Part 4

REFLECTING,
REPORTING
AND REVISING

SECTION I

LOOKING INWARDS
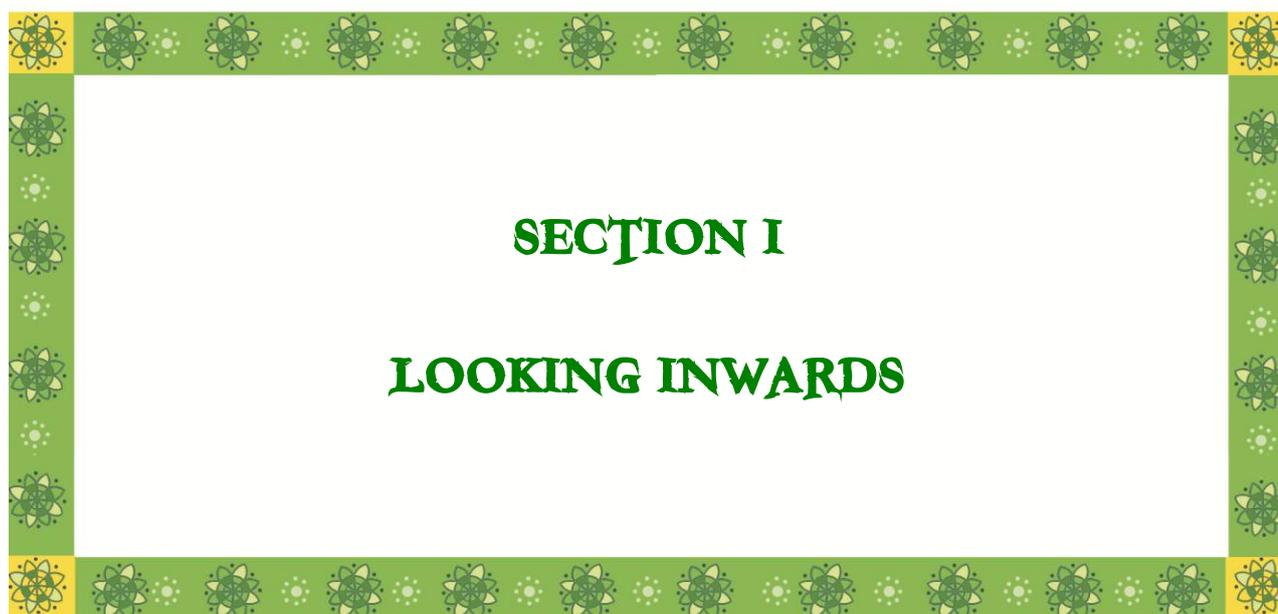
A. PROCESSES AND CHANGES WITHIN THE COMMUNITY

KEY TOOLS	
☑ Activity monitoring table	☑ Community wellbeing impact assessment worksheet
☑ Basic forms of measurement and illustration	☑ Forum theatre
☑ Most Significant Change stories	☑ Participatory video
☑ Trend line analysis	☑ Photo stories
☑ Assessing community capacities	☑ Audio interviews

Developing a biocultural community protocol can be a transformative process, sparking new ideas about how communities can identify and organize themselves around a shared vision or in response to a common threat. Working with a number of allies to realize the rights, responsibilities, and priorities outlined in a protocol can also lead to unexpected insights and opportunities that may not have been evident before. Reflecting upon these processes can help illustrate some of the key changes, outcomes, and lessons learned to date.

There are many ways in which information can be measured and depicted. Consider brainstorming a number of issues that the community feels are important to reflect upon. For each issue, you could further brainstorm a list of questions to facilitate discussion about specific internal processes and changes relating to the protocol. Certain questions could be considered in greater detail, 'measuring' or illustrating them in clear ways to begin to assess the impact of the protocol process.

As a concrete (fictitious) example, several open questions set out in Box 50 below focus on the role of women in the development and use of the community protocol. These are guiding questions only and could be adapted to explore other issues relating to processes and changes within the community. Each question could potentially be explored using a different method and tool.

