



Connecting Practice

Phase IV - Part 2

Wayfinder Heritage. Applying Resilience Thinking to Long-term Planning of Heritage Places

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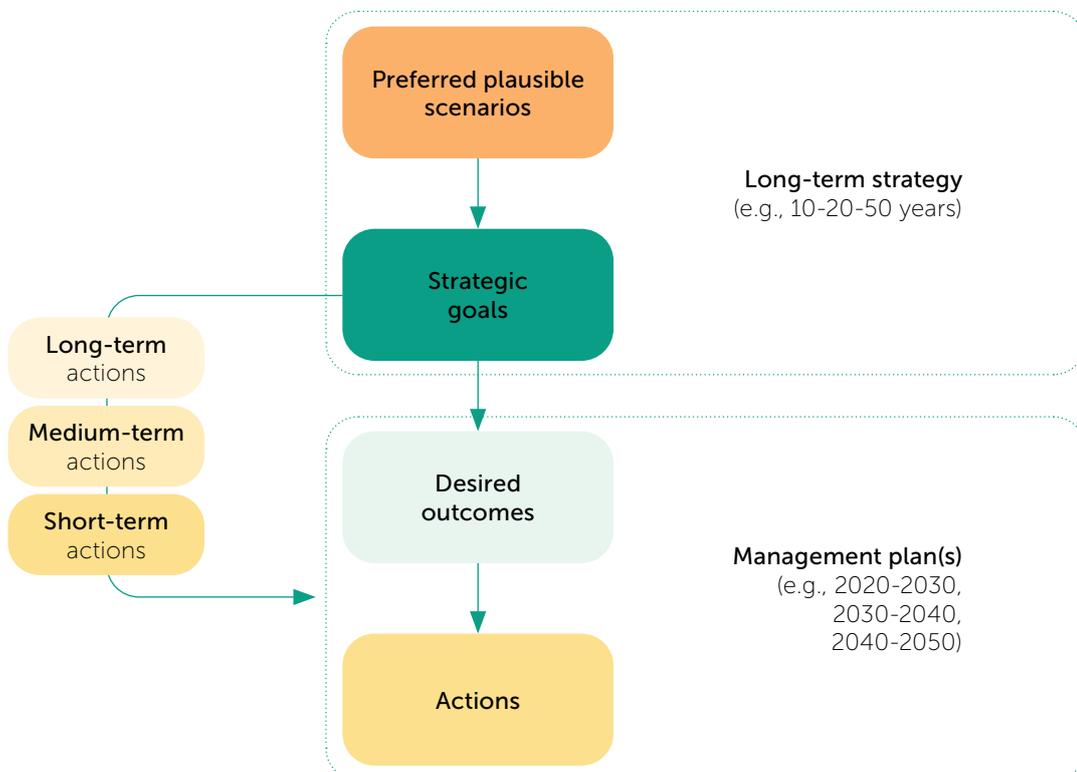
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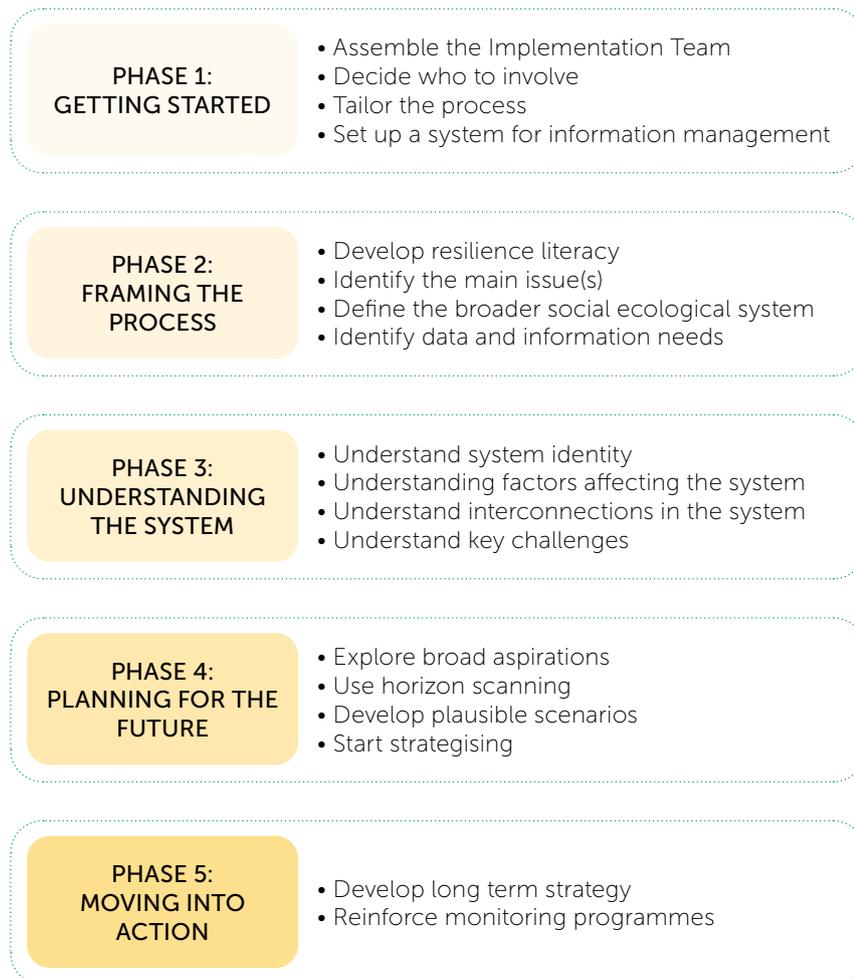
Why Wayfinder Heritage?

Wayfinder Heritage is a 'resilience thinking framework' aimed at supporting long-term planning for World Heritage properties and other heritage places. It promotes discussion about what future is envisaged for a heritage place by expanding heritage management planning to include 20-year, 30-year, and longer horizons. The framework guides managers and other heritage custodians through a participatory process towards preparing a long-term strategy to influence desired change in a heritage place.

Conceived as a complement to existing management planning processes, the framework is best applied in advance of preparing or updating a management plan. In this way, the long-term strategy provides the direction to follow beyond the period covered by the management plan, the latter usually limited to five-year or 10-year planning horizons. The strategy will help tackle existing and anticipated management challenges that require a long-term perspective, as well as direct multiple continuous actions such as climate change adaptation and mitigation, changing population dynamics, or large-scale conservation works following disasters. If the main goal of inscribing properties on the World Heritage List – or designating heritage places at the national, provincial, or local levels – is to protect them for present and future generations, their management requires approaches that are anchored in the past and incorporate long-term actions aimed at achieving a desired future.



The framework is an adaptation of the Wayfinder guide¹ (informed by elements of other resilience assessment methodologies) to suit the needs of integrated cultural and natural heritage management. It includes an introduction to resilience thinking in the context of heritage management, followed by practical guidance on how to implement the five-phase process through a series of participatory workshops.



The Wayfinder Heritage framework was explored and tested at the World Heritage property of Hanseatic *Town of Visby* on the island of Gotland, Sweden. To reach its full potential, ICOMOS and IUCN are keen to support further testing of the framework at other heritage places.

¹ The Wayfinder guide is a free and open online platform for resilience practice in social-ecological systems. Wayfinder was created by an international group of resilience experts, from Stockholm Resilience Centre, Resilience Alliance, and the Australian Resilience Centre.

Wayfinder Heritage: why this title?

[Resilience] is about having the capacity to continue to learn, self-organize, and develop in dynamic environments faced with true uncertainty and the unexpected, like steering a vessel in turbulent waters. (Folke 2016)

Centuries ago Polynesian explorers and traders traversed the Pacific Ocean for resources and opportunities while populating islands spanning thousands of kilometres of open water. At a time when European sailors kept the coastline in sight and before the invention of the chronometer provided a way to measure longitude, the Polynesians were finding their way in seafaring canoes with no maps or navigational instruments aboard.

The small crews of around ten included a captain and a Wayfinder. Seated alone in the stern of the boat, it was the Wayfinder's job to navigate. Relying on years of training, following stars, interpreting the patterns of ocean swells and waves, and careful observation of wind, clouds, weather and wildlife, the Wayfinder kept track of where they were by never losing the connection with where they came from. These were not voyages of chance. The skilled crew worked together taking shifts while the Wayfinder remained awake for the duration of the trip relying on multiple cues, processing information, and adapting to weather and local conditions. Setting out for islands thousands of kilometers away without a precise route, but with a deep understanding of how to find one's way in the ocean, the Polynesian mariners were expert navigators.

Just like the Polynesian explorers, there is no clear path laid out before us, nor any maps to show us how heritage places may evolve in the future. But there is a wealth of knowledge from different sources that we can collect, interpret, and learn from, and innovative ideas from around the world to draw on, to help us navigate, collectively learn, and plan a way forward.

We have named this framework 'Wayfinder Heritage' to acknowledge its deep connection to the Wayfinder guide, although we have adapted it substantially to suit the needs of heritage conservation, to make it easier to implement in a short period of time, and to be used without external facilitation. However, the term 'Wayfinder' is equally relevant to the heritage field because it provides a method with which to meet the challenges ahead for heritage conservation. Additionally, the skills and bravery shown by the Polynesian mariners can be an inspiration for heritage practitioners tasked with protecting and transmitting heritage places to future generations.



(Text adapted from: Enfors-Kautsky, E., Järnberg, L., Quinlan, A, and Ryan, P. 2018. *Wayfinder: a resilience guide for navigating towards sustainable futures*. GRAID programme, Stockholm Resilience Center. Available at: <https://wayfinder.earth/>)

CONTENTS

Why Wayfinder Heritage?

1. Introduction to resilience thinking in heritage planning and management	1
1.1. What is resilience thinking?	1
1.2. Resilience as persistence, adaptability, and transformability	2
1.3. How to use resilience thinking and terminology in heritage management	5
2. Introduction to the Wayfinder Heritage framework	7
2.1. Why do we need this framework?	7
2.2. How was the framework developed?	8
2.3. How does the framework work?	9
• Phase 1 – Getting started	10
• Phase 2 – Framing the process	10
• Phase 3 – Understanding the system	10
• Phase 4 – Planning for the future	10
• Phase 5 – Moving into action	11
3. How to use the Wayfinder Heritage framework	12
3.1. Phase 1: Getting started	14
• 3.1.1. Assemble the Implementation Team	14
• 3.1.2. Decide who to involve	15
• 3.1.3. Tailor the process	17
• 3.1.4. Set up a system for information management	18
3.2. Phase 2: Framing the process	19
• 3.2.1. Develop resilience literacy	20
• 3.2.2. Identify the main issue(s)	21
• 3.2.3. Define the broader social-ecological system	22
• 3.2.4. Identify data and information needs	23
• 3.2.5. Tasks to be undertaken before the next phase	23
3.3. Phase 3: Understanding the system	25
• 3.3.1. Understand system identity	25
• 3.3.2. Understand factors affecting the system	28
• 3.3.3. Understand interconnections in the system	29
• 3.3.4. Understand key challenges	32
• 3.3.5. Tasks to be undertaken before the next phase	34

3.4. Phase 4: Planning for the future	35
• 3.4.1. Explore broad aspirations	37
• 3.4.2. Use horizon scanning	39
• 3.4.3. Developing plausible scenarios	42
• 3.4.4. Start strategising	45
• 3.4.5. Tasks to be undertaken before the next phase	50
3.5. Phase 5: Moving into action	50
• 3.5.1. Develop long-term strategy	52
• 3.5.2. Reinforce monitoring programmes	55
References	56
Annexes	57
Annex 1. Resilience thinking resources	59
Annex 2. Links between the Wayfinder Heritage and the Wayfinder guide	62
Annex 3. Glossary	65
Annex 4. Workshop 1: Guidance and example programme	67
Annex 5. Workshop 2: Guidance and example programme	69
Annex 6. Workshop 3: Guidance and example programme	72
Annex 7. Workshop 4: Guidance and example programme	74
Figures	
1.2. The three interrelated dimensions of resilience	4
1.3. The Iceberg Model	5
2.3. How the Wayfinder Heritage framework is structured	9
3.1.3. Suggested timeline for the implementation of the Wayfinder Heritage process	18
3.3.1. Workshop 2, Visby: example of work output	28
3.3.3. Example of interactions model in a cultural landscape	30
3.3.5. Examples of material to be pre-prepared by the Implementation Team as a basis for the exercises in Phase 4	35
3.4.2.a. Hanseatic Town of Visby: example of results of Exercise 1, with a broad aspiration defined in relation to the 'key challenge'	39
3.4.2.b. Hanseatic Town of Visby: example of results of Exercise 2, with additional 'reasons' (in green) contributing to the 'challenge'	41
3.4.3. Hanseatic Town of Visby: example of work output from implementing exercises 1 to 4.	43
3.4.4. Hanseatic Town of Visby: defining strategic goals – two examples	46
3.5. Relationship between long-term strategy and the management plan for the heritage place	51

Tables

3.3.3.	Template for identifying what is driving change at the heritage place	32
3.4.3.	Hanseatic Town of Visby: developing future scenarios – two examples	44
3.4.4.	Hanseatic Town of Visby: identifying actions to address key challenges and desired change – an example	49

Boxes

1.3.	Resilience thinking in heritage management: key points	6
3.	Some considerations before you start	13
3.1.1.	Implementation team: what skills are needed?	15
3.2.2.	Hanseatic Town of Visby: main issue	22
3.2.3.	Hanseatic Town of Visby: the broader social-ecological system	22
3.2.5.	Hanseatic Town of Visby: data and information	24
3.3.1.	Values and attributes	27
3.3.3.	Remember the iceberg model	32
3.3.4.	Thresholds and traps	33
3.3.5.	Horizon scanning: materials to prepare	34
3.4.a.	Methods that inspired the exercises used in Phase 4	36
3.4.b.	The Visby experience	37
3.4.1.	Hanseatic Town of Visby: example of an aspiration	38
3.4.3.	What is scenario planning?	42
3.5.1.	Suggested contents of a long-term strategy	53

Acronyms

ICOMOS: International Council for Monuments and Sites

IUCN: International Union for Conservation of Nature

ICCROM: International Centre for the Study of the Preservation and Restoration of Cultural Property

SRC: Stockholm Resilience Centre



1. Introduction to resilience thinking in heritage planning and management

Resilience thinking offers a new lens through which to see heritage places and is premised on a learning-by-doing approach. This introduction presents some of the background to and ideas underlying the Wayfinder Heritage framework. This conceptual background is critical to applying the framework; therefore, you should spend some time becoming familiar with it.

This introduction is intentionally short. To learn more about resilience thinking, you are encouraged to consult the resources provided in [Annex 1](#). Although many of these resources are not specific to heritage conservation, they reflect how resilience thinking is used in [social-ecological systems](#) and, thus, can provide valuable insights into the interconnections between natural and cultural values in heritage places.

1.1. What is resilience thinking?

Resilience is the capacity of a system, be it an individual, a forest, a city, or an economy, to deal with change and continue to develop sustainably while maintaining its identity.²

Resilience is a term that has gained considerable traction over the last decade in many different fields, each with its own understanding of what resilience means. Therefore, it is necessary to clarify that the definition used for the purpose of the Wayfinder Heritage, which is provided above and has been defined by the Stockholm Resilience Centre, may differ from other definitions you may have encountered before.

This broad definition draws from an integrated social-ecological systems perspective, which recognises that humans and nature are strongly interconnected. This recognition is central to the Connecting Practice project,³ a decade-long collaboration aimed at exploring and developing new approaches that recognise and harness the interconnection of natural and cultural values of World Heritage properties to achieve effective and inclusive ways to protect and manage those places.

² Definition adapted from Stockholm Resilience Centre, n.d. *Glossary*, p. 8. Available at: <https://wayfinder.earth/wp-content/uploads/2018/08/glossary-27-08-18.pdf>

³ The *Connecting Practice* project, launched in October 2013, is a collaborative project between ICOMOS (International Council on Monuments and Sites) and IUCN (International Union for Conservation of Nature). It aims to define new methods and strategies to better integrate natural and cultural heritage within the World Heritage system and conservation practice in general.

Change is inherent to heritage places. Every heritage place bears witness to cumulative change over time, be it through the combined work of humans and nature in a cultural landscape, the ongoing ecological and biological processes of an ecosystem, the slow modification of an archaeological site, or the multiple construction periods of an historic settlement. But not all change is inevitable or desirable. A heritage place can develop in different ways depending on the factors affecting its state of conservation, on how it is managed, and on wider social, economic, and environmental forces. For instance, traditional agricultural practices in a heritage landscape can persist alongside modern farming techniques or be largely replaced by such methods. That is, there can be different future trajectories.

The concept of resilience is linked to the capacity of a system to deal with change while maintaining system identity; that is, maintaining its defining characteristics and qualities, including the benefits the system provides to people. For heritage, this can be equated with maintaining the heritage values of a place and conserving the attributes that convey those values. Hence, any changes that may negatively affect or threaten the ability of the heritage place to maintain its heritage values should be avoided, while changes that enhance system identity should be promoted.

The Wayfinder Heritage framework utilises resilience as a way of thinking and acting. It offers a theoretical and practical lens through which to understand and manage change in heritage places. The framework promotes the idea of continuous learning. It requires thoughtful, collaborative work to generate knowledge about the present and the future drivers of change, and how to exert agency in influencing desired change. To do so, it is necessary to understand what needs to persist in a heritage place, as well as what can adapt and transform in order that the place maintains its heritage values and continues to have a meaningful role in the lives of local communities.

1.2. Resilience as persistence, adaptability, and transformability

Resilience is often used to imply the return of a system to a previous state after disturbance, linked to the idea of 'bouncing back'. This reflects its original use in the 1970s as a concept to help understand the capacity of ecosystems to persist in an original state. It is still occasionally used in this narrow sense to refer to the return rate to equilibrium upon a disturbance.⁴

Over time, resilience thinking has evolved beyond the idea of persistence, to incorporate notions of adaptability and transformability. The definition of resilience used for the purpose of Wayfinder Heritage (see [Section 1.1](#)) is based in the acknowledgement that ecosystems,

⁴ Folke, C., 2016. Resilience (Republished). *Ecology and Society* 21(4):44. <https://doi.org/10.5751/ES-09088-210444>

landscapes, or cities constitute complex systems. Such systems are made up of elements that interact with each other, which change and adapt as the context around them changes, and their boundaries are difficult to define, since they interact with other systems at both higher and lower scales. These complex interactions often lead to emergent events or characteristics that could not be predicted based only on the individual system elements; which is why uncertainty and surprise are common features of complex systems. For such systems, identifying their individual elements is insufficient and inadequate to understanding the interconnections between them.

A way to think about a complex system is to use the analogy of the human body. Identifying the different organs is insufficient in understanding how the digestive or neurological systems function. You need to understand the interactions between the organs, as well as how the digestive and neurological systems influence each other. That is, the human body has systems nested within other systems, which operate both in parallel and at different scales.

Within a complex system, certain parts or elements may be adapting or transforming in order that other parts or interconnections persist and function adequately; that is, for the overall system to maintain its identity and integrity. Hence, a challenge in understanding complex systems is that change is often non-linear and can be difficult to identify. Change can be slow and predictable or fast and unexpected (and vice-versa; that is, slow and unexpected or fast and predictable) as well as occurring at multiple scales. Fast change deriving from disasters, such as earthquakes or floods, are immediate and necessitate rapid response. However, slow or gradual change often goes unnoticed, until eventually they may reach a 'tipping point', leading to rapid, often irreversible, change in a system. For example, an ageing population may lead to the gradual loss of cultural practices, up to the point at which a generation has passed and its local and traditional knowledge vanishes with it; or the gradual change in an ecosystem might lead to the rapid disappearance of endemic species.

