

## WHY THIS GAME?

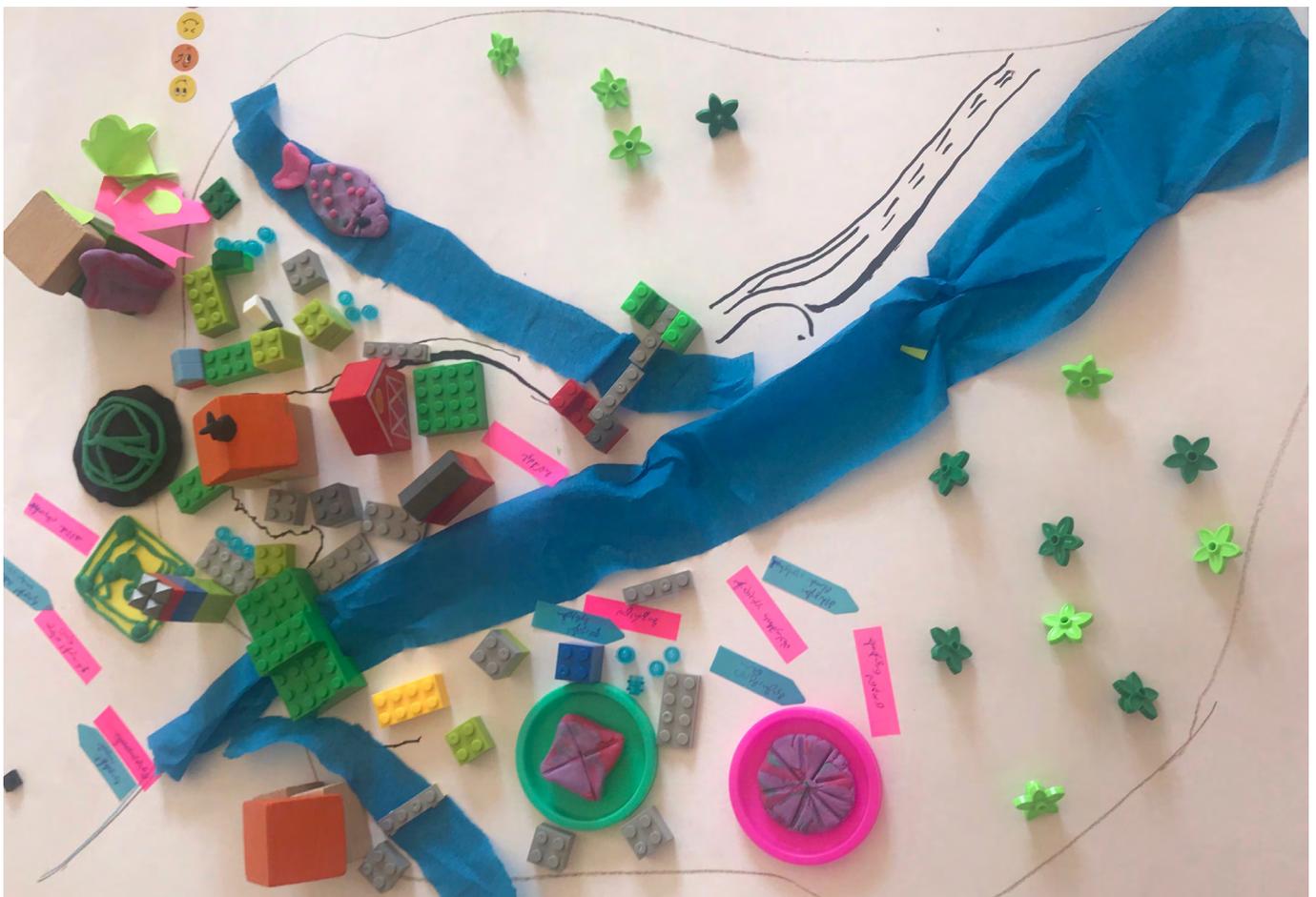
**Which factors make communities more vulnerable or resilient to disasters?**

**What role do age-old knowledge systems and other forms of heritage play in building resilience?**

Tapping into the knowledge and experience held by communities living in risk-prone regions, this participatory game offers a rare opportunity to build a common understanding of how the cultural and natural heritage of a place contributes to **capacities** for **disaster risk reduction** and sustainable development. At the same time, it reveals factors that make communities more vulnerable to **disasters**.

It offers an empowering social experience for the participants and facilitators alike. It enables the interested local governments and organizations to gather and incorporate perspectives from residents of a place, coming from all walks of life.

The overall aim is to provide a creative tool for encouraging a people-centred approach to disaster risk reduction, which integrates concerns for cultural and natural heritage.



