

Handbook for NGOs

on using

UNESCO's Overall Results Framework for safeguarding living heritage

Chapter 1: Introduction on working with UNESCO's Overall Results Framework

This handbook is intended as both an introduction to the Overall results Framework (ORF) and as a tool to assist ICH NGOs in working with the ORF.

In 2018, UNESCO launched an *Overall Results Framework (ORF)* as a common framework for monitoring the evolution and impact of the UNESCO 2003 Convention for the Safeguarding of the Intangible Cultural Heritage globally. It is a new reference framework for strategic planning around safeguarding intangible heritage by states parties, as well as for other stakeholders in the Convention, such as NGOs. This ORF framework also guides the states' multiannual reporting on the implementation of the Convention in their countries. UNESCO requests all states parties to the Convention to make a periodic report every 6 years. The process of reporting against the ORF allows a State Party to see how they are progressing against a set of focused assessment factors. The Periodic reporting process can provide the basis for future strategic planning around ICH within a country.

The ORF offers a global framework that sets the course, direction and goals for everyone working around the Convention. It can thus at a strategic level inspire, influence and guide national ICH policies. And it can also be a framework for an NGOs own strategic development. This makes the ORF a kind of barometer for measuring the degree of safeguarding living heritage in a particular country and worldwide.

Engaging with the ORF is an opportunity to strengthen relationships and understanding of the different roles of States Parties and accredited NGOs in the safeguarding of ICH. It brings a shared framework within which one can align and coordinate actions and efforts with multiple players. The process of developing a periodic report against the ORF has to involve

the many stakeholders and civil society involved in ICH and this is an opportunity for NGOs.

A country can use the ORF to take stock of the situation, where much progress has been made or where things are still to be done. It can evaluate where it stands on each part of the themes: such as perception and communication about living heritage or in policy and regulations, the place of intangible heritage in our education programmes, or in actions for sustainable development that go hand in hand with intangible heritage.

The ORF provides a basis for situating, sharing and comparing evolutions in one country alongside the work of other countries or regions, or also learning from one another and working together in a larger framework.

With the ORF as a tool, we can all work together in the same direction.

The next chapters this **handbook/handout** will be further introducing you to:

- **Chapter 2: NGOs & How to get started with the ORF**
Tools to support you in finding out how your NGOs activities (can) relate to the ORF (8 thematic areas, 26 indicators, and their assessment factors)
Shared Toolkit
- **Chapter 3: Examples of NGOs working with the ORF**
Examples of NGOs throughout the world and how they work with the ORF and/or specific objectives of the ORF

NGO-Contact Base

Thematic Area: 2. Transmission and Education	
Indicator 4: Extent to which both formal and non-formal education strengthen the transmission of ICH and promote respect for ICH	Assessment Factor: 4.1 Practitioners and bearers are involved inclusively in the design and development of ICH education programmes and/or in actively presenting and transmitting their heritage.
In Purulia district, West Bengal, the Chhau dance tradition, inscribed in UNESCO's Representative List of Intangible Cultural Heritage of Humanity in 2010, exemplifies how communities are actively safeguarding their cultural heritage. This acrobatic folk dance, known for its mythological themes,	

vibrant masks, and traditional instruments like dhol and dhamsa, once lacked a structured mechanism for skill transmission, with only 50 seasonal troupes performing in 2004.

Today, over 350 Chhau troupes perform year-round, including 15 all-female groups, demonstrating the community's leadership in preserving and expanding the practice. Tradition bearers have established structured training programs to pass on dance techniques, scripts (locally known as palas), mask-making, and the use of folk instruments to the younger generation. Chhau leaders now serve as mentors, ensuring the survival and vitality of this cultural form.

Initiatives by civil society, including Contact Base, alongside support from the Zonal Cultural Centre, the Government of West Bengal, the European Union, and UNESCO, have facilitated this transformation. However, the community's ownership and proactive efforts in transmission, innovation, and inclusivity are at the heart of safeguarding Chhau as a living tradition for future generations.

Indicator 5: ICH integrated into primary and secondary education

5.2 School students learn to respect and reflect on the ICH of their own community or group as well as the ICH of others through educational programmes and curricula.