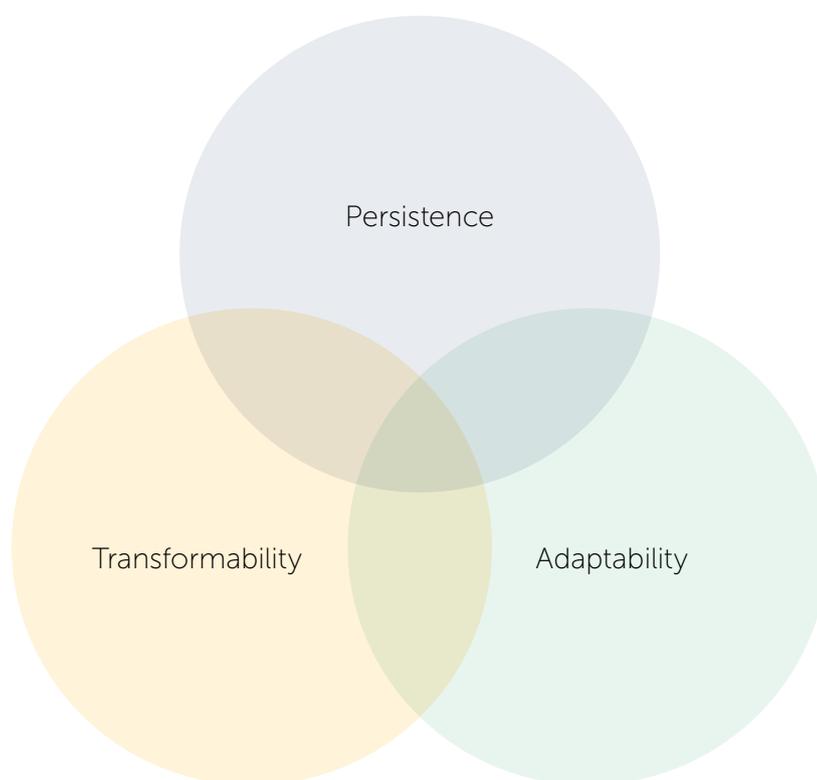
Many heritage places – and especially those covering large areas, such as historic settlements, cultural landscapes, or protected areas – are embedded in complex multi-scale systems. As such, it is important to identify the different parts that constitute that system, including the parts (especially the attributes) that need to persist in order for the heritage place to maintain its values. However, even attributes that convey heritage values can adapt or transform over time. Returning to the example of population ageing, maintaining certain practices may not be possible if those practices are labour intensive or costly, or if younger generations are migrating away from the place. In this situation, a change in the system might be the gradual replacement of traditional practices with modern technologies.

Similarly, historic buildings in a historic city centre will undergo change to adapt to modern living conditions (e.g., the addition of indoor bathrooms and toilets), without necessarily losing the attributes for which the buildings were designated as heritage. Such adaptations within historic buildings may be necessary to maintain their function as residential buildings and for the historic city centre to continue to function as a vibrant and liveable social space.

Some of the building characteristics may need to transform entirely – as long as they are not considered to be attributes that must be conserved. For example, if change to certain building functions or building adaptations is resisted (i.e., preventing people from installing modern amenities in their houses without offering viable alternatives and support), the risk is that the traditional house layouts persist, but that long-time residents move out and local social dynamics are fractured and substantially change. At the same time, if certain changes are allowed to go too far (i.e., too many tourism oriented functions instead of everyday ones), similar consequences to the social dynamics may occur. Since in a system everything is connected, managing change is a fine balancing act.

Thinking about the resilience of a heritage place entails considering three aspects of resilience simultaneously – i.e., persistence, adaptability, and transformability (Figure 1.2). The ‘right’ combination of these aspects will vary for each heritage place and will depend on the particular heritage values for which they are designated. The appropriate combination of persistence–adaptability–transformability may also change over time as the heritage place changes and new circumstances emerge.

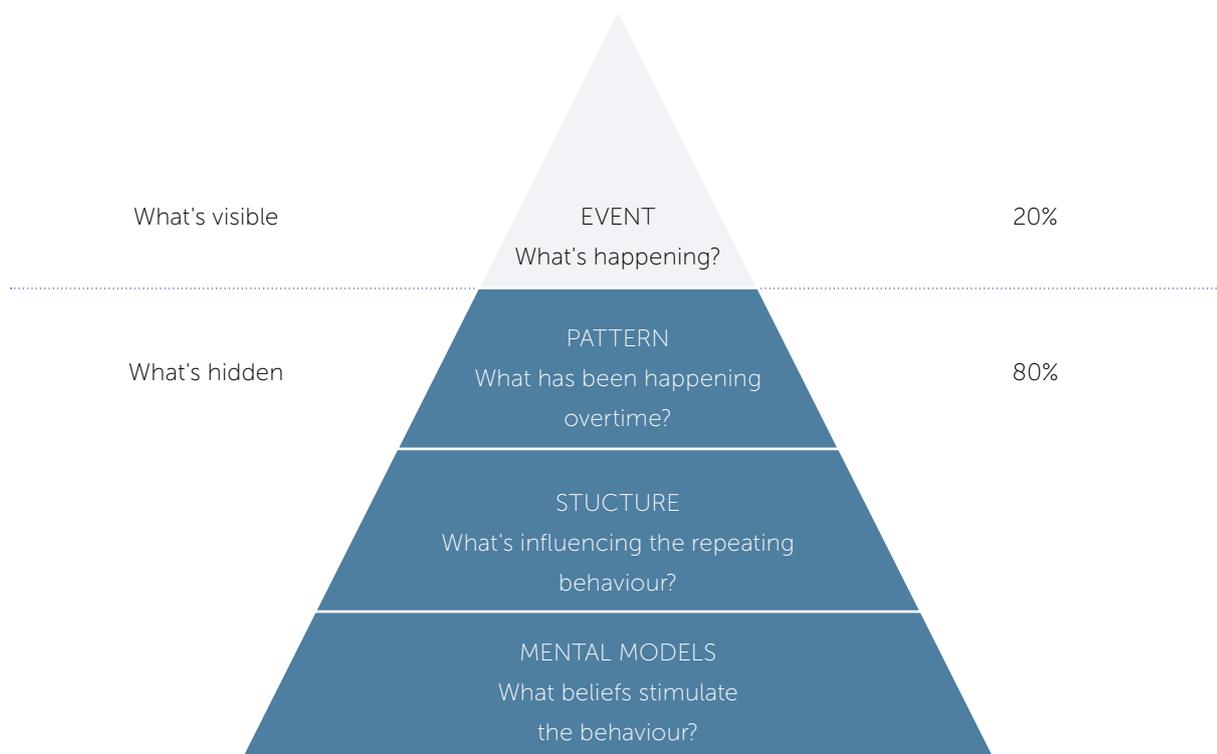
Figure 1.2. The three interrelated dimensions of resilience. *Persistence* refers to the capacity to conserve what exists or recover what existed before in the face of change. *Adaptability* reflects the capacity to respond to change by making incremental adjustments to maintain the overall identity of the system. *Transformability* reflects a radical form of change in parts of the system, without the overall system losing identity.



1.3. How to use resilience thinking and terminology in heritage management

Often when faced with challenges it is tempting to jump straight into trying to find solutions. However, without grasping the complexity of some of those problems we can take actions that can have unpredictable consequences. Resilience thinking can help us to look at heritage places as complex systems made up of interconnected parts. This has two main consequences for heritage management. First, it pushes us to think about the interconnections between the attributes that convey the values of a heritage place, and the broader dynamics of that place and beyond it. Second, it makes us think of how the interventions in one part of the system can lead to unintended consequences in other parts of the system. Resilience thinking promotes deep learning, where you look below the 'surface issue' or event to examine the underlying dynamics that are generating the issue.

Figure 1.3. The Iceberg Model⁵ is a visual metaphor to get people to look beyond 'surface' events and analyse underlying dynamics.



⁵ Adapted from: Academy for Systems Change. 'Leverage points and the Iceberg Model in Economic Development', <https://www.academyforchange.org/2019/12/07/leverage-points-iceberg-model-economic-development/>

Resilience thinking (and systems thinking) is a new perspective for many people – and in heritage practice in general – and it may take time to comprehend. In addition, it is a field in its own right with its own terminology. Therefore, some of the resilience terms used can potentially be misinterpreted when applied in heritage management. Moreover, we recognize that words can have significantly different meanings across different languages. To help deal with these potential challenges, we provide a Glossary ([Annex 3](#)) which defines key terms used in applying the Wayfinder Heritage framework to heritage practice.

There are now many methodologies and workbooks for assessing resilience; the Wayfinder guide, which forms the basis for this Wayfinder Heritage framework, is only one of them. Therefore, it is important to keep in mind that those other methodologies have been developed for different purposes. For instance, the Wayfinder guide sets out a process to develop strategies for creating adaptive and transformative change. This purpose differs significantly from what is needed in heritage management. Consequently, while using the Wayfinder guide as a basis, this framework has been developed to put the persistence (or continuation) of the values and attributes of a heritage place at the forefront of the process.

The goal of the Wayfinder Heritage framework is to set out a process that supports heritage managers to proactively and constructively plan for and influence change – and in ways that can enhance heritage values, today and in the future. The framework promotes ways to think about the potential future development of the heritage place and to recognize that there can be multiple alternative futures in which heritage values are maintained.

Box 1.3. Resilience thinking in heritage management: key points

- Resilience is defined as the capacity of a system, be it an individual, a city, or an economy, to deal with change and continue to develop sustainably, while maintaining its identity.
- For heritage places, maintaining identity equates with maintaining heritage values.
- The definition of resilience (above) draws from an integrated social-ecological systems perspective and recognises that humans and nature are strongly interconnected.
- Resilience thinking has evolved beyond the idea of persistence, to incorporate notions of adaptability and transformability.
- Heritage managers need to be conscious of change. Change is always occurring. Change can be gradual or abrupt, as well as have positive and/or negative effects. But not all change is inevitable or desirable.
- Managed change should contribute to sustaining or enhancing heritage values as well as other aspects of the heritage place that people are attached to.
- The future should not simply be conceived as an extension of the past or seen as predictable.
- Deep learning and exploration assists in better understanding what may be causing issues and emerging challenges and, therefore, to identify management responses to meet those challenges.
- In this Wayfinder Heritage framework, we emphasise long-term (20, 50, and more years) thinking and planning horizons.

2. Introduction to the Wayfinder Heritage framework

The framework assists heritage managers and custodians in understanding how to deal with critical issues driving change in World Heritage properties and other heritage places. Based on a five-phase approach, it offers a practical and collaborative process to explore how different types of change can undermine the persistence of the attributes of the heritage place and to identify what can adapt and even transform to maintain the values of the heritage place in the future. Using 'scenario planning' methods helps identify alternative future pathways to define long-term planning strategies to influence desired change.

2.1. Why do we need this framework?

If the main goal of inscribing properties on the World Heritage List – or designating heritage places at the national, provincial, or local levels – is to protect them for present and future generations, their management requires approaches that are rooted in the past and incorporate people's aspirations for the future. However, heritage managers typically develop management plans with 5 to 10 year timeframes. Comprehensive management planning for 20, 50, or more years is seldom undertaken or clearly articulated, despite the fact that certain management challenges require long-term perspectives. For example, if more frequently flooding is expected in the future, what changes, adaptations, and / or transformations need to be initiated and planned now? Or, building on the challenge presented earlier of an ageing population, how are you going to deal with the potential loss of cultural practices in the future before it is too late?

Resilience thinking can be a powerful tool for long term planning for heritage places for the following reasons:

- It offers a lens to clearly identify what attributes (and other aspects) of the heritage place need to persist if its heritage values are to be maintained. Too often, the focus of management responses is directed at the main physical attributes of the place while important processes, dynamics, and intangible elements that sustain the heritage place are neglected.
- Resilience thinking can assist in identifying the extent to which certain attributes can adapt and what other elements (non-attributes) of the heritage place can transform in order to retain important social and environmental dynamics, sense of place, and the services and benefits generated by the protection of the heritage place.
- Certain types of change are neither inevitable nor desirable. By being conscious of the positive and negative aspects of change, heritage managers can strive to influence what is driving change in a heritage place and to prevent change that can lead to unwanted transformation in the heritage place.

- Resilience thinking can help debunk the (mis)conception that heritage is necessarily an impediment to change, development, and 'progress'. By conceiving heritage places as dynamic systems, resilience thinking stresses that heritage can play a role in creating alternative sustainable futures.
- By promoting systems thinking, the importance of the concept of wider setting of heritage places is highlighted. That is, there is a need to consider heritage places as part of larger social-ecological systems. As such, they are affected by cross-scale interactions – i.e., processes and changes occurring at one scale affect what happens at another scale. Understanding larger system dynamics is central and critical to management planning.
- Resilience thinking highlights heritage managers' agency (or capacity) to influence big-picture decision-making processes that have consequences for the places they care for. It can assist them in thinking about the most effective opportunities (or 'leverage points') to influence change.

While some of the points made above are not necessarily new in the field of heritage, the structure of the Wayfinder Heritage framework ([Part 3](#)) offers practical proactive approaches to apply them. Its main aim is to help managers explore the multiple potential futures of heritage places in relation to an identified main issue and to identify strategies to influence preferred trajectories and avoid undesired changes in the long-term.

2.2. How was the framework developed?

The Wayfinder Heritage framework is the adaption of the Wayfinder guide (informed by elements of other resilience thinking frameworks) to suit the needs of heritage places. The structural links between the structure of the Wayfinder Heritage framework and the original Wayfinder guide are provided in [Annex 2](#). To be relevant for World Heritage properties and other heritage places, the framework needed to fulfil the following requirements:

- To complement existing management processes rather than creating completely new ones – hence the focus on futures-thinking and long-term management planning horizons (30, 50, and more years), which were considered as gaps;
- To ensure that the persistence of the heritage values and the attributes that convey those values are the focus of those processes (whereas the focus of the Wayfinder guide is on systems adaptation and transformation); and
- To make the framework usable and applicable by heritage managers without the need for skilled facilitation or external expertise.

The Wayfinder Heritage framework is a result of a number of iterations and refinements that were made during trials at the pilot case study of *Hanseatic Town of Visby* (Sweden).⁶

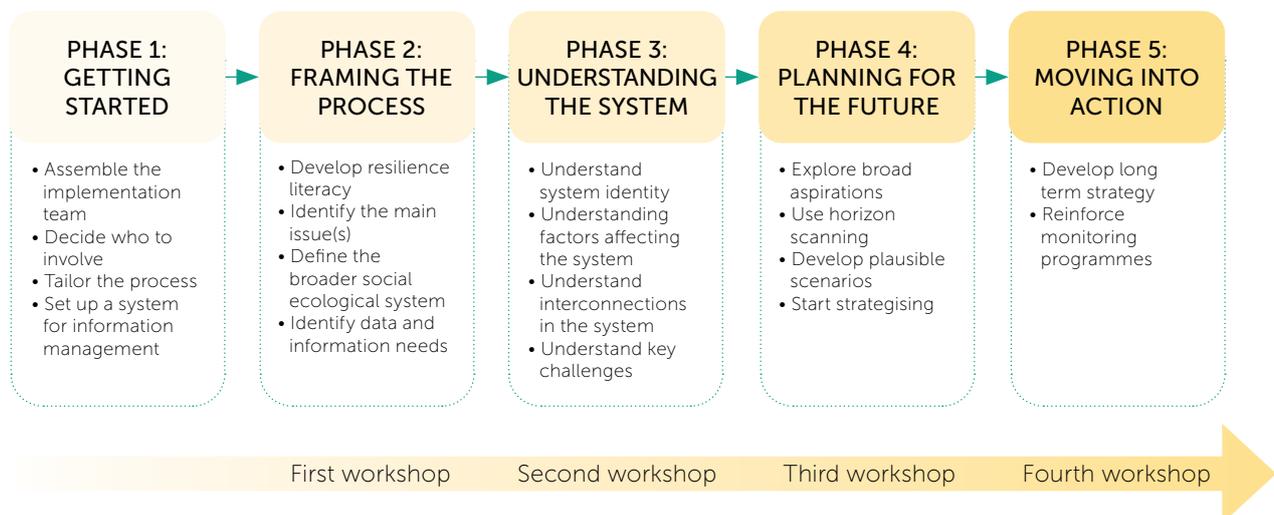
⁶ UNESCO WORLD Heritage Centre. 'Hanseatic Town of Visby', <https://whc.unesco.org/en/list/731>

Drafts of this framework have been subject to peer review, with particular respect to clarity and practical use for long-term management of heritage places. Thus, the Wayfinder Heritage framework presented below is a result of collaboration in the reworking of the Wayfinder guide, learning-by-doing, creative thinking, trial and error, and expert review. However, the framework would benefit from further testing and refinement.⁷

2.3. How does the framework work?

The Wayfinder Heritage framework is organised into five iterative phases. Each phase will guide you through a number of operational steps that are embedded in a learning framework in which continuous reflection is essential. Phase 1 is a preparatory phase, setting the foundations for the work to come. The following four phases are structured around four workshops, each involving work and discussions with a Consultation Group. Work is needed between phases to compile the results of the workshop discussions and prepare for the delivery of the next phase. The whole process will result in the development of a long-term strategy for the heritage place.

Figure 2.3. How the Wayfinder Heritage framework is structured



⁷ For further information on how the Wayfinder Heritage was developed, see the Connecting Practice Phase IV Part 1 – Final Report.

Phase 1 – Getting started

A successful Wayfinder Heritage process requires a committed and capable Implementation Team willing to work with others to think about the future of the heritage place. Preparation is key to effective use of the framework. This phase lays out the steps to planning and organising the subsequent phases and the delivery of the workshops associated with it.

Phase 2 – Framing the process

Having successfully completed Phase 1, the Implementation Team is ready to engage with the Consultation Group to introduce and frame the process via the first workshop. The purpose of the first workshop is to explain the Wayfinder Heritage process, what it will entail, and what it is expected to deliver. The workshop is an opportunity to present how the process is structured and to respond to questions that the participants may have about it and about their involvement. It is also the time to explain the theoretical background behind the Wayfinder Heritage; and to identify the main issue(s) of concern about the future of the heritage place. The main issue(s) will provide a focus to later discussions.

Phase 3 – Understanding the system

This phase focuses on understanding and analysing what values and attributes need to persist and what aspects of the heritage place can adapt or even transform in order to address the main issue(s) identified. An exploration of how the main issue(s) is related to and interacts with other factors affecting the heritage place and the broader social-ecological system is critical at this point in the process; this work will help identify additional challenges and to understand the potential complexity behind the main issue(s) (the visual metaphor of the iceberg model [Figure 1.3] is critical at this stage). At the end of this phase, a clear understanding of the dynamics of the heritage place and between the place and the broader social-ecological system should emerge.

Phase 4 – Planning for the future

This phase starts exploring the potential multiple futures for the heritage place. At this point, work is necessary to identify what aspirations people have for the future of the heritage place – before exploring multiple scenarios of how the main issue(s) and associated key challenges may unfold. The realisation that the future can be very different if certain trends continue or revert (and new trends emerge) is a powerful tool to mobilize action while it is still possible to prevent undesirable change. Desired plausible scenarios can then be identified to serve as bases to identify strategic goals to structure a long-term strategy.

Phase 5 – Moving into action

This phase combines the results of the previous phases and turns them into strategies to guide the future planning and management of the heritage place, as well as help achieve the aspirations people hold about its future. The outcome is a draft long-term strategy, structured as a short document with a 20–50 years horizon that will inform the preparation of the different future management plans for the heritage place. The draft strategy will be presented to and discussed with the Consultation Group in the final workshop, Workshop 4, before it is formally adopted by the relevant management authorities.

