



PEOPLE'S
PLANET
PROJECT

LEARN AS WE
GROW

MONITORING, EVALUATION, & LEARNING REPORT
GEOSTORY CAMPS - LOVONGAI

INTRODUCTION

THE GEOSTORY CAMPS AT HEART

The GeoStory Camps initiative is composed of community-led and co-designed workshops, facilitated with Indigenous community participants, covering the basics of filmmaking and geospatial mapping in the respective local language. Following completion of the workshop's curriculum, where participants learn both technical and creative skills, Indigenous participants are then equipped to independently collect evidence and data regarding destruction of Indigenous and traditional land and forest in the form of films and maps, as well as document their cultural practices.

Various pieces of evidence, in the form of video and spatial maps, are collated into succinct evidence-based stories focused on documenting and addressing the large-scale environmental impacts that are continuing to displace Indigenous and local communities from their ancestral forest territories. This content can then be used in court cases that fight for Indigenous land and human rights. The ultimate goal of the GeoStory Camps is to enable Indigenous-created content to be used in court cases and advocacy campaigns to bring about policy changes in regards to Indigenous land rights and deforestation.

The GeoStory Camps - Lovongai (New Hanover) were carried out in March and April 2023, in the New Ireland Province, Papua New Guinea, with 16 Indigenous participants from a variety of clans represented. Most of the participants had little to no experience with the tools and technology involved in the workshop, however with 3-4 participants having more advanced technical literacy, we were able to co-design a train-the-trainer approach within the existing program.

The island has faced an ongoing civil conflict since 2006 between 12 different clans over land rights and use, exacerbated by extractive companies (logging and mining) who have practiced inadequate (or non-existent) consent processes and polluted waterways. Following the end of the civil conflict, this GeoStory Camp marked the first joint peaceful project: 7+ different clans were represented in the team of 16 participants, with individuals agreeing on the beneficial impacts of working together beyond land disputes.



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AT THE ROOT OF WHAT WE DO

HOW TO READ THIS REPORT AND THE APPROACHES AND TOOLS THAT FORM THE FOUNDATION OF OUR WORK

The work we do with Indigenous and local communities across the world is intersectional and innovative: at every step of the way, we aim to keep our roots (i.e. our foundations and values) lush and healthy as we plant the seeds for a new decolonised way of working with and for Indigenous representatives.

Once community collaborations have sprouted, we reflect on what success looks like for that unique collaboration, as well as what was learnt, and how these learnings can make our work better. We use Learn As We Grow to shape and adjust any collaborations that follow, and by integrating this consistently into what we do, we are able to ensure that our projects are always guided towards being of value to the Indigenous and traditional communities for which they are created.

Instead of a more traditional summary of this GeoStory Camp, which you will find within our most recent [Annual Report](#) and on the [GeoStory Camp - Lovongai](#) page, Learn As We Grow is a more reflective dual-purpose resource that can be used to collaborate better with Indigenous and traditional communities. We hope that these publications can promote co-design processes, and reframe how to measure success when working with Indigenous and traditional communities.

Every community is unique, and with that comes a need for unique approaches to monitoring and evaluation: Here is where this work begins.



THE THEORY BEHIND OUR WORK

OUR THEORY OF CHANGE IN RELATION TO THE GEOSTORY CAMPS

People's Planet Project has one overarching mission: to see a world where Indigenous communities can live undisturbed on their territories. To reach this, we have formulated three goals which guide our Theory of Change and activities.

These three goals are:

- Indigenous land, waterways, language, traditions, and livelihoods are preserved and shared for future generations of Indigenous peoples.
- Indigenous peoples are the creators and owners of their own stories.
- A new framework for international litigation is inspired which promotes a different way of providing evidence in court.

Our mission and goals will continue to grow in the future, as we learn, listen, and adapt to the needs of the communities with whom we collaborate.

Two main activities support the above goals, both of which follow an evidence-based storytelling approach: the GeoStory Camps and Eyes of Earth. The evidence-based storytelling approach is rooted in the idea that film and data are most powerful together: through filmmaking and visual storytelling, Indigenous peoples can tell their own stories in their own words, without outside representation or the need for third-party storytellers who cannot fully understand social, cultural, and historic contexts, and risk misrepresenting situations or beliefs. Geospatial mapping, meanwhile, provides hard data and evidence. When Indigenous communities carry out their own monitoring and mapping, they are making use of cultural knowledge about their own territories and the nature within them to provide holistic and grounded data.



