

From scoping to Evaluation

Mainstreaming ILK in the Evaluation



NEA Global Workshop

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Venue: Cambridge, United Kingdom

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Agenda

- ▶ Recap of ILK from previous sessions
- ▶ Mainstreaming ILK in the evaluation
- ▶ Malawi journey of transition to the evaluation
- ▶ Q&A Session

Recap from your Previous Capacity Building Sessions



Why Embrace Diverse Knowledge Systems

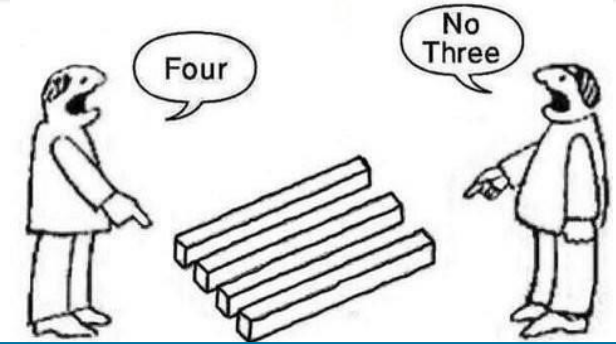
Complex and interconnected environmental problems

- ❖ IPLC's knowledge (ILK)
- ❖ IPLC's Customary governance
- ❖ IPLC's ethical principles & practices



- Policies**
- ❖ May be impacted by policies
 - ❖ Kunming-Montreal GBF
 - ❖ NBSAPs

Solutions to addressing complex env'tal problems

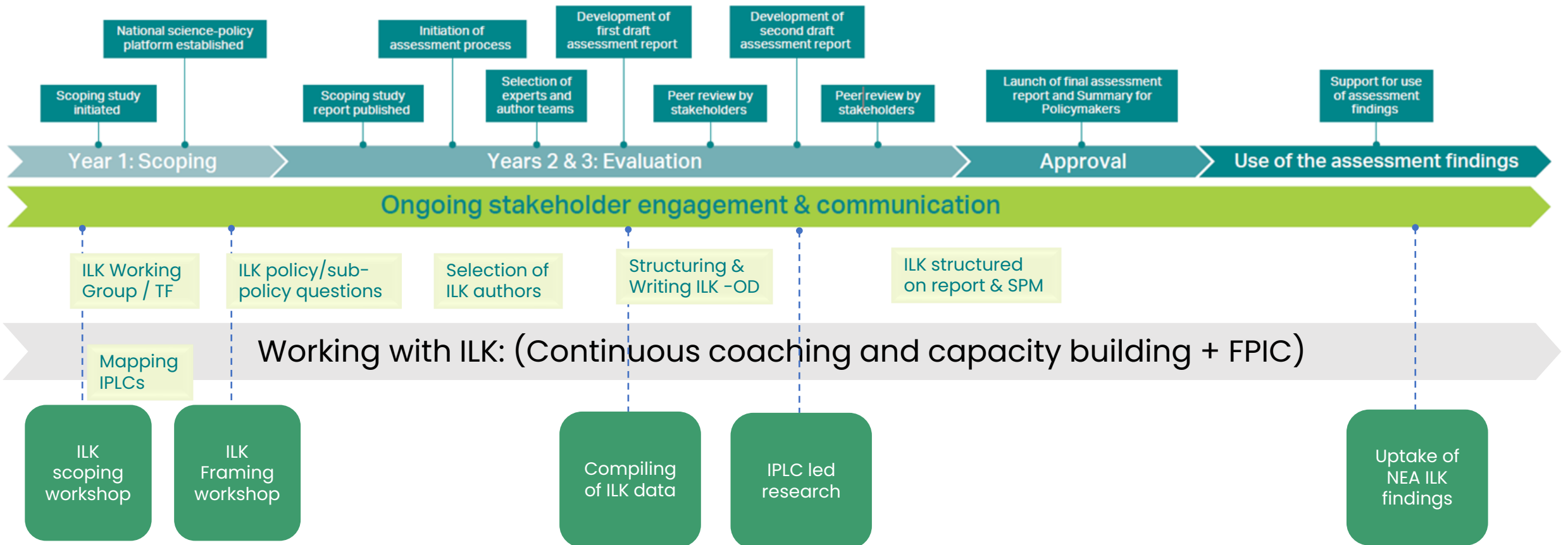


- Seeing the world in different lenses
- New insights and perspectives
- Door to a wealth of knowledge
- Biocultural diversity understanding
- Breaking barriers & building bridges across knowledge systems