3. How to use the Wayfinder Heritage framework

This framework provides a structure for considering the long-term (30, 50, and more years) management of a World Heritage property or other heritage place. It is based on the need to guide present-day decision-making in ways that are mindful of long-term goals (or 'aspirations') for each particular heritage place.

This part of the document provides practical guidance on implementing the five-phase process summarised in [Section 2.3](#). The framework has been developed with the intention that heritage managers implement it independently. For World Heritage properties, this may be a team of 'site managers', while for other heritage places it may be individual representatives of groups with primary management responsibility for the management and conservation of the heritage place (e.g., government agencies, non-government organisations, private owners, or a mix of such groups). The structure and approach presented below will be driven and facilitated by a small 'Implementation Team' (three to five people are recommended). The work centres on four participatory workshops, involving a 'Consultation Group' comprising representatives of appropriate rightsholders and key stakeholders.



Box 3. Some considerations before you start

Adopt a flexible approach to using the framework. Different World Heritage properties and other heritage places will have different geographical scales, management systems, and resources. Thus, they will require different approaches in the ways the framework is applied and the activities it involves. Consider the following questions before you start.

- What is the best moment to implement this Wayfinder Heritage framework? How will it relate to the preparation of the management plan for your heritage place?
- What is the timeframe of the management plan for your heritage place? Does that timeframe reflect short-term (1 to 3 years), medium-term (3 to 5 years) or long-term planning (10 years or more)?

Clearly articulating the responses to these questions will assist in determining how it will be best carried out for your particular situation. If long-term planning is new to you consider whether it is best to use the Wayfinder Heritage framework to expand the timeframe of your management plan or to have two separate but complementary planning instruments (i.e., a long-term strategy and a 'shorter' management plan, of a more operational nature).

While the main aim of the Wayfinder Heritage is to help managers develop a long-term strategy, the different operational steps that structure the process are helpful to inform other management discussions.

Make available time to implement the framework to achieve a productive outcome. The time needed to implement the Wayfinder Heritage framework will vary with factors such as the scale and complexity of the heritage place, the availability of staff and volunteer time, the number and geographical spread of rightsholder and stakeholder groups, and the level of prior management planning that exists. In considering time commitments required, consider the following points:

- The framework involves work to be carried out before, during, and after the participatory workshops, including prior preparation, follow-up discussions, and evaluation and reporting. Therefore, a continuing, learning-by-doing approach is encouraged.
- Some steps within each of the five phases may require more time to complete than others. This will depend on the extent and complexity of the heritage place and the key issues that the Wayfinder Heritage process will consider.
- The availability of the Consultation Group members will vary between heritage places. That is, the more rightsholder and stakeholder groups there are for any particular heritage place, more challenging it can be to find suitable times for holding the workshops. However, the workshops should not be more than one-two months apart in order to maintain continuity in attendance and limit forgetting of what happened at previous workshops. The Implementation Team should be flexible in setting meetings and other schedules, and be willing to accommodate local circumstances and unexpected events.

Allow up to six-months to implement and complete the Wayfinder Heritage framework. This does not mean six-months of continuous work by the Implementation Team members. Rather, the Team should allocate short periods of time within the six-month period to the work of implementing the framework. These short periods can be scheduled in ways that best fit with each individual's work and personal commitments.

3.1. Phase 1: Getting started

PHASE 1: GETTING STARTED

- Assemble the Implementation Team
- Decide who to involve
- Tailor the process
- Set up a system for information management

A successful Wayfinder Heritage process requires a dedicated team willing to help others to think about the future of the heritage place. Preparation is key to the effective use of the framework. Phase 1 lays out the steps to planning and organising the process.

3.1.1. Assemble the Implementation Team

Reflect on the role of the Implementation Team before selecting its members. The Implementation Team is responsible for designing, implementing, guiding, facilitating, and documenting the process. This Team will undertake the largest part of the work and will be responsible for delivering and communicating the results of the process. On completion, the Implementation Team should also expect to have a role in the implementation and monitoring of the long-term strategy.

Select the Implementation Team members to reflect representation and include a variety of skills. A small team of three to five people can work best but this will vary with each situation and heritage place. Members of the Implementation Team should:

- Be representative of staff from the main organisation or group responsible for managing the heritage place. Alternately, if it is managed by different organisations, this must be reflected in the composition of the Team;
- Be largely accepted and respected by the members of the Consultation Group involved in the Wayfinder Heritage process;
- Have the capacity, institutional resources, and support to coordinate the different phases of the process; and
- Have appropriate leadership and facilitation skills necessary to facilitate the workshops and drive the process forward in professional, yet empathetic, ways.

Some of the desirable skills are summarised in the box below. It is not anticipated that any single individual will have all these skills but, rather, that the skills will be distributed across the Implementation Team members.

Box 3.1.1. Implementation Team: what skills are needed?

Getting the right people as part of the Implementation Team is critical to a successful use of the Wayfinder Heritage framework. Skills to consider are:

- Ability to organise people, resources, and time;
- Ability to collaborate, connect, and build rapport with a diversity of personality types;
- Personal qualities of empathy, humility, and an ability to question one's own assumptions and biases;
- Ability to facilitate workshops and meetings through listening, synthesizing information, and reporting back to participants;
- Ability to probe and draw out insights from participants;
- Abilities to capture information accurately, faithful to the intent, and in a timely manner;
- Manage difficult discussions and situations;
- Attentiveness to dynamics among groups of people; and
- Ability to be flexible and have a range of approaches and supporting tools.

Distribute roles according to each team member's strengths. Once established, the Implementation Team members should meet on one or more occasions to agree on:

- how they will work together, including core principles for good communication;
- the role(s) that each team member will have responsibility for (e.g., organising workshops, workshop facilitation, communication, note-taking, documentation); and
- how to start planning for the implementation of the framework and decide who else needs to be involved.

3.1.2. Decide who to involve

Reflect on who needs to be involved and bring knowledge and experience into the process.

The Implementation Team is responsible for determining which groups will be involved and the roles and responsibilities of the participants.

The Wayfinder Heritage process is structured around four participatory workshops. The purpose of the workshops is to engage rightsholder and key stakeholder groups with different and complementary knowledge, perspectives, and priorities. In order to determine which groups should be represented in the workshops, it is necessary to have a good understanding of the governance arrangements for the World Heritage property or other heritage place.⁸

⁸ Governance refers to the structures and arrangements that establish *who* makes decisions and *how* decisions are made. Governance includes legal and customary frameworks, policies, and recognition of rights.

The Consultation Group should ideally include around 15 people and no more than 25. In deciding who should be represented in, and invited to join, the Consultation Group, the following matters should be considered:

- Include representatives of the different organisations or groups with management responsibilities for the heritage place. For a large or diverse heritage place, or one with multiple land tenure designations, include representatives from different administrative entities (e.g., local, regional, and national governments, and different agencies);
- Include representatives of rightsholders groups, including Indigenous and local community groups;
- Other participants will vary depending on the main issue(s) (see [Section 3.2.2](#)) used as the basis for the process. Participants may include representatives of key local stakeholders from government authorities, the private sector, educational and research institutions, and civil society groups;
- Ensure a good gender and age balance that is representative of the cultural diversity within or associated with the heritage place; and
- Include a cross-section of people that represent knowledge of the cultural and natural characteristics of the heritage place. This might include coverage of disciplines relevant to the heritage place, such as architecture, history, archaeology, geology, terrestrial and marine ecology, geology, etc., as well as local community expertise in such fields.

Review your Consultation Group member choices to keep the process manageable. It is likely that you will come up with a long preliminary list of groups from whom representatives could be invited to join the Consultation Group. To help you make choices and keep the group to a manageable size, it can be useful to think about the following questions:

- Who do you need to engage with from a political and administrative viewpoint?
- Who can make decisions that will influence the future of your heritage place?
- Who has influence in important decision-making processes, and who can influence decisions in relevant sectors at high-levels?
- Who has information, knowledge, or expertise that will be helpful to the process?
- Who could delegitimise or derail the process if they are not involved?

The Implementation Team should invest the necessary time and thinking in the selection of potential members of the Consultation Group to ensure appropriate representation of people with management responsibilities, administrative authorities, and representatives of rightsholder and stakeholder groups. Once organisations and individuals have been identified as potential participants, they should be approached and invited to participate in the process. They should be provided with concise information on the project, its purpose and objectives, and an indication of the time required to be involved (i.e., preparation for and attendance at the four workshops).

3.1.3. Tailor the process

In parallel with the work to establish a Consultation Group, the Implementation Team should plan the implementation of the framework. A Wayfinder Heritage process can be most effective when combined with other planning processes and in advance of preparing or reviewing a management plan.

Get prepared before commencing the Wayfinder Heritage process. To implement Phase 1 (Getting started), the Implementation Team should allow around one month. In addition to establishing the Consultation Group, the Implementation Team will need to become familiar with the framework and the theoretical background behind it (e.g., engage with some of the resilience literature – [Annex 1](#)), create a project plan, ensure that adequate resources to implement the process are allocated and available, and prepare for the initial workshop.

Create a clear project plan to ensure effective implementation of the framework. The Implementation Team is responsible for the creation of a project plan to facilitate the timely delivery of the project. The format and content of a project plan and project management approach will vary with different situations. In general, the project plan should be short (2 to 3 pages) and outline:

- The purpose and anticipated outcomes of the work;
- The timeline for the whole process. A basic timeline diagram is provided below ([Figure 3.1.3](#)) which identifies the suggested timeframes required for implementing the five phases of the Wayfinder Heritage process. It is based on a consideration of the time between workshops, such that: (1) there is a sufficiently long time for the Implementation Team to prepare for and then document each workshop; and (2) the time is sufficiently short so that workshop participants maintain the 'memory' of previous shared information and discussions; and
- How data and information will be collected and stored ([Section 3.1.4](#)).

Once drafted, the project plan should be circulated throughout the organisations in which the Implementation Team members work in order that relevant line managers are aware of how and when the assessment will be conducted. The final project plan, or selected parts of it, can be shared with members of the Consultation Group in advance of the first workshop.

In addition to the overall timing of the framework, the Implementation Team will need to consider the duration of each workshop. The framework provided in this document is based on four workshops – the first and fourth are relatively short (up to a half-day each, and can be delivered online, if necessary), while the second and third workshops should allow two-days each and need to be delivered in-person.⁹ Suggested programmes for each of the four

⁹ 'Two days each' is based on the capacity of participants to be involved. In the pilot case study, it was found that one-day is too short to adequately deliver the content of the workshops, however longer than two-days makes it difficult for participants to be away from their regular work. Workshop 3, associated with Phase 4 is considered the most challenging and will likely require at least two days.

workshops are provided ([Annexes 4–7](#)), and these can be adapted to the particular situation in which the framework is being applied.

Finally, consideration needs to be given to the financial resources required to organise the workshops, including transport arrangements and the provision of appropriate catering for participants.

Figure 3.1.3. Suggested timeline for the implementation of the Wayfinder Heritage process. In practice, the planned timeline may need to be adjusted as the project proceeds to accommodate unexpected events and changed circumstances.

		MONTH						
		1	2	3	4	5	6	...
TASK	PHASE 1. Getting Started							
	PHASE 2. Framing the Process		W1					
	PHASE 3 Understanding the System			W2				
	PHASE 4 Planning for the Future				W3			
	PHASE 5 Moving into Action					W4		
	Wrap-up Project; Final Report							

W = Workshop

3.1.4. Set up a system for information management

The collection, management, storing, and security of information are essential functions of the Implementation Team. The Wayfinder Heritage framework involves a shared learning process that relies on detailed information about the heritage place, as well as its wider social, environmental, economic, and political context.

In carrying out this work, it is likely that a large amount of information and data will be collected. The kinds of information that will be gathered and that require secure storage include:

- Management documents including conservation management plans, tourism and interpretation plans, disaster and risk preparedness plans, monitoring programmes, etc.;
- Information specific to the World Heritage property, including the Nomination Dossier, the Statement of Outstanding Universal Value, State of Conservation and Periodic Reporting documents;

- Other data and information: population numbers, distribution, and change; demographic data on gender, age, and diversity; economic data; climate forecasts, including in relation to long-term climate change; and environmental information on vegetation, geology, hydrology, and biodiversity; and
- Documents generated during the implementation of the Wayfinder Heritage process, including the project plan, workshop programs, workshop outputs (such as photographs and flip-chart sheets), reports, and general correspondence.

In the management of the data, consideration should be given to:

- Managing confidential and culturally sensitive information;
- Storage systems that enable relatively easy access to available information;
- The system(s) to be used to store information (e.g., Dropbox, Cloud, OneDrive) such that data is secure and can be shared and accessible to all Implementation Team members;
- Ways in which selected data can be shared with the Consultation Group and other people associated with the management of the heritage place but not participating in the process; and
- The archiving of materials at the completion of the project.

3.2. Phase 2: Framing the process

PHASE 2: FRAMING THE PROCESS

- Develop resilience literacy
- Identify the main issue(s)
- Define the broader social ecological system
- Identify data and information needs

Having successfully completed Phase 1, you are now ready to engage with the Consultation Group to start framing the process, via the first workshop. Workshop 1 should be short (around a half-day). The purpose of the first workshop is to explain the process, what it will entail, and what it is expected to deliver. The workshop is also an opportunity to respond to questions that the participants may have about the process and about their involvement.

Prepare for Workshop 1. Assuming the Consultation Group has been established in Phase 1, and to ensure people are available, the group members should be given prior advanced notice on the date and times for Workshop 1. If Workshop 1 is to be delivered as an online event, it is useful to check that participants have access to the platform that will be used for the meeting. In the week prior to the workshop, participants should be provided with the agenda, the project plan (or a modified version of it), and other materials that will be used.

[Annex 4](#) includes further notes on preparing for Workshop 1, suggestions for 'starting on the right foot', and a proposed agenda.

The content that will be delivered in Workshop 1 is outlined in the sections below. In general, it will be important to explain:

- The purpose of the Wayfinder Heritage process, the intended outcomes, and the importance of people's participation in the four workshops;
- The basic concepts of 'resilience' and 'socio-ecological systems'. It is important that all participants understand these concepts. The use of simple, easy-to-understand language is recommended, as well as the use of examples to explain the concepts, including visual materials such as photographs and diagrams; and
- Other concepts that may arise (e.g., 'heritage place', 'attributes', 'buffer zone', 'wider setting').

Explaining key concepts and responding to questions can be expected to take up considerable time. Thus, ensure that any presentations during the workshop are short (e.g., ideally less than 10-minutes and a maximum of 15-minutes), as this will allow periods of time for questions and discussion. At Workshop 1, it is important to reiterate that the Consultation Group needs to commit to attending and participating in each of the four workshops. It is important that the 'same' group remains throughout the whole process, as it can be difficult for people to participate in later phases if they were not involved from the start.

3.2.1. Develop resilience literacy

The approaches and some of the terminology used in the Wayfinder Heritage framework is different from those applied in heritage management, and may be unfamiliar to the Consultation Group members. Therefore, some initial capacity building is useful for all those involved in the process. For example, 'systems thinking' ([Section 1.1.](#)) is a new perspective for many people; and the meaning and application of the concept may take some time to comprehend. This capacity will grow throughout the process; and not everyone needs to become an expert. However, it is important that the Consultation Group gains a basic understanding of systems thinking at the commencement of the Wayfinder Heritage journey.

Start with the basics. The session can commence with a video prepared by the Stockholm Resilience Centre on 'What is Resilience?'.¹⁰

¹⁰ The video is available at: https://www.youtube.com/watch?v=k_KQCqcb7EQ (15-minutes, 33-seconds). Note that this video does not provide a heritage perspective. Nevertheless, in the first Workshop at the pilot case study site of Visby the participants found it useful and engaging.

It can be followed by a short presentation on 'Developing resilience literacy', from a heritage perspective, that might include:

- Definition of 'resilience' and other related terms (see Glossary, [Annex 3](#)).
- Note how most heritage conservation approaches tend to be based on a past frame of reference and are 'backward-looking', aimed at maintaining heritage places as unchanged as possible.
- Aspects of resilience: persistence, adaptability, transformability ([Section 1.2](#)).

3.2.2. Identify the main issue(s)

Discuss critical management issues that require long-term approaches. In order to start implementing the Wayfinder Heritage framework, it is helpful to identify one central issue or a set of related concerns to provide a focus to the discussions. [Box 3.2.2](#) provides an example of a 'main issue' drawn from work at the pilot case study site of the Hanseatic Town of Visby.

The purpose of identifying a main issue(s) is to focus and frame the work to be undertaken in the resilience thinking process. In many cases, including for Visby, the issue(s) may be readily apparent and may relate, for example, to the impacts of climate change on a marine ecosystem or cultural landscape, the loss of traditional practices, or the impacts of increasing population on an historic city centre or surrounding a natural protected area.

In other cases, the main issue(s) may differ depending on the knowledge, experience, and perspective of different rightsholders and stakeholders. In such circumstances, identifying and defining the main issue(s) will require discussion of the diversity of perspectives provided by various individuals – from those formally trained in particular disciplines to those with an informal but insightful understanding of the heritage place. Sometimes, there can be one central issue, and a set of related concerns.

Once a main issue(s) has been identified, discussion concerning the time span or period over which it might operate is warranted. In the case of climate change, for example, the time spans are both short (for severe weather events that may already be being experienced) to long (decades and centuries) time periods. In the case of Visby, the time span of the main issue is both immediate (tourism is rapidly increasing, exacerbated by increased numbers of visitors via cruise ships) and long term (30-50 years) because of the need to create a balance between tourism and liveability. A related medium-term concern connected to the main issue at Visby, for example, is the increasing number of houses being purchased and seasonally occupied by people from outside Gotland.

Box 3.2.2. Hanseatic Town of Visby: main issue

Discussions were held with the Implementation Team for Visby to understand what the main issue was that might be addressed through a resilience thinking framework. Prior to Workshop 1, the main issue was initially determined to be: *To retain the social dynamics that contribute to the liveability and sense of place of the walled town of Visby.* This main issue statement was presented to and discussed with the Workshop 1 participants. There was general consensus that this statement was an appropriate starting point, since it captured a key issue for the World Heritage property. That is, how a balance could be struck between rapidly increasing tourism and the retention of local residents and their lifeways. In this way, increased tourism and challenges of retaining local residents emerged as interrelated issues.

3.2.3. Define the broader social-ecological system

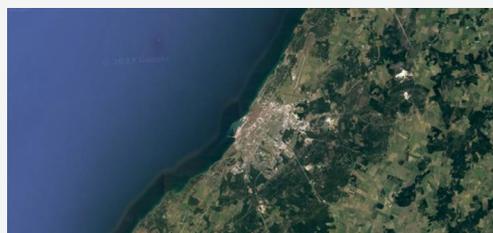
The concept of ‘social-ecological system’ is central to the Wayfinder Heritage framework. While the World Heritage property or other heritage place itself is the focus of the assessment, it will be part of a larger social-ecological system. In heritage terms, this often means the ‘wider setting’ in which the heritage place is situated coupled with the social, economic, and environmental context influencing it.

Box 3.2.3. Hanseatic Town of Visby: The broader social-ecological system

The historic walled town of Visby and its immediate surroundings cover an area of 105 hectares. The town sits within a wider urban landscape and is the capital city for the island of Gotland (3,184 km²), the largest of Sweden’s islands. Gotland is located in the centre of the Baltic Sea. Therefore, it can be said that Visby is nested within the social-ecological system of Gotland. This broader system is relevant to the climate, the local economy (predominantly tourism), the political context, the geological context, and the development context.

It is important to think of the social-ecological system as one or more levels up (i.e., the wider municipality of Visby, Gotland, and beyond), as this will be relevant to analysing factors affecting the heritage place.

The photographs show the island of Gotland in relation to the neighboring Swedish coast (left); the setting of the walled city of Visby within a larger urban and rural landscape; the walled town itself. (Source: Google Earth).



