

Darwin Initiative Main and Post Project Annual Report

To be completed with reference to the “Writing a Darwin Report” guidance: (<http://www.darwininitiative.org.uk/resources-for-projects/reporting-forms>). It is expected that this report will be a **maximum** of 20 pages in length, excluding annexes)

Submission Deadline: 30th April 2020

Darwin Project Information

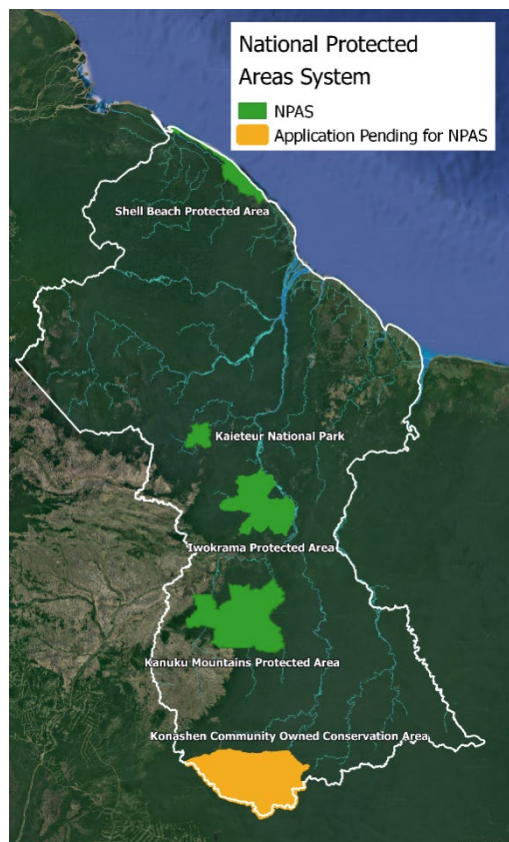
Project reference	24-026
Project title	Integrating Traditional Knowledge into National Policy and Practice in Guyana
Country/ies	Guyana
Lead organisation	Royal Holloway University of London
Partner institution(s)	World Conservation Monitoring Centre, UNEP, UK North Rupununi District Development Board, Guyana Ministry of Indigenous Peoples’ Affairs, Guyana South Central Peoples Development Organisation, Guyana Environmental Protection Agency, Guyana Cobra Collective, UK
Darwin grant value	£411,613
Start/end dates of project	1 st July 2017 to 31 st March 2021
Reporting period (e.g. Apr 2019 – Mar 2020) and number (e.g. Annual Report 1, 2, 3)	1 st April 2019 – 31 st March 2020, Annual Report 3
Project Leader name	Jay Mistry
Project website/blog/social media	http://www.cobracollective.org/tag/darwin Facebook: @CobraCollectiveUK Twitter: @project_cobra
Report author(s) and date	Jay Mistry, Deirdre Jafferally, Sean Mendonca, Lisa Ingwall-King, circulated to all partners for feedback on 15/4/20. Date of report: 11/5/20

1. Project summary

The latest Global Biodiversity Outlook Report (2015) states that the world is making insufficient progress towards Aichi Biodiversity Target 18 (incorporating traditional knowledge [TK] into national legislation and relevant international obligations) due to “limited support, recognition and capacity”. Furthermore, many countries’ fifth national reports to the CBD acknowledge that they lack information, capacity and/or resources to progress with Aichi Target 18. Although there is increasing recognition for the importance of TK within biodiversity conservation and

poverty alleviation, there is insufficient focus on the development and testing of participatory, transparent and evidence-based processes for TK integration.

Guyana is part of the Guiana Shield, an area of 2.5 million km² containing an estimated 10-15% of the world's fresh water reserves, and the world's largest contiguous block of tropical forest. Acknowledging the role of TK in maintaining the biodiversity of the region, in 2009, Guyana's Environmental Protection Agency developed a three-year strategy document - Traditional Knowledge Biodiversity Integration Strategy & Action Plan: Preserving Traditions, Driving Innovation & Growth. Although progress has been made on some of the actions and priorities, a changing policy context in biodiversity (Aichi Targets), development (SDGs) and climate change (REDD+) means that there is now an urgent need to enhance TK integration.



This project will provide policy-level guidance, capacity development and research-led experience for incorporating TK into conservation and sustainable development decision-making, monitoring and policy. Working in Guyana, this will be through: evaluating the opportunities and barriers to TK integration using case studies focused on protected areas management; streamlining a participatory cross-scalar process to incorporate local TK at the national scale, and; developing a National Action Plan for TK that can be used as a model of best practice for other countries of the Guiana Shield and worldwide. Guyana's progress, due to its valuable biodiversity, will help determine global progress with Aichi Target 18.

This map shows the five protected areas of Guyana. We will work with Indigenous communities living in and around Guyana's five protected areas 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.

Annex 4.1 provides a summary of each protected area.

2. Project partnerships

The lead institution is Royal Holloway University of London (RHUL). Partners in Guyana are: North Rupununi District Development Board (NRDDDB), Ministry of Indigenous Peoples' Affairs (MoIPA), South Central Peoples Development Association (SCPDA), Environmental Protection Agency (EPA). Partners in the UK are UN Environment-World Conservation Monitoring Centre (UNEP-WCMC) and the Cobra Collective (CC). The Protected Areas Commission (PAC) and Kanuku Mountains Community Representative Group (KMCRG), Guyana are also supporting the delivery of the project.

The partnership was developed following the success of Project Cobra (<http://www.cobracollective.org/portfolio/project-cobra/>), an EU-funded project working on Indigenous community owned solutions to conservation and development challenges throughout the Guiana Shield region of South America. Traditional knowledge (TK) was a cross-cutting theme of the project and on completion in 2015, actors in Guyana identified the need to move TK beyond empirical propositions to a position where it is adopted in practical and policy interventions. The EPA, PAC and NRDDDB, in particular, wanted to see greater integration of TK into conservation decision making.

In Year 3, we had two partner meetings (see Annex 4.2 for minutes of each meeting). The first was in October 2019 and was well attended, with all partners' present including the Minister of Indigenous Peoples Affairs. The focus of this meeting was on the Year 3 and 4 capacity

building training course, and the Traditional Knowledge National Action Plan. In February 2020, we had the second meeting; this was hosted by the National Toshias Council (NTC) who are the representative body for all Indigenous communities across Guyana. As a project, we have been trying to engage more strongly with this organisation, particularly in terms of the Traditional Knowledge National Action Plan. Having the meeting at the NTC allowed NTC staff and key senior members of the organisation to be present at the meeting, and provide inputs into Year 4 project activities.

In addition, Dr Jafferally or a Community Researcher attended the quarterly meetings of the NRDDDB, SRDC and KMCRG to update the community leaders on the projects activities and make some decisions on project activities. We were able to formalise the relationship between SCPDA and KMCRG to the project through the hiring of a community liaison who has been working part time linking the organisations, the communities and the project. The community liaison Neville Adolph began working with the team visiting the pilot communities to conduct training and participate in follow up visits. Neville was also invited to the Field Office to work along with the NRDDDB Team and visit the North Rupununi communities on follow up visits. Neville reports to the leaders at the KMCRG quarterly meetings. KMCRG leaders were particularly interested in ensuring that the correct message was transmitted to the PAC regarding their relationship and was keen to ensure that many voices were heard. In addition, they wanted to know how the trained community researchers could be supported to continue working with their communities and how and when the team would be engaging with other communities. In response Dr Jafferally indicated that the team would be visiting with the materials produced from the pilot communities for their input. In addition, proposals were being written to help support some of the areas that were highlighted as important during the community workshops. These include building capacity in the other communities to use participatory video.

As reported in previous years, we faced the continued challenge of working with government institutions, namely the amount of administrative effort and time required to maintain collaboration and to assure participation in specific events/activities. The two full-time positions of Dr Deirdre Jafferally at the MoIPA (in-country project coordinator) and Mr Sean Mendonca at the EPA (Policy and Technical Officer) continued to assist in strengthening relationships and fostering participation and collaboration. They continue to be pivotal in ensuring the tasks are completed and that the relevant agencies are informed of progress, as well as for ongoing project dissemination within the partner institutions. The NRDDDB also continue to be a committed partner in managing finances and delivering on the ground field activities through its community researchers, Ms Rebecca Xavier (senior community researcher), Ms Ena George and Mr Bernie Robertson. They have been accompanied by Cobra Collective community researcher, Ms Grace Albert, and four interns to the project. At the end of 2019, Mr Robertson left the project to focus on his local IT teaching and participatory video business, and he was replaced by one of the interns, Mr Nimrud Parks, as a junior community researcher.

The PAC through the Deputy Commissioner Ms Odacy Davis, have continued their support to the project, although recent political events have prevented scheduled community visits. Dr Jafferally was invited to attend a workshop in Lethem held by the RENFORSAP Project on the theme “transmitting living culture” and to give presentations on this project’s Protected Areas and Traditional Knowledge and Methods being used to integrate traditional knowledge into policy and practice. Dr Jafferally also contributed to the PAC’s management planning for the Botanical Gardens in Georgetown especially focusing on issues related to people engagement and environmental management. SCPDA and the KMCRG have been working together for the delivery of the Kanuku Mountains activities, which includes the participation of a KMCRG staff member, Mr Neville Adolph, to the project. He has accompanied NRDDDB community researchers on several community visits and workshops. UNEP-WCMC has continued to lead the policy level work and liaisons with the Advisory Committee, and have worked specifically on the training course. To support the development of the training course an MPhil student Ms Boslough from University of Cambridge undertook her placement with UNEP-WCMC. Her dissertation project involved interviews and a focus group with several government ministries, agencies and Indigenous organisations in Guyana to explore the entry points, opinion and interest of these organisations to integrate training programmes on traditional knowledge. Ms Boslough dissertation is titled ‘Building capacity of decision makers to integrate traditional knowledge’ and was used to develop the training programme. Claudia Nuzzo of the Cobra

Collective helped to produce the video tutorials for the training course as well as additional training to the community researchers. In addition, the Cobra Collective worked on videos focused on women and youth, and the completion of the www.communityownedolutions.org website that hosts the community owned solutions video database.