The GeoStory Camps transfer the filmmaking and mapping skills and equipment to Indigenous communities. With each GeoStory Camp, the evidence-based storytelling approach becomes more comprehensive, due to a continuous feedback, co-design, and collective impact framework that has been implemented into the GeoStory Camps in order to sustain Indigenous ownership.

Indigenous creators can combine these two practices, with aid from environmental lawyers, into films and maps to be used as evidence in court cases protecting Indigenous human and land rights. The combination is powerful as both a legal and advocacy tool, as film brings a personal, human context to the mapping data, and the mapping data provides location-based hard proof of deforestation and other threats to land and life that bolster testimonials or experiences portrayed in film.

Indigenous creators can also share their films and maps with a global audience via Eyes of Earth – an online platform, to be built and hosted by People’s Planet Project, tailored to this combination of filmmaking and mapping as tools for activism. The stories told and data mapped by communities will be presented in an interactive, accessible format, allowing Indigenous creators to reach a wider global audience and engage with alternative tactics for seeking justice from around the world.





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LAY OF THE LAND

A SUMMARY OF THE GEOSTORY CAMPS - LOVONGAI

In March – April 2023, we facilitated a GeoStory Camp with 16 members of Lovongai Island (New Hanover) Indigenous community in New Ireland Province, Papua New Guinea. In partnership with Ailan Awareness, led by John Aini, the GeoStory Camp was implemented with a deeply co-designed process that was guided by our partners from curriculum design to the final output.

We were able to deliver a 12 day intensive program that combined basic level skills with more advanced lessons tailored to the mixed learning needs of the group: for most participants, the GeoStory Camp marked the first interaction with technologies such as GPS devices, cameras, and laptops. For other participants with more advanced skill levels, we introduced a train-the-trainer approach early on to enable mentor and leadership opportunities to develop and shape the program, which would have beneficial impacts beyond, including sustaining the momentum and learning after the workshop completion.

Also known as New Hanover, Lovongai island is part of New Ireland province, situated right in the heart of the Coral Triangle. It is made up of one main island (New Ireland) and hundreds of surrounding smaller ones, including Saint Matthias Group (Mussau, Emirau), Tabar Group (Tabar, Tatau, Simberi), Lihir, and the island that People’s Planet Project collaborated with for this GeoStory Camp, New Hanover. Due to their remote locations, these South Pacific islands are some of the most unspoiled and biologically diverse places in the world.





Home to many different peoples, New Ireland Province has a rich and thriving spiritual, expressive, and lingual culture. The people of Lovongai Island are socially grouped into 12 matrilineal clans, symbolised by bird totems known as Pat-mani. Within the GeoStory Camp, 7 of the 12 clans were represented, marking the first successful and peaceful multi-clan project since the civil war began in 2006.

Threats and Priority Issues:

- Land grabbing and logging is a big threat in the north, east, and south side of the island
- Ocean protection and reef conservation of the island's southside
- Community conflict: Issues of boundaries and land claims between tribal groups

In the past, the elders of communities across this province exercised the right to manage resources through a variety of traditional measures that demonstrate a local understanding of conservation and cultivation practices. Currently, local Indigenous resource management and traditional practices are being eradicated by national policies that prioritize foreign industry and tourism. However communities across the province are pushing for Indigenous rights and land attainment to manage well over 1,186 km² of marine and terrestrial resources themselves using traditional tools and approaches, such as Vala, that have been proven to work.

The GeoStory Camp was tailored to both the learning and community needs of the Lovongai participants. We collated priority issues with Ailan Awareness and focused on a long-term capacity-building strategy that involved multiple clan members from particularly threatened parts of the island, with a view to create a cohesive green belt that can propel the peace process forward between the 12 clans of the island, as well as who can work together to accomplish conservation and resource protection across different areas of Lovongai.

Prior to the project, oral baseline entry surveys were conducted with each participant, with questions focused on their personal demographic and learning needs, along with the priority issues most important or pressing to them. With gender inclusion being a priority for the community, we encouraged a minimum quota of 20% involvement of female participants, which we could monitor ahead of the GeoStory Camp with questions that further identified participants.

With a wide variety of ages and learning needs apparent from the baseline surveys, we created a mentor-focused GIS and film curriculum that could be inclusive for new learners with limited technology interaction, and be mostly co-facilitated with local ambassadors and participants themselves, making for a deeply collaborative learning experience.

