PHASE 2. CREATING A SHARED UNDERSTANDING OF SYSTEM IDENTITY



This phase is about framing the Wayfinder process. Together with a wide group of **stakeholders**, you begin by focusing in on the system of interest, articulating the **aspirations** for the system, and discussing the sustainability challenges that you face. Through this process, you collectively zoom in on what is important, provisionally deciding what should be included and what should be left out, eventually arriving at a shared understanding of the identity of your **social-ecological system**.

#### PHASE CONTENT

Module A: Understanding aspirations and sustainability challenges

Module B: System components and organization

Module C: Towards a systems model and a change narrative

Evaluation, reflection and sense-making

### INTRODUCTION

Phase 2 requires engagement with a wide range of stakeholders outside the coalition. Exploring multiple perspectives on what people value in the system, what challenges they face, and what kind of future they hope for is part of the process of reaching a shared understanding around the system's identity. Through this process, you collectively focus on what is important, by provisionally deciding on boundaries and what to include in the system description, as well as what to leave out. This step gives the Wayfinder process its framing and scope and provides a first indication of the types of change that will be needed to meet development challenges and redirect towards a more sustainable future.

#### PHASE CONTENT

In Module A, stakeholders express their aspirations for the system in a workshop setting. Beginning with people's aspirations helps to keep the full range of possibilities for the system open and is also critical for working in a collaborative manner. Starting with aspirations also stops people getting bogged down on the current problems and issue, which is not productive at this stage. Once there is a shared understanding of what people want from the system, the benefits that the system currently provides are mapped, and the social-ecological "dilemmas" i.e., the sustainability challenges and trade-offs that stand in the way of reaching aspirations, are identified. The historical development of the system is also explored, providing a deeper understanding of how the dilemmas have emerged over time.

In Module B, with the shared aspirations and socialecological dilemmasnow articulated, you begin the process of describing what "the system" is and how it is organized. This step includes identifying key social, economic and ecological variables and components, important connections, networks and governance structures, and cross-scale drivers that influence the system.

In Module C, the knowledge generated so far is synthesized into a conceptual model of the socialecological system that is a key output and tool for the Wayfinder process. Together with stakeholders you will develop an initial draft of a shared Change Narrative that describes how change can happen in this system so that it better meets shared aspirations.

### **OUTPUTS**

Phase 2 will result in three concrete outputs that are essential for your continued Wayfinder journey. The first output is a framing for the Wayfinder process, which builds on people's aspirations for a more sustainable, safe and just future, and the socialecological dilemmas they face at present. The second output is a draft conceptual model of the socialecological system in focus. This model will form the basis for a more detailed exploration of system dynamics in Phase 3. The third output is a draft of a shared Change Narrative that describes how stakeholders think the Wayfinder process will contribute to change, so that the system better meets people's aspirations in the future. This narrative will be important later in the process, when you develop strategies for change.

#### MODULE A

# UNDERSTANDING ASPIRATIONS AND SUSTAINABILITY CHALLENGES

#### **MODULE CONTENT**

Work card 9: Broad aspirations

Work card 10: System benefits

Work card 11: Social-ecological dilemmas

Work card 12: Historical development of the system

## WORK CARD 9: BROAD ASPIRATIONS

To give the Wayfinder process a clear direction it is useful to start from people's aspirations. Simply put, what kind of future would people like? This work card suggests important issues to think about when exploring the aspirations of stakeholders in the system, such as how they link to sustainability issues at broader scales, beyond the focal system.

## BEGINNING WITH ASPIRATIONS RATHER THAN PROBLEMS

The first step of creating a shared understanding of system identityinvolves documenting people's aspirations for the system and making visible the underlying values that are held by different stakeholder groups. Beginning the process with a discussion around shared values and aspirations, rather than the problems they face, highlights stakeholders' own agency in navigating the system toward a sustainable, safe and just future. It also prevents problem paralysis, where people get stuck focused on trying to find solutions before they fully understand the systemic nature of the problem.



Stakeholder workshop about future aspirations in a Wayfinder pilot in Ranérou, Senegal. To give the Wayfinder process a clear direction it is useful to start from people's aspirations – collectively reflecting on what kind of future people want. Photo: D. Goffner.

