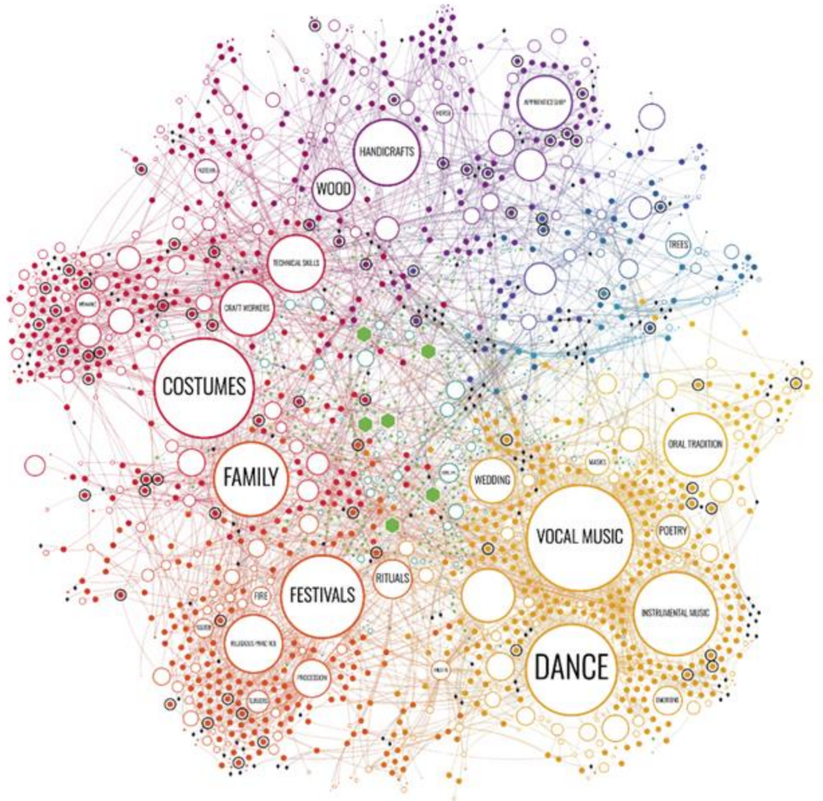
CAPACITY BUILDING COURSE

Safeguarding living heritage



10 & 11 November 2025, Helsinki

unesco
Intangible Cultural Heritage

Museovirasto
Museiverket
Finnish Heritage Agency

WORKSHOP INTANGIBLE HERITAGE BE

FLAME

Jorijn Neyrinck

Facilitator for the **UNESCO** 2003 Convention Capacity Building Programme

-

Coordinator NGO Workshop intangible heritage





Kato Masschelein

Staff member & **educator** ‘safeguarding with **heritage communities**’

WORKSHOP INTANGIBLE HERITAGE BE

WHO ARE YOU?

What is your practice?

How did you get involved in your practice?