We also integrated components of a more advanced GeoStorytelling curriculum for participants who have had interaction with cameras and mapping technology before. To complement the variety of expertise in the room, we had additional evening consultation meetings with participants, and alternative learning plans to respond to changing needs and focus areas that arose while on the ground, including more practical or analytical lessons.





The GeoStory Camp was facilitated intensively, with over 120 hours of lessons being delivered to a passionate and engaged group of community members (the initial target was 90 hours). In summary, with an Indigenous-learning-led GIS and film curriculum that could be adapted to the learning and community needs during facilitation, the Lovongai participants were able to achieve all the learning outcomes and more.

This included the following learning outcomes:

- **All participants**
 - Achieved confidence in understanding and articulating how both film and maps can strengthen a storyline.
 - Understand and articulate how data and storytelling can complement each other and why they are important to create an evidence-based story.
 - Learned project management skills, including how to peacefully and collectively collaborate in a project. For example, how to conduct risk assessments, plan for field work, and confidently negotiate priorities and liaise with a diverse group of stakeholders (including other community members, PPP staff, facilitators, and external grassroots organisations).
 - Utilised and developed train-the-trainer practices in planning and implementation of their projects. For example, each team independently set rotating roles during fieldwork to ensure that different team members were skilled at each task and were taught by their co-participants (e.g. operating a microphone, GPS tracker, data entry, etc).

- **Film participants**

- Film participants achieved success beyond the original learning outcomes expected: they created a 7-minute edited piece of content using Adobe Premiere.
- This was achieved by going beyond the initial basic skills lessons of how to use the equipment and facilitating interviews, and including a variety of practical lessons - from collecting supporting footage (B-roll) to shaping their story, to operating a drone, and delved into activities focused on ISO, aperture, shutter speed, shot composition, and other technical skills to create professional film content.
- While we began with an overall goal to develop an understanding of the basic technology uses and functions, the GeoStory Camp participants were committed to surpassing this goal and implementing a train-the-trainer approach throughout the workshop.

- **GIS participants**

- GIS participants also achieved success in learning outcomes that surpassed the original learning outcomes expected: they created a basemap of their land using ArcGIS, which included advanced skills such as detailing expected shoreline erosion over time and service landmarks.
- They also created boundary and service-use maps of two local suburbs, and were successful in digitising all collected data points. All participants were familiar and confident in using the GPS devices for field-work, and all participants were confident in using the ArcGIS platform for digitising their maps.
- Participants achieved confidence in using platforms beyond ArcGIS. For example, we implemented a 'data cleaning' exercise with Excel, and touched on more advanced concepts via MapSource and Global Forest Watch.





WHAT WORKED WELL

A REFLECTION OF BEST PRACTICE APPROACHES

The foundations of best practice, which we believe are crucial to collaborating alongside Indigenous communities, form the basis of our co-design process for the GeoStory Camps.

This program was formulated with:

- **Respect** - for the local method of discussion, consensus, and consent.
- **Self-reflection** - by learning and adapting from experience, to continue delivering best practice programs in a way that decolonises the process of our design and implementation.
- **Consistency** - with the intention to take the time in developing long-lasting partnerships, and to be inclusive of our Indigenous collaborators in all decision-making processes.
- **Trust** - in the expertise of our network, inclusive of ambassadors, local partners, and most importantly, Indigenous community members.
- **Continual Learning** - by actively incorporating the voices of our collective impact network and being open to alternative visions of success.

Integrated Co-designed GeoStory Camp

Taking learnings from our previous GeoStory Camps in Brazil and Indonesia, we continued developing an integrated co-design structure beyond just the curriculum development. Co-design practices were implemented within the GeoStory Camp delivery that meant the program could be continuously Indigenous-led before, during, and after implementation.

In practice, this meant carving out space much earlier for additional input into the lessons and content by asking community members and partners, conducting in-person needs assessment surveys, and ensuring there were multiple opportunities for all-participant debriefs during the workshop.

Community members and facilitators alike had full trust and capacity to adjust lessons and content to reflect the learning and cultural needs of participants as the GeoStory Camp was being delivered. We saw an initiation of communication circles for debriefs, of train-the-trainer approaches within lessons, and of participant-led lessons by those with leadership aspirations.

Alongside this, as there was space to adjust and co-design lessons, we saw that participants were driven to explore advanced concepts, such as mapping erosion and story mapping, that would have been left out if provided with a rigid curriculum.