At first it is practical to frame the aspirations in a fairly general way, so that people can agree on them. At the same time, they should be specific enough to give the process direction. Often in highly unequal contexts, individuals or groups of people may have different and potentially opposing aspirations, which may lead to tensions. At this step in the Wayfinder process it is, however, important to try to find common ground and build commitment to the process. There are various tools available for managing conflicting interests and perspectives, for instance by using exercises that increase the understanding of different perspectives, opinions, and roles of among different groups of people, and actors, in the system.

## CONSIDERING, STEWARDHIP, RECIPROCITY AND BROADER SUSTAINABILITY GOALS

A key issue to consider when exploring people's aspirations is how well they align with sustainability issues at large. Can the aspirations be realized without having a negative impact on people and nature at the focal scale and beyond, now and in the future? To what extent do they support the productive capacity of the biosphere, and build on a sense of stewardship for the environment and reciprocity between people? These issues are not straight forward and you may need to undertake a number of rounds of discussions with different stakeholder groups to make sure aspirations represent a sustainable, safe and just future for all. Working through this will significantly improve the outcome of the Wayfinder process and elevate the ambition to creating positive change beyond the focal scale. The attached discussion guide includes a set of questions that will help you structure your work on aspirations. See also two attached activity sheets that are helpful to articulate shared aspirations.

# work card 10: SYSTEM BENEFITS

To start characterizing the social-ecological system in focus, it is useful to map out the benefits that people currently derive from the system and reflect on how these benefits contribute to well-being for different groups of people. This work card describes how an ecosystem services approach can be used in the exploration of system benefits.

# BUNDLES OF ECOSYSTEM SERVICES AS A FINGERPRINT OF THE SYSTEM

A good entry point to the discussion about benefits obtained from the system is the ecosystem services concept. All landscapes and seascapes provide us with provisioning services, such as food, fiber, fodder and construction materials, regulating services, such as climate regulation and flood control, and cultural services, such as opportunities for recreation and spiritual values in nature. For example, a mangrove forest can provide coastal communities with firewood, flood protection, and habitat for fish species that people value.



Farmland close to the Virunga Mountains in Rwanda. A good entry point to the discussion about benefits obtained from the system are ecosystem services. The multi-functional landscape in this photo provides people with a diverse bundle of services, including crops from the fields, wood products from the patches of trees, and clean water from the streams coming down the mountains. Photo: iStock.

These ecosystem services interact with each other, in response to how the landscape is managed (e.g. what fishing methods are used), and the biophysical conditions that exists (e.g., the coastline structure and key species), resulting in a particular set of ecosystem services that is specific to that system. This is called a bundle of ecosystem services (figure 10.1).



Figure 10.1. An ecosystem services bundle consists of a set of provisioning services, such as food and construction materials (yellow), regulating services, such as flood protection and climate regulation (green), and cultural services, such as opportunities for recreation (blue). The approximate amount of each service is relative to other services in the bundle. Different groups of people in the system will benefit from different services in different ways. A socialecological system produces a specific bundle of ecosystem services, under a given management regime and in response to existing biophysical conditions. The bundle can therefore be seen as a fingerprint of the systems current trajectory of development. Defining system benefits through an "ecosystem service bundle" lens helps keep the Wayfinder process focused on sustainability.

Different groups of people in the system will benefit from the bundle of services in different ways (food, health, income) and to different degrees. For example, while the whole community will benefit from the flood protection provided by the mangrove forest, only fishermen with access to a boat may be able to fish certain fish species. The attached case illustrates how men and women in coastal Kenya in different ways and to different degrees benefit from different services provided by the mangrove.

A bundle of ecosystem services, together with the distributed benefits it provides to the population, can be seen as sort of a fingerprint of the system, which illustrates important relations between humand and their surrounding landscapes and seascapes. Looking at system benefits through this lens enables an integrated social-ecological perspective, which helps with keeping the Wayfinder process focused on the close connections between people and nature and sustainability issues.

<u>Click here</u> to learn more about ecosystem services and human wellbeing by Tim Daw, Researcher at the Stockholm Resilience Centre

### **DOCUMENTING ECOSYSTEM SERVICES**

One way to start your exploration of benefits is by simply listing important provisioning, regulating and cultural services in your system, and then reflect on how this bundle of services contributes to different aspects of wellbeing for different groups of people in the system. It is important to both think about direct benefits (such as food production) and indirect ones (such as pollination), if the benefits are increasing or decreasing, and if there are known trade-offs or synergies between them. For example, there are known synergies between soil organic matter and crop yield, and known trade-offs between intensive crop production and cultural landscape values. It can be useful to draw simple maps or diagrams of the system and the linkages between ecosystem services and the different groups that benefit from those services. In some cases, there may be quantitative data that can support the exploration of ecosystem services, whereas in other cases this will be primarily a qualitative assessment, at least to start with. See the attached activity sheet and discussion guide.