The Patachitra tradition of West Bengal is a vibrant form of visual storytelling where skilled artists, known as Patuas, create intricate scroll paintings depicting mythological themes, daily life, and social narratives using natural colors. These scrolls are traditionally accompanied by Pater Gaan, songs performed by the artists that narrate the stories as the scrolls are unfurled. Over time, Patachitra has evolved to include diverse surfaces while maintaining its cultural essence.

Community-driven efforts have been central to safeguarding this tradition. Structured skill transmission mechanisms ensure the retention of youth in Patachitra practices. Experienced Patuas actively mentor young learners, fostering continuity. Additionally, Patachitra artists now conduct heritage education sessions in schools and online platforms worldwide. Through these initiatives, they teach primary and secondary school students not only their unique painting styles and cultural contexts but also the techniques of making natural colors from leaves, flowers, and fruits.

These programs inspire respect and awareness for cultural heritage among young learners, integrating ICH into formal education. By engaging with the tradition, students learn to appreciate their community's cultural legacy and reflect on the ICH of others, fostering intergenerational transmission and the continued vitality of Patachitra

Indicator 6: Post-secondary education supports safeguarding and study of ICH

6.1 Post-secondary education institutions offer curricula and degrees (in fields such as music, arts, crafts, technical and vocational education and training, etc.) that strengthen the practice and transmission of ICH.

6.2 Post-secondary education institutions offer curricula and degrees for the study of ICH and its social, cultural and other dimensions

Post-secondary education institutions play a vital role in safeguarding and transmitting Intangible Cultural Heritage (ICH) by offering curricula and degrees in fields like arts, crafts, music, and technical and vocational education. An exemplary model of this is the MithilaChitrakalaSangsthan in Bihar, the first post-secondary educational institute dedicated to folk arts in India. This institution offers a Bachelor's degree in Folk Arts, specializing in Madhubani painting—a vibrant artistic tradition from the Mithila region of Bihar. Renowned for its geometrical patterns and natural dyes,

Madhubani painting reflects the region's rituals, festivals, and social customs, with unique practices like painting with twigs, fingers, and nib-pens.

At MithilaChitrakalaSangsthan, reputed Madhubani artists mentor students from within and beyond the community, ensuring skill transmission and contextual understanding of the art form. The institutionalization of folk aspirations bridges grassroots cultural practices with formal academic recognition, creating structured pathways for cultural continuity.

This integration not only fosters youth engagement in traditional arts but also elevates Madhubani painting as a cultural and academic discipline. The program underscores how post-secondary education strengthens ICH practices while embedding their social and cultural significance into contemporary academic frameworks.

NGO-CULDEV

Integration of the ORF into Planning and Management of CUL.DEV Projects – The Case of the Traditional Dances Project in Togo

1. Project Overview

Context

The intangible cultural heritage (ICH) of Togo, particularly its traditional dances, is undergoing rapid decline. Between 1972 and 2011, the number of documented dances dropped from 132 to 75, highlighting the urgent need for preservation. This erosion is driven by the disappearance of practitioners, rural-to-urban migration, and modernization. Traditional dances, central to social and cultural events, are critical vehicles for intergenerational transmission, social cohesion, and cultural identity.

In response, CUL.DEV, with UNESCO's support, has initiated the project titled: *Identification, Capacity Building, Safeguarding, and Promotion of Traditional Dances in Togo as a Driver of Sustainable Development*.

Objectives

The project aims to:

- Identify and inventory traditional dances and their associated practices across Togo.
- Train young individuals to master traditional knowledge and ensure its intergenerational transmission.
- Promote these dances by integrating them into educational and cultural initiatives.
- Enhance local and international awareness of the role of traditional dances in sustainable development.

Key Activities

1. **National Inventory:** Collection and documentation of dances, costumes, and their socio-cultural contexts.
2. **Knowledge Transmission:** Training young community members to sustain these practices.
3. **Audiovisual Production:** Development of educational and pedagogical resources for wide dissemination.
4. **Cultural Promotion:** Public demonstrations and incorporation of results into festivals and local events.