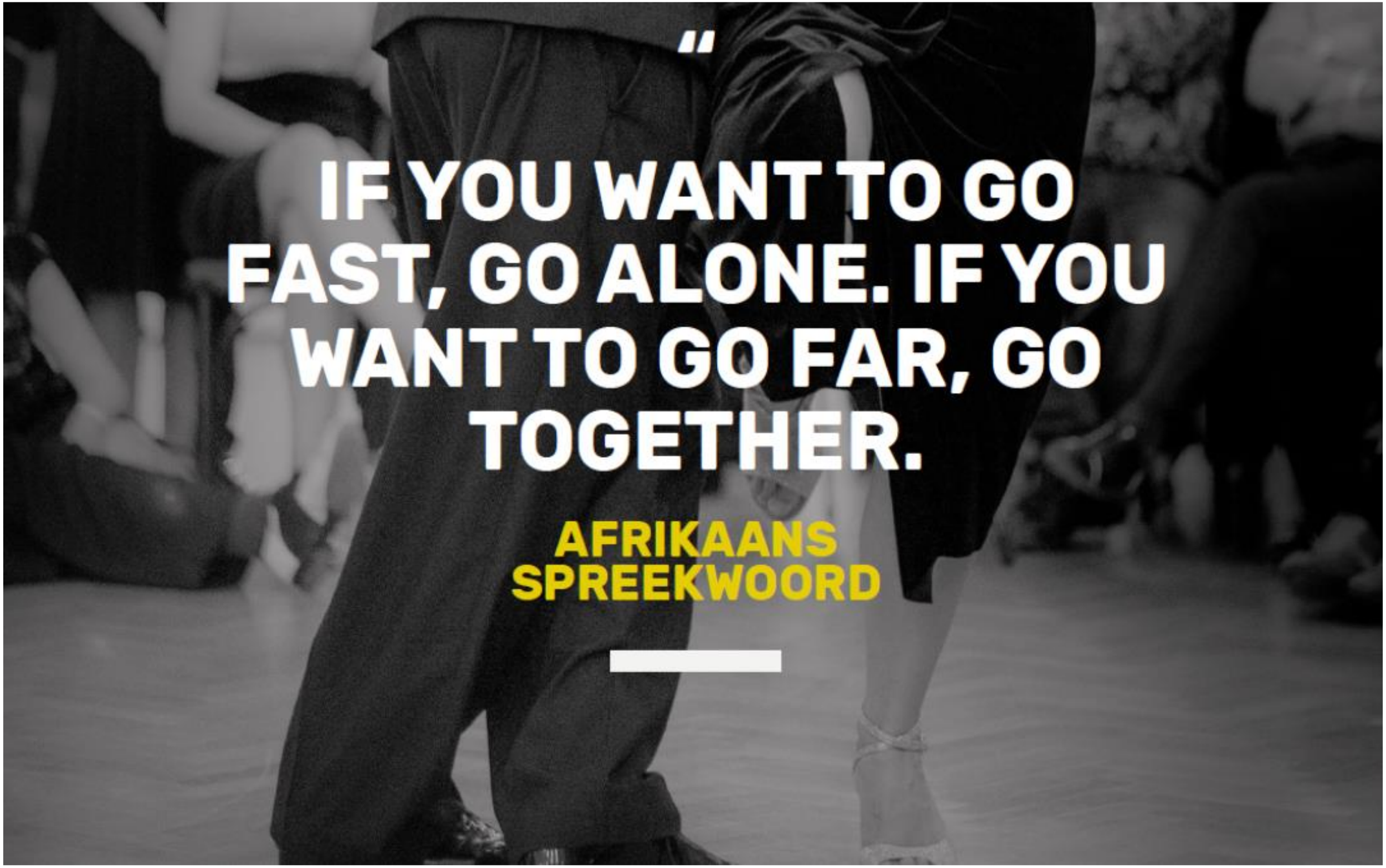
Most memorable action you already did around your practice?



WHAT ARE WE GOING TO DO

Creating a safeguarding plan

1. Identifying and defining the living heritage to be safeguarded and the communities, groups and individuals concerned.
2. Identifying the social function(s) and value of the selected living heritage for the communities, groups and individuals concerned.
3. Identifying risks and threats to the selected living heritage, and proposing adequate safeguarding activities.
4. Defining main objectives and expected results for the safeguarding plan.
5. Determining activities for the safeguarding plan.
6. Defining resources required and resource mobilisation strategies.
7. Monitoring and evaluating implementation of the safeguarding plan.


"
IF YOU WANT TO GO FAST, GO ALONE. IF YOU WANT TO GO FAR, GO TOGETHER.
AFRIKAANS SPREEKWOORD

WHO IS THE LIVING HERITAGE COMMUNITY?

LIVING HERITAGE COMMUNITY?

There is no living heritage without the people who care about it today and keep it alive.

A heritage community is made up of **everyone who holds a particular living heritage practice close to their heart.**

The **living heritage community consists of those who pass on living heritage by practising it themselves or by supporting it:** practitioners, participants, spectators, audiences, volunteers, and so on.

LIVING HERITAGE COMMUNITY?

Big or small, near or far, old or young, a close-knit or rather dynamic group.