➢ *How did they participate in the decision-making process?*
➢ *How did the levels of interest and involvement change throughout the process?*
➢ *How did age affect the level of participation?*
➢ *How did they convey their views and priorities throughout the process? Did they discuss issues openly with men or only with other women?*
➢ *Did they adapt their daily schedules or routines in order to participate more?*
➢ *How has their involvement in the process affected their identity or social standing in the broader community?*
➢ *How has their involvement affected individual relationships and dynamics within their household or immediate family?*
➢ *Overall, do women feel more empowered or satisfied about their role in the community?*
➢ *Overall, do women feel that certain issues identified by the community protocol have improved, stayed the same, or worsened?*
➢ *What lessons have they learned or insights could they share with the rest of the community?*
➢ *What have the facilitators learned about how to appropriately involve women?*

Box 50: Guiding questions and the roles and involvement of women in the protocol process

COMMUNITY EXPERIENCE:
Using Most Significant Change Stories in Sri Lanka to Understand Community Wellbeing
Resource: Adapted from The 'Most Significant Change' Technique: A Guide to its Use (Davies and Dart, 2005) and material provided by Future In Our Hands, Sri Lanka

Figure 26: Gnanawathie from Therela village in Moneragal district said that becoming a trainer of traditional cultivation practices was the most significant change in her life (Courtesy: Future In Our Hands)

COMPAS partners in Sri Lanka knew that conventional planning tools that focus primarily on quantitative indicators were not sufficient to measure wellbeing (the holistic development of a community's material, social, and spiritual dimensions). They tested and developed Most Significant Change stories as a way to better understand people's realities and perceptions of wellbeing and endogenous development.

The technique involved systematic documentation of stories from a select number of community members. Twenty-four people were identified from the same community in which quantitative data was collected about COMPAS projects and interventions. In order to ensure representation across gender and generations, the group included four each of grandmothers, grandfathers, mothers, fathers, daughters, and sons. Each person was asked to explain the most significant change that occurred in their lives throughout the previous two to three years of project interventions. He or she was also asked to justify why that particular change was most significant. This process provided the space for community members to narrate their own experiences and express their views in an informal and open-ended manner.

The stories were read and discussed in detail by the field staff and management in order to understand individual perceptions of wellbeing. COMPAS partners also strove to understand the individual stories in relation to the broader worldview of the whole community. They engaged in lengthy discussions and actively learned more about the community's belief system and village history. This process elicited rich insights into people's perceptions of wellbeing, particularly spiritual dimensions that cannot easily be measured with quantitative indicators.

B. REPORTING BACK TO THE COMMUNITY

KEY TOOLS	☑ Forum theatre
☑ Activity monitoring table	☑ Participatory video
☑ Basic forms of measurement and illustration	☑ Photo stories
	☑ Audio interviews
☑ Most Significant Change stories	☑ Identifying relevant social media tools

Not everyone in the community will be directly involved in the development and use of a biocultural community protocol. Reporting back to the community is thus an important part of the overall process. If any of the local leaders are not actively involved, they should be regularly updated about what is happening so they can provide input and guidance wherever possible. They are invaluable supporters and sources of information, ideas, and encouragement. As the local authorities and decision-makers, they are also potentially powerful catalysts for mobilizing community action. In turn, they should feel integral to and personally invested in the process and outcomes of the protocol.

The community as a whole should also be kept informed about progress or setbacks and should have free access to further information from those who are involved. If any major changes, opportunities, or threats arise throughout the process or as a result of the protocol, there should be sufficient opportunity for the leaders and broader community to reconsider the situation and decide on the best way forwards (see ***Part IV: Section III***).

- Compile a binder with key facts, information, and contact details about the community protocol
- Organize a photography exhibition in the community hall, school, or with local officials
- Screen a short film or slideshow of photographs about how the protocol has been used to date
- Record audio interviews of main people involved in the protocol and edit them into a radio programme or podcast
- Develop and perform a role play or skit about the main issues in your community protocol and how you are working to address them

Box 51: Ideas for sharing information and experiences with your community

Reporting back to the community doesn't need to be restricted to formal meetings or workshops. There are a number of engaging ways to share information and experiences (see Box 51 as well as Table 18 in ***Part III: Section II/A*** for examples), each of which can be adapted to your local context and priorities. Think about the internal concerns or challenges described in your community protocol (for example, lack of youth interest in traditional culture or marginalization of medicinal knowledge). How could you use different tools to explain how the protocol is being used to address these challenges?