2. The Overall Results Framework (ORF) for the 2003 Convention

Adopted in 2018, the **Overall Results Framework (ORF)** serves as a strategic tool for evaluating the implementation of the Convention for the Safeguarding of the Intangible Cultural Heritage (ICH). It is built around four overarching objectives:

1. **Safeguarding ICH:** Ensuring the viability of cultural practices and knowledge through documentation, transmission, and awareness.
2. **Contribution to Sustainable Development:** Embedding ICH in policies that promote economic, social, and environmental resilience.
3. **International Cooperation:** Facilitating exchanges and collaboration to share best practices globally.
4. **Capacity Building and Awareness:** Mobilizing resources and developing skills to safeguard ICH effectively.

The ORF is underpinned by **26 key indicators**, addressing community participation, legislative integration, safeguarding measures, and contributions to global priorities such as cultural diversity and sustainable development. This framework offers a structured methodology for monitoring progress, aligning local actions with global goals, and engaging a wide range of stakeholders.

3. Links Between the ORF and the Project

Planning Aligned with the ORF

The traditional dances project reflects the core themes of the ORF by:

- **Community Engagement:** Actively involving practitioners, youth, and traditional leaders in the identification and transmission of cultural knowledge.
- **Institutional Capacities:** Training investigators and building local competencies for safeguarding ICH.
- **Intergenerational Transmission and Education:** Organizing workshops, integrating ICH into schools, and creating audiovisual educational materials.

Implementation Aligned with the ORF

Project activities align with specific ORF indicators:

- **Indicator 4:** Strengthening intergenerational transmission through community-based educational initiatives.
- **Indicator 7:** Conducting an inclusive and well-documented inventory of traditional dances to ensure their longevity.
- **Indicator 19:** Leveraging media to raise public awareness and foster respect for traditional dances as expressions of ICH.

Evaluation Based on the ORF

The project's monitoring and evaluation framework leverages ORF indicators to assess its impact:

- The number of youth trained and involved in transmitting knowledge.
- The diversity of documented and safeguarded dances.
- The effectiveness of awareness-raising activities in enhancing cultural identity and appreciation.

4. Benefits and Recommendations

Benefits of Integrating the ORF

1. **Enhanced Methodology:** A systematic and standardized approach ensures consistency and project effectiveness.
2. **Increased Mobilization:** The ORF facilitates community participation and the involvement of national and international stakeholders.
3. **Global Visibility:** Leveraging the ORF positions the project as a benchmark for safeguarding ICH worldwide.

Recommendations

1. **Sustainability:** Deepen ORF integration in monitoring mechanisms to maintain project impact beyond its implementation phase.
2. **Replication:** Utilize the ORF to guide similar projects aimed at safeguarding other forms of ICH.
3. **Results Dissemination:** Share project successes widely to attract new partners and strengthen international collaboration.

Conclusion

Integrating the Overall Results Framework into the traditional dances project has aligned it with the global objectives of the 2003 Convention. This integration provides methodological rigor, fosters community engagement, and ensures sustainable results. The project exemplifies how ORF principles can address local challenges while contributing to global ICH priorities.

NGO Workshop intangible heritage (BE)

using the ORF as a compass in its policy strategies

working as an NGO

In 2021, Belgium as a State Party to the UNESCO 2003 Convention submitted its periodic report: it took stock of the country, as of 2021, concerning the commitment to living heritage in all parts of Belgium: Flanders, Wallonia, Brussels and the German-speaking Community. And it also looks ahead: what do they want to work on and move forward with in the next 6 years? For example, in view of perception and communication about intangible heritage or in policy and regulations, regarding the place of intangible heritage in our education programmes, or in actions for sustainable development that go hand in hand with intangible heritage.

The **Department of Culture, Youth and Media (DCJM)** of the Flemish government, and **NGO Workshop intangible heritage** as the organisation for intangible heritage in Flanders, worked throughout the year of 2021 on this **Flemish sub-report for UNESCO**. With inputs from many stakeholders, a comprehensive picture of where we were was formed through an extensive series of focus groups, round-tables, surveys, interviews and other initiatives with heritage communities, organisations, academics, volunteers, policy officers, and so on.

The report itself runs to several hundred pages and can be viewed on the [UNESCO website](#).

The ORF as a compass

What is particularly interesting here, is that the ORF and the report in 2021, have not only been used to make up the UNESCO periodic report, but the report was immediately also used to inform the policy development and renewal in Flanders, both on governmental level and within the NGO involvement.