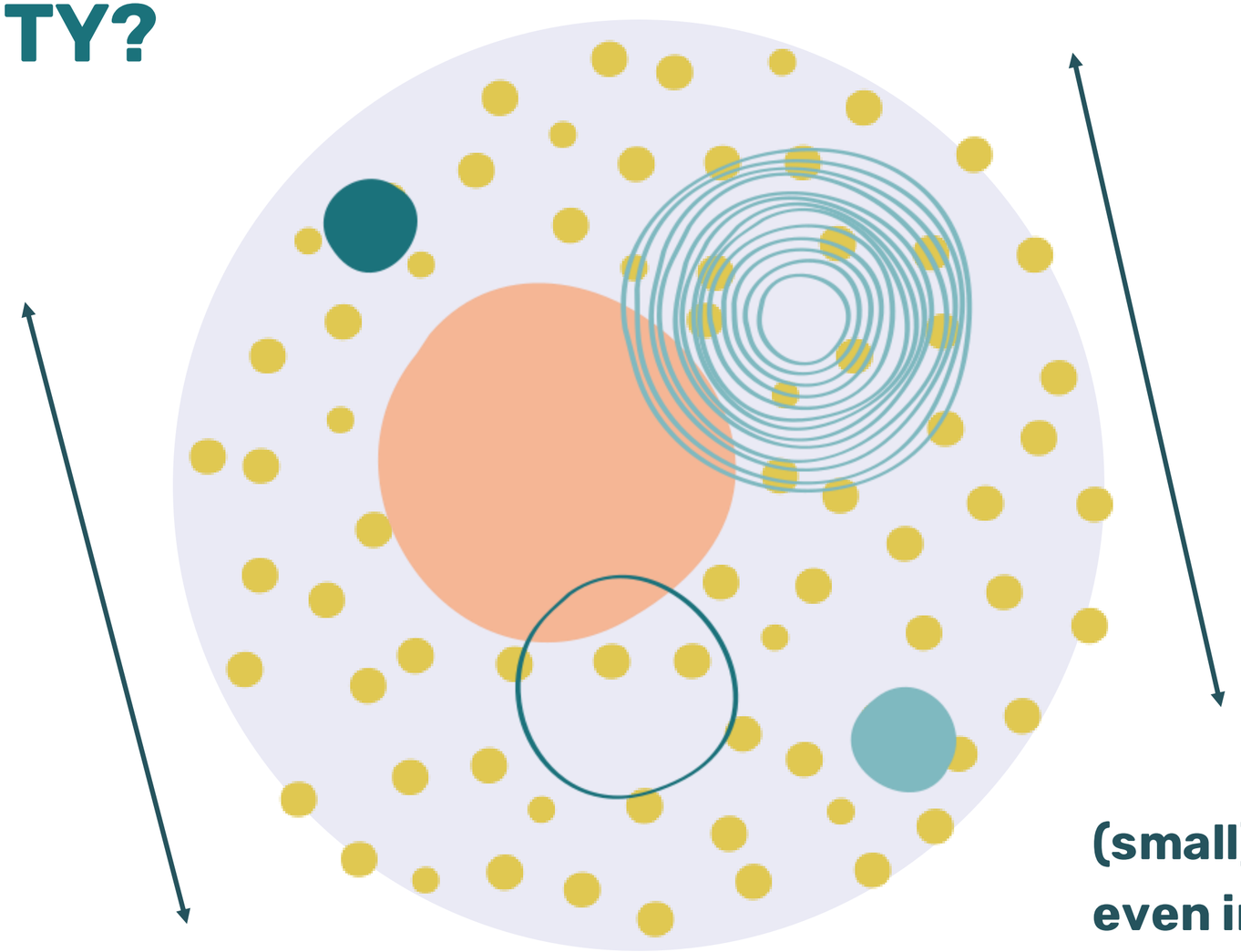
Just as traditions and practices **constantly evolve over time and place**, so too does the group of dedicated people involved in them.



Griekse dans op Leve immaterieel erfgoed! © Femke den Hollander voor Werkplaats immaterieel erfgoed

LIVING HERITAGE COMMUNITY?

vast crowd(s)



(small) core group or even individuals

LIVING HERITAGE COMMUNITY?