Consider the spatial area relevant to the main issue(s). At this point, it is useful to broadly define the spatial boundaries of the social-ecological system that will be relevant for the issue(s) identified. For example, it may be a water catchment area (e.g., if you are concerned with a cultural route or a species migration route along a river valley), a region (e.g., if you are looking at widespread agricultural landscapes or large ecosystems), or, as in the case of Visby, an island. There is no easy or perfect way to define the boundaries of a social-ecological system that is relevant to the heritage place and the main issue(s). In this initial phase of the Wayfinder Heritage process, the goal is not to get the boundaries 'right' since there will be opportunities later in the process to refine them. What is important is to recognise that heritage places are influenced by larger social, economic, and environmental contexts.

Having decided on the broader social-ecosystem boundaries, it can be useful to consider how the heritage place is influenced by factors that lie both outside and within the heritage place and that relate to the main issue(s) identified. In a later step ([Section 3.3.3](#)), you will consider the interactions and scale of interactions that take place across the broader social-ecological system.

3.2.4. Identify data and information needs

Based on the main issue(s) identified and the broad boundaries identified for the social-ecological system, it is desirable to allocate a short period of time toward the end of the workshop on identifying the data and information needed to inform the work ahead. This can be done quickly through a brainstorm and by listing potential data relevant to the main issue – and the sources for such data.

The aim of this exercise is to provide guidance to the Implementation Team on the collection and assembling of such data following the workshop ([Box 3.2.5](#) below presents the range of data identified in the case of Visby).

3.2.5. Tasks to be undertaken before the next phase

In the period between Workshops 1 and 2, the Implementation Team will need to undertake a number of tasks, namely:

- Prepare a short summary report on Workshop 1 and circulate it to all members of the Consultation Group. This should happen within one week of Workshop 1.
- At the time that the summary report is circulated, the dates, times, and location of Workshop 2 should have been confirmed and, therefore, can be communicated to the group.
- Assemble and summarise information and data about the broader social-ecological system. This data should be able to be presented to the workshop participants in a concise and clear way. See further information on this work below.

- Ensure that all Implementation Team members know why the property is considered to have Outstanding Universal Value and what are the attributes. While facilitating Workshop 2, the team members must be able to explain in simple terms to the Consultation Group the values and attributes of the heritage place.
- Prepare a presentation about the factors affecting the heritage place. For World Heritage properties, these factors can be identified by drawing on information available in the Nomination Dossier, from State of Conservation reports (if available), from the management plan, and from the last Periodic Reporting exercise. To facilitate the work to be undertaken during Workshop 2, the Implementation Team should prepare a short presentation identifying the list of factors affecting the heritage place. The presentation should highlight how the factors identified relate to the main issue(s) ([Section 3.2.2](#)).

Assemble data and information relevant to the main Issue(s). Following Workshop 1, the Implementation Team should commence gathering information and data as identified in the brainstorm, as well as any other relevant materials. It will need to be summarised and presented in Workshop 2. The intention here is not to try to assemble every conceivable form of data, but rather select data that is current and relevant to the 'main issue' for the heritage place. Some points to consider when assembling the data, include:

- Take the time to investigate what information and data already exists by mapping out available data and background information. This work can save time and give focus to data collection;
- Bear in mind that some data will have been previously collected and compiled by other administrative agencies or for other projects. The Implementation Team should endeavour to access such existing information;
- Some data may exist at scales that are larger than the heritage place and/or the identified social-ecological system, or does not coincide with these areas. Nevertheless, such data can still be relevant to exploring the 'main issue'; and
- Some information and data may not exist and becoming aware of it is an important step towards filling data gaps in the future.

Box 3.2.5. Hanseatic Town of Visby: Data and information

At the end of Workshop 1, a range of data was identified as being relevant to the 'main issue' being examined: *To retain the social dynamics that contribute to the liveability and sense of place of the walled town of Visby.*

This data (and potential sources) included:

- Population, including gender and age data (data from Statistics Sweden [SCB – Statistiska Centralbyrån]);
- Housing information, including trends in house prices, for Visby (SCB);
- Employment information (SCB);
- Statistics on tourism (numbers of tourists, numbers of cruise ships) (SCB);
- Climate change (Report compiled by the Gotland Municipality);
- Environmental data related to plant and animal species (available as GIS layers).

3.3. Phase 3: Understanding the system

PHASE 3: UNDERSTANDING THE SYSTEM

- Understand system identity
- Understanding factors affecting the system
- Understand interconnections in the system
- Understand key challenges

Phase 3 of the resilience thinking framework is focussed on understanding and analysing what needs to persist and what can adapt or even transform in the World Heritage property or other heritage place itself, as well as in the broader social-ecological system within which the place is situated.

A key element for this phase of the process will be the Statement of Outstanding Universal Value (SOUV) (if the place is a World Heritage property) or the Statement of Significance (for other designated heritage places, if such statement exists). The reason for this is that the work of Workshop 2 is underpinned by a comprehensive understanding of the values of the heritage place and of the attributes that convey those values. This is critical since for heritage places, the attributes need to persist; in some situations, some attributes (or aspects of them) can adapt but not transform. Therefore, the Implementation Team should ensure they are familiar with these concepts and are able to communicate it in a simple way to others. See the Box in [Section 3.3.1](#) for information on values and attributes.

Prepare for Workshop 2. Preparations for this in-person workshop require more planning and effort than Workshop 1. [Annex 5](#) provides detailed notes to help you with this.

Set the tone and present the objectives of Workshop 2. Begin Workshop 2 with a participatory exercise. While it is anticipated that the participants will already know each other from Workshop 1, they may not have previously met face-to-face. In addition, there may be some attendees who have just joined the process.

Following the participatory exercise, it is useful to then present a short recap of Workshop 1: What was done? What were the findings? This should be followed by an outline of the schedule and objectives for Workshop 2.

3.3.1. Understand system identity

Ensure that everyone involved knows the values of the heritage place and its attributes.

As explained in [Section 1.1](#), for a heritage place, maintaining system identity equates with maintaining its heritage values and conserving the attributes that convey those values. Therefore, it is critical that everyone involved in the process understands: (1) the reasons why the place has been inscribed on the World Heritage List (for other heritage places, the

reasons why the place has been designated at a different level); and (2) what are the attributes that convey its Outstanding Universal Value. It is worth having a short discussion of what is meant by the concepts of 'Outstanding Universal Value', 'heritage values', and 'attributes' (see [Box 3.3.1](#) below). Distinguishing between values and attributes can be a complex task because the two concepts are often confused. One simple way to distinguish between them is to ask:

- 'Why is the heritage place important?' (The response will be about values).
- 'What do I need to conserve to maintain the place's heritage values?' (The response will be about attributes).

Every World Heritage property has a Statement of Outstanding Universal Value that describes the reasons why the property is included on the World Heritage List. This Statement should have been distributed to participants prior to the workshop. Ask participants if the Statement matches the impressions they had about the significance of the place. If it does not, a short discussion can be had about:

- What other important values are not included in the Statement?
- Are there conflicts or divergences between those other values and what is written in the Statement?

At the end of the discussion, the group should have a shared understanding of the values of the heritage place from a heritage perspective as well as why people find the place important for other reasons. Values discussions can be challenging, particularly if the Outstanding Universal Value of the heritage place is different from the reasons that workshop participants value the place. Therefore, the Implementation Team should be prepared to manage some potentially heated discussions, as well as within a reasonable amount of time. Make people aware that the Statement of Outstanding Universal Value represents a commitment from the country to protect the World Heritage property for the reasons described in the Statement.

Box 3.3.1. Values and attributes

Heritage values are the reasons why a heritage place is considered important to be protected for present and future generations. Heritage places always have a range of values. The combination and interactions of different values, including their accumulation over time, constitutes the overall significance of the heritage place.

Since not everyone values the heritage place for the same reasons or at an equal level, significance is often considered in terms of different 'levels': international, national, and local. In the case of a World Heritage property the basis for inscription on the World Heritage List is Outstanding Universal Value (i.e., international-level values). However, a World Heritage property will invariably have a range of other values – at national and local levels – that are also part of its overall significance.

Since values are socially determined and are essentially intangible (i.e., non-material), it is necessary to identify which elements or attributes convey them. Attributes are the focus of management and conservation actions.

Attributes are the elements of a World Heritage property or other heritage place which convey its heritage values and enable an understanding of those values. They can be physical qualities, material fabric and other tangible features, but can also be intangible aspects such as processes, social arrangements or cultural practices, as well as associations and relationships that are reflected in physical elements of the property.

For cultural heritage places, they can be buildings or other built structures and their forms, materials, design, uses and functions – but also urban layouts, agricultural processes, religious ceremonies, building techniques, visual relationships and spiritual connections. For natural properties, they can be specific landscape features, areas of habitat, flagship species, aspects relating to environmental quality (such as intactness, high/pristine environmental quality), scale and naturalness of habitats, and size and viability of wildlife populations.

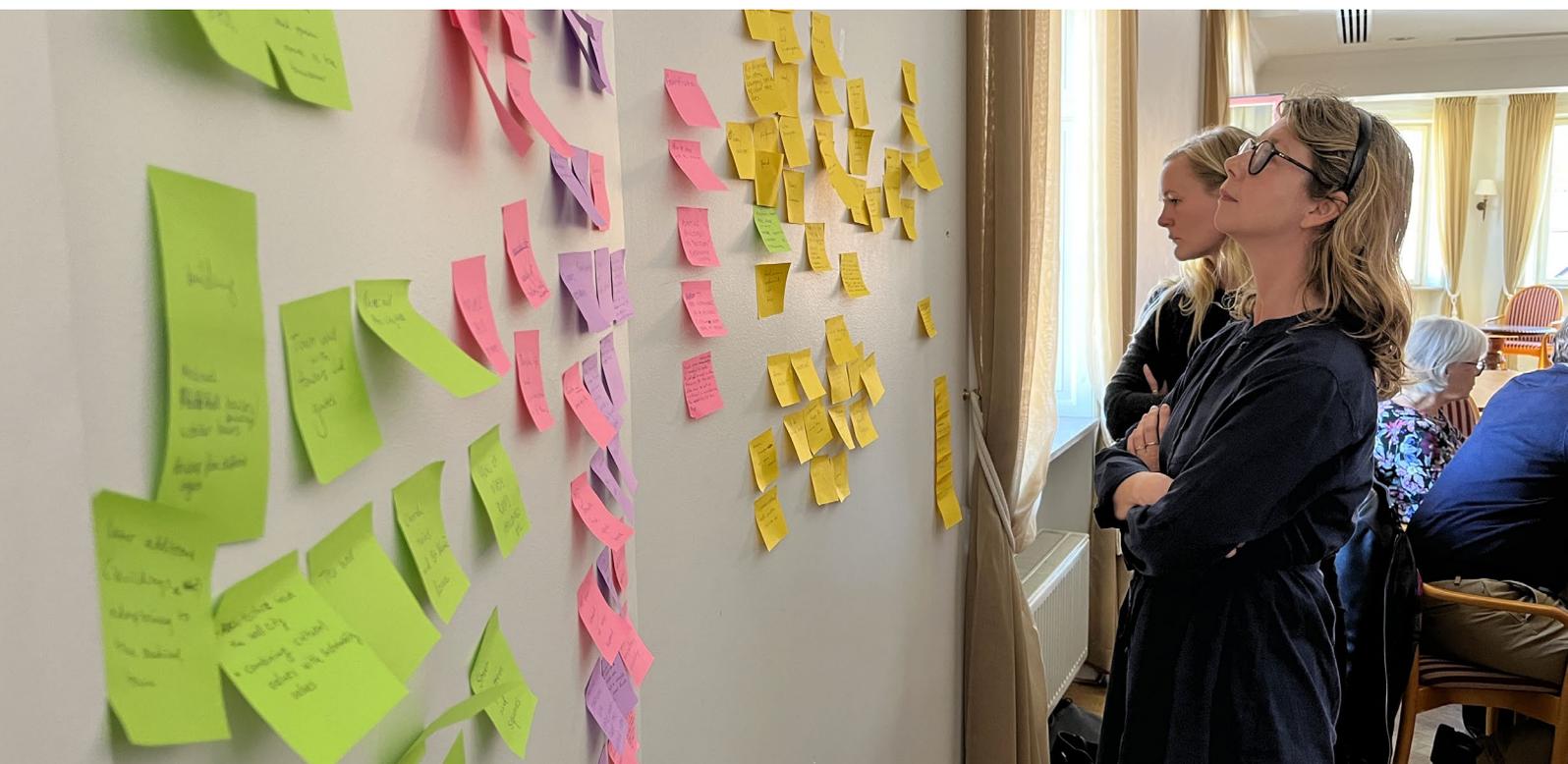
For the purpose of the resilience thinking process, attributes are what need to persist into the future (since they convey the values). Nevertheless, some aspects of those attributes may need to adapt within certain acceptable levels of change and without undermining the heritage values.

Distinguishing between values and attributes is challenging for everyone. Therefore, it is likely that when people speak about values, often they can mean attributes. To keep it practical, a group exercise can be undertaken. The exercise requires participants to write the attributes and other elements of the place that need to persist on post-it notes and attach them to a wall. Using different coloured post-it notes, ask people to identify the physical attributes of the heritage place but also processes and intangible elements that must persist (one attribute per post-it note).

It is important to have a clear understanding of attributes before proceeding with the Wayfinder Heritage process. The Implementation Team should check if people included all (or at least the main) attributes that convey the Outstanding Universal Value of the property. If not, based on the team's expertise and prior work, add them to the wall. The post-it notes may include elements of the heritage place that are not attributes and reflect what workshop participants feel attached to. These other elements of the heritage place that people are attached to should be respected.

Having an agreement on the important attributes of the heritage place, and/or what needs to persist (or continue) into the future will form the basis for the next step in the discussions.

Figure 3.3.1. Workshop 2, Visby: Example of work output. Post-it notes in different colours were used to identify the attributes of the World Heritage property and other elements that people thought should persist.



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3.3.2. Understand factors affecting the system

This part of the workshop will include discussions about understanding what factors are affecting the heritage place – and the ability of its attributes to persist into the future. The work is also about exploring the relationships between these factors and the main issue(s) identified in Workshop 1 ([Section 3.2.2](#)), as well as factors arising from the broader social-ecological system. It is useful for the Implementation Team to begin with a short, pre-prepared presentation about the factors affecting the heritage place (see ‘Tasks to be undertaken between Workshops 1 and 2’, [Section 3.2.5](#)).

Invite a discussion about the factors identified. Following the presentation, ask workshop participants to comment on and discuss the list of factors.

- Have all known factors that relate to the main issue(s) been identified?
- Are these factors sufficiently well described for the purpose of understanding how they affect the attributes of the heritage place? For example, saying ‘climate change’ is overly

broad and can be described in terms of current and potential effects, including droughts, floods, crop failures, temperature rise, and loss of biodiversity.

- Are there any 'potential' factors that should also be considered?
- How do these factors influence each other and what are their relationships with the main issue(s) identified?
- How have any of the factors identified above impacted the place in the past? Such factors might include floods (and other severe weather events), earthquakes, pest infestations, conflicts, or changes in population dynamics.

Understand historical factors. Heritage places, as well as the broader social-ecological systems in which they are situated, will undergo change over time. Those changes can be slow and predictable or fast and unexpected, as discussed in [Section 1.2](#). A broad overview of system change through time can reveal patterns of past disturbances and responses, as well as the impacts of cumulative or gradually changing factors – such as the increased numbers of tourists in a historic town or the impact of increasing population on water quality. Understanding what lies behind these changes—the change drivers or their underlying causes—can provide insight into how historical system dynamics have shaped the heritage place in the past and what effects they might have in the future.

Having a good understanding of a heritage place's history will greatly improve your understanding of why the factors affecting the property may have emerged. It can also shed light on how people have responded and dealt with crises or similar factors in the past.

Consider future factors and change. In addition to considering past factors and dynamics, it can be then useful to talk about other factors that may arise in the future. This discussion can be short at this stage, since Workshop 3 will further engage with this topic through 'horizon scanning' ([Section 3.4.2](#)).

3.3.3. Understand interconnections in the system

Recall that systems thinking is a basis of resilience thinking. At this point of the process it is important to remind people of some of the resilience concepts explored during the first workshop ([Section 3.2.1](#)) and, in particular, how heritage places can be seen as systems (i.e., with diverse and interrelated elements). This part of the Wayfinder Heritage process will assist in mapping the interconnections within the heritage place, and between the place and the broader social-ecological system, that need to persist into the future.

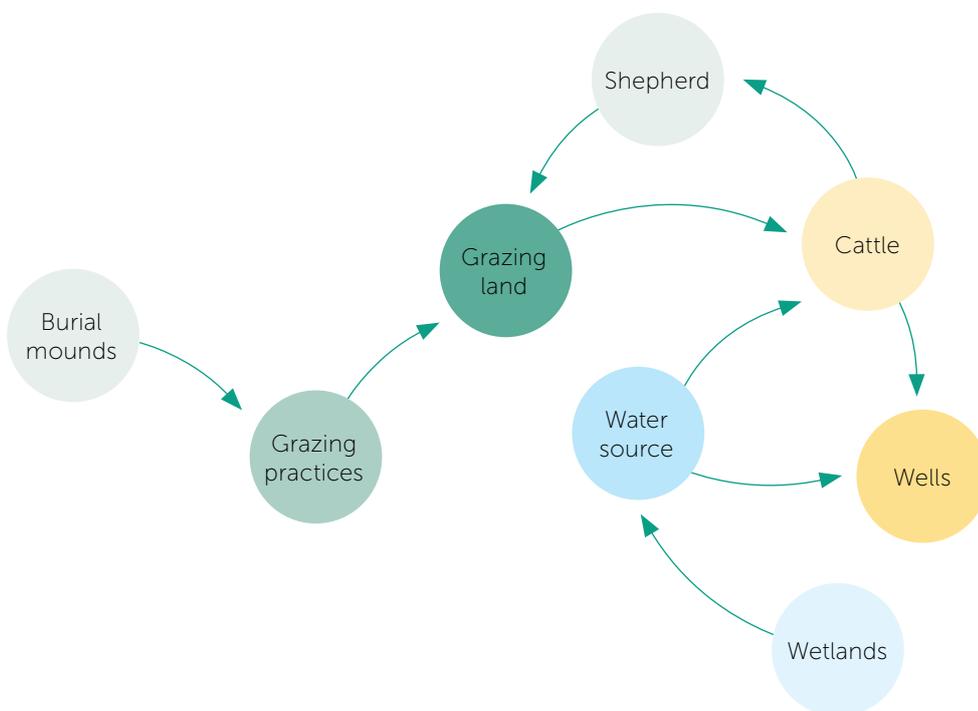
Most heritage places can be considered as complex systems, particularly if they are large areas such as historic settlements, cultural landscapes, or natural sites. For instance, consider a group of religious buildings in the centre of an historic settlement. If you look at them in isolation, you may focus on their architectural qualities and their religious function. But, if you look at their location and wider setting, you may realise their importance as structuring

elements of urban layout or other important relationships. For example, people coming to worship at them may follow certain routes or the water used to perform certain rituals comes from an upstream source – and the purity of that water may be an important attribute of the place.

Understand internal interconnections and external interconnections. Building on the work that was done on the attributes of the heritage place (as well as other elements of the place that people want to maintain), try to create a simple model of those interactions. To help with this task, consider the following questions:

- What are important functional and visual links within the heritage place, as well as between the place and its broader social-ecological system (or wider setting)? For example, the visual relationship between a temple and a nearby mountain or the relationships of built structures and natural features in an astronomical complex.
- What are the important ecological links? For example, movements of important species such as reindeer, or water flow in an aquaculture system.
- What are the important social links? For example, between extended families or religious communities across local areas or regions, or between social hierarchies in industrial and mining complexes.