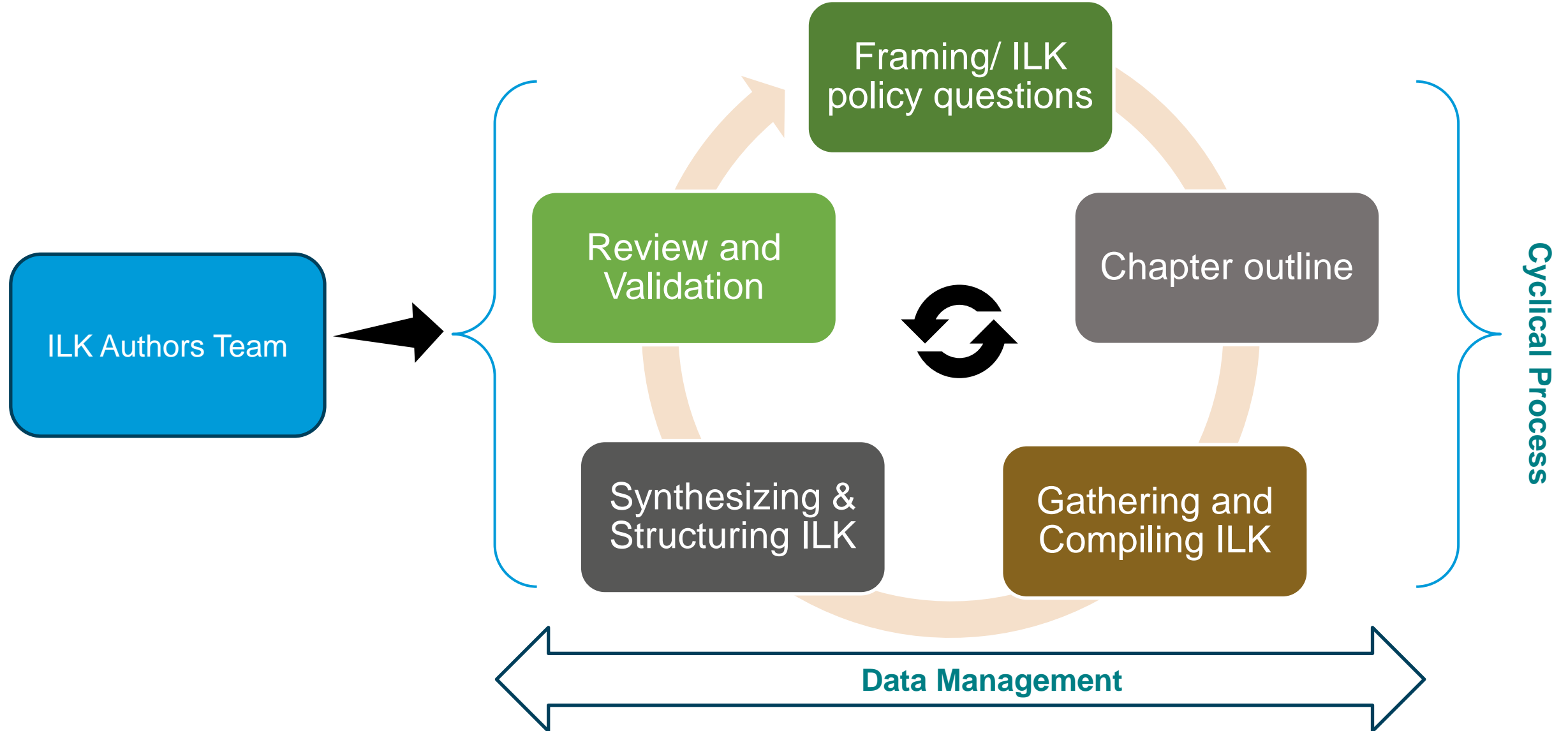
Mainstreaming ILK in the Evaluation Process of the NEA