Practitioners

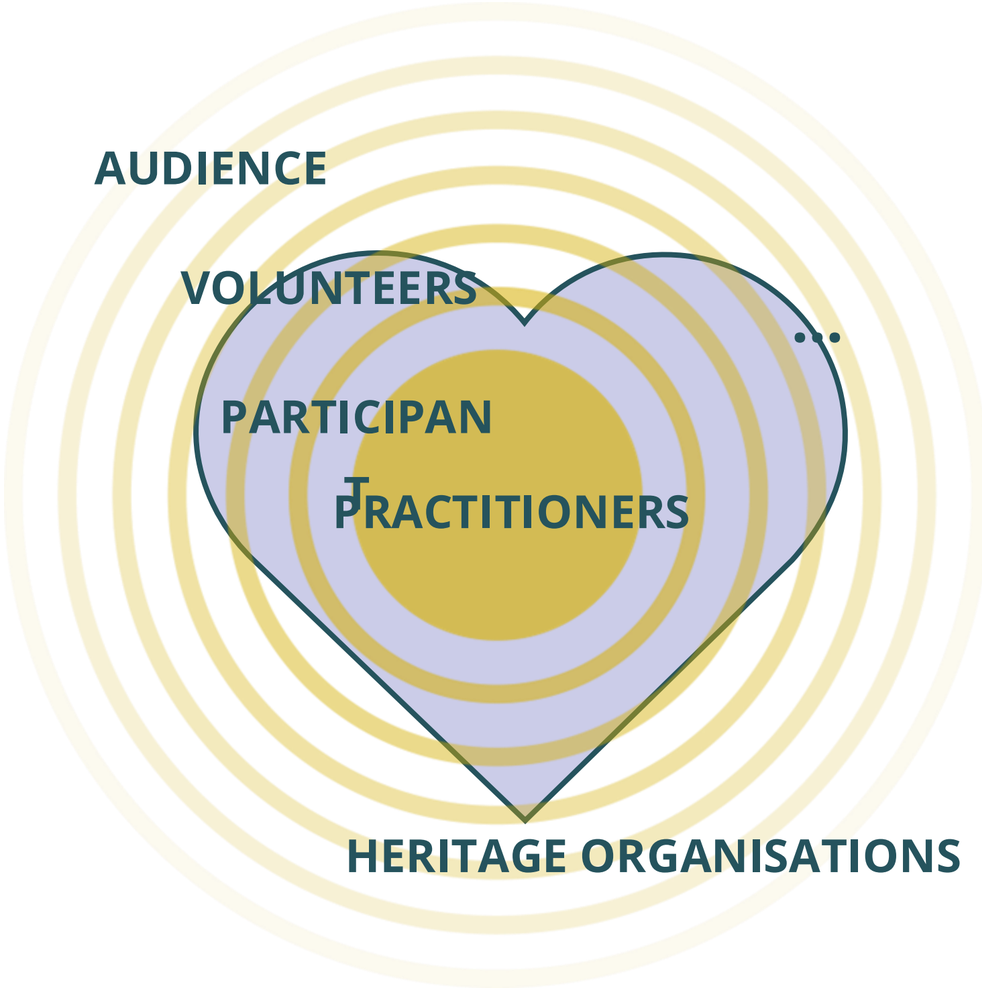
- Many species within a single "heritage community"
- A specific relationship with the heritage
  - Attaching importance to its continued existence
- Broadness and diversity



LIVING HERITAGE COMMUNITY?

Practitioners

- Many species within a single "heritage community"
- A specific relationship with the heritage
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- Broadness and diversity



DIVERSITY IN HERITAGE COMMUNITIES

very young and ever-changing community







DIVERSITY IN HERITAGE COMMUNITIES

seasonal community



© POMKO vzw

DIVERSITY IN HERITAGE COMMUNITIES

growing heritage community







What is your role within your practice and within your heritage community?

HOW DO I FIND THE HERITAGE COMMUNITY?

PRACTICAL TOOLS

ASSESSING VALUE AND MEANING OF LIVING HERITAGE

Different people = different values

- Grasping meaning and values is important in **safeguarding**
- Meaning and values **by and for the heritage community** = core of the practice
- They are (alongside knowledge and skills) also **transmitted**
- They also **change** over time and space.



ASSESSING VALUE AND MEANING OF LIVING HERITAGE

METHODOLOGY – Assessing value and meaning of living heritage

= Highlights how different people each have their own way of relating to a particular heritage practice

⟶ entering into dialogue together

Heritage is what people identify and recognise as heritage



ASSESSING VALUE AND MEANING OF LIVING HERITAGE

- **= always a process**
- Can take different forms depending on the **context**
- ***Takes place without external judgment!***

GOAL = to gain a better understanding of why the practice is so important

ASSESSING VALUE AND MEANING OF LIVING HERITAGE

GOAL = to gain a better understanding of why the practice is so important

Why do those involved consider the heritage in question important and meaningful?

What motivates them to cherish this heritage?

Why do we want to pass something on to future generations?

ASSESSING VALUE AND MEANING OF LIVING HERITAGE

‘values’

- **= expressions of importance**
- Exist in many **different forms** (emotional, conveying, doing for others, etc.)
- **Personally or collectively** carried out
- Implementation and meaning vary depending on who values
- Are of **equal value**
- Searching for **shared values**
- **=/= monetary value!**

ASSESSING VALUE AND MEANING OF LIVING HERITAGE

describing ‘value’

In what way is ‘doing’ important to me?

VALUATION PERSPECTIVE PAIRS

Format: paired statements to be placed on opposite sides with empty space in between.

