**CONVENTION FOR THE SAFEGUARDING OF THE
INTANGIBLE CULTURAL HERITAGE**

**Training of trainers on living heritage and sustainable urban development**

**Strengthening capacities for resilient communities through sustainable Tourism and Heritage Safeguarding in Latin America and the Caribbean**

**5, 7, 19, 27, 28 March and 1 April 2025
Online**

**Unit 3 – Practical approach to safeguarding living heritage in urban contexts**

**Facilitator’s notes**

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unit 3

**practical approach to safeguarding intangible cultural heritage in urban contexts**

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LESSON PLAN

duration:

The unit has an approximate duration of 14 hours split over three days, including time for two site visits.

objective:

To explore how urban planning can support the safeguarding of intangible cultural heritage in urban contexts by applying practical methodological tools.

**SPECIFIC OBJECTIVES:**

By the end of the unit, participants will be able to:

* Explain how, practically, intangible cultural heritage safeguarding can be incorporated into urban planning processes.
* Analyze and articulate the basic structures of urban planning and their relationship to the practice and safeguarding of intangible cultural heritage in urban contexts.
* Recall some of the main threats to the viability of intangible cultural heritage in urban contexts and the type of benefits that arise from the practice of intangible cultural heritage in urban contexts.
* Apply a set of methodological tools that can help integrate intangible cultural heritage safeguarding into urban planning processes.

DESCRIPTION:

This unit provides a practical and detailed explanation of the basic structures of urban planning –ecological, functional, socioeconomic and built heritage – and their relationship to intangible cultural heritage safeguarding in urban contexts. It introduces methodological tools to help integrate intangible cultural heritage safeguarding into urban planning processes.

Case studies and real-life examples will illustrate the relationship between intangible cultural heritage and urban planning structures and how this can either enhance or threaten the viability of intangible cultural heritage.

A practical exercise in multidisciplinary teams will allow participants to apply and experience the proposed methodological tools first-hand.

SEQUENCE OF ACTIVITIES:

Day 1: Relationship between intangible cultural heritage and urban planning structures and field visit

The first day seeks to:

* Explore in greater detail how intangible cultural heritage relates to the four structures of urban planning – ecological, functional, socio-economic and built heritage – through practical examples, that make key concepts more tangible for participants.
* Learn to assess threats and benefits of safeguarding intangible cultural heritage in cities as part of the approach to integrate intangible cultural heritage safeguarding into urban planning. This will be explored alongside methodological tools reviewed later.
* Carry out a field trip to observe the relationship between intangible cultural heritage and urban planning structures on-site

Specific activities:

*[60 mins]* Presentation of urban planning structures, including case studies and practical examples that illustrate their relationship to intangible cultural heritage in different urban contexts.

*[30 mins]* Interactive presentation of the threats and benefits of safeguarding intangible cultural heritage in urban contexts, recapping the discussion from Unit 1.

*[60 mins]* Presentation of four practical examples - one for each urban planning structure - by pre-designated participants. The cases should illustrate:

o Relationships between intangible cultural heritage and planning structures.

o Challenges and opportunities for their safeguarding based on the experience of the selected cities or municipalities.

*[180 mins]* Visit to two sites in the city that enable direct observation of the relationship between intangible cultural heritage elements and urban planning structures, as well as some of the challenges and opportunities of incorporating intangible cultural heritage safeguarding into urban planning.

(In the context of the online ToT, rather than conducting actual visits, participants will be trained on how to prepare the site visits using a template provided)

Day 2: Presentation of methodological tools for intangible cultural heritage safeguarding in urban contexts and field visit

The second day focuses on presenting a set of methodological tools that can contribute towards incorporating intangible cultural heritage safeguarding into urban planning. The presentation of the tools will include practical examples that illustrate the use of each tool and its application. A site visit is also envisaged in order to illustrate urban planning measures that can be implemented to facilitate the safeguarding of intangible cultural in the selected sites.

