

Weaving Indigenous and Local Knowledge in the NEA Process and Reporting

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BES-Net ILK Support Unit

UNESCO



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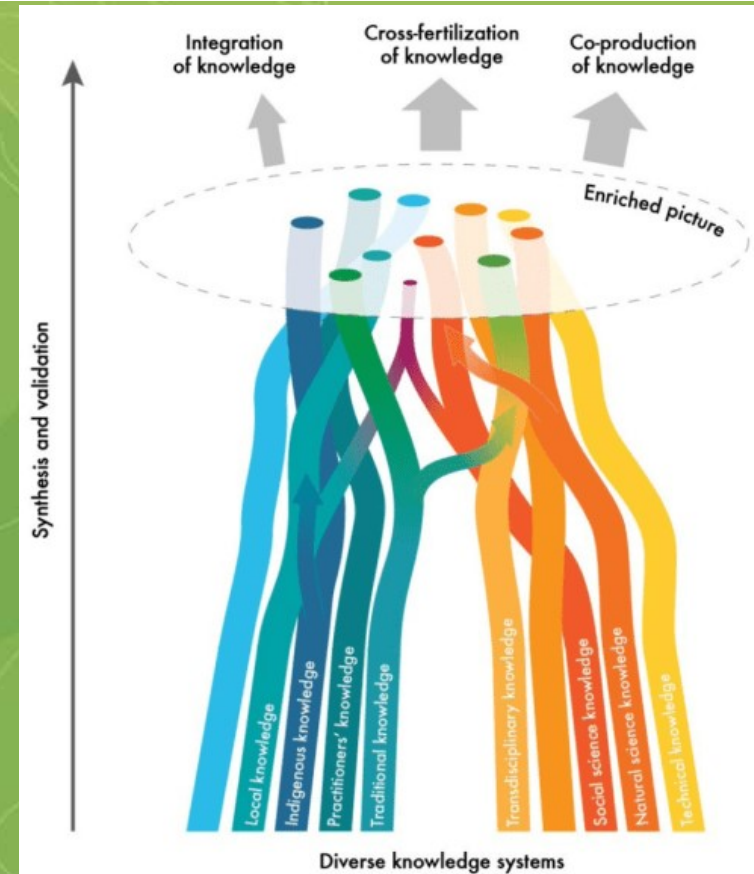
Weaving ILK Session Agenda

- ▶ Structuring ILK in the Assessment Report– IPBES Experience
 - ▶ Interactive Session
 - ▶ Tranche I: Colombia Experience – Coordination between ILK authors and scientific authors
 - ▶ Tranche III Countries Experience: Scoping ILK lessons learned
 - ▶ Tranche II: Cambodia Experience: ILK lessons learned and weaving ILK in the current order draft
 - ▶ Q&A Session
-

Structuring ILK in the:

- › Scoping Report
- › Technical Report
- › SPM

Joseph Karanja and Sofia Delger
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MentiMeter

- ▶ What do you think is the best way to incorporate indigenous and local knowledge in your assessment report?

Go to: **menti.com**

MentiMeter Code: **7492 9028.**



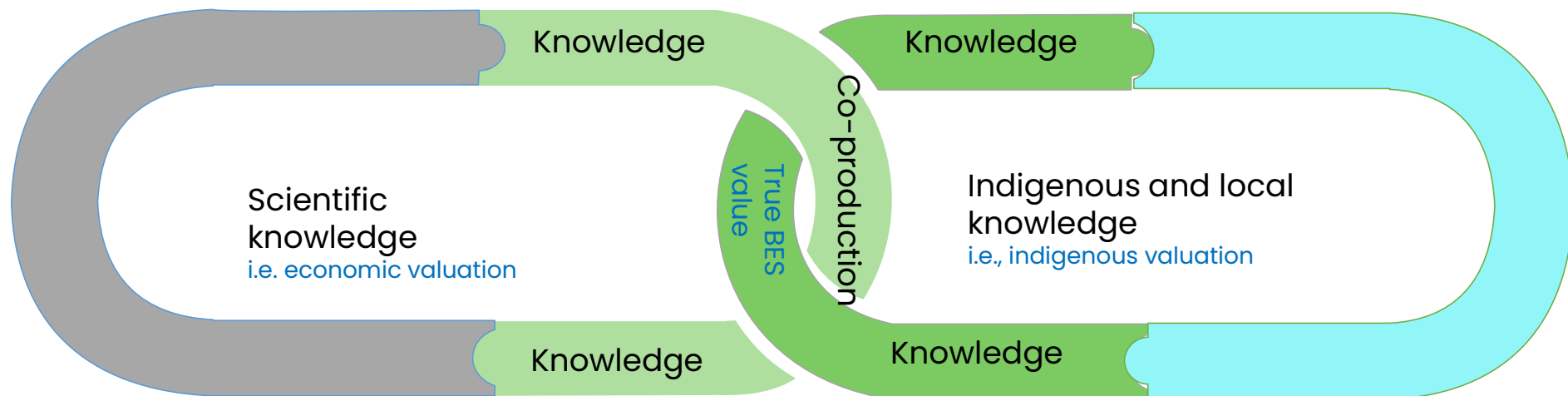
Building ILK in the Assessment Report

- ▶ **REPORT STRUCTURE:** What is the best way to capture and structure multiple knowledge systems in the NEA?
- ▶ NEA is both a research priority and policy priority
- ▶ **FUTURE APPLICABILITY:** Do you think how ILK is incorporated/ structured in the assessment report has implications on its uptake/use in the post-assessment phase?
- ▶ **Consider:** Not only what is preferable for the assessment team, but also what is desirable and workable for policy-makers and practitioners.
- ▶ **In Practice** – What works best in practice?
- ▶ Enhancing **MEB approach** in both scientific research and practice



Cross-fertilization of knowledge

- The two epistemologies can be **combined** to produce the **best available knowledge** in biodiversity and ecosystem services, improving conservation decision-making, while respecting their different origins, functions and governance.
- Complementarity creates opportunities for knowledge co-production and cross-fertilization.



**STRUCTURING ILK IN THE
ASSESSMENT TECHNICAL REPORT:
IPBES Experience**



Science and Policy
for People and Nature

STRUCTURING ILK IN THE TECHNICAL REPORT

ILK Dedicated Chapter: IPBES Pollinator Assessment (2017)

Chapter 5 of Pollinators, Pollination and Food Production Assessment: Biocultural Diversity, Pollinators and their Socio-Cultural Values

PROs

- ▶ Freedom in writing – Writing not necessarily based on science framework
- ▶ Can offer creativity and innovative thinking and writing based on ILK terms
- ▶ One solid ILK product

Challenges

- ▶ Weak science-ILK linkages. Minimal knowledge co-production and fertilization (Any implication on confidence level)
- ▶ All policy questions clustered in one chapter
- ▶ Dissemination – ILK chapter will probably be read by the stakeholders interested in ILK
- ▶ More collaboration and negotiation in weaving in ILK in the SPM

STRUCTURING ILK IN THE TECHNICAL REPORT:

Weaving + Dedicated ILK Sections within Chapters

IPBES Global Assessment on BES (2019) and Sustainable Use of Wild Species (2022)

Weaving:

- ▶ Cross-fertilization of knowledge – enriching knowledge base –high confidence levels
- ▶ Mutual comprehension and joint assessment – complementarity and divergence captured
- ▶ One joint product informed by multiple knowledge systems
- ▶ ILK Coherence across assessment chapters

ILK Sections within each Chapter

- ▶ Offer flexibility and freedom in writing based on chapter focus (Capturing different conceptualizations).
- ▶ Integrative chapter's background, summary and conclusions
- ▶ Assessment themes/policy questions jointly addressed by different knowledge systems

Challenges

- ▶ Weaving: Negotiations between science-ILK authors essential for effective weaving and ILK coherence
- ▶ Weaving: Writing style largely dictated by science framework
- ▶ Synthesizing could decontextualize (tacit) ILK or exclude essential components

STRUCTURING ILK IN THE TECHNICAL REPORT (Examples)

Weaving + Dedicated ILK Sections within Chapters : Global Assessment

Chapter 2.2 of IPBES Global Assessment: Status and Trends of Nature

- ▶ **Section 2.2.2:** Diverse conceptualization of nature and pluralistic knowledge systems (Synthesis)
- ▶ **Section 2.2.4:** Contribution of IPLCs to the co-production and maintenance of nature
- ▶ **Section 2.2.5.3:** Status and trends of nature in land and sea managed and/or held by IPLCs
- ▶ **Section 2.2.6.3:** Attribution of drivers by IPLCs
- ▶ **Weaving:** Indigenous knowledge systems differ from science in many ways, viewing nature holistically i.e.,.....

