**Unit 46**

Scenarios and games for developing safeguarding plans

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**Facilitator’s narrative 2: Safeguarding Ori ICH in Blika**

#### The setting

The Blika story is a fictitious scenario, presenting a group called Ori, who migrated in the 1960s and 1970s from the Kingdom of Kvetana to the Republic of Blika. The Ori have generally succeeded in preserving their identity: they use the Ori language, they tend to marry among themselves, and they continue practising much of their ICH from their Kvetana days. Some of that ICH is threatened by rather diverse factors, as you will find out as you familiarize yourself with the materials prepared for the Blika game.

Blika ratified the Convention in 2013 and the government identified ten ICH communities in Blika for the purposes of the implementation of the Convention: the Blika majority, five landed immigrant groups (including the Ori) and four old minorities. The government created the Blika ICH Council, a body in charge of ICH in Blika with 24 expert-members, half of whom have a minority/immigrant background.

The council started preparing a preliminary inventory of the ICH present in Blika. It invited the ten communities to set up Safeguarding Committees (SafeComs) – that is why there is now an Ori SafeCom. The SafeComs were asked to identify ICH for possible inclusion in the preliminary inventory, and to make proposals for safeguarding plans. The Ori SafeCom, after a number of meetings and many community consultations, produced a preliminary list of Ori ICH in Blika, which will have to be further discussed and adjusted. Next year, however, the preliminary list should be made public when the Ori SafeCom wishes to nominate some elements of Ori ICH for inclusion in the preliminary inventory of ICH in Blika. The Ori SafeCom does not want to miss the deadline for submitting a safeguarding plan for Ori ICH in Blika either.

#### Two approaches: game and non-game

For the Blika scenario, as for Limnu and Kassen, a game and a non-game approach are available. In the game approach, between 9 and 13 workshop participants take on different roles within a group discussion. Most of the roles are of community representatives and practitioners; about half of them are members of the Ori SafeCom. In a two-day meeting, they will outline a safeguarding plan for Ori ICH in Blika. Descriptions for thirteen roles have been prepared. After the meeting, the group will make recommendations to the Ori SafeCom and prepare the safeguarding plan in more detail with the participation of the communities, groups and individuals concerned.

In the non-game approach, participants are supposed to be external experts with different backgrounds (their own backgrounds in real life), without previous knowledge of the Republic of Blika, the Ori or their ICH. These experts are requested to prepare two recommendations, the first on which Ori ICH to include in the Blika inventory. The second on the outline of a safeguarding plan for the selected Ori ICH in Blika.

In both approaches, the outcome of the process is open and diverse results can be expected. Facilitators should not attempt to guide the groups to specific outcomes, but should leave it to the chair of each group to steer the discussion, intervening only briefly when participants are confused or stuck on an issue or are straying far from the topic at hand. Although the topics for sessions 2-8 of the programmes for the two approaches are similar, the first two sessions are quite different, as you will see below. Consequently, there are different hand-outs to guide participants’ discussions during the group work for the game and non-game approaches: Blika Hand-out 7 (game) and Blika Hand-out 8 (non-game).

In the game version, the facilitator plays the role of external consultant from session 2 to 8. That consultant is a Blika national who was seconded by the ministry to assist the extended Ori SafeCom in its two-day session (see Blika Hand-out 1). The breakout groups elect their chair who will lead the discussions. In the non-game version, there are two options and the facilitators will decide which option will suit the group best: either the facilitator can lead the discussions, or an elected chair can lead the discussions with assistance from the facilitator.

**Blika session plan: game version**

In their role as consultants, the facilitators will try to assist the chair in guiding the meeting through a series of steps that participants know from Unit 45 Hand-out 3 and that they will find reflected in the sessions in their programme and in the guidance document Blika Hand-out 7.

Blika Hand-out 6 *Blank sheets for note-taking and reporting* and Hand-out 7 *Guidance tasks and questions* are provided to assist participants in doing the group work. Depending on the facilitators’ preferences, these documents can be distributed to all players, only to scribes and chairs, or to none of the participants. The facilitator can use the questions to guide discussions where needed.