Another example of the benefits of the co-designed approach being integrated into implementation (as well as program design) is that we saw participants take the original ideas of success or goals, and extend this further into individual, group, and community-level goals. In practice, this looked like individual participants articulating particular learning outcomes they wanted to see in themselves; it looked like smaller groups of participants learning together and identifying the outcomes that learning session should produce; and it looked like all participants coming together to collectively identify how they see the GeoStory Camp benefiting the bigger vision for justice and peace across the 12 clans in Lovongai.

Consistent participatory feedback process

To ensure that we are led by Indigenous communities at every step of the design phase and within the implementation of our programs, we have integrated consistent and participatory feedback processes before, during, and after program delivery.

During this GeoStory Camp, this looked like:

- **Morning briefings** - Preparing our facilitators, and setting time apart to ask reflective questions about our participants to then adapt our activities to their learning and cultural needs.





- **Daily debriefs** - Reflecting on our activities of the day with all participants and facilitators, and understanding what works well and what needs to be improved or adjusted to best reflect the deepening priorities of participants. This included a knowledge circle, where participants were involved and encouraged to participate in the debrief process.
- **Integration of train-the-trainer** - Opportunities for participants to actively articulate what they have learnt, and where participants who are excelling can take a facilitation role for other participants.
- **Additional learning materials for various learning needs** - Having multimodal learning materials available means that we can tailor the curriculum in real time to provide an adaptive learning experience for participants to go above and beyond any set expectations. In this GeoStory Camp, this looked like participants creating a step-by-step toolkit for the GIS team.
- **Flexible learning outcomes** - When working with unique individuals, while there may be a basis of set learning outcomes that we confirm prior to the workshop, having flexible learning outcomes means that we can be guided by the community and by the learning levels of participants.
- **Flexible measures of success** - While we do have foundational ideas of success, these may change over time when working within Indigenous communities. By being flexible in our idea of success, we are able to be led by participants and achieve success in ways we may not have foreseen.

Preparation

We invested in further developing our safety and cultural awareness preparation in this GeoStory Camp to ensure that both facilitators and partners were prepared mentally, physically, and professionally for the intensive delivery period.

Pre-workshop preparations for facilitators included:

Practical safety and logistics professionalization

- In consultation with our local partners, conducted a cultural needs assessment and compiled a localised 'Cultural Guide' - including sleeping arrangements for women, and religious or cultural breaks as needed.
- Co-created a localised Safety Policy that detailed sections on 'What to Expect' on-the-ground and 'What to Bring' - including bringing a comprehensive first-aid kit.
- Facilitated multiple stakeholder meetings to discuss travel and in-community details with facilitators and partners.

Community Safety and Consent professionalization

We trust our partners on-the-ground to effectively communicate and understand what the community consent looks like prior to our organising of any GeoStory Camp, but in Lovongai this was particularly important as the island has recently faced a civil conflict between 12 clans. With this in mind, we were guided by participants and our partners to professionalise our community safety and consent practices by:

- Ensuring communication and consent reached different clan groups.
- Constructing the beginning of a 'consent guidebook' for future GeoStory Camps.
- Asking the right questions, such as what is needed to ensure that access to certain areas is safe for participants and facilitators alike.





Co-design curriculum development

We believe that the co-design approach enables People's Planet Project to be continually led by Indigenous peoples and that those same Indigenous community members are active agents in decision-making with our programs.

To bring the co-design approach to every part of our curriculum in Lovongai, Papua New Guinea, we:

- Held daily evening debrief sessions with Indigenous participants, facilitators, and partner organisations.
- Adjusted our curriculum and approach based on community member ideas and feedback.
- Had options of different activities and learning resources that were able to be adapted for participants' learning needs.
- Accepted and trialed new ideas for learning approaches, while considering the learning outcomes and needs of participants. This included working alongside participants to co-create a step-by-step GIS guide for different lessons that reflected how participants best learnt to use the different technologies.
- We integrated a train-the-trainer approach quite early on in the workshop as we saw impressive leadership skills exhibited.
- Evening sessions were dedicated to software practice, and with this came ideas from participants for lesson adjustments and new approaches to practical concepts.

Flexible Indigenous-led learning environment

Having a flexible approach to program facilitation is key to successful collaborations with the unique Indigenous communities with which we work. To ensure that we could have flexibility in our approach within such an intensive 2 week workshop, we spent time setting up expectations and discussing goals with participants and facilitators in person. This included setting aside two days of preparation upon arrival to the community to be able to have open in-person discussions about learning approaches, expectations, and capacity to adjust to the context.