*Example of an inSIGHT map created by different community members in Racha, Georgia, 2019.  
Photo: Georgian National Committee of the Blue Shield*



## Learning and acting together

- Playing this game will enable the concerned governments, organizations, and individuals to identify the root causes that increase the exposure to **disaster risk**.
- **in**SIGHT helps to recognize what residents in a village or a city define as heritage, which may include both cultural and natural elements, as well as how it is tied to their identity, livelihoods and well-being.



Getting the people's perspective is especially useful for designing effective heritage protection strategies and integrating them into local disaster risk reduction and sustainable development planning.

- The game aids organizations and individuals to understand how communities in a risk-prone area have coped with known **hazards** such as floods, fires, landslides or earthquakes.



The understanding of such coping mechanisms helps to enhance preparedness.

- Its creative mapping exercise assists in identifying the capacities and **vulnerabilities** that stem from heritage in a given context.



This is crucial for establishing how the negligence of heritage contributes to long-lasting vulnerabilities such as food insecurity or unemployment, which in turn set in motion cause and impact chains increasing the risk of disasters. Equally important are the heritage-related strengths such as livelihoods, which help to reduce such vulnerabilities.

## **CONTRIBUTION TO SUSTAINABLE DEVELOPMENT GOAL 13 ON CLIMATE ACTION**

**in**SIGHT helps to recognize the traditional knowledge and practices of a community, which could contribute to the sustainable management of natural resources in a given context. Such practices and knowledge could help mitigate and adapt to the risks induced by global climate change. Additionally, this game promotes a better understanding of the disaster risk, which in turn helps to implement the **Sendai Framework for Disaster Risk Reduction**.

In short, participating in this game opens the possibility of connecting people with their local systems for disaster risk reduction and heritage protection. A game approach helps to:



engage people from all walks of life



set an inclusive as well as trusting environment



break barriers and stereotypes



better understand people's perceptions



give voice to the marginalized



## Who can organize this game?



This game is intended for a wide range of institutions and individuals, who are interested in developing community-centred disaster risk reduction initiatives.



Examples may include, but are not limited to: an organization dedicated to the protection of cultural heritage, a municipality revising its disaster risk reduction plan, an urban planning department that would like to introduce physical mitigation measures, a humanitarian or community-based organization engaged in disaster risk reduction.

## Who are the players?



In order to get a 360-degree view, people from different age groups, as well as different professions and social backgrounds, should be invited to participate.



Examples may include, but are not limited to: representative groups of farmers, doctors, local officials in charge of urban planning and disaster risk reduction, emergency responders, heritage professionals, teachers, artists, musicians, performers, crafts persons, etc.



*inSIGHT being played in Racha, Georgia, 2019.  
Photo: Georgian National Committee of the Blue Shield*



## GAME OVERVIEW

### Description

In this open-ended game, the players living in a city, town or village, are creatively engaged to map:

- heritage, both **tangible** and **intangible**, which is significant to the players' collective identity;
- risks to heritage and people;
- capacities that sustain lives and livelihoods; and,
- external factors that may affect heritage or disaster **resilience**.



The players may wish to include both natural and cultural heritage in the mapping exercise. Moreover, what participants in the game recognize as cultural heritage may or may not be identified as such by the national or local heritage authorities.

**in**SIGHT **comprises of two stages:**

#### Stage 1 The Discovery



By mapping significant heritage and engaging in group discussions, the players establish links between heritage, disaster risk reduction and sustainable development. The subsequent mapping of risks and capacities enables participants to understand the root causes that make their community susceptible to disasters.

#### Stage 2 The Priorities for Acting Together



In this stage, a smaller number of the players nominated by their respective groups, engage in an exercise that involves the prioritization of heritage resources, capacities and risks. The purpose is to identify priorities for disaster risk reduction in an inclusive way.

Following the prioritization, the players identify actions for strengthening disaster resilience that integrate concerns for cultural heritage and are taken forward by communities in collaboration with their respective local agencies.



## Learning outcomes

**in**SIGHT is intended to strengthen communities and include every sector of the society in planning for heritage protection, disaster risk reduction and sustainable development.

Consequently, this game does not recognize a winner or a loser. Instead, it focuses on initiating a trust-based and inclusive dialogue between residents of a place, organizations, as well as local governing bodies engaged in the heritage, disaster risk reduction and development sectors.

As the factors influencing disaster resilience are context-specific, the game can and should be modified by the facilitators to suit the local context.

**in**SIGHT(S) gained at the end of the game:

-  Clarity on what constitutes significant heritage for people.
-  Enhanced understanding of the root causes and chains of impacts that contribute to the creation of disaster risk in a given context.
-  Recognition of how heritage may contribute to a community's well-being and help to reduce the risk of a disaster.
-  Ideas for enhancing disaster resilience, which mainstream concerns for cultural heritage with the proactive engagement of the local community.