The session plan below is a suggestion. Other approaches can probably achieve equally useful results.

| **Session** | **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 * assign roles * read hand-outs | 1.5 hours | **Out of role** | Unit 46 Blika PowerPoint presentation  Unit 46 Facilitator’s notes 1  Unit 46 Facilitator’s notes 2 (Blika)  (Facilitator’s notes: through all sessions) | Blika Hand-out 1 *Welcome to the Ori of Blika*  Blika Hand-out 2 *Meet Your Neighbours*  Blika Hand-out 3  Identity cards  Blika Hand-out 4 *Ori ICH in Blika*  (all four hand-outs can be used for sessions 1-8) |
| 2: *Identifying ICH to be safeguarded and communities concerned*   * facilitator plays role of external consultant (sessions 2-8) * players elect a chair and scribe | 1.5 hours | In role |  | Blika Hand-out 6 *Blank sheets*  Blika Hand-out 7, ‘Session 2, questions to consider’ |
| 3. *Why safeguarding?* *Identifying value and function of selected ICH* | 1 hour | In role |  | Blika Hand-out 6 *Blank sheets*  Blika Hand-out 7 ‘Session 3, questions to consider’ |
| 4. *Identifying threats, risks;* brainstorming about safeguarding activities | 1 hour | In role |  | Blika Hand-out 6 *Blank sheets*  Blika Hand-out 7 ‘Session 4, questions to consider’ |
| 5. *Identifying objectives and expected results* | 1 hour | In role |  | Blika Hand-out 6 *Blank sheets*  Blika Hand-out 7 ‘Session 5, questions to consider’ |
| 6. *Developing a safeguarding plan* | 1 hour | In role |  | Blika Hand-out 6 *Blank sheets*  BlikaHand-out 7 **‘**Session 6, questions to consider’ |
| 7. *Identifying resources and responsibilities* | 1 hour | In role |  | Blika Hand-out 6 *Blank sheets*  Blika Hand-out 7 ‘Session 7, questions to consider’ |
| 8. *Identifying monitoring mechanism; summarizing the plan and community involvement* | 1.5 hour | In role |  | Blika Hand-out 6 *Blank sheets*  Blika Hand-out 7 ‘Session 8, questions to consider’ |
| 9. *Reporting in plenary*   * Groups present plans * Q&A session between the groups * Facilitator’s summary: pros and cons of the two plans | 1 hour | **Out of role** | (plenary discussion) |  |
| 10. *Discussing a sample safeguarding plan* (**optional**)   * Participants receive and read Hand-out 5 * Groups discuss the sample plan * Groups report in plenary and discuss | 1.5 hours | **Out of role** | (group work and plenary discussion) | Blika Hand-out 5 *Sample safeguarding plan* |

#### Game session 1: preparing to play

Facilitators

* Introduce the Blika-Ori setting in plenary, using the Blika PowerPoint presentation (slide 1 to 13);
* If Blika Hand-out 1 *Welcome to the Ori of Blika* was not distributed the night before, distribute it now, and allow some reading time;
* Introduce the roles, using the Blika PowerPoint presentation, slides 14 to 28;
* Distribute Blika Hand-out 2 *Meet your neighbours* and assign the roles;
* Give participants time to read the 6-page hand-out (Blika Hand-out 2);
* Introduce the eleven elements of Ori ICH in Blika that were included in the list compiled by the Ori SafeCom, using the Blika Power Point presentation, slides 29 to 40;
* Explain the rules of the game;
* Give participants their identity cards (Blika Hand-out 3) that inform them about their roles more in detail and give them time for reading (participants only read their own identity card);
* Distribute Blika Hand-out 4 *Preliminary list of Ori ICH in Blika* and Blika Hand-out 7 *Guidance tasks and questions for group sessions (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 discussions that will gradually lead to a blueprint for a safeguarding plan. In Blika Hand-out 7 (game), 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 Blika Hand-out 6 for taking notes. If they prefer other ways of note-taking, they may do so. If a group wishes to proceed in a less strict way than proposed in this series of sessions, that may be fine too. It will just require extra attention from the facilitators to ensure that all main issues are discussed. At the end of session 8, participants step out of role.

#### Game Sessions 9 and 10: Presenting and assessing safeguarding plans

After the group work (sessions 2 to 8), the scribe from each group presents their group’s safeguarding plan to the plenary for discussion and review (session 9). In session 10, the participants (back in their groups) consider the sample safeguarding plan (Blika Hand-out 5) 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.