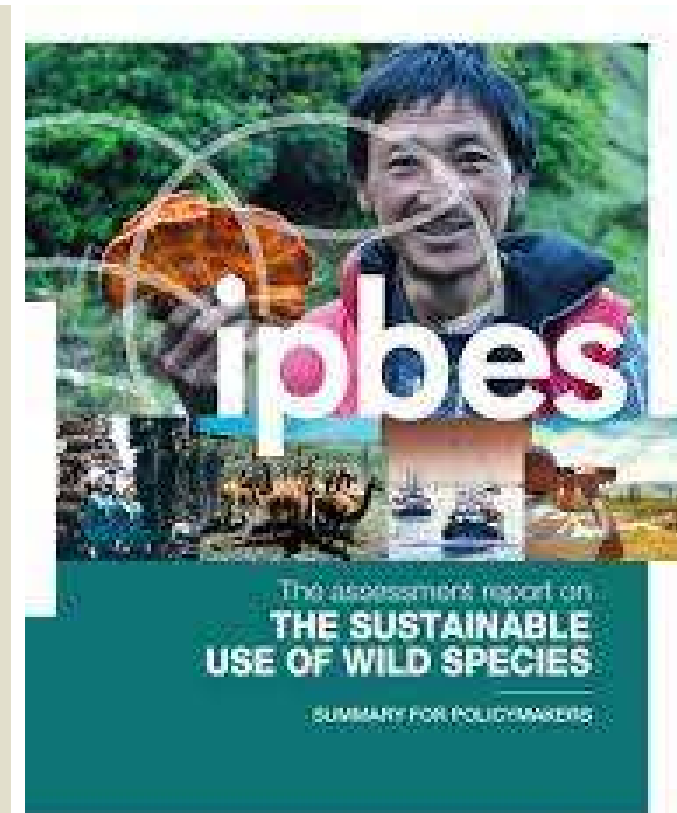


STRUCTURING ILK IN THE TECHNICAL REPORT (Examples)

Weaving + Dedicated ILK Sections within Chapters : Sustainable Use -2022

Chapter 2 of IPBES Sustainable Use Assessment: Conceptualizing the sustainable use of wild species

- ▶ **Section 2.2.4:** Diversity of indigenous and local conceptualization & perspectives on sustainable use
- ▶ **Section 2.3.3** Indicators of sustainable use of wild species among IPLCs
- ▶ **Synthesis:** Section 2.3.4 Summary of global and local indicators of sustainable use of wild species
- ▶ **Weaving:** Global and regional indicator frameworks for gathering, non-extractive practices and terrestrial animal harvesting are largely lacking (*established but incomplete*) {2.3}. Those indicators overlap with some used in indigenous peoples and local communities. However, there are some widely agreed upon aspects of sustainable use of wild species that are poorly represented in global indicators



STRUCTURING ILK IN THE SPM

Weaving science and ILK

ILK key messages and recommendations

IPBES Global Assessment key message B6:

At least a quarter of the global land area is traditionally owned, managed, used or occupied by indigenous peoples... In addition, a diverse array of local communities, including farmers, fishers, herders, hunters, ranchers and forest users, manage significant areas under various property and access regimes.

IPBES Sustainable Use Assessment (2022)

Indigenous peoples manage fishing, gathering, terrestrial animal harvesting and other uses of wild species on more than 38 million km² of land in 87 countries

This area coincides with approximately 40% of terrestrial conserved areas, including many with high biodiversity

IPBES ILK Method Guide

Writing with ILK



- ▶ **Preferable for the ILK to be woven** throughout the assessment text, rather than only capturing ILK in boxes and case studies.
- ▶ However, **separate sections focusing on ILK may also be important** to give space for ILK concepts, values and specificities to be adequately addressed.
- ▶ **Case Studies** and **boxes** could be used to represent specific cases that illustrate or provide added context to a theme, may enrich the more generalized knowledge used in the main text.

Policy Questions and ILK Coherence

- ▶ Assessment Scoping Process: Develop Policy questions

Independent ILK policy questions:

- ▶ *E.g., What are the contributions of IPLCs in terms of their knowledge, practices and world views to the management and conservation of marine and coastal resources?*

Sub-Policy Questions (ILK research questions) – Could set the stage of weaving

Chapter 3: NEA Policy Question (Cambodia)

2.1 What are the current conditions and trends of biodiversity and ecosystems in Cambodia, and what will be the future dynamic scenario, which contribute to social economic development and human well-being?

Chapter 3: Sub-policy question focusing on ILK research (Suggested):

2.1.1 What are the status and trends of terrestrial and marine resources managed by IPLCs?

or How as forest and biodiversity changed historically in indigenous territories?

2.1.2 How has this change affected livelihoods, cultural practices and management systems of IPLCs?

2.1.3 What are the plausible future scenarios in IPLC managed territories? i.e., based on indigenous practices trends and legislative framework



ILK and the Colombia NEA

Rosario Gómez-S.

National Coordinator – Colombia NEA

Governance Specialist WCS / AAO Region

First moment: Scoping document.

Colombia is a multi-ethnic and multicultural country.



Second moment: Technical report.

National Trialogue



1. Present the NEA proposal to the participants.
4. Identify threats [direct and indirect] to ILK associated with the management of territory and biodiversity.
2. Identify recommendations and key messages for the NEA from the perspective of IPLC.
5. Identify emblematic cases [or examples] of protection and management experiences that incorporate ILK, as well as processes of resistance of local communities and indigenous peoples (initiatives, projects, models of organization, ceremonies, etc ...) management by IPLC based on testimonies, illustrations and other forms.
3. Collect inputs to illustrate the survival of their own knowledge systems, concepts and forms of organization, ceremonies, etc ...)

Second moment: Technical report.



- ✓ IPLC experts → All the chapters.
- ✓ Oral tradition.
- ✓ Authors well recognized by IPLC.
- ✓ CLA – Edith Bastidas.
- ✓ Triologue memories as an annex.
- ✓ Validation.

Chapter 4. Biocultural diversity: Knowledge and practices for the care of life in indigenous territories and local communities

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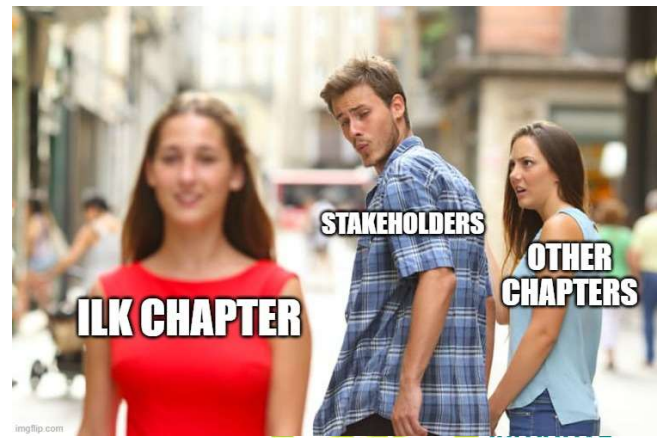
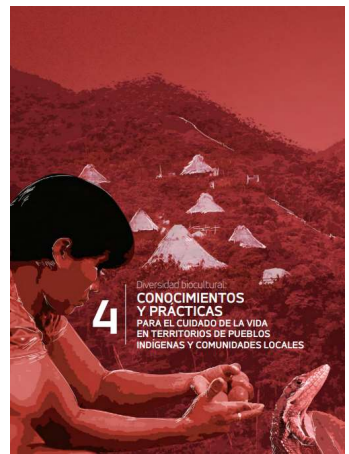
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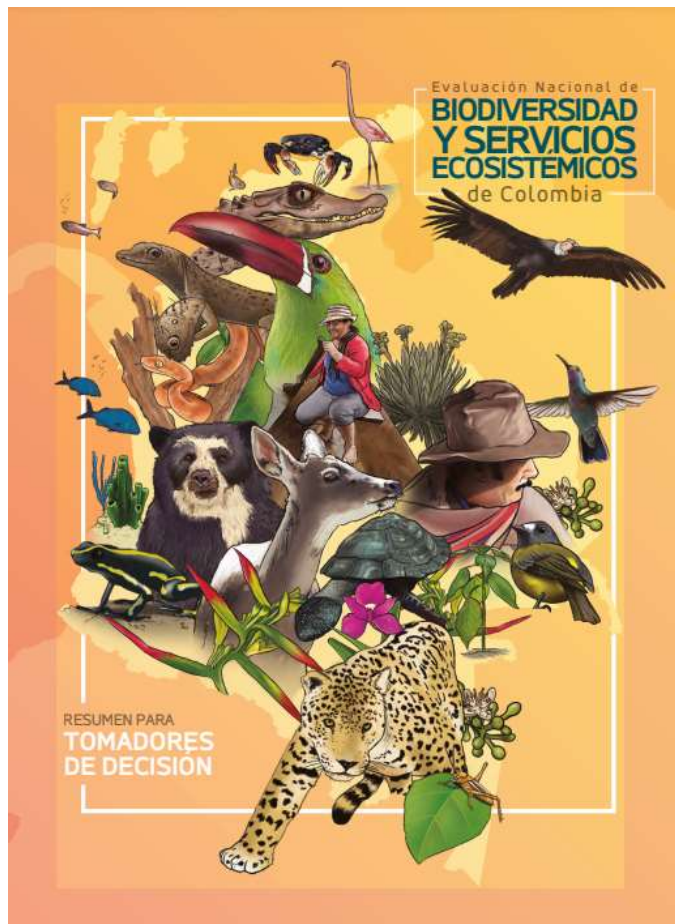
6 **Políticas, instituciones y gobernanza** 838

7 **Desarrollo futuro de biodiversidad y servicios ecosistémicos en Colombia** 1054

ANEXOS
Material Divulgativo 1177



Third moment: SPM.



