UNit 46

Scenarios and games for developing safeguarding plans

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Facilitator’s narrative 1: Introduction

#### Introduction to the Games

After the introductory day of this five-day workshop, the facilitator will select one, two or all three proposed scenarios presented in the workshop materials, briefly referred to as Blika, Limnu and Kassen respectively. The games are exercises in analyzing ICH with a view to safeguarding, in developing safeguarding plans and in assessing such plans. They are also exercises in cooperation and in finding compromises in complicated settings. In all three games a group of nine to fourteen people has the task of developing a safeguarding plan for specific ICH element(s) of a community.

Together with the organizers of the workshop and the UNESCO field office, the facilitator will establish which selection of games is best suited in a particular case. If 3.5 days are available for playing the games/discussing scenarios, then the combinations Blika-Kassen or Limnu-Kassen would be most appropriate.

All three scenarios are primarily meant to be used as games, in which together groups of participants playing well defined roles try to develop outlines of safeguarding plans for the ICH that they have selected. Most roles are of community representatives or practitioners, but in the different games there are also varying proportions of officials, external experts and other non-community members involved. The facilitator will assist and – if required – guide the discussions while playing the role allocated to him/her in the game.

Under circumstances where a game-based approach may be less appropriate, an alternative is offered where participants discuss the scenario(s) in breakout groups. Facilitator’s notes for each of the three scenarios give recommendations on how to use the materials in a non-game approach.

Whatever approach is chosen – game or non-game – this is a workshop that requires deep involvement and much preparation from the facilitators. They will have to familiarize themselves thoroughly with all materials as they should know what all participants know (in the cases of Blika and Limnu as games, not all participants have the same knowledge). They will have to study the implementation of the Convention in the country where the workshop takes place, including safeguarding, inventorying and community-related policies, so as to be able to better understand and guide specific discussions. The facilitator should be capable of improvising as the discussions in the groups will probably develop in unexpected or unpredictable ways that may still be very useful.

Since the purpose of the workshop is not to develop a safeguarding plan with predetermined outcomes, the facilitator should not interfere too much. While letting the participants make their own choices, the facilitator should ensure that all key issues are discussed within each major step of the process. To help guide the discussions, general and step-specific questions are included in the Facilitator’s notes for each of the games/scenarios.

In all three games, the facilitator will have to play a double role: he/she has an in-game role, but he/she also has to follow the discussions and the participation of each of the participants with the eye of an outsider. Some steering may be done in role, for instance by inviting participants – when it seems useful – to speak about issues that are mentioned in their identity cards and that they do not bring up themselves. During coffee breaks and lunches, the facilitator may discuss the progress made with the chair and scribe. He/she should only make recommendations regarding how to proceed with the game where problems have arisen that are unlikely to be resolved in the group, and are blocking the learning process.

#### Three scenarios

**Blika**, or ‘Safeguarding Ori ICH in the Republic of Blika’, is about a settled immigrant community called ‘Ori’, living in the major towns of a fairly developed country. A group composed mainly of community representatives develops a safeguarding plan for their ICH in the context of an inventorying process in which a number of different ICH elements are being inventoried. The government is providing support with the longer term objective to develop more positive policies and attitudes towards the Ori community (and other minorities) in the country. The game version of Blika may take up to 2 days.

**Limnu**, or ‘Safeguarding Limnu Valley ICH in the Kingdom of Lemnix’, is about a small rural community living in two villages in a remote valley in a developing country, whose survival as a community is at stake. Community representatives, together with a few external experts develop a safeguarding plan for ICH elements that relate fairly closely to each other and to a yearly festive event. This is happening in the context of initiatives focused on rural development with government support. The game version of Limnu may take from 1.5 to 2 days.

**Kassen**, or ‘Safeguarding Fanako, a cheese-making tradition in the republic of Kassen’: members of a minority community (the ‘Fan’) living in rural and peri-urban settings in a developing country, prepare a safeguarding plan for a specific skill – preparing Fanoko cheese – in the context of sustainable development and intellectual property protection, with the support of public and private stakeholders. This scenario presents problems related to one traditional practice with many complexities, some (but not all) of them related to intellectual property issues. The facilitator will find sufficient background information on intellectual property matters to steer the discussions as required. If needed, further information on intellectual property issues can be found in the unit related to intellectual property. The game version of Kassen may take between 1 and 1.5 days.