Figure 3.3.3. Example of interactions model in a cultural landscape



Make use of the data and information collected following Phase 2 ([Section 3.2.5](#)). At this point, the Implementation Team can present the data and information collected. The presentation should be followed by a short question and discussion session. Some of the points that might be considered include:

- Which of the data are the most relevant to the main issue(s) previously identified for the heritage place ([Section 3.2.2](#)).
- To what extent are these relevant in relation to the attributes of the heritage place?
- How are the aspects covered by the data interconnected with the main factors affecting the heritage place? Do they point to potentially greater challenges than initially thought?
- Are there aspects that have not been considered or for which you could not find data?

This discussion will be useful in working through the next parts of the Wayfinder Heritage process.

Consider the underlying causes that are contributing to the factors affecting the heritage place. This step is about generating an in-depth understanding of what is behind some of the factors affecting the heritage place. In some cases, this can be straightforward – for example, in the case of climate change contributing to extreme rain events. In other cases, it can be more difficult. Consider the example of population ageing used previously. Population ageing is not the factor but the underlying cause. The related factor would be loss of agricultural practices.

Things to think about:

- How might broader social, economic, and environmental aspects influence the attributes of the heritage place? And, the important interactions between them? For example, the construction of a highway or airport outside the heritage place can facilitate access and lead to increased visitor numbers; or, it may allow access to previously inaccessible areas.
- Consider underlying causes where the cause-effect process is not obvious. For instance, for an agricultural landscape, national or regional level agricultural policies may subsidise certain types of production but not support the traditional farming practices used at the heritage place.

The purpose of this task is twofold:

- To gather an in-depth understanding of what is driving or is behind change in your heritage.
- To start to understand what change processes the heritage place managers might be able to influence (and how), and which ones are beyond the mandate of those managers.¹¹

Use the template in [Table 3.3.3](#) to help you complete this task. There can be many factors affecting your heritage place, therefore focus on the ones that are related to the main issue(s) identified as the focus for the resilience thinking process. Start from the bottom of the table (causes) and work up the column (to factors and then changes). Note that causes and factors can be challenging to identify since causes, factors, and changes are interconnected with potential snowballing effects.

¹¹ Note that the ability to influence change includes advocating for changes in policy.

Box 3.3.3. Remember the iceberg model

At this point, it is helpful to recall the iceberg diagram ([Figure 1.3](#)) and why we need to look past 'surface' events and drill down to explore and understand the underlying dynamics. These explorations can be messy and feel overwhelming, at times. Do not despair, keep going and eventually a clear picture will start to emerge.

This step in the Wayfinder process is critical to understand how over time, the dynamics between different variables (i.e. underlying causes, factors affecting the system, and changes or impacts) can lead to a particular future pathway or direction for the heritage place.

Table 3.3.3. Template for identifying what is driving change at the heritage place

	EXAMPLE 1	EXAMPLE 2
Changes (or impacts) on the attributes of the heritage place (and other elements that should persist)	Abandonment of agricultural fields.	Loss of permanent residents and replacement of residential uses by commercial ones.
Factors affecting the heritage place (originating both inside and outside)	Loss of tradition agricultural practices that are central to the significance of the cultural landscape	Increase in property prices.
Underlying causes	Population aging in an agricultural landscape	Increased tourism in the walled town of Visby.

3.3.4. Understand key challenges

It is not expected that the explorations and models that you developed to this point are entirely accurate or complete. After all, there is only so much that one can do in a two-day workshop. The Implementation Team will continue to build on this work following Workshop 2. What is important is that you now have a good understanding of: a) how your heritage place works as a 'system' where the interconnections between the attributes and other important elements of the system are critical to maintain the values of the heritage place; and b) the factors affecting the heritage place. Together, this information can be referred to as 'system dynamics'.

Return to the main issue(s) and review it. Based on understandings you have gathered about the dynamics of your heritage place, return to the main issue(s) identified in Phase 2 ([Section 3.2.2](#)) and re-examine it. Is the main issue(s) still relevant and should it remain the focus or should it be reframed?

The data and information collected by the Implementation Team will be critical in this regard as it will likely point to future challenges. Use the questions below to help you in this exploration:

- How has the work on the factors and their underlying causes changed your perception about the main issue(s)? Is the initial framing of the main issue(s) still appropriate?
- What future challenges can you now identify based on the data and information collected? For instance, does the data point to a greater number of challenges than you initially conceived – for example, in terms of climate change, population trends, and/or in economic and social terms?
- When you attempt to make sense of all that you have learnt so far with the resilience thinking process, what key drivers of change emerge?
- What key uncertainties about the heritage place's future development can you identify?
- Do any of these findings require a refinement of the main issue(s)?

Following the discussion and work of this exploration of causes, factors, and impacts, identify the key challenges for the heritage place in terms of its long-term future. Identify and clearly describe the 'top-three' challenges. Prioritization is important in order to facilitate Phase 4 ([Section 3.4](#)) of the Wayfinder Heritage process, however a higher number of challenges may be articulated.

Box 3.3.4. Thresholds and traps

There are two further important concepts in resilience thinking that are important to understand at this point: *thresholds* (also called 'tipping points') and *traps*. They were not included as part of the explorations of the Wayfinder Heritage process because of the level of complexity that their analysis requires. However, it is important that the Implementation Team is aware of these concepts to assist in implementing Phase 4 ([Section 3.4](#)).

A *threshold* is a critical level of one or more variables that, when crossed, triggers an abrupt change in the system, and that may or may not be reversible. This may lead system dynamics to change substantially, and the system to reconfigure itself into something different. This happens, for example, in coral reefs after bleaching events, in clear-water lakes that become turbid, or in historic centres dominated by tourism activities. To reverse the effects of crossing tipping points is difficult and, in some cases, may be impossible. Thus, it is important to be aware of thresholds likely to be of potential concern in your heritage place.

A *trap* reflects a situation when a system becomes locked into conditions that are undesirable and difficult to escape. An example of a trap is fishermen who purchase large boats in order to fish further from the coastline (e.g., to compensate for declining, inshore fish catches). By doing so, the fishermen can become indebted and, thus, require increased fishing trips (in the absence of alternative livelihoods), with decline in fish populations a likely consequence. Another example can be where a municipality obtains greater revenues from tourism in a historic town centre than revenues raised from residents. Decreasing revenues from residents may mean that the municipality invests in tourism services more than services for local residents.

Text adapted from: Enfors-Kautsky, E., Järnberg, L., Quinlan, A, and Ryan, P. 2018. *Wayfinder: a resilience guide for navigating towards sustainable futures*. GRAID programme, Stockholm Resilience Center. <https://wayfinder.earth/>

3.3.5. Tasks to be undertaken before the next phase

In the period between Workshops 2 and 3, the Implementation Team will need to undertake a number of tasks. Practical tasks are outlined in [Annexes 5 and 6](#). From a content viewpoint, a major task in this 'between' period is to ensure that each Implementation Team member has a good understanding of 'horizon scanning' and 'scenario planning'.¹² Read the guidance carefully and make sure you are well prepared as these steps are amongst the most challenging in the Wayfinder Heritage process.

In addition, the Implementation Team should develop basic 'futures wheels' related to the 'top-three' (or key) challenges identified at the end of Workshop 2. The box below describes how to undertake this work.

Box 3.3.5. Horizon scanning: materials to prepare

Because the concepts used in Phase 4 can be challenging to explain to workshop participants, it is useful to illustrate the explanations with examples.

First, review the key challenges identified in Workshop 2. Rewrite these as clear and succinct statements on large-sized post-it notes (one post-it note per key challenge). The post-it notes should be all the same colour.

Second, identify 'contributing reasons' related to each of the key challenges. These reasons should be informed by the understanding of the factors affecting the heritage place and their underlying causes, the relationships between them, the main issue(s) identified in Phase 2, and the data assembled as part of Phase 3.

The 'contributing reasons' should be written as short statements and should be framed in terms of 'directionality' (e.g., increasing or decreasing) as this will facilitate the work. Limit it to four to five 'reasons', to keep the work manageable during Workshop 3. If you identify more, the Implementation Team can continue the explorations of these additional 'reasons' after the workshop.

Use a second colour of large-sized post-it notes (i.e., different to the key challenge colour) for these 'contributing reasons' statements. An example is provided in [Figure 3.3.5](#) below.

¹² Some key readings are listed here and in the Reference List. These readings cover a range of methods. They can be difficult to understand for those not familiar with the methods of 'Future Wheels', 'Horizon Scanning', and scenario planning.

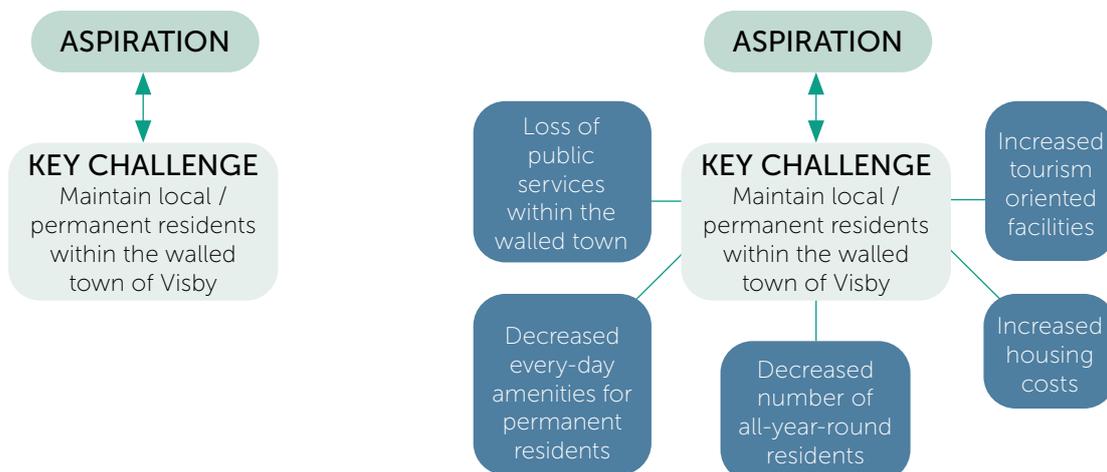
Glenn, J. C., n.d. The Future Wheels. *The Millenium Project, Futures Research Methodology–V3.0*. Available from: <https://jeasprc.org/wp-content/uploads/2020/08/06-Futures-Wheel.pdf>

Sharpe, B., A. Hodgson, G. Leicester, A. Lyon, and I. Fazey, 2016. Three Horizons: A pathways practice for transformation. *Ecology and Society* 21(2): 47. <http://dx.doi.org/10.5751/ES-08388-210247>

Figure 3.3.5. Examples of material to be pre-prepared by the Implementation Team as a basis for the exercises in Phase 4. Sections 3.4.1 and 3.4.2 provide further details.

Material for Exercise 1. Develop broad aspirations. Prepare a post-it note for each of the key challenges identified.

Material for Exercise 2. Review and clarify contributing reasons related to each of the key challenges identified. Prepare post-it notes for each of the contributing reasons.



3.4. Phase 4: Planning for the future

PHASE 4: PLANNING FOR THE FUTURE

- Explore broad aspirations
- Use horizon scanning
- Develop plausible scenarios
- Start strategising

Phase 4 is concerned with looking towards the future. Since the future is uncertain, it is useful to start exploring aspirations for the heritage place, particularly in reaction to the main issue(s) and key challenges identified in the previous phases. Simply put, what kind of future would people like for the heritage place?

However, the future will never unfold according to people's aspirations, particularly if no actions are taken to enable them. Therefore, it is necessary to spend some time thinking about how the future might be different from today and how it may unfold in relation to the key challenges identified (Section 3.3.4). What might happen if certain trends continue? What might happen if those trends reverse or completely change?

The answers to such questions hold multiple alternative possibilities. To undertake this work, two main techniques are used: horizon scanning and scenario planning. This work is neither about how people think the heritage place should develop in the future nor about defining actions to address the key challenges as currently perceived. Its purpose is to open up thinking about multiple possible futures with regard to how certain challenges might unfold and new ones emerge.

Finally, the work of Phase 4 culminates with the creation of the buildings blocks that will structure a long-term strategy. This strategy will be drafted after Phase 4 and completed in Phase 5 by the Implementation Team ([Section 3.5](#)). The strategy is the key output of this Wayfinder Heritage process.

Box 3.4.a. Methods that inspired the exercises used in Phase 4

Futures Wheel method is a method for identifying and packaging the effects or consequences of a particular challenge and exploring associated trends, events, drivers, and future possible decisions. It is an applied strategic thinking exercise. The basic principles behind this method were used to structure Exercises 2 and 3, although the method itself has simplified into a two-step process.

Three Horizons method can be used to help work with uncertain futures in imaginative ways, while also retaining important current system elements, functions, and processes from the present. The approach is important for generating agency (that is, the capacity of an actor or group of actors to influence and shape change). Three Horizons applies a 'simple' framework for structured and guided dialogue around different patterns of change.

Prepare for Workshop 3. Prior to commencing the workshop, place the large-sized post-it notes developed for the horizon scanning exercise (as per [Figure 3.3.5](#) above) on a white board or a blank wall. These should be placed in different rooms or areas within the same room in order that different groups can work on each separate challenge. The diagrams should be arranged such that a 'key challenge' is in the centre. Then, in a circle around the challenge post-it note (and in a different post-it note colour), are five or so 'contributing reasons' post-it notes. These diagrams are intended to assist the workshop groups to get started on exercises to: (1) develop a broad aspiration(s); (2) explore and add to the post-it notes on 'contributing reasons'; and (3) consider the future trends if a trend (a) continues or (b) reverses. Note that these exercises are described further below ([Sections 3.4.1](#) and [3.4.2](#))

Begin Workshop 3 with a recap of the work done so far. While it is anticipated that the attendees will already know each other from Workshops 1 and 2, there may be some attendees who have just joined the process. Following a participatory exercise, it is useful to then present a short recap of Workshops 1 and 2, which should cover:

- A reminder of the five-phase structure of the Wayfinder Heritage process;
- The content and findings of Workshop 1 highlighting the 'main issue(s)' identified to be the focus of the resilience thinking process; and
- The content and findings of Workshop 2, including the common understanding of the importance of maintaining its values and what needs to persist in the heritage place; the factors affecting the heritage place and the broader social-ecological system; the interconnections between the attributes and other elements that are to persist in the heritage place and the cross-scale interactions in the social-ecological system; and the key challenges identified. The latter will be the starting point for the new work and tasks undertaken in Workshop 3.

Prepare people for what is to come. Workshop 3 will comprise seven interrelated exercises as listed below. Following each exercise, each workshop group should report back on the output of their work and note any challenges in undertaking the exercise.

- Develop broad aspirations ([Section 3.4.1](#))
- Review and clarify contributing reasons related to the key challenges identified ([Section 3.4.2](#))
- Explore trends ([Section 3.4.2](#))
- Develop extreme future scenarios ([Section 3.4.3](#))
- Develop plausible and preferred scenarios ([Section 3.4.3](#))
- Develop strategic goals ([Section 3.4.4](#))
- Identify actions to achieve strategic goals and promote desired change ([Section 3.4.4](#))

Be aware that these exercises can be challenging. Therefore, the Implementation Team should be ready to assist participants navigate the process. The team should highlight the learning-by-doing approach behind the exercises and keep motivating people to continue their explorations, even when they may prove difficult.

Box 3.4.b. The Visby experience

In working through the exercises listed above, a 'sticking point' for the participants and facilitators was the creation of scenarios. The natural tendency was to immediately consider actions and solutions to the challenges identified, rather than creating relatively simple outlines of possible futures with regard to how the challenges might unfold and new ones emerge. To help you avoid this situation, examples associated with the work undertaken for Visby and how scenarios may look are provided below.

3.4.1. Explore broad aspirations

Aspiration is a word that implies hope or ambition for achieving something.¹³ This step in the Wayfinder Heritage process involves developing an aspiration in relation to each 'key challenge' identified at the end of Phase 3. Depending on the way in which the challenge is framed, the aspiration can be focused on the values and attributes of the heritage place, or about the heritage place in broad terms, or even about the broader social-ecological systems and their dynamics. The aspirations do not need to be perfect but they should be specific and realistic.

¹³ This term should not be confused with the concept of 'vision' used in management planning – the latter refers to an ideal condition, state or appearance for the future of the heritage place. For the purpose of this framework, aspirations reflect shared ambitions and understandings of what it is people want for the future in relation to an identified challenge. This entails that there can be different ambitions, not just one, as in the case of a 'vision'.

Box 3.4.1. Hanseatic Town of Visby: Example of an aspiration¹⁴

For the key challenge 'Maintain local/permanent residents within the walled town', the aspiration was framed as: *The walled town of Visby maintains a viable community of long-term permanent residents, whilst ensuring an economic base of responsible and sustainable tourism (Figure 3.4.2.a).* It is notable that 'heritage' is not immediately evident in this statement, but is interconnected to the identity and livability of Visby and to a managed tourism industry.

Exercise 1. Define aspirations. Begin by explaining to participants the idea and development of a broad aspiration and providing them with one example. Then divide people into three or more separate groups to work on developing an aspiration for each 'key challenge'; the number of groups will depend on the number of participants and number of challenges identified. Each group should work on a maximum of two challenges. Each group should contain a diversity of participants and, ideally, comprise people from different sectors represented in the workshop.

To facilitate the work, stick the large post-it with each challenge on the board (or wall space) assigned to each group (see example provided in [Figure 3.3.5](#) for Exercise 1). Then ask each group member to write down their aspirations on small post-it notes. They can then use this as a basis for discussions and for articulating an aspiration that reflects the group's 'shared' ambition.

As a basis for the discussions in developing each of the 'shared' aspirations, the groups should consider:

- What are participants' broad aspirations for this system? Simply put, what kind of future is it that participants want?
- Think about aspirations from both social and ecological perspectives. How does the aspiration relate to the culture and identity of the heritage place? How does it relate to the environment and local landscape?
- How realistic is each aspiration? Is it realistic in terms of, for example, future climate change, economic development, or social and environmental change?
- If the broad aspiration is realised in the future, might this have negative impacts on some local and other communities or groups?

Having completed this task for each challenge, the participants should reassemble as a single group to present their work. At this point it is useful to discuss how each group went about the task and describe any challenges they faced in developing a broad aspiration.

¹⁴ The example provided here has been adapted from the work produced by the participants in Workshop 3 in Visby.

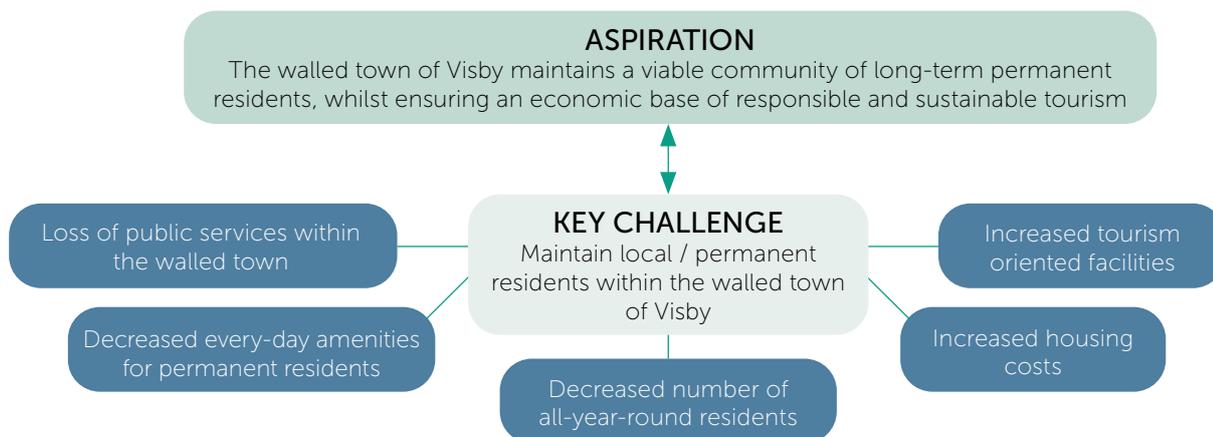
3.4.2. Use horizon scanning

Look to the future. The purpose of this step in the workshop exercises and discussions is to start looking to the future and ‘scanning the horizon’ for new emerging challenges. You will also need to be aware of existing trends that might have an important future influence on the social-ecological system of the heritage place.