Mensaje principal 1: Colombia como país megadiverso, pluriétnico y multicultural ha cimentado el bienestar de su gente en la naturaleza, con un conocimiento incipiente de esta y sin la debida valoración.

En Colombia, país megadiverso, pluriétnico y multicultural, se hace imperativo llenar vacíos de conocimiento y fortalecer la investigación inter y transdisciplinaria para lograr un aprendizaje social y una toma de decisiones más legítima y sistemática. Así se podrán frenar los procesos de transformación y pérdida de la diversidad biocultural, así como la dinámica con que algunos impulsores de cambio transforman el capital natural.

El COVID-19 amenaza la diversidad biocultural afectando los conocimientos, prácticas y formas de cuidado de la naturaleza propios de las comunidades indígenas y locales. Es posible que los pueblos indígenas de la Amazonia colombiana hayan sido los mayormente afectados por la pandemia. En particular, el riesgo significativamente mayor de muerte en grupos de edad por encima de los sesenta años representa una amenaza a los sabedores y sabedoras, y por lo tanto a la transmisión de los conocimientos indígenas y locales sobre la naturaleza y sobre la diversidad biocultural. En los primeros 100 días de impactos del COVID-19 en Colombia, la Organización Indígena de Colombia (ONIC) reportó 906 casos confirmados en indígenas de 33 de los 115 pueblos existentes en el país, y 38 fallecidos, en su mayoría mayores de 70 años (Comisión Nacional de Territorios Indígenas, 2020³²). De acuerdo con la Mesa Permanente de Concertación con los Pueblos y Organizaciones Indígenas (MPC): “Se nos están yendo sabios, historiadores y consejeros de nuestra tradición. Es como si en este momento estuviéramos presenciando el incendio y el acabose de las bibliotecas del mundo.”



¡GRACIAS!

Dominican Republic ILK Scoping Experience

Alfred Morillo
Coordinator, NEA-DR



Global Workshop National Ecosystem Assessment Initiative

Indigenous and Local Knowledge

Lessons learned in the NEA-DR project of the framing workshops

Consortio Ambiental Dominicano

1. Regional awareness workshops with local actors

- **Six workshops were held to:**

- Present the project to the actors,
- Know their interest in participating in the NEA-RD Project,
- Identify the conflicts and problems that they perceive in the management of biodiversity and ecosystems,
- Know the changes and the possible agents that cause these changes,
- Ask about key questions
- Identify local knowledge holders
- Initiate a bond of trust with the actors.

- **Localities selected according to the ecosystems prioritized for the evaluation. Ecosystems:**


- Coniferous forest, broadleaf forest, dry forest, agroecosystems, coastal-marine and mangroves.

2. Indigenous and Local Knowledge (ILK) National Framing Workshop

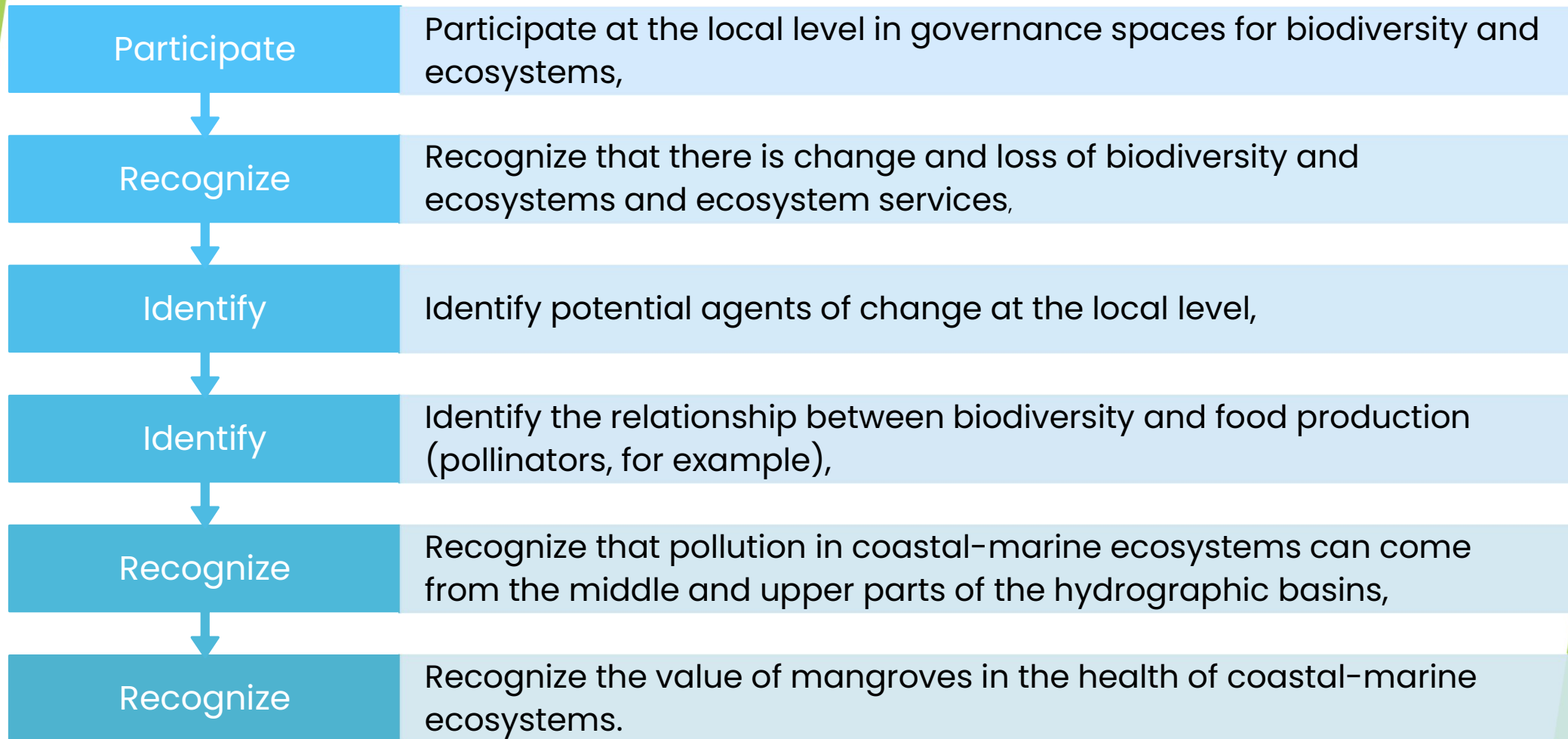
- Coordination with UNESCO and UNEP–WCMC to hold an ILK national workshop with local knowledge holders identified in the regional workshops.
- The three-day workshop was held in August 2022.
- With 25 local knowledge holders (11 women and 14 men), representing mountain, valley and coastal ecosystems.
- In addition, representatives of the Ministries of Environment and Natural Resources and Agriculture participated as presenters. Also, Grupo Jaragua, an NGO that conducts research and project management in protected areas, and Plan Sierra, an entity that manages socio-environmental and agroforestry projects in the country's Central Mountain Range.

Lessons Learned

Participants have the knowledge and ability to:

- Identify conflicts and problems in the management of biodiversity and ecosystems and establish a connection with their community,
 - Recognize the value of ecosystem services and biological diversity for the community and the country,
 - Establish the relationship between community well-being and ecosystem services (quality and supply-quantity),
 - Identify the negative impact that the weak application of current regulations has on the conservation of biodiversity and ecosystems,
 - Be curious about observed changes in climate (such as droughts, changes in rainy seasons, incidence of pests and diseases in agriculture, human health problems).
- 

Lessons Learned(Cont.)



Contribute key questions that they would like to see incorporated and answered in the evaluation process

1. Why is the current environmental regulation not applied in the Dominican Republic?
2. Could local actors be part of the governance schemes for the management of biodiversity and ecosystems?
3. What measures should be taken to avoid and reduce deforestation in river sources?
4. How does a change in agricultural production systems affect the community and ecosystems?
5. Which biodiversity and ecosystem management models that incorporate local knowledge could be developed?
6. How to get the communities of the middle and upper parts of the hydrographic basins to recognize that their activities are linked to the coastal-marine ecosystems?
7. How to incorporate traditional agricultural practices with new agricultural production technologies?

Thank you!



Malawi ILK Scoping Experience

Alice Kammwamba,
NEA Project Officer



Framing Malawi's Ecosystem Assessment Journey, the past, present, and future: Weaving ILK Into NEA Process

Alice Kammwamba

Project Officer, NEA Malawi



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ILK HODER ENGAGEMENT

Considerations were made to conduct framing workshops in the three regions of the country.