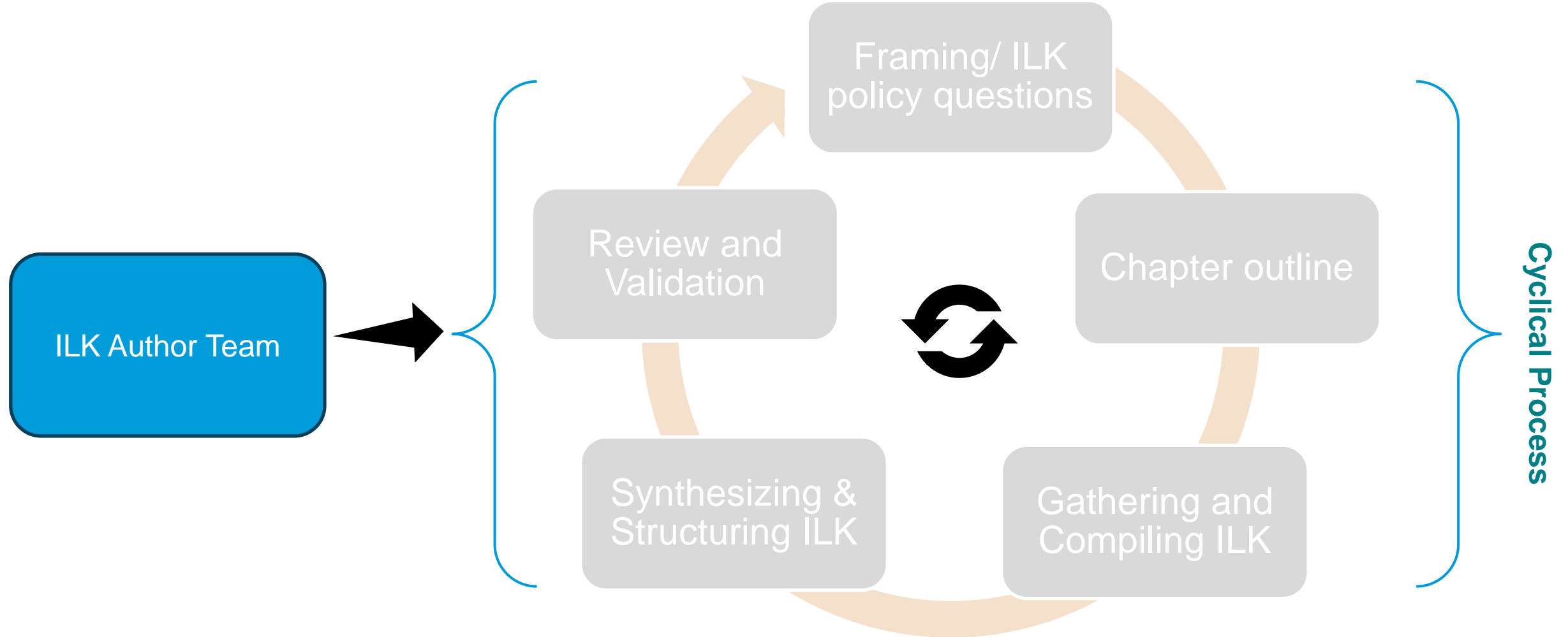
ILK in the NEA Process



ILK Process in the Evaluation Phase



ILK Process in the Evaluation Phase: ILK Authors Team



ILK Authors Team

- Modified to fit the structure of Tranche III authors selection

ILK Authors Selection Progress

- **Botswana:** ILK lead author
- **Dominican Republic:** 3 ILK authors
- **Thailand:** 1 ILK lead author and 7 associate authors – including ILK holders)
- **Malawi:** 1 ILK coordinator, 1 ILK lead author, 8 co-authors, & 2 research fellows