3. Project progress

3.1 Progress in carrying out project Activities

Output 1. A robust evidence base of traditional knowledge integration from protected areas case studies.

In Year 3, we continued our engagement with the communities associated with the Iwokrama, Kanuku Mountains and Kanashen PAs (Activities 1.2 and 1.3). This involved return visits to check progress and help work on documentation of traditional knowledge and community owned solutions, and support and build further capacity in community field assistants. In addition, a number of screenings took place to obtain feedback from communities on the videos that were developed, and to get consent for the sharing of those videos. The indicators collected in selected communities as part of the project were presented to other communities (who provided consent) in the region during an outreach session in May-June 2019. The aim was to find out from community members if the opinions expressed by the research communities were similar to what they expressed. A total of 12 communities associated with the Iwokrama and Kanuku Mountains protected area were visited.

Free, Prior and Informed Consent (FPIC) is an ongoing process, and during every community visit the project is explained with time for discussion and questions. An introductory video made by the NRDDDB community researchers (<https://communityownedolutions.org/video-post/integrating-traditional-knowledge-into-conservation-free-prior-and-informed-consent/>) accompanies the FPIC process. In Year 3, the In-Country Coordinator and Senior Community Researcher attended the quarterly meetings of the KMCRG and NRDDDB meetings to provide updates on project activities and answer queries from the community leaders. No major issues were raised except leaders wanting to know when the project would be interacting with their communities. Resources are being sought through proposal writing to have engagements with the communities and where partnerships allow (like PAC and Iwokrama).

Annex 4.3 is a summary of activities in each community to date. As well as the community engagement and workshops, the NRDDDB community researchers worked on putting together consolidated videos from the Kanuku Mountains and Kanashen protected areas for screening to decision makers. Work on transcribing all the video material to aid data analysis and report preparation also took place. Analyses and findings of TK indicators, participatory video and community owned solutions for years 1-3 was carried out and presented to partners for review (see Section 3.2).

We were aiming to complete the research in the Shell Beach and Kaieteur associated communities in Year 3, but were not able to do so for two reasons. Firstly, we were scheduled to do these visits through our partner the PAC in November 2019 as they had already planned visits on which we could piggyback. However, following the announcements of the general election for 2nd March 2020, the PAC suspended all community visits as they did not want to be associated with any political campaigning. The visits were postponed to after the election in March-April 2020. However, this coincided with political upheaval from the elections and the covid19 lockdown in Guyana. Please see Section 11 for a full account of potential project delays as a result of covid19.

In June 2018, we undertook the first participatory video screening to decision makers associated with the Iwokrama PA (Activity 1.4). This was followed by the development of a response video that was screened to the NRDDDB (representing Iwokrama PA associated communities) and to some individual communities. In February 2020, the staff of PAC were engaged in a similar screening event – in this case to review the videos produced by communities associated with Kanuku Mountains PA. The PAC requested more time to review the videos again together and indicated that response interviews would be facilitated in the month of March. Due to elections and the subsequently covid19 developments, these

interviews have not yet been completed. As a result, the project still has pending the response video from PAC to the KMPA communities. See Section 3.2 below for details.

Output 2. Increased capacity for traditional knowledge integration at local, national and regional scales.

Over Year 3, we have worked on the traditional knowledge training course and the peer-to-peer knowledge exchange. Development of the training course involved a MPhil student at UNEP-WCMC, Ms Rebecca Boslough, who carried out a traditional knowledge capacity building needs assessment. She visited Guyana in June 2019 to undertake interviews with various government agencies/ministries and Indigenous associations to understand and evaluate the most appropriate content and format of training according to the users. This was then fed into the modification of the draft training schedule produced in Year 2, and the course materials were developed over the following six months. In February 2020, we carried out a pilot training involving 8 participants from 10 different organisations in Guyana (Activity 2.2). The format of the training is an online e-module and webinar, and a two-day face to face participatory workshop (Annex 4.4). A report of the training, including participant questionnaire evaluation can be found in Annex 4.5. We used the excellent feedback from participants (together with comments from our Advisory Committee), to produce a final version of the training course.

In Year 3, we also further discussed the peer-to-peer knowledge exchange training. We wanted to link this training to the actions of the Traditional Knowledge National Action Plan, so we looked into different models for peer-to-peer knowledge exchange, and the NRDDDB applied to the 'Youth Innovation Project of Guyana (YIPoG), a project under the auspices of the Ministry of the Presidency, Department of Social Cohesion, Culture, Youth and Sport that supports grants focused at supporting innovative solutions proposed to address local issues and challenges. Sean Mendonca, Policy and Technical Coordinator of the project supported the NRDDDB in submitting a proposal that aimed at funding an Indigenous youth forum as a platform for exchanging skills in participatory video and traditional knowledge. This was successful, and funds have been received by the NRDDDB.

Output 3. A National Action Plan for Traditional Knowledge

In Year 3, we have organised two multi-stakeholder meetings to ensure project progress and partner interactions with the Traditional Knowledge National Action Plan (Activity 3.3). Annex 4.2 provides minutes of these meetings. A review of TK within Guyana's current environmental and development policies and strategies, to provide baseline for TK integration, was completed in Year 1. This is a live document and new policies, strategies and documents are regularly emerging or becoming available. As with last year, we began a Year 3 review (Activity 3.2) (Annex 4.6), which has been delayed due to covid19 but on track to be completed in the next month. Using all the data collected from community to policy level from Year 3, we have updated our analysis of the integration of traditional knowledge into policy and practice from the protected areas sites (Activity 3.4) (Annex 4.7).

This has all led to the full drafting of the Traditional Knowledge National Action Plan (Activity 3.5) (Annex 4.8). In the April 2019 Advisory Committee meeting, members were consulted on their experiences and advice for the Traditional Knowledge National Action Plan process. A half-day workshop with selected governmental agencies was facilitated in May 2019 to review and discuss the draft Traditional Knowledge National Action Plan proposed actions. Participants were able to provide feedback/ comments, and the sessions allowed participants to consider how traditional knowledge and Indigenous peoples was currently involved in their work and what areas might need greater attention. In addition, interviews were conducted with twenty-five individuals representing 17 different stakeholders as part of identifying training needs (see Output 2 above). During these meetings, the conversations captured important information that confirmed the practicality of the actions being proposed in the Traditional Knowledge National Action Plan. As a result, relevant modifications were made to some actions. Please see Annex 4.9 for an overview of TKNAP consultations to date.

Output 4. Best practice guidelines on traditional knowledge integration, disseminated regionally and internationally

Using the project's communication and dissemination strategy developed in Year 1 (Activity 4.1), we have continued to use our website, Facebook and Twitter to keep followers informed and updated on project news and highlights. We also continued to communicate with various stakeholders via email and face-to-face meetings to foster discussions on traditional knowledge use efforts and opportunities. For example, UNEP-WCMC has supported FAO in developing the new State of the World's Forests reports (2020). This presented the opportunity to use some of the projects findings to enhance the inclusion of traditional knowledge in the report. Furthermore, a specific case study from the project's Literature review was used for one of the case studies sections in the report, which highlights the importance of respecting and including traditional knowledge for the conservation of biodiversity. Other opportunities that have been identified to share the project findings have been in UNEP-WCMC's work with countries conducting National Ecosystem Services Assessments. Here information on the policy review and Literature review of Good practice for integrating traditional knowledge has been shared with four national teams.

As explained for Output 3 above, in Year 3 we have developed guidance for training in the community owned solutions approach and on developing national action plans. These include an e-module, webinar and practical handbook (Annex 4.4).

We have continued to look for opportunities to disseminate project findings at appropriate international platforms and events (Activity 4.4); we developed a 2-hour interactive seminar for the World Conservation Congress (IUCN 2020) with the title 'Improving rights for equitable environmental governance through inclusion of traditional knowledge'. However, due to extremely high demand we were not successful in securing a place at the Congress. A disappointing result but at least the process of developing the seminar meant we reached out to Fauna and Flora International to be partners in the seminar and through this partnership building we have been able to promote the project and share our findings with their team. Furthermore, UNEP-WCMC continues to update the produced Indigenous people's resource list and the calendar of yearly international policy conferences including CBD COPs, and thematic events. The Indigenous people's resource list identifies databases, capacity building, advocacy and campaigning organisations that are useful to be aware of and feed into when appropriate.

In April 2019, the project leader and co-leader, Jay Mistry and Lisa Ingwall-King, presented on the project at a Zoological Society London (ZSL) symposium on Indigenous knowledge and conservation management: challenges and opportunities (<https://www.zsl.org/science/whats-on/indigenous-knowledge-and-conservation-management-challenges-and-opportunities>). A podcast summarising the event, Number 23, can be found here <https://www.zsl.org/zsl-wild-science-podcast>. In January 2020, Jay Mistry presented about the project and its initial findings at the Human Ecology Research Group seminar series of the Anthropology Department at UCL, London (<https://www.ucl.ac.uk/anthropology/news-and-events/seminar-series/human-ecology-research-group-herg>).

The project website is currently hosted on the Cobra Collective website at: <http://www.cobracollective.org/tag/darwin> (Activity 4.5). We also completed and are populating a video/multimedia database website, www.communitownsolutions.org, which will be used to disseminate project outputs and for training needs.

Three Public Service Announcements (PSAs) were scripted and shared with local radio stations to target Indigenous communities. The project has an especially strong relationship with Radio Paiwomak based at Bina Hill Institute in North Rupununi. Other radio stations may not be sharing PSAs as often. Efforts are on-going in encouraging this. 2019 was the International Year of Indigenous Languages and an opportunity to make use of a recently released publication spearheaded by the Cobra Collective - 33 Amerindian Tales from the North Rupununi (<http://www.cobracollective.org/news/pantani-book-33-amerindian-tales-from-the-north-rupununi-guyana/>). Over the year, these stories were voice recorded in the local Makushi language and shared via the weekly Radio Paiwomak programme. In January 2020, Sean Mendonca, Policy and Technical Coordinator participated on a Radio NCN VYBZ 100.1 FM programme (through an arrangement between the EPA and the NCN Radio Station) to

share information about the on-going work of the Darwin TK project in Guyana. An arrangement was made with the radio announcer to visit on a quarterly basis for the rest of the year to provide updates on the project activities.