There was a good representativeness of ILK in the ecosystem types across the country. (Terrestrial, Aquatic, Wetlands).

Used existing institutional structures as well as people working in similar sectors.

ILK Framing workshops (FW) – Dec 2021

Implemented in the three regions of Malawi focusing on the 8 prioritized districts.

The District Council was the entry point for each district

The District Environmental Officers and Directors of Development planning were our contact points.

Buying commitment from existing institutional structures

- Awareness meetings about NEA for a buy-in
- Co-identification of knowledge holders
- Planning together for Framing workshops



ILK Framing workshops Approach


- Organization and facilitation
- Introducing NEA
- Consent forms
- Focus group discussions
- Plenary
- Agreeing on the way forward (Follow up meetings)



Follow up ILK meetings

The need for follow up ILK meetings

- FW observed that most of the issues discussed were not conclusively addressed.
- Most elderly people who were mentioned to have deep ILK could not attend the FW due to some reasons.
- Discussions in some cases were dominated by technical people at the district.

- 
- Arrangements are considered to visit ILK elderlies and have their contributions on board.

Outcomes of the FW for follow ups

- ❑ Suggestions to visit:
 - Mbenje Island (a fishing community)
 - Mtsinja Shrine (Cultural Heritage and conservation)
 - Khulubvi Shrine (Cultural Heritage and conservation)
- ❑ Dialogue with ILK elders at their households during the follow-up meetings

Objectives of ILK Follow-Up

Explore potential case studies for the evaluation study.

Explorative expedition in some potential sites.

Identify and refine ILK themes and research questions

To expand on existing policy questions for the evaluation stage.

Identifying more ILK holders to be part of the evaluation team with a gender consideration.

Dialogue with ILK holders





Focus group discussions



Explorative expeditions in some potential sites



Separate dialogue with women ILK holders



Challenges

Sacred Shrines had challenging requirements which team members could not meet to access the core of the shrines.

Long distance to reach the locations of ILK holders was time-consuming e.g in the North.

Organising the dialogues was challenging for other field officers and consumed a lot of time.

Gender inclusivity not met in every case

Potential ILK Themes

- Linkage between cultural practices and biodiversity conservation
- Co-management and co-governance of natural resources
- DRR traditional early warning systems
- Community Intergenerational knowledge transfer systems
- Drivers of loss of ILK and traditional practices
- Multiple values of nature to IPLCs- i.e., cultural, spiritual and medicinal (and rules governing their use)

Emerging issues for the evaluation stage

Not all elderly people may necessarily be knowledge holders.

Selection of ILK left out elderly people with deep knowledge and experience who could not afford to travel due to old age

ILK is slowly dying in societies where ecosystems are also disappearing.

Knowledge transfer between generations is becoming challenging due to social dynamics, technology, and loss of traditional authority.

Lessons Learnt...

- ❑ Using existing structures to identify knowledge holders is a successful approach.
- ❑ Bureaucratic processes cost time and resources.
- ❑ Identification of ILK in the assessment is a continuous process.
- ❑ ILK is an important source of knowledge and can not be ignored in the assessment.
- ❑ Current budgeting may not cater for a comprehensive weaving ILK in the assessment without additional technical and financial support.



ILK plans for evaluation

Strengthening a TWG of ILKH to be led by an ILK expert and capacity building.

Policy dialogues with policymakers and decision-makers, and identified ILK holders

Giving feedback to areas that have been visited.

Disseminating ILK messages from scoping to relevant stakeholders.



Acknowledgments

The Malawi National Ecosystem Assessment (NEA) team acknowledges the active ILK technical, advisory and facilitation support from UNESCO.

The United Nations Environmental Program (UNEP) through World Conservation Management Centre (WCMC) has been a guiding force behind these ILK activities and provided abundant support and encouragement through NEA Process.

We acknowledge IKI and SwedBio for financially supporting ILK activities through UNESCO



Thailand ILK Scoping Experience

Dr. Narumon Arunotai,
Thailand NEA ILK Focal Point

NEA-TH

Supported by:

Federal Ministry
for the Environment, Nature Conservation
and Nuclear Safety

based on a decision of the German Bundestag



Thailand Scoping Stage: ILK



1. ILK experiences and lessons learned during the scoping stage

Thailand IPLCs with the focus on selected communities of

1. indigenous peoples -- the sea people (sea gypsies, sea nomads or endonym Moken, Moklen, and Urak Lawoi) of the Andaman Sea
2. small-scale or artisanal fisheries in the Gulf of Thailand and the Andaman Sea



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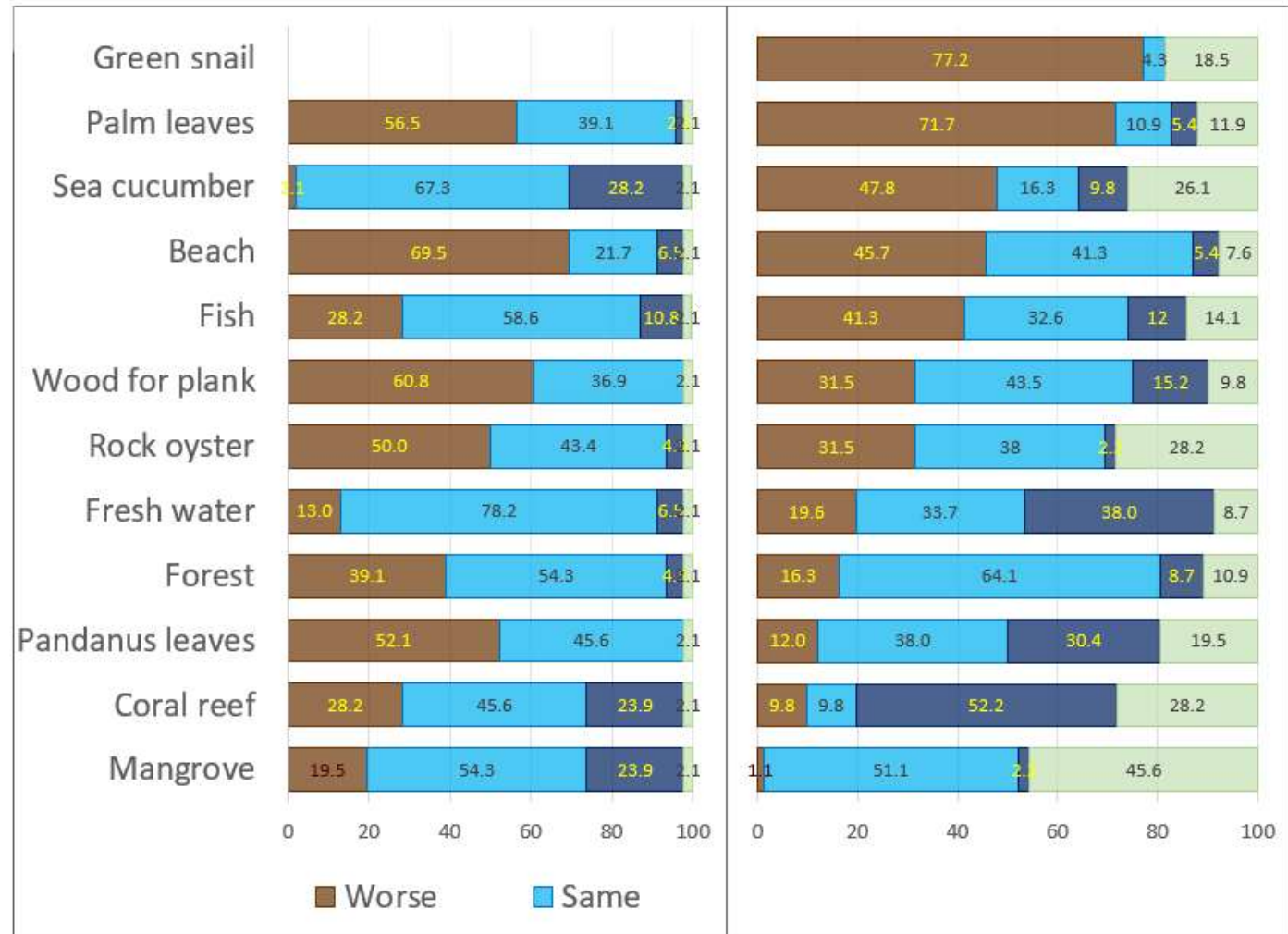
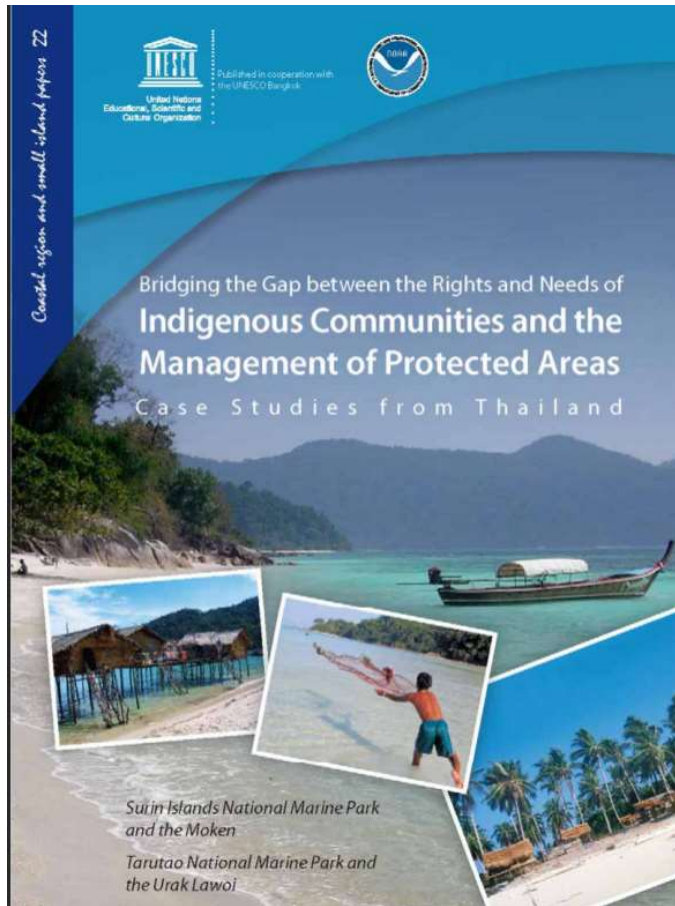
Universities Students

