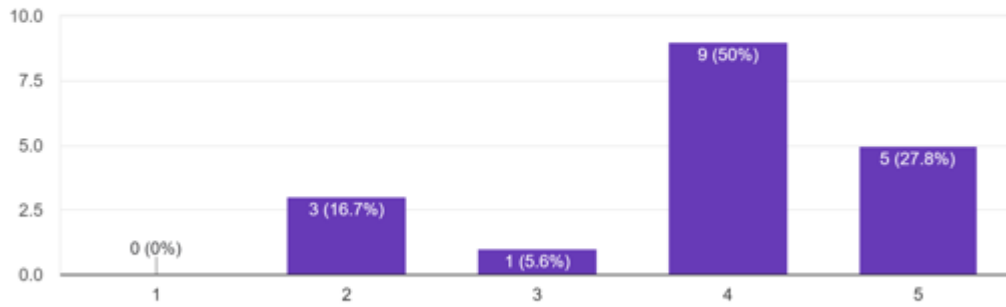


Figure 44. Engagement with universities, Pre-OIP, CH staff

4.3.2.2. Post-OIP survey

19 CH staff filled in the post-OIP survey and its “social engagement”-related question items. In particular,

a. On a scale from 1 to 5, how would you value your engagement in the project?

As in the pre-implementation stage, all CH staff evaluated their engagement in the OIPs as very important and active.

7. In a scale from 1 to 5, how would you value your engagement in the project?
19 responses

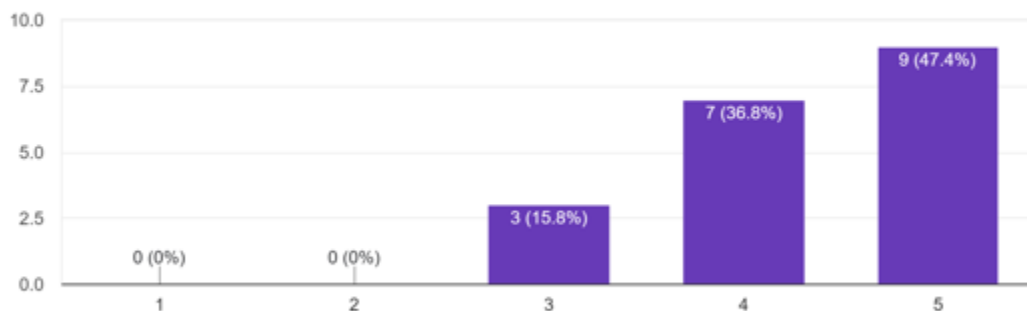


Figure 45. Own engagement, Post-OIP, CH staff

b. On a scale from 1 to 5, how would you value the importance of participants' engagement for the successful implementation of the project?

All respondents stated that participants' engagement was crucial for successful implementation of the OIPs.

8. In a scale from 1 to 5, how would you value the importance of participants' engagement for the successful implementation of the project?

19 responses

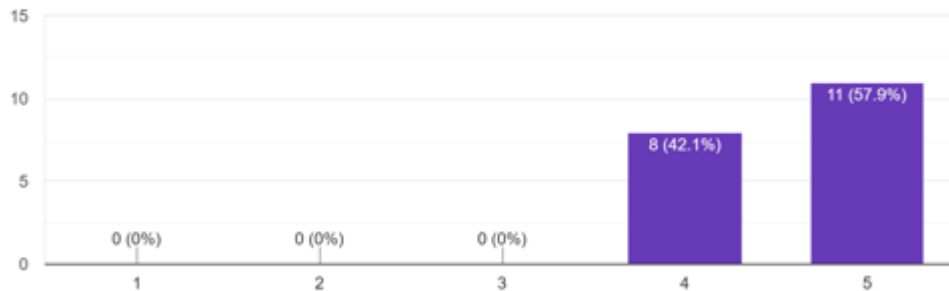


Figure 46. Citizen engagement, Post-OIP, CH staff

c. On a scale from 1 to 5, how much has your engagement with universities increased as a result of your participation in the project?

For the majority of respondents, after completion of the OIPs, their engagement with universities increased as a result of their involvement in the OIPs.

9. In a scale from 1 to 5, how much has your engagement with universities increased as a result of your participation in the project?

