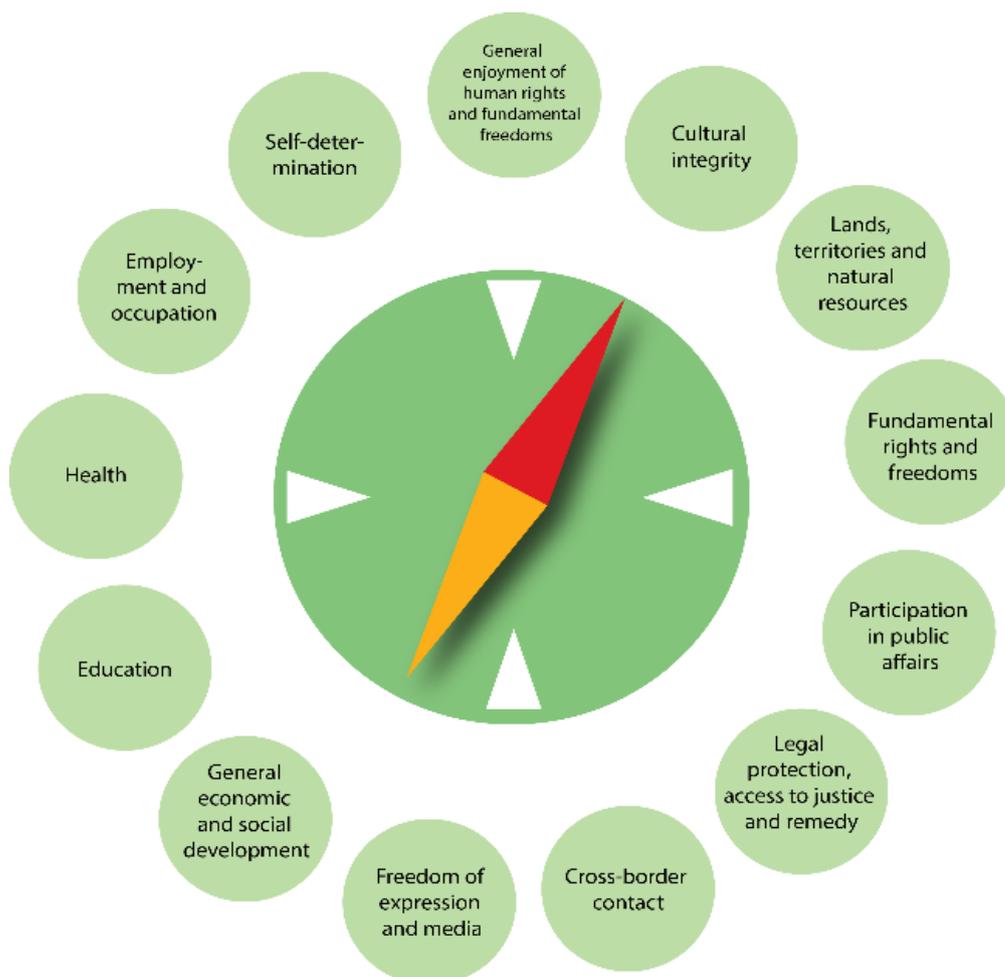


## Using the Community Questionnaire

The Indigenous Navigator Community Questionnaire is designed to be used by indigenous peoples and communities who want to collectively assess the level of recognition and implementation of their rights. The Questionnaire is designed to measure the implementation of:

- The UN Declaration on the Rights of Indigenous Peoples (UNDRIP)
- The Commitments made by States at the World Conference on Indigenous Peoples (WCIP)
- Essential elements of the Sustainable Development Goals (SDGs)

The questionnaire measures 13 essential domains of indigenous peoples' rights:



The **process of collecting data** on the implementation of rights in a community often helps raise the awareness of the community about its rights, and therefore contributes to empowerment and enhances the ability of the community to claim its rights.

Moreover, the **data collected** through the Community Questionnaire can serve a number of purposes, for example:

- Guide and orient the community in its own development strategies;
- Provide local or central government, NGOs or donors with information about the situation of the community, and seek assistance to overcome the problems faced by the community;
- Present the information to media or to human rights institutions if the data shows that the community is being discriminated against or its rights are being violated;
- Monitor whether the government is implementing the commitments made at the World Conference on Indigenous Peoples;
- Report on the status of SDG implementation in the community and advocate for inclusion in SDG strategies and programs.

## 1. Who can use the questionnaire?

The Community Questionnaire is designed to be used by indigenous peoples. This means that those who respond to the questions should be people that belong to the community and can respond to the questions based on their experience and knowledge of the community.

