Introduction

Traditional knowledge and community owned solutions in conservation and development
## Day 1 training outline

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>8:30 - 8:45</td>
<td>Introduction to training</td>
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<tr>
<td>8:45 - 10:15</td>
<td>Discussion on e-module task</td>
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<tr>
<td>10:15 - 10:30</td>
<td>Break and refreshments</td>
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<tr>
<td>10:30 - 12:30</td>
<td>Key concepts and techniques for identifying community owned solutions</td>
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<tr>
<td>12:30 - 13:30</td>
<td>Break and refreshments</td>
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<tr>
<td>13:30 - 14:45</td>
<td>Sharing community owned solutions</td>
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<tr>
<td>14:45 - 15:00</td>
<td>Break and refreshments</td>
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<tr>
<td>15:00 - 16:15</td>
<td>Participatory visual methods</td>
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<tr>
<td>16:15 - 16:30</td>
<td>Wrap up and evaluation</td>
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Aims of the course

- Understanding the importance of traditional knowledge for conservation and development;
- Identifying how traditional knowledge can be used and integrated into different work programmes;
- Engaging with traditional knowledge holders in respectful, meaningful and culturally appropriate ways;
- Promoting participatory and community owned solutions approaches;
- Understanding the process of developing traditional knowledge action plans;
- Recognising how improved use of traditional knowledge will contribute to achieving international targets related to the Convention on Biological Diversity (CBD) and Sustainable Development Goals (SDGs), national priorities such as the Green State Development Strategy, and local plans including Village Plans.
Learning outcomes

- Explain the importance of traditional knowledge for biological and cultural diversity;
- Identify how traditional knowledge can contribute to their organisations work and/or plans, and advance Guyana’s international and national commitments on conservation and development;
- Apply the community owned solutions approach in promoting traditional knowledge and addressing community challenges;
- Practice participatory methods, particularly participatory video, in engaging communities;
- Use monitoring and evaluation methods to assess strengthening of community owned solutions and traditional knowledge;
- Summarise the process of developing a traditional knowledge national action plan;
- Recognise where to access and contribute resources on traditional knowledge and its use.
Course structure

Unit 1 - Traditional knowledge, its importance and relevance.

Unit 2 - Applying the community owned solutions approach.

Unit 3 - Using participatory video.

Unit 4 - Monitoring and evaluation.

Unit 5 - Developing a Traditional Knowledge National Action Plan.
Traditional knowledge, its importance and relevance
E-module sections:

1. Definition of traditional knowledge and its benefits
2. Relevant International Conventions/ agreements that support the Indigenous People’s rights and use of traditional knowledge
3. Good practice of integrating traditional knowledge - 3 levels, 3 types
4. Common challenges for integrating traditional knowledge
5. Legal instruments and frameworks that support the Indigenous People’s rights and use of traditional knowledge
6. Key issues and recommendation
Reflection and clarifications on E-module

Any questions or key takeaways?
Which statement describes traditional knowledge?

“This knowledge system, with its imperative for precise categorization and abstract generalization, rapidly loses its ability to provide useful guidance to the general public when faced with increasingly complex situations typified by uncertainty, nonlinear dynamics, and conflicting perspectives.”

“This knowledge system generates a systemic understanding of a complex environment and integrating a large number of variables, qualitatively over an extended period of time. Through collective and adaptive dialog, this knowledge system can lead to simple rules that can be easily remembered and locally enforced through social means”.

Mistry and Berardi (2016)
Benefits of using Traditional knowledge

- Protecting human rights
- Maintaining a rich Indigenous cultural heritage
- Conserving biodiversity and ecosystem services
- Fostering sustainable development
- Adapting to climate change and improving resilience
1. Do you know an example when Indigenous People’s rights and/or traditional knowledge has been integrated well in policy or practice in Guyana? Or in your organisation? In your job?

Discuss what this was and if you can identify the key factors that made it a success and if this could be replicated elsewhere?
2. Are you aware of any example(s) of barriers/challenges from Guyana / your organisation to the integration of Indigenous People’s rights and/or traditional knowledge?

Discuss what this was, what type of challenge and how they were overcome or how they might be overcome in the future?
3. How can traditional knowledge be useful for achieving your organisation’s strategic goals or your own work programme?

Where could traditional knowledge be integrated, in what already established processes and/or plans would be most useful?
Applying the community owned solutions approach
Activity 2.1
Concepts and techniques for identifying community owned solutions
What is a community owned solution?

- The community *needs it*
- The community *does it*
- The community *controls it*
- The community *benefits from it*
- The solution is *fair*
- The solution is good for the *environment*
- The solution is *self-reliant* and not dependent on long term external support
Activity 2.2
Community owned solutions role-play

Part 1:

• **Read** about your roles

• **Refer** to the community profile

• **Discuss** from your role perspective which initiative you think should be taken forward

• **Record** which initiative your group wants to take forward and why
Part 2:

- **Use** the community viability spray diagram to identify how the initiatives address different traditional knowledge indicators

- **Identify** a community owned solution that could be taken forward

- **Explore** the differences the earlier discussion and using the system viability indicators to choose the most appropriate initiative to take forward.
Activity 2.3
Sharing community owned solutions
Activity 2.3
Impact of sharing community owned solutions

- Implementation of practices
- Motivation
- Ownership
- Organisational skills
- Indigenous pride
- Maintenance and strengthening of traditional knowledge
Using participatory video with communities
Activity 3.1
Participatory visual methods
Participatory Video is a process involving a group or community in shaping and creating their own films according to their own sense of what is important, and how they want to be represented.