Specific activities:

*[60 mins]* Presentation of the key principles of the methodological tools (part I): key actors and complementary tools (e.g. participatory mapping).

*[90 mins]* Presentation of the methodological tools (part II): theoretical concepts and practical examples to illustrate the use of each tool.

*[180 mins]* Visit to two sites in the city that illustrate specific urban planning measures that can be implemented to contribute towards safeguarding intangible cultural heritage in the selected sites.

Day 3: Application of methodological tools for intangible cultural heritage safeguarding in urban contexts

The third day aims to familiarize participants with the use and application of methodological tools through practical exercises in interdisciplinary teams, while also identifying recommendations that from the real experience of different participants to facilitate the integration of the intangible cultural heritage in urban planning.

Specific activities:

*[120 mins]* Practical exercise in multidisciplinary teams to deepen the understanding of the use and content of the methodological tools. Teams will be provided with templates and materials to carry out the different activities. The practical exercise will conclude with an open discussion on the process of applying the tools and the findings and results of the exercise.

*[60 mins]* Panel discussion with five or six pre-selected participants on recommendations for better integrating the culture and urban planning sectors and, with a focus on how to integrate intangible cultural heritage safeguarding into planning. This will include discussion on key actors, roles, responsibilities and existing initiatives.

**SUPPORTING DOCUMENTS:**

For further information on the concepts and topics described in this unit, the following materials and documents can be consulted:

* UNESCO – MOOC on living heritage and sustainable development: <https://ich.unesco.org/en/massive-online-open-course-mooc-01228>
* UN Habitat – International Guidelines on Urban and Territorial Planning: <https://unhabitat.org/international-guidelines-on-urban-and-territorial-planning>
* UN Habitat – Urban Planning for City Leaders: <https://unhabitat.org/urban-planning-for-city-leaders-0>
* UN Habitat - Our City Plans: <https://ourcityplans.org/>

Case studies:

* Singapore Master Plan 2019: <https://www.ura.gov.sg/Corporate/Planning/Master-Plan/Master-Plan-2019>
* Bogotá Regional Plan – Bogotá Reverdece 2022–2035: <https://bogota.gov.co/bog/pot-2022-2035/>
* Cape Town – Bo-Kaap Local Spatial Development Framework: [https://resource.capetown.gov.za/documentcentre/Documents/City%20strategies,%20plans%20and%20frameworks/Draft\_LSDF\_Bo-Kaap.pdf](https://resource.capetown.gov.za/documentcentre/Documents/City%20strategies%2C%20plans%20and%20frameworks/Draft_LSDF_Bo-Kaap.pdf)
* As-Salt – Conservation Management Plan: <https://whc.unesco.org/en/list/689/documents/>
* **NOTES AND RECOMMENDATIONS**

Facilitators are encouraged to present the content in a practical, hands-on manner, allowing participants to translate the knowledge into actionable strategies they can apply in their professional activities. Additionally, it is highly recommended that the explanation of the methodological tools be accompanied by practical, real-world examples, helping participants incorporate these tools into their everyday work.

This unit introduces key concepts in urban planning and development, demonstrating how this domain can contribute towards safeguarding intangible cultural heritage in urban contexts. Facilitators are encouraged to present the content in a practical, hands-on manner, allowing participants to translate the knowledge into actionable strategies that they can apply in their professional activities. Additionally, it is highly recommended that the explanation of the methodological tools be accompanied by practical, real-world examples, helping participants to incorporate the tools in their day-to-day work. All examples used are elements inscribed on the Lists of the Convention, which are the List of Intangible Cultural Heritage in Need of Urgent Safeguarding, and the Representative List of the Intangible Cultural Heritage of Humanity.