*in*SIGHT being played in Racha, Georgia, 2019.  
Photo: Georgian National Committee of the Blue Shield



## FACILITATION GUIDE

### Roles

- Players: the participants in stages 1 and 2.
- Facilitators: individuals who have the requisite skills and knowledge to direct the gameplay and assist in various aspects of the game such as creative mapping, group discussion, reflection and prioritization (see skills of the facilitators).
- Note takers: individuals, who in consultation with the facilitators record highlights of conversations held among members of each group.

### Number of players

- Select a group of 20 – 50 players, split into smaller groups of 5 to 10 persons each.
- Number of facilitators: 4 – 5 (ensure one per group).
- Number of note takers: 4 – 5 (ensure one per group).

### Duration of the game

- Gameplay at stage 1 - The Discovery should range between 1.5 to 2 hours (excluding breaks).
- Gameplay at stage 2 - The Priorities for Acting Together should range between 1.5 to 2 hours (excluding breaks).
- Please allocate an extra 30 minutes for reflection at the end of each stage of the game.

### Knowledge and skills of the facilitators

The facilitators should have:

- An advanced understanding of the local social hierarchy and style of communication, especially between people of different genders, age groups or with authority figures. This will help the facilitators to manage power dynamics between the players.
- A comprehension of the basic terms and processes involved in disaster risk reduction.
- The ability to communicate effectively the core concepts and terms related to disaster risk reduction to people who are not subject area specialists.
- A fair understanding of the nature of local heritage and how it is managed.
- The knowledge of the risk-prone region of concern, its population, as well as general social, cultural, political and economic context. This helps in achieving the stated learning outcomes.



*Facilitators choosing to play inSIGHT outdoors in Racha, Georgia, 2019.  
Photo: Georgian National Committee of the Blue Shield*



## Play space requirements

- Depending on the local context, facilitators may choose to play this game indoors or outdoors.
- In case the game is played indoors, an airy, well-lit room, large enough to accommodate all the players, facilitators and note takers, is to be selected.
- Allocate individual spaces for each group.
- Each group will require a table or some kind of a rigid support, large enough to accommodate a 25 x 30 in (63.5 x 76.2 cm) sheet of paper for creating their map e.g. flip chart paper.
- The players may choose to sit on chairs around their respective tables. Alternatively, they may choose to stand or sit on floor mats around a low height platform.



## Materials



Blank sheets of paper



Building blocks



Playdough



Colouring pencils



Marker pens



Colourful paper



Multi-coloured sticky notes



Wood blocks or other materials



If the game is played outside, the players may use materials such as leaves, stones, feathers or wooden sticks to depict different elements in their maps.



Invite the players to decide how to use different materials provided and what each type of material would represent e.g. colourful paper may be used to depict the general landscape in a map.



## Pre-game meeting

One day before, or at least a couple of hours before the commencement of the game, the facilitators and note takers are expected to meet together to review the gameplay. At the end of this session they should have a common understanding of the:

- Time involved in each stage of the game.
- Number of the groups of players and their seating arrangement.
- Materials required by each group.
- Questions to be asked to each group during stage 1 and stage 2.
- Key terms that are to be used consistently during the gameplay (the terms identified should be easy to understand by the players).
- How the note takers will record the key points during the two stages of the game.
- The ground rules (as explained below).



## Setting and ground rules

- The facilitators split the people gathered into smaller groups of 5 – 10 players each.
- While allocating the groups, ensure that members of a group have common interests or profession.
- It is ideal to have a facilitator for each group.
- In case a sufficient number of facilitators are not available, ensure that at least two facilitators are available to work with four groups.
- Assign a note taker to each group. Alternatively, if the players permit, ask a group member to record the conversation using a mobile phone or other available recording device.
- The groups should sit or stand around different tables.
- The tables should be set apart at a distance that enables the groups to work separately.
- At the beginning, the facilitators explain the objectives and learning outcomes of the game. They describe the two stages involved and state the maximum time available for each stage.
- The players are encouraged to think of the game as a simplified depiction of reality in order to attain the learning outcomes.
- While consultation within a group is stimulated by the respective facilitators, the players are not allowed to communicate across groups once engaged in the gameplay.
- The players may or may not be familiar with basic disaster risk reduction or cultural heritage terminology. Therefore, the facilitators should use equivalent terms used in common parlance.
- Ensure that all the players participate in preparing the maps and follow the group discussion.
- The players should understand that there are no right or wrong answers in this game. Instead, the information is gathered and pieced together collectively to solve the common problems.



## GAMEPLAY



**Duration 1.5 to 2 hours (excluding breaks)**

- The facilitators hand out a blank sheet of paper as well as materials such as colored paper, pencils, play dough and building blocks to each of the group.
- Each group is given the task of drawing a map of its respective municipality, city, town or village.



The scale of maps is chosen by each group; it can range from a specific village to an area of a region. Encourage players in each group to assign legends for colors and materials they choose to use on their respective maps.