A new **2022 Flemish policy vision** for living heritage was developed, addressing the **long-term goals** of the **UNESCO Overall Results Framework** as well as the challenges that were identified in the process of periodic reporting to UNESCO. The updated policy vision sets out Flanders' response: it provides a framework to fully commit to safeguarding living heritage in Flanders in the coming years.

At the same time, **NGO Workshop intangible heritage, as an accredited NGO** and operating as the ICH organisation for Flanders region, has been **fully grafting its strategic planning on the ORF framework** already for two policy periods (2018-2023, 2024-2028).

In this way, a strong course is set in realizing the direction to go with safeguarding living heritage in today and tomorrow's society. With the ORF as a tool, NGO and governmental actors can all work together in the same direction.

Read more?

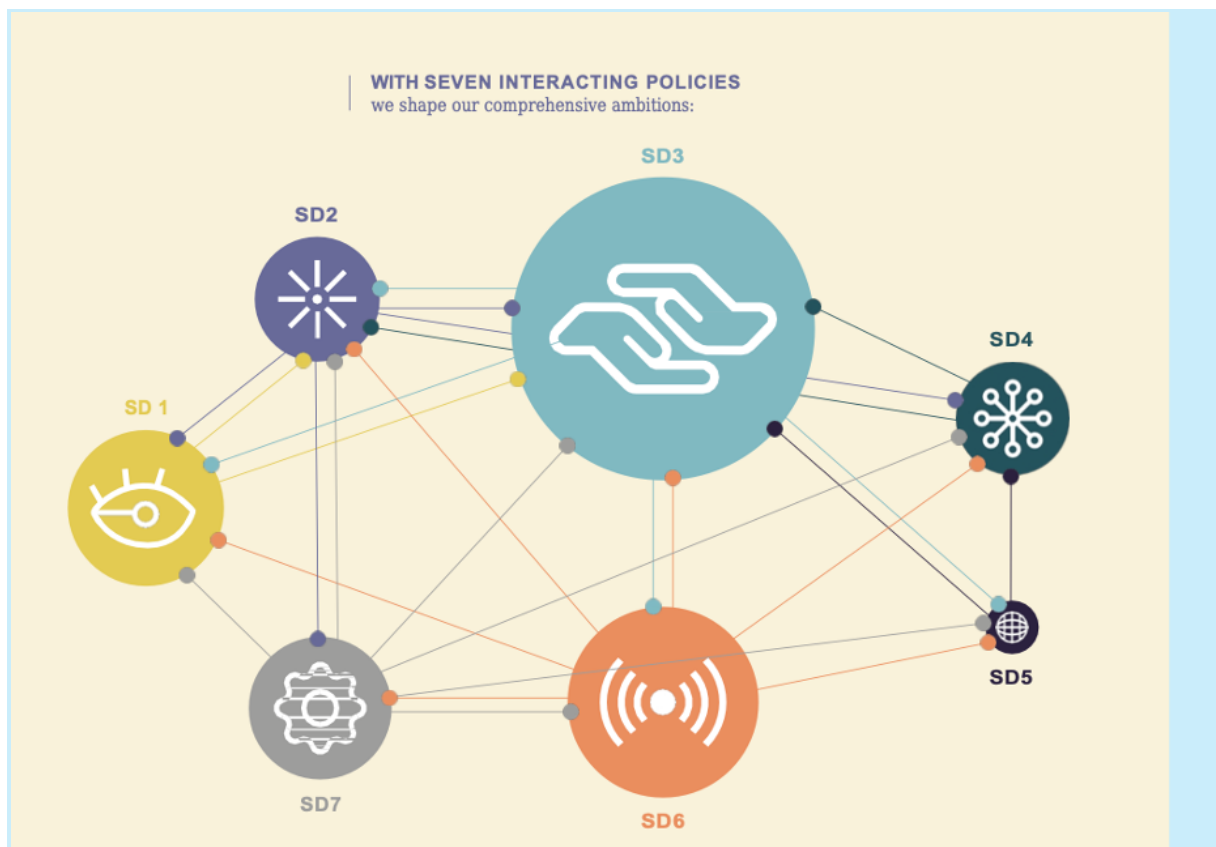
<https://immaterieelerfgoed.be/nl/kennis/rapport-unesco-2021> (google translate available)

