## **Suggested method for new indicator/approach to assess current status of traditional knowledge**

## Extract from Draft Traditional Knowledge Action Plan for Guyana (2020, in consultation)

Approaches to local level traditional knowledge data collection

Data on traditional knowledge (TK) was collected with Indigenous communities living in and around Guyana’s five protected areas (PA) that hold biodiversity of global significance and critically endangered species; Kanuku Mountains, Shell Beach, Kaieteur National Park, Iwokrama Forest, and the Kanashen Amerindian Protected Area. In total, 60% of the Indigenous people living in and around PAs participated in the research process, comprised of men, women, youth, as well as children who attended community meetings and film screenings with their parents.

**Our approach to understanding the current status of TK in Indigenous communities was as follows**:

* Participatory video (PV) to surface and include Indigenous perspectives, and build new relationships and social dynamics between Indigenous communities and external agencies. Community researchers were trained and employed in each community to gather PV material and to begin the process of editing footage into short films on the topics of TK indicators, challenges and solutions, and around relations between the community and the PA authority. These videos were analysed to garner detailed information on TK status, and collated into films for screening to decision-makers.
* Community workshops to assess and discuss the status of TK at community level. These involved working with men, women and youth in groups to understand which TK indicators were important to the community and specific groups, and the condition of TK.
* Video-mediated dialogue to engender two-way communication between Indigenous communities and decision-makers. Videos made by the communities and their representative Indigenous associations were first screened to the relevant PA authority. Then in iterative cycles, feedback from decision-makers was filmed and screened back to communities, and further responses gathered. This enabled a longer-term community engagement process of sharing and acting upon issues of TK and its contribution to PA management in order to shift relational dynamics and build more inclusive, collaborative and responsive exchanges with decision-makers.
* Community owned solutions to maintain and promote TK, and showcase how TK contributes to PA management. Using a checklist of “what are community owned solutions”, communities chose one or two best practices to investigate and record in-depth using PV.
* Community peer-to-peer knowledge exchange processes to share TK concerns and community owned solutions. The peer-to-peer knowledge exchange was implemented between communities of the protected areas over three days using the PV films produced by the communities as the basis of communication and discussion.