In July 2019, the opportunity to reach a wider audience was provided through the local radio station at the NCN. During this session information on the project was shared and particularly, the participatory video aspect of the project that seeks to empower communities to better facilitate dialogue in communities and between decision-makers. An article was also prepared and published in national newspapers (Guyana Chronicle) in observance of International Day for the Rights of Indigenous Peoples (<http://guyanachronicle.com/2019/08/04/learning-from-indigenous-peoples>).

The Country Coordinator, Dr Jafferally, made two presentations related to the transmission of traditional knowledge and methods being used to capture community owned solutions at the RENFORESAP conference on Transmission of Living Culture, held in Lethem, Guyana from the 14 - 17th May 2019. We have provided updates on project activities at quarterly meetings of the NRDDDB and KMCRG, and one presentation was made to the South Rupununi District Council meeting in April 2019.

The NRDDDB team participated at outreach activities during the celebration of Amerindian Heritage Month – the North District and Sub-Regional Celebrations on the 20th- 21st and 26th – 28th September 2019. To facilitate some of the activities at the heritage booth, the team ran broadcasts on the local radio providing information on the project and other local interest news. The Project Coordinator provided the welcoming remarks at the Bina Hill Youth Learning Centre Heritage Celebration held on the 25th September 2019. One team member attended Information Communication Technology (ICT) training at Iwokrama River Lodge 21st - 24th August 2019. A Junior Community Researcher was the local counterpart for a film crew working in the Iwokrama Forest from 7th - 20th October 2019.

The activities under Outputs 1, 2 and 3 will form the basis of two journal articles (Activity 4.6), and all these are currently underway.

3.2 Progress towards project Outputs

Output 1 – we have progressed towards “*A robust evidence base of traditional knowledge integration from protected areas case studies*” through collecting traditional knowledge indicator data, identifying community owned solutions, developing participatory video films on PA challenges and concerns, facilitating a video dialogue through the screening of these videos, and developing community owned solutions videos for PAs. There is no baseline for this output.

We have completed 9 videos on traditional knowledge and protected areas, 21 short videos on traditional knowledge as part of community training, and are currently working on 8 in-depth videos focused on specific community owned solutions (Indicator 1.1). We have completed the database for hosting the videos, www.communityownedolutions.org, and we are populating the site with content as we receive consent from the communities to share the videos publicly (MoV 1.1). A report on progress was presented to partners in October 2019 and February 2020 (Annex 4.10) (MoV 1.1).

To date, we have developed traditional knowledge indicator sets identified through the community owned solutions approach, disaggregated for women and age (Indicator 1.2), for Iwokrama, Kanuku and Kanashen PAs. These have been presented back to some of the communities for feedback and comments. Documents and records from all community owned solutions workshops are confidential and can be made available on request. Findings were analysed and summarised in the Year 3 report on progress presented at the partner meeting in February 2020 (Annex 4.11) (MoV 1.2).

We undertook one video-mediated communication between local communities and relevant decision-makers on traditional knowledge (Indicator 1.3) for the Kanuku Mountains PA. Pre-evaluation and discussions of screenings of participatory videos to the PAC to assess response and actions can be found in Annex 4.12 (MoV 1.3). Findings were analysed and summarised in the Year 3 report on progress presented at the partner meeting in February 2020.

Output 2 – “Increased capacity for traditional knowledge integration at local, national and regional scales” involves capacity building activities based on the methodological approaches and findings of Output 1. As such, progress towards Output 1 as outlined above is providing data that will contribute towards the development of the training materials and workshops. There is no baseline for this output.

Although the formal peer-to-peer knowledge exchange workshops (Indicator 2.1) will not occur until Year 4, as in Year 2, an element of this process is ongoing through the community visits and feedback workshops being undertaken in the PA communities. These are led by Indigenous researchers from the North Rupununi district, and provide an opportunity for communities from different contexts to discuss and share their experiences, challenges and solutions in an informal way. To date, these have occurred in the PA communities of Iwokrama, Kanuku Mountains and Kanashen. In addition, we have discussed the potential formats of the peer-to-peer knowledge exchange and begun to draft an agenda.

We undertook a pilot of the traditional knowledge training course in February 2020 that involved 8 participants, 5 of which were female (Indicator 2.2). Annex 4.4 has the training materials and Annex 4.5 reports on the pilot, including participant evaluation (MoV 2.2).

We had discussions about organising a training workshop with participants from Suriname and French Guiana (Indicator 2.3) with our partner the PAC, and also with the Guiana Shield Facility Coordinator Dr Patrick Chesney. We will follow up with this in Year 4.

Output 3 – we have progressed towards “A National Action Plan for Traditional Knowledge” through the activities outlined in Section 3.1. There is no baseline for this output.

In Year 3, we worked on updating the review on traditional knowledge in national policies (Indicator 3.1) (MoV 3.1, Annex 4.6). We reported on Year 3 progress on traditional knowledge integration from protected areas into policy and practice at our February 2020 partner meeting (Indicator 3.2) (MoV 3.2, Annex 4.7), including stakeholder discussions. We produced a draft Traditional Knowledge National Action Plan (TKNAP) (Indicator 3.3) using data analysed from the project (MoV 3.3, Annex 4.8). We have done regular consultations on the TKNAP, and together with project partners and the National Toshias Council, we produced a schedule for public consultations of the TKNAP to be implemented in Year 4 (Annex 4.9).

Output 4 – we have progressed towards “Best practice guidelines on traditional knowledge integration, disseminated regionally and internationally” through the development of a coherent communication and dissemination strategy which includes the establishment of a website and social media campaign. Development of toolkits, policy briefings, webinars and e-learning modules are based on Outputs 1 to 3 (as outlined above). There is no baseline for this output.

Production of best practice guidance for training in the community owned solutions approach (Indicator 4.1) and for developing traditional knowledge nation action plans (Indicator 4.2) have been completed (Annex 4.4). We are now working on finalising these materials through design and formatting of the products. We have continued to use the website and associated Facebook and Twitter accounts to disseminate project related news and content (Indicator 4.4). In Year 3, 12 news postings were made on the project page, see <http://www.cobracollective.org/tag/darwin/> We also made regular use of Twitter (@project_cobra) and Facebook (@CobraCollectiveUK) to disseminate project information, which currently have 500 and 804 followers respectively (MoV 4.4).

3.3 Progress towards the project Outcome

Outcome Indicator 0.1 New/improved policies/strategies for traditional knowledge integration are proposed by Guyana’s national government [target: production of National Action Plan for Traditional Knowledge] (by end of project). There is no baseline for this indicator.

We have developed the draft TKNAP (Indicator 3.3) (Annex 4.8). Our aim is to get the Guyanese government to adopt the TKNAP developed by the project by the end of the project. This is ambitious in the context of the limited government capacity and resource priorities of

different sectors. It relies on regular face-to-face meetings with key partners and stakeholders to present, discuss and 'join up the dots' project progress and findings. In Year 3, we have continued to engage with key partners and organisations that are listed as responsible for the main actions of the plan, namely MoIPA and the National Toshias Council. We have also linked the document with the work of other relevant agencies/ministries such as the Department of Environment who is leading Guyana Green Development Strategy. We have participated in workshops and seminars including the PAC's RENFORESAP project workshop, NTC Annual Conference, KMCRG quarterly meetings, NRDDDB quarterly meetings and the South Central District Council meetings. Project staff also engaged in discussions at the EPA in relation to the review of CBD post-2020 draft documents which would set the stage for the new goals and targets of the CBD moving forward.

Our next step was to have further workshops with the National Toshias Council and MoIPA, and to begin public consultations of the plan. However, this has been put on hold due to the disputed national election results from 2 March 2020, and the impact of covid19. We are hopeful that, although delayed, we will be able to undertake these activities in Year 4 to achieve this outcome.

Outcome Indicator 0.2 Percentage of Indigenous communities living in and around protected areas having their traditional knowledge taken into account in the development of the National Action Plan for TK [target: at least 60% of the people living in and around protected areas will have been consulted to share their knowledge] (by end of project). There is no baseline for this indicator.

We are making progress towards this indicator through people associated with PAs participating in community workshops, participatory video and screenings (MoV 0.2). In relation to the population of the Indigenous communities in targeted areas, and using figures from screenings, we have consulted on average 51% (range 11-78%) of the people living in and around protected areas to date (Annex 4.3).

Outcome Indicator 0.3 Number of national protected areas with improved biodiversity conservation outcomes and new/improved management plans that take local livelihoods and cultural values of different groups (particularly of women and youth) into account [target: 5 protected areas] (by end of project).

We are making progress towards this indicator through the production of participatory video films on traditional knowledge and protected areas challenges and concerns / community owned solutions, and their communication through video-mediated dialogues (Output 1). We have undertaken two video-mediated dialogues. The first between Iwokrama protected areas management and the Iwokrama associated communities. There were several commitments from Iwokrama management to change practices and plans of the protected area (MoV 0.3b), both in their response video (Annex 4.12) and in written form (Annex 4.13). The screening of videos made by the Kanuku Mountains associated communities to the PAC also produced several action points (MoV 0.3b) (Annex 4.12).

Outcome Indicator 0.4 Best practice guidelines for traditional knowledge integration are adopted by Guiana Shield governments [target: commitment in writing to embed guidelines into practice from at least 2 countries] (by end of project).

In Year 3, we have continued our networking activities through the PAC and Guiana Shield Facility to make links with the relevant individuals in the Guiana Shield countries. However, in light of the covid19 situation and the potential delays to achieving Outcomes 1-3, and foreseeing the effort needed to achieve this outcome in Year 4, we feel that it will not be possible to do this. One option is to produce our briefings (Indicators 4.1 and 4.2) in Spanish and French to disseminate to other Guiana Shield countries, and we will use other opportunities and activities within our dissemination and communication strategy to share findings. Please see Section 11 for further explanation.