Recommendation

- Working structure for ILK authors team, i.e., working group or taskforce

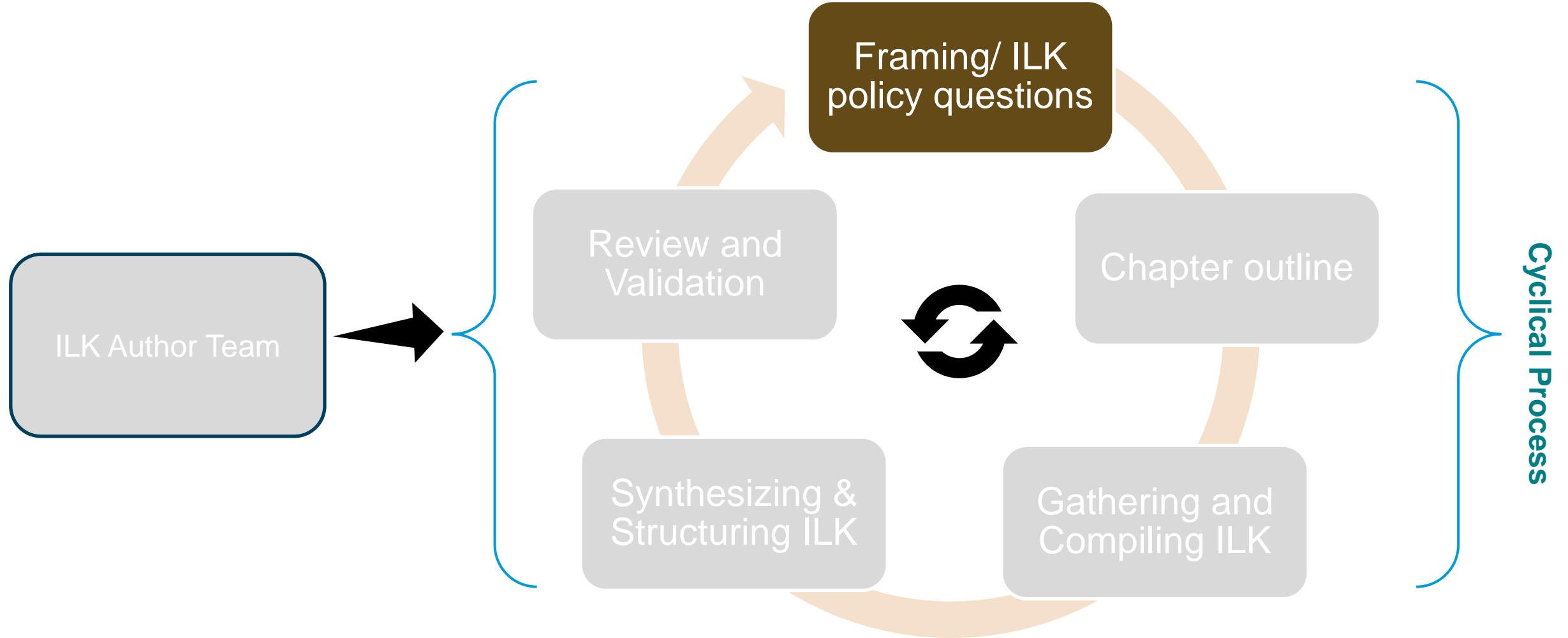
Consider

- Engaging contributing authors in advanced stage of evaluation

Role of ILK lead author:

- Liaison with chapter lead authors to ensure chapter coherence
- Negotiating and agreeing with other lead authors, i.e., on confidence level for joint findings (science and ILK)

ILK Process in the Evaluation Phase: ILK Sub-Policy Questions



ILK Policy Questions & Sub-Policy Questions

Standalone ILK policy questions:

- ▶ **Dominican Republic:** *How is local and traditional knowledge valued in the management of biodiversity and the services offered by ecosystems?*
- ▶ **Botswana:** *What roles can local communities and their traditional knowledge play in enhancing biodiversity and sustainable management of ecosystems in Botswana?*

Sub-Policy Questions (Derived from Applicant General Policy Questions) – Could guide weaving

Cambodia NEA Chapter 3: Policy Question 2.1

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?