Consider the different age groups and interests and how you could tailor different forms of communication to each and to the community as a whole. Youth in particular are often interested in the opportunity to use new technology or to use their creativity to contribute to community events. Some people are outgoing and talented performers; they could prepare a community theatre performance or facilitate a role play. Developing something physically tangible such as a poster or film and planning events can also help mobilize interest in and support for the broader aims of the community protocol.
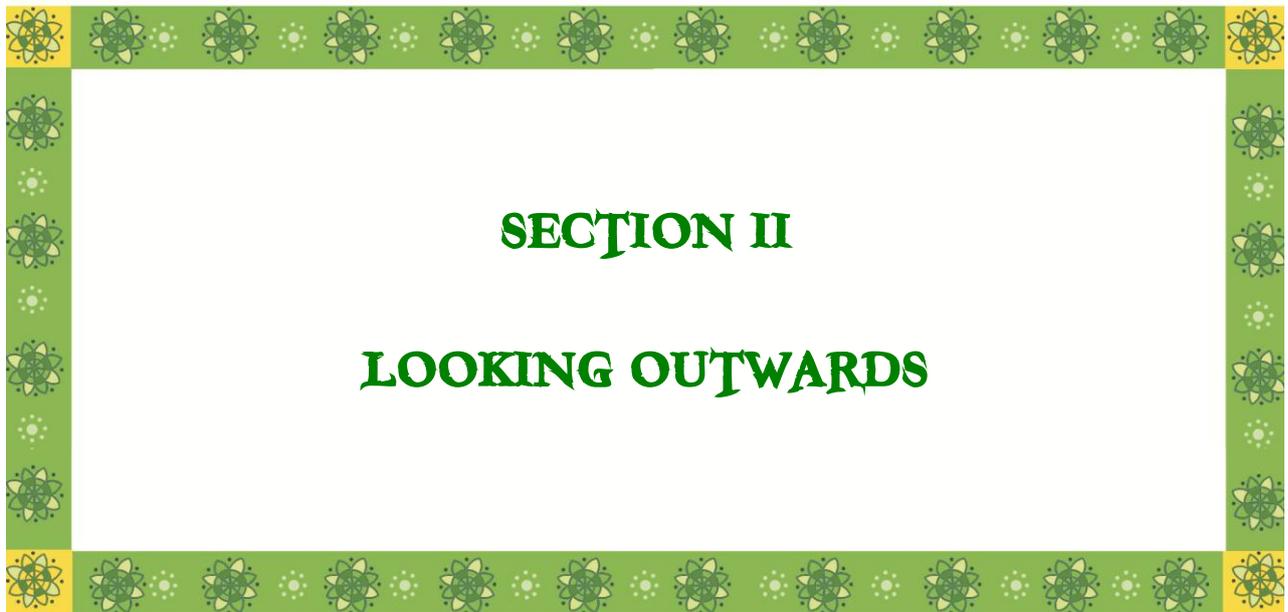
SECTION II

LOOKING OUTWARDS

A. PROCESSES AND CHANGES WITH EXTERNAL ACTORS

KEY TOOLS	
☑ Activity monitoring table	☑ Identifying key actors
☑ Basic forms of measurement and illustration	☑ Understanding relationships between key actors
☑ Most Significant Change stories	☑ Forum theatre
☑ Trend line analysis	☑ Multi-stakeholder role play
☑ Assessing community capacities	☑ Participatory video
☑ Framework for research and action	☑ Photo stories
	☑ Audio interviews

Engagement with external actors is an essential part of putting your community protocol into practice. Monitoring and assessing this engagement over time can help you understand the efficacy of your efforts and how you might be able to adapt your strategy to make better use of these relationships. This could be done within the community as well as in collaboration with the external actors themselves. Seeking feedback about their experiences and perceptions of engaging with the community may provide interesting insights and lessons as well. Consider the key questions in Box 52 to explore interactions with external actors.

> ➢ *What external agencies or actors have you engaged with? What roles have they played?*
> ➢ *Overall, has it been a positive or negative experience? What factors have influenced this?*
> ➢ *What have they been particularly useful for or helpful with? How could you build upon these positive experiences to engage with them further?*
> ➢ *What has been challenging about working with them? How did or could you work to overcome these challenges?*
> ➢ *From their perspective, what has been the most rewarding part of engaging with the community? What has been the most difficult?*
> ➢ *What are the most significant changes that have resulted from these interactions? How do these changes relate to the issues and priorities in the community protocol?*
> ➢ *What is your vision or strategy for working with them in the future? How realistic is this given the previous experiences?*