Doing For me, the emphasis is on practice, **what** we do and **how** we do it.	⟷	**Doing together** For me, the emphasis is on community, that above all we **do something together.**
For myself I am committed to this practice because it **benefits me personally.**	⟷	**For others** I am committed to this practice because **others benefit from it.**
Preserve I prefer this practice to **remain as it is.**	⟷	**Renew** I am open to this practice changing and **moving with the times.**
Absolutely I believe this practice **has significance for wider society.**	⟷	**Relative** I find meaning **in a more personal way.**

ASSESSING VALUE AND MEANING OF LIVING HERITAGE

describing ‘value’

In what way is ‘doing’ important to me?

In reality… you're all already doing this (unconsciously)!

VALUATION PERSPECTIVE PAIRS

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ASSESSING VALUE AND MEANING OF LIVING HERITAGE

‘meaning’

- **= Interplay of different values**
- = Specific story that explains why the heritage in question is important, for certain people in a certain context
- Usually **multi-layered**

ASSESSING VALUE AND MEANING OF LIVING HERITAGE

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ASSESSING VALUE AND MEANING OF LIVING HERITAGE

Who else?

Who can also participate in the Value and Meaning assessment?

= **Who is the heritage community?**

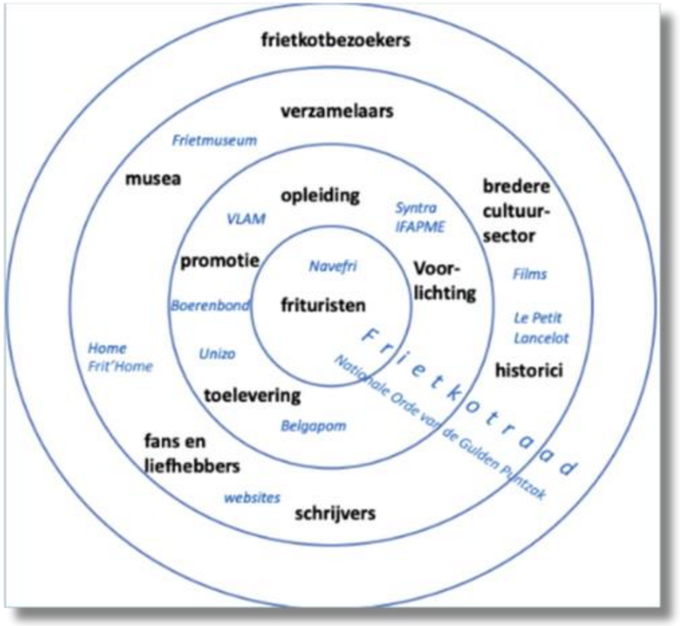


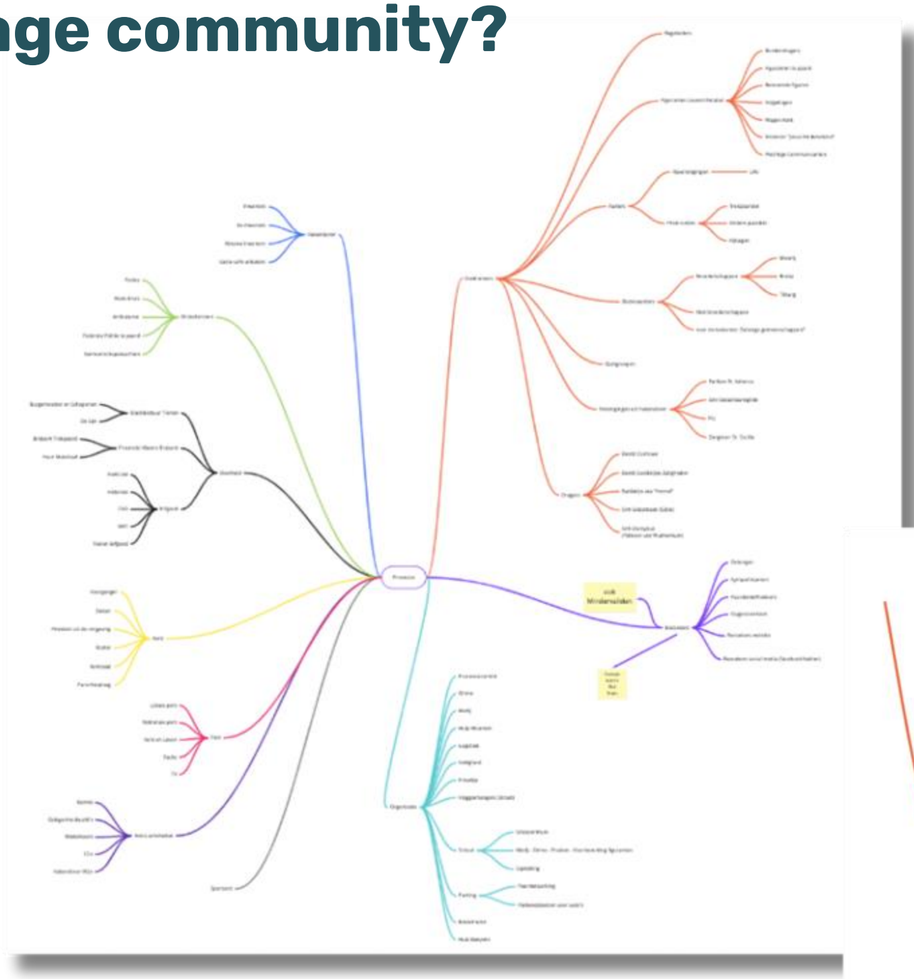
QUESTIONS TO ASK

- Who **practices** the heritage?
- Who **decides** how it is practiced or safeguarded?
- Who **attends** or participates occasionally?
- Who **supports** or encourages it?
- Who **uses** or benefits from it?
- Who holds **knowledge** or expertise?
- Who is **skilled** in it?
- Who **talks** about it?
- Who feels **represented** or addressed by it?

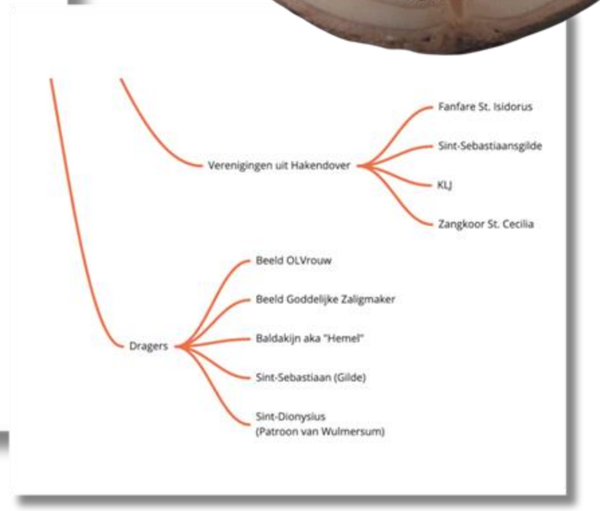
ASSESSING VALUE AND MEANING OF LIVING HERITAGE

Who is the living heritage community?









‘Communities, groups and individuals concerned’: Identifying the stakeholders of living heritage

QUESTIONS, NEEDS AND CHALLENGES

Today, many **questions arise about how to find and maintain a heritage community.**
Some traditions are at risk of not being passed down…