- In the next step, the facilitators ask each group to use the materials given, and locate on the map places, buildings, objects and activities that hold significance for the participants.

**Sample questions for the facilitators:** What makes this location and you (the players in each group) distinctive? What connects you to your city and the people who live in it?

- Once the groups have mapped and depicted the significant heritage, they are asked to identify and locate sources of risks to heritage and people.

**Sample question for the facilitators:** What threatens your lives, livelihoods and heritage?



Mapping of this aspect, brings out a mix of hazards and vulnerabilities, which can be separated during the facilitated reflection.

- After mapping of the risks, the facilitators encourage the players to list the strengths, capacities, attributes and resources (including policies and programmes) that help to withstand hazard events or help to mitigate their impacts.

**Sample questions for the facilitators:** What or who helps you in preventing as well as coping with disasters? Do these strengths, attributes or resources originate from your cultural heritage?

- The facilitators then ask the players in each group to identify and list the external factors that may have an impact on heritage or disaster resilience.

**Sample questions for the facilitators:** Are there any governmental/non-governmental programmes or policies that have an impact on cultural heritage? Are there any programmes that have an impact on your livelihoods?

- Members in each group are asked to write their respective names as well as that of the place on the lower margin of their respective map, after which the facilitators systematically take photos of all the maps created by different groups.
- Once the maps are complete, the facilitators ask each group to describe their respective maps in 5 minutes to the other groups and answer their questions.

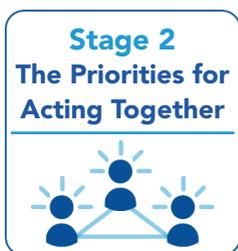


- At this stage, a brief pause of 10 – 15 minutes could be given for the participants to reflect on the insights, which usually include:
  - a. a list of cultural heritage resources that the residents in a place value or consider to be significant;
  - b. the risks to heritage and people;
  - c. the strengths or capacities that sustain people and their heritage; and,
  - d. the governmental/non-government programmes or policies that may have an impact on cultural heritage or livelihoods.

After reflection, the facilitators could ask each group to list their respective insights.



*Example of the different materials that can be used to depict heritage resources and landscape features on an inSIGHT map.  
Photo: Georgian National Committee of the Blue Shield*



**Duration 1.5 to 2 hours (excluding breaks)**

Extending the play to this stage helps to explore the synergies and tensions, as well as the trade-offs, between the different priorities for disaster risk reduction. Thus, in a nutshell, this stage lays the foundation for community action through consultation for prioritization.

- During this stage, all the participants form one group, thus creating a mixed group of people from different social or professional backgrounds.
- The facilitators provide the compiled lists for each of the 3 elements, as mentioned below:
  - a. Significant heritage
  - b. Risks
  - c. Capacities
- The group now needs to decide which cultural heritage in their region is the most significant and needs protection. They should then identify the most salient risks that need addressing, and the strengths that could be exploited for preventive action. The answers are recorded on a chart or on sticky notes.
- The players are then asked to work individually and choose the top 5 observations from each category that they would like to be considered for the next step. Again, the players can use loose sheets of paper to prepare individual lists or use sticky notes.
- The players are then sub-divided into two groups. The facilitators ask the players in each group to compare their respective lists and create a new list of priorities that comprises 4 primary heritage resources, 4 salient risks and 4 main strengths.
- The two groups are then invited to come together as one big group again.
- Finally, all the players in the one big group are asked to discuss the top 3 priorities in each category.
- The prioritized cultural heritage resources, as well as the risks and capacities, are then used to co-create a five-step action plan that will be taken forward by the community, in collaboration with the local government.
- At this stage, the group should be given 10 – 15 minutes for prioritizing at least five actions for disaster risk mitigation based on the top 3 risks, capacities and heritage resources identified.



*The players in Racha, Georgia, reviewing their maps to prioritize heritage resources, risks and vulnerabilities, 2019. Photo: Georgian National Committee of the Blue Shield*



## CASE STUDY

### The Experience from Racha, Georgia

#### How we played it?

**The place:** Racha is a historical province in Georgia's north-western mountainous region, and a part of the administrative region of Racha-Lechkhumi and Kvemo Svaneti (Lower Svaneti). Its tangible and intangible heritage is one of the strengths of the region. With the total area of 2,893 km<sup>2</sup>, Racha is the least populated region of Georgia with 29,700 people.

It is one of the most hazard-prone regions in Georgia, regularly affected by mudflows, landslides and floods, as well as strong seismic activity. The region has limited access to healthcare and education, as well as poor connectivity. Inadequate planning and land use have led to an increased exposure of homes and infrastructure to landslides and earthquakes.

Furthermore, the profile of the region is also changing dramatically, as the population is declining due to migration and ageing.