All three scenarios are set in countries that recently ratified the Convention. In the case of Limnu, the country has not yet started the inventorying process; in Kassen, where Fanoko cheese is produced, the inventorying process has already started. In the case of Blika, several community safeguarding committees are expected to make their first proposals for including one or several of their ICH elements in an inventory.

#### Roles and players

Ten roles are foreseen for Kassen, twelve for Blika and thirteen for Limnu, aside from the role that the facilitator has to play. Most roles are gender neutral, some are not. There is, of course, no problem in having a male play a female role or a young participant play the role of an older person, or the other way around.

In the case of Blika, the facilitator will play an external consultant (this is the thirteenth role in addition to the twelve for participants), seconded by the Ministry of Culture; in the case of Limnu, the facilitator will play an external consultant and in the Kassen game, the facilitator will assist a Fan lawyer who has a role in the discussions – especially regarding intellectual property questions. This role is mainly to provide information about intellectual property.

Under ideal circumstances there will be two breakout groups simultaneously playing the same game, each assisted by one of the facilitators. If there are not enough players, the facilitator will decide which roles to leave out; if there are too many, two people can play the same role. The number of participants in the workshop and thus the number of players per group should be limited. A third group could only be set up if a third facilitator is available for that group.

The facilitator will distribute the roles in consultation with local organizers of the workshop; they may also wish to consult them about the distribution of the participants over the breakout groups. Participants should not exchange roles after the game has started. In all three scenarios, participants, once in role, will select a chairperson; for Blika and Kassen they will also have to find a volunteer who will act as scribe/rapporteur – for Limnu a special role is foreseen for a scribe and this role will be allocated by the facilitator.

The scribes, while contributing to the discussions to the best of their abilities, will primarily be taking notes; they should also facilitate the discussions by noting down the main outcomes of the group discussions such as selected elements, associated groups and communities, etc. When the games are over, the scribes will present the outcomes of the group discussions in plenary, and how these were achieved. The scribes will also assist the chair when their memory fails. If they wish, they can use the blank sheets for reporting that are available for each of the scenarios as hand-outs (Blika Hand-out 6, Limnu Hand-out 4, Kassen Hand-out 4).

#### Materials and their use in games

Overview of facilitator’s materials for Unit 46

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| **Facilitator’s notes** |
| **U046 Intro FN1** | *Introduction to the games* |
| **U046 Blika FN2** | *Safeguarding ICH of the Ori in Blika* |
| **U046 Limnu FN3** | *Safeguarding ICH in Limnu Valley* |
| **U046 Kassen FN4** | *Safeguarding a cheese-making tradition among the Fan in Kassen* |
| **PowerPoint presentations** |
| **U046 Blika PPT** | *Safeguarding Ori ICH in Blika* |
| **U046 Limnu PPT** | *Safeguarding ICH in Limnu Valley* |
| **U046 Kassen PPT** | *Safeguarding a cheese-making tradition among the Fan in Kassen* |

Overview of participants’ materials for Unit 46

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| **Hand-outs** |
| **Blika** |
| **U046 Blika HO1** | *Welcome to the Ori of Blika* |
| **U046 Blika HO2** | *Meet your neighbours* |
| **U046 Blika HO3** | *Identity cards* |
| **U046 Blika HO4** | *Preliminary list of Ori ICH in Blika* |
| **U046 Blika HO5** | *Sample safeguarding plan* |
| **U046 Blika HO6** | *Blank sheets for note-taking and reporting* |
| **U046 Blika HO7** | *Guidance tasks and questions for group session (game)* |
| **U046 Blika HO8** | *Guidance tasks and questions for group sessions**(non-game)* |
| **Limnu** |
| **U046 Limnu HO1** | *Welcome to Limnu Valley* |
| **U046 Limnu HO2** | *Meet your neighbours* |
| **U046 Limnu HO3** | *Identity cards* |
| **U046 Limnu HO4** | *Blank sheets for note-taking and reporting* |
| **U046 Limnu HO5** | *Guidance tasks and questions for group session (game)* |
| **U046 Limnu HO6** | *Guidance tasks and questions for group session (non-game)* |
| **U046 Limnu HO7** | Assessing and evaluating safeguarding plans |
| **Kassen** |
| **U046 Kassen HO1** | *Welcome to Kassen* |
| **U046 Kassen HO2** | *Identity cards* |
| **U046 Kassen HO3** | *Sample safeguarding plan* |
| **U046 Kassen HO4** | *Blank sheets for reporting on group work* |
| **U046 Kassen HO5** | *Guidance tasks and questions for group sessions* |

