Exploring living heritage in your work and organisation

Use this worksheet to explore how your organisation connects with living heritage. Step by step, note the objects, artefacts and cultural spaces; activities; themes and topics; and domains of intangible heritage that are present in your work.

By the end, you'll have a clear snapshot of the living heritage practices that link to your organisation.

1 Write down **the name of your organisation** and include a few keywords that best describe it. Consider your organisation's mission, vision, and core values when choosing these keywords.

ORGANISATION:

KEYWORDS:

2 Is there a **particular spatial context, natural or built environment or a cultural space, locality or region** your organisation or work relates to?

- ☐ MONUMENT(S)
- ☐ NATURAL SITE(S)
- ☐ HERITAGE SITE(S)
- ☐ OTHER .....
- ☐ NONE OF THE ABOVE

3 What kind of **objects & artefacts** do you have in your care?

- ☐ EVERYDAY OBJECTS
- ☐ ART OBJECTS
- ☐ AUDIOVISUAL MATERIALS (PHOTO, VIDEO, AUDIO, ...)
- ☐ ARCHIVES
- ☐ OTHER
- ☐ NONE OF THE ABOVE

4 What kind of **themes or topics** does your organisation work on? Sum up briefly.

5 What type of **activities** does your organisation carry out?

- ☐ WORKSHOPS
- ☐ LECTURES
- ☐ DEMONSTRATIONS
- ☐ GUIDED TOURS
- ☐ EDUCATIONAL ACTIVITIES
- ☐ STUDY DAYS
- ☐ PUBLICATIONS
- ☐ NETWORKING ACTIVITIES
- ☐ RESEARCH
- ☐ EXHIBITIONS
- ☐ POLICY ADVICE
- ☐ OTHER

6 Take a look at the **UNESCO domains of intangible cultural heritage**. Which ones are relevant to your organisation today?

- ☐ ORAL TRADITIONS AND EXPRESSIONS, INCLUDING LANGUAGE AS A VEHICLE OF THE INTANGIBLE CULTURAL HERITAGE.
- ☐ PERFORMING ARTS
- ☐ SOCIAL PRACTICES, RITUALS AND FESTIVE EVENTS
- ☐ KNOWLEDGE AND PRACTICES CONCERNING NATURE AND THE UNIVERSE
- ☐ TRADITIONAL CRAFTSMANSHIP
- ☐ OTHER .....

7 Take all your responses into consideration. What specific **living heritage practices, traditions, techniques**, ... pop up on your radar?

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

Complete this worksheet with one living heritage practice in mind. Describe it briefly, then identify and write down everyone involved, directly or indirectly.

By the end, you’ll have an overview of the possible stakeholders connected to this specific practice.

- Who else attends or participates occasionally?
- Who else supports or encourages it?
- Who else is skilled in it?
- Who uses or benefits from it indirectly?
- Who else talks about it?
- Who else feels represented or addressed by it?

3 Write down **who else is involved** in the transmission or safeguarding of this practice?

2 Write down **who** is **directly involved** in this practice.

- Who practices the heritage? Is it practised by loosely connected individuals or groups? Is the heritage practice being actively practiced by a heritage community? Or is it a combination of both?
- Who holds knowledge, skills or expertise?
- Who uses it or benefits from this heritage?
- Who decides how it is practiced or safeguarded?

1 Write down the **name and a brief description** of the living heritage practice

.....

.....

.....

Stakeholder types might include:
Practitioners, occasional participants, spectators, apprentices, masters, experts, novices, supporters, activists, entrepreneurs, heritage professionals, creators, advocates, patrons, fans, audience members, onlookers, (local) policy makers, …



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Navigating your organisation's approach to living heritage

This worksheet maps how your organisation engages with intangible heritage and the communities that practice and safeguard it. It helps you reflect on your usual starting points, your role in relation to heritage communities, and the type of participation you use.