19 responses

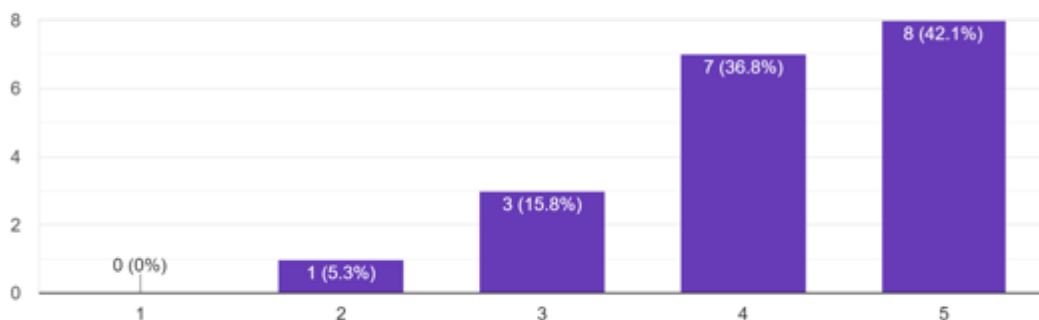


Figure 47. Engagement with universities, Post-OIP, CH staff

4.3.2.3. 6M post-OIP survey

28 CH staff replied to the 6M post-OIP survey and its three questions on “social engagement”. Precisely,

- a. **On a scale from 1 to 5, how much the OIP increased your engagement with universities?**

Interestingly, for almost 30% of respondents, there is no change in their level of engagement with universities six months after the OIPs’ implementation.

7. In a scale from 1 to 5, how much the OIP increased your engagement with universities?
28 responses

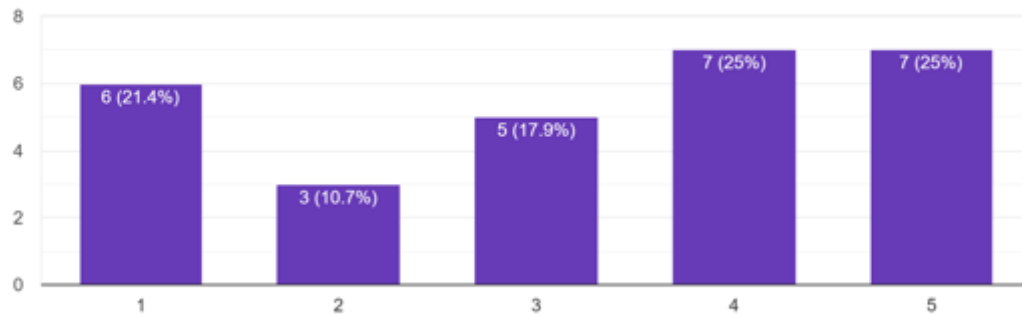


Figure 48. Engagement with universities, 6M post-OIPs, CH staff

- b. **On a scale from 1 to 5, how important is the role of citizens in open innovation for cultural heritage?**

Although the majority of respondents had no doubt of the importance of citizen engagement in OIPs for the benefit of CHOs, there were 4 out of 28 respondents who did not agree with the above statement.

8. In a scale from 1 to 5, how important is the role of citizens in open innovation for cultural heritage?

28 responses

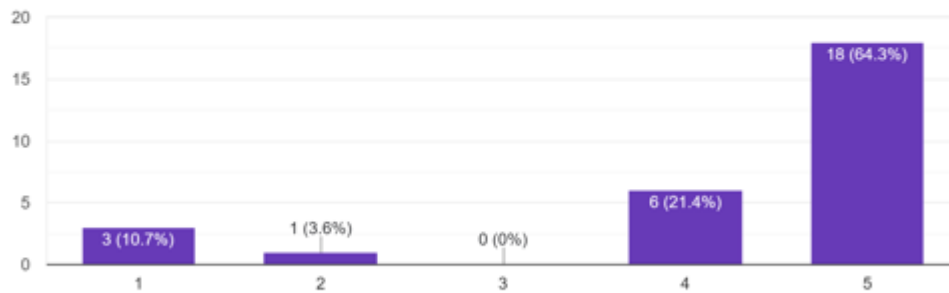


Figure 49. Citizen engagement, 6M post-OIP, CH staff

c. What role do you foresee for citizens in open innovation for cultural heritage?