Tsunami, 10 years on: the sea nomads who survived the devastation



<https://www.theguardian.com/global-development/2014/dec/10/indian-ocean-tsunami-moken-sea-nomads-thailand>

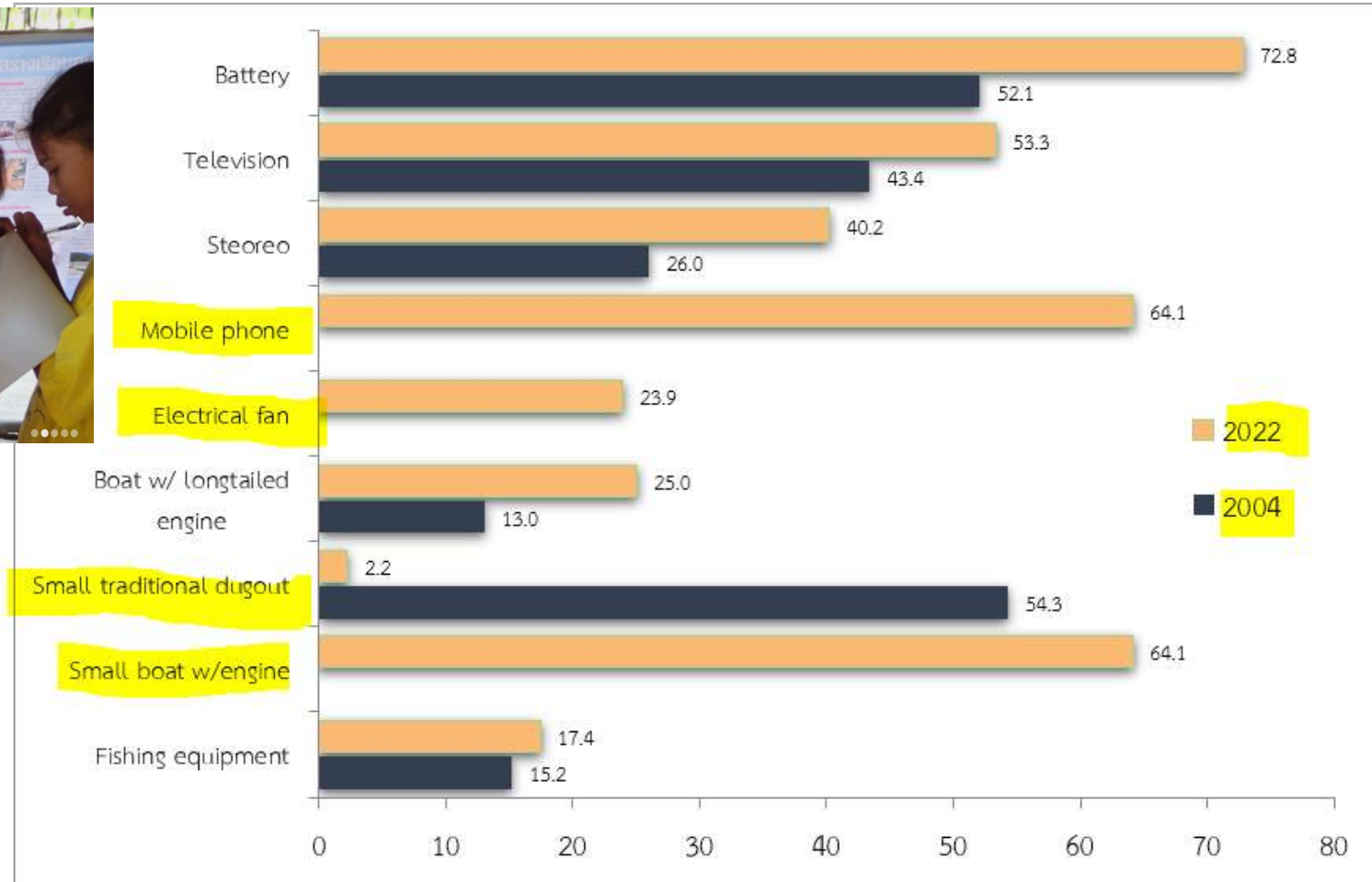
1.1 Review of existing data: observation of resource changes – Moken community of Surin Islands, Phang-nga province



1.1 Review of existing data: : livelihood changes



“Tourism makes our children become more aware of new things, and at the same time, come to see the importance of our traditional arts and cultures”
Tawan Klathalay
Surin Islands,
Phang-nga Province



1.2 Inform (convince?) colleagues/public/policy about ILK contribution

- **The importance and contribution of ILK** in additional understanding of ecological “services” and in the assessment of marine ecosystem change in Thailand.
 - a. ILK as a significant part of multi-evidence-based (MEB) approach.**
undocumented historical data from long-term observation and real life experiences
 - b. ILK and practices are part of multiple values in ecosystems and biodiversity.** value pluralism, realizing the concept like “sacred ecology”
 - c. ILK has the underlying principle of ecosystem stewardship expressed through customary management and rules.** sustainable livelihoods, sense of collectivity, reciprocity and mutual trust
 - d. ILK is generally adaptable and innovative,** innovative capability, yet the basis remains on human sense-perception knowledge of ecosystems

Case - ILK (hidden) in place names: Urak Lawoi community on Lanta Island, Krabi Province



Po Stream Bay: Coast cotton tree (*Hibiscus tiliaceus* L.)

Old settlement, beach lined with Po trees.

3 streams for fresh water use.

Bark of Po tree used to make string and fishing line.

Presently occupied by private bungalow.

1.3 Explore community livelihoods/perceptions on nature + ILK/crucial issues and power relations within and between the communities

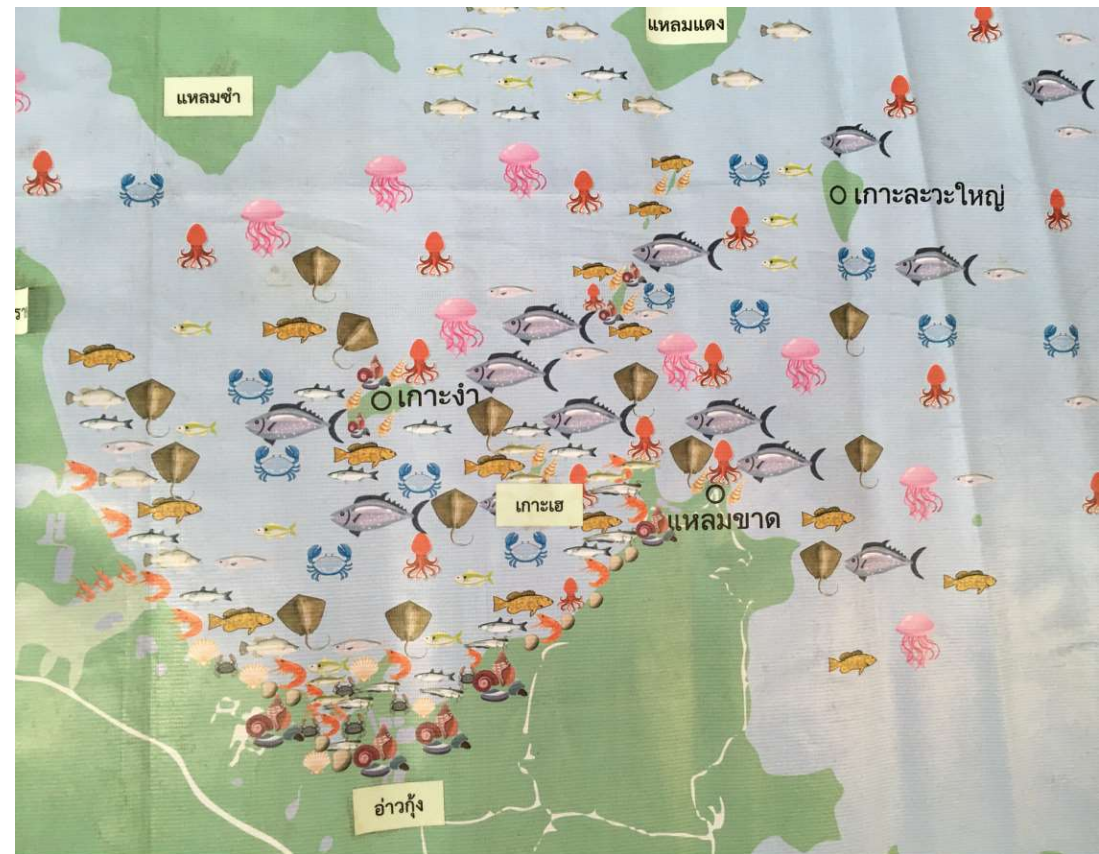
IPLCs	Common issue	Community-specific issues	
Chao Lay	Land, marine livelihood, education, health, citizenship	<u>Rawai</u>	Conflict with private land owner
		<u>Sireh</u>	Sacred site
		<u>Sapam</u>	Private cockle concession
		<u>Jum Island</u>	Expanding state marine protected area
		<u>Phi Phi Island</u>	Cemetery
		<u>Lanta Island</u>	Public utilities
Small-scale fishers	Resource degradation/environmental change, conflict with large commercial boats	<u>Bang Taboon</u>	Discharge from pig farm upriver
		<u>Khlong Klai</u>	Dike building upriver
		<u>Tha Sala</u>	Sedimentation
		<u>Tha Sak</u>	Land security
		<u>Ao Kung</u>	Marina