In the last explorations of Phase 3, you started identifying challenges and trends. Now you can build on this work. First, analyse how the key challenges and ‘contributing reasons’ interact and potentially feed into each other. These interactions can have both positive and negative consequences and impacts. Second, consider potential new factors that could contribute to change that you may not have considered previously. For instance, how can artificial intelligence potentially affect the way you currently work and travel? What could be the implications in terms of transportation systems and tourism levels? How about in terms of social dynamics? Could it lead to rising inequality? An objective of Exercise 2, described below, is to look at how certain changes may unfold based on challenges, trends, and interactions between them.¹⁵

Present the methods underpinning the following exercises. Once the work on developing aspirations has been undertaken, the Implementation Team should present on the method that will be used in the exercises 2 and 3 (i.e., an adaptation of the ‘Futures Wheel’ method – [Box 3.4.a](#)). A PowerPoint is a useful way to present this information (and the PowerPoint can be shared with participants following Workshop 3). [Figure 3.4.2.a](#) below (based on [Figure 3.3.5](#) [Section 3.3.5] previously prepared by the Implementation Team) provides an example of the layout, which will serve as a basis for Exercise 2.

Figure 3.4.2.a. Hanseatic Town of Visby: Example of results of Exercise 1, with a broad aspiration defined in relation to the ‘key challenge’. For Exercise 2, the ‘key challenge’ is surrounded by pre-prepared ‘reasons’ (in the blue ovals) contributing to the ‘challenge’. This material forms the basis for Exercise 2.¹⁶



¹⁵ Glenn, J. C., n.d. The Future Wheels. *The Millenium Project, Futures Research Methodology–V3.0*. Available from: <https://jeasprc.org/wp-content/uploads/2020/08/06-Futures-Wheel.pdf>

Sharpe, B., A. Hodgson, G. Leicester, A. Lyon, and I. Fazey, 2016. Three Horizons: A pathways practice for transformation. *Ecology and Society* 21(2): 47.

¹⁶ The figure provided here has been adapted from the work produced by the participants in Workshop 3 in Visby.

Exercise 2. Review and clarify contributing reasons. The workshop participants return to the same groups as they were in for Exercise 1. The task for each group is to review the 'contributing reasons' to the challenge that the Implementation Team has pre-prepared for each key challenge. Each group will consider:

- Is each 'contributing reason' clearly stated? Could the wording be improved to better describe the 'contributing reason'? If so, the relevant post-it notes should be replaced with updated versions.
- Are there other 'contributing reasons' that should be considered? If so, new post-its should be added with the reasons succinctly worded and framed in terms of directionality (e.g., 'decrease' and 'increase' or loss and gain), as shown in [Figure 3.4.2.b](#).

If a high number of reasons is identified, the group should consider, first, whether some can be combined and, second, identify which are the most important reasons. Aim to select no more than five 'contributing reasons', to keep the work that can be done during the workshop manageable. The Implementation Team can develop the work needed for the other contributing reasons after the workshop.

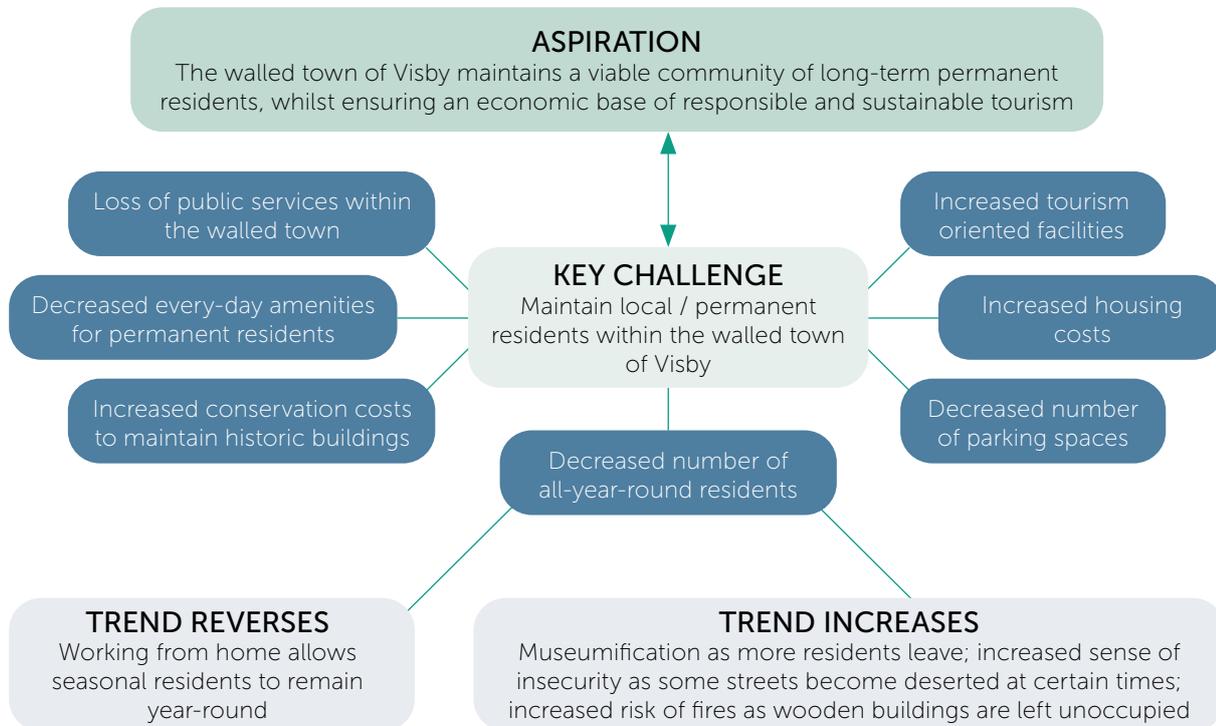
At the end of the exercise, each group should make a presentation. The presentation should be short and cover: (1) what the contributing reasons listed include and why they were chosen; and (2) any issues and challenges faced by the group in undertaking the exercise, including if they had to limit contributing reasons to five and the reasons for the selection(s) made.

Exercise 3. Explore trends. Each of the groups considers each identified 'contributing reason' and explores 'trends' related to that reason. This can be done by asking two questions:

- What will happen in the future if this trend continues or exacerbates? For example, housing costs continue to rise.
- What will happen in the future if this trend reverses or stabilises? For example, housing costs remain the same or decrease.

Begin by writing 'trend continues' and 'trend reverses' on two new, different coloured post-it notes and attach them to the diagram on the outer side of the relevant 'contributing reason' post-it note. Begin by working on one of the highest priority reasons and develop a list of 'trends' (one post-it note per trend) for that contributing reason. Since this task can be time consuming, it is best to try to cover one or two reasons in some detail, rather than attempting to work on all reasons in a superficial way.

Figure 3.4.2.b. Hanseatic Town of Visby: Example of results of Exercise 2, with additional 'reasons' (in blue) contributing to the 'challenge'. This material forms the basis for Exercise 4.¹⁷



In discussing trends, here are some points to consider:

- Keep the focus of the discussions on what you want to persist in the heritage place and the broader social-ecological system.
- What can happen if the trend reverses or, instead, if the trend continues? What could reinforce the trend? What could help stabilise the trend or even reverse it? Consider how changes in political or economic policies, or the increased availability of new technologies, or changing social preferences can influence the trend.
- Some of the long-term consequences of trends will be uncertain. For example, the effects of climate change (e.g., sea-level rise or increasingly frequent and heavy rain events) are recognised as a key challenge but it is uncertain how regional rainfall patterns might change in the future.
- What might the consequences of different trends be for different rights holder and stakeholder groups? Are they the same or different?
- Is it likely that some of these trends will interact? For example, if a considerable number of buildings in the walled town of Visby are secondary homes (i.e., owned and seasonally occupied by residents of mainland Sweden, for example), what could be the effect of jobs that can be done by working from home? Could that trend potentially reverse the

¹⁷ The figure provided here has been adapted from the work produced by the participants in Workshop 3 in Visby.

decrease in the number of all-year-round residents in Visby? On the other hand, could that lead to a further increase in housing costs?

- What aspects of the heritage place are in a current desirable state? What trends would need to continue in order to maintain this desirable state into the future?

At the end of the Exercise 3, each group should make a presentation to all the Workshop participants. Each presentation should focus on only one 'contributing reason' and what may happen if the trend continues and if the trend reverses.

Having completed Exercises 2 and 3, you will have a good understanding of what may happen if a trend increases or if it reverses; and that sometimes a 'temporary' reverse can then be reversed again leading to a new increase. For example, if housing costs continue to rise, this may lead to fewer and fewer permanent residents. However, if housing costs start falling, more local inhabitants may be able to afford to move into the walled town; but then it can also attract more outsiders to buy property, which could push housing prices back up again.

Against this backdrop, you are now ready to proceed to scenario planning. In fact, you have already begun to engage with scenario planning in your discussions concerning trends.

3.4.3. Developing plausible scenarios

Box 3.4.3. What is scenario planning?

In simple terms, a scenario is a description of how things might happen in the future. Scenario planning is a method that uses a few contrasting possible and potential futures, allowing for conceivable change (e.g., changing climate, demographic shifts, economic fluctuations) and unforeseen events (e.g., disasters, economic upheavals, political unrest, technological innovation).

Scenarios are not predictions but possibilities of what might happen. The purpose of scenario planning is to imagine multiple possibilities for a particular challenge and to help us understand how to plan and take decisions in relation to an uncertain future. Understanding the method of scenario planning and developing scenarios can be challenging. Consequently, this aspect requires time and clear explanation during Workshop 3.

Exercise 4. Develop extreme future scenarios. The results of Exercise 3 provide the building blocks to start developing 'opposite' scenarios. It should now be a relatively simple task to use the post-it notes to create a written 'list' of points that could contribute to best-case and worst-case scenarios.

Each group should do this for either one or two of the 'contributing reasons' and the trends that they have previously identified and analysed. The output will comprise two parts: (1) a short general statement that summarises the scenario (and its time horizon, that is, 20, 30, or more years); and (2) relatively simple, bullet point-style short statements (see example in the [Table 3.4.3](#) below).

Figure 3.4.3. Hanseatic Town of Visby: Example of work output from implementing exercises 1 – 4. Extreme scenarios are presented on the two sheets at the right side of the photograph.



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Exercise 5. Develop plausible and preferred scenarios. Having created two ‘extreme’ scenarios, develop a ‘plausible and preferred’ future scenario for the same one or two ‘contributing reasons’ used in the previous exercise. That is, a scenario that lies somewhere between the two extremes. [Table 3.4.3](#) is an example of the three forms of scenarios developed for Visby. In many ways, developing a plausible and preferred future scenario is a balancing exercise, with a need to balance between what is desired or preferred (and aligns with the broad aspiration defined for the relevant challenge – see [Section 3.4.1](#)) and what is realistic or plausible (lies between the two extreme scenarios).

Once developed, each breakout group should assess their plausible and preferred future scenario with regard to the impacts on different groups of people, effects on the attributes of the heritage place, risks and opportunities, and the degree to which the main uncertainties have been considered. Conclude by reviewing and refining the plausible and preferred future scenario.

Once Exercise 5 is completed, each group should present to all the workshop participants. Each presentation should outline the work on extreme (or best-case and worst-case) scenarios and present in detail the plausible and preferred future scenarios, as well as explain the reasons for the content of those scenario(s).

Have a final scenario discussion. Following the discussion, participants should conclude this part of the process with a collective discussion. The discussion might consider:

- What are the similarities between the different plausible and preferred future scenarios presented? Can you identify 'overlaps' between the different scenarios although they refer to different 'contributing reasons'?
- Are the scenarios compatible? That is, do they point toward a similar imagined future for the heritage place?
- What could happen if a 'business-as-usual' approach is taken? What can be learnt from the extreme scenarios? What must be avoided?

Table 3.4.3. Hanseatic Town of Visby: Developing future scenarios – two examples. Note that the scenarios presented here are not intended to be complete or 'perfect', but rather are examples illustrating the content to include in such scenarios.¹⁸

EXAMPLE 1 – 'CONTRIBUTING REASON': DECREASED NUMBER OF ALL-YEAR ROUND RESIDENTS		
EXTREME (WORST-CASE) SCENARIO 1	EXTREME (BEST-CASE) SCENARIO 2	PLAUSIBLE & PREFERRED SCENARIO
<p>By 2050, there are no permanent residents within the walled town</p> <ul style="list-style-type: none"> • Mass tourism continues • Local people displaced from the walled town • Housing, commercial spaces, and amenities within the walled town are unaffordable for local people • Wealthy new (seasonal) owners put greater resources into maintenance of historic structures • Certain areas of the walled town are perceived as unsafe during certain periods of the year because houses are vacant and commercial businesses closed • Lack of permanent residents results in less capacity to respond to severe weather events and their impacts on structures in the walled town. 	<p>By 2050, permanent residents increase to create a liveable city</p> <ul style="list-style-type: none"> • Environmental awareness and use of virtual reality technologies have contributed to a reduction in mass tourism • After a difficult economic transition, residents-oriented services and commercial businesses have replaced former tourism-oriented ones • Increased engagement in public life from local people living within the walled town • Increased sense of liveability and identity • Increased cultural diversity as more non-Gotland home-owners reside year-round. 	<p>By 2050, there is a balance between local residents, seasonal residents, and tourists</p> <ul style="list-style-type: none"> • Responsible tourism has become the 'norm' (e.g. fewer trips but longer stays) • City planning instruments control building functions (e.g., through quotas for different uses) • Decrease in mass tourism has contributed to stabilising housing costs • Increased affordability of houses makes it easier for local people (including young families) to afford living in the walled town • Increased sense of community contributes to owners' respect and care of historic buildings • Vibrant living environment resulting from the combination of permanent residents, season residents, and tourists.

¹⁸ The tables provided here have been adapted from the work produced by the participants in Workshop 3 in Visby.

EXAMPLE 2 – ‘CONTRIBUTING REASON’: REDUCED WATER RESOURCES BECAUSE OF CLIMATE CHANGE EFFECTS		
EXTREME (WORST-CASE) SCENARIO 1	EXTREME (BEST-CASE) SCENARIO 2	PLAUSIBLE & PREFERRED SCENARIO
<p>By 2050, there is a severe lack of water resources because of climate change effects</p> <ul style="list-style-type: none"> • Massive reduction in public green spaces • Reduction in private gardens • Increased construction of water storage facilities, but for drinking purposes only • Water storage facilities have negative aesthetic impacts on historic buildings, and on the traditional layout of residential plots. 	<p>By 2050, despite climate change, use of new technologies increases water availability</p> <ul style="list-style-type: none"> • Existing green spaces maintained • New green spaces created • Species grown in green spaces are suited to new climatic conditions • Previously paved areas transformed by new technologies • Denser and lush green spaces • New green spaces contribute to continuing sense of community. 	<p>By 2050, despite increased climate change effects, available water resources are used sustainably</p> <ul style="list-style-type: none"> • Existing green spaces are maintained and there is an increased priority for enhancing biological diversity • Water is harvested and stored in efficient ways, both inside and outside the walled town • Water storage facilities are designed to respect the attributes of the heritage place, and new large-scale facilities are located outside the walled town • Open and public spaces are redesigned to increase green areas • Private garden owners aware & responsible for biodiversity conservation • More climate adapted species are grown in green spaces.

3.4.4. Start strategising

The final part of Workshop 3 will use the scenario planning work ([Section 3.4.3](#)) to begin developing building blocks for a long-term strategy, which the Implementation Team will complete in Phase 5 ([Section 3.5](#)). The strategy is the key output of the Wayfinder Heritage process – i.e., a document that presents strategic goals and actions to address challenges and promote desired change. This will involve two exercises.

The preferred and plausible scenarios ([Tables 3.4.3](#)) can be seen as ‘narratives’ of a preferred future. However, it is important to realise that those scenarios include elements that managers may have little control of or capacity to influence (e.g., that responsible tourism becomes the ‘norm’ – see [Table 3.4.3](#), Example 1). Thus, for preferred and plausible scenarios to have a chance of becoming future realities, at least to a certain extent, it is necessary to:

- identify actions to deal with the key challenges and contributing reasons to those challenges;
- identify who has the agency (or capacity) to implement those actions and influence the change you want to promote; and
- identify opportunities that can help you implement those actions and the barriers to influencing change.

Begin by providing an example of what is expected in Exercises 6 and 7. Based on the examples included in [Figures 3.4.2.a](#) and [3.4.2.b](#) and [Table 3.4.3](#), the Implementation Team explains the steps needed to complete the exercises as follows:

- Workshop participants return to each of their three groups.
- Each of the three groups selects one or two related contributing reasons to form the basis for the strategic goals.
- The group phrases the strategic goal based on the examples provided by the Implementation Team. This completes Exercise 6.
- Then using the table format for Exercise 7, each group should complete the subsequent columns of the table to the best of their abilities.
- At the end of this task, each of the three groups reports back on the work they have undertaken and comments on the experience of undertaking the task. This can be followed by a short discussion by the group.

Exercise 6. Define strategic goals. These goals will aim to address those aspects in each preferred and plausible scenario that heritage managers and other actors can have a say in, can influence, or can control. Therefore, strategic goals should: (1) relate to the broad aspiration developed for each challenge; and (2) explain 'strategies' for dealing with the contributing reasons identified for that challenge.

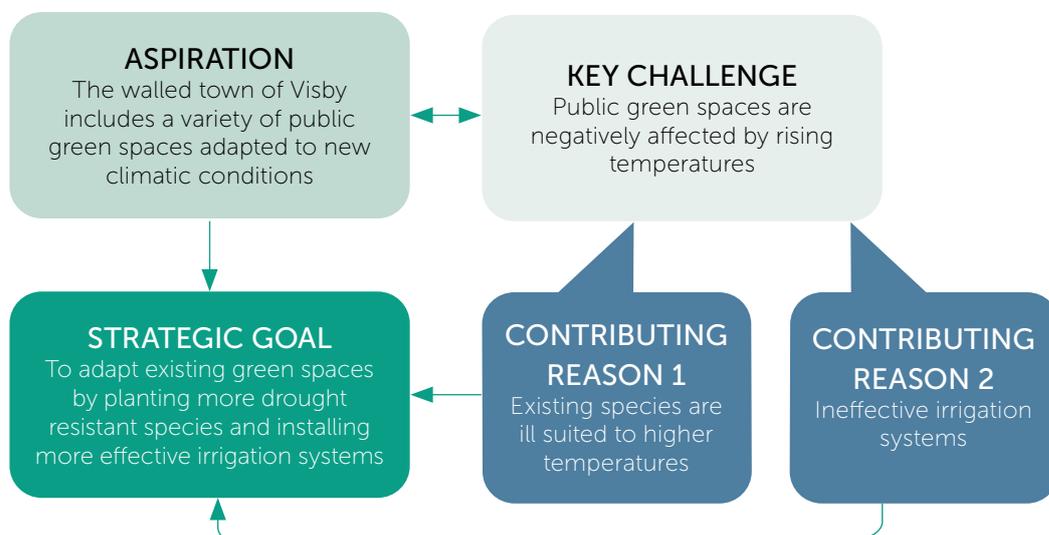
The most straightforward way to do this is to initially develop one (maybe two) strategic goal per contributing reason. Sometimes, it can make sense to develop a strategic goal for more than one contributing reason. [Figure 3.4.4](#) presents examples of how to express strategic goals.