This may be due to:

- Only older generations are still committed to a particular practice
- The need for rejuvenation within the heritage community
- Knowledge and expertise are being lost
- …

QUESTIONS, NEEDS AND CHALLENGES

POSSIBLE CHALLENGES

- **Unconsciously attaching value**
- Sometimes they're **not even aware** that they're part of a heritage community
- **Different values**
- **A heritage community is often much more diverse** than you might first think

THE 5 W'S OF MEMBERSHIP RECRUITMENT

1. WHO?

2. WHAT FOR?

3. WHERE?

4. WHEN?

5. WITH WHAT?

- Group methodology
- Analyse a question or need
- Exchange ideas to arrive at solutions.
- Existing practical knowledge and experience are key
- **5 questions ⟶ concrete step-by-step plan**

THE 5 W'S OF MEMBERSHIP RECRUITMENT

1. WHO?

Who do we want to attract?

- Who do you want to recruit, and how can you recognise a community member?
- Who are you? What makes the practice and your association what it is?
- What are people choosing when they join you, and how can you highlight that?

- Do you know the expectations of (future) members/practitioners?
- What do you, as a community, expect from (future) members?
- Do these expectations align?

THE 5 W'S OF MEMBERSHIP RECRUITMENT

2. WHAT FOR?

What do we want to recruit people for?

- What are the different types of engagement in the relevant practice and their characteristics?

3. WHERE?

Where do you find new people?

- How far-reaching is your heritage practice: locally, regionally, nationally, or internationally? Also consider other spaces of experience: can you find members online, for example?

THE 5 W'S OF MEMBERSHIP RECRUITMENT

4. WHEN?

When do you try to recruit members?

- What's your own schedule, and that of those you're trying to recruit?
- When are members available?
- When do members have time?

5. WITH WHAT?

How do you recruit members and new practitioners?

Questions?

We’re looking forward to continue tomorrow!

WHAT IS SAFEGUARDING?

SAFEGUARDING = CARING FOR LIVING HERITAGE

= Creating opportunities for the continued existence and future development of an intangible heritage practice

... something heritage communities do naturally!