Along with a robust and tailored GeoStory Camp curriculum and set learning outcomes, our facilitators came prepared with additional learning resources, such as additional printed maps for the GIS participants and pre-downloaded examples of specific videos for the film participants. This ensured that participants could undertake the workshop with a clear and open horizon shaped by them from the beginning.

- **Flexible Ideas of Success** - While we had set learning outcomes to achieve, we encouraged participants to articulate their own measures of success, and as result of this many participants took initiative to pair up and mentor each other to achieve the baseline learning outcomes, and then to deep dive into more advanced curriculum concepts.
- **Integrated Collective Debriefs** - Each day, guided by Ailan Awareness, we held knowledge circle debriefs, whereby all participants, facilitators, and partners could explore and discuss issues or ideas altogether. With this, the trust between all involved grew, and participants were encouraged to become active agents within the workshop. For example, participants in both film and mapping groups created 'team plans' where checklists were developed for safety, responsibility and role delegation, equipment maintenance, and field-work how-to.





- **Integrating the voice of women** - As a matriarchal community, Lovongai GeoStory Camp did involve female participants in both the film and GIS groups. We were intentional to ensure that their voices were centred in lessons and in debriefs to further enhance the female perspective in both groups.

Separate teaching environment

In Lovongai we had a dedicated teaching space where lessons were able to be conducted. This assisted greatly in having a structure and preventing burnout of facilitators. This separation also allowed us to separate the teaching and facilitation expectations from our relationship-building practices in the community. We know that intensive workshops can be tiring for participants and facilitators alike, and in this workshop we believe that a better balance was achieved between intensive lessons and rest - although there is still room for improvement.

Creating Foundations for the Working Group

This GeoStory Camp, we separated the exit survey delivery from the last day presentations and celebrations and from the working group creation. This meant that both facilitators and participants could focus and be fully present for each of these important components of the workshop.

In practice this looked like an improvement in:

- How many participants completed the exit surveys with intentional and thorough feedback.
- Articulation in confidence as a result of having a full community-wide celebration of the film and GIS achievements.
- A strong connection between PPP, Ailan Awareness, and all participants, with an established plan for next steps.

WHAT WE HAVE LEARNT

A REFLECTION OF PRACTICES THAT WE NEED TO IMPROVE, ADJUST, OR AVOID TO WORK AT OUR BEST

As a non-Indigenous organization created to serve the Indigenous rights movement, we are committed to a reflective way of working that integrates opportunities for feedback in every decision-making process. We do this to make sure that we are consistently learning from our collaborative network and to ensure that the projects we create reflect best practice approaches.

This means that there is always something that we could have done better, and we are committed to adjusting our work and collaborations: we learn as we grow.

- **Adapting to the environment** - While we did work on developing structures and plans around adapting to the local context, we believe this can be further enhanced to be even more effective at reaching a good balance between the intensive nature of the workshop and the rest needed to ensure we are working at our best.
- **Agreed Daily Structure** - While we had a dedicated teaching space where lessons were able to be conducted, and were collectively vocal about daily plans, we could still work on adapting the daily schedule to be as effective as possible, and have a better balance between work and rest.

Pre-workshop preparations for facilitators should be adjusted to include:

- **Practical safety and logistics professionalization**
 - Clear expectations around hours of working and professional attitudes as workshop facilitators. This includes appropriate dress code, timely communication with participants around tasks and timelines, and dos and don'ts.
 - Plan B: What happens if facilitators have family emergencies, are ill, or otherwise unable to continue facilitating in-language?
 - Additional curriculum training for People's Planet Project staff. This means that, while there are language barriers, People's Planet Project staff could step in to assist with teaching in the case of illness or other facilitator absence.

COMMUNITY REFLECTIONS

EVALUATIONS OF COMMUNITY EXPERIENCE AND FEEDBACK WRITTEN FROM EXIT SURVEYS AND INFORMAL INTERVIEWS WITH PARTICIPANTS AND GRASSROOTS PARTNERS

"These skills will be used to assist our people of New Hanover in protecting our birthrights against destructive and illegal development practices."

As part of our Monitoring, Evaluation & Learning (MEL) process, PPP conducts baseline surveys prior to starting a GeoStory Camp and an exit survey after the GeoStory Camp has been completed, in order to understand the entry level of the participants, their progress, and what PPP did well or should do better in the future. All sixteen participants responded to these surveys.