For all three scenarios there is an introductory text (Blika Hand-out 1, Limnu Hand-out 1 and Kassen Hand-out 1) with three accompanying PowerPoints. These introductory hand-outs sketch out the general settings for Kassen in 3 pages, and for Blika and Limnu in 6 pages each. Ideally, the facilitator will distribute them the day before the actual game starts. For Blika and Limnu, there are separate hand-outs (Blika Hand-out 2 and Limnu Hand-out 2, both called *Meet your neighbours*) that offer short descriptions of all roles. These can be distributed after the presentation of the introductory PowerPoint. The first session for the non-game version of each scenario is adapted to the fact that participants will not play individual roles.

For all three games participants will receive identity cards that provide them with a description of their place in their communities and in society at large, and their relation to one or more elements of ICH. The texts for all roles belonging to each game are presented in one hand-out: Blika Hand-out 3, Limnu Hand-out 3 and Kassen Hand-out 2.

At the beginning of each game, the facilitator may present the following rules:

* Stay in character throughout the game, acting and speaking from that position;
* Defend your convictions and choices vis-à-vis others, find allies; but, also be willing to compromise and keep the general interest in mind; and
* Follow the guidance provided by your chair and the facilitator (in or out of role).

There are separate documents with Facilitator’s notes for the three games (Facilitator’s notes 2: Safeguarding Ori ICH in Blika, Facilitator’s notes 3: Safeguarding ICH in Limnu Valley, and Facilitator’s notes 4: Safeguarding a cheese-making tradition in Kassen). In these documents the facilitator will find recommendations on how to prepare for the games and on how to guide the participants through a series of sessions for each of the three games. Participants and the facilitator will find, divided over a number of sessions, game-specific questions and tasks in the guidance hand-outs (Blika Hand-out 7, Limnu Hand-out 6 and Kassen Hand-out 5).

The sessions that are recommended in the materials largely follow the seven steps that were presented in Unit 45 Hand-out 3 in the afternoon of day one of the workshop.

When testing out an earlier version of the Limnu game, one group of participants started moving between the issues that are brought up in the different sessions early on in the game and from then on ignored the linearity of the step-system; the other group in that same workshop did follow the steps as recommended. Both groups had useful discussions. The facilitator should keep in mind that if a group, while staying in role, feels more at ease with a non-linear approach that that may be fine; the task of the facilitator will then be all the more complicated as they will have to ensure that major issues and questions will be discussed.

When participants follow the sessions as recommended in the programme, it may be counterproductive if they use Unit 45 Hand-out 3 (Step-by-step guide) as a checklist – there are many questions there and parts of them are not equally relevant for all of the scenarios. Participants are therefore given game-specific tasks and questions in Blika Hand-out 7, Limnu Hand-out 5 and Kassen Hand-out 5 to assist them in the discussions. The Facilitator’s notes (Unit 46 Facilitator’s notes 2, 3 and 4) provide additional information to further guide participants where necessary.

When the game is over, the groups will have discussed many questions around safeguarding and the implementation of the Convention, found compromises and elaborated a feasible and realistic safeguarding plan. The groups will present these plans – out of role – in plenary, and discuss them.

The final session in each of the three games will be the discussion of the strengths and weaknesses of a sample safeguarding plan that participants will receive in the form of a hand-out (Blika Hand-out 5; Limnu Hand-out 7; Kassen Hand-out 3).