The region is well known for medieval fortifications and churches, decorated with bas reliefs and murals. The earliest cultural layers on the territory of Racha date back to the Mesolithic period while the archaeological findings from Upper Racha attest to the existence of centres of metallurgy from 3<sup>rd</sup> millennium BCE up to the 4<sup>th</sup> century CE.

Traditionally, the region has been known for its woodcraft and metal forging. Its highly decorated wooden houses are of significant artistic and architectural value. Traditional viticulture contributes to sustaining livelihoods in the region.

In the 1991 earthquake that affected the entire region, the vernacular architecture survived better than the new building stock. Nevertheless, five medieval churches and their wall paintings were damaged, and ruins of towers and fortresses that were already in a poor physical condition, were completely destroyed.



Map highlighting the region in Georgia in which the inSIGHT game was first field tested (Racha-Lechkhumi).  
Source: Georgian National Committee of the Blue Shield



## Who played?

The players were drawn from different backgrounds in Oni and Ambrolauri, the two prominent municipalities in the region. They included:

- Local authority (divided into three groups) comprising 15 participants (7 male and 8 female).
- Volunteers drawn from local NGOs (divided into two groups) comprising 9 participants (7 male and 2 female).
- Craftspeople (including wood workers, textile workers, artisans - divided into two groups), comprising 9 participants (5 male and 4 female).
- Farmers and winemakers, comprising 9 participants (5 male and 4 female).

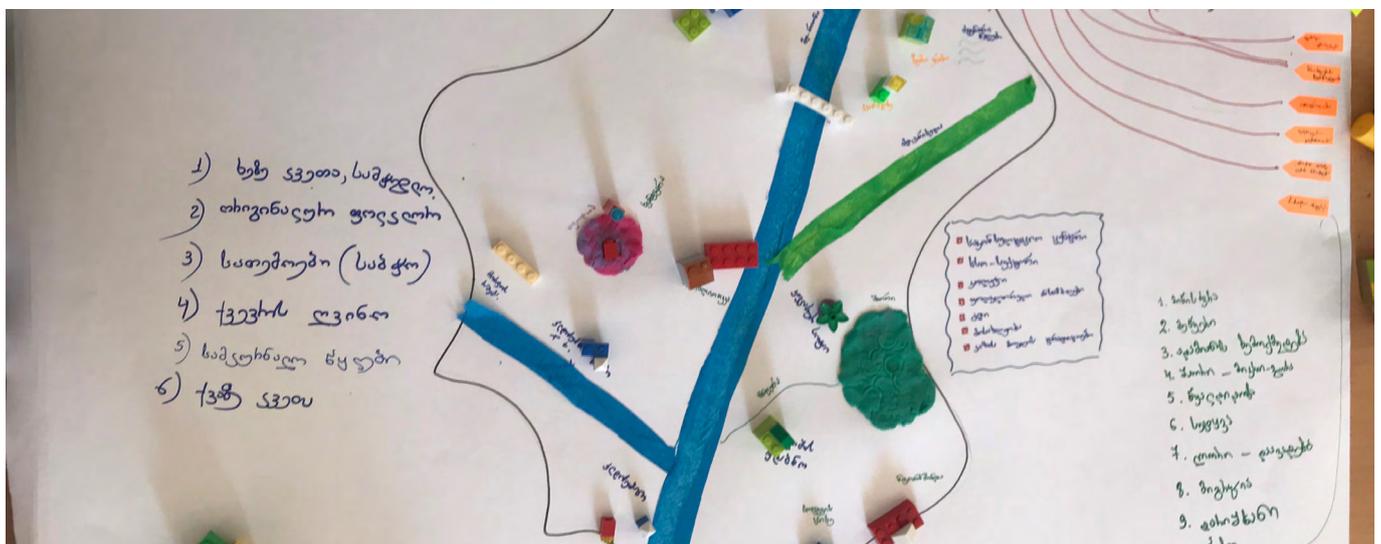
Time: 3 sessions spread over 3 days for 3 – 4 hours per day.

## Map scale and materials

The scale of the maps was chosen by each group and ranged from a specific village (e.g. Ghebi village) to an area of a region (e.g. Upper Racha). A wide range of materials was provided for the mapping exercise, including building blocks, play-dough, colouring pencils, marker pens, colourful paper, stickers, wooden blocks, etc. The participants were asked to decide how these materials would be used and what they would represent (see image below).

## The facilitators

Members of the Georgian National Committee of the Blue Shield, an NGO dedicated to the protection of cultural heritage from disasters and conflicts, acted as the facilitators and note takers. Their professional backgrounds included prior experience in heritage protection and disaster risk reduction.