SAFEGUARDING = CARING FOR LIVING HERITAGE

= safeguarding

=/= protecting

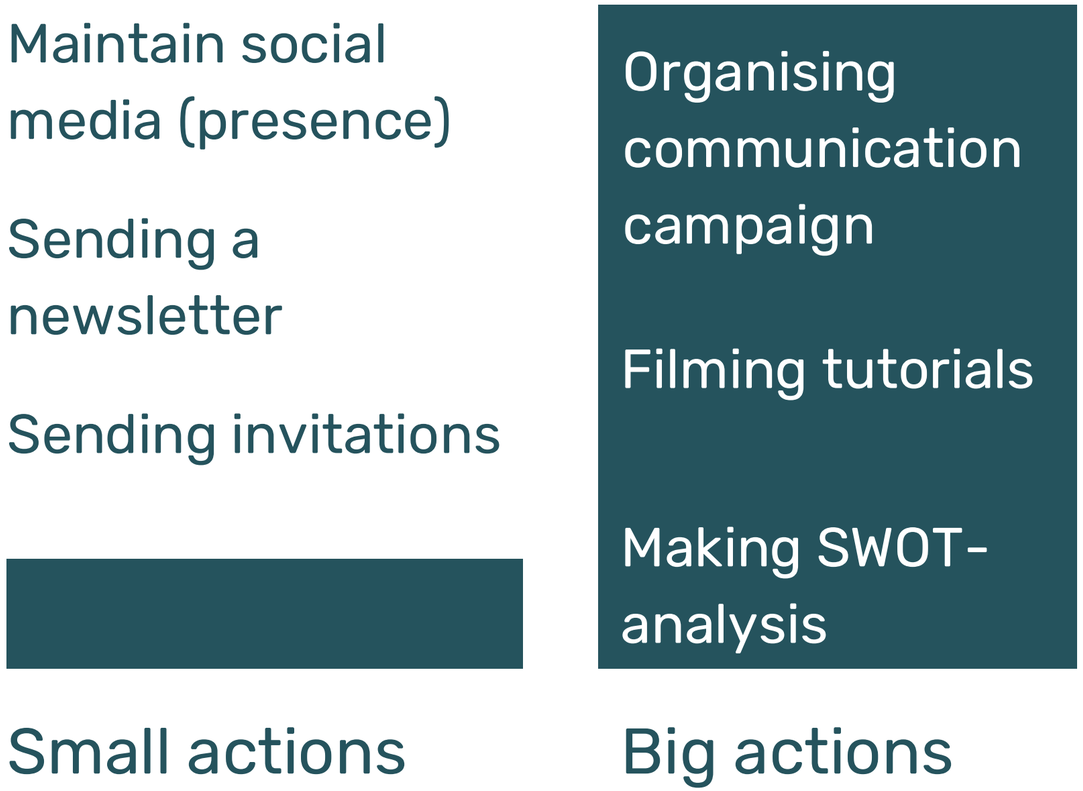
The UNESCO Convention for the Safeguarding of the Intangible Cultural Heritage (2003)

- A whole new way of looking at **caring for heritage**
- From preserving the past to safeguarding for the **future**
- Safeguarding = caring for the heritage of tomorrow

SAFEGUARDING = CARING FOR LIVING HERITAGE

Safeguarding is always tailor-made

Safeguarding can be done in many different ways



GETTING STARTED WITH SAFEGUARDING!

GETTING STARTED WITH SAFEGUARDING

How can you ensure that your heritage practice is passed on to the future?

How can you make sure that your heritage practice is prepared for (possible) changes and adaptations to time, place, and (new) people?

⟶ reflecting on:

- **WHY** you want to safeguard
- **WHAT** you want to safeguard
- **HOW** you want to transmit or do that

GETTING STARTED WITH SAFEGUARDING

STEP 1 – Description of the practice and the community

= Mapping or charting the (broader) heritage community and the different types of people involved

⟶ to set up more targeted actions, calls or communication





W1 - WHO
W2 – FOR WHAT
W3 – WHERE
W4 – WHEN
W5 - WITH WHAT

SAFEGUARDING = CARING FOR LIVING HERITAGE

Initiative or involvement of the heritage community is the most important!