The overall response was positive:

- Participants indicated that they enjoyed the curriculum and learning new skills, including the more co-designed and practical learning approach.
- 92% of participants responded that all topics were useful for their daily lives and the needs of their community, with 7.7% saying that most of the topics reflected this.
- All participants replied that they would participate in another training if provided the opportunity.
- All participants responded that their technology knowledge had increased significantly as a result of the workshop.

When asked what was the most difficult aspect of the workshop, almost all participants replied that utilising the software (ArcGIS for map digitisation and Adobe Premier for film editing, respectively). The technological literacy of the group prior to the workshop was largely basic computer or phone skills, and yet the learning outcomes in regards to technology were achieved and excelled by the participants, regardless of the technological literacy challenges faced. When asked what valuable lessons were learned, it was surprising to see some participants articulate the safety, team-building, and responsibility-sharing aspect of the train-the-trainer approach. Alongside this, the responses were varied, including collecting waypoints using GPS, effectively using laptops and enhanced digital literacy, use of cameras and shutter speed in filming, editing visual material, using and flying drones, and mapping skills.

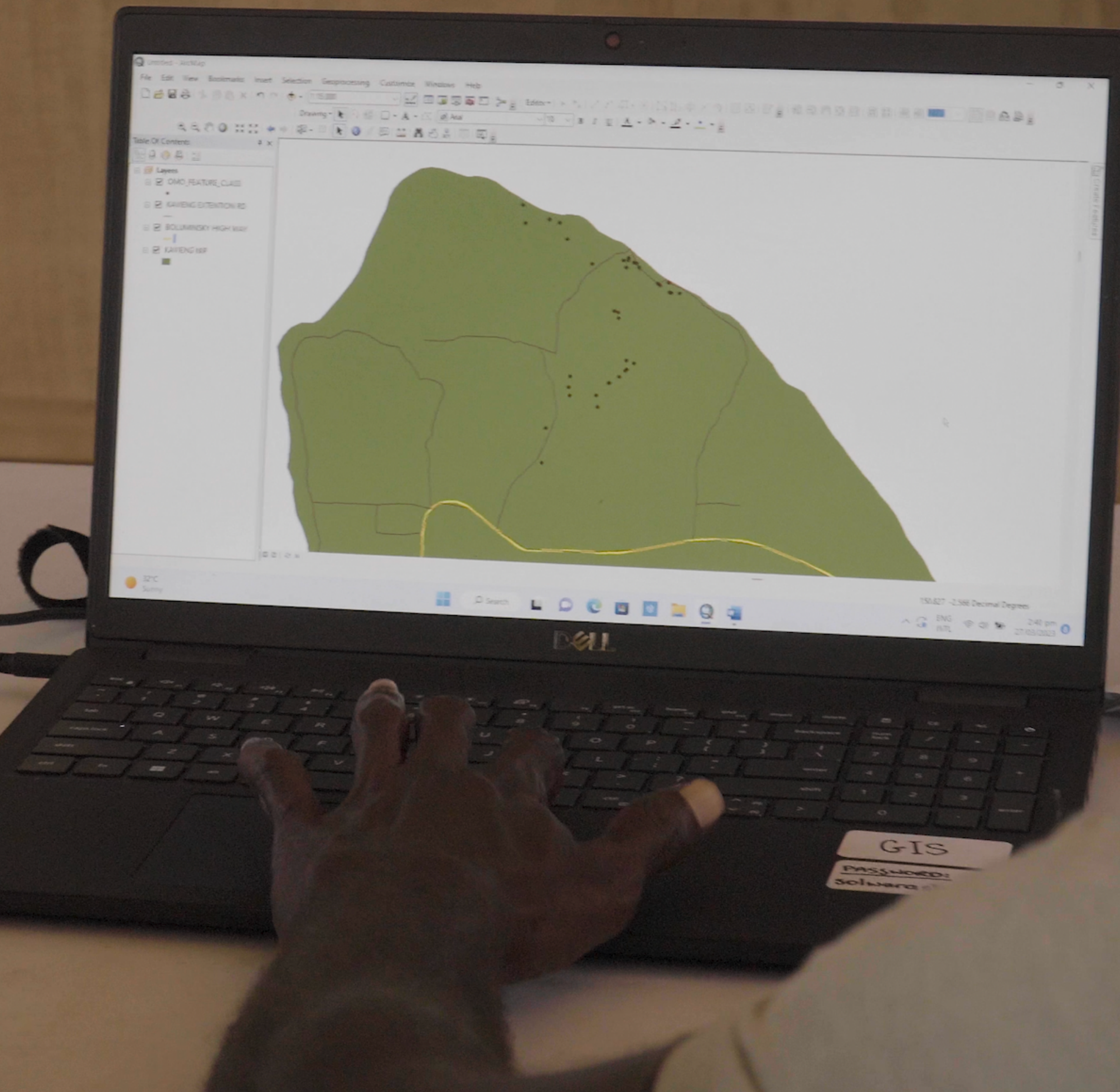
This indicates that the varied curriculum is valuable in providing different types of skills and providing opportunities for the different interests of the participants. Some of the participants also connected the work to protecting Indigenous rights and territories, either abstractly or by mentioning mapping as a specific valuable skill.

