**unit 45**

**Workshop on developing Safeguarding Plans: Introduction**

Published in 2016 by the United Nations Educational, Scientific and Cultural Organization, 7, place de Fontenoy, 75352 Paris 07 SP, France

© UNESCO 2016



This publication is available in Open Access under the Attribution-ShareAlike 3.0 IGO (CC-BY-SA 3.0 IGO) license (<http://creativecommons.org/licenses/by-sa/3.0/igo/>). By using the content of this publication, the users accept to be bound by the terms of use of the UNESCO Open Access Repository (<http://www.unesco.org/open-access/terms-use-ccbysa-en>).

The images of this publication do not fall under the CC-BY-SA licence and may not be used, reproduced, or commercialized without the prior permission of the copyright holders.

The designations employed and the presentation of material throughout this publication do not imply the expression of any opinion whatsoever on the part of UNESCO concerning the legal status of any country, territory, city or area or of its authorities, or concerning the delimitation of its frontiers or boundaries.

The ideas and opinions expressed in this publication are those of the authors; they are not necessarily those of UNESCO and do not commit the Organization.

**Lesson plan**

**Duration:**

1 day

**Objective(s):** 

Develop a shared understanding of the rationale and objectives for a workshop on developing safeguarding plans in line with the Convention for the Safeguarding of the Intangible Cultural Heritage[[1]](#footnote-1) and establish a working relationship with participants. Refresh participants understanding of the Convention’s key concepts, familiarize them with the ‘Step-by-step guide for developing safeguarding plans for ICH’ (Unit 45 Hand-out 3) and introduce the approach (game or non-game) and scenario/s that were selected for the workshop.

**Description:**

This unit introduces the context, rationale and purpose of a five-day workshop on developing safeguarding plans in line with the 2003 Convention. The workshop covers knowledge required for the development of safeguarding plans. After a short review of the Convention’s key concepts, the workshop offers three different scenarios that can be used to improve competencies needed for developing safeguarding plans. The facilitators use the scenarios either for an interactive role-playing game, in which participants play roles and situations from the selected scenario(s); or for a more traditional workshop, in which the scenarios are discussed in groups as case studies.

*Proposed sequence:*

* Facilitator explains his or her background in the field of intangible cultural heritage, mentioning some examples of ICH safeguarding he or she has worked on or been interested in.
* Participants introduce themselves (or each other) briefly and describe their interest and experience in working on ICH safeguarding (refer to Unit 1 Hand-out 2).
* Facilitator introduces the purpose of the workshop; participants discuss what outcomes they expect from it.
* Facilitator refreshes the participants understanding of notions such as ICH, safeguarding and communities and reviews what the Convention, the ODs, the forms as well as the decisions and recommendations of the Intergovernmental Committee have to say about safeguarding under the Convention, and presents further resources (Unit 1 Hand-out 1).
* Facilitators present the Unit 45 Hand-out 3, ‘Step-by-step guide for developing safeguarding plans for ICH’.
* At the end of the first day, the facilitator introduces the approach chosen for the workshop (game or non-game) and participants are given a text to read overnight to familiarize with the first scenario.

**Supporting documents:**

* Facilitator’s notes Unit 45
* Facilitator’s timetable Unit 45
* Unit 45 Hand-out 1: Participant’s timetable (to be copied onto the hand-out from pages 5-6 below, adapted to reflect the actual workshop and distributed to participants)
* Unit 45 Hand-out 2: List of participants (to be drafted by the organizers and revised in the beginning of the workshop before being distributed to participants)
* Unit 45 Hand-out 3: Step-by-step guide for developing safeguarding plans for ICH
* Unit 46 All materials
* Unit 1 Hand-out 1: Abbreviations, acronyms and terminology
* Unit 1 Hand-out 2: Introducing the participants
* Participant’s texts Unit 3 (Key concepts) and Unit 9 (Safeguarding)
* Unit 55 Hand-out 7 and PowerPoint 3 ‘Introduction to Intellectual Property and ICH’
* Basic Texts of the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage[[2]](#footnote-2)

**unit 45**

**Workshop on developing Safeguarding Plans: Introduction**

**Facilitator’s narrative**

**Purpose of the workshop**

At the end of the workshop on developing safeguarding plans, participants will have a deep understanding of the safeguarding-oriented nature of the Convention and understand the concept of ICH safeguarding as advocated in the Convention and its ODs. They will also know why and how communities, groups and individuals concerned should be the primary actors in the drafting and execution of any safeguarding activity that concerns their ICH and understand how to prepare coherent and good quality safeguarding plans in complex settings, taking into account different types of interests. They will also know how to assess safeguarding plans for ICH for their strengths and weaknesses.