Finally, we asked CH staff to share their view on citizens' role in OIPs for CH and we received the following replies:

- In today's reality where young people are born with technology, it is unthinkable to work in workshops without the presence of these media.
- The involvement of citizens is very important for the preservation of heritage: without the involvement of citizens, there is no heritage.
- To be a lively part of that project, interact and be part of this.
- First of all to inform them about the significance and value of CH and involve them in the project by collecting data, especially kids and teenagers.
- Knowledge generation- financing -participation - protect heritage - investment.
- Actual participation, communication.
- Most of our organization's activities in collecting and preserving folk art are based on the voluntary participation of citizens.
- Citizen involvement is very important because it ensures that the heritage is passed on to new generations.
- Cultural heritage institutions (memorial sites and cultural museums) have a responsibility to invite citizens into their processes of meaning making on the basis of traces from and knowledge about the past. I perceive open innovation as a range of approaches and resources aimed at engaging and empowering the museum's audience, urging them to actively take part in, rather than passively observing or consuming, the museum's content. Managing cultural heritage within the wider and continuous processes of social remembering is, in my opinion, a means of promoting democratic citizenship. The role of the citizen in such processes is to contribute with their unique perspective and curiosity to tackle specific challenges within the museum context, but also to bring the experience

of taking actively part in the meaning-making process with them back into other contexts where the past is present.

- I foresee citizens getting actively interested in cultural heritage, and starting up interesting activities themselves. I foresee them also spreading the interest and knowledge to others (their families, friends, work colleagues etc). I foresee open innovation as a great tool for bringing people in small communities together.
- Our organization is based on voluntary work, and thus open and inclusive cooperation with citizens is very important in maintaining our heritage. This will greatly enrich our knowledge of heritage craft.
- Engaging with activities on a volunteer basis to promote the collections.

4.3.3. Students

4.3.3.1. Pre-OIP survey

63 HE students replied to the pre-OIP survey and its questions on “social engagement”. Precisely,

a. On a scale from 1 to 5, how would you value your engagement in the project?

All but one respondent highly valued their engagement in the OIP from its very beginning.

1. In a scale from 1 to 5, how would you value your engagement in the project?

63 responses

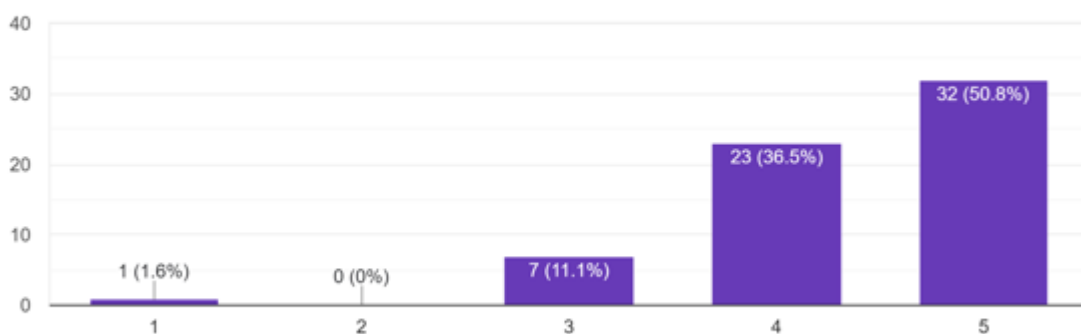


Figure 50. Own engagement, Pre-OIP, HE students

b. On a scale from 1 to 5, how would you value the importance of social engagement for the successful implementation of the project?

68,2% of respondents recognised the importance of citizen engagement to successfully implement an OIP.

2. In a scale from 1 to 5, how would you value the importance of social engagement for the successful implementation of the project?

63 responses

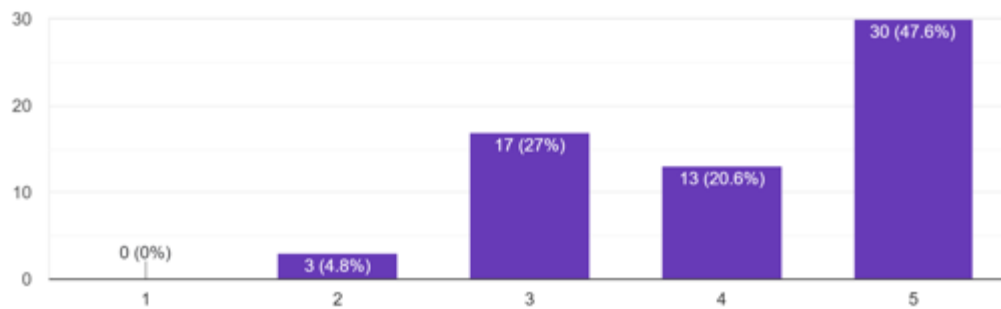


Figure 51. Citizen engagement, Pre-OIP, HE students

c. On a scale from 1 to 5, how would you value your engagement with cultural heritage institutions before implementing the project?

