

The survey

As (intangible) cultural heritage holds great educational capacity to teach about past and present of societies, survey was conducted with the aim to map diversity of cultural expressions in different European countries. Conducting a survey fitted the goal to identify living cultural treasures that are widely (on national scales) recognized as representatives of intangible cultural heritage. Given the geographical and demographical differences between countries, as well as time frame and the complexity of other project's activities, survey was conceptualized as pilot research, i.e., it is conducted on a small random sample.

It is widely accepted that cultural heritage is landmark of social memory. Due to globalization and its immaterial nature, intangible cultural heritage is particularly vulnerable. Vulnerability of intangible cultural heritage and the need to safeguard it for future generations is strongly emphasized in UNESCO 2003 Convention and, for the purposes of implementation, comprehensive guidelines how to research and document intangible cultural heritage connecting it with the lives of local communities. Also, UNESCO provides examples of good practices that give inspiration to other communities to launch actions aimed towards safeguarding their own living heritage. These documents are taken as the basis for designing the questionnaire, as well as training about the conducting of the whole survey (provided on a partners' groups level).

Steps in conducting the survey

The survey was conducted based upon a structured questionnaire. In its core, the questionnaire was designed following guidelines that UNESCO provided for the experts and people who are interested to get involved in the processes and safeguarding practices. Also, we have had in mind good practices examples around the world that encourage communities to become more sensitive towards their own traditions that should be passed to the next generations as "tools" for maintaining and developing their cultural identities.

However, we had to meet differences posed by the facts that gathering knowledge about cultural treasures rather requires qualitative, whereas survey is rather quantitative tool. Hence, we made adaptations in formulating the questions given in more narrative UNESCO guidelines. Also, as group members are not heritage professionals, we opted to separate UNESCO's 5th domain – traditional knowledge and skills – into crafts and gastronomy so the whole category becomes more comprehensive for the group members.

Questionnaire was created in a manner that allows both online and offline answering the questions. It has two major parts. The first part consists of seven questions that are "classical" demographic data: gender, age, place of birth, education, working status and the place of residence. The second part of the questionnaire is dedicated to intangible cultural heritage. At the beginning of this part, we wanted to learn about respondents' opinions why intangible cultural heritage is important for the local communities. In such way both groups and responders may understand better that heritage is not "piece of jewelry" used on occasions, but truly integrative and inspiring factor in the life of the community. Since passing from generation to generation is crucially important for the whole concept of cultural heritage, the question how younger generations learn about intangible cultural heritage is also posed. Then, from this so-to-say general questions about the heritage and its future, questionnaire proceeds towards the description of cultural treasures. Respondents were firstly asked to single out three cultural treasures that according to their opinions represent communities to which they belong. Further on, each of these cultural treasures were elaborated in more details. Firstly, respondents were asked to categorize the cultural treasure, then to provide details on the practices: who participates most in practicing the treasure, how often the treasure is practiced, how did the respondent

learned about the treasure, did he / she participated in practices himself / herself, does the treasure representing only local community or does it represent the whole nation. As intangible cultural heritage is particularly affected by globalization, respondents were asked if there is a need (according to their opinions) for further popularization of the treasure? At last, having in mind contacts between local communities, historical circumstances, religion and migrations over Europe, respondents were asked if, according to their knowledge, the cultural treasure in similar form exists in other regions and countries.

After the questionnaire was created, members of each group were given instructions how to conduct a survey, provide all relevant information about the project and about intangible cultural heritage, and enter answers into online form. In the project description sample was defined in terms of minimal requirement sat onto minimum 50 respondents, which makes the small-scale survey. Other than that, project did not define the structure of the respondents. Hence, groups' members were free to choose persons they would ask to complete the questionnaire online or with whom they would talk if they opted for conducting the survey in person or other offline forms. However, groups' members were instructed to balance their choices of respondents in terms of gender, age, and education level, so all types are included.

Results were analyzed in both quantitative and qualitative terms. In quantitative terms, interpretation consisted of consideration of overall results (for all six countries) and results for each country separately. Also, where possible, like questions about gender, age, education, importance of intangible cultural heritage (ICH), etc., cross analysis was made. Analysis of data was visualized by appropriate graph.

Techniques of qualitative analysis were implored in the cases of named cultural treasures and answers that demanded additional explanations were analyzed in qualitative terms.