Figure 3.4.4. Hanseatic Town of Visby: Defining strategic goals – two examples

Example 1:



Example 2:



Points to consider and discuss when defining long-term goals:

- What degree of change (from adaption to transformation) will be required to achieve the identified goal and to navigate towards the preferred scenario and desirable future that meets people's aspirations?
- Is your goal to: (1) promote small and incremental change to some aspects of the heritage place (i.e., replacing some of the existing species in green areas); or, (2) to deliberately transform it (i.e., completely re-design those green areas)?
- Is your goal able to be implemented by the heritage place managers? That is, do the managers have the power and mandate to achieve the goal? Or, to what degree can the managers influence other actors to achieve the goal?
- If the goal is outside of the mandate and influence of the managers, is it a realistic goal to include in the long-term strategy? What might the alternatives be?

Exercise 7. Identify actions to address challenges and promote desired change. Use the template presented in [Table 3.4.4](#) to identify actions that could help you address challenges and achieve your goals. The process for undertaking this task is as follows:

1. List the strategic goals.
2. List the actions that could help you achieve your long-term goal. Consider the potential sequence of those actions.
3. For each action, determine the timeframe required for its implementation. Keep in mind the trends you discussed in Exercise 3. Some expected consequences of those trends may only occur 5–10 or more years from now. Select from the following:
 - a. Short term = 1–5 years
 - b. Medium term = 6–20 years
 - c. Long term = over 20 years
 - d. Ongoing = requires continuous actions to achieve.¹⁹
4. For each action, identify the actors that will be responsible for implementing that action or are able to influence its implementation. Each actor should be entered into a separate row.
5. Opportunity context. List any external event (e.g., extreme weather event, such as floods) or process in society (e.g., change of government, such as a change from a conservative to a green government) that might support or undermine the achievement of the long-term goal.
6. Once the row has been completed, review the information entered into the table and, as much as possible, refine it. It can be useful to review the work by applying a ‘heritage lens’ (i.e., reviewing the links between the information added and the needs of heritage management). Make note of any information that needs to be reviewed or added to more fully complete each row. Such notes will assist the Implementation Team in working towards developing the long-term strategy.

¹⁹ Note that these suggested timeframes can be redefined to best fit the management needs of the particular heritage place. Keep in mind that a long-term strategy is not expected to have a precise timeframe since elements of it will need to be further detailed in the management plan (see [Section 3.5](#)).

Table 3.4.4. Hanseatic Town of Visby: Identifying actions to address key challenges and desired change – an example. The strategic goal is taken from [Figure 3.4.4](#), Example 2.

STRATEGIC GOAL	ACTION	TIMING	ACTORS	OPPORTUNITY CONTEXT
To adapt existing green spaces by planting more drought resistant species and installing more effective irrigation systems	Conduct research to identify climate suitable species and water-saving irrigation systems	Short/medium term	University	<ul style="list-style-type: none"> • New, climate adapted plant cultivars are developed • Extreme dry summer becomes a catalyst for action • Election of green-parties into government or into important political positions • Increased local community interest in contributing to local and regional biodiversity conservation
			Botanic Garden	
	Monitor resistance of widely used species to changing climatic conditions	Short/medium term	University	
			Botanic Garden	
	Test introduction of identified potential suitable species and irrigation systems in different locations	Medium term	University	
			Botanic Garden	
			Municipality	
	Roll-out introduction of climate suitable species in green public spaces & private gardens	Medium/long term	Bathing Friends Society (Botanic Gardens)	
			Private citizens	
			Municipality and other regional authorities	

Closing Workshop 3. At the end of Workshop 3, the Implementation Team should cover a number of items:

- Describe to participants how the information produced during Workshop 3 will be further developed and compiled into a draft long-term strategy.
- Explain that the draft long-term strategy will then be circulated to the workshop participants for their review and comments.
- Communicate that a final workshop, which should be less than a half-day, will be held (Workshop 4) to discuss the draft long-term strategy (see [Section 3.5](#)).

3.4.5. Tasks to be undertaken before the next phase

In the period between Workshops 3 and 4, the Implementation Team will need to undertake a number of follow-up tasks:

- Ensure all the materials produced during Workshop 3 (photographs, flip chart sheets, etc.) are documented and securely archived.
- Prepare a short summary report on Workshop 3 and circulate it to all participants. This should happen within two weeks.
- At the time that the summary report is circulated, the time and dates of Workshop 4 should be confirmed with the workshop participants.
- Develop a complete draft long-term strategy (see [Section 3.5.1](#) below for further details on how to complete this task).

3.5. Phase 5: Moving into action

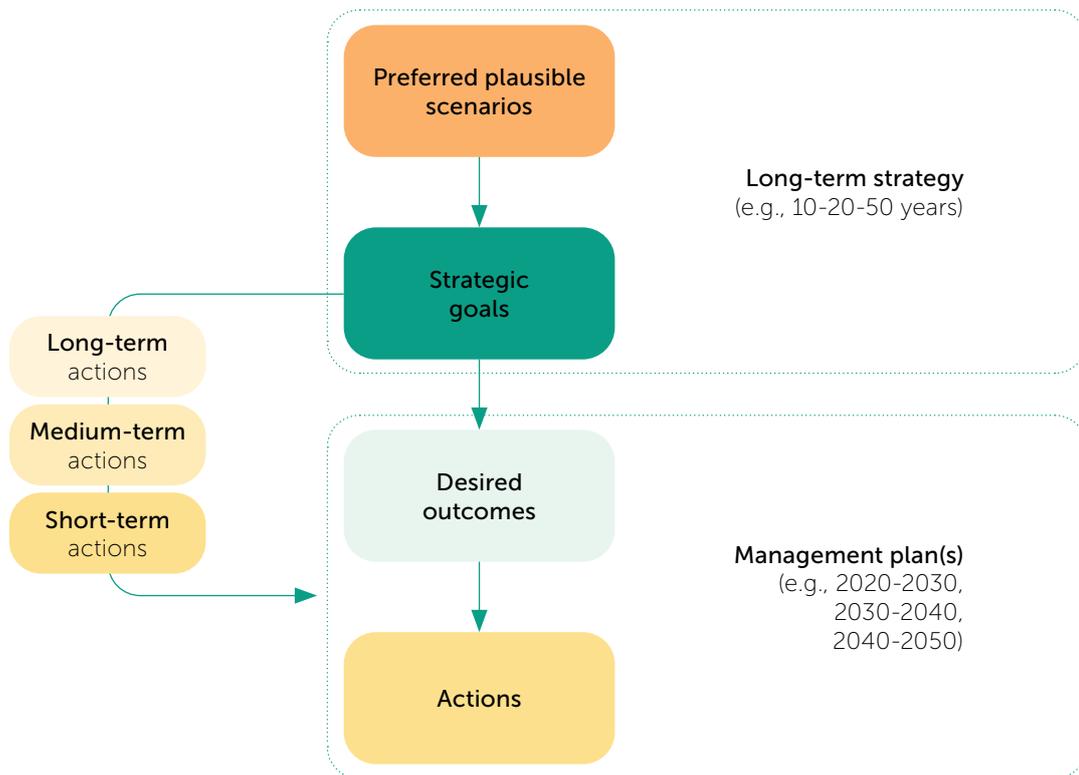
PHASE 5: MOVING INTO ACTION

- Develop long term strategy
- Reinforce monitoring programmes

Phase 5 of the Wayfinder Heritage process is about developing the long-term strategy for the heritage place – that is, *a document that lists the strategies to help you navigate towards the preferred future for the heritage place*. The strategy is intended to be a short document that briefly summarises the results of the Wayfinder Heritage process and can inform future revisions of the management plan (and other planning documents) for the heritage place. It will complement the management plan to the extent that it informs decisions on necessary actions to be taken to achieve the long-term aspirations for the World Heritage property or heritage place.

Figure 3.5. Relationship between long-term strategy and the management plan for the heritage place.

The strategy has a long-term horizon and approach that will need to be translated into several 'generations' of management plans. The preferred plausible scenarios help define the strategic goals included in the strategy. To achieve those goals, a series of actions with different timeframes will be required (i.e., long-term actions, medium-term actions, and short-term actions). The strategic goals (and the actions associated with each) should then be considered when reviewing the management plan and defining the desired outcomes included in it.



Phase 5 is also about reinforcing existing monitoring programmes for the heritage place to include indicators that will allow you to detect change at different levels.

Overall, this phase will require periods of focussed work by the Implementation Team before the draft long-term strategy can be shared with the Consultation Group and before Workshop 4 is held. There is no precise format to structure the strategy as this will depend on the needs of the World Heritage property or heritage place, its management context, and its broader social-ecological system.

Below, you will find suggestions to assist you in drafting the long-term strategy.

3.5.1. Develop long-term strategy

Review all materials developed during Workshop 3. The review should comprise the work of each of the three groups. You will need to discuss and rework the materials to ensure the content is accurate, relevant, and clearly stated.

Expand the work done during Workshop 3. Recall that not all key challenges and/or contributing reasons were explored during Workshop 3. Therefore, the Implementation Team must complete exercises 1 to 7 for all the key challenges and/or contributing reasons that were not explored, following the same sequence and with the same level of detail (i.e., develop broad aspiration; review and clarify contributing reasons; explore trends; develop extreme future scenarios; develop plausible and preferred scenarios; develop strategic goals; and identify actions to achieve strategic goals and promote desired change). Once this is completed, compile a list of strategic goals and associated actions.

Assess if the actions are feasible and adequate. Take some time to evaluate the list of actions. It is important to reflect on: (1) whether the actions you have identified are both feasible and adequate; and (2) if you might have missed anything important. To help you with this task, consider the following questions:

- Do the listed actions respond to the diversity of matters relevant to the heritage place?²⁰
- Have you considered actions to avoid extreme (worst-case) scenarios?
- Have you considered innovative practices? Or, do the actions mainly reflect the usual ways of doing things?
- Do the range of actions that you have proposed support each other? Or, might one action undermine another action?
- Are the actions technically feasible? That is, can they work in practice?
- Are the actions economically feasible, provided there is political support?
- Are the actions identified the most effective ways to address the ‘contributing reasons’? That is, can they have the most effect with the least investment of human and financial resources?
- Have you sufficiently considered who has power and influence to help you implement the actions? In addition to the main governmental and public organizations of the heritage place, are there less obvious actors who can make change happen?

Based on the responses to these and other questions, review the list of actions and, if required, revise or reframe them.

²⁰ Actions can be related to a range of different things, for example changes in: (1) technology and management practices; (2) institutional, legal, or regulatory frameworks; (3) economic incentives, such as subsidies or taxes; or (4) awareness levels, education, and behaviour.

Organise the revised goals and actions in a format that is appropriate to the heritage place and its management context. You can apply the format used in [Table 3.4.4](#) or you can create your own template.

Acknowledge limitations. At this point, it is critical to recognise that all the material produced, and knowledge gained, through the Wayfinder Heritage process is centred around one (or a few) main issue(s). Therefore, the work undertaken does not necessarily address all main management challenges in the World Heritage property or other heritage place. For instance, you may have focused the process on changing social dynamics. However, climate change mitigation and adaptation may also be big challenges for the future of your heritage place; or there may be governance-related issues that would be also worthwhile exploring (i.e., illegal construction of and/or alterations to built structures because of weak institutional and/or legal frameworks).

To produce a comprehensive and wide-ranging long-term strategy, you would need to expand the Wayfinder Heritage process to all main issue(s) affecting your heritage place. However, this would require expanding the duration and, if necessary, the number of workshops, which is not unrealistic since the aim is to consolidate existing management planning processes. As the long-term strategy should be developed ahead of the revision of the management plan, both processes should be seen as complementary. In addition, since the strategy has a long-term horizon, covering the timeframe of several management plans, you can expand and strengthen your long-term strategy over time. The strategy should be perceived as an 'evolving' document that should be adapted and expanded as new knowledge arises.

Box 3.5.1. Suggested contents of a long-term strategy

1. A one-page, plain language snapshot of the strategy summarising key information;
2. Introduction explaining why long-term planning is needed for the World Heritage property or other heritage place;
3. A description of how the strategy was prepared (i.e., using the Wayfinder Heritage process);
4. The main issue(s) and key challenges identified;
5. The future scenarios created (both in terms of extreme scenarios and a plausible preferred scenario);
6. The list of strategic goals and associated actions;
7. How the strategy will complement the management plan and will inform future revisions to it; and
8. The process for updating the strategy, especially as new knowledge or opportunities emerge.

Finally, try to keep the strategy document short and concise, as well as easily understood by managers, rightsholders, and stakeholders.

Put it all together. Having created the list of goals and actions, the draft long-term strategy can be completed. [Box 3.5.1](#) suggests a list of contents for the strategy, although it is not intended to be prescriptive. Rather, it needs to be appropriate to the heritage place, its management context, and the views held by rightsholders and stakeholders.

Prepare for Workshop 4. It is important that the Consultation Group is given advanced notice of the date and times for the workshop and has enough time to review the draft long-term strategy. Therefore, circulate the draft strategy and workshop agenda at least two weeks prior to the workshop. Since Workshop 4 is the last one in the Wayfinder Heritage process, it is important that most members of the Consultation Group attend.

Conduct Workshop 4. [Annex 7](#) proposes a draft agenda for the workshop. The Implementation Team should start by describing how the work of Workshop 3 was expanded to create the draft strategy. Following discussions, the Implementation Team should have a clear sense of the work required to finalise the draft strategy. It will be important that the Consultation Group give their support for (i.e., validate) the document, subject to the changes that have been identified through the discussion and feedback.

At the end of Workshop 4, the Consultation Group should be advised of the process by which the draft long-term strategy will be finalised and incorporated as part of the management planning instruments for the heritage place. Also, the Implementation Team should take time to make sense of the work done throughout the Wayfinder Heritage process, to thank all those involved, and to reflect on future work to gather commitment to implementing the long-term strategy.

Revise and adopt the long-term strategy. The Implementation Team is responsible for amending and finalising the draft strategy in response to the feedback from Workshop 4. The Implementation Team should also ensure the strategy is adopted and approved and its goals are incorporated into the next revised or new management plan, as well as future ones.

Integrate the long-term strategy with the management plan and other planning instruments. The strategy promotes long-term planning and thinking about the preferred futures for your heritage place. To have a chance of becoming future realities, at least to a certain extent, you need to start acting now. Therefore, you should integrate the actions within the strategy with a 'short-term' priority (see [Table 3.4.4](#)) into the next management plan. That is, if the management plan is to have a duration of 5-years for instance, you should identify which actions in the strategy are to be implemented (or start to be implemented) within that period and include them as part of the programme of actions included in the management plan. If your management has a longer timeframe (i.e., 10-years), you may also need to consider the actions with 'medium-term' priority.

3.5.2. Reinforce monitoring programmes

Through the Wayfinder Heritage process, you have gained a renewed understanding about your heritage place, its dynamics, and its cross-scale interactions with the broader social-ecological system. There is one last task required to complete your journey: that is, to reinforce existing monitoring programmes to assess the state of conservation of your heritage place. This will allow you to recognise and track change in your heritage place, both in relation to physical attributes and intangible aspects. In particular, it is important to monitor dynamics within the heritage place, since monitoring programmes are usually inadequate in this regard.

It is difficult to give precise directions or recommendations about which aspects of a heritage place to monitor (and what indicators to use in monitoring) since heritage places are diverse and distinctive. Here are some questions to reflect on:

- Is your monitoring programme sufficiently comprehensive to recognise change in the attributes of the heritage place, as well as other aspects of the heritage place you want that persist?
- Does your monitoring programme include indicators about the critical factors affecting your heritage place?
- Does your monitoring programme include indicators that provide information about both fast and slow-change?
- How can you make use of data and information about the broader social-ecological system, collected as part of the Wayfinder Heritage process, to reinforce the existing monitoring programme?
- What might the monitoring system tell you that can inform future revisions of the long-term strategy?

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ANNEXES

Table of content

Annex 1.	59
Resilience thinking resources	
Annex 2.	62
Links between the Wayfinder Heritage and the Wayfinder guide	
Annex 3.	65
Glossary	
Annex 4. Workshop 1:	67
Guidance and example programme	
Annex 5. Workshop 2:	69
Guidance and example programme	
Annex 6. Workshop 3:	72
Guidance and example programme	
Annex 7. Workshop 4:	74
Guidance and example programme	

ANNEX 1. Resilience thinking resources

What is resilience?

A useful booklet explaining the meaning of resilience has been published by the Stockholm Resilience Centre.

Stockholm Resilience Centre (n.d.) *What is resilience? An introduction to social-ecological research*. Stockholm Resilience Centre, Stockholm University, Available at: https://www.stockholmresilience.org/download/18.10119fc11455d3c557d6d21/1459560242299/SU_SRC_whatisresilience_sidaApril2014.pdf

A video on 'what is resilience' is available at: https://www.youtube.com/watch?v=k_KQCqcb7EQ (15-minutes, 33-seconds). Note that this video does not provide a heritage perspective. Nevertheless, in the first Workshop at the pilot case study site of Visby, the participants found it useful and engaging.

The Wayfinder guide

The full title of the guide is: *Wayfinder A resilience guide for navigating towards sustainable futures*. It is accessed at: <https://wayfinder.earth/>. The short introductory page, which includes a short video outlines: (1) What is Wayfinder?; (2) Why is it needed? (3) How does it work? Since the Wayfinder Heritage framework (this document) is adapted from the Wayfinder guide, it is useful to look over the Wayfinder guide as a background to implementing the Wayfinder Heritage framework. Wayfinder comprises five Phases, 15 Modules, and 40 Workcards (these are listed in the left-hand column of the table in Annex 2), which are also summarised at: <https://wayfinder.earth/the-wayfinder-guide>

It is recommended to read the introductory pages to the Wayfinder guide as they give a detailed description and 'flavour' of the process, its relationship to sustainability and resilience, and its purpose. The relevant pages are:

- Introduction to the Wayfinder guide:
<https://wayfinder.earth/the-wayfinder-guide/introduction/>
- Sustainable development in the 21st century:
<https://wayfinder.earth/the-wayfinder-guide/introduction/why-wayfinder-is-needed/>
- Wayfinder's approach to the sustainability challenge:
<https://wayfinder.earth/the-wayfinder-guide/introduction/the-wayfinder-framework/>
- Getting to know the Wayfinder framework:
<https://wayfinder.earth/the-wayfinder-guide/introduction/key-references/>
- What to expect from the Wayfinder process:
<https://wayfinder.earth/the-wayfinder-guide/introduction/what-to-expect-from-a-wayfinder-process/>

Going through the whole process is not recommended unless you are particularly keen. However, the website does contain useful materials, including a resource library comprising a glossary, brochure, and a list of 'activity sheets' and 'discussion guides'. Looking through this material will assist you in understanding the 'bigger picture' from which the Wayfinder Heritage framework is drawn.

The Resilience Alliance Workbook for practitioners

This resilience assessment framework was used as the basis for the work carried out in the case study of Landscape of the Pico Island Vineyard Culture (Portugal) during Phase III of Connecting Practice and served as the inspiration for the focus of Phase IV of the project. The structure of the Wayfinder Heritage includes elements derived from this framework.

Resilience Alliance, 2010. *Assessing resilience in social-ecological systems: Workbook for practitioners*. Available at: <https://www.resalliance.org/resilience-assessment>

Horizon scanning methods

A number of methods are used in this Wayfinder Heritage framework. It is useful to do some reading on these methods to assist you in applying them in workshop situations.

