**Unit 46**

SCENARIOS AND GAMES FOR DEVELOPING SAFEGUARDING PLANS

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**Facilitator’s narrative 3: Safeguarding ICH in Limnu Valley**

#### THE SETTING

The Limnu scenario is completely fictitious. It presents two villages, Limnu and Mare, and their inhabitants (the ‘Valley people’), who live under difficult circumstances in their rather remote valley in Lemnix, which is a developing country. The Valley people have preserved many traditional practices and expressions, many of which have impaired viability. Although many Valley people are motivated to think about and contribute to the revitalization of their ICH, they also realize that the valley has other fundamental problems that need to be solved, in order to reinforce the viability of their community in the valley.

The main challenges of the valley include the poor infrastructure, not enough work for all; agricultural production is diminishing and so is the income from pottery, while the weaving has never generated much income. Many young people leave the valley to look for employment and to make a living elsewhere; if that development continues, the valley will soon be inhabited mainly by elderly people (and safeguarding activities for ICH would be in vain).

The positive news (see Limnu Hand-out 1) is that some of the general problems of the valley will be tackled within three years by the authorities: the road connecting the villages to Talga City located in the district centre will be upgraded, a water supply will be installed and internet connection will be ensured. These infrastructural improvements will be helpful, and will for sure make life in the valley easier. However, even if other infrastructural problems were solved as well (there is, e.g. no sewage system) it would still not be enough to substantially increase employment in the valley and make it a place where young people may successfully live their lives.

Lemnix ratified the 2003 Convention two years ago and together two ministries created an ICH Task Force. The Task Force was asked to develop pilot projects together with a few communities to test the possibility of ensuring sustainability of rural communities through the safeguarding of selected elements of their intangible heritage. A few capacity-buidling workshops were organized, one of which was attended by two representaives of the Valley people (the Chief Elder and the Weavers’ Representative). Limnu Valley is a likely candidate for receiving financial and technical support for impementing a pilot safeguarding project. The Limnu Valley scenario as designed for this workshop is to produce the outlines for a safeguarding plan for Limnu ICH with a view to the sustainable development of the valley. It is meant to be an exercise in the following:

* community involvement;
* respecting practitioners and other tradition bearers;
* cooperation between community members and external stakeholders;
* analysing the ICH of specific groups/communities;
* determining who are the communities/groups/individuals concerned by specific ICH and what are their roles;
* analysing threats and risks to that ICH;
* determining which elements to tackle for safeguarding activities (taking into account sustainable development and human rights considerations);
* developing safeguarding activities;
* discussing impacts/effects of envisaged safeguarding activities;
* estimating costing aspects of safeguarding activities (full-fledged budgeting of safeguarding activities will be taught through special units on requesting financial assistance);
* discussing the optimal timeline for safeguarding activities (how to shape them into a plan);
* developing a monitoring system for a safeguarding plan; and
* evaluating and assessing safeguarding plans.

The facilitator’s role is to bring up questions and suggestions throughout the duration of the game that will enrich the discussions the participants will engage in.

#### TWO APPROACHES: GAME AND NON-GAME

In the game and the non-game approaches participants will have discussions in breakout groups of 9 to 13 persons during 1.5 to 2 days. In the game approach, the workshop participants engage in discussions playing different roles. Descriptions for thirteen roles, including one scribe, have been prepared. All roles but two (the Researcher and the District Officer) are of community representatives and practitioners. Two roles are male, two are female and the rest are gender neutral. At the request of the ICH Task Force the participants will elaborate the outline of a safeguarding plan for Limnu Valley ICH that will be submitted to the ICH Task Force, who may decide to adopt it and have it further elaborated, in particular its financial aspects.

In the non-game approach, participants are supposed to be external experts with different backgrounds (e.g. their own backgrounds in real life), without previous knowledge of Limnu Valley. These experts are requested to prepare a draft safeguarding plan for Limnu Valley ICH that will be presented to the ICH Task Force. The Task Force might use it as a reference document when evaluating the safeguarding plan that soon will be prepared with the fullest possible involvement of the valley people themselves.

In the session plans that are suggested below, 12 hours are foreseen for the game version and 11 hours for the non-game version of the Limnu Valley exercise; these figures are only a rough guide.