It can help to bring together different people’s views and ideas on particular issues and help communicate them in an easy and clear way.
Participatory Photography is a process which allows people to express themselves and “tell their stories” through pictures and words.

A photostory is a story made from photos, sometimes combined with words, to express ideas on the subject investigated.
Activity 3.2
Storyboarding
Storyboard one community owned solution

- Six scenes
- 3 minute film
- Try to capture at least a couple of interviews
Wrap up and evaluation
Day 2 training outline

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>8:30 - 8:45</td>
<td>Recap of day 1</td>
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<tr>
<td>8:45 - 10:15</td>
<td>Participatory video exercise</td>
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<tr>
<td>10:15 - 10:30</td>
<td>Break and refreshments</td>
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<tr>
<td>10:30 - 11:00</td>
<td>Participatory video screening</td>
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<td>11:00 - 12:00</td>
<td>Video-mediated dialogue</td>
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<td>12:00 - 13:00</td>
<td>Lunch</td>
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<td>13:00 - 14:15</td>
<td>Monitoring and evaluation</td>
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<td>14:15 - 14:30</td>
<td>Break and refreshments</td>
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<tr>
<td>14:30 - 15:30</td>
<td>Discussion on webinar</td>
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<tr>
<td>15:30 - 16:30</td>
<td>Wrap up and evaluation</td>
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Activity 3.3
Participatory video creation
Activity 3.4
Participatory video screening
Activity 3.5
Video-mediated dialogue
Monitoring and evaluation
Activity 4.1
Indicators of traditional knowledge

Community Viability

- How do we meet our basic needs?
  - Land rights and access
  - Timber harvesting
  - Medicinal plants
  - Gathering food/materials
  - Fishing
  - Water
  - Farming

- How do we maintain our identity?
  - Indigenous language
  - Use of traditional medicines
  - Food preparation
  - Rules for sustainable resource use
  - Acts/laws for Indigenous peoples
  - Craft making
  - Ceremonial celebrations

- How have we adapted to new challenges and influences?
  - Leadership
  - Self help
  - Non-Indigenous languages
  - Communication mediums such as radio and internet
  - Use of domestic and farm equipment
  - Transport mediums such as engine, vehicle
  - Dress
  - Music
  - Materials for homes

- How do we work with others?
  - Partnership with local Indigenous organisation
  - Partnership with NGOs
  - National and international funds to support projects and activities
  - Community-to-community partnerships
  - Government programmes and initiatives
  - Different health options
  - Jobs
  - Imported Food
  - Different farming techniques
  - Varieties of cassava
  - Cultivating diverse crops
### Activity 4.1
Developing baseline and status

<table>
<thead>
<tr>
<th>Indicators and perceived status</th>
<th>Iwoikama PA</th>
<th>Kanashen PA</th>
<th>Kansuku PA</th>
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<tbody>
<tr>
<td></td>
<td>Excellent</td>
<td>Very good</td>
<td>Stable</td>
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<tr>
<td></td>
<td>Good</td>
<td>Poor</td>
<td>Very poor</td>
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<td>Land rights and access</td>
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<td>Hunting</td>
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<td>Medicinal plants</td>
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<td>Fishing</td>
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<td>Timber harvesting</td>
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<td>Farming</td>
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<td>Water</td>
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<tr>
<td>Gathering food/materials</td>
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<tr>
<td>Traditional mining (use of batu, practice by most)</td>
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<tr>
<td>Ceremonial celebrations</td>
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<td>Indigenous language</td>
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<td>Food preparation</td>
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<td>Craft making</td>
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<tr>
<td>Rules for sustainable resource use</td>
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<td>Amerindian Act</td>
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<td>Indigenous arts and music</td>
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<td>Different farming techniques</td>
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<tr>
<td>Cultivating diverse crops</td>
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<td>Jobs</td>
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<td>Partnership with representative body (e.g. IDOBD, SCPDA)</td>
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<tr>
<td>Community-to-community partnerships</td>
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<tr>
<td>Partnership with NGOs such as Iwoikama and CI</td>
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<td>Government programmes and initiatives</td>
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<td>Communication means such as radio and internet</td>
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<td>Leadership</td>
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<td>Self help</td>
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<td>Planning for and implementing resource use</td>
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Activity 4.1
Monitoring and evaluation methods

Indicators or stories?
Activity 4.1
Participatory monitoring and evaluation and most significant change

Answers about change are normally in the form of stories about who did what, when and why
Activity 4.1
Key advantages of participatory video monitoring and evaluation

- Makes evaluation accessible, fun and engaging
- Records information that remains accessible and engaging, irrespective of age, gender, literacy and culture
- Strengthens participants ownership and control over M&E
- Stimulates constructive dialogue between community members and other stakeholders
- Captures information other approaches cannot, revealing unexpected results
- Can be combined with other M&E methods
- Allows learning to be shared through videos across platforms
Developing a Traditional Knowledge National Action Plan
Activity 5.1
Webinar discussion

Backcasting: the development of a TKNAP
(Guyana’s experience)
Wrap up and evaluation
With thanks to