1.3 Explore community livelihoods/perceptions on nature + ILK/crucial issues and power relations within and between the communities

Fight continues over dredging of Ao Kung

PHUKET: Local conservationists hoping to protect the large coral reef in Ao Kung in Pa Khlok, on Phuket's east coast, have petitioned Phuket Governor Narong Woonciew to carefully reconsider the outcome of a public meeting held where a majority of local residents, mostly fishermen, voted to approve dredging in the bay.

https://www.thepuketnews.com/fight-continues-over-dredging-of-ao-kung-83041.php?PDPA_accept=1



1.4 Inform (convince?) the communities about the importance of participation in NEA process – plan for workshops (and other activities)

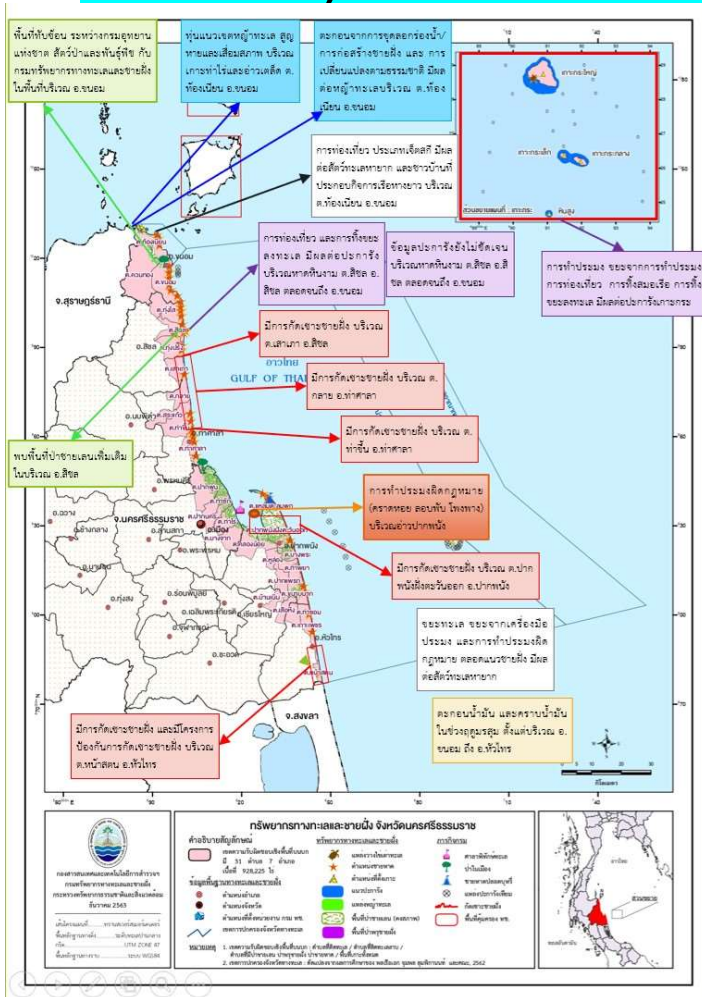
1. Making and disseminating video clips about IPLCs/ILK and/in NEA process
2. Inform targeted IPLCs and ILK holders and researchers to contribute to the NEA and explore avenues of participation/contribution.
3. Organize workshops in collaboration with partner organizations/ networks that work on IPLCs.
 - What role will communities play in national ecosystem assessment?
 - What will be the roles of intermediary organizations?
 - What would be appropriate approaches/methods to amplify the voice of the communities especially IPLCs?
 - How do we make community members/groups to be more involved (women/housewives groups, youth groups, the elder, etc.)?
 - How do we link/seek cooperation from other partners such as schools, educational institutions,

1.5 Identify gaps in knowledge and data on ILK

- Research works among marine IPLCs mostly focused on natural resource management, conflict from policy and implementation, and community rights
- Lack of knowledge on ILK about/in ecosystems and biodiversity that can inform multi-scalar and interdisciplinary assessment.
- Participatory ecosystem assessment by IPLCs in formal research is still rare.



2. How the NEA team is weaving (or plan to weave) ILK in the scoping report



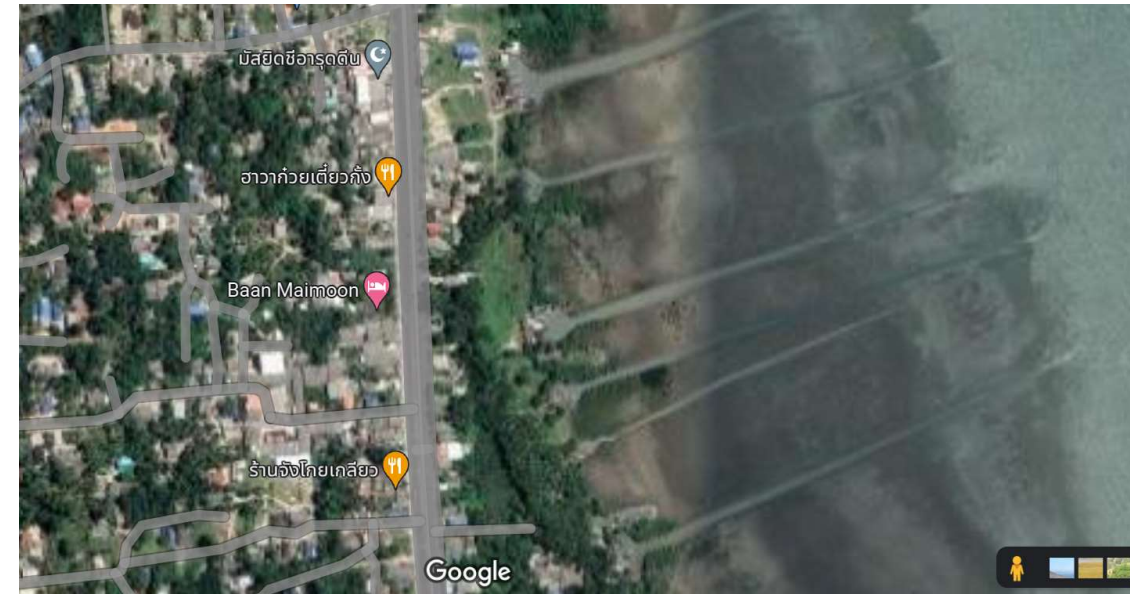
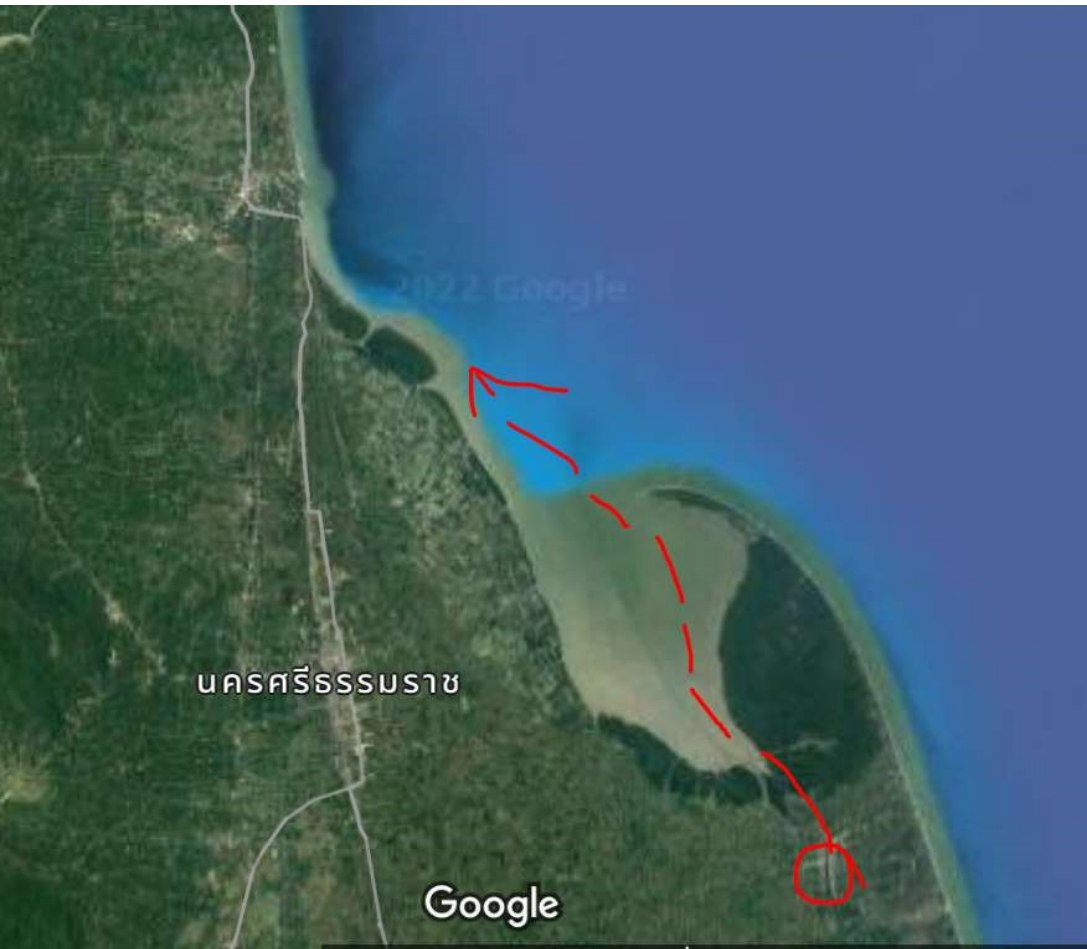
Issues in Nakhon Si Thammarat coastal province/ from Sakanan Platong:

