**Unit 46**

Blika Hand-out 7:

Guidance tasks and questions for group sessions (GAME)

*Disclaimer: the facts in this scenario are entirely fictitious. Any resemblance with actual facts is mere coincidence.*

You will be developing a safeguarding plan for Ori ICH in Blika, using the questions suggested in this hand-out and the reporting formats in Hand-out 6 as guidelines. While the group may decide to use another format for reporting back, you may nevertheless use the sheets in Blika Hand-out 6 for your own notes, if you wish. The tasks and questions below can help you in the group work for Sessions 2 to 8.

**Session 2: What is the ICH to be safeguarded and who are the communities, groups or individuals concerned?**

Use (i) the *Preliminary list of Ori ICH in Blika* (Blika Hand-out 4), (ii) paragraphs 15 to 22 of the *Welcome to the Ori of Blika* (Blika Hand-out 1) and (iii) the information in your identity cards (Blika Hand-out 3) to identify a short list of ICH elements that may require safeguarding activities. You may insert your notes in the first box in Blika Hand-out 6, session 2. Please keep your notes short as you are merely identifying the outlines of a safeguarding plan, and are not creating a fully-fledged plan.

Questions to consider (identifying ICH)

* What are the element(s) of Ori ICH that require safeguarding (describe them using a few key words to indicate name, domain, place, and periodicity)?
* What are the current modes of transmission?
* Does the ICH you are considering have any aspects that need special consideration (such as gender or legal issues, restricted access, or inter-community problems)?

Questions to consider (identifying communities)

Please insert your notes concerning the communities, groups and individuals concerned in the second box in Blika Hand-out 6, session 2.

* Which communities, groups and/or individuals consider the element(s) under discussion as part of their cultural heritage?
* Who has specific roles in the practice and transmission of the element(s) under discussion?
* Who identifies with the element(s) under discussion?

**Session 3: Why do the communities, groups or individuals concerned want to safeguard the selected ICH?**

You may insert your notes in the box in Blika Hand-out 6, session 3. Use separate boxes for each element identified, indicating in the second column what makes them important.

Questions to consider

* In respect to the Ori ICH that you have identified, what makes it important and for whom?
* Are there different opinions within the community about the value or function of the ICH you have identified, or about the need for safeguarding it? If any, discuss and find solutions.
* Who should make the decision as to what ICH is important and whether it should be safeguarded?

**Session 4: What threats and risks may affect the viability of the selected ICH and what activities could address these problems?**

You may insert your notes in the box in Blika Hand-out 6, session 4.

Questions to consider

* What problems affect the enactment and/or the transmission of the selected ICH?
* Where are the most severe risks?
* Are there general problems or circumstances that affect some or all of the ICH of the Ori community in Blika?

Having discussed the questions above, you may wish to reconsider the choice of ICH elements made in session 2.

Now that you have a clear picture of the ICH for which you want to develop safeguarding activities, and you know about the threats and risks that impact its viability,

* Brainstorm about possible safeguarding activities. You do not yet need to prioritize these.

**Session 5: What are the main objectives and expected results of safeguarding the selected ICH?**

In the previous sessions, you have probably already come up with some results that you expect to come out of the safeguarding activities you have been considering so far. Now it is time to reach agreement as to the objectives of a safeguarding plan for Ori ICH in Blika, and about the concrete, quantifiable results that you expect from successful implementation of the planned activities. You may insert your notes in the box in Blika Hand-out 6, session 5.

A few main objectives may be enough for a realistic safeguarding plan, not more than five. Objectives address problems (not too specific); they are ambitious, qualitative and time bound.

For each objective define two to four expected results. A result, in this context, is a concrete, specific and measurable change produced by the implementation of one or more safeguarding activities. A result does not describe what is to be done, but states how a future situation is expected to be different from the current situation. Expected results allow you to measure whether – at certain points of time – objectives are accomplished.

Questions to consider

* What concrete changes would you like to see over the next years as a result of safeguarding the selected ICH element(s) of Ori ICH in Blika?
* How are they related to the problems, threats or risks that you have identified so far?

**Session 6: Final selection of safeguarding activities and shaping them into a coherent and feasible plan**

In order to identify your final set of safeguarding activities, you may find the following questions helpful. You may insert your notes in the left column of the box in Blika Hand-out 6, sessions 6-8. Take your time to build consensus within your group.

Questions to consider

* Looking at each of your expected results, what activities are to be undertaken in order to attain them? NB: often one activity may contribute to achieving more than one of the formulated objectives.
* In what order should the activities be implemented?
* What would be the timeframe to carry out the various activities?
* What challenges can be expected?

**Session 7: What resources are required to implement the activities, and who will be responsible for doing so?**

Since you are only preparing outlines for a plan, no detailed budget presentations are required. Nevertheless, you are requested to pay some attention to the financial, human, institutional and other resources that may be required for the implementation of the safeguarding plan you are about to propose. You know that the Blika ICH Council may finance a sound plan to a maximum amount of USD 200,000.

In this session you will also indicate who (communities, practitioners, NGOs, external experts, institutions, authorities, etc.) will be responsible for doing what, and when.

You may insert your notes in the second column (on responsibilities) and third column (on resources) of the box in Blika Hand-out 6, sessions 6-8.

Questions to consider

* What is required in terms of venue, instruments, objects, transport, etc. to carry out the activity? What are the estimated costs involved?
* Whose time is required to make the activity happen? How will they be remunerated?
* Do the activities require institutional support of any kind? Can that be granted free or does it have a cost?
* What resources may be donated or given in kind?

Estimate the total costs for each activity and calculate the grand total for the plan as a whole.

Revise the activity list or the resources allocated (if necessary) should they exceed the budget for the project, or brainstorm fundraising activities.

**Session 8: How can the plan’s results be monitored and evaluated? Summarizing the plan and the involvement of the communities, groups and/or individuals concerned**

It is important that the implementation of a safeguarding plan be monitored at crucial moments to determine whether things are on the right track. A way of measuring the plan’s progress is to define targets or benchmarks that should be attained for each of the expected results at predetermined moments. Then you will be able to adjust the plan or take corrective measures to get it back on track, if required.

You may insert your notes in the fourth column (on evaluation) of the box in Blika Hand-out 6, sessions 6-8.

Questions to consider

* What could be the benchmarks or targets for each safeguarding activity?
* For each benchmark, when should its attainment be assessed and how?

**Summary of the plan**

Please assist your scribe in filling in the before last box of Hand-out 6 which asks for a summary of the proposed safeguarding plan, under indication of main objectives and related safeguarding activities.

**Involvement and consent of communities**

Please assist your scribe in filling in the final box of Hand-out 6 concerning the involvement of communities, groups and individuals in the development and the implementation of the safeguarding plan. The following questions may be useful.

Questions to consider

* Have the community, groups and/or individuals concerned – and the ICH to be safeguarded – been identified with their free, prior and informed consent, and not just that of their representatives?
* Did the communities, groups and/or individuals concerned contribute to the elaboration of the plan? Did they give their final consent?
* Will they be duly involved in the execution of the plan?
* Will the rights and interests of the communities concerned be protected in the course of the proposed activities?
* Were customary practices (if any) governing access to the ICH concerned respected during the preparation of the plan?
* Will no violations of human rights be continued or introduced by the proposed safeguarding activities?
* Does the safeguarding plan contribute to the principle of mutual respect between communities, groups and individuals?