In both approaches, the outcome of the process is open-ended and diverse results can be expected. Facilitators should not attempt to guide the groups to specific outcomes, but leave it to the chair of each group to steer the discussions, intervening only where participants are confused or stuck on an issue, when important questions remain undiscussed, or when participants stray too far from the topic at hand. Again, the process is more important than its result.

While the topics for sessions 2 to 8 of the programme coincide for the two approaches, the first session is quite different for the game and the non-game versions, as you will see below. Consequently, there are different hand-outs to guide participants during the group work: Limnu Hand-out 5 for the game and Limnu Hand-out 6 for the non-game approach. These two hand-outs, while differing considerably with regard to session 1, may at first glance seem to be identical for sessions 2 to 8. A second glance will make it clear that wordings are sometimes different and that some of the tasks differ, reflecting differences between the game and non-game settings. The final sessions (9 and 10) are identical for the two approaches.

In the game version, the facilitators play the role of external consultants from session 2 to 8. That consultant is a Lemnix expert who was seconded by the ICH Task Force to assist the valley representatives (and a few outsiders) during their meeting. The breakout groups elect their chairs who will lead the discussions.

In the non-game version, there are two options and the facilitators will decide which will suit best: either the facilitators lead the discussions, or an elected chair leads the discussion assisted by the facilitator.

**LIMNU: GAME VERSION**

In their role as consultants, the facilitators will try to assist the chairs in guiding the meetings in the breakout groups through a series of sessions that are based on the steps that participants know from Unit 45 Hand-out 3. Facilitators will find these steps reflected in most of the sessions of the sample session plan below; participants will find them reflected in the participants timetable created by the facilitator (Unit 45 Hand-out 1), and in Limnu Hand-out 5.

Limnu Hand-out 4 (*Blank sheets for note-taking and reporting*) and Hand-out 5 (*Guidance tasks and questions* for group sessions [game]) are hand-outs that have been provided to assist participants in doing the group work. Depending on the facilitators’ preferences, these documents can be distributed to all players, or only to scribes and chairs. The facilitators can use the questions to guide discussions where needed. The number of questions in Hand-out 5 is kept as low as possible.

#### Game session 1: preparing to play

Facilitators

* introduce the Limnu Valley setting in plenary, using the Unit 46 Limnu PowerPoint presentation (slides 1 to 18);
* distribute Limnu Hand-out 1 *Welcome to Limnu Valley*, if it has not yet been distributed the night before. In the latter case, the facilitators needs to allow for reading time;
* introduce the roles, using the Unit 46 Limnu PowerPoint presentation, slides 19 to 33;
* distribute Limnu Hand-out 2 *Meet your neighbours* and assign the roles;
* give participants time to read that six-page document;
* explain the rules of the game;
* give participants their identity cards (from Limnu Hand-out 3) with details about their individual roles;
* give them time for reading (participants only read their own identity card – about 1.5 pages); and
* distribute Limnu Hand-out 4 *Blank Sheets* and Limnu Hand-out 5 *Guidance tasks and questions (game)* and suggest how participants may wish to use these documents in the group sessions.

After facilitators have answered any outstanding questions, participants are ready to break out in groups and start session two, already in role. Facilitators will have discussed the composition of the breakout groups the evening before with co-organizers.

#### Game Sessions 2 to 8: Developing outlines of a safeguarding plan

Sessions 2 to 8 are devoted to in-role discussions that will gradually lead to a blueprint for a safegarding plan. In Limnu Hand-out 5 participants and facilitators will find guidance as to what questions to discuss during the consecutive steps. Participants and – especially – the scribes may use the blank forms in Limnu Hand-out 4 for taking notes. They are free to use other ways of note-taking. If a group wishes to proceed in a less strict way than proposed in this series of sessions, than that may be fine too. However, in that case extra attention from the facilitators will be required to ensure that participants discuss the major questions. At the end of session 8, participants step out of role.

#### GAME AND NON-GAME SESSIONS 9 AND 10 (IDENTICAL FOR GAME AND NON-GAME VERSIONS): PRESENTING AND ASSESSING SAFEGUARDING PLANS

After the group work (sessions 2 to 8), the scribes from each group present their safeguarding plan to the plenary for discussion and review (session 9). In session 10 the participants (again in breakout groups) consider the sample safeguarding plan in Limnu Hand-out 7 in relation to their own plan. This final session may be omitted if the facilitator feels that sufficient discussion has taken place. The sample safeguarding plan may then be circulated to participants for them to review in their own time.