Below you can read more on how NGO Workshop intangible heritage has been working on multiple thematic areas and targeted developments related to the assessment factors of the ORF:

The 7 Strategic Goals pursued by the NGO are as follows:

SD1		broaden the visibility, perception and awareness of intangible heritage socially
SD2		build a wide network of heritage communities around intangible heritage
SD3		practices around sustainable strengthening
SD4		growing cross-sectoral cooperation on intangible heritage
SD5		creating international momentum from established networks
SD6		Develop intangible heritage in the digital cultural ecosystem, with immaterieelerfgoed.be as a hub
SD7		be a sustainable and shared organisation

Just like the goals of the UNESCO 2003 ORF (and their indicators and assessment factors), also **these 7 strategic goals of the NGOs are related and interacting with each other**, as demonstrated by the following graphic:

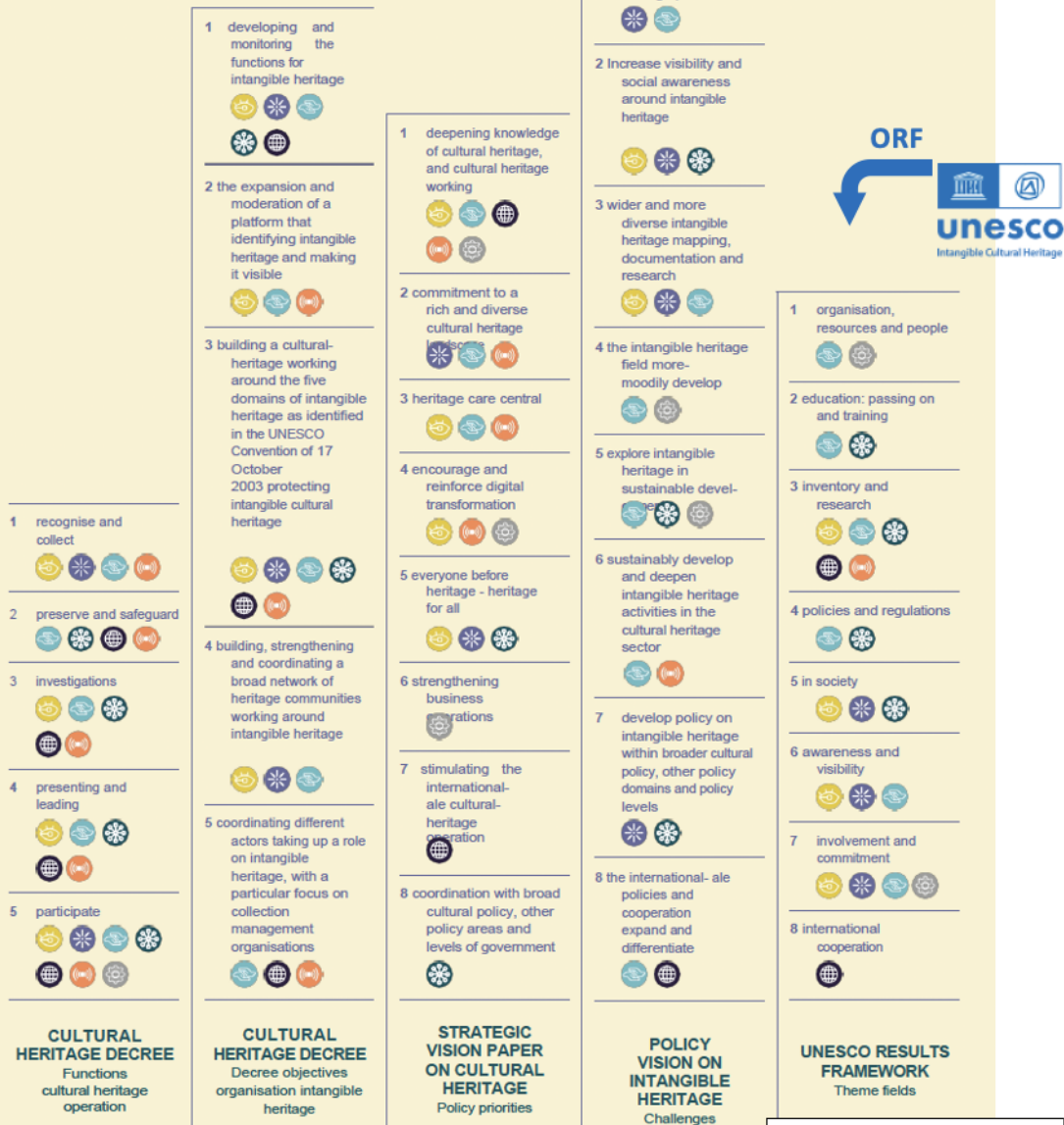


In its policy plan for 2024-2028, NGO Workshop intangible heritage also inserted **an illustrating overview of the different national and UNESCO policy frameworks it has been integrating in its NGO strategy.**

> You can see this overview below.

The overview indicates how each of the NGO's strategic goals (SD's) is corresponding to each of these frameworks and its accompanying goals:

Guiding (inter)national policy frameworks for intangible heritage and the commitment from the plans of Workshop Intangible Heritage for 2024-2028



*Translation was made from Dutch to English via deepl, note that there may be differences with the official texts for this reason

Examples of assessments Factors of the ORF on which the NGO works:

Thematic area 1: 'institutional and human capacities'
Indicator 2: Extent to which programmes support the strengthening of human capacities to promote safeguarding and management of ICH
Assessment Factor 2.3: Community-based or NGO-based initiatives provide training in ICH safeguarding and management, on an inclusive basis
NGO WIE co-organizes together with NGO FARO a recurrent training for (heritage and other) professionals on ICH policies, safeguarding and management. This training offers basic professional introduction and consists of 4 modules: 1. Introduction to UNESCO 2003 and Flemish ICH policy and principles 2. The ICH field in Flanders & the basics of safeguarding 3. ICH, ethics and sustainability 4. Managing and coaching ICH and processes with heritage communities A/ Competences and roles in ICH safeguarding B/ Introduction to mediation of group dynamics Participants are diversified, however often young or middle-aged professionals active in broad cultural or heritage sector or academics, with a certain overrepresentation of women as compared to other genders, and a minority of professionals with ethnic-cultural and other diversified backgrounds. LINK: https://immaterieelerfgoed.be/nl/actualiteit/basiscursus-immaterieel-erfgoed-voor-erfgoed-en-andere-professionals

NGO WIE provides **recurrent training for ICH communities on ICH policies, safeguarding and management.**

This training offers basic introduction for living heritage practitioners starting activities around ICH safeguarding and management:

1. Introduction to ICH, ICH policies and the platform www.immaterieelerfgoed.be
2. On heritage communities & defining value and significance of living heritage
3. Start-to Safeguard: safeguarding measures and planning
4. Designing of a roadmap tailored to the ICH practice and ICH community concerned

Participants vary in gender, age and cultural background (e.g. processional associations with older people as well as young people with migrant background representing Chinese New Year celebration in Flanders).

LINK: <https://immaterieelerfgoed.be/nl/actualiteit/starttraject-erfgoedgemeenschappen-sessie-1>

NGO WIE offers a monthly 'question time day' where customized advice is offered to coach and train people and organisations regarding specific questions they face in their ICH safeguarding and management.

LINK: <https://immaterieelerfgoed.be/nl/actualiteit/vragenuurtje-14>

- **Specialized and inspiring training programmes, masterclasses, study days, conferences,...** with view to capacity building and more general contributing to the implementation and evolution of the 2003 Convention, are being set up regularly on topics related to ICH safeguarding and management by NGO WIE (and others) individually or collaboratively, often also accompanied by publications and online documentation to offer sustainable capacity building and learning opportunities.

Subjects have been for example the 'ICH Breaker' series of masterclasses (2011-2018), Conference on ICH Brokerage and Mediation (Brussels, 6 November 2013), Living human treasures programme (21 November 2014), Conference on ICH and (super)diversity (Brussels, 16 March 2016), a series of sessions around 'Futures for crafts' (2008-2018), Webinar on ICH and sustainable tourism (19 June 2020), ...