**outline of the Five-day workshop**

The full workshop is meant to take five days, but it has to be adapted to the knowledge and experience of the participants of the workshop. It can be delivered as a workshop only on developing safeguarding plans (three to five days), or as part of a combined workshop that includes units on other themes such as implementing the Convention, international assistance or policy. The idea is that the facilitator can mix and combine different themes to create a workshop that meets the needs of the specific participants.

The guidance provided here is for a standard workshop (five days in this case), which should consist of the three parts outlined below. If the facilitator is planning a short workshop, just one (or possibly two) scenario(s) can be used.

1. ***Introduction to the workshop (Unit 45)***

This introductory day is meant to refresh the participant’s understanding of notions such as ICH, safeguarding and communities; and to review what the Convention, the ODs as well as the decisions and recommendations of the Intergovernmental Committee have to say about safeguarding under the Convention. Facilitators will also present to the participants the step-by-step guide for developing safeguarding plans for ICH (Unit 45 Hand-out 3). At the end of the first day, the facilitator will introduce the approach (game or non-game) and will give the participants a text for reading overnight to familiarize them with the first scenario.

Material for the first day sessions can be found in this unit (Unit 45) and facilitators may also make use of materials prepared for Unit 3 (Key concepts), Unit 9 (Safeguarding) and Unit 10 (Policy).

1. ***Scenarios (Unit 46)***

Participants analyze and discuss one or two case studies or scenarios that facilitators select (materials for three such scenarios can be found in Unit 46). Facilitators may alternatively select one of these scenarios and pair it with a discussion about the safeguarding of one or more real elements for which one or more of the participants can provide sufficient information orally.

Each of the facilitators (normally two facilitators per workshop) will guide a group of participants in discussing scenarios while keeping in mind the analytical steps that they will have familiarized participants with on day one. It is not necessary to insist on the strict use of the step-by-step analysis as long as the participants manage to ask all the right questions. It is the task of the facilitators to ensure that major issues concerning community-based and development-oriented safeguarding of ICH are discussed.

Participants, while taking on individual roles in the game version of the scenarios or collectively discussing non-game scenarios, work towards the outlines of a possible safeguarding plan. The discussion of one scenario may take from one to two days (see Unit 46 Facilitator’s notes 1); such discussions are followed by a debriefing session and a session on how to compare and assess the quality of different safeguarding plans for ICH of the same community.

1. ***Closure and evaluation (Unit 47)***

For running the session that will round up the whole workshop, facilitators will find a set of questions – some of them multiple-choice – in their materials for Unit 47. For the evaluation of the workshop as a whole, facilitators should turn to the Unit 15 Hand-out for evaluating workshops facilitated under the UNESCO capacity-building programme. Facilitators should adapt the form in Unit 15 for their workshop on developing safeguarding plans.

**Preparing for the workshop**

It is important that facilitators start the preparation of the workshop early to leave enough time to study the materials, familiarize themselves with the local context of the host country, adapt the materials as required and, if possible, start interacting with the local partners. The number of working days required to prepare the workshop may vary, depending, on the facilitator’s familiarity with the materials, with the local context (concerning intangible cultural heritage in the first place) and their knowledge of the participants and their background. However, facilitators who are new to the workshop will need extra time to prepare. Facilitators who have used the materials once or twice, will feel much more at ease and be quicker to prepare themselves.

Facilitators should be aware of main discussions that have taken place in the Committee on safeguarding related issues, as Committee thinking does not always find a quick reflection in the Operational Directives. In fact, facilitators should follow the debates of the Committee during its annual sessions (recording of past sessions is available online, live transmission available during each Committee meeting).

The document on ‘Transversal issues’ (arising from the evaluation and examination of nominations, proposals and requests, available on the ‘forms’ page at: http://www.unesco.org/culture/ich/en/forms) gives an almost endless list of references to safeguarding-related Committee documents and ODs. Fortunately, much of the relevant information is summarized in such documents as the Aide-mémoire for completing a nomination to the list of ICH in need of urgent safeguarding (also on the forms page: http://www.unesco.org/culture/ich/en/forms).

Although anchoring the Convention at the country level is an important principle underlying the Convention’s capacity-building programme, the scenarios are complex and cannot easily be adapted to local circumstances. What facilitators can do to enable better engagement with local circumstances, however, is to study the implementation of the Convention in the country that hosts the workshop, including inventory-making and ICH safeguarding, so as to better understand the contributions of participants to the discussions and to be better able to guide them. Relevant general principles and ideas applicable to the local context arising out of the scenario exercises can be made explicit and discussed in the concluding session for each scenario.