3.4 Monitoring of assumptions

Outcome assumption 1: Political and economic stability in Guyana enables the project to be completed.

Comment: in December 2018 there was a vote of no confidence in the government. This triggered political uncertainty in the country and elections were held on 2 March 2020. However, the result of the election was disputed, and to date the situation has not been resolved. The main impact of this is on the finalisation of the Traditional Knowledge National Action Plan. As a document that needs to be approved and led by national bodies, namely the MolPA and National Toshias Council, there needs to be some political stability before it can proceed. We have been in close contact with the British High Commission for advice, and we will continue to monitor the situation and act accordingly.

In addition, the current covid19 situation has meant that many project activities have been impacted. These are listed in Section 11 with possible mitigation strategies.

Outcome assumption 2: Guyanese institutions, especially government agencies, remain committed to traditional knowledge / biodiversity conservation integration, poverty alleviation, respect for human rights and sustainable development, and are willing to implement policy changes to achieve these goals.

Comment: holds true, but involves considerable effort from project staff to maintain relations and communications with agencies, particular face-to-face meetings.

Outcome assumption 3: Scientific and government institutions are willing to acknowledge traditional knowledge as a legitimate and effective knowledge system to inform decision-making.

Comment: holds true. We have continued to hold meetings with relevant government agencies to assess their understanding and perception of traditional knowledge. In addition, feedback and comments from our training course (piloted in February 2020) also support the willingness of scientific and government bodies to acknowledge traditional knowledge as a legitimate knowledge system for decision-making.

Outcome assumption 4: The Protected Areas Commission continues to champion the community owned solutions approach, and thus, can provide enabling conditions to disseminate traditional knowledge integration processes to other countries.

Comment: holds true. The PAC can still facilitate dissemination of project findings to other Guiana Shield countries, however, as stated under Project Outcomes, we do not think we would have enough time to achieve Indicator 0.4.

Output 1 assumption 1: Local people at the case study sites are willing to participate in the project.

Comment: holds true.

Output 1 assumption 2: Participation from local communities comprises of different gender and age groups.

Comment: holds true.

Output 1 assumption 3: Relevant staff in national agencies are willing to participate in the project.

Comment: holds true.

Output 2 assumption 1: Communities will have a continued interest in the project, and knowledge exchange will be sufficient for beneficiaries to successfully understand and apply community owned solutions approach.

Comment: holds true, but cannot be fully assessed until relevant activities take place.

Output 2 assumption 2: Appropriate government and non-governmental staff are available to participate in capacity building activities and retain their roles during the course of the project.

Comment: holds true.

Output 2 assumption 3: Workshop participants are willing to provide feedback on the impact of the training post-workshop.

Comment: holds true.

Output 3 assumption 1: Relevant staff in national agencies are willing to participate in the bi-annual workshops.

Comment: holds true, and when relevant staff cannot attend, they are replaced by suitable representatives.

Output 3 assumption 2: There is some continuity with participants of the bi-annual stakeholder workshops.

Comment: holds mostly true. There has been continuity for most partners, but not all. In the latter, we arranged further one-to-one meetings.

Output 4 assumption 2: Appropriate government and non-governmental staff from Guiana Shield countries are available to participate in training and retain their roles during the course of the project.

Comment: holds true, but cannot be fully assessed until relevant activities take place.

3.5 Impact: achievement of positive impact on biodiversity and poverty alleviation

The anticipated impact of this project is “The traditional knowledge of Guyana’s Indigenous communities is respected, reflected and fully integrated in the governance and management of the country’s unique and rich biodiversity”. We believe that we have the appropriate structures in place to ensure a contribution to improved voice and representation for Indigenous communities to conservation decision making, and for this to have positive knock on effects on people’s livelihoods and biodiversity.

In Year 3, we completed the draft of the Traditional Knowledge National Action Plan (TKNAP) (Indicator 0.1) (Annex 4.8) which is evidence-based and directly informed by in-depth engagement with Indigenous communities living in and around PAs (Indicator 0.2) (Annex 4.3). Furthermore, we have continued to use participatory video and video-mediated dialogue to facilitate information sharing between protected areas and associated their communities on issues important to their livelihoods and conservation (Indicator 0.3) (Annex 4.10 and 4.12). We understand that in 2020-2021, there will be a review of all protected areas management plans by the Protected Areas Commission, and we aim to directly contribute our findings towards this activity.

4. Contribution to the Global Goals for Sustainable Development (SDGs)

This project aims to make progress towards SDG targets 1.4, 1.5, 2.3, 2.4, 2.5, 4.7, 5b, 12.2, 15.1, 15.2, 15.5, 15.9, and 16.7. In Year 3, we have contributed towards targets 1.4 and 1.5 through continuing the process of documenting community owned solutions that support ownership and control over land and natural resource management, and build resilience. We have contributed towards targets 2.3, 2.4, 2.5 through continuing the process of documenting community owned solutions that support Indigenous agriculture and forest farming. We have contributed towards targets 4.7 and 5b through further community workshops and training, and the continued positive involvement of men, women and young people. We are gathering a body of evidence that supports the sustainable management and efficient use of natural resources by Indigenous peoples (target 12.2) that also protects terrestrial and inland freshwater ecosystems (targets 15.1, 15.2, 15.5). We have contributed to ensuring responsive, inclusive, participatory and representative decision-making at all levels (target 16.7) through screening participatory video films of concerns and issues about protected areas management to decision-makers and development of the Traditional Knowledge National Action Plan.

5. Project support to the Conventions, Treaties or Agreements

We are working directly with the EPA (CBD focal point), Department of the Environment and the Ministry of Indigenous Peoples Affairs towards Aichi Target 18 and CBD Article 8(j), namely traditional knowledge, innovations and practices. In addition, we aim to contribute to Aichi Targets 11, 12, 13 and 14. We have also discussed with the EPA on TK relevant to ABS, thus encouraging the Agency's efforts to pursue such policy development in efforts to contribute further to the on-going ABS work in Guyana. After the March 2019 project partner meeting, several one to one meetings were held with representatives from the relevant government agencies to ensure that the project work and progress on integrating TK is included and appropriately highlighted in individual agency's national reports – both at the country level and to relevant international conventions.

6. Project support to poverty alleviation

The main beneficiaries of this project are Indigenous communities, many of whom live within and sustainably use biodiversity, but have limited say in the governance and management of that biodiversity, especially with regards to protected areas. Indigenous poverty is intimately associated with low self-esteem, feelings of helplessness, marginalisation and disempowerment. This project therefore aims to address the root causes of Indigenous poverty by providing a mechanism through which their traditional knowledge can be respected and integrated into management strategies for protected areas and beyond. Providing voice and representation, but also valuing traditional knowledge as a legitimate form of knowledge at policy level, will thus contribute towards more socially just outcomes for Indigenous groups.

In Year 3, we completed a draft of the Traditional Knowledge National Action Plan (TKNAP) (Indicator 3.3) which explicitly takes into account the views and knowledge of Indigenous people (Annex 4.8). Traditional knowledge is the basis of biodiversity conservation, local livelihoods and culture, thus the TKNAP plays a pivotal role in sustainable resource management and helping to alleviate poverty. We also facilitated a video-mediated dialogue between the Kanuku Mountains associated communities and the Protected Areas Commission, with the aim to open a discussion on how issues arising from the participatory videos can be implemented / actioned (Annex 4.12).

7. Consideration of gender equality issues

There are gender and age dimensions to traditional knowledge. As such, we have tried to ensure participation from men, women and young people in all our community work (Indicators 1.1, 1.2 and 1.3). During community workshop and training, people were divided in male, female and youth groups to provide a safe environment to encourage women and youth to express their views and opinions. We have developed traditional knowledge indicator sets that consider women and young people as separate groups. The video-mediated dialogue process has involved significant representation from women within protected areas agencies. Our pilot of the training course (Indicator 2.2) involved five women out of eight participants. The Traditional Knowledge National Action Plan considers gender equality through its monitoring and evaluation plan, and indicators involving building capacity and access to funding will disaggregate for gender.

Gender equality is central to the management of the project. At present we have three out of four women Indigenous researchers at the NRDDDB, the PI and co-PI are women, and the in-country project coordinator is a woman.

8. Monitoring and evaluation

The PI, Co-PI, In-country Project Coordinator and Policy Officer have met on average every month (either via skype and in-person) to review progress. Also, whenever the PI has been in Guyana, she has taken the opportunity to engage with project partners and other stakeholders to discuss any issues with project progress. We have been using the online project management system Trello to organise project documents and materials, and to facilitate

discussions related to activities and outputs. As a project team, we regularly review the logframe indicators to ensure we are on track, and to ensure that the means of verification for the indicators are being collected.

At each Year 3 partner meeting, the project's logical framework and associated indicators were discussed and a Theory of Change reviewed (Annex 4.14).

We have an Advisory Committee that met on the 8th/10th April 2019 and on the 23rd March 2020 (Annex 4.15); due to the international representation of members and limited funds, the Advisory Committee meetings occur online and sometimes are split depending on availability of members living in different time zones. The April 2019 Advisory Committee meeting focused on the Traditional Knowledge National Action Plan and the development of the Logical Framework. Useful feedback was received on specific objectives and actions. The second meeting on the 23rd March 2020 dealt with the traditional knowledge training course. Members were provided with the draft trainers guidance, and they provided excellent inputs on areas for improvement and clarification. These have all been taken into consideration for the updated version of that document.

9. Lessons learnt

We continue to face the challenges of working with government agencies and within the policy arena. These include slow response times, a general lack of 'joining up the dots' between departments within ministries and between ministries, and some resistance to taking ownership of actions. Some of this has been mitigated through direct one-to-one and face-to-face meetings within individuals (rather than sending out group messages), but it is still very time and energy consuming. This has not been helped by the fact that following the vote of no confidence in December 2018, there was campaigning going on throughout 2019, and particularly in the last 5-6 months before the election in March 2020. This resulted in our partners being 'distracted' and in the case of the Protected Areas Commission, not wanting to undertake any community visits in case they were mistakenly seen to be campaigning. Lesson learnt is that you have to be very flexible and responsive when working in the policy arena and with government, and the risks are quite high that objectives might not be met.