Box 52: Guiding questions for discussion

These questions could be explored through open-ended discussions or using qualitative techniques such as Most Significant Change stories. They could also be measured or illustrated with quantitative tools. For example, you could score levels of 'satisfaction' or 'effectiveness' from very low to very high on a scale such as from 1 to 5, with facial expressions, or with another locally appropriate symbol or material. Tools such as Understanding Relationships between Key Actors could be used again to provide a comparison of changes over time

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COMMUNITY EXPERIENCE:
Exploring Multi-stakeholder Partnerships in Lamu, Kenya
Resource: Save Lamu website

Figure 27: The Lamu community demanding information about the port project from Cyrus Njiru, Permanent Secretary in Kenya's Ministry of Transport (Courtesy: Samia Omar)

A multi-billion dollar port project in Kenya, part of the Lamu Port and Southern Sudan-Ethiopia Transport Corridor, has as many detractors as supporters. Although it is seen by some as an opportunity for investment in the impoverished region, it also threatens to immensely impact Lamu's fragile ecosystem and the traditional livelihoods and cultures of the Indigenous peoples and local communities. The port project also risks exacerbating current tensions over insecure land tenure, ongoing land grabbing, and the steep increase of internally displaced migrants settling in the area. Despite these issues, there has been very little dialogue between the Government of Kenya and the communities of Lamu.

A biocultural community protocol is currently being developed by a coalition of Indigenous communities in Lamu and their local organizations and leaders. The protocol aims to unite them in a call for transparency and participation in the decision-making process of the port project. It also seeks to engage with other stakeholders such as the government and new settlers in a dialogue process. With the support of facilitators, a number of tools will be used in 2012 to analyze multi-stakeholder partnerships. These tools will be used to reinforce engagement and interactions between the communities and other stakeholders on the basis of their protocol and to help evaluate the effectiveness and impacts of the protocol.

B.   REPORTING BACK TO EXTERNAL STAKEHOLDERS

KEY TOOLS	
☑ Activity monitoring table	☑ Forum theatre
☑ Basic forms of measurement and illustration	☑ Participatory video
	☑ Photo stories
☑ Most Significant Change stories	☑ Audio interviews
	☑ Identifying relevant social media tools

In addition to reporting back to people within the community, it is important to report back to those outside of the community about processes and changes related to the community protocol. If you have worked with any external actors such as NGOs, volunteers, government agencies or officials, researchers, companies, or donors, consider what kinds of information the community would like to share with them and in what format. Examples can be drawn from Box 53 below or from Table 18 in ***Part III: Section II/A***.

Keeping external actors informed about what is happening and how they are contributing to the process can help them gain confidence in the community and their efforts. Actively seeking ways to involve them in accordance with the community's priorities and plans will help retain their interest in and support for the protocol and related initiatives. Overall, people who are generally in support of the community will respond positively to efforts to promote transparency, accountability, and mutual learning.

If there have been negative experiences with certain external actors, refer to *Part III: Section V* for more information about conflict resolution and addressing violations.

- An invitation to visit the community and meet with local leaders, elders, or youth
- A multimedia presentation, including participatory films, photographs, and stories of most significant change
- A formal written report, including quantitative and qualitative information about the processes and changes brought about through their support
- A jointly written press release or article in the local or national newspaper about your collaboration

Box 53: Ideas for sharing information and experiences with external actors

SECTION III

REVISITING AND REVISING THE COMMUNITY PROTOCOL

A.   ASSESSING CHANGE

KEY TOOLS	
☑ Framework for research and action	☑ Historical timeline
☑ Basic forms of measurement and illustration	☑ Trend line analysis
☑ Most Significant Change stories	☑ Community visioning
☑ Assessing community capacities	☑ Assessing key opportunities and threats
	☑ Community wellbeing impact assessment worksheet

Reflecting upon processes and changes within the community and with external actors should elicit a great deal of information, insights, and lessons learned. You can use these to assess the overall changes and impacts that have occurred or arisen through the process of developing and using the biocultural community protocol.

Such changes or impacts cannot be solely attributed to the protocol alone. Consider other factors or events that may have positively or negatively influenced the process as well. Examples include individual personalities, improved access to information and communication technologies, changes in political administrations, extreme weather events, and market fluctuations. See Table 22 below for a fictitious example of how a basic assessment of changes could be conducted. Key questions suggested in Box 54 could be used as the basis for further exploration and assessment of change.