**Identifying participants**

National/local co-organizers will derive most benefit from the workshop if they identify participants that are or will be directly involved in developing safeguarding plans, including bearers, community leaders, ICH managers, specialized NGO and institutional representatives, ministry officials, etc. Therefore, UNESCO will include in the statement of requirements to be sent to the national counterparts in preparation of the workshop, the criteria for selecting participants, including a date by which a tentative list should be submitted to UNESCO (ideally no later than 4 weeks prior to the workshop). UNESCO and the national counterparts should agree on the final list. The facilitators, especially if they have done previous workshops in the same country, should be involved, or at least informed about the process. In that way, they will have information about the number and the profiles of the participants when preparing for the workshop.

In ideal circumstances, the facilitator should send the hand-out ‘introducing the participants’ (Unit 1 Hand-out 2) to participants several weeks before the workshop starts. If facilitators receive the completed hand-outs early enough, it will be possible for them to review the backgrounds and competencies of the participants when preparing the final draft of the programme and (where game versions of the scenarios will be used) when assigning roles to participants in the role-plays.

While it is necessary that participants can read in the language of the workshop (except, if an illiterate persons brings someone who can read the essential information to him/her), verbal fluency is more essential than written fluency for engaging in the workshop. The organizers of the workshop should be explicit about the fact that gender balance in workshop participation is an important UNESCO principle.

**Facilitator’s timetable**

| **DAY 1 INTRODUCTION** |
| --- |
| **Session** | **Duration** | **Facilitator’s materials** | **Participant’s materials** |
| **Session 1:** Opening | 1hour |  | Unit 1 Hand-out 2: Introducing the participantsUnit 45 Hand-out 2: List of participants |
| **Session 2:**Workshop introduction | 30 mins | Unit 45 Facilitator’s notesUnit 46 Facilitator’s notes 1 | Unit 1 Hand-out 1: Abbreviations, acronyms and terminologyUnit 45 Hand-out 1: Participant’s timetableBasic Texts |
| Break | 20 minutes |
| **Session 3:** Key concepts | 1 hour | Unit 3 Facilitator’s notesBasic texts | Unit 3 Participant’s text |
| **Session 4:** Safeguarding (Convention, ODs) | 30 mins | Unit 9 Facilitator’s notes & PowerPoint presentation | Unit 9 Participant’s text |
| Lunch | 1 hour |
| **Session 4 (continued):**Safeguarding (Committee; intellectual property protection) | 1.5 hours | Unit 9 Facilitator’s notes & PowerPointAide-mémoireSummary records of 9.COM in 2014, ITH/15/10.COM/4 | Unit 9 Participant’s textUnit 55 Hand-out 7: Introduction to intellectual property and ICH |
| Tea or coffee  | 20 minutes |
| **Session 5:**Step-by-step guide for developing safeguarding plans for ICH | 1.5 hours | Unit 45 Facilitator’s notesUnit 46 Facilitator’s notes1 | Unit 45 Hand-out 3: Step-by-step guide for developing safeguarding plans for ICH |
| **Session 6:**Introducing the first scenario | 30 mins | Unit 46 Facilitator’s notes1 | Unit 46 Hand-out 1 of Blika, Limnu or Kassen |

| **DAY 2 TO 5: DEVELOPING BLUEPRINTS FOR SAFEGUARDING PLANS** |
| --- |
| **Session/Unit** | **Duration** | **Facilitator’s materials** | **Participant’s materials** |
| 2 scenarios for developing safeguarding plans | 3.5 days | Unit 46 materials | Unit 46 materials |

|  |
| --- |
| **AFTERNOON DAY 5: CONCLUSION AND EVALUATION** |
| **Session/Unit** | **Duration** | **Facilitator’s materials** | **Participant’s materials** |
| Assessing knowledge  | 2 hours | Unit 47Facilitator’s notes | Unit 47 Hand-out 1: Questions |
| Evaluation | 45 min | Unit 15 | Unit 15 Hand-out 1: Evaluation form |

**session 1: Opening**

Speeches (optional); introduction of facilitator; introduction of participants (either self-representation, or cross-presentation by pairs); overview of expectations from the workshop.

**session 2: WORKSHOP Introduction**

Before the workshop the facilitators adapt the timetable for participants based on the timetable above in function of the participant’s knowledge and the time available. The facilitators introduce the methodology (scenarios) and the approach (game, non-game) chosen for the particular workshop. They will run through the timetable and explain the programme of the workshop and its objectives.