FACILITATOR’S NARRATIVE

**SLIDE 2**

The facilitator summarizes the unit’s objectives:

* Learn how, practically, intangible cultural heritage safeguarding can be incorporated into urban planning processes.
* Analyze and articulate the four structures of urban planning and their relationship to the practice and safeguarding of intangible cultural heritage in urban contexts.
* Review some of the main threats to the viability of intangible cultural heritage in urban contexts and the benefits derived from the practice and transmission of intangible cultural heritage in cities.
* Learn to apply a set of methodological tools that can help integrate intangible cultural heritage safeguarding into urban planning processes.

**SLIDE 3**

The facilitator begins with the content planned for Day 1 and starts with the presentation on the relationship between intangible cultural heritage and urban planning structures.

**SLIDE 4**

The facilitator explains that urban planning encompasses multiple interconnected layers that influence the spatial organization and social, economic, and environmental functions of urban settings. These layers are grouped into the following four planning structures, which can also determine living heritage elements and practice in cities: ecological, functional, socioeconomic, and built heritage.

**SLIDE 5**

The facilitator explains the ecological structure, which includes biological elements such as flora, fauna, and other life forms; physical elements like sunlight, water, soil, and climate; and dynamics such as ecological or landscape connectivity, risk and vulnerability to natural hazards, rural development, etc.

**SLIDE 6**

The facilitator presents brief examples of the ecological structure, starting with the *Kumbh Mela* in India. Emphasis is placed on how this element is closely tied to the Ganges River for religious reasons.

**SLIDE 7**

The facilitator continues with the example of *Ch’utillos*, the Festival of Saint Bartholomew and Saint Ignatius of Loyola, and meeting of cultures in Potosí, Bolivia. Emphasis is placed on its connection to Mullu Punku Ravine, a natural landscape with religious significance to the community.

**SLIDE 8**

The facilitator presents the example of the *San Francisco de Asís Festival* in Quibdó, Colombia, highlighting its close relationship with the Atrato River, used for boat processions, and explaining how this natural element is fundamental to this cultural practice.

**SLIDE 9**

The facilitator explains the functional structure, which includes urban components that offer development opportunities and meet various basic, recreational, and cultural needs of people. The components are:

* Transportation and mobility systems
* Public spaces
* Basic services
* Urban facilities

**SLIDE 10**

The facilitator explains the transport and mobility component, which includes private vehicles, trains, trams, buses, taxis, bicycles, and others. These can relate to intangible cultural heritage practices in urban contexts and inform the political, social, and economic development of urban environments.

The facilitator presents the example of Rickshaws and rickshaw painting in Dhaka, Bangladesh, highlighting how these vehicles are tied to a cultural practice of painting and decorating them, transforming them into traveling exhibitions that convey various knowledge, beliefs, practices, etc., of the city. The facilitator also notes that rickshaws provide a sense of identity to the inhabitants.

**SLIDE 11**

The facilitator presents the example of Timber rafting practiced in Austria, the Czech Republic, Germany, Latvia, Poland, and Spain, involving knowledge, skills, techniques, and values related to the construction and navigation of rafts.

**SLIDE 12**

The facilitator explains the public spaces component of functional structures, mentioning that it includes publicly accessible and enjoyable spaces such as plazas, parks, streets, sidewalks, markets, beaches, playgrounds, and more. These are key resources for interaction and social participation and can support cultural activities.

The facilitator presents the example of Holy Week in Guatemala, explaining that many activities associated with this practice occur in public spaces, including streets and plazas. It is emphasized that public space is essential for facilitating Holy Week activities.

**SLIDE 13**

The facilitator presents the example of the Grand Festival of Tarija in the Plurinational State of Bolivia, noting that processions pass through the main streets of Tarija, which are fundamental public spaces that enable these activities.

**SLIDE 14**

The facilitator explains the public services component of urban structures, stating that these address basic needs that enhance the quality of life in a community, fostering social and economic growth. Examples include electricity, gas, water, sanitation, waste management, and internet. The lack of public services can limit the socio-economic viability of an area and the practice of living heritage.