# ALTERNATIVE FRAMINGS FOR SYSTEM BENEFITS

In some contexts, an "ecosystem services" framing may be perceived as too technical and/or not able to capture the way people relate to nature. In those cases, other framings should be used to characterize system benefits. Simple lists of outputs or products or even more broad categories like food, shelter etc from the system organized by land uses or ecosystem types can be a useful start.

# WORK CARD 11: SOCIAL-ECOLOGICAL DILEMMAS

Following the discussion about aspirations and benefits, the next thing to do is to identify what it is that people find problematic about the system. In other words, what is it that hinders them from achieving their aspirations? This work card details how you can define these problems as socialecological dilemmas.

# WHAT IS A SOCIAL-ECOLOGICAL DILEMMA?

It is now time to start defining and describing the main problems and issues in the system. In Wayfinder, we frame these problems as social-ecological dilemmas. They are the local scale expression of the sustainability challenges that we face, but we refer to them as dilemmas, because at this level, the problems are often about choices between different stakeholders' values and how we prioritize to deal with different types of social, economical and environmental interests. This generally involves difficult but not insurmountable challenges, for instance about where resources should be extracted, in what way, and for whose benefit. Through these discussions, issues of power, rights, equity and access to resources for different groups in the community start to emerge.



Flooding after heavy rains in the streets of Addis Ababa, Ethiopia, creating large problems for the inhabitants, who as a consequence suffer from loss of property and poor sanitation. The Wayfinder process, focuses on how to address this type of social-ecological dilemma, which are the local scale expression of the sustainability challenges that we face. Photo: iStock.

A social-ecological dilemma could, for example, revolve around the generation of different types of ecosystem services, or the choices regarding how benefits from the system are distributed. Distribution of water for multiple purposes such as irrigation, drinking water, hydroelectric power, and fisheries habitat for example can lead to a difficult dilemma when there is a limited supply of water and unequal access rights to water among different stakeholders. Another dilemma might involve how much land to manage for agricultural production versus biodiversity protection, or how to best combine these objectives. These types of issues share elements of trade-offs, e.g. between those who win and those who lose from the current state of affairs, between short and long term benefits or about how potential changes to the distribution of benefits may impact differently on various groups of stakeholder and can therefore be described in terms of a social-ecological dilemma.

### **EXPLORING DILEMMAS**

Working out the dilemmas is usually quite straightforward, as this is what got people involved in the process to start with. For example, "we have a problem with soil fertility, declining harvests, and farmer incomes that needs to be solved", or "young people are leaving these rural areas so there is no one that can take over the farms in the future". However, it is important to remember that the first framing of the dilemmas is likely to change during the process as your understanding of the system dynamicsevolve and you learn more about how the system works. To start, use the attached discussion guide to help you explore relationships between key issues and problems that concern people in your system and that prevents them for reaching their aspirations. The attached activity sheet will also help you reflect on how your dilemmas link to the global sustainability goals.

WORK CARD 19: HISTORICAL DEVELOPMENT OF THE SYSTEM

Reflecting on how the system has changed over time will reveal historical legacies and provide a better understanding of how the dilemmas have emerged. This work card gives some useful tips for how to start exploring the history of your system.

# SITUATING A SYSTEM IN ITS HISTORICAL CONTEXT

Situating a system in its historical context often reveals how historical legacies, recurrent stresses, and periods of both gradual and abrupt change have influenced the current system, and in some cases continue to play a structuring role. Having a solid understanding of a system's history will greatly improve your understanding of why the dilemmas have emerged.