Futures Wheel method is a method for identifying and packaging the effects or consequences of a particular challenge and exploring associated trends, events, drivers, and future possible decisions. It is an applied strategic thinking exercise.

Glenn, J. C., n.d. The Futures Wheel. *The Millenium Project, Futures Research Methodology–V3.0*. Available from: <https://jeasprc.org/wp-content/uploads/2020/08/06-Futures-Wheel.pdf>

Three Horizons method can be used to help work with uncertain futures in imaginative ways, while also retaining important current system elements, functions, and processes from the present. The approach is important for generating agency (that is, the capacity of an actor or group of actors to influence and shape change). Three Horizons applies a 'simple' framework for structured and guided dialogue around different patterns of change.

Sharpe, B., A. Hodgson, G. Leicester, A. Lyon, and I. Fazey, 2016. Three Horizons: A pathways practice for transformation. *Ecology and Society* 21(2): 47.

Scenario planning

In simple terms, a scenario is a description of how things might happen in the future. Scenario planning is a method that uses a few contrasting possible and potential futures, allowing for conceivable change (e.g., changing climate, demographic shifts, economic fluctuations) and unforeseen events (e.g., disasters, economic upheavals, political unrest, technological innovation).

Scenarios are not predictions but possibilities of what might happen. The purpose of scenario planning is to imagine multiple possibilities for a particular challenge and to help us understand how to plan and take decisions in relation to an uncertain future.

Understanding the method of scenario planning and developing scenarios can be challenging.

Caplice, C. and L. Blackaller 2011. *Introduction to scenario planning*. FFFatMIT. YouTube.

<https://www.youtube.com/watch?v=yVgxZnRT54E>

This animated video can be used to help an audience understand what Scenario Planning is.

Stockholm Resilience Centre, 2018. *Developing Plausible Scenarios*.

<https://wayfinder.earth/the-wayfinder-guide/exploring-system-dynamics/exploring-alternative-future-trajectories/#developing-plausible-scenarios>

This webpage, which is Worksheet 24 of the Wayfinder guide, includes an example of a workshop undertaken at the Makanya catchment the Kilimanjaro region of Tanzania. The published version of the case study is referenced below.

Enfors, E.I., L.J. Gordon, G.D. Peterson, and D. Bossio. 2008. Making investments in dryland development work: Participatory scenario planning in the Makanya catchment, Tanzania. *Ecology and Society* 13(2): 42. URL: <http://www.ecologyandsociety.org/vol13/iss2/art42/>

ANNEX 2. Links between the Wayfinder Heritage and the Wayfinder guide

WAYFINDER GUIDE	WAYFINDER HERITAGE FRAMEWORK
PHASE 1: BUILDING A COALITION FOR CHANGE	PHASE 1: GETTING STARTED
Module A: Getting people on board	
1. Assembling the team	• Assembling the implementation team
2. Agreeing on principles for good practice	(not covered in detail)
3. Developing system literacy and reflexive practice	(covered in phase 2 under 'develop resilience literacy')
Module B: Designing the process	
4. Tailoring the process	• Tailoring the process
5. Deciding on principles for stakeholder participation	• Deciding who to involve
6. Setting up a system for information management and learning	• Setting up a system for information management
	PHASE 2: FRAMING THE PROCESS
	• Developing resilience literacy
	• Identifying the main issue(s)
	• Defining the social-ecological system
Module C: Initial system exploration	
7. Mapping available data and information	• Mapping available data and information
8. Articulating assumptions about how to achieve systemic change	(not covered in detail)
PHASE 2: CREATING A SHARED UNDERSTANDING OF SYSTEM IDENTITY	PHASE 3: UNDERSTANDING THE SYSTEM
	• Understanding system identity
Module A: Understanding aspirations and sustainability challenges	
9. Broad aspirations	(covered in Phase 4)
10. System benefits	(not covered in detail)
11. Social-ecological dilemmas	• Understanding factors affecting the system
12. Historical development of the system	(not covered in detail)
Module B: System components and organisation	
13. Key system components	(covered under 'understand system identity')
14. Connections and networks	(not covered in detail)
15. Cross-scale interactions	• Understanding interactions in the system
Module C: Towards a systems model and a change narrative	
16. Building a conceptual model	(not covered)
17. Developing your initial Change Narrative	(not covered)
	• Understanding key challenges

WAYFINDER GUIDE	WAYFINDER HERITAGE FRAMEWORK
PHASE 3: EXPLORING SYSTEM DYNAMICS	
Module A: Understanding social-ecological interactions across scales	
18. Developing simple models of key interactions	(covered partly under 'understand interactions in the system')
19. Identifying thresholds and traps	(not covered)
20. Cycles of change linked across scales	(not covered)
Module B: Exploring option space	
21. Developing locally relevant option space indicators	(not covered)
22. Analysing trends in option space over time	(not covered)
	PHASE 4: PLANNING FOR THE FUTURE
	• Broad aspirations
Module C: Looking at alternative future trajectories	
23. Horizon scanning	• Horizon scanning
24. Developing plausible scenarios	• Developing plausible scenarios
PHASE 4: DEVELOPING INNOVATIVE STRATEGIES FOR CHANGE	
	• Starting to develop a strategy
Module A: Preparing the ground for innovative solutions	
25. Establishing an open and innovative mind-set	(not covered)
26. Articulating a high-level goal for the Wayfinder process	(not covered)
Module B: Developing specific actions to address dilemmas and option space	
27. Identifying actions that target leverage points	(covered partly in phase 5 under 'Developing a long-term strategy')
28. Analysing agency and opportunity context	(covered partly in phase 5 under 'Developing a long-term strategy')
29. Filtering your actions: feasibility & effectiveness	(covered partly in phase 5 under 'Developing a long-term strategy')
30. Considering unintended consequences, uncertainty, and option space	(covered partly in phase 5 under 'Developing a long-term strategy')
Module C: Turning actions into strategies for change	
31. Developing a strategy	(covered under 'starting to develop a strategy')
32. Packaging and communicating the Action Plan	(covered partly in phase 5 under 'Developing a long-term strategy')
33. Reflecting on the new change narrative	(not covered)

WAYFINDER GUIDE	WAYFINDER HERITAGE FRAMEWORK
PHASE 5: LEARNING YOUR WAY FORWARD	PHASE 5: MOVING INTO ACTION
	<ul style="list-style-type: none"> • Developing a long-term strategy
Module A: Preparing for learning-by-doing-implementation	
34. Establishing a learning culture	(not covered)
35. Assembling a skilled implementation team	(not covered)
Module B: Developing a framework for learning, monitoring and evaluation	
36. Creating a framework that enables deep learning	(not covered)
37. Setting up monitoring and evaluation in a deep learning context	<ul style="list-style-type: none"> • Reinforcing monitoring programmes
Module C: Designing implementation	
38. Introducing small-scale pilots	(not covered)
39. Enabling change at broader scales	(not covered)
40. Formulating an Implementation Plan	(not covered)

ANNEX 3. Glossary

The definitions and meanings provided below are largely drawn from the Wayfinder guide glossary and from the World Heritage Leadership Programme Glossary, currently being developed. A large portion have been adapted to suit the needs of the Wayfinder Heritage Framework.

Adaptability reflects the capacity to respond to change by making incremental adjustments to maintain the overall identity of the system

Agency reflects the capacity of an actor or a group of actors to shape change in a given context.

Attributes are the elements of a heritage place which convey its heritage values and enable an understanding of those values. They can be physical qualities, material fabric and other tangible features, but can also be intangible aspects such as processes, social arrangements or cultural practices, as well as associations and relationships which are reflected in physical elements of the property.

For cultural heritage places, they can be buildings or other built structures and their forms, materials, design, uses and functions but also urban layouts, agricultural processes, religious ceremonies, building techniques, visual relationships and spiritual connections. For natural properties, they can be specific landscape features, areas of habitat, flagship species, aspects relating to environmental quality (such as intactness, high/pristine environmental quality), scale and naturalness of habitats, and size and viability of wildlife populations.

Buffer zone. For the purposes of effective protection of a World Heritage property, a buffer zone is an area surrounding the property which has complementary legal and/or customary restrictions placed on its use and development in order to give an added layer of protection to the property.

Aspirations reflect shared ambitions and understandings of what it is people want for the future of a heritage place.

Complex systems, such as social-ecological systems, are composed of many interacting elements.

Factors affecting the place (or the system, when the place is conceived as a system). Everything that can affect, positively and negatively, the values and attributes of the heritage place and its state of conservation. Negative factors are usually called threats. How factors affect a property needs to be analysed through a series of parameters namely the underlying causes that are the source of the factor, their origin (if originating within or outside the property), the current and potential impacts deriving from the factor and the extent and severity of the impacts on the attributes of the heritage place.

Leverage points. Places in complex systems that can be targeted for interventions because a small shift can lead to larger change for the whole system.

Persistence refers to the capacity to conserve what exists or recover what existed before in the face of change.

Resilience is the capacity of a system, be it an individual, a forest, a city, or an economy, to deal with change and continue to develop sustainably while maintaining its identity.

Resilience-thinking is a theoretical lens that helps us understand dynamic change in complex social-ecological systems. It has its roots in complexity and social-ecological systems thinking.

Rightsholders. Actors with legal or customary rights with respect to heritage resources.

Scenario is a plausible narrative about the future.

Social-ecological systems are integrated systems of people and nature. The term emphasizes that humans are part of nature and that the delineation between social and ecological systems is artificial.

Stakeholder is a person or a group of people who possesses direct or indirect interests and concerns about heritage resources, but does not necessarily enjoy a legally or socially recognized entitlement to them.

System identity in resilience thinking refers to the defining characteristics and qualities of a system. For a heritage place, maintaining system identity equates with maintaining its heritage values and conserving the attributes that convey those values.

Transformability reflects a radical form of change in parts of the system, without the overall system losing identity.

ANNEX 4. Workshop 1: Guidance and example programme

Some suggestions to start on the right foot

Prior to the workshop

Circulate the glossary (translated if needed). Since the Wayfinder Heritage framework draws on terms and meanings that may not be familiar to the Consultation Group, even those familiar with the language of heritage, it is useful to circulate the glossary of terms prepared as part of this framework (see [Annex 3](#)). If the workshop is to be conducted in a language other than English and/or includes participants for who English is not a first language, the glossary should be translated. Even for native English speakers, some of the terms and concepts may be difficult to understand. Therefore, the Implementation Team may need to alter or simplify the language used to make it understood as clearly as possible, and in relation to the local context. If found helpful, consider circulating some of the links to other resources about resilience thinking included in [Annex 1](#).

At the beginning of Workshop 1

Consider recording the workshop. It can be useful for the Implementation Team to record the workshop, especially if it is held online. This can assist the Team create an accurate summary of the event (to subsequently share with the Consultation Group) and to assist in determining the work required prior to Workshop 2. If the workshop is to be recorded, the Implementation Team must ensure that the participants provide their agreement.

Start with a participatory activity. Since some of the workshop participants may not know each other, it is good practice to commence Workshop 1 with a light-hearted participatory activity. The purpose of the activity will be to get to know one another and to create an atmosphere in which participants feel comfortable interacting with each other. Be aware that some individuals and community representatives may find participation in the workshop challenging (e.g., for cultural or political reasons). Be prepared to work with such people in one-to-one ways where this is appropriate.

Present the project schedule. The activity can be followed by the presentation of the project schedule, which the participants should have already seen. It will provide an opportunity for participants to ask questions about the schedule and the expectations concerning their participation throughout the process. It should be emphasised that it is ideal for participants to attend and engage in each of the four workshops, and that there will only be small amounts of preparatory work required prior to each of the following workshops.

Example Program: based on lessons learnt from Workshop 1 – Hanseatic Town of Visby

WORKSHOP 1	
SEQUENCE	DURATION (minutes)
Welcome by the Implementation Team	10
Introductions of all participants	20
Exercise to 'start on the right foot'	15
Objectives of the Wayfinder Heritage process - Presentation about the Wayfinder Heritage framework and the project plan prepared by the Implementation Team	15
Discussion Clarify doubts about the framework and objectives of the process	30
Resilience Thinking: an introduction (presentation by the Implementation Team)	15
Q&A / Discussion	15
Break	10
Identify the main issue(s) - Implementation Team makes suggestions about potential main issue(s) followed by discussion	30
Defining the broader social-ecological system - Implementation Team makes suggestions about the broader social-ecological system to consider followed by discussion	30
Identify data and information needs - Discussion / Brainstorm	20
Wrap-up and information about next steps	10

ANNEX 5. Workshop 2: Guidance and example programme

Preparations for Workshop 2

Preparations for this in-person workshop require more planning and effort than Workshop 1. Consider the following tasks:

- Book and confirm an appropriate venue and appropriate catering. It is useful to have a main room with a white board, and two small rooms for breakout group exercises and discussions; or a room large enough for these different activities, without having to move furniture throughout the workshop.
- Establish a structure for Workshop 2 ([Annex 4](#) is a basic program outline that can be used as a basis for this task).
- Prepare presentations summarizing the information and data about the social-ecological system that you collected following Workshop 1. This data should be able to be presented to the workshop participants in a concise and clear way.
- One-week before the workshop, circulate to the Workshop 2 participants the following items: (1) the Workshop 2 program (see example workshop programme below); and (2) the SOUV (for a World Heritage property) or a Statement of Significance (for other heritage places, if one exists). If appropriate, these documents should be provided in languages relevant to the workshop participants. The workshop participants should be asked to familiarize themselves with the SOUV or Statement of Significance in advance of the workshop.
- Ensure that you have all the materials necessary to run the workshop, including: laptop and projector (if not provided by the venue); one hard copy of the SOUV or Statement of Significance for each participant (they will need to mark these up); hard copies of the Glossary; hard copies of the workshop programme in case they are needed by some participants; pencils, pens, and note paper for each participant; coloured pens; flip charts (or 'butchers paper') and blu tack or adhesive tape to attach sheets to the walls; and post-it notes (a lot!) in five or so different colours.

Workshop challenges and matters to consider

A number of challenges can arise in presenting and facilitating Workshop 2 and it is useful for the Implementation Team to consider and be prepared for them in advance. Here are some potential issues to consider:

- **Allocate sufficient time for questions and discussion.** Facilitators (one or two Implementation Team members) need to allow sufficient time to explain the purpose of each exercise and manage subsequent group discussions. There also needs to be time available for discussion among the participants. Facilitators must manage a balance between allowing some discussions to go beyond allocated times (where the discussion is about critical aspects in the analysis); and halting discussions when they deviate from the topic at hand. In addition, time management is essential to ensure all material is covered in the period allocated for the Workshop.
- **Manage expectations.** Consider how to manage the expectations of participants, particularly where there are diverse expectations, which may be related to the different responsibilities and interests of the participants. It can be useful to remind participants that Workshop 2 is part of an ongoing larger process.
- **Encourage participation.** Facilitators can encourage and support the participation of workshop attendees by being aware of different personality types, as well as power dynamics related, for example, to age, gender, and professional status. This is essential where discussions are difficult because of different levels of understanding of the concepts (e.g., values and attributes) or discussions are contested – usually arising from strong, mostly positive, feelings toward the heritage place.
- **Be light-hearted and serious!** As well as a learning and group working exercise, the workshop should be enjoyable and include elements of fun. Laughter can be a great way to dissipate tensions during over-heated discussions. As suggested for Workshop 1 (Section 3.2), a participatory exercise can be a good way to commence Workshop 2; and you can include similar short exercises throughout the workshop.
- **Seating arrangements.** The room arrangement can have a significant impact on the way participants interact and, thus, the quality of the work being undertaken. There is considerable literature available on the internet concerning seating arrangements and their benefits and drawbacks.

If the Implementation Team has taken on board the points made above, and is ready to work in a respectful and collaborative-team manner, then you are ready for Workshop 2.

Example Programme: based on lessons learnt from Workshop 2 – Hanseatic Town of Visby

DAY 1	
SEQUENCE	DURATION (minutes)
Welcome & Recap of Workshop 1	15
Understand system identity: common understanding of the Outstanding Universal Value of the heritage place and its attributes	75
Break	15
What other elements of the heritage place must persist?	75
Lunch	60
Factors affecting the system	75
Break	15
Understand interconnections in the system (interconnections within the heritage place)	75

DAY 2	
SEQUENCE	DURATION (minutes)
Recap of Day 1	15
Understand interconnections in the system (interconnections between the heritage place and the broader social-ecological system)	105
Break	15
Understand key challenges	75
Next steps	30

Follow up actions after Workshop 2

- Ensure all the materials produced from Workshop 2 (photographs, flip chart sheets, etc.) are documented and securely archived.
- Prepare a short summary report on Workshop 2 and circulate it to all participants. Make sure to capture the key findings and conclusions of the discussions in relation to each of the steps of Phase 3 (i.e., not just a general description of activities undertaken). This is important, as you will need to come back to those findings in the following phases. We suggest that the Implementation Team circulate the report within one-two weeks of Workshop 2, while things are still fresh in the minds of Consultation Group members.
- At the time that the summary report is circulated, the dates, times, and location of Workshop 3 should have been confirmed with the workshop participants.

ANNEX 6. Workshop 3: Guidance and example programme

Preparations for Workshop 3

- Book and confirm an appropriate venue and catering. As for Workshop 2, it is ideal to have a main room with a large white board and two small rooms, also with white boards, for breakout group exercises and discussions. Be aware that for Workshop 3 you will need more space to perform the exercises than was required for Workshop 2, either on white boards or walls.
- Establish a structure for Workshop 3 (see example program below). One week before the workshop, circulate the Workshop 3 program to all participants.
- Ensure that you have all the materials necessary for running the workshop, including: laptop and projector (if not provided by the venue); hard copies of the program and Glossary in case they are needed by some participants; pencils, pens, and note paper for each participant; coloured pens; flip charts (or 'butchers paper') and blu tack or adhesive tape to attach sheets to the white boards or walls; and post-it notes (a lot!) in five or so different colours.

Example programme: based on lessons learnt from Workshop 3 – Hanseatic Town of Visby

DAY 1	
SEQUENCE	DURATION (minutes)
Welcome & Recap of Workshops 1 & 2	45
Methodological approach	30
Break	15
Exercises 1 and 2 – develop broad aspirations and review and clarify contributing reasons related to the key challenges identified	120
Lunch	60
Group work presentations	45
Exercise 3 – Explore trends	75
Break	15
Exercise 4 – Develop extreme scenarios	75

DAY 2	
SEQUENCE	DURATION (minutes)
Recap of Day 1	10
Group work presentations	60
Break	15
Exercise 5 - Develop plausible and preferred scenarios	85
Lunch	60
Group work presentations	60
Exercises 6 and 7 - Develop strategic goals and identify actions to achieve strategic goals and promote desired change	120
Next steps	45

Follow-up actions after Workshop 3

In the period between Workshops 3 and 4, the Implementation Team will need to undertake a number of follow-up tasks.

- Ensure all the materials produced during Workshop 3 (photographs, flip chart sheets, etc.) are documented and securely archived.
- Prepare a short summary report on Workshop 3 and circulate it to all participants. This should happen within two weeks.
- At the time that the summary report is circulated, the time and dates of Workshop 4 should be confirmed with the workshop participants.
- Develop a complete draft Long-term Strategy (see [section 3.5.1](#) for further details on how to complete this task).

ANNEX 7. Workshop 4: Guidance and example programme

Example programme: based on lessons learnt from Workshop 4 – Hanseatic Town of Visby

SEQUENCE	DURATION (minutes)
Recap of previous work	30
Presentation of draft long-term strategy	30
Discussion	45
Next steps – how to adopt and integrate the long-term strategy with the management plan for the heritage place (discussion)	45
Break	15
Next steps – how to reinforce monitoring programmes (discussion)	60
Conclusions	30