1 What are your starting points?

- ☐ NONE, INTANGIBLE HERITAGE IS NOT RELEVANT TO OUR WORK.
- ☐ WE PREFER TO START FROM THE OBJECTS, ARTEFACTS AND CULTURAL SPACES IN OUR CARE.
- ☐ WE PREFER TO START FROM A THEMATIC OR TOPICAL FOCUS.
- ☐ WE PREFER TO START FROM A SPECIFIC PRACTICE OF INTANGIBLE HERITAGE.
- ☐ WE PREFER TO START FROM A QUESTION OR APPROACH PROPOSED BY A HERITAGE COMMUNITY.
- ☐ WE PREFER TO START FROM A QUESTION OR APPROACH PROPOSED BY A THIRD PARTY (E.G. A MUSEUM, EXPERTISE CENTRE, LOCAL GOVERNMENT, ...)
- ☐ OTHER .....

In step 2, 3 and 4, please mark your position on the axis

2 Who takes initiative?

- **WE USUALLY INITIATE THE PROCESS**, e.g. inspired by items in our collection or a specific relevant theme.
- **THE INITIATIVE DEVELOPS ORGANICALLY** through ongoing interaction and collaboration between us and the communities, groups and individuals concerned.
- **THE PROCESS IS INITIATED BY THE PRACTITIONERS OF LIVING HERITAGE.** They typically approach us with questions, needs, or requests to help safeguard their intangible heritage.

3 How do you relate to each other?

- **WE POSITION OURSELVES OUTSIDE OF THE COMMUNITY:** as an external advisor or expert, not directly involved in the living heritage practice or part of the community.
- **WE SEE OURSELVES AS AN ACTIVE SUPPORTER:** engaged with the practice and the community, but not part of it.
- **WE CONSIDER OURSELVES AS PART OF THE HERITAGE COMMUNITY:** working together to help shape the future of the practice.

4 How do you approach participation?

- **NO PARTICIPATION:** we make all decisions without involving the heritage community.
- **CONSULTATION:** the heritage community is invited to share ideas or suggestions, but we retain decision-making power.
- **COLLABORATION:** the heritage community actively participates in projects led by our organisation.
- **CO-CREATION:** we collaborate with the heritage community as equal partners, sharing decision-making at every stage of the process.
- **COMMUNITY-LED:** the heritage community leads the process and makes the key decisions, with our organisation in a supporting role.

You now have a snapshot of your organisation's current approach to working with living heritage and the communities involved. Take a moment to review your responses. What patterns or insights emerge?

Does this reflect your organisation's goals towards working with living heritage? If not, use a different colour to mark your preferred positions on the scales.
You've now identified where you are and where you want to be.

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SWOT analysis: understanding your living heritage

These worksheets help you reflect on a living heritage practice.
In Step 1: map its strengths, weaknesses, opportunities, and threats.
In Step 2: turn these insights into concrete strategies that can guide future actions.

STEP 1 Mapping Strengths, Weaknesses, Opportunities, and Threats

1 Write down the **name** of the living heritage.

2 **Complete the SWOT.** Write down strengths, weaknesses, opportunities, and threats that you identify in relation to the heritage.

Strenghts

= Aspects within your living heritage that make it flourish.

Weaknesses

= Internal aspects of your living heritage that may need support or strengthening.

Opportunities

= External factors or possibilities that could help your living heritage thrive.

Threats

= External challenges or pressures that could negatively impact your living heritage and its continuity.

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These worksheets help you reflect on a living heritage practice.
In Step 1: map its strengths, weaknesses, opportunities, and threats.
In Step 2: turn these insights into concrete strategies that can guide future actions.

1 Look back at your completed SWOT. In this table, put the most important or urgent strenghts, weaknesses, opportunities and threaths.

Strenghts	**W**eaknesses
S1:	W1:
S2:	W2:
S3:	W3:
S4:	W4:
S5:	W5:

Opportunities	**S+O**	**S+W**
O1:	SO1:	SW1:
O2:	SO2:	SW2:
O3:	SO3:	SW3:
O4:	SO4:	SW4:
O5:	SO5:	SW5:

Threats	**S+T**	**W+T**
T1:	ST1:	WT1:
T2:	ST2:	WT2:
T3:	ST3:	WT3:
T4:	ST4:	WT4:
T5:	ST5:	WT5:

STEP 2

Shaping strategies from your SWOT analysis

2 Look for connections. Use these four combinations to guide your thinking



1. SO Strategies (Strengths + Opportunities):
How can you use your strengths to take advantage of opportunities?

2. WO Strategies (Weaknesses + Opportunities)
How can you strengthen weaker areas in order to benefit from opportunities?

