**UNIT 46**

Limnu Hand-out 5:

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.*

In sessions 2 to 8, as a group, you will be developing a safeguarding plan for Limnu Valley ICH, using as guidelines the questions suggested in this hand-out, and the reporting formats in Limnu Hand-out 4. While the group and scribe may decide to use another format for reporting back, you may nevertheless use the sheets in Limnu Hand-out 4 for your own notes, if you wish.

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

Use the Limnu Hand-out 1 ‘Welcome to Limnu’, Limnu Hand-out 2 ‘Meet your neighbours’ and the information in the identity cards from Limnu Hand-out 3 to identify a short list of ICH that may require safeguarding activities, indicating for each of them the communities, groups and individuals concerned. Please keep your notes short as you are merely identifying the outlines of a safeguarding plan, not a fully-fledged plan.

Questions to consider (identifying ICH)

You may insert your notes concerning the elements to be safeguarded in the first box in Limnu Hand-out 4, Session 2.

* What are the element(s) of Limnu Valley ICH that should be safeguarded? Describe them in a few words, indicating name, domain, place and periodicity.
* What are the current modes of transmission?
* Does the ICH you are considering have aspects that need special consideration (such as gender or legal issues, restricted access or intercommunity problems)?

Questions to consider (identifying communities)

You may insert your notes concerning the communities, groups and individuals concerned in the same first box in Limnu Hand-out 4, 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?

Questions to consider (identifying general problems)

You may insert your notes concerning general (infrastructural, societal or environmental) problems that the valley people are faced with in the second box in Limnu Hand-out 4, Session 2.

* Which general problems are the inhabitants of Limnu Valley confronted with?
* Do these problems have an impact on the enactment or transmission of Limnu Valley ICH?
* Might the safeguarding of specific Limnu Valley ICH contribute to mitigating one or more of the valley’s general problems?

**Session 3: Identifying the value and function of the selected ICH. Why do the communities, groups or individuals concerned want to safeguard the selected ICH?**

You may insert your notes in the box in Limnu Hand-out 4, 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 Limnu Valley 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?
* Could safeguarding of specific ICH contribute to mitigating general problems?

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

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

Questions to consider

* What problems affect or may affect the enactment and/or the transmission of the selected ICH?
* Where are the most severe threats or risks?

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 need to prioritize these yet.

**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 from 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 Limnu Valley ICH, 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 Limnu Hand-out 4, session 5.

A few main objectives may be enough for a realistic safeguarding plan, not more than three to five. Objectives address problems (not too specific ones); 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 results of the safeguarding of the selected ICH element(s) of Limnu Valley ICH?
* How are they related to the problems, threats and risks that you have identified so far?

**Session 6: Final selection of safeguarding activities; identifying timeline and responsibilities**

In order to identify your final set of safeguarding activities, you may find the following questions helpful. You may insert your notes in the two left-hand columns of the box in Limnu Hand-out, sessions 6-7. Take your time to build consensus.

Questions to consider

* Looking at each of your expected results, what activities are to be undertaken in order to attain them? Note: often one activity may contribute to achieving more than one of the formulated objectives.
* In what order should the activities best be implemented?
* Who will execute/organize; who will be responsible for what?

**Session 7: What resources are required to implement the activities? identify global costs per activity**

In this session you will indicate what resources are required for the implementation of the safeguarding plan. Resources may be of very different types.

Since you are preparing the outlines of a safeguarding 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 ICH Task Force may finance a sound plan to a maximum amount of USD 200,000. If the plan you are preparing will be positively received by the Task Force, then it will be further elaborated, including detailed budget calculations, by experts from the Ministry of Rural Development and the research institute, with constant involvement of your representatives, without whose consent the safeguarding plan cannot be finalized.

You may insert your notes in the third column (on resources) and the fourth column (budget breakdown per activity) of the box in Limnu Hand-out 4, Sessions 6-7.

Questions to consider

* Whose time or material input 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?
* What are the estimated overall costs per activity? Calculate the grand total for the plan as a whole.

Revise the activity list or the resource allocation (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, indicating implementation periods and benchmarks for each activiy**

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 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 box in Limnu Hand-out 4, Session 8.

Questions to consider

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

**Summary of the plan**

Please assist your scribe in filling in the last box of Limnu Hand-out 4 which asks for a summary of the proposed safeguarding plan, under indication of main objectives and global budgets.

**Involvement and consent of communities**

The following questions may be useful for assessing how the community, groups and/or individuals concerned have been involved in the preparation of the safeguarding plan. The scribe will take notes summarizing your findings.

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 community, groups and/or individuals concerned contribute all along to the elaboration of the plan? Did they give their final consent for it?
* 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?