1. Protected area designation
2. Conflict among fisheries groups
3. Coastal erosion (from sea wall projects)
4. Pumice floats found in certain coastal areas

IPLCs observation on

- The accumulation of sedimentation
- The change (decrease, increase, and loss) of certain fish species
- The effect of fish aggregation devices based on ILK on diversity of species
- Etc.

The impact of various infrastructure projects on coastal communities



3. ILK plan for the evaluation stage

- **Public communications** on NEA processes in Thailand aiming at various groups of stakeholders (core team) and IPLCs (ILK team).
- **Identify participatory research case study/ies and select communities or sites** for potential ILK evaluation through the process of Free Prior Informed Consent
- **Organize Focus Group Discussions (FGDs) or small group meetings** with IPLCs and intermediary organizations to collect data on ecosystems services, status, changes and impact on IPLCs and ILK in line with key policy questions.



Thank you



Cambodia ILK Experience

Dr. Seak Sophat
Cambodia NEA Co-chair





WCMC

NEA
NATIONAL
ECOSYSTEM
ASSESSMENT
INITIATIVE

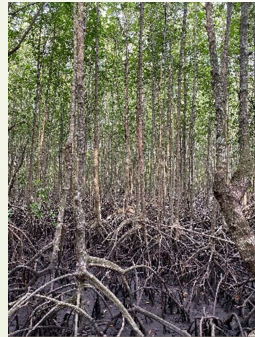
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and Nuclear Safety

based on a decision of the German Bundestag

Cambodia Ecosystem Assessment (Cambodia NEA)





Processes of ILK Workshop: Experiences from Cambodia



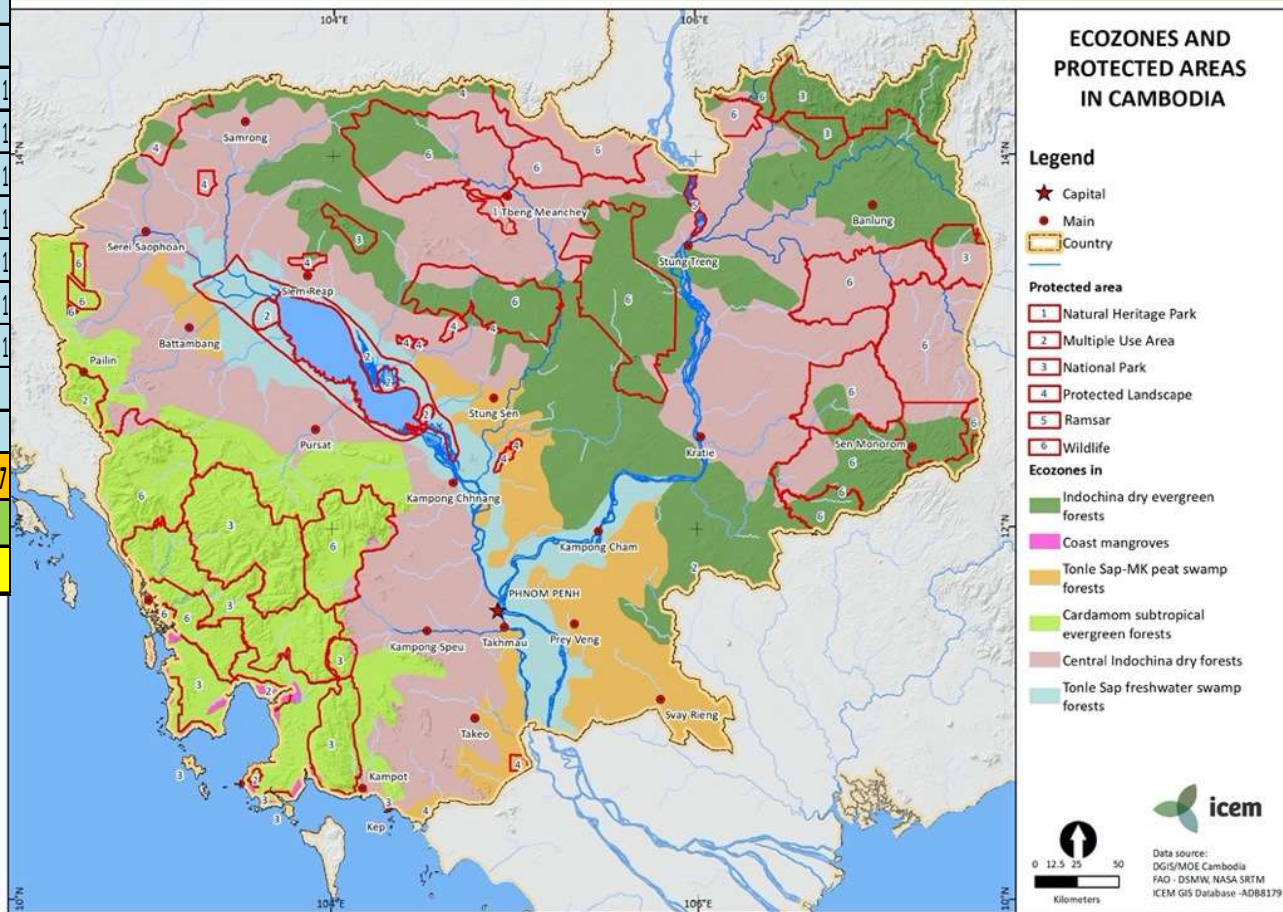
By Seak Sophat, PhD

Co-Chair of NEA Cambodia Project
Vice-dean of Faculty of Development Studies
Royal University of Phnom Penh



Stakeholders for Regional Consultative Workshops

No.	Stakeholder Types	Eastern Plain Region				Northern Parts of Tonle Sap Region				Coastal and Cardamom Region			
		Kratie	Stung Treng	Mondulkiri	Ratanakiri	Kg Thom	Preah Vihear	Siem Reap	Oddar Meneh	Koh Kong	Kampot	Pursat	Kg Speu
1	Indigenous People	2	2	2	2	2	2	2	2	1	0	1	1
2	Community Protected Areas	2	2	2	2	1	2	2	2	1	1	1	1
3	Community Forestry	2	1	1	1	1	1	1	1	1	1	1	1
4	Community Fisheries	1	2	1	1	1	1	2	1	1	1	1	1
5	NGOs	1	1	2	2	1	1	1	1	1	1	1	1
6	Provincial Environment Dept.	1	1	1	2	1	1	1	1	1	1	1	1
7	Forestry Cantonment	1	1	1	1	1	1	1	1	1	1	1	1
8	Fisheries Cantonment	1	1	1	1	2		2		1	1	1	
9	NVA Team and Lead authors	10				10							
Sub-Total		21	11	11	12	20	9	12	9	8	7	8	7
Total		55				50				30			
Grand Total		135											