10. Actions taken in response to previous reviews (if applicable)

There were four comments from the Year 2 review:

Comment 1: Village/community population figures – Are these available? If not, how will these be accessed to compute result for indicator 0.2? This has been addressed in Annex 4.3 using the most up to date population figures for Indigenous communities issued by the Ministry of Indigenous Peoples Affairs.

Comment 2: How are improvements in biodiversity conservation to be measured? MoV 0.3a mentions 'Most Significant Change' participatory video to evaluate the impact of the project but it is not clear how changes will be quantified. This project will not be able to measure biodiversity conservation directly, however we feel that a combination of MoV 0.3a and MoV 0.3b will give us an indication of the impacts of the project on conservation.

Comment 3: To give a fuller picture of outreach activities (e.g. as given in annex 4.5), consider disaggregating numbers attending community outreach meetings by gender. We have attempted to do this as best as possible (Annex 4.3). However, please be aware that meetings and screenings regularly take place in village spaces where it is not possible to take a register of all attendees to help with gender disaggregation.

Comment 4: Amend output indicator 2.3 to remove the additional Guiana Shield countries no longer being targeted. This was done through a change request in Year 3.

11. Other comments on progress not covered elsewhere

This year we have made a number of funding applications to support and expand project activities, and to help towards the exit strategy and sustainability. This includes:

- Small Grant Programme (UNDP) to cover travel and subsistence costs to work with the Shell Beach and Kaieteur associated communities and to contribute towards public consultations of the Traditional Knowledge National Action Plan. We have progressed to the final stage and are hoping for an answer very soon.
- Woodspring Trust to support peer-to-peer knowledge exchange between Indigenous communities associated with the five different protected areas. Progressed to stage 2 and are awaiting a result.
- Research England through Royal Holloway to undertake public consultations of the Traditional Knowledge National Action Plan. These funds are now secured.
- Guyanese Ministry of Culture to work on traditional nature-related Makushi stories, responding directly to actions in the Traditional Knowledge National Action Plan. Successful, awaiting transfer of funds.
- Guyanese Ministry of Youth to work on peer-to-peer knowledge exchange and develop a network on young Indigenous participatory video researchers, responding directly to actions in the Traditional Knowledge National Action Plan. Successful, funds transferred to NRDDB's accounts.
- from Research England through Royal Holloway to trial autonomous wifi zones in Indigenous communities so people can freely share and access traditional knowledge resources. Successful, implemented and continuous.

From the end of Year 3 and going into Year 4, we are facing project delays due to covid19. As well as UK partners being in lockdown, Guyanese partners and Indigenous communities had disruptions and then lockdown from March onwards. It is not clear as yet when field activities will resume. Although all project staff are working remotely as best as possible, juggling childcare, poor Internet, and for our Indigenous researchers, a lack of regular electricity, means that work is slow and limited. The planned activities for the first two quarters of Year 4 were:

- community visits to communities associated with Shell Beach and Kaieteur protected areas.
- screening of Kanashen protected areas videos to the Village Council and Protected Areas Commission and developing responses to Kanuku and Kanashen screenings.
- return visit with response video to Kanuku Mountains associated communities.
- public consultations of the Traditional Knowledge National Action Plan, including special forum with the National Toshias Council.
- peer-to peer knowledge exchange activities.

As a project team, we have discussed potential ways forward. We all agree that focusing on the Guyana-related project outcomes will be the best use of our reduced time in Year 4.

Thus, from the logframe, Indicator 0.4 may need to be removed or changed to "Best practice guidelines for traditional knowledge integration are disseminated to Guiana Shield governments". Also, Indicator 2.3 may need to be removed or changed – an alternative we have thought of is to look for in-country representatives from Guiana Shield countries i.e. people from those countries based in Guyana, that could undertake the training. We are currently exploring this option.

Lastly, we have discussed the idea of an extension to the project to complete the outputs and outcome. This would require additional funds to cover the salaries of all the Guyanese project staff (and PI and co-PI would offer their time in-kind). A three-month extension would cost £. If Darwin are unable to fund this amount, we could look at funds available from partners that could be re-deployed into Year 4. For example, the Royal Holloway budget has £for printing and £for publication fees that could go towards funding the extension.

We hope the reviewer and Darwin will be able to give us some feedback and advice on these suggestions.

12. Sustainability and legacy

We continue to use all means of dissemination to raise the profile of the project in Guyana and worldwide, including our website, Facebook and Twitter, and through in country news articles and events.

Our aim is for the project to reach a sustainable end point, where the Traditional Knowledge National Action Plan is used as official reporting for the Guyanese government on CBD Aichi targets, as well as for ABS and SDGs. As mentioned in previous sections, despite the considerable challenges, we have been working hard to ensure that all project partners including the government agencies, are fully informed of progress and have the opportunity to contribute to the project. Securing funds for public consultation of the TKNAP means that a greater proportion of Indigenous peoples throughout the country (not just those associated with protected areas) will get the chance to provide inputs to the policy document. We are optimistic that this public consultation will provide a greater impetus to government agencies to take ownership over the plan. To that end, both the Ministry of Indigenous Peoples' Affairs and National Toshias' Council have been actively engaged in dialogue about the current draft of the TKNAP, and the proposed process for consultations. In pursuing funding that would focus on ensuring an extensive consultative process in finalizing the TKNAP, the Ministry of Indigenous Peoples Affairs provided a strong letter of support, highlighting the importance of such a policy in advancing the work of the Ministry in promoting and ensuring that traditional knowledge of Indigenous Peoples in Guyana are respected and sustained. Regrettably, with the onset of the covid19 pandemic, we might assume that some traction might be lost. The project will work with local partners to facilitate a suitable plan that will support the continued efforts of finalizing the TKNAP and facilitate its success implementation.

A second part of our legacy was to develop capacity for Indigenous communities to take ownership over the processes of documenting and communicating their traditional knowledge and their views to decision-makers, as well as other communities across the country. And for staff working in government agencies and civil society organisations to better understand traditional knowledge and community owned solutions, so it can feed into their practices and policies. On these two points, we feel we have made progress. Indigenous communities see the benefits of using participatory video as a tool to communicate with others and for documenting their practices for their own communities; for example, our partner the NRDDDB applied to the Guyanese government (and were successful) to build a network of young Indigenous participatory video researchers that can represent their communities' views and knowledge.

We have built a unique traditional knowledge capacity building training programme, including the webinar and e-learning module. During the development of this course, in our interactions with stakeholders in efforts to assess needs and interest, it was clear that all acknowledged the value of such capacity building for their institutions' staff. Participants of the pilot training notably expressed the need to improve and facilitate this training on a wider scale so that their colleagues from their respective organisations could also benefit. Even colleagues who on a continuous basis engage with Indigenous communities, acknowledge the need to have such a training course within their institutions e.g. Iwokrama has indicated a desire to have the training with their rangers and community engagement staff. They have also expressed interest in partnering on community visits to implement some of the monitoring elements, especially from the traditional knowledge indicators. The e-learning and webinar, once revised and improved, could be shared with Human Resources departments across governmental sector agencies to be included in internal capacity building during orientation training for new staff or as part of a continuous learning programme for seasoned staff. The PAC also sees this capacity building course as being part of their ranger training program.

13. Darwin identity

We have used the Darwin Initiative logo on all the project promotional material, at dissemination events, presentations as well as on all written project meeting reports. The logo has also been used on outputs of the project, including videos and reports. The project is distinct and has a clear identity as it is not part of a larger programme, and we state on all promotional materials and in talks that the Darwin Initiative is a programme of the UK

government. The British High Commissioner in Guyana, Mr Greg Quinn, continues to be particularly supportive of the project. He regularly meets with project staff and disseminates project work through his Twitter account. He is open to hosting project events at his residence where he has talked explicitly about the Darwin Initiative and the UK government's commitments to biodiversity conservation and local livelihood; we hope to have Traditional Knowledge National Action Plan Public Consultations launch in the next few months. Wherever appropriate, we link to @Darwin_Defrain our social media channels.

14. Safeguarding

Royal Holloway as the lead organisation of the project has the required safeguarding policies in place and these can be viewed here:

<https://intranet.royalholloway.ac.uk/staff/research/research-and-innovation/research-enterprise/policy-documents-research-related.aspx>

We keep a close eye on safeguarding issues, particularly corruption, bullying, harassment and sexual exploitation and abuse, and all partners are made aware to be vigilant of them. We have a detailed ethics review for the project that is consulted when necessary.

15. Project expenditure

Table 1: Project expenditure during the reporting period (1 April 2019 – 31 March 2020)

Project spend (indicative) since last annual report	2019/20 Grant (£)	2019/20 Total Darwin Costs (£)	Variance %	Comments (please explain significant variances)
Staff costs (see below)				
Consultancy costs				
Overhead Costs				
Travel and subsistence				
Operating Costs				
Capital items (see below)				
Monitoring & Evaluation (M&E)				
Others (see below)				
TOTAL				

Annex 1: Report of progress and achievements against Logical Framework for Financial Year 2019-2020