Further, the Questionnaire is designed to be used at the **community level**. Indigenous peoples and their communities are very different. Some are small, others can comprise thousands or millions of members. Some live in distinct geographical areas, others live in mixed settlements or constitute minorities in urban settings. The Questionnaire can be used in a flexible manner and address indigenous communities in diverse situations. However, it is important to provide information about the community that is covered in the Questionnaire.

### HOW DOES THE QUESTIONNAIRE CAPTURE INFORMATION ABOUT THE COMMUNITY THAT IS RESPONDING?

The Questionnaire has a question to specify the community or communities covered in the Questionnaire, as follows:

**Q9: What is the coverage of your assessment?**

The response options are:

- An entire indigenous people
- One village/community of one indigenous people
- Several villages/communities of one indigenous people
- One village/community inhabited by several indigenous peoples
- Several villages/communities inhabited by several indigenous peoples

The respondents will subsequently be asked to estimate the total population of the community, as well as the names of any specific villages covered.

## 2. General methodology for data collection

The Questionnaire is designed to be a **collective process** for data-gathering at the community level. It provides a series of key questions, and responses should be drawn from the **collective memory, experience and knowledge** of the involved community members. Hence, the data collection does not require costly or time-consuming household surveys or individual interviews.

The questions are relatively straightforward and can hopefully be answered easily and quickly. It is estimated that it should not take more than a few hours – or maximum a day - to gather the data necessary to respond to the Questionnaire.

### 2.1 Role and preparation of the facilitator

The initiative to collect the data will often come from an indigenous organization or a community leader, hereinafter referred to as the “**facilitator**”.

The facilitator should **carefully study** the questionnaire beforehand and **be familiar with the contents** of the individual questions. If certain aspects are unclear, the facilitator should study relevant parts of the

**A few questions refer to concepts or frameworks that the facilitator should study if he/she is not already familiar with them.**

E.g. the facilitator needs to know what the national poverty line is; what the total population in the area assessed is; whether the IUCN Red list of Threatened Species contain any species that are likely to be found in the concerned community’s territory, etc... If a health post that serves the community is available nearby, it is also worthwhile asking doctors or nurses whether stunting has been observed among children in the community. By studying the questions before doing the data gathering, the facilitator will know what information he or she needs to seek before starting the data gathering.

**Indigenous Navigator Question Guide** to gain a full understanding of the questions.

All of the questions relate to the rights enshrined in the UNDRIP. Some of the questions also relate to Sustainable Development Goals (SDGs) or to the Outcomes of the World Conference on Indigenous Peoples (WCIP), in which States committed to step up their efforts to implement the UNDRIP.

In most cases, it will be relevant and beneficial to combine data collection with a **training or orientation session** about indigenous peoples’ rights, the WCIP outcomes and the SDGs for the involved community members. This will also ensure a strong link between the data collection and the overall goal of empowering indigenous communities and enhancing their rights and development. As the data collected should be used for purposes that directly benefit the concerned community, it is worthwhile having a strategic discussion on how to use the data for local or national advocacy and lobby work once the data is generated.

### 2.2 Principles for data collection

In order to fully respect and uphold indigenous peoples’ rights in the data collection process, the methodology for data collection should consider the following aspects:

### 2.2.1 Free, prior and informed consent

Community members should be fully informed about the purpose and process of the data collection and the use of the data collected.

All information must be presented by the facilitator in a culturally and linguistically appropriate way that is easily understood by the community. The **Question Guide** can help the facilitator gain a deeper understanding of the questions, which will help enable him or her to present them in an appropriate way. The guidance on each question is also available online as a mouse-over function.

Based on full disclosure of all relevant information, the community should freely decide whether it wants to participate, and under which conditions. One of the key decisions to be taken by the community is whether they want to make the data publicly available.

The free and prior informed consent should be given and eventually documented in accordance with agreed procedures for decision-making within the community, where such procedures exist.

### 2.2.2 Uploading data to the Indigenous Navigator Data Portal requires community consent

When using the Indigenous Navigator Questionnaire, communities have the possibility to upload the data to the Indigenous Navigator Data Portal.<sup>1</sup> Thereby, the data will contribute to a global pool of data regarding indigenous peoples' rights and development. If the people/community decide to upload their data to the Indigenous Navigator data portal, they can compare their situation with other communities across the world. Further, the data will contribute to the global efforts to document the situation of indigenous peoples and improve their access to justice.

**The data should only be uploaded with the free, prior and informed consent of the community.**

#### IT IS MANDATORY TO ANSWER THE QUESTIONS ABOUT THE IDENTITY OF THE RESPONDENTS AND THEIR CONSENT BEFORE UPLOADING DATA

All questions marked with an \* in the questionnaire are **mandatory questions** that require a response if communities want to upload their data. Hence, if the community decides to upload the data to the Portal, it should answer questions 1-3 in the Community Questionnaire, as these are marked with an \*:

##### **Q1: Who are the respondent(s) to this questionnaire?**

Even though answers to the questions are collective, and represent the community as such, there should always be an identified respondent to the questionnaire in order to avoid misrepresentation of communities. This could be a person or an organization authorized by the community to upload the data.