Stakeholder Selection

Agenda of ILK Workshop

Consultation Workshop on Indigenous and Local Knowledge

20 October 2022

Galaxy 2 Hotel, Banlung Town, Ratanakiri

Tentative Agenda

Time	Topic	Methods	Organizer/Presenter
8:00-8:30	Registration	Participants	Team members
8:30 – 8:35	Introduction of workshop: Objectives & Agenda National Anthem	Speech and National Anthem	Dr. Seak Sophat
8:35 – 8:55	Welcome remarks	Speech	Dr. Sok Vanny, Vice Rector, RUPP
8:55 – 9:15	Welcome & Opening	Speech	HE. Mr. Chea Thavirak, Deputy Governor, Ratanakiri province
9:15 – 9:20	Group Photos	Participants	Mr. Soeun Money, Photographer
9:20-9:35	Coffee break		
9:35-9:50	-Introduction to NEA report and its processes -Introduction of the principle of Free and prior and informed consent	Presentation	Dr. Seak Sophat, Co- chair of NEA
9:50-10:00	Presentation on Principle of Free, Prior and Informed Consent (FPIC)	Presentation	Representative of UNESCO Cambodia
10:00 – 10:45	Presentation on the current draft of the assessment (particularly the sections relevant to ILK) with indigenous peoples and local communities	Presentation	Mr. Seng Rathea (Chapter 2) Dr. Spoann Vin (Chapter 3) Dr. San Vibol (Chapter 4)
10:45 -11:00	Reflective Questions & Answers	Participants	Presenters and Participants
11:00-11:20	Presentation on ILK experiences on forestry and wildlife (from community organizations)	Presentation	Nature Life (based in Ratanakiri)
11:20-11:40	Presentation on ILK experiences on fisheries and wildlife (from community organizations)	Presentation	CEPA (based in Stung Treng)

Agenda of ILK Workshop

11:40-12:00	Presentation on ILK experiences on Protected Area management (from community organizations)	Presentation	CIPO (based in Mondulkiri)
12:00-12:30	-Reflections from the ILK holders Reflective Questions & Answers		Presenters and Participants
12:30 -13:30	Lunch		
13:30 – 15:30	Group discussions: ILK experiences and aspects for biodiversity and ecosystem management in the region. Divide the participants into eligible groups according to chapters required ILK integration, and their interest: 1. Group 1: Chapter 2 (ILK questions) 2. Group 2: Chapter 3 (ILK questions) 3. Group 3: Chapter 4 (ILK questions) 4. Group 4: Chapter 6 (ILK questions)		Facilitated by H.E Chan Somaly, Ms. Ly Vichuta, Dr. Seak Sophat, Mr. Seng Rathea
15:30 – 15:50	Coffee break		
15:50 – 16:20	Group presentation of results from discussion (10 min for each group) and questions and answers	Group representative	Facilitated by Dr. Chou Phanith, Dr. San Vibol
16:20- 16:40	Summary of the workshop results, and highlight the relevant ILK for each corresponding chapter	Summary	Mr. Chhinh Nith, NEA project Officer
16:40-17:00	Closing the workshop	Speech	Representative from UNESCO Cambodia Office

VIP and Key Presenters

On
**Indigenous and Local Knowledge for Biodiversity and
Ecosystem Services Management in Cambodia**

20 October 2022

GALAXY 2 Hotel, Banlung City, Ratanakiri

Organized by: University of Phnom Penh in Cooperation with Ministry of Environment

Funded by:  SvedBio







Nature Life (based in Ratanakiri)



CEPA (based in Stung Treng)



CIPO (based in Mondulakiri)

PRESENTATIONS OF NGOs

Interaction of Participants During Workshop



Group Discussions on ILK Question of 4 Chapters

Chapter 2: Value of Biodiversity and Nature Contributions to People

- ▶ How does nature contribute to indigenous peoples and local communities' livelihoods? (provisioning services)?
- ▶ How does nature contribute to indigenous peoples and local communities' culture, traditional practices, religious, beliefs, indigenous knowledge and language?
- ▶ Is there a connection between biological and cultural diversity in your community?
- ▶ What are the contributions of indigenous peoples and local communities in terms of their knowledge, practices and world views to the management and conservation of nature?



Group Discussions on ILK Question of 4 Chapters

Chapter 3: Status, Trends and Future Dynamics of BES

- What indigenous and local knowledge of forest/coastal conservation is being practiced in your community?
Traditional/indigenous conservation systems
- How has forest and biodiversity changed historically in your indigenous territories?
- How has this change of forest and forest resources affected your livelihoods and indigenous/traditional management systems of natural resources?
- How can ILK contribute to forest, biodiversity and ecosystem service protection and conservation in Cambodia?



Group Discussions on ILK Question of 4 Chapters

Chapter 4: Direct and Indirect Drivers of Change

- What are main factors/drivers leading to the loss of indigenous and local knowledge in your community?
- What are the main pressures and factors undermining indigenous management systems of natural resources?
- In your community, how is indigenous and local knowledge transferred to the young generation?



Group Discussions on ILK Question of 4 Chapters

Chapter 6: Governance and Policy Options

- Are there community by-laws and rules used to manage natural resources within your territory?
- ✓ If yes, how are they enforced and how effective are they?
- ✓ If yes, what are the punishment mechanisms for the offenders?
- ✓ If yes, are they compatible with national rules and regulations?
- Could you elaborate on community/indigenous management and governance systems of natural resources within your territory?
 - What policy responses, measures and processes exist for strengthening and improving the governance of nature and nature's contributions to people with regard to indigenous peoples and local communities and their knowledge and practices?
 - Are there policy frameworks needed to support intergenerational knowledge transfer, and preserve, restore and document ILK?



How you plan to weave/ incorporate ILK in the current order draft of the assessment

- Following the national workshop to synthesize the ILK practices collected from the two regional workshops, internal meeting with authors and co-authors is organized to review the ILK and their utilities for biodiversity and ecosystem services
- The ILK reports will be sent to appropriate specialists for comments and reviews which will be included into relevant chapters of NEA report
- Authors of concerned chapters of NEA report integrate the relevant ILK practices into their chapters
- Internal review and suggestion



Lessons Learnt from ILK Dialogue Workshop

- ▶ Support from UNESCO for both finance and tools for conducting the workshop to collect ILK from the IP provinces
- ▶ Cambodia NEA team has learnt new tools and methods on ILK collection, not only for NEA report, but also for further research and teaching
- ▶ Legal support from government ministries on indigenous people rights and culture and they are addressed in the national policy and regulations
- ▶ Existing organizations and networks on IP so that we are able to invite the right IP to workshop
- ▶ New IP tools and methods on conservation of biodiversity and ecosystem services management that are worth considering to include into NEA report of relevant chapters
- ▶ Voices and concerns of IP on ILK practices for Biodiversity and Ecosystem services have been addressed widely and nationally
- ▶ Authors of concerned chapters of NEA report realized the importance and existence of ILK in Cambodia, and review the consistency of all NEA report chapters
- ▶ New opportunity to disseminate the NEA progresses to relevant stakeholders, not only for IP, but also concerned government agencies and NGOs

Recommendations for Tranche III Countries

- ▶ The ILK components should be reviewed and considered during the scoping stage of NEA project so that resources of both technical and financial can be secured in the beginning
- ▶ Identification of IPs and relevant stakeholders for consultation workshop, and representatives of all IP groups should be considered and invited to the workshop “no one is left behind”
- ▶ Proper coaching on application of ILK guideline by UNESCO to country team with appropriate time
- ▶ The workshop on ILK should be combined with field visit to capture the real ILK practices on the ground to nearby IP villages
- ▶ Proper training on extraction of ILK practices for relevant chapters of NEA report
- ▶ International workshops on sharing the ILK findings from NEA countries



Thank You!



Post-Conference Reflection Questions on Structuring ILK

Tranche III Countries (DR, MW + TH)

- ▶ How to cohesively synthesize ILK in the scoping report?
- ▶ How is the ILK structured in the chapter outline? i.e., independent chapter vs weaving
- ▶ How are you planning to incorporate ILK within the assessment policy questions? i.e., independent ILK policy question or sub-policy questions focusing on ILK?
- ▶ How to enhance collaboration between ILK authors and other authors in the evaluation?

Botswana

- ▶ How do you plan to engage ILK holders in the scoping process?
- ▶ What are the foreseen challenges of engaging indigenous peoples and local communities?

Tranche II Countries

- ▶ How to cohesively synthesize ILK in the current order draft of the assessment and in the SPM?
- ▶ How to increase ILK interest and enhance collaboration between social and natural scientists to enhance ILK inclusion and coherence throughout the chapters?
- ▶ Any further ILK support needed in the evaluation stage?