**Blika session plan: non-game version**

| **Session** | **Time** | **Materials used by facilitator** | **Materials used by participants** |
| --- | --- | --- | --- |
| 1.1 *Preparing for the discussions*   * introduce the setting * introduce Ori ICH in Blika * reading hand-out(s) * introducing the two tasks | 45 minutes | Unit 46 PowerPoint presentation 2 (Blika)  Unit 46 Facilitator’s notes 1  Unit 46 Facilitator’s notes 2 (Blika)  (Facilitator’s notes: through all sessions) | Blika Hand-out 1 *Welcome to the Ori of Blika*  Blika Hand-out 4 *Preliminary list of Ori ICH in Blika*  (both hand-outs: through  sessions 1 to 8) |
| 1.2 *Identifying ICH for inventorying*  Participants discuss some or all of the six issues in Blika Hand-out 8 ‘Session 1.2’ – report back in plenary  Participants suggest a list of ICH for inventorying – report back in plenary | 2 hours |  | Blika Hand-out 8 ‘Session 1.2’ |
| 2. *Identifying ICH to be safeguarded and communities concerned*  Facilitator asks participants to first read the Blika Hand-out 8 ‘Ideas in the Ori community in Blika about safeguarding their ICH’ text; then discussions may start | 1.5 hours |  | Blika Hand-out 6 *Blank sheets*  Blika Hand-out 8 ‘Session 2, questions to consider’ |
| 3: *Why safeguarding? Identifying value and function of selected ICH* | 45 minutes |  | Blika Hand-out 6 *Blank sheets*  Blika Hand-out 8 ‘Session 3, questions to consider’ |
| 4. *Identifying threats, risks; brainstorming about safeguarding activities* | 1 hour |  | Blika Hand-out 6 *Blank sheets*  Blika Hand-out 8 ‘Session 4, questions to consider’ |
| 5. *Identifying objectives and expected results* | 1 hour |  | Blika Hand-out 6 *Blank sheets*  Blika Hand-out 8 ‘Session 5, questions to consider’ |
| 6. *Developing a safeguarding plan* | 45 minutes |  | Blika Hand-out 6 *Blank sheets*  BlikaHand-out 8‘Session 6, questions to consider’ |
| 7. *Identifying resources and responsibilities* | 45 minutes |  | Blika Hand-out 6 *Blank sheets*  Blika Hand-out 8 ‘Session 7, questions to consider, indications’ |
| 8. *Identifying monitoring mechanism; summarizing the plan and community involvement* | 45 minutes |  | Blika Hand-out 6 *Blank sheets*  Blika Hand-out 8 ‘Session 8, questions to consider, indications’ |
| 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* *(optional)*   * Participants receive and read Hand-out 5 * Groups discuss the sample plan * Groups report in plenary and discuss | 1.5 hours | (group work and plenary discussion) | Blika Hand-out 5 *Sample safeguarding plan* |

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

Session 1.1

Facilitators:

* Introduce the Blika-Ori setting in plenary, using the Blika PowerPoint presentation (slide 1 to 13);
* If Blika Hand-out 1 *Welcome to the Ori of Blika* was not distributed the night before, distribute it now, and allow some reading time;
* Introduce the eleven elements of Ori ICH in Blika that were included in the list compiled by the Ori SafeCom, using the Blika PowerPoint presentation, slides 29 to 40;
* Distribute Blika Hand-out 4 *Preliminary list of* *Ori ICH in Blika* and allow time for reading;
* Distribute Blika Hand-out 8 *Guidance tasks and questions for group sessions (non-game)* and explain the contents of Blika Hand-out 8 and how they want to use it.

After facilitators have answered any outstanding questions, participants are ready to break out in groups and start session 1.2. Facilitators will have discussed with co-organizers the evening before about the composition of the breakout groups. Participants keep their hand-outs with them, as they may need to go back to them as the discussions develop.

Session 1.2

Session 1.2 may need some explanation, since the discussants in the non-game version have no specific roles and thus Blika Hand-outs 2 and 3 are not given to them. Therefore, they have much less information about Ori ICH in Blika, and about the attitudes of the Ori towards their ICH than participants in the game version. The information in Blika Hand-out 1 and Hand-out 4 alone may not be enough for the non-game discussants to have fruitful discussions.