- ***"When I was in my community, I didn't know anything about new technologies, now I know much more. I got to know my team and community members and made new friends."***
- ***"Yes, the GeoStory Camp will help me to identify many destruction that are happening in my community."***
- ***"I really enjoyed the training because of the interactions between the tutor and me, and it was more practical than theory."***
- ***"I was really enjoying myself in filming just by learning more about how to operate the cameras, drone and the editing process except GIS which I was unable to learn about the equipment and each uses."***

Several suggestions for improvement were identified across the survey, including:

- Three participants identified that 'basic computer lessons' could be taught before the program delivery.
- There were limited laptops to use across the class (one per group), and having more laptops accessible would have increased the efficiency in learning for participants.
- Having materials printed in hard copy for all participants.
- Providing translated materials into community language (Tungag).





As in all our work, we commit to adjusting and improving our GeoStory Camp deliveries with these reflections to guide us. PPP will continue to integrate basic technological skills related to laptop and application use as part of the curriculum, in order to account for various levels of digital literacy, and will endeavor to have printed materials for participants. In regards to laptops and additional technology, we will aim to successfully find additional funding to supply an adequate amount of tools for participant groups.

In terms of topics where students wanted more depth and topics for further study, the students identified many related to digital literacy:

- Using laptops (basic skills)
- Practicing editing (Adobe Premier) and map digitisation (ArcGIS)
- Drone skills and analysis

This again indicates that it remains important to build a strong foundation in digital literacy, such as laptop and online application basics, as Indigenous communities often only work with mobile phones on a day-to-day basis. The identified topics provide a good starting place for PPP and ambassadors to begin creating and sharing online video tutorials with the participants after the workshop, so that they can refresh their skills, begin adding new knowledge, and share the skills from the GeoStory Camp with others in their community who did not attend.

SEEDLINGS SPROUTED

A FRAMEWORK FOR THE REMAINING PHASES OF THE COLLABORATION WITH THE LOVONGAI COMMUNITY THAT DETAILS THE UPCOMING PRIORITIES OF THE WORKING GROUP IN THE MEDIUM-TERM

"To work alongside John's vision on Lavongai Island. I hope to solve and address the most pressing problems in our community using the geospatial mapping skills and knowledge."

After the foundational knowledge from the GeoStory Camps, phases 2 & 3 (evidence-based storytelling and litigation phase) begin with the creation of a committed working group made up of identified community leaders and an appropriate (and local) network of ambassadors. In order for communities to be active agents in seeking justice pathways from a legal standing, community members need to be engaged in co-designing a structured community organizing activity in order to take the lead in, and have access to, a balanced network of experts to guide and support their journey to justice (collective impact backbone).