When the train came to town. Large changes in infrastructure is often part of the historical development of the system, that continues to shape present and future development. Exploring the history of your system gives you a better understanding of e.g. why the dilemmas have emerged. Photo: iStock. This type of historical investigation can also shed light on capacities in the system, for example by looking at how people have responded and dealt with crises in the past, and the various capacities available then and now. While a historical perspective on the system can yield important insights, especially when it comes to sources of adaptive capacity, it is important to remember that one of the key lessons of the Anthropocene is that what has worked in the past may not work today or in the future due to rapidly changing conditions, increased variability and surprising system outcomes. For example, while a changing Arctic climate has led to melting polar ice caps, it has also led to an increased frequency of thick ice layers in parts of northern Norway, resulting from freeze-thaw cycles. This has made it difficult for reindeer to dig through the snow and graze. In the past, reindeer herders might move the animals to other areas, but industrial development on the landscape now hinders their movement along traditional routes, which has led to more frequent herd deaths. This new situation requires novel solutions and serves as a reminder that we have entered a period of time characterized by uncertainty, rapid global change, and a degree of connectivity that alters how change is experienced from local to global levels.

### **CREATING A TIMELINE**

Keeping these limitations in mind, it remains worthwhile and informative to analyze the system's development over time and reflect on historical reasons for why things are the way they are. This can be done in different ways, but creating a timeline together is usually an excellent way to start the discussion (see figure 12.1). The attached activity sheet describes how to do that and the attached discussion guide lists some important questions to reflect on.



Figure 12.1 Creating a timeline can draw attention to patterns of change and historical legacies that can be important for understanding the current system.

#### MODULE B

SYSTEM COMPONENTS AND ORGANIZATION

#### **MODULE CONTENT**

Work card 13: Key system components Work card 14: Connections and networks Work card 15: Cross-scale interactions

# work card 13: KEY SYSTEM COMPONENTS

Now that you have defined aspirations and dilemmas it is time to start thinking about which variables are the most relevant to consider to start navigating towards a more sustainable, safe and just future. This work card will help you identify key components in the system.

## IDENTIFYING KEY COMPONENTS IN DIFFERENT SECTORS

In complex social-ecological systems, many different system variables interact and influence each other, while also being exposed to external driving forces. These interactions, between social, economic and environmental variables, shape the overall behavior of the system, and over time shape the development trajectory.



In complex social-ecological systems, many different system variables interact and influence each other. Mapping out key system components in different domains is a first step towards building a conceptual systems model. Photo: iStock.

In Phase 3, the main task is to generate an in-depth understanding of the system dynamics that produce the dilemmas, and that keep a system on its current trajectory. In this phase, we lay the foundation for the analysis of system dynamics, by mapping out the system components most relevant to solving the dilemmas and moving towards stakeholder aspirations.

### **UNDERSTANDING SYSTEM BOUNDARIES**

By identifying key system components, we also provisionally decide on some boundaries for the system, which gives the process a focal scale of analysis. In the past, social-ecological systems tended to be more localized than today, and geographical boundaries often corresponded fairly well to social and jurisdictional boundaries. People lived in a community and relied to a large extent on the surrounding landscape for food, income and cultural identity. Today, this is often not the case. While people live in one place and often have some relation to the environment there, they also depend on many resources from elsewhere.

If this is the case for your system, there is no point in trying to force a fit between the geographical and the social boundaries of a system. Instead, describe approximate boundaries that relate to the key dilemmas and that encompass the main components of the system. Further on in the process, additional scales and levels of organization above and below the focal system will be identified, such as individual households, broader ecosystems, and governing regions, as well as new and emerging drivers for change. The goal here is not to get it exactly right, as the information will be refined later on, but the process of creating a shared understanding of the system identity, focusing on key components and scales relating to the dilemmas and aspirations, is important for framing the remainder of the Wayfinder process. Use the attached discussion guide to structure your work. Start by listing relevant system components in different domains. The you may want to start drawing a simple diagram to help to organize these components. This will be the beginnings of a conceptual model for your system.

# WORK CARD 14: CONNECTIONS AND NETWORKS

Once you have a provisional idea about the main system components, and the system boundaries, the next step is to think about the important connections, networks and governance arrangement that exist in the system.

### UNDERSTANDING LINKAGES IN THE SYSTEM

Connections and networks in the system, including governance arrangements, reflect how key components

from the different domains link to each other. These features have a large structuring role on system behavior. Social networks, for example, influence how new ideas are picked up, how information is shared, and how decisions are made.Infrastructure influence how people move. Similarly, connections in a landscape between forest patches affects how biodiversity is distributed across the system, and how fires or disease spread.