To make up for this, the non-game version has an initial exercise Identifying ICH for inventorying and an additional text called ‘Ideas in the Ori community in Blika about safeguarding their ICH’ (part of Hand-out 8). This will give the participants valuable additional information about Ori ICH in Blika for the development of a safeguarding plan, and may encourage useful discussions about inventorying for safeguarding.

Facilitators will start session 1.2 by dividing the participants into two or three break-out groups that each will be asked to discuss one of the six inventorying related issues that are presented in the initial pages of Blika Hand-out 8. Each group will elect a chair and a rapporteur. After their discussions, they will report in plenary.

Then facilitators ask participants to break out into groups for a third and last time, to discuss the overarching question of session 1.2: What elements of Ori ICH should be proposed for inclusion in the preliminary inventory of ICH in Blika. The session will be closed by reports by the rapporteurs and a following discussion.

#### 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. Participants – and facilitators – will find in Blika Hand-out 7 (game) or in Blika Hand-out 8 (non-game) guidance as to what questions to discuss during the consecutive steps. Participants and – especially – the scribes may use the blank forms in Blika Hand-out 6 for taking notes. If they prefer other ways of note-taking, they may do so. If a group wishes to proceed in a less strict way than proposed in this series of sessions, that may be fine too. It will in that case require extra attention from the facilitators to ensure that all main issues are discussed. Participants step out of role at the end of session 8.

#### Sessions 9 and 10: Presenting and assessing safeguarding plans

After the group work (sessions 2 to 8), the scribes present their group’s safeguarding plan to the plenary for discussion and review (session 9). In session 10, the participants will then (in their groups) consider the sample safeguarding plan (Blika Hand-out 5) 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.

#### General issues for both approaches

In Blika Hand-outs 7 (game) and 8 (non-game), the participants will find a specific set of questions for each session (2 to 8). The facilitators may bring in other, more general questions at any moment they think that may be useful. The discussion of such questions may help to develop the outlines for their safeguarding plans from a broader perspective. These questions may also give the facilitators an opportunity to bring additional points into the discussions.

1. The identification of communities in Blika was done using a top-down approach. Is that a proper way to proceed? Is the system inclusive? The old minorities apparently had a problem here (Blika Hand-out 1, para. 29, last two lines). Would there have been other ways to identify communities than among ethnic lines? And ways other than top-down?
2. The Blika ICH Council apparently does not encourage a cross-border analysis of ICH-related issues and the Ori SafeCom apparently does not think that way either: There are Ori in the neighbouring country (Ika), there are Ori in Kvetana – there are contacts between Ori in all these countries (Hand-out 1 *Identity cards*). If participants wish to take Ori and their ICH outside Blika into account, then the facilitators (in their role of external consultants) might encourage them.
3. There are some gender-related issues in the materials: Ori women seem to be keener on trying to introduce the Ori name-giving tradition than men (under that system, about as many children will have their mother’s as their father’s surname, whereas in the patrilineal system of Blika, all children born in wedlock have their father’s surname). Apparently Ori coffee houses are to some extent unfriendly environments for women (see identity card 1), although both women and men are members of archery clubs.
4. In the materials Ori language is mentioned on several occasions, religion is not mentioned at all, since this game is being played in different regions of the world with different sensitivities. Note that the Convention and its ODs carefully avoid mentioning religion or belief systems. Some participants may raise the question of safeguarding or protecting Or languages under the Convention – be prepared to answer questions there, and to give guidance (see workshop units on implementing the Convention).
5. There is not much variation between Ori ICH as practiced in different places in Blika, compared to the regional variation seen in Kvetana. This may be explained by the fact that the Ori were distributed over the larger towns of Blika by the Blika authorities without taking into account different backgrounds of the Ori immigrants. Soon, Ori from different places in Kvetana started forming new, amalgamated groups. On top of that, the Ori in Blika are in constant contact with each other, and with the Ori in the neighbouring country of Ika.
6. In Hand-out 8 (*Guidance tasks and questions for group sessions* for the non-game version) on pages 2 and 3 is a list of issues that facilitators might wish to bring to the attention of the chair or the participants during sessions of the game version when it seems appropriate.