The facilitator presents the example of the Craft of the miller operating windmills and watermills in Netherlands, explaining that the construction and operation of these mills require specific knowledge and skills to ensure their viability. It is emphasized how these mills historically facilitated access to water and energy services.

**SLIDE 15**

The facilitator presents the example of the element: ‘Irrigators’ tribunals of the Spanish Mediterranean coast: the Council of Wise Men of the plain of Murcia and the Water Tribunal of the plain of Valencia, Spain’. These tribunals, whose members are democratically elected, resolve disputes orally, quickly, transparently, and impartially. The facilitator emphasizes how this cultural practice facilitates access to water services.

**SLIDE 16**

The facilitator explains the urban facilities component of functional structures, noting that these refer to spaces that enable social practices and the practice of living heritage, such as schools, museums, theaters, auditoriums, libraries, cultural centers, and places of worship.

The facilitator presents the example of the element ‘Hawker culture in Singapore, community dining and culinary practices in a multicultural urban context’, highlighting how Hawker Centers serve as communal dining spaces where traditional culinary practices are performed within a multicultural urban context. It is emphasized how such urban facilities (Hawker Centers) foster community interactions and strengthen social cohesion.

**SLIDE 17**

The facilitator presents the example of the element ‘Bulgarian Chitalishte (Community Cultural Centre): practical experience in safeguarding the vitality of the Intangible Cultural Heritage’, noting that these facilities host cultural and educational activities to safeguard Bulgarian customs and traditions, share knowledge, and familiarize citizens with the values and achievements of science, arts, and culture.

**SLIDE 18**

The facilitator explains the socio-economic structure, noting its role in fostering greater social and economic inclusion through access to housing, health, education, employment opportunities, etc., as well as factors that attract investment, and promote rural-urban integration. This structure also encompasses variables such as ethnicity, income, employment, and community security, which influence overall well-being and quality of life in urban contexts.

**SLIDE 19**

The facilitator presents the example of Ancestral and traditional techniques for the elaboration of the 'Poncho Para'i de 60 Listas' from the city of Piribebuy, Paraguay. These ancestral techniques, first used by Indigenous peoples, have been orally transmitted from weaving mothers to daughters through observation and practice. The facilitator emphasizes how ethnic factors enable the practice of this element.

**SLIDE 20**

The facilitator presents the example of the element ‘Knowledge of the light rum masters in Cuba’, explaining that the transmission of knowledge among rum masters is a generational learning process. It includes protecting aging warehouses, understanding their content and characteristics, and the history of each barrel. The facilitator emphasizes that this knowledge is passed down from senior rum masters to younger generations.

**SLIDE 21**

The facilitator presents the example of the Carnival of Blacks and Whites (Carnaval de Negros y Blancos) in Colombia, explaining that people of all ethnicities dress in black on the first day and white on the next to symbolize equality and bring citizens together in a celebration of ethnic and cultural differences. The facilitator highlights that ethnicity is a primary driver of this cultural practice.

**SLIDE 22**

The facilitator explains what built heritage entails and mentions that it is an imperative element in structuring urban plans, especially concerning buildings, monuments, public spaces, and urban sectors of historical, social, and economic value in a city. Additionally, the facilitator explains that built heritage reflects the processes of occupation, transformation, and adaptation of the territory, which form part of the collective memory. Lastly, the facilitator references UNESCO’s Historic Urban Landscapes for more information.

**SLIDE 23**

The facilitator presents the example of the historic district of the port city of Valparaíso, Chile, mentioning that the city is characterized by a traditional urban fabric specially adapted to the surrounding hills, and that the city has preserved fascinating structures from the early industrial era.

**SLIDE 24**

The facilitator presents the example of the Historic Center of Cienfuegos, Cuba, noting that Cienfuegos is the first and most notable example of an architectural and urban ensemble that incorporated the new ideas of modernity, hygiene, and urbanism that emerged in Latin America in the 19th century.