Connections and networks in the system, including governance arrangements, reflect how key components from the different domains link to each other. In the digital age, social media for example, forms new networks and connections across the world. Photo: iStock. Insight into important social and ecological connections in the system will help with understanding how shocks and stresses may affect the system, as well as how the system might respond to different events. It may also shed light on important missing links in the system, illustrating to what extent social networks include different groups of actors. There are many quantitative and qualitative tools, like social-networks analysis, available that can be used for an in-depth analysis of social, economic and ecological network connections in the system. Use the attached discussion guide to start exploring linkages in the system.

# work card 15: CROSS-SCALE INTERACTIONS

To properly understand how a social-ecological system works, it is not enough to pay attention to system components, connections, and networks at the focal scale, but a complexity perspective requires that we also consider how different scales interact. This work card will help you to start to analyze important cross-scale interactions that influence the development of your system.

# WHY ARE CROSS-SCALE INTERACTIONS IMPORTANT?

The behavior of complex systems is governed by interactions between processes occurring at different scales. This means that, in addition to analyzing key components and connections and networks at your focal scale, you also need to identify relevant scales above and below your focal scale, where important processes occur, and drivers for change originate from. System dynamics at larger spatial scales tend to have a constraining influence on system function at lower levels. At the same time, novelty, innovation, and sources of change often originate at smaller scales and can aggregate up to create change at higher levels.



A fading sign, sponsored by Coca Cola, welcoming tourists to the Great Rift Valley, Kenya. In the globalized and hyper-connected world that we live in today, cross-scale interactions, including market developments, transfer of new technology and a changing climate, increasingly shape local realities and tie distant places close together. Photo: iStock.

Interactions between local, regional and global processes are not a new phenomenon. Regional phenomena such as El Nino (the Southern oscillation) have shaped local realities in both South America and Asia for thousands of years. However, the globalized and hyper-connected world we live in today is increasingly characterized by this type of cross-scale interaction. Virtually all social-ecological systems today, are affected by change processes that originate from outside of the system. These external driving forces include both distal factors, such as climate change, international trade, human migration, and the diffusion of technology, and more proximate factors, which can be seen as the results of these global trends. These include land use change, emerging markets, regional policies (e.g. at EU level), biodiversity loss, and new consumption patterns.

# CROSS-SCALE INTERACTIONS IN THE ANTHROPOCENE

It is difficult to anticipate how these global and regional drivers and trends will affect local prospects for sustainable development in different parts of the world. The interactions between for example, climatic, economic and political factors sometimes have very surprising results, through so-called telecouplings that tie local realities close together in places that are geographically distant. One example is the increase in global demand for octopus, which has influenced gender relations along the Swahili coast in Western Indian Ocean (see attached case), and another is the increasing demand for bananas in Chinas growing urban centers which has transformed traditional paddy landscapes of Laos into banana mono-cultures (see attached case). Navigating towards a more sustainable, safe and just future, will require that we deal with this level of complexity. This includes analyzing how factors that we already know about, such as climate change and increasing resource consumption might affect local realities around the world, but also scanning the horizon for new emerging trends that could become game changers in the future. Importantly, we also need to consider how actions at lower levels, such as changes in individual attitudes, aggregate up, and may have an influence beyond the local scale. Grappling with the complexity of cross-

local scale. Grappling with the complexity of crossscale interactions in the Anthropocene is not a job that will ever be completed, but to be able to design strategies for chance that has at least a reasonable chance of being effective it is important at this stage in the Wayfinder process to start mapping out what we do know about cross-scale interactions. Use the attached discussion guide and activity sheet to help structure your exploration.

You may want to try adding some of these dynamics to the picture you are developing of the system, noting linkages and effects. Be sure to record your assumptions and any evidence you have to support these observations. <u>Click here</u> to learn more about teleconnectivity by Beatrice Crona, Associate professor at the Stockholm Resilience Centre and Executive Director of Global Economics Dynamics and *the Biosphere* at The Royal Academy of Sciences

#### MODULE C

# TOWARDS A SYSTEMS MODEL AND A CHANGE NARRATIVE

#### **MODULE CONTENT**

Work card 16: Building a conceptual model

Work card 17: Developing your initial Change Narrative

# WORK CARD 16: BUILDING A CONCEPTUAL MODEL

At this point in the process it is useful to synthesize the knowledge you have gathered so far into a first conceptual model of the social-ecological system. This work card provides guidance and a few examples of what a conceptual model might look like.