> ➢ *How effective was the community's strategy overall? What were the most and least effective elements and approaches?*
> ➢ *What are the most significant changes that have occurred throughout the process of developing and using the protocol?*
> ➢ *To what extent has the protocol had direct impact or influence on these changes?*
> ➢ *What other factors have impacted or influenced these changes?*
> ➢ *How have the changes occurred over time? Are there any trends or correlations with larger-scale changes or events?*
> ➢ *If certain desired changes have not yet occurred, what are some of the reasons or influencing factors? What progress has been made towards them in the meantime?*

Box 54: Guiding questions for discussion

Table 22: Fictitious example of a basic assessment of change arising from the development and use of a community protocol

Issue or Priority Outlined in the Protocol	Significant Change (positive, negative, or none)	Progress towards Change	Role of Protocol	Other Influencing Factors
Increase in local awareness of importance of traditional rice varieties	Positive	Four youth began apprenticeships with local plant breeders, completed school research projects on traditional varieties	Helped identify opportunities for youth, including through involvement of school teacher	Individual school teacher has interest in experiential learning and volunteers outside of school time
Increase in traditional livelihood opportunities	Positive	Women's handicraft cooperative established, using only traditional methods and materials	Women already wanted to set up a cooperative, protocol helped them clarify terms and conditions	Existence of niche market through up-market eco-resort industry
Government recognition of traditional rice varieties	No significant change	Held two meetings with government officials, rice varieties require certification	Catalyzed decision to meet with government officials and interest in farmers' rights	Recently acquired internet access in the community hall

B.   REVISITING THE VISIONS, PLANS, AND STRATEGIES

> **KEY READING**
> ✓ Part II
>
> **KEY TOOLS**
> ☑ Community institutions sketch map
> ☑ Community decision-making calendar
> ☑ Community visioning
> ☑ Assessing community capacities
> ☑ Assessing key opportunities and threats
> ☑ Framework for research and action
>
> ☑ Identifying key actors
> ☑ Understanding relationships between key actors
> ☑ Forum theatre
> ☑ Image theatre
> ☑ Multi-stakeholder role play
> ☑ Identifying appropriate forms of resource mapping

As processes and dynamics within the community and with external actors change over time, the community may wish to revisit and revise the visions, plans, and strategies developed previously. The process of assessing change can help identify certain aspects to focus on (see Box 55).

> ➢ *Based on the assessments of change to date, what changes would the community like to see in the short-, medium- and long-term?*
> ➢ *Reflecting on what has been accomplished so far, how have the community's overall visions and priorities changed?*
> ➢ *Based on experiences with different activities and external actors, how would you revise the action plans and strategies for using the community protocol?*
> ➢ *Do you feel there is sufficient information and understanding about the impacts and outcomes of the protocol to date?*
> ➢ *How could you improve the monitoring and evaluation process?*

Figure 55: Guiding questions for discussion

C.   REVISING THE PROTOCOL

KEY READING
- ✓ Part II

KEY TOOLS
- ☑ Assessing key opportunities and threats
- ☑ Framework for research and action
- ☑ Identifying key actors
- ☑ Understanding relationships between key actors
- ☑ Forum theatre
- ☑ Image theatre
- ☑ Multi-stakeholder role play
- ☑ Identifying appropriate forms of resource mapping
- ☑ Community biodiversity registers
- ☑ Participatory video
- ☑ Photo stories
- ☑ Audio interviews
- ☑ Identifying relevant social media tools
- ☑ E-learning modules on relevant legal frameworks

A community protocol should be seen as a living instrument to be updated and adapted over time and as significant changes occur. Depending on how much time has passed since the protocol was developed, the community may not feel the need to revise it if it still sufficiently conveys their visions, concerns, and priorities. Alternatively, if a significant change or event has occurred and if the process undertaken to document and develop the first version of the protocol was a relatively full and inclusive one, the community may wish to revise only specific elements of the protocol. If the initial protocol was developed relatively quickly in response to a major threat that has since been addressed, the community may wish to engage in a more in-depth process based on broader endogenous development visions and priorities.

See Box 56 for initial questions to facilitate the process. You may wish to use the same tools as before or try new ones.

- ➢ *How could the protocol be amended to reflect significant changes in the community's visions, plans, and priorities?*
- ➢ *How could it be amended in light of key insights and lessons learned throughout the process?*
- ➢ *Has any new information emerged that could be added to the protocol? For example, supporting the participation of typically under-represented members of the community may raise issues or areas of emphasis that were previously unaccounted for.*
- ➢ *Which tools and formats worked well and could be used again? Which tools and formats didn't work very well and could be improved upon or discarded?*

Figure 56: Key questions for discussion