Project summary	Measurable Indicators	Progress and Achievements April 2019 - March 2020	Actions required/planned for next period
<p>Impact</p> <p>The traditional knowledge of Guyana's Indigenous communities is respected, reflected and fully integrated in the governance and management of the country's unique and rich biodiversity</p>		<p>Draft of the Traditional Knowledge National Action Plan (Indicator 0.1) which is evidence-based and directly informed by in-depth engagement with Indigenous communities living in and around protected areas (Indicator 0.2). We have continued to use participatory video and video-mediated dialogue to facilitate information sharing between protected areas and associated their communities on issues important to their livelihoods and conservation (Indicator 0.3).</p>	
<p>Outcome</p> <p>Development of a participatory, transparent and evidence-based process for traditional knowledge integration which meets biodiversity and poverty alleviation goals, is reflected in national policy and can be replicated elsewhere.</p>	<p>0.1 New/improved policies/strategies for traditional knowledge integration are proposed by Guyana's national government [target: production of National Action Plan for Traditional Knowledge] (by end of project).</p> <p>0.2 Percentage of Indigenous communities living in and around protected areas having their traditional knowledge taken into account in the development of the National Action Plan for TK [target: at least 60% of the people living in and around protected areas will have been consulted to share their knowledge] (by end of project)</p> <p>0.3 Number of national protected areas with improved biodiversity conservation outcomes and new/improved management plans that take local livelihoods and cultural values of</p>	<p>This year we have been consolidating our evidence base of traditional knowledge integration from protected areas case studies. We continued engagement through participatory video film screenings and discussions with communities associated with the Iwokrama, Kanuku and Kanashen protected areas. This year we have had participation of local people in project activities as follows: 8 in PV related activities, and 565 in PV screenings, with representation of different genders and age groups (men - 131, women - 175, youth – 259) at the workshops.</p> <p>Using the analyses of data collected to date and consultations with key agencies and organisations, we have produced a draft document of the Traditional Knowledge National Action Plan (TKNAP).</p> <p>Key project partners, EPA, MoIPA, PAC, and the NRDDDB, have been fully</p>	<p>Key actions planned for next period:</p> <p>Visits to communities associated with Shell Beach and Kaieteur protected areas.</p> <p>Video-mediated dialogue for Kanuku Mountains, Kanashen, Shell Beach and Kaieteur protected areas.</p> <p>Public consultations of the Traditional Knowledge National Action Plan, and completion of document.</p> <p>Peer-to peer knowledge exchange activities.</p> <p>Further traditional knowledge training with government agencies, NGOs and Indigenous leaders.</p>

	<p>different groups (particularly of women and youth) into account [target: 5 protected areas] (by end of project).</p> <p>0.4 Best practice guidelines for traditional knowledge integration are adopted by Guiana Shield governments [target: commitment in writing to embed guidelines into practice from at least 2 countries] (by end of project)</p>	<p>engaged in the project, participating in the bi-annual stakeholder meetings, and helping to engage other governmental and non-governmental organisations in the project. We have also been consulting with the National Toshias Council (NTC) as a key stakeholder. Maintaining these relationships will be essential through the consultation phase of the TKNAP.</p> <p>We have been making links to agencies and individuals in other Guiana Shield countries through our relationship with the Protected Areas Commission (PAC), with the aim to share the TKNAP and deliver the capacity building activities. However, outcome 0.4 may change as a result of covid19 as explained in Section 11.</p>	
<p>Output 1.</p> <p>A robust evidence base of traditional knowledge integration from protected areas case studies.</p>	<p>1.1 Number of Community Owned Solutions for protected areas management [target: Guyana-wide database with at least 15 examples] (yr 4).</p> <p>1.2 Number of indicator sets for local traditional knowledge identified through the Community Owned Solutions approach [target: one for each protected area, disaggregated for women and age] (yr 4).</p> <p>1.3 Number of video-mediated communication between local communities and relevant decision-makers on traditional knowledge integration [target: one for each protected area] (yr 4).</p>	<p>1.1 The online community owned solutions database for participatory videos was completed and videos are being posted as consent is received. Progress on community owned solutions was presented at the Year 3 bi-annual partner meeting. To date, 9 videos have been completed. This indicator will be completed in Year 4. Please see Section 3.2 and Annex 4.10 for progress.</p> <p>1.2 Feedback was gathered from the Iwokrama and Kanuka Mountains associated communities on the community owned solutions data. Progress on indicator sets was presented at the Year 3 bi-annual partner meeting. To date, 3 indicator sets have been completed. This indicator will be completed in Year 4. Please see Section 3.2 and Annex 4.11 for progress.</p> <p>1.3 A video dialogue began between the Kanuku Mountains associated communities. Progress was presented at the Year 3 bi-annual partner meeting. To date, 2 video-mediated dialogues have been completed. This indicator will be completed in Year 4. Please see Section 3.2 and Annex 4.12 for progress.</p>	

<p>Activity 1.1 Train field assistants in the community owned solutions approach in each of the five protected areas in Guyana. NRDDBs community researchers supported by the Cobra Collective and project leader will train field assistants to undertake the community owned solutions approach.</p>	<p>In Year 3, we continued supporting the field assistants working in selected communities of the Iwokrama, Kanuku Mountains and Kanashen protected areas (Section 3.1 and Annex 4.3).</p>	<p>In Year 4, we will train field assistants in the communities associated with the Shell Beach and Kaieteur protected areas.</p>
<p>Activity 1.2 Identify and document at least 15 examples of community owned solutions for protected areas management. Field assistants to work in communities, facilitated by NRDDB community researchers, on solutions, documenting them through participatory video. Screenings to take place in communities to verify videos. Community researchers to document solutions in written reports.</p>	<p>In Year 3, selected communities of Iwokrama, Kanuku Mountains and Kanashen protected areas continued work on documenting their community owned solutions through participatory video (Section 3.1 and Annex 4.10).</p>	<p>In Year 4, we will complete videos for all of the protected areas.</p>
<p>Activity 1.3 Identify and document local TK indicators, one set for each protected area by using the COS approach. Through iterative analysis of participatory videos, field assistants and community researchers to identify indicators of TK. Consultations to take place in communities to verify indicators.</p>	<p>In Year 3, TK indicator sets were presented back to the communities associated with the Iwokrama protected areas for feedback and finalisation (Section 3.1 and Annex 4.11).</p>	<p>In Year 4, we will complete the TK indicators for the communities associated with the Shell Beach and Kaieteur protected areas. We will present the indicators to Kanuku Mountains and Kanashen.</p>
<p>Activity 1.4 Use participatory videos to facilitate communications on TK integration between local communities and relevant decision-makers. Screenings with government agency staff and local communities, with established evaluation of process and findings.</p>	<p>In Year 3, we facilitated a video-mediated dialogue between the Protected Areas Commission and the communities associated with the Kanuku Mountains protected area (Section 3.1 and Annex 4.12).</p>	<p>In Year 4, we will complete all the video-mediated dialogue processes.</p>
<p>Output 2. Increased capacity for traditional knowledge integration at local, national and regional scales</p>	<p>2.1 Number of community peer-to-peer knowledge exchange processes implemented between communities of the protected areas [target: at least 5] (yr 3 & 4).</p> <p>2.2 Number of staff from Guyanese governmental and non-government organisations trained in the community owned solutions approach and development of traditional knowledge action plans [target: at least 30 with significant representation of women] (yr 3 & 4).</p>	<p>2.1 A draft of the training format for the peer-to-peer knowledge exchange was completed. This indicator will be completed in Year 4. Please see Section 3.2 for progress.</p> <p>2.2 A training course has been developed and a pilot was implemented. This indicator will be completed in Year 4. To date, we have trained 8 people, which included 5 women. Please see Section 3.2 and Annex 4.5 for progress.</p> <p>2.3 We had discussions about organising a training workshop with participants</p>

	2.3 Number of governmental and non-government staff from each Guiana Shield country of Suriname and French Guiana trained in the community owned solutions approach and development of traditional knowledge action plans [target: at least 20 with significant representation of women] (yr 3 & 4).	from Suriname and French Guiana with our partner the Protected Areas Commission, and also with the Guiana Shield Facility. This indicator will be completed in Year 4. Please see Section 3.2 for progress.	
Activity 2.1 Undertake community peer-to-peer knowledge exchange between the communities from the different protected areas regions, with established evaluation of process and findings.		In Year 3, we discussed and developed draft schedule for the exchanges (Section 3.1).	In Year 4, we aim to complete all the exchanges.
Activity 2.2 Undertake workshops with staff from Guyana governmental and non-government organisations for training in the COS approach.		In Year 3, we developed the training course and undertook a pilot (Section 3.1 and Annex 4.5).	In Year 4, we aim to complete the training.
Activity 2.3 Undertake workshops with staff from governmental and non-government organisations in Guiana Shield countries for training in the COS approach.		In Year 3, we continued discussions on the organisation and participation for the training (Section 3.1).	In Year 4, we hope to do some training although the format may change as a result of covid19 as explained in Section 11.
Output 3. A National Action Plan for Traditional Knowledge	<p>3.1 Production of review of traditional knowledge within current national environment / development policies and strategies [target: 1 report] (yr 1).</p> <p>3.2 Production of analyses of traditional knowledge integration from protected areas into policy and practice [target: 4 annual reports] (yr 1, 2, 3 & 4).</p> <p>3.3 Production of draft National Action Plan for Traditional Knowledge produced [target: 1 draft plan] (yr 3).</p> <p>3.4 Production of final National Action Plan for Traditional Knowledge</p>	<p>3.1 Completed in Year 1. This is a living document and we have revised it every year including in Year 3. Please see Section 3.2 of this report and Annex 4.6.</p> <p>3.2 We have analysed the community and desk-based data from Year 3 and this was summarised into a short report which was presented and discussed at the Year 3 bi-annual partner meeting. Please see Section 3.2 of this report and Annex 4.7.</p> <p>3.3 Using the data collected and analysed to date, we have produced a full draft of the Traditional Knowledge National Action Plan (TKNAP) (Annex 4.8), and recorded stakeholder consultations to date (Annex 4.9).</p> <p>3.4 This indicator relates to Year 4 of the project.</p>	

	produced [target: 1 final plan] (yr 4).	
Activity 3.1 Inception meeting with all the project partners in Guyana, to agree work plans, project rules, and facilitate ownership of the project.	Completed.	None.
Activity 3.2 Undertake a review of traditional knowledge within Guyana's current environmental and development policies and strategies, to provide baseline for TK integration.	Completed in Year 1. This is a live document and reviewed each year (Annex 4.6).	In Year 4, we will carry out a final update to the review.
Activity 3.3 Organise multi-stakeholder workshops twice a year (2017-2021) to ensure project progress and partner interactions.	Completed for Year 3. They took place in November 2019 and February 2020 (Section 3.1 and Annex 4.2).	In Year 4, we aim to have another two meetings.
Activity 3.4 Analyse, on annual basis, the integration of traditional knowledge from the protected areas sites into policy and practise	Completed for Year 3 using data collected to date (Section 3.1 and Annex 4.7).	In Year 4, we will incorporate any final data collection.
Activity 3.5 Draft National Action Plan for Traditional Knowledge.	Completed (Section 3.1 and Annex 4.8).	None.
Activity 3.6 Produce the final National Action Plan for Traditional Knowledge.	This activity relates to Year 4 of the project.	This activity will take place in Year 4.
Activity 3.7 End of project meeting to ensure all work commitments have been achieved and shared, but more importantly to commit to an already agreed way forward that ensures that the process of integrating traditional knowledge continues and improves in scope to cover more sectors.	This activity relates to Year 4 of the project.	This activity will take place in Year 4.
Output 4. Best practice guidelines on traditional knowledge integration, disseminated regionally and internationally	<p>4.1 Production of best practice guidance for training in the community owned solutions approach for traditional knowledge integration [target: 1 toolkit, 1 policy briefing, 1 e-module and 1 webinar] (yr 4).</p> <p>4.2 Production of best practice guidance for developing National Action Plan for Traditional Knowledge [target: 1 toolkit, 1 policy briefing, 1 e-module and 1 webinar] (yr 4).</p> <p>4.3 Toolkits, policy briefings, webinars and e-learning modules shared at</p>	<p>4.1A training guide has been produced and is in the process of being finalised. This indicator will be completed in Year 4. Please see Section 3.2 and Annex 4.4 for progress.</p> <p>4.2A training guide has been produced and is in the process of being finalised. This indicator will be completed in Year 4. Please see Section 3.2 and Annex 4.4 for progress.</p> <p>4.3 This will take place in Year 4.</p>