##### **Q2: Do you allow us to publicly disclose that you are the respondent to this questionnaire?**

Here, there is choice to either allow or deny the public disclosure of the respondent. If the respondent choose not to disclose his/her/its identity, the data can still be uploaded and made public, but the respondent will remain anonymous.

##### **Q3: Do you allow us to make these data publicly available?**

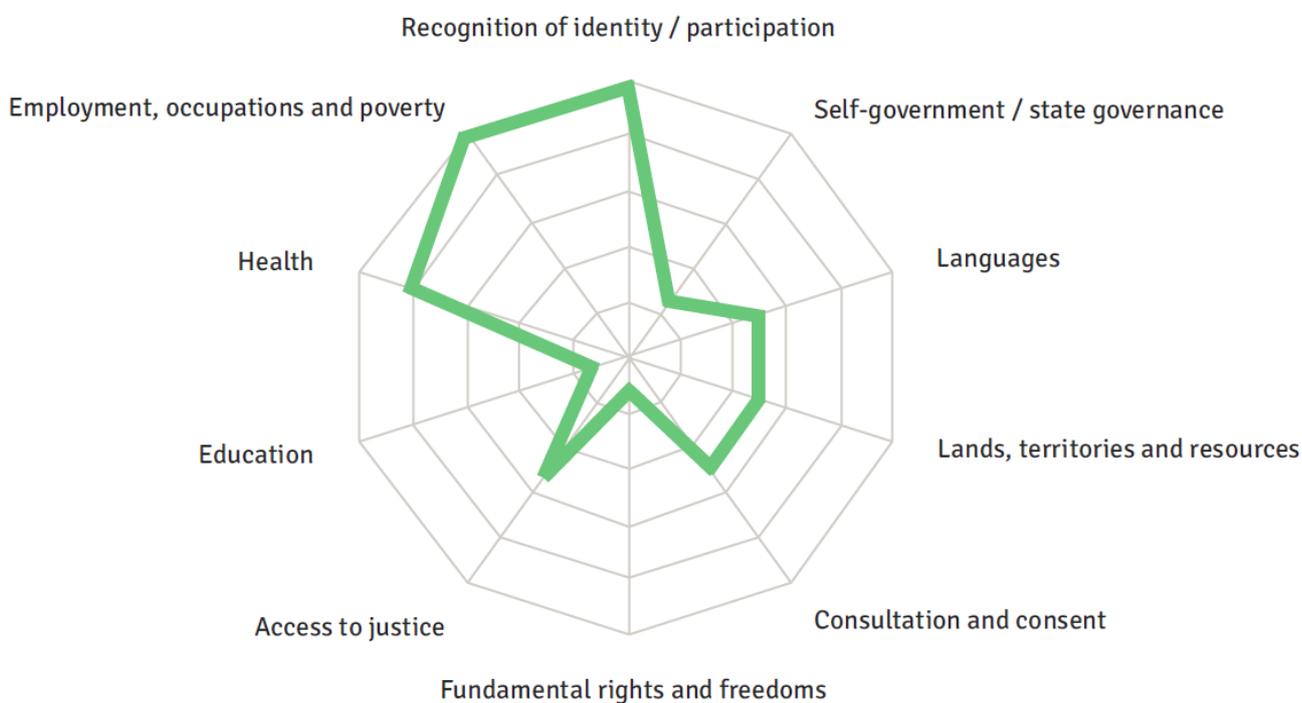
If the respondent choose not to make the data public, they can still be stored in the Indigenous Navigator Data Portal but they will remain hidden from the public. The respondent can eventually chose to make them public at a later stage by contacting the administrator of the Data Portal.

### 2.2.3 Leaving results within the community

It is absolutely crucial to ensure that the process and data serve a purpose for the concerned community, to avoid data being extracted only for external purposes. The specific purpose that the data will serve for the community should be discussed and agreed with the community from the outset as part of the free, prior and informed consent.

As a minimum, the data should be made available to the community in an easily accessible way and be used for awareness-raising purposes, for the community members to understand their rights.

The Indigenous Navigator templates for calculating the index value of the responses from the Community Questionnaire can be used to make graphic depictions of the data, which are easy to present and understand.



Further, **it is recommend to compile and present the data in a small report**, which can be used and discussed in community meetings and shared with government authorities, support organizations, educational institutions, etc.

The data would also serve to establish a baseline with regard to the implementation of rights in the community. The community could regularly revisit the baseline and update the data to do more continuous monitoring.

It is also crucial that the community is fully informed about any external use of the data, e.g. preparation of reports to be submitted to government institutions, human rights mechanisms, or the general public.