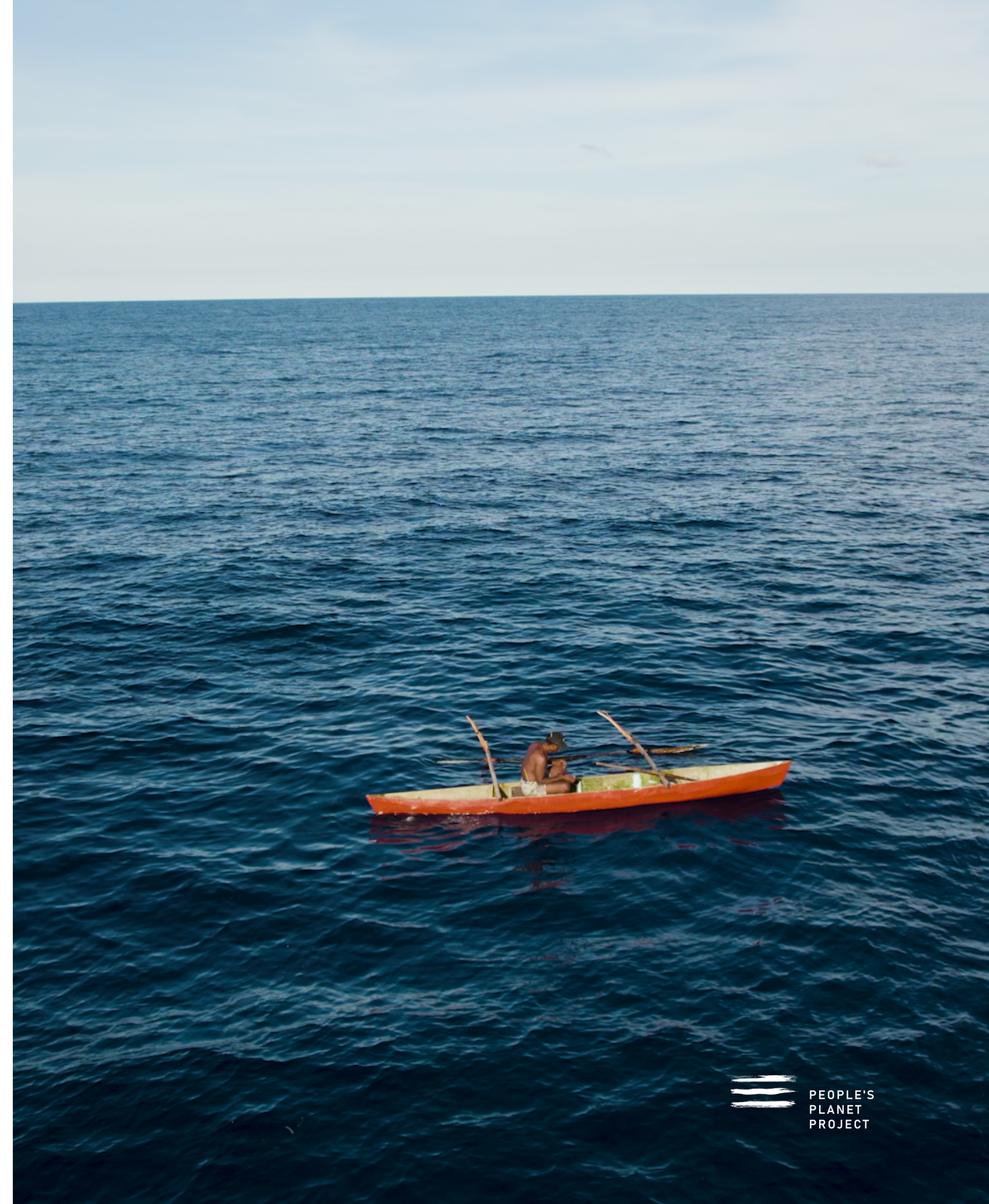
For us this means that, via a consistently engaged working group, communities are being mentored and supported to choose how and when to engage with different professionals (ambassadors, university educators, environmental lawyers, and advocacy organizations), and to lead that process in its entirety. They set the expectations and parameters for knowledge-building activities, confirm how often they will meet, engage in traditional consultative processes with their wider communities, and are supported by a collective impact backbone along the way.



This consistent point of contact is necessary to build trust and credibility within the community outside of direct program delivery (the GeoStory Camps are just the first stage of the work), and it ensures that community members can actively consent, contribute, and construct their journeys to justice.

The pathway for the remaining phases (phases 2 & 3):

- As Ailan Awareness has been working in the Indigenous conservation and conflict resolution space for two decades, our approach is largely guided by their existing vision, with a goal to enhance the work that is already being done on the ground. We will continue to formally partner with Ailan Awareness, represented by John Aini, resident and chief of Lovongai.
- Monthly community organizing meetings attended by our collective impact network (partners, participants, and community representatives).
- Community consultation, led by participants, to identify priority areas for boundary-setting across various locations on Lovongai island.
- Preparing to enhance the human rights legal knowledge through the development of a tailored advanced GeoStory Camp curriculum that focuses on evidence-based storytelling approaches, connecting film and mapping skills with human and environmental law in concrete terms. Through this advanced GeoStory Camp, participants will have access to legal knowledge, a litigation toolkit, and legal consultants, and will be able to independently connect the tools of GIS and film to the legal needs of their community.
- Support in seeking funding opportunities for projects and moving projects forward, such as applying for grants on behalf of, or in partnership with, Ailan Awareness.
- Preparatory litigation work that includes outreach and partnering with environmental lawyers or legal representatives, and identifying pathways for litigation with the community.





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For any inquiries please do not hesitate to contact:

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