Even before the implementation of the OIP, a high percentage of HE students (80%) stated they were already engaged with CHOs.

3. In a scale from 1 to 5, how would you value your engagement with cultural heritage institutions before implementing the project?

63 responses

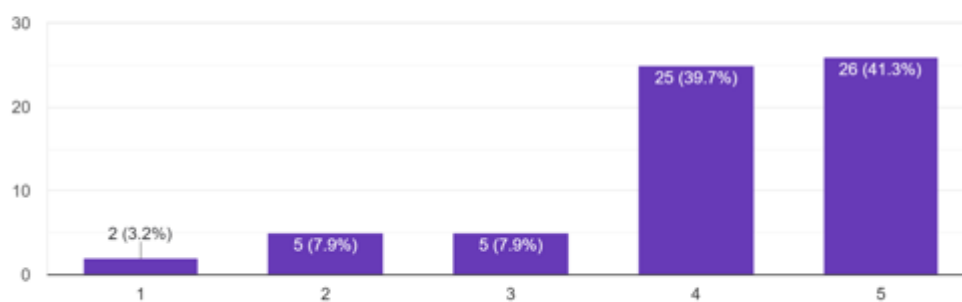


Figure 52. Engagement with CHOs, Pre-OIP, HE students

4.3.3.2. Post-OIP survey

65 HE students replied to the post-OIP survey and the section on “social engagement”. Particularly,

a. On a scale from 1 to 5, how would you value your engagement in the project?

After the OIPs were completed, all HE students considered their level of engagement in them as high and very high.

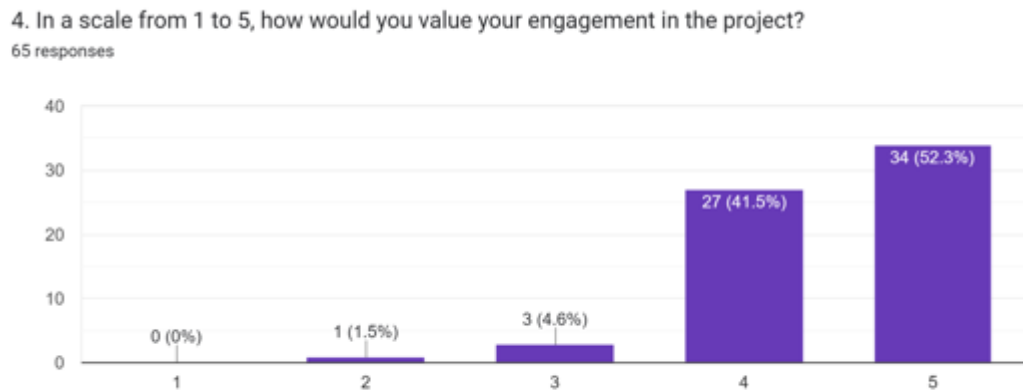


Figure 53. Own engagement, Post-OIP, HE students

b. On a scale from 1 to 5, how would you value the importance of participants' engagement for the successful implementation of the project?

The majority of HE students rated citizen engagement as very important for successfully running the OIPs.