*The scale of the inSIGHT map is decided by the players, it can be limited to a village, city or an entire region.*

*Photo: Georgian National Committee of the Blue Shield*

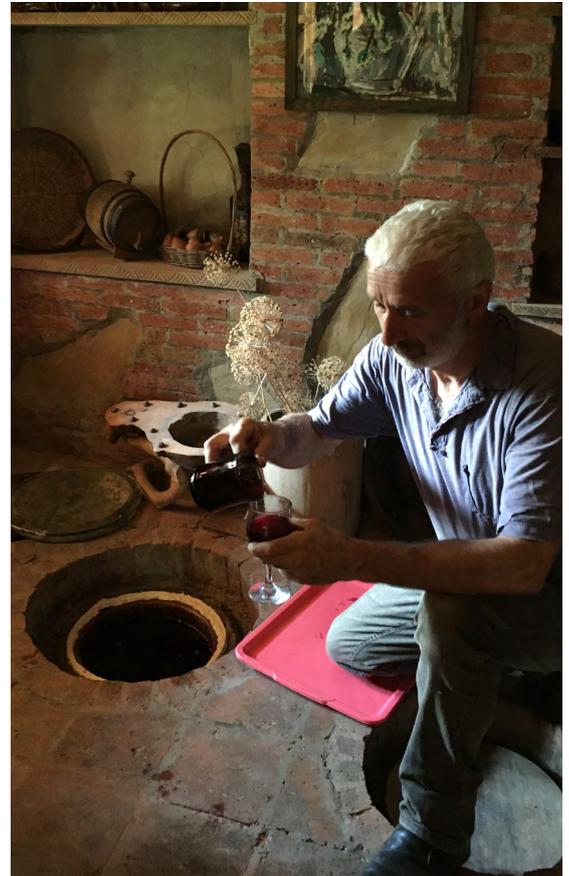


## insIGHTS gained



Clarity on what constitutes significant heritage. Participants in Racha identified the following as significant heritage:

- Tangible cultural heritage:
  - Bugeuli Church, 14<sup>th</sup> – 15<sup>th</sup> century CE
  - Duroiani Sakhli, a traditional tower house construction found in Upper Racha
  - Mindatsikhe, a medieval fortress
- Intangible cultural heritage:
  - Woodcraft
  - Folklore
  - Winemaking and cuisine
- Natural heritage:
  - Mineral water springs
  - Caves
  - Climatic zone of Khvanchkara perceived as an important element of the natural heritage, as it provides locals with the opportunity to grow grapes and produce the famous Georgian Khvanchkara, a semi-sweet red wine.



*Winemaking is one of the most significant intangible heritage of Racha, Georgia, 2019.  
Photo: Georgian National Committee of the Blue Shield*

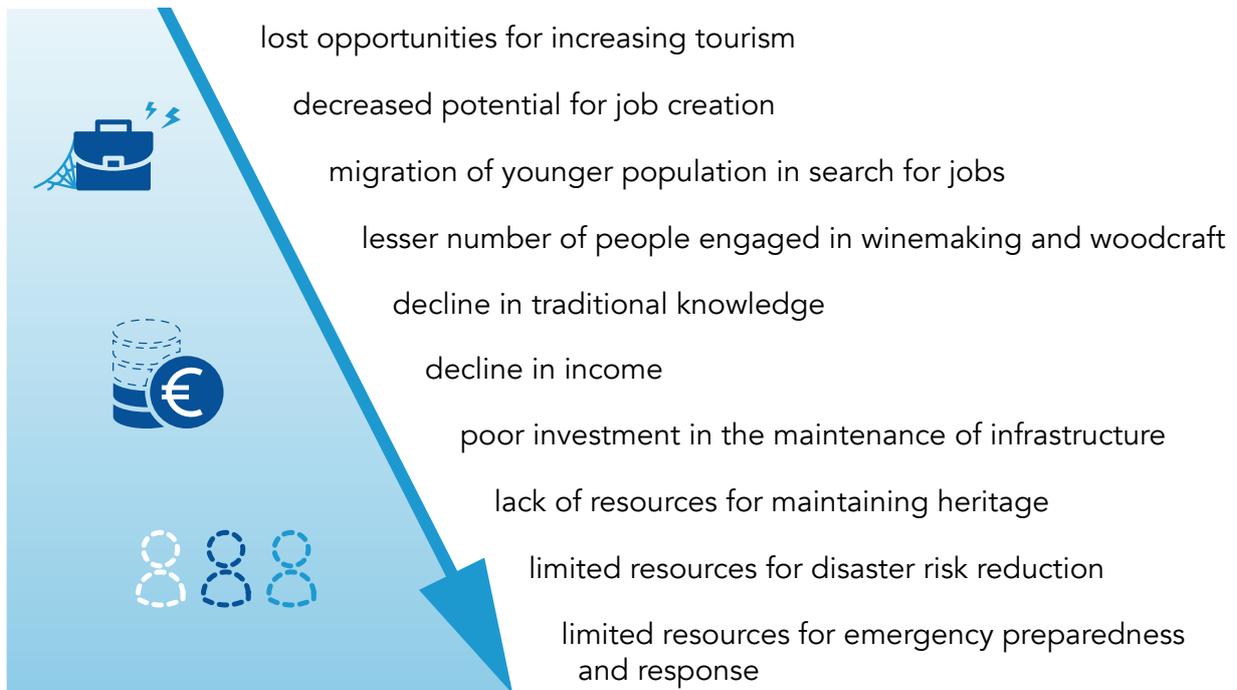
How locals define and value heritage does not necessarily match with the classification employed by the national heritage authorities. Example: several participants in the Discovery stage identified a library and a community centre as significant heritage as opposed to the other officially listed heritage in the region.