#### GAME: SESSION PLAN

The session plan below is a suggestion.

| **Sessions** | **Time** | **Roles** | **Materials used by facilitator** | **Materials used by participants** |
| --- | --- | --- | --- | --- |
| 1. *Preparing to play** introduce the setting
* introduce the roles
* explain rules of the game (Facilitator’s notes 1)
* assign roles
* reading hand-outs (if required)
 | 1.5 hours | **Out of role** | Unit 46 Limnu PowerPoint presentationUnit 46 Facilitator’s notes 1Unit 46 Facilitator’s notes 3 (Limnu)(Facilitator’s notes are needed for all sessions) | Limnu Hand-out 1 *Welcome to Limnu Valley*Limnu Hand-out 2 *Meet Your Neighbours*Limnu Hand-out 3 *Identity cards*(all three hand-outs should be used for sessions 1 through 8) |
| 2. *Identifying (i) ICH to be safeguarded, (ii) communities concerned, (iii) overall challenges** players elect a chair and start discussing
* facilitator plays role of external consultant (sessions 2-8)
 | 1.5 hours | In role |  | Limnu Hand-out 4 *Blank sheets*Limnu Hand-out 5, ‘Session 2, questions to consider’ |
| 3. *Identifying value and function of selected ICH* | 1 hour | In role |  | Limnu Hand-out 4 *Blank sheets*Limnu Hand-out 5 ‘Session 3, questions to consider’ |
| 4. *Identifying threats and risks;* *brainstorming about safeguarding activities* | 1 hour | In role |  | Limnu Hand-out 4 *Blank sheets*Limnu Hand-out 5 ‘Session 4, questions to consider’ |
| 5. *Identifying main objectives and expected results* | 1 hour | In role |  | Limnu Hand-out 4 *Blank sheets*Limnu Hand-out 5 ‘Session 5, questions to consider’ |
| 6. *Final selection and ordering of safeguarding activities, including timeline and responsibilities* | 1.5 hour | In role |  | Limnu Hand-out 4 *Blank sheets* LimnuHand-out 5 **‘**Session 6, questions to consider’ |
| 7. *Identifying resources and budgets for safeguarding activities* | 1 hour | In role |  | Limnu Hand-out 4 *Blank sheets*Limnu Hand-out 5 ‘Session 7, questions to consider’ |
| 8. *Summarizing the plan; identifying monitoring mechanism* | 1.5 hour | In role |  | Limnu Hand-out 4 *Blank sheets* Limnu Hand-out 5 ‘Session 8, questions to consider’ |
| 9. *Reporting in plenary** Groups present plans they developed
* Q&A session between the groups
* Facilitators summarize pros and cons of the plans
 | 1 hour | **Out of role** | (plenary discussion) |  |
| 10. *Discussing a sample safeguarding plan** Participants receive and read Limnu Hand-out 7
* Groups discuss the sample plan
* Groups report in plenary and discuss
 | 1.5 hours | Out of role | (group work and plenary discussion) | Limnu Hand-out 7 *Sample safeguarding plan* |

**LIMNU: NON-GAME VERSION**

#### Non-game session 1: preparing for the discussions

Facilitators:

* introduce the Limnu Valley setting in plenary, using the Limnu PowerPoint presentation (slide 1 to 17);
* distribute Blika Hand-out 1 *Welcome to Limnu Valley*, if it was not distributed the night before. In the latter case, the facilitators will need to allow some reading time;
* explain the ideas the Valley people have about safeguarding their ICH, using the Limnu PowerPoint presentation (slide 23 to 34), while referring participants to the text for reading provided for session 1 in Limnu Hand-out 6. It will be the task of the facilitators to make sure that participants read the text thoroughly, as it will be an important source of information about the valley, the ICH of the Limnu Valley people and about their attitudes and aspirations; and
* distribute Limnu Hand-out 4 *Blank Sheets* and Limnu Hand-out 6 *Guidance tasks and questions* (non-game), allow for reading as required and suggest how participants may wish to use these documents in the group sessions.