	<p>international platforms and events [target: at least 3 events] (yr 4 and beyond).</p> <p>4.4 Website produced, with regular posting of content [target: 2 types of content posted per month for the length of the project] (yr 1 for website produced, yearly for website postings).</p> <p>4.5 Peer-reviewed journal articles published [target: 2 articles] (yr 4 and beyond).</p>	<p>4.4 Completed, with ongoing communication and dissemination.</p> <p>4.5 To be completed in Year 4 and beyond.</p>
Activity 4.1 Survey what communication format relevant decision-makers prefer and strive to accommodate for these wishes.	Completed in Year 1.	In Year 4, we will continue to use our communication and dissemination strategy.
Activity 4.2 Develop best practice guidance for training in COS approach for traditional knowledge integration. Together with lessons learned from the project, the guidance will take the formats of a toolkit, policy briefing, e-module and webinar.	In Year 3, we developed the training course materials in the form of a toolkit and e-module (Section 3.1 and Annex 4.4).	In Year 4, we will finalise the toolkit and e-module and produce the policy briefing.
Activity 4.3 Develop best practice guidance on developing National Action Plans for traditional knowledge, which contains executive summaries in the Guiana Shield countries languages. Together with lessons learned from the project, the guidance will take the formats of a toolkit, policy briefing, e-module and webinar.	In Year 3, we developed the training course materials in the form of a toolkit and webinar (Section 3.1 and Annex 4.4).	In Year 4, we will finalise the toolkit and webinar and produce the policy briefing and executive summaries.
Activity 4.4 Disseminate findings of the project at appropriate international platforms and events, such as NBSAPs Forum and CBD COP side-events.	In Year 3, we made a calendar of forthcoming events.	Dissemination at international platforms will take place in year 4 of the project.
Activity 4.5 Produce project website, where regular postings from the projects activities will be uploaded and create Facebook and Twitter accounts on traditional knowledge to maximise outreach.	In Year 3, we made regular postings on the website, also used the Cobra Facebook and Twitter accounts to maximise outreach. We also finalised the video database website.	In Year 4, we will continue with all outreach activities.
Activity 4.6 Produce two peer-reviewed journal articles on the findings of the project.	This activity relates to Year 4 of the project.	This activity will take place in Year 4.

Annex 2: Project’s full current logframe as presented in the application form (unless changes have been agreed)

Project summary	Measurable Indicators	Means of verification	Important Assumptions
<p>Impact: The traditional knowledge of Guyana’s Indigenous communities is respected, reflected and fully integrated in the governance and management of the country’s unique and rich biodiversity.</p>			
<p>Outcome: Development of a participatory, transparent and evidence-based process for traditional knowledge integration which meets biodiversity and poverty alleviation goals, is reflected in national policy and can be replicated elsewhere.</p>	<p>0.1 New/improved policies/strategies for traditional knowledge integration are proposed by Guyana’s national government [target: production of National Action Plan for Traditional Knowledge] (by end of project).</p> <p>0.2 Percentage of Indigenous communities living in and around protected areas having their traditional knowledge taken into account in the development of the National Action Plan for TK [target: at least 60% of the people living in and around protected areas will have been consulted to share their knowledge] (by end of project)</p> <p>0.3 Number of national protected areas with improved biodiversity conservation outcomes and new/improved management plans that take local livelihoods and cultural values of different groups (particularly of women and youth) into account [target: 5 protected areas] (by end of project).</p>	<p>0.1 Content analyses of national policy documents to see usage of key project approaches – e.g. within Ministries of Natural Resources, Indigenous Affairs, Protected Areas Commission, Forestry Commission, Geology and Mines Commission, Culture, as well as national level NGOs and Indigenous associations (yr 2, 3 & 4).</p> <p>0.2 Written record of number of people in PAs participating in community workshops, PV and screenings (yr 2, 3 & 4)</p> <p>0.3a) ‘Most Significant Change’ Participatory Video to evaluate the impact of the project (end of project), disaggregating impact for women and youth. The evaluation process will compare change with pre-project resource use agreements and management plans carried out by the PAC within protected areas communities.</p> <p>b) Written and video record of</p>	<p>Political and economic stability in Guyana enables the project to be completed [there are no current areas of concern].</p> <p>Guyanese institutions, especially government agencies, remain committed to traditional knowledge / biodiversity conservation integration, poverty alleviation, respect for human rights and sustainable development, and are willing to implement policy changes to achieve these goals [project was conceived with Guyanese partners and target their priorities].</p> <p>Scientific and government institutions are willing to acknowledge traditional knowledge as a legitimate and effective knowledge system to inform decision-making [partnership has long-term experience in bridging knowledge systems between different stakeholders].</p> <p>The Protected Areas Commission continues to champion the Community Owned Solutions approach, and thus, can provide enabling conditions to disseminate traditional knowledge integration processes to other countries</p>

	<p>0.4 Best practice guidelines for traditional knowledge integration are adopted by Guiana Shield governments [target: commitment in writing to embed guidelines into practice from at least 2 countries] (by end of project)</p>	<p>commitments to change protected areas management plans by implementing agencies, based on study results, noted at minutes of bi-annual multi-stakeholder workshops (yr 2, 3 & 4)</p> <p>0.4 Written commitment by at least 2 Guiana Shield country governments to incorporate traditional knowledge integration guidelines into their biodiversity management projects (end of project).</p>	<p>[we have a strong working relationship with the PAC and it has excellent links with Suriname and French Guiana].</p>
<p>Outputs:</p> <p>1. A robust evidence base of traditional knowledge integration from protected areas case studies.</p>	<p>1.1 Number of Community Owned Solutions for protected areas management [target: Guyana-wide database with at least 15 examples] (yr 4).</p> <p>1.2 Number of indicator sets for local traditional knowledge identified through the Community Owned Solutions approach [target: one for each protected area, disaggregated for women and age] (yr 4).</p>	<p>1.1 Participatory videos and photostories available online on project website and offline in DVD format (yr 2, 3 & 4). Annual report on progress presented at stakeholder workshop (yr 2, 3 & 4). Final report on Community Owned Solutions for protected areas management published on project website (yr 4).</p> <p>1.2 Documents and records from all Community Owned Solutions workshops (yr 2, 3 & 4). Annual report on progress presented at stakeholder workshop (yr 2, 3 & 4). Final report on indicator sets for local traditional knowledge published on project website (yr 4).</p> <p>1.3 Pre- and post-evaluation of screenings of participatory videos to</p>	<p>Local people at the case study sites are willing to participate in the project [partners have built trust with communities through long-term engagement. Evidence that peer-to-peer engagement through Indigenous researchers has greater community response. Experience of implementing thorough ethics policy with regards to consent, ownership of data, and sharing of knowledge].</p> <p>Participation from local communities comprises of different gender and age groups [partners will actively seek the participation of women and youth through discussion with leaders. Partners have long-term experience of community engagement processes].</p> <p>Relevant staff in national agencies are willing to participate in the project [some of the relevant agencies are partners on project. They also have leverage to engage other government and non-</p>

	<p>1.3 Number of video-mediated communication between local communities and relevant decision-makers on traditional knowledge integration [target: one for each protected area] (yr 4).</p>	<p>decision-makers to assess response and actions (yr 2, 3 & 4). Records of community meetings to discuss decision-maker feedback (yr 2, 3 & 4). Annual report on progress presented at stakeholder workshop (yr 2, 3 & 4). Final report on video-mediated communication for traditional knowledge integration published on project website (yr 4).</p>	<p>governmental organisations].</p>
<p>2. Increased capacity for traditional knowledge integration at local, national and regional scales</p>	<p>2.1 Number of community peer-to-peer knowledge exchange processes implemented between communities of the protected areas [target: at least 5] (yr 3 & 4).</p> <p>2.2 Number of staff from Guyanese governmental and non-government organisations trained in the community owned solutions approach and development of traditional knowledge action plans [target: at least 30 with significant representation of women] (yr 3 & 4).</p> <p>2.3 Number of governmental and non-government staff from each Guiana Shield country of Suriname and French Guiana trained in the community owned solutions approach and development of traditional knowledge action plans [target: at least 20 with significant representation of women] (yr 3 & 4).</p>	<p>2.1 Training materials, presentations and reports from workshops. Pre- and post-workshop interviews/participatory M&E to evaluate understanding and impact of community owned solutions approach (yr 3 & 4).</p> <p>2.2 Training materials, presentations, signed participant lists and reports from workshops. Pre- and post-workshop questionnaires to evaluate understanding and impact of community owned solutions approach and traditional knowledge action plans (yr 3 & 4).</p> <p>2.3 Training materials, presentations, signed participant lists and reports from workshops. Pre- and post-workshop questionnaires to evaluate understanding and impact of community owned solutions approach and traditional knowledge action plans (yr 3 & 4).</p>	<p>Communities will have a continued interest in the project, and knowledge exchange will be sufficient for beneficiaries to successfully understand and apply community owned solutions approach [partners have in-depth experience of implementing peer-to-peer knowledge exchange at community level, and comprehensive evidence of effectiveness].</p> <p>Appropriate government and non-governmental staff are available to participate in capacity building activities and retain their roles during the course of the project [some of the relevant agencies are partners on project. They also have leverage to engage other government and non-governmental organisations in Guyana and across the Guiana Shield countries].</p> <p>Workshop participants are willing to provide feedback on the impact of the training post-workshop [regular contact with participants' post-workshops to ensure continuity and engagement].</p>