**SLIDE 25**

The facilitator presents the example of Antigua, Guatemala, and explains that the city was built following a grid pattern inspired by the principles of the Italian Renaissance and that, in less than three centuries, it came to possess a significant number of monuments.

**SLIDE 26**

The facilitator initiates a discussion session on urban planning structures; participants are asked to provide examples of living heritage elements in their cities that have a clear relationship with at least one of the urban planning structures. The discussion is open and moderated by the facilitator, who allows interested participants to unmute their microphones to share their examples.

**SLIDE 27**

The facilitator mentions that, according to the day’s agenda, the next presentation will address the threats and benefits of safeguarding living heritage in urban contexts.

**SLIDE 28**

The facilitator explains some of the main threats identified for safeguarding living heritage in urban contexts and provides concrete examples to help participants better understand how the aspects mentioned constitute threats to living heritage practices, and mentions a few examples of measures that can help mitigate the threats.

**SLIDE 29**

The facilitator continues the explanation of some of the main threats identified for safeguarding living heritage in urban contexts and provides examples to help participants better understand how they pose threats or challenges to living heritage practices.

**SLIDE 30**

The facilitator explains some of the types of measures to mitigate the threats identified for safeguarding living heritage in urban contexts and provides a few examples to help participants better understand how land-use changes, the destruction or deterioration of public spaces, pressure on infrastructure and facilities, and the lack of protection for heritage buildings can pose threats or challenges to living heritage practices.

**SLIDE 31**

The facilitator initiates a discussion session on threats to safeguarding living heritage in urban contexts and asks participants to provide examples of such threats in their cities. The discussion is open and moderated by the facilitator, who allows interested participants to unmute their microphones to share their examples.

**SLIDE 32**

The facilitator explains some of the main benefits identified from safeguarding living heritage in urban contexts and provides concrete examples to help participants better understand how a sense of identity and belonging, intergenerational communication, and greater intra- and inter-community tolerance can benefit cities.

**SLIDE 33**

The facilitator continues the explanation of some of the main benefits identified from safeguarding living heritage in urban contexts and provides concrete examples to help participants better understand how they benefit cities.

**SLIDE 34**

The facilitator initiates a discussion session on the benefits of safeguarding living heritage in urban contexts and asks participants to provide examples of such benefits in their cities. The discussion is open and moderated by the facilitator, who allows interested participants to unmute their microphones to share their examples.

**SLIDEs 35 - 36**

The facilitator presents the next section, where supporting materials and case studies are reviewed. Four case studies of urban planning instruments are presented, where living heritage is integrated, with the help of the Case Studies handouts (1-4). They include the following case studies:

* Master Plan 2019 – Singapore
* Territorial Management Plan Bogotá Reverdece – Bogotá, Colombia
* Local Spatial Development Framework for Bo-Kaap – Cape Town, South Africa
* Conservation Management Plan – As-Salt, Jordan

The facilitator also presents two handouts of interest to the participants, that they can review by themselves before the next section: i) the summary of the methodological tools for the integration of living heritage in urban planning, and ii) the example of the application of the tools to a specific case, the Hawker Culture in Singapore.

**SLIDE 37**

The facilitator mentions that, according to the day’s agenda, the next activity will be the presentation of methodological tools on how to better integrate intangible cultural heritage in urban planning, including theoretical concepts and practical examples to illustrate how each tool can be used.

**SLIDE 38**

The facilitator briefly describes some of the principles used to develop the methodological tools, explaining that these principles are derived from previous UNESCO projects in urban contexts and a global survey, as well as from the principles of the Convention for the Safeguarding of the Intangible Cultural Heritage and the Ethical principles for safeguarding intangible cultural heritage. The principles are:

* Identifying key stakeholders: the communities, groups and, in some cases individuals, who practice and transmit their intangible cultural heritage to future generations and urban planning professionals.
* Raising awareness among decision-makers and urban planners about the significance of the 2003 Convention.
* Involving community members in urban planning processes through participatory approaches.
* Give more importance to cultural and social mapping and its technologies as a tool to safeguard living heritage in order to further improve urban planning approaches.