Given the small scale of the Flemish Region and the Dutch speaking community, forces for specialized training and capacity building initiatives often also are shaped in cooperation between Flanders (FARO, WIE, et al) and the Netherlands (KIEN et al), and not seldomly given patronage by the national commissions for UNESCO.

Thematic area 3: Inventorying and Research

Indicator 7: Extent to which inventories reflect the diversity of ICH and contribute to safeguarding

Assessment Factor 7.1: One or more inventorying systems oriented towards safeguarding and reflecting the diversity of ICH have been established or revised since ratification.

Since 2008 already, an Inventory for ICH was established in Flanders region (within State Party Belgium): the Inventory of the Intangible Cultural Heritage in Flanders. From the onset (2008), the regulation for inclusion in the Inventory Flanders has been drafted on the objectives of the UNESCO 2003 Convention. Furthermore, the **online Platform www.immaterieelerfgoed.be** was developed by the Flemish authorities as a central instrument and a hub for ICH inventorying and safeguarding in Flanders. From the onset, **collaboration with NGO WIE** was established regarding the day-to-day operation of this online space and ICH activities.

Over time it became clear that reflecting diversity in the official ICH Inventory does not come automatically. Thus, with a view to foster reflecting the diversity of the ICH present in Flanders, **NGO WIE has been developing and managing an online environment** since 2018 to complement the previously existing system of recognition via the official ICH Inventory in Flanders. In this online space a **more diverse and larger number of ICH can quite simply be 'signed up' or 'identified' as ICH and be given visibility on the website:** <https://immaterieelerfgoed.be/nl/erfgoederen>

In all of the process, the ICH communities are at the core and take the initiative. The model is participatory. People are merely requested to fill an online form with a small number of questions. This simple inventory process is intended to form a first step in involving people in the ICH activities. One could say it is the **entrance oriented towards progressive ICH awareness and safeguarding** for communities, groups and individuals in Flanders.

Also, all ICH elements are presented together on the website immaterieelerfgoed.be. Thus, all ICH is presented on strong equal footing. The only distinction made among 'formally inscribed' and other items is a small label by which you can recognize the items that have been listed by the Flemish authorities.

Next, **NGO WIE developed also a chapter called 'giving future' on the ICH website**

= <https://immaterieelerfgoed.be/nl/inspiratie>

In this section the focus is on 'safeguarding' approaches and practices.

You can navigate via 2 buttons: 'examples of safeguarding' & 'methods for safeguarding'.

The web-section 'examples' includes concrete examples of safeguarding practices and safeguarding measures, which are documented and shared in the ICH community as exchanging experiences in a light way.

Thematic area 5: Role of ich and its safeguarding in society

Indicator 16: Extent to which the importance of safeguarding ICH is recognized through inclusive plans and programmes that foster self-respect and mutual respect

Assessment Factor 16.2: Self-respect and mutual respect are fostered among communities, groups and individuals through safeguarding plans and programmes for ICH in general and/or for specific elements of ICH, whether or not inscribed.

NGO WIE as the ICH organisation in Flanders has fully dedicated its strategy to the aim of enhancing the inclusivity and diversity of the ICH work in Flanders

LINK <https://immaterieelerfgoed.be/nl/visie>

A range of concrete initiatives are taken to foster such development:

- designing a **Diversity Matrix** and establishing a proactive mediation process to monitor the diversity and diversification of the online registration of ICH on Flanders' website for ICH,

www.immaterieelerfgoed.be

LINK <https://immaterieelerfgoed.be/nl/erfgoederen>

- setting up **Thematic campaigns** together with partner organisations with view to elevate participation in underrepresented groups and foster inclusivity, self-respect and mutual respect of diverse communities, groups and individuals practicing ICH in Flanders

LINK - for example: <https://immaterieelerfgoed.be/nl/nieuws/vlaanderen-rijk-aan-culinair-erfgoed>

- launching a **communication campaign 'So good feels living herirage'** tackling the idea of inclusivity and mutual respect and celebrating living heritage cherished by people of all sectors and strata of society.