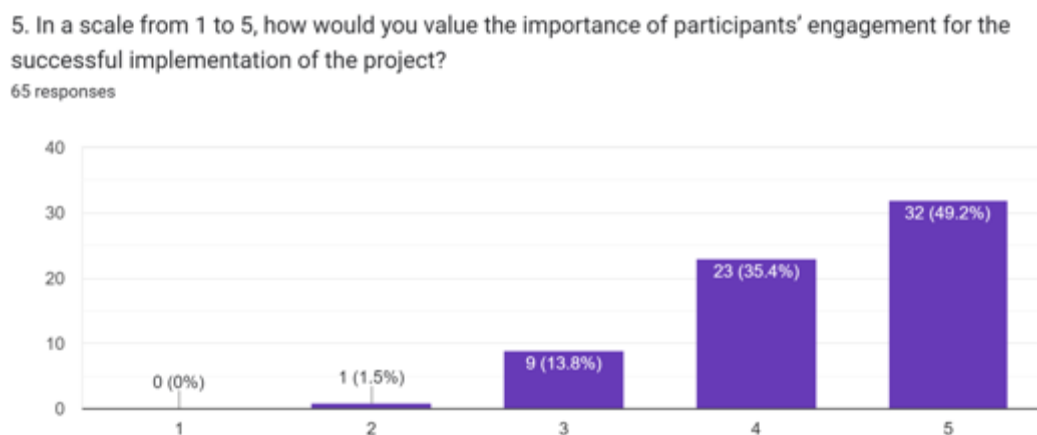


Figure 54. Citizen engagement, Post-OIP, HE students

c. On a scale from 1 to 5, how much has your engagement with cultural heritage institutions increased as a result of your participation in the project?

All HE students mentioned that their engagement with CHOs has very much increased thanks to the OIPs.

6. In a scale from 1 to 5, how much has your engagement with cultural heritage institutions increased as a result of your participation in the project?

65 responses

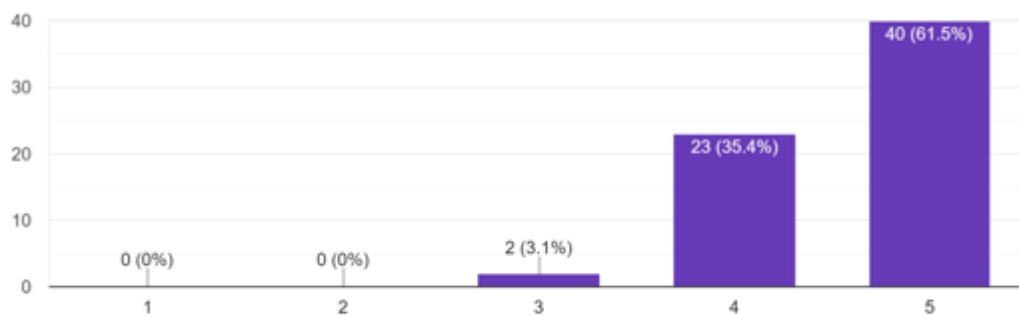


Figure 55. Engagement with CHOs, Post-OIP, HE students

4.3.3.3. 6M post-OIP survey

29 HE students replied to the 6M post-OIP and its questions on “social engagement”. Specifically,

a. On a scale from 1 to 5, how much the OIP increased your engagement with cultural heritage organisations?

The majority of respondents considered that their engagement with CHOs had increased six months after the completion of the OIPs.

4. In a scale from 1 to 5, how much the OIP increased your engagement with cultural heritage organisations?

29 responses

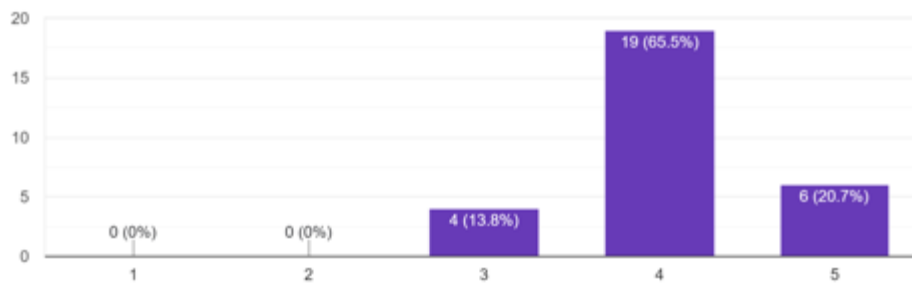


Figure 56. Own engagement, 6M post-OIP, HE students

b. On a scale from 1 to 5, how important is the role of citizens in open innovation for cultural heritage ?

Six months later, all HE students who replied to the survey saw citizen engagement in open innovation for the benefit of CHOs as important and very important for the revival of the CH sector.