**SLIDE 39**

The facilitator explains that seven methodological tools are proposed for incorporating intangible cultural heritage safeguarding into urban planning processes. It is recommended to implement these tools sequentially, as an integrated approach, which can generate greater benefits for safeguarding intangible cultural heritage for the wellbeing of communities and sustainable development in the city. The facilitator briefly names each tool and explains that they will be reviewed in detail one by one.

**SLIDE 40**

The facilitator describes the first tool, which focuses on mechanisms to ensure greater coordination between the culture and urban planning sectors and to promote community participation in defining urban planning mechanisms for safeguarding living heritage in cities. The facilitator summarizes the objectives of this tool:

* Overcoming institutional silos that hinder the integration of intangible cultural heritage into urban planning.
* Ensuring timely participation of key stakeholders from cultural, planning, and other sectors.
* Leveraging the knowledge, experience, and resources of diverse key stakeholders to overcome barriers and seize opportunities for safeguarding living heritage.
* Promoting transparency, objectivity, and inclusion in urban planning processes.
* Involving stakeholders from various government levels, depending on local institutional arrangements.

**SLIDE 41**

The facilitator summarizes three examples of coordination and participation mechanisms:

* **Multisectoral committees**: groups composed of representatives from various sectors and institutions relevant to intangible cultural heritage safeguarding. These are spaces dedicated to specific goals, such as integrating living heritage into urban planning. They enable the joint establishment of roadmaps and actions to safeguard living heritage through urban planning, defining roles, responsibilities, goals, etc.
* **Participatory workshops**: used in situations where a group must work together to solve a problem or discuss a common topic. They require contributions from individuals with diverse expertise and knowledge. They can help bring people together to collaborate on a shared objective.
* **Participatory mapping**: refers to creating maps that reflect people’s or communities’ perceptions and knowledge of their spaces, landscapes, or territories. It is used for various purposes, such as addressing social and spatial challenges, managing natural resources, handling risks in urban environments, promoting spatial equity, and strengthening cultural identity and heritage preservation.

**SLIDE 42**

The facilitator describes the second tool, which involves identifying and describing the intangible cultural heritage element in an urban context. Emphasis is placed on the fact that this tool includes a pre-designed template to facilitate its application in planners’ work activities. It is also mentioned that identifying an element should be done collaboratively with other institutions and in a participatory manner, considering the communities that are bearers of the element being safeguarded through urban planning. The facilitator also refers the participants to additional capacity-building material on identification and inventorying of living heritage.

**SLIDE 43**

The facilitator presents the template for identifying intangible cultural heritage elements and briefly summarizes some of the required information fields about the element in question.

**SLIDE 44**

The facilitator presents an example of how the template is used and the type of information that should be included in it.

**SLIDE 45**

The facilitator describes the third tool, which involves identifying the relationship between an intangible cultural heritage element and urban planning structures: ecological, functional, socioeconomic, and built heritage. It also identifies the components of urban structures that positively or negatively influence the practice of a living heritage element. Emphasis is placed on the fact that this tool includes pre-designed templates to facilitate its application in planners’ work activities.

**SLIDE 46**

The facilitator presents the template for analyzing the correspondence of intangible cultural heritage elements to urban planning structures and their components, summarizing some of the key information fields required for the element.

**SLIDE 47**

The facilitator provides an example of how to use the template and the type of information that should be entered into it.

**SLIDE 48**

The facilitator describes the fourth tool, which involves mapping of threats that affect or could affect the practice and viability of the intangible cultural heritage element being worked on with the methodological tools, as well as the benefits arising from its practice or from safeguarding the element in a particular urban context. The facilitator emphasizes that this tool includes pre-designed templates to facilitate its application in planners’ work.

**SLIDE 49**

The facilitator presents the template for mapping threats and benefits of and intangible cultural heritage element, summarizing key information fields required for the element.