<https://immaterieelerfgoed.be/nl/zogoedvoelterfgoed>

- elaborating a **methodology to facilitate the identification and valuation of ICH through diverse participation**

LINK <https://immaterieelerfgoed.be/nl/kennis/waardenen-van-immaterieel-erfgoed>

Thematic area 6: Awareness raising

Indicator 19: Extent to which public information measures raise awareness about the importance of ICH and its safeguarding and promote understanding and mutual respect

Assessment Factor 19.2: Public events concerning ICH, its importance and safeguarding, and the Convention, are organized for communities, groups and individuals, the general public, researchers, the media and other stakeholders.

NGO WIE organizes every year **the Long Live intangible Heritage Day! In Flanders.**

It is an annual network meeting celebrating and inspiring all stakeholders around living heritage in Flanders, and with the practitioners and heritage communities at the heart of the event.

Long Live intangible Heritage Day! was launched in 2019, with the aim of starting a recurrent public event that brings together the wide network of stakeholders around actual topics, linking policies and experiences and developments in the field, encouraging capacity building, exchange, networking and participation in a day long programme of performances, workshops and discussions, showcasing inspiring practices, as well as a space for celebrating the passion for living heritage.

LINK

<https://immaterieelerfgoed.be/nl/nieuws/nagenieten-van-leve-immaterieel-erfgoed-presentaties-online>

Thematic area 8: International engagement

Indicator 24: Percentage of States Parties actively engaged with other States Parties in cooperation for safeguarding

Assessment Factor 24.3: Information and experience about ICH and its safeguarding, including good safeguarding practices, is exchanged with other States Parties.

Throughout the years, NGO WIE just as many other NGOs have been engaging very strongly in developing networking and cooperation with diverse actors, and in developing and sharing experiences and expertise around safeguarding ICH and implementation of the Convention.

We are functioning in a global learning network of (local to transnational) exchange and collaboration around safeguarding ICH.

A variety of actors are involved - heritage communities, officials, NGOs, experts, researchers, ... This 'community of practice' around the UNESCO 2003 Convention and the safeguarding of ICH has evolved into being widely networked, with many cross-cutting lines between ICH community representatives, experts, facilitators, focal points, accredited NGOs, National commissions for UNESCO, ...

Three examples of illustrative projects where such sharing of information and experience is taking place:

1. IMP - ICH and Museums Project

NGO WIE worked on the European **multi-annual Intangible Cultural Heritage and Museums Project (IMP) from 2017-2020**. WIE coordinated the project as Lead Partner, in partnership with accredited NGOs KIEN (Netherlands), SIMBDEA (Italy), CFPCI (France) and Verband der Museen der Schweiz (Switzerland), as well as the ICH NGO Forum, ICOM International and NEMO. IMP was co-funded by Creative Europe (EU), addressing priorities of capacity building and transnational mobility. (see also B24.1).

The 'ICH and Museums Project' has been a learning and training trajectory on ICH safeguarding and management specially targeted at museum professionals and ICH stakeholders, and with a broad outreaching capacity (sessions in 5 countries, online toolkit, publications, ...).

<https://www.ichandmuseums.eu/en>

2. Webdossier and Dialogues on ICH and sustainable tourism by the ICH NGO Forum

This web dossier, developed by NGOs based in multiple state parties, offers a broad introduction on the theme of sustainable ICH tourism, discussion of key issues, tools and examples of safeguarding practices related to ICH and tourism.

Through the 'ICH Tourism Dialogues' programme, an annual series of online webinars and conversations on Living Heritage and Tourism is also being held by the working group of NGOs working on this. These dialogues include speakers on ICH Tourism from NGOs, the travel industry, government and intergovernmental agencies.

<https://www.ichngoforum.org/web-dossier-on-intangible-cultural-heritage-and-sustainable-tourism/#examples>

3. **Living Heritage Journeys**

The collaborative project 'Living Heritage Journeys' (2024-2027) explores and develops innovative methods to bring ICH and Tourism experiences together in sustainable and meaningful ways through co-creation.

The project involves 5 pilot projects with UNESCO Listed Heritage, accredited NGOs and facilitators and is working towards new capacity building instruments for meaningful and sustainable ICH Tourism.

The project consortium, comprising NGO and other partners from Belgium, Croatia, Italy, Poland, and Sweden, is supported through the Creative Europe Fund.

<https://livingheritagejourneys.eu>