After facilitators have answered any outstanding questions, participants are ready to break out in groups. Facilitators will have discussed the composition of the breakout groups the evening before with co-organizers. Participants keep their hand-outs with them as they may need to go back to them as the discussions develop.

#### Non-game Sessions 2 to 8: Developing the outline for a safeguarding plan

Sessions 2 to 8 are devoted to discussions that will gradually lead to a blueprint for a safeguarding plan. In Limnu Hand-out 6, participants and facilitators will find guidance as to what questions to discuss during the consecutive steps. Participants and – especially the scribes – may use the blank forms in Limnu Hand-out 4 for taking notes. They are free to use other ways of note-taking. If a group wishes to proceed in a less strict way than proposed in this series of sessions, than that may be fine too. However, in that case extra attention from the facilitators will be required to ensure that participants discuss the major questions.

Please note, that while most of the questions provided for sessions 2 to 8 in Limnu Hand-out 5 and 6 are similar, there are still considerable differences between the two documents. These have to do with the full-fledged involvement of community representatives and practitioners in the game version and their total absence from the non-game version. Whereas in the game version participants play community members, the participants in the non-game version are outsiders who are presented with information about the ideas of community members, but who cannot consult or involve these community members themselves.

#### GAME AND NON-GAME Sessions 9 and 10: Presenting and assessing safeguarding plans

See sessions 9 and 10 under game version (above).

#### NON-GAME: SESSION PLAN

The session plan below is a suggestion.

| **Session** | **Time** | **Materials used by facilitator** | **Materials used by participants** |
| --- | --- | --- | --- |
| 1. *Preparing for the discussions** introduce the setting
* introduce the task at hand
* introduce the Valley people’s safeguarding-related ideas
* allow time for reading Hand-out 1 and Hand-out 6
 | 1 hour | Unit 46 Limnu PowerPoint presentationUnit 46 Facilitator’s notes1Unit 46 Facilitator’s notes 3 (Limnu)(Facilitator’s notes are needed for all sessions) | Limnu Hand-out 1 *Welcome to Limnu Valley*Limnu Hand-out 6, ‘Session 1: *Text for reading’*(both hand-outs should be used for sessions 1 through 8) |
| *2. Identifying (i) ICH to be safeguarded, (ii) community/groups/individuals concerned, (iii) overall challenges* | 1.5 hours |  | Limnu Hand-out 4 *Blank sheets*Limnu Hand-out 6, ‘Session 2, questions to consider’ |
| 3. *Identifying value and function of selected ICH* | 1 hour |  | Limnu Hand-out 4 *Blank sheets*Limnu Hand-out 6, ‘Session 3, questions to consider’ |
| 4. *Identifying threats and risks;* *brainstorming about safeguarding activities* | 1 hour |  | Limnu Hand-out 4 *Blank sheets*Limnu Hand-out 6, ‘Session 4, questions to consider’ |
| 5. *Identifying main objectives and expected results* | 1 hour |  | Limnu Hand-out 4 *Blank sheets*Limnu Hand-out 6, ‘Session 5, questions to consider’ |
| 6. *Final selection and ordering of safeguarding activities, including time-line and responsibilities* | 1 hour |  | Limnu Hand-out 4, *Blank sheets*LimnuHO6, **‘**Session 6, questions to consider’ |
| 7. *Identifying resources and budgets for safeguarding activities* | 1 hour |  | Limnu Hand-out 4 *Blank sheets*Limnu Hand-out 6, ‘Session 7, questions to consider’ |
| 8. *Summarizing the plan; identifying monitoring mechanism* | 1 hour |  | Limnu Hand-out 4 *Blank sheets*Limnu Hand-out 6, ‘Session 8, questions to consider’ |
| 9. *Reporting in plenary** Groups present their plans
* Q&A session between the groups
* Facilitator’s summary: pros and cons of the two plans
 | 1 hour | (plenary discussion) |  |
| 10. *Discussing a sample safeguarding plan** Participants receive and read Limnu Hand-out 7
* Groups discuss the sample plan
* Groups report in plenary and discuss
 | 1.5 hours | (group work and plenary discussion) | Limnu Hand-out 7 *Sample safeguarding plan* |