Maintain social media (presence)

Sending a newsletter

Sending invitations

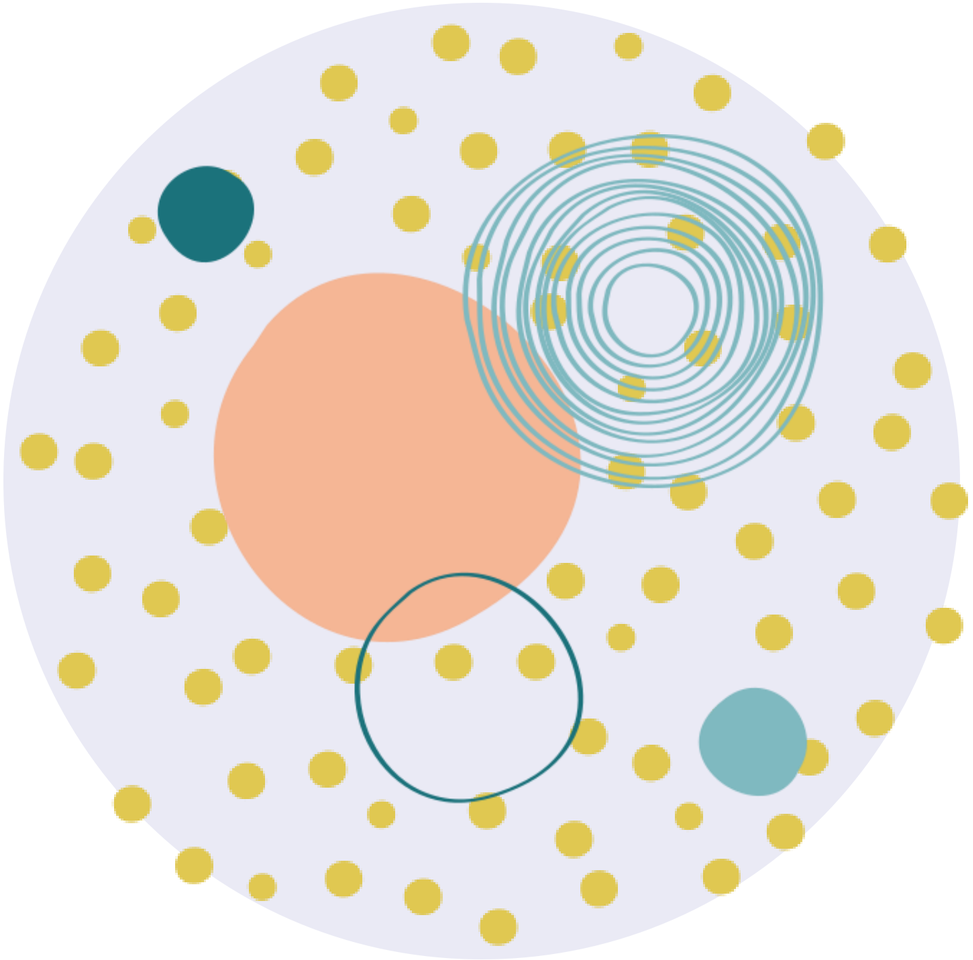
Small actions

Organising communication campaign

Filming tutorials

Making SWOT-analysis

Big actions



GETTING STARTED WITH SAFEGUARDING

STEP 2 - What is your practice like today?

What are the strengths and weaknesses of your heritage? What opportunities remain, and what threats are possible impend

SWOT-analysis

Strengths

Weaknesses

Opportunities

Threats

SWOT-ANALYSIS

STRENGTHS	WEAKNESSES
OPPORTUNITIES	THREATS

SWOT-ANALYSIS

GOAL

Mapping the strengths, weaknesses, opportunities, and threats of and to your heritage practice in a **structured** manner.

- Identifying **priorities**
- Presenting **choices**
- Basis for future **actions**



SWOT-ANALYSIS

WITH WHOM?

Especially for those already involved in living heritage:

- **Multiple participants** are recommended
- **All types of stakeholders** (front/backstage, male/female, young/old, experienced/inexperienced, long-term/short-term, etc.)
- One or more participants with more experience can offer **additional perspectives**

SWOT-ANALYSIS

+

- Provides **structure** and allows for a more **conscious** use of strengths and opportunities
- Encourages reflection on both **internal and external factors.**
- Identifies both **positive and negative aspects.**
- Allows **various stakeholders** to speak.
- An ideal basis for setting priorities and developing **future actions**.

SWOT-ANALYSIS

-

- Frequently thinking carefully about what belongs where.
- Requires **concentration**.
- Requires sufficient **openness** from participants to also expose the weaknesses of their practice.
- Requires sufficient **time**.

SWOT ANALYSIS: UNDERSTANDING YOUR LIVING HERITAGE

WHAT DID WE DO - Creating a safeguarding plan

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