## SYNTHESIZING YOUR CURRENT KNOWLEDGE

By now you have generated a lot of information on different aspects of the system, relating to people's aspirations, the dilemmas they face, and in relation to this, the key system components across different domains that need to be considered, important connections and networks, and relevant cross-scale interactions and drivers for change. Before moving further, it is useful to first synthesize this information into a conceptual model of the social-ecological system, building on your early efforts to draw your system in previous work cards. The model should help you describe the current system in terms of its benefits and dilemmas, and also relate to the broad aspirations people have for this system. This conceptual model will provide the basis for Phase 3, where you will do an in-depth investigation of how this system actually works, and why the dilemmas persist.



Stakeholder workshop from the Wayfinder pilot in Ranérou, Senegal, where a group of villagers have started building a conceptual model of their pastoral system. Building a conceptual model, helps frame the Wayfinder process and create a shared understanding of system identity. Photo: D.Goffner.

Conceptual models can be developed in different ways (see figure 16.1 for a few examples), but if you haven't already a good way to start is to classify and group your system variables into a number of relevant categories. These could be actor groups, governance arrangements, resources units and resources systems, action outcomes, and external drivers for change. While purposefully limiting the level of detail at this point, make sure to include both social and ecological factors and consider all relevant scales of analysis.



Figure 16.1 Three examples of conceptual social-ecological systems models.

### FINDING COMMON GROUND

Having shared aspirations and joint perspectives on what are the main dilemmas in the system will make it easier to create the conceptual model, but this step can still be tricky. There may be multiple ways of understanding how the system works, and which elements are the most relevant to include. Working with multiple conceptual models acknowledges different perspectives and worldviews. Articulating key assumptions built into the models and identifying evidence that supports the assumptions also help in making this step more transparent. While it may take a while, it is usually possible to find common ground and arrive at a shared understanding of the identity of the social-ecological system. Doing so is essential for the remainder of the Wayfinder process, since it gives it an initial framing, direction and scope.

<u>Click here</u> to learn more about a Multiple Evidence Base approach by Maria Tengö, Researcher at the Stockholm *Resilience* Centre

# WORK CARD 17: DEVELOPING YOUR INITIAL CHANGE NARRATIVE

To further synthesize what you collectively know about your system, it is important to spend some time with stakeholders to discuss how the Wayfinder process may contribute to creating a more sustainable, safe and just future. This work card describes how you develop the first draft of a collective change narrative.

## REFLECTING WITH STAKEHOLDERS ABOUT HOW TO CREATE CHANGE

Based on the work that you have done so far, drawing on your developing systems model, start to reflect together with the stakeholders, on how the Wayfinder process could bring about change in your system to address the social-ecological dilemma(s) described, and to enable the system to better meet people's aspirations. At this early stage of the process, the aim is to sketch a rough draft or outline that describes in a non-technical way how change may happen through your Wayfinder process. The purpose of creating a joint Change Narrative at this point is to emphasize people's own agency in shaping the change they want to see, to calibrate expectations and to generate commitment to the Wayfinder process.



Two Quechua women in traditional dress deep in conversation, Ollantaytambo, Peru. At this point in the Wayfinder process, it is useful to create a first draft of a Change Narrative together with stakeholders in your system. This emphasizes people's own agency in shaping the change they want to see, helps calibrate expectations and generate commitment to the Wayfinder process. Photo: iStock. Remind people that the Change Narrative is not a theory of change, and that it is more useful to think about it as a developing a 'storied' hypothesis. The more you know about the system and how it functions, the more plausible a change narrative you will be able to create. But there is an inherent degree of uncertainty in complex systems, and a change narrative will therefore never become more than a hypothesis that needs to be tested in reality and updated as conditions change. Make sure your narrative includes a set of alternative pathways to creating change. It should also includes the thee key elements introduced in work card 8: leverage points for systemic change, agency and opportunity.

<u>Click here</u> to learn more about the power of storytelling by Mwihaki Muraguri, Director of Paukwa Storyhouse

## A CHANGE NARRATIVE CAN TAKE DIFFERENT FORMS

The change narrative can take different forms. It may be captured as an audio recording or written texts of stories told by actors in the system. Visual representations (e.g., paintings, drawings, comic-book style graphics, etc.) may also be useful. The narrative may include stories of elders as well as young people and should capture some diversity of perspectives. Synthesize the storylines by looking for common themes to create a single narrative (or minimal set) that captures key elements and that illustrates underlying mechanisms of change. Use the attached activity sheet and discuss to help structure your narrative.