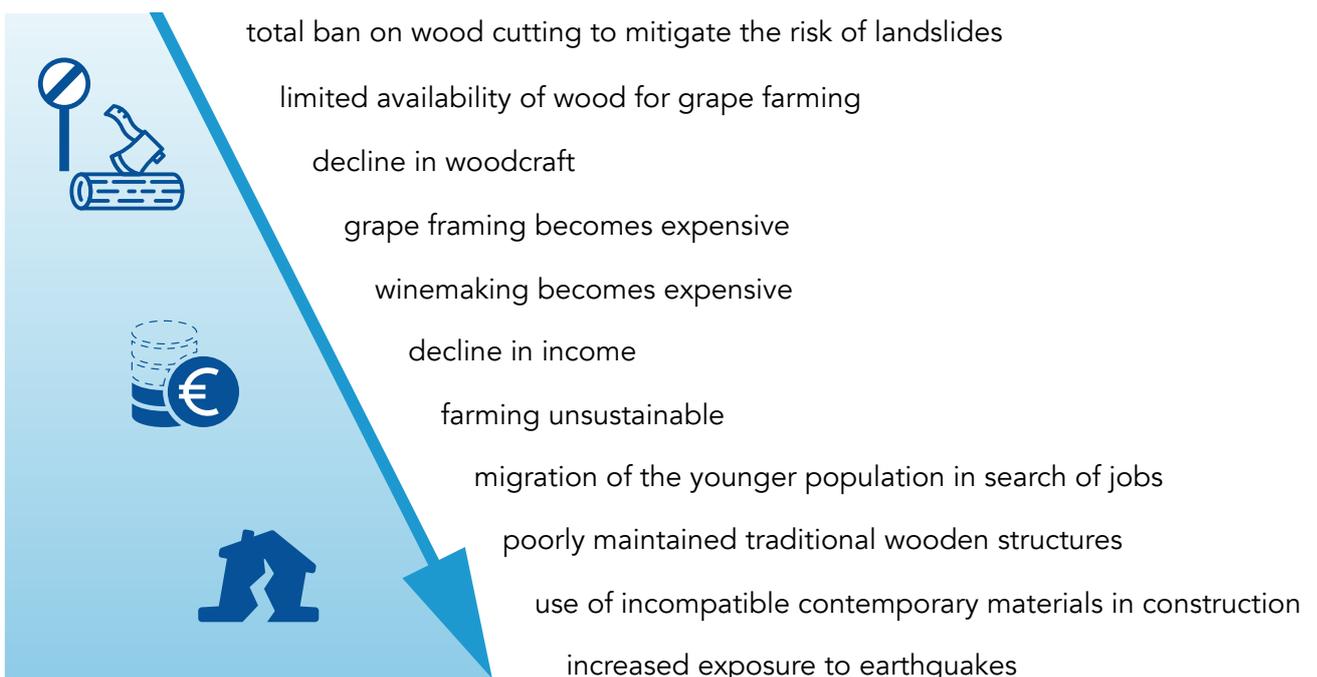
Enhanced understanding of the root causes of disaster in a given context.

Through the discussion and reflection in the Discovery stage, players in Racha were clearly able to identify vulnerability factors that expose people and heritage to earthquakes and floods. Furthermore, the participants were able to understand how certain systemic weaknesses or policies have led to a chain of impacts, which in turn have contributed to the creation of disaster risk.

- Poor infrastructure



- Selective risk mitigation strategy





 Recognition of how heritage may contribute to a community's well-being and help to reduce risk of disasters.

By participating in the game, residents, as well as the representatives of the local governments, could appreciate how heritage contributes to capacities for effective disaster risk reduction and sustainable development. e.g. livelihoods originating from winemaking and woodcraft; community-based early warning system. Other strengths discussed included:

- Traditional social gathering 'sanaksho', an important part of life, as it provides an opportunity for an informal exchange of information as well as ensures the transmission of traditional songs and dance.
- In order to mitigate the risk of flooding, residents in the area periodically clean flood channels and small tributaries of a major river, Rioni. The scrap tree logs and branches collected, as result of the cleaning are used in woodcrafts. When it rains heavily, elders from the villages upstream warn people living on the lower lands, or adjacent areas, that there is a chance of flooding. These traditional practices not only reduce the risk of flooding, but also provide the residents with an early warning for such an event.