5. In a scale from 1 to 5, how important is the role of citizens in open innovation for cultural heritage ?

29 responses

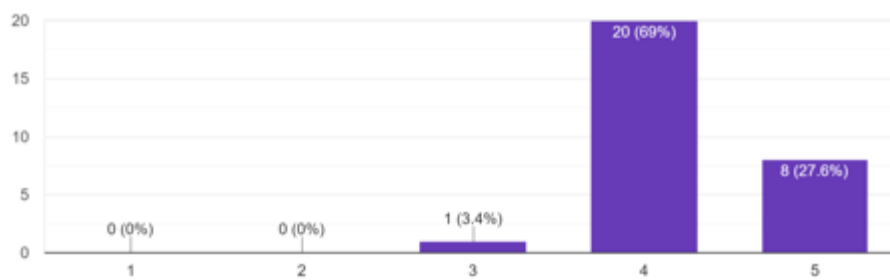


Figure 57. Citizen engagement, 6M post-OIP, HE students

c. What role do you foresee for citizens in open innovation for cultural heritage?

Finally, we asked HE students what are the roles they foresee for citizens in OIPs for CH and we received the following answers:

- Disseminator
- Open innovation can bring heritage closer to citizens.

- The involvement of citizens is very important for the preservation of heritage.
- Citizens are carriers and forwarders of cultural heritage.
- In my project, they could be involved in correcting OCRed texts and also in identifying what searches in historical newspapers are of the biggest interest.
- Citizens play a pivotal role in open innovation for cultural heritage by contributing their knowledge, memories, and expertise, enriching the understanding of heritage. Through crowdsourcing, citizens digitize artifacts, documents, and oral traditions, preserving and making cultural heritage accessible. Community engagement and collaboration foster a sense of ownership and inclusivity, while citizens act as vigilant guardians, reporting damage and threats. Additionally, their involvement in digital storytelling, research, educational initiatives, and creative expression contributes to the interpretation and celebration of cultural diversity. Open access to projects, feedback mechanisms, and iterative processes ensures continuous improvement, making citizens integral to the collective effort of preserving, promoting, and innovating around cultural heritage.
- By contributing diverse perspectives, knowledge, and resources. They can actively engage in crowd-sourced projects, provide feedback on cultural initiatives and more.
- User participation has become more common in the GLAM sector the last 20 years and, I believe including the perspectives of citizens, stakeholders and communities in CHO outreach is likely to continue. The goal should be creating a personal connection between the audience/target communities and their cultural heritage. In order for that to happen, an open dialogue must be maintained. The specific forms of communication will have to be customized for most instances as long as one (to some extent) adheres to the idea of shared risk - i.e., a common goal.
- Very important to keep citizens of all ages engaged in preserving and sharing cultural heritage, locally, in schools and museums.
- Very big. Local communities, especially those connected to the museum, could play a much bigger role. Small museums do not have many human resources. In this case, major work could all be done in the form of a citizen's initiative. Protecting cultural heritage is the duty of every citizen. Participating in such projects will definitely raise citizens' awareness of cultural heritage.
- To actively participate in the organisation.
- They are the center of the community and the culture.
- Finding new ways to communicate cultural heritage and history.
- Citizens play an important role in open cultural heritage innovation, as their contribution helps preserve, promote and renew cultural heritage and make it accessible and usable to the wider public.
- I think it's important that citizens participate because they probably have the strongest emotional attachment as well as interest in the results of the projects.

5. Conclusions

Through OIPs, the eCHOIng project aimed to test in practice the potential of social engagement for the revival of the CH sector. Based on the impact assessment of the implemented OIPs, we see how HE staff, students and CH staff become more aware, responsive and engaged in open innovation actions for the benefit of CHOs. Specifically, the engagement of citizen communities brings further added value in terms of sustainability which enhances governing and financial potential of OIPs, leading to long-term resilience and sustainability of small and medium CHOs. Hence, feedback from all three target groups suggests that social engagement in CH through OIPs is very important for the sustainability of the CH sector. However, to realise full potential of social engagement, decision making bodies of both academia and CHOs need to provide the necessary resources (financing parameter) and institutional support (governance parameter) in all stages of OIPs implementation.

Hence, through this impact report, we retrieve key lessons on the financial and societal viability of OIPs, such as a) the importance of continuing financial support and external funding within and beyond involved institutions, b) the integration of open innovation knowledge and skills in everyday practices of HE and CH programmes, as well as c) opening up the CH sector to citizens and grassroots communities who can make the difference in terms of knowledge exchange, funding, and expanding CHOs' activities and outreach to greater audiences.

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Data sources

All data presented in the impact report were collected through online surveys (google forms) which are available in the project's shared folder only to the consortium and the Norwegian NA to consult.