**session 3: Key concepts**

In session 3, at least three major concepts should be covered: 1) the definition of ICH, 2) safeguarding and 3) communities, groups and individuals. Participants have probably gone through other ICH capacity-building workshops and should thus be familiar with them already. Facilitators might ask a participant to read aloud the definition of safeguarding, and another one to read the three sentences that make up the definition of ICH and ask them to start interpreting these, while asking for examples. Other participants are then to be involved in the discussion. For discussing communities, groups and individuals facilitators might ask participants to refer to the first sentence of the definition (Article 2.1) and to Article 15, and start the discussion from there. The document that might be most useful here – also for the facilitators to prepare themselves – is the Unit 3 Participant’s text. If there is time for a case study, then the Ahayu:da case (Case study 21) might be briefly discussed. This case study illustrates the difference between values attached by the community themselves and by some museum professionals to the same objects, and the resulting conflicts between those who advocate protection of these heritage objects and those who want to safeguard these objects, which includes having them decay naturally.

**session 4: Safeguarding**

It may be useful to go quickly through the Unit 9 PowerPoint presentation on safeguarding, putting emphasis on threats and risks, while not spending too much time on types of safeguarding activities. If there is time for at least one case study, the Sanbasomawashi (New Year’s Performance) in Japan (Case study 25) might be discussed to illustrate the situation of a traditional expression that was endangered, but still had a function in society and was then revitalized thanks to action from women living in the region concerned.

Facilitators should raise diverse issues concerning safeguarding taking inspiration from recent Committee documents. In addition to the Aide-mémoire (see facilitator’s materials for this session), facilitators may also want to refer to the considerations used by the Evaluation Body and the Committee when applying criterion U.2 and U.3 for nominations to the USL.

In this session, facilitators should also speak briefly on possibilities for intellectual property protection for ICH – for that purpose they may use the document ‘Introduction to intellectual property and ICH’ (Unit 55 Hand-out 7). These issues are important for discussing the Kassen scenario (which raises the question of intellectual property protection in the form of collective or certification marks, and geographical indications). In the Limnu scenario participants may also find good reasons for proposing intellectual property protection in a larger safeguarding context.

**session 5: The step-by-Step guide**

Facilitators distribute Unit 45 Hand-out 3 ‘Step-by-step guide for developing safeguarding plans for ICH’, and introduce this document by briefly mentioning each of the steps. Hand-out 3 provides many sub-questions to discuss these steps. It does not make sense to go through all of them – there are too many. Facilitators should study this document before the workshop in detail, and they should have their own way of presenting it. The purpose of the presentation is to make participants feel at ease with the system behind the seven steps, and to make them understand that it might make sense to keep a certain order when developing safeguarding activities. They should also know that they can consult the guide as a tool, either during the workshop, or more broadly in their professional or community life. If a group manages to work towards the outlines of a safeguarding plan without consulting the guide, then that should be fine – during the discussions, the facilitator in her or his specific role, may always invite the participants to discuss specific questions.

Facilitators may remind participants at some point that the guide may be very useful if they want to contribute to the drafting of a safeguarding plan in the context of a nomination to the Urgent Safeguarding List. Facilitators might wish to refer participants to the corresponding instructions found with form ITH-01 (found on the forms page: http://www.unesco.org/culture/ich/en/forms) or read out part or all of them.

**session 6: introducing the first scenario**

At the end of the first day, facilitators will ask participants to review the knowledge acquired in the previous sessions and try to understand what knowledge gaps need yet to be filled.

At this point the facilitator may wish to emphasize that the discussions (the process) during the following few days will be more important than the exact outcome of the discussions (the product). Participants are expected to develop the outlines of a safeguarding plan, not an over-detailed plan that may take them too much time and energy. Facilitators should try to stimulate such discussions on a broad array of different safeguarding-related issues.

Finally, the ‘Welcome to …’ hand-out for the first scenario will be distributed and participants will be kindly requested to read that text thoroughly overnight.

1. Frequently referred to as the ‘Intangible Heritage Convention’, the ‘2003 Convention’ and, for the purpose of this unit, simply the ‘Convention’. [↑](#footnote-ref-1)
2. . UNESCO. Basic Texts of the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage (referred to in this unit as Basic Texts). Paris, UNESCO. Available at <http://www.unesco.org/culture/ich/index.php?lg=en&pg=00503>. [↑](#footnote-ref-2)