**SLIDE 50**

The facilitator provides an example of how to use the template and the type of information that should be entered into it.

**SLIDE 51**

The facilitator describes the fifth tool, which consists of identifying safeguarding measures of an element. It is explained that a high-level framework is provided to identify ways planning can contribute to safeguarding living heritage. The actions must address identified threats and relate to components of urban structures. The facilitator explains each type of proposed strategic action (provision, preservation, enhancement, adjustment) and gives concrete examples of each. Finally, it is emphasized that this tool includes pre-designed templates to assist planners in its application.

**SLIDE 52**

The facilitator presents the template for identifying safeguarding measures of a living heritage element and summarizes key information fields required for the element.

**SLIDE 53**

The facilitator provides an example of how to use the template and the type of information that should be entered into it.

**SLIDE 54**

The facilitator describes the sixth tool, which involves identifying mechanisms or measures that could help implement the strategic actions previously identified. Two types of mechanisms or measures are proposed:

* **Sectoral**: Physical, legal, financial, or other mechanisms that can be implemented to promote a specific strategic action to safeguard a specific element.
* **Transversal**: These can accompany other sectoral mechanisms or measures to facilitate the implementation of safeguarding actions.

It is explained that these mechanisms are described in more detail on the next slide, and the mechanisms and measures contained in the tools are not exhaustive, allowing for additional identification.

**SLIDE 55**

The facilitator details each of the proposed sectoral and cross-cutting mechanisms or measures and provides concrete examples of how their use or application can contribute to safeguarding the living heritage element in question.

**SLIDE 56**

The facilitator continues to explain the proposed sectoral and cross-cutting mechanisms or measures.

**SLIDE 57**

The facilitator presents the template for identifying planning mechanisms or measures to safeguard an intangible cultural heritage element and summarizes key information fields required for the element.

**SLIDE 58**

The facilitator provides an example of how to use the template and the type of information that should be entered into it.

**SLIDE 59**

The facilitator briefly describes the last tool, which involves preparing a summary of the actions that will be taken to help safeguard an intangible cultural heritage element through urban planning based on the results of all previous tools. It is explained that the summary should be brief and concise, outlining the tools and steps to be taken to implement strategic actions. It should also define the roles and responsibilities of key stakeholders involved in the process and include a timeline for the planned activities.

**SLIDE 60**

The facilitator provides an example of how to develop this tool and the type of information that should be considered.

**SLIDES 61-62**

The facilitator explains that a practical exercise will be conducted to apply the proposed methodology to an identified intangible cultural heritage element. The exercise will be done in groups, with each group having a moderator and a presenter to share the results at the end. The time allocated to this activity is 120 minutes. Activities will cover each methodological tool using provided templates:

* Tool 1. Mechanisms for effective coordination and participation
* Tool 2. Identification of intangible cultural heritage elements.
* Tool 3. Analysis of the correspondence of living heritage elements to urban planning structures.
* Tool 4. Mapping of threats and benefits concerning the safeguarding of the elements.
* Tool 5. Identification of safeguarding measures for living heritage elements.
* Tool 6. Identification of urban planning mechanisms to safeguard living heritage elements.
* Tool 7. Summary of actions to safeguard living heritage elements through urban planning.

**SLIDEs 63 - 64**

The facilitator initiates a presentation session for each group to share their results and findings from applying the methodological tools. Feedback is also provided regarding the tools’ use in participants’ activities. The discussion is open, moderated by the facilitator, allowing interested participants to share reflections.

**SLIDE 65**

The facilitator mentions that, according to the agenda, the next activity will be a visit to designated sites to illustrate specific urban planning measures that could be implemented to contribute to living heritage safeguarding. In the context of the online training of trainers, rather than conducting actual visits, participants will be trained on how to prepare the site visits using a template provided.

**SLIDE 66**

The facilitator explains the details of the site visit template, emphasizing that it is just one possible option for gathering information and planning the visits.