3. ST Strategies (Strengths + Threats)
How can your strengths help you reduce or avoid external threats?

4. WT Strategies (Weaknesses + Threats)
How can you protect against risks while addressing weaknesses?

3 Now that you've discovered relevant connections, turn them into strategies and/or actions and write them down.

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BRAINSTORM: identifying initiatives to support the safeguarding of living heritage

1

Take the following worksheets at hand:
- Exploring living heritage in your work and organisation &
- Navigating your organisation's approach to living heritage



TRANSMISSION,
VIA FORMAL EDUCATION

TRANSMISSION,
VIA NON-FORMAL EDUCATION

PRESERVATION

RESEARCH

PROMOTION

DOCUMENTATION

ENHANCEMENT

PROTECTION

2

Reflect on the overall work of your organisation and think of different safeguarding actions or initiatives it could undertake to support the living heritage identified in that worksheet.



IDENTIFICATION

REVITALIZATION

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Making it work: operational choices to support living heritage

Use this worksheet to assess which safeguarding actions your organisation can realistically undertake. This exercise will help you identify achievable actions, prioritise resources, and plan your organisation's engagement with intangible heritage more effectively.

For each operational dimension - Time, Space, Human Resources, and Financial Resources - reflect on:

CURRENT SITUATION: how does your organisation currently work in this area?

DESIRED SITUATION: where would you like your organisation to be in the future?

TIME

- We develop short-term projects relating to intangible heritage
- We have ongoing, long-term activities relating to intangible heritage
- We have a long-term relationship with 1 heritage community
- We have long-term relationships with multiple heritage communities
- We engage in short-term collaboration with 1 heritage community
- We engage in short-term collaborations with multiple heritage communities

SPACE

- We work at locations that are of significance for the intangible heritage practice
- We work from our own location(s)
- We operate within a local scope
- We operate within a regional scope
- We work from a national perspective
- We work from an international perspective

HUMAN RESOURCES

- Intangible heritage is integrated into the responsibilities of multiple or all staff members
- One staff member has a dedicated focus on intangible heritage
- Intangible heritage activities are carried out by project-based colleagues

FINANCIAL RESOURCES

- We work on intangible heritage using our structural funding
- We work on intangible heritage using project-based funding
- Our activities that relate to intangible heritage are not funded through the structural budget
- Our activities that relate to intangible heritage receive limited funding from the structural budget
- Our activities that relate to intangible heritage receive substantial funding from the structural budget

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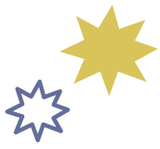
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SWOT BINGO

Learn from each other!

A strength you also have 	A weakness that surprised you 	An opportunity you could also seize 
Something that inspires you straight away 	An idea you can take into your own practice 	Something you could help strengthen for someone else 
A point where you would like to receive advice 	An opportunity you could take up together with someone 	A threat you would like to help tackle 

Note down examples you spot in the SWOTs. Try to complete a row, column or diagonal.

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Designing a safeguarding plan for living heritage: a role-play

COMPLETE THE FOLLOWING STEPS WHILE STAYING IN CHARACTER:

STEP 1

Individually read your role card and the context brief.

5 MIN

STEP 2

Briefly describe the living heritage to be safeguarded.

10 MIN

STEP 3

Sum up the social function(s) and value(s) of the living heritage for the heritage community

15 MIN

STEP 4

Write down 3 strengths, weaknesses, opportunities and threats (SWOT) to the living heritage.

15 MIN

Strenghts

= Aspects within your living heritage that make it flourish.

Weaknesses

= Internal aspects of your living heritage that may need support or strengthening.

Opportunities

= External factors or possibilities that could help your living heritage thrive

Threats

= External challenges or pressures that could negatively impact your living heritage and its continuity.

STEP 5

Discuss and write down the main objectives and expected results for the safeguarding plan.

25 MIN

STEP 6

Decide on 3 to 5 key activities for the safeguarding plan.

25 MIN

BONUS

Bonus question 1: Define and write down the resources required and potential resource mobilisation strategies.

Bonus question 2: Discuss and write down how you would monitor and evaluate the implementation of your safeguarding plan.

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