 Ideas for enhancing disaster resilience, which mainstream concerns for cultural heritage with the proactive engagement of the local community.

Actions for enhancing disaster resilience identified by the players, which will be carried forward in collaboration with the relevant local agencies included: better access to mobile, internet and digital services, as well as apps for off-line access in situations of emergency; government supported training programmes for the development of handicrafts; support for attracting tourism in the form of homestays or experiential tourism; and more investment in community-based risk mitigation and preparedness.



*"Duroiani Sakhli", a traditional tower house in village Ghebi, Upper Racha, Gerorgia, 2019.*

*Photo: Natia Maisashvili*



## KEY WORDS / GLOSSARY

**Capacities:** The combination of all the strengths, attributes and resources available within an organization, community or society to manage and reduce disaster risks and strengthen resilience. (UNDRR, 2016)

Read more: <https://perma.cc/H3BR-UK4J>

**Disaster:** A serious disruption of the functioning of a community or a society at any scale due to hazardous events interacting with conditions of exposure, vulnerability and capacity, leading to human, material, economic and environmental losses and impacts. (UNDRR, 2016)

Read more: <https://perma.cc/H3BR-UK4J>

**Disaster Risk:** Disaster risk is considered as the combination of the severity and frequency of a hazard, the numbers of people and assets exposed to the hazard, and their vulnerability to damage.

Read more: <https://perma.cc/TZ43-3ZVG>

**Disaster Risk Reduction:** Disaster risk reduction is aimed at preventing new and reducing existing disaster risks and managing residual risks, all of which contribute to strengthening resilience and therefore to the achievement of sustainable development.

(UNDRR, 2016)

Read more: <https://perma.cc/H3BR-UK4J>

**Hazard:** A process, phenomenon or human activity that is considered dangerous, and may cause loss of life, injury or other health impacts, property damage, social and economic disruption or environmental degradation.

(UNDRR, 2016)

Read more:

IASC, 2011: <https://perma.cc/85SP-6HKW>

IFRC, 2017: <https://perma.cc/WP7R-ELK8>

UNDRR, 2016: <https://perma.cc/H3BR-UK4J>

**Intangible Cultural Heritage:** Intangible cultural heritage encompasses the practices, representations, expressions, knowledge, skills, instruments, objects, artefacts and cultural spaces that a given community, group or individuals recognize as part of their cultural heritage and express through oral tradition; customs; language; performing arts; ritual and festive events. (UNESCO, 2003)

Read more: <http://perma.cc/5ZXN-XCPV>

**Resilience:** The ability of a system, community or society exposed to hazards to resist, absorb, accommodate, adapt to, transform and recover from the effects of a hazard in a timely and efficient manner, including through the preservation and restoration of its essential basic structures and functions through risk management.

(UNDRR, 2016)

Read more: <https://perma.cc/H3BR-UK4J>

**Sendai Framework for Disaster Risk Reduction 2015 – 2030:** The Sendai Framework aims to achieve the substantial reduction of disaster risk and losses in lives, livelihoods and health and in the economic, physical, social, cultural and environmental assets of persons, businesses,



communities and countries by 2030. It has seven targets and four priorities of action, which include concerns for protecting cultural heritage from disasters.

Read more: <https://perma.cc/MDB6-G5VG>

**Sustainable Development Goal 13:** Take urgent action to combat climate change and its impacts. The goal puts forward the targets of the Paris Agreement, which aim to strengthen the global response to the threat of climate change by keeping a global temperature rise this century well below 2 degrees Celsius above pre-industrial levels. The agreement also aims to strengthen the ability of countries to deal with the impacts of climate change, through appropriate financial flows, a new technology framework and an enhanced capacity building framework.

(United Nations, 2015)

Read more: <https://perma.cc/KV55-79BU>

**Tangible Cultural Heritage:** Tangible cultural heritage is composed of the physical manifestations of culture produced, maintained and transmitted within a society. It may refer to:

**a. Immovable cultural heritage:** places of human habitation including buildings; villages; towns and cities; and structures.

**b. Movable cultural heritage:** documents and archives; works of art; handicrafts; tools and machineries, etc.

(UNESCO, 2003; UNESCO, 2012)

Read more:

UNESCO, 2003: <http://perma.cc/5ZXN-XCPV>

UNESCO, 2009: <https://perma.cc/7PRG-8SMV>

**Vulnerabilities:** The conditions determined by physical, social, economic and environmental factors or processes which increase the susceptibility of an individual, a community, assets or systems to the impacts of hazards.

(UNDRR, 2016)

Read more: <https://perma.cc/H3BR-UK4J>

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Available at: <https://ich.unesco.org/en/convention> [Accessed 20 July 2020].

Permanent Link: <http://perma.cc/5ZXN-XCPV>



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