Likewise, the community must be kept informed about any responses or further development linked to the use of this data.

### 2.3 Data collection methodologies

As mentioned, the questionnaire is mainly designed for **collective data gathering**, and not to be used for individual interviews or household surveys.

#### 2.3.1 Ensure diversity of perspectives in the data collection process

In order to ensure the best possible quality of data, it is important to **ensure diversity of knowledge, experiences and views in the data collection process**. People of different ages, gender and social positions have different experiences, views and in-depth knowledge about different topics. It is therefore of crucial importance that both young and old, men and women participate in the data collection process. It is also advisable to include indigenous students and/or teachers in the data collection, both for educational purposes, but also to help respond to the specific questions regarding the implementation of the right to education in the community.

In communities where, for example, women do not speak in front of men, or young people are shy to contribute in the presence of elders, separate groups can be formed to ensure that all parties have the opportunity to contribute from their different perspectives.

#### 2.3.2 Different methodologies for data collection

The best way to gather data will vary from community to community, but common methodologies would be through community meetings, training seminars, focus group discussions or the like.

A **full community meeting** is probably the best solution in small and closely-knit communities.

In larger communities, it may be more adequate to compose a **focus group**, which can respond to the questions. A focus group is a group of individuals who have been selected to discuss and comment on a topic (in this case, with the purpose of responding to the Questionnaire). The group should comprise people of different ages, gender and social positions, to ensure a diversity of views, knowledge and experiences. If that is not possible, there should be several focus groups, for example, one composed of women of different age and social status and another composed of men of different age and social status.

A **community training seminar** can also provide a good context for responding to the questionnaire; thereby participants will have a practical exercise in assessing the level of implementation of their rights, while producing data that can be useful for the broader community.

In all cases, it is important to report back to the community assembly or authorities for validation of data. Also, in all cases, it is very important to ensure that both young and old, women and men and people of different positions and perspectives participate.

#### 2.3.3 Gender-specific questions

Some rights may be enjoyed differently by men and women, girls and boys. For example, more men than women may have seats in parliament or local government, or more women than men may maintain their

### SOME QUESTIONS GENERATE DISAGGREGATED DATA ON THE SITUATION OF INDIGENOUS MEN AND WOMEN

For example, question 71 asks if there are any men or women from the community who have seats in national parliament and/or elected local government bodies.

Questions number 118-123 asks gender-specific questions regarding the vitality of traditional occupations for men and women. Questions number 90-94 seek to uncover gender-specific information regarding the poverty situation of men and women.

traditional occupations. Gender-specific data is important for assessing whether men and women are able to enjoy their human rights on an equal footing. Therefore, some questions are formulated in a way that provides **disaggregated data** regarding the situation of men and the situation of women.

For gender-specific questions, it is recommended to divide men and women in separate groups and let them respond to the questions concerning their respective group.

#### 2.3.4 Assessing change over time

Some questions attempt to capture the dynamics of **change over time**, by comparing “how it was” and “how it is”.

For example, Question 110 asks: How has the importance of traditional healing practices and medicines changed over the last 20 years in your people/community?

The span of 20 years has been chosen to reflect change over a generation. As community members cannot be expected to recall a specific year – or may not keep track of the years in the western calendar - the facilitator should find culturally adequate reference points for recalling how things were 20 years ago. E.g. by asking: how was it when that young person was born, or when that person was the community leader?

#### 2.3.5 Assessing incidents of grave human rights violations since 2008

Some questions attempt to **capture events within a longer time-span**, in order to identify incidents and frequency of grave human rights violations.

For example, Question 65 asks: Have there, since 2008, been incidents where peaceful assemblies of your people/community have been suppressed?

In such cases, the Indigenous Navigator uses the year 2008 as a reference point, both because we need a longer time-span to assess the frequency of such grave human rights violations and because the UN Declaration on the Rights of Indigenous Peoples was adopted in late 2007, so 2008 was the first year in which it was fully applicable. The Navigator framework can therefore help identify serious gaps in its implementation from the first year of its application.

#### 2.4 Finding the right “collective answers”

The Community Questionnaire is designed for collective community responses. However, indigenous communities are not homogenous and community members may have different information, perspectives and views on certain matters. The process of discussing the most accurate answer and best response option is therefore a process that requires, in itself, collective reflection and analysis of all available information and perspectives. The information discussed before choosing the best response option can itself be added to the response in order to sustain and justify the response given (this is further elaborated in Module 12: Validity, ‘storage’ and use of data).

## Indigenous Navigator Training Module 11

In cases where community members have diverging views that cannot be reconciled through sharing of experience and information, the different responses should simply be noted and explained rather than making an attempt to suppress internal differences.

### **Navigator resources**

*Community Questionnaire – PDF for easy overview*

*Question Guide – Community Questionnaire*