<p>3. A National Action Plan for Traditional Knowledge</p>	<p>3.1 Production of review of traditional knowledge within current national environment / development policies and strategies [target: 1 report] (yr 1).</p> <p>3.2 Production of analyses of traditional knowledge integration from protected areas into policy and practice [target: 4 annual reports] (yr 1, 2, 3 & 4).</p> <p>3.3 Production of draft National Action Plan for Traditional Knowledge produced [target: 1 draft plan] (yr 3).</p> <p>3.4 Production of final National Action Plan for Traditional Knowledge produced [target: 1 final plan] (yr 4).</p>	<p>3.1 Report posted on project website, and minuted as presented at annual stakeholder workshop (yr 1).</p> <p>3.2 Yearly report on analyses of traditional knowledge integration from protected areas minuted as presented at annual stakeholder workshop. Stakeholder workshop discussions recorded (yr 1, 2, 3 & 4).</p> <p>3.3 Draft plan minuted as presented at annual stakeholder workshop. Stakeholder workshop discussions recorded (yr 3).</p> <p>3.4. Final plan posted on project website, and minuted as presented at annual stakeholder workshop. Stakeholder workshop discussions recorded (yr 4).</p>	<p>Relevant staff in national agencies are willing to participate in the bi-annual workshops [some of the relevant agencies are partners on project. They also have leverage to engage other government and non-governmental organisations].</p> <p>There is some continuity with participants of the bi-annual stakeholder workshops [we will engage 2-3 people from each organisation to account for drop-out. Any new participants will be thoroughly debriefed before attendance at workshops].</p>
<p>4. Best practice guidelines on traditional knowledge integration, disseminated regionally and internationally</p>	<p>4.1 Production of best practice guidance for training in the community owned solutions approach for traditional knowledge integration [target: 1 toolkit, 1 policy briefing, 1 e-module and 1 webinar] (yr 4).</p> <p>4.2 Production of best practice guidance for developing National Action Plan for Traditional Knowledge [target: 1 toolkit, 1 policy briefing, 1 e-module and 1 webinar] (yr 4).</p>	<p>4.1 Toolkit and policy briefing produced and posted on project website. E-learning module and webinar produced and uploaded on relevant biodiversity forums e.g. NBSAP Forum (yr 4).</p> <p>4.2 Toolkit and policy briefing produced and posted on project website. E-learning module and webinar produced and uploaded on relevant biodiversity forums e.g. NBSAP Forum (yr 4).</p>	

	<p>4.3 Toolkits, policy briefings, webinars and e-learning modules shared at international platforms and events [target: at least 3 events] (yr 4 and beyond).</p> <p>4.4 Website produced, with regular posting of content [target: 2 types of content posted per month for the length of the project] (yr 1 for website produced, yearly for website postings).</p> <p>4.5 Peer-reviewed journal articles published [target: 2 articles] (yr 4 and beyond).</p>	<p>4.3 Record of dissemination platforms and events such as NBSAPs Forum and CBD COP side-events. Downloads of resources and online activity tracked (yr 4 and beyond).</p> <p>4.4 Number of postings of written and audio-visual content including participatory videos, photostories, briefings, reports and blog articles (yr 1, 2, 3, 4 and beyond).</p> <p>4.5 Working paper versions of peer-reviewed articles published on project website (yr 3 & 4).</p>	
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Activities (each activity is numbered according to the output that it will contribute towards, for example 1.1, 1.2 and 1.3 are contributing to Output 1)

1.1 Train field assistants in the community owned solutions approach in each of the five protected areas in Guyana. NRDDBs community researchers supported by the Cobra Collective and project leader will train field assistants to undertake the community owned solutions approach.

1.2 Identify and document at least 15 examples of community owned solutions for protected areas management. Field assistants to work in communities, facilitated by NRDDB community researchers, on solutions, documenting them through participatory video. Screenings to take place in communities to verify videos. Community researchers to document solutions in written reports.

1.3 Identify and document local TK indicators, one set for each protected area by using the COS approach. Through iterative analysis of participatory videos, field assistants and community researchers to identify indicators of TK. Consultations to take place in communities to verify indicators.

1.4 Use participatory videos to facilitate communications on TK integration between local communities and relevant decision-makers. Screenings with government agency staff and local communities, with established evaluation of process and findings.

2.1 Undertake community peer-to-peer knowledge exchange between the communities from the different protected areas regions, with established evaluation of process and findings.

2.2 Undertake workshops with staff from Guyana governmental and non-government organisations for training in the COS approach.

2.3 Undertake workshops with staff from governmental and non-government organisations in Guiana Shield countries for training in the COS approach.

3.1 Inception meeting with all the project partners in Guyana, to agree work plans, project rules, and facilitate ownership of the project.

3.2 Undertake a review of traditional knowledge within Guyana’s current environmental and development policies and strategies, to provide baseline for TK integration.

3.3 Organise multi-stakeholder workshops twice a year (2017-2021) to ensure project progress and partner interactions

3.4 Analyse, on annual basis, the integration of traditional knowledge from the protected areas sites into policy and practise.

3.5 Draft National Action Plan for Traditional Knowledge.

3.6 Produce the final National Action Plan for Traditional Knowledge.

3.7 End of project meeting to ensure all work commitments have been achieved and shared, but more importantly to commit to an already agreed way forward that ensures that the process of integrating traditional knowledge continues and improves in scope to cover more sectors.

4.1 Survey what communication format relevant decision-makers prefer and strive to accommodate for these wishes.

4.2 Develop best practice guidance for training in COS approach for traditional knowledge integration. Together with lessons learned from the project, the guidance will take the formats of a toolkit, policy briefing, e-module and webinar.

4.3 Develop best practice guidance on developing National Action Plans for traditional knowledge, which contains executive summaries in the Guiana Shield countries languages. Together with lessons learned from the project, the guidance will take the formats of a toolkit, policy briefing, e-module and webinar.

4.4 Disseminate findings of the project at appropriate international platforms and events, such as NBSAPs Forum and CBD COP side-events.

4.5 Produce project website, where regular postings from the projects activities will be uploaded and create Facebook and Twitter accounts on traditional knowledge to maximise outreach.

4.6 Produce two peer-reviewed journal articles on the findings of the project.

Annex 3: Standard Measures

Table 1 Project Standard Output Measures

Code No.	Description	Gender of people (if relevant)	Nationality of people (if relevant)	Year 1 Total	Year 2 Total	Year 3 Total	Total to date	Total planned during the project
4A	Number of undergraduate students to receive training	Female	UK	1	0	0	1	Ad-hoc
4B	Number of training weeks to be provided	N/A	UK	4	0	0	4	Ad-hoc
4C	Number of postgraduate students to receive training	Male	UK	1	0	1	2	Ad-hoc
4D	Number of training weeks to be provided	N/A	UK	12	0	12	24	Ad-hoc
6A	Number of people to receive other forms of education/training – includes community owned solutions training, training for Indigenous researchers, capacity building trainings	Total Female Male	Guyana	65 28 37	14 7 7	11 6 5	90 41 49	Dependent on each community, 30 for formal TK training in Guyana, 20 from Guiana Shield
6B	Number of training weeks to be provided	N/A	Guyana	12	6	2.7	20.7	50
7	Number of training materials to be produced for use by host country – includes community owned solutions and TK integration and peer-to-peer	N/A	Guyana	0	0	0	0	4
11A	Number of papers to be published in peer reviewed journals	N/A	UK and Guyana	0	0	1	1	2
11B	Number of papers to be submitted to peer reviewed journals	N/A	UK and Guyana	1	0	1	2	2
12B	Number of computer based databases to be enhanced and handed over to the host country	N/A	Guyana	0	0	0	0	1
14A	Number of conferences/seminars/workshops to be organised to present/disseminate findings – includes partner meetings,	N/A	UK, Guyana, other Guiana Shield countries	3	9	36	48	Ad-hoc

	Darwin dissemination events, policy maker screenings, peer-to-peer knowledge exchange, government training events							
14B	Number of conferences/seminars/workshops attended at which findings from Darwin project work will be presented/ disseminated – includes presentations to Indigenous associations each year, plus ad hoc opportunities.	N/A	Guyana, UK	3	9	18	30	Ad-hoc
20	Estimated value (£'s) of physical assets to be handed over to host country – includes all PV related equipment	N/A	Guyana					
23	Value of resources raised from other sources (i.e., in addition to Darwin funding) for project work – includes in-kind contribution	N/A	Guyana and UK					

Annex 4 Onwards – supplementary material (optional but encouraged as evidence of project achievement)

Checklist for submission

	Check
Is the report less than 10MB? If so, please email to Darwin-Projects@ltsi.co.uk putting the project number in the Subject line.	✓
Is your report more than 10MB? If so, please discuss with Darwin-Projects@ltsi.co.uk about the best way to deliver the report, putting the project number in the Subject line.	x
Have you included means of verification? You need not submit every project document, but the main outputs and a selection of the others would strengthen the report.	✓
Do you have hard copies of material you want to submit with the report? If so, please make this clear in the covering email and ensure all material is marked with the project number. However, we would expect that most material will now be electronic.	x
Have you involved your partners in preparation of the report and named the main contributors	✓
Have you completed the Project Expenditure table fully?	✓
Do not include claim forms or other communications with this report.	