Cambodia NEA Chapter 3: Developed sub-policy questions based on ILK dialogue workshop):

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

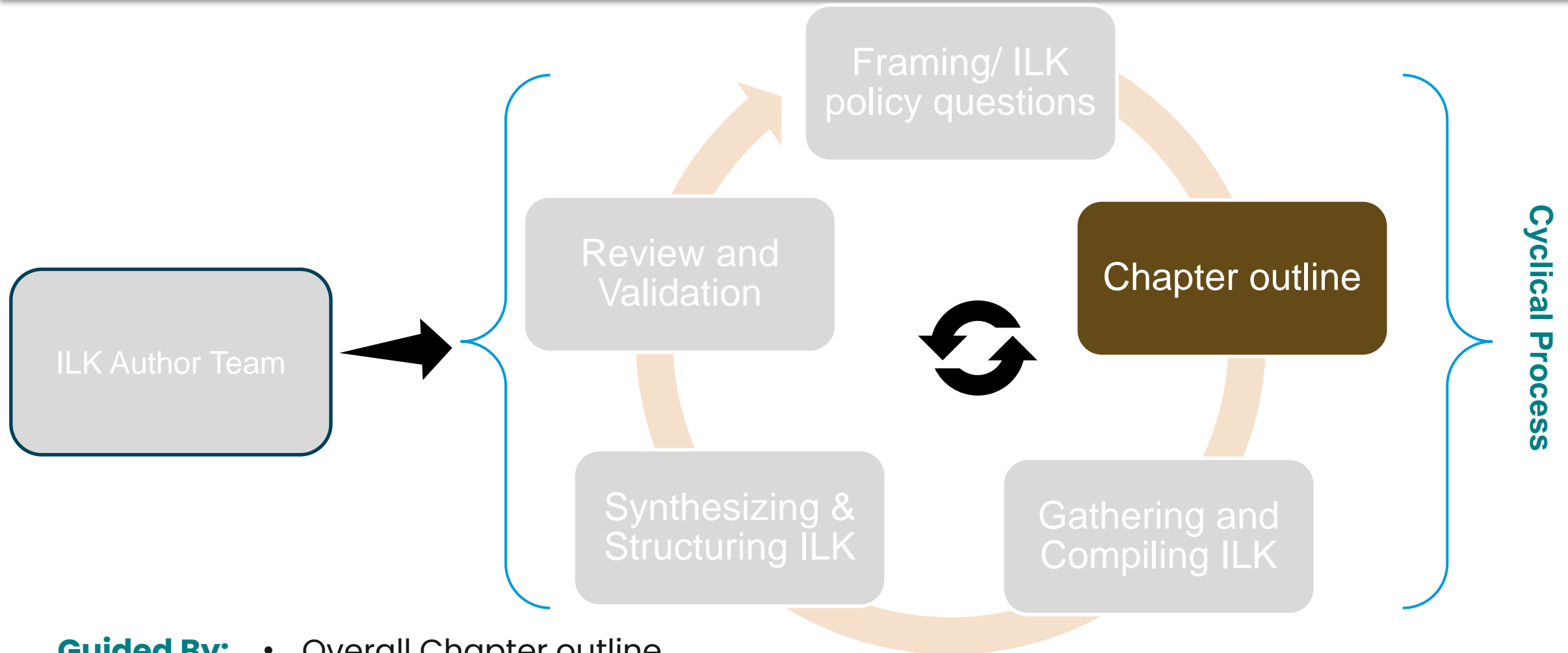
or How as forest and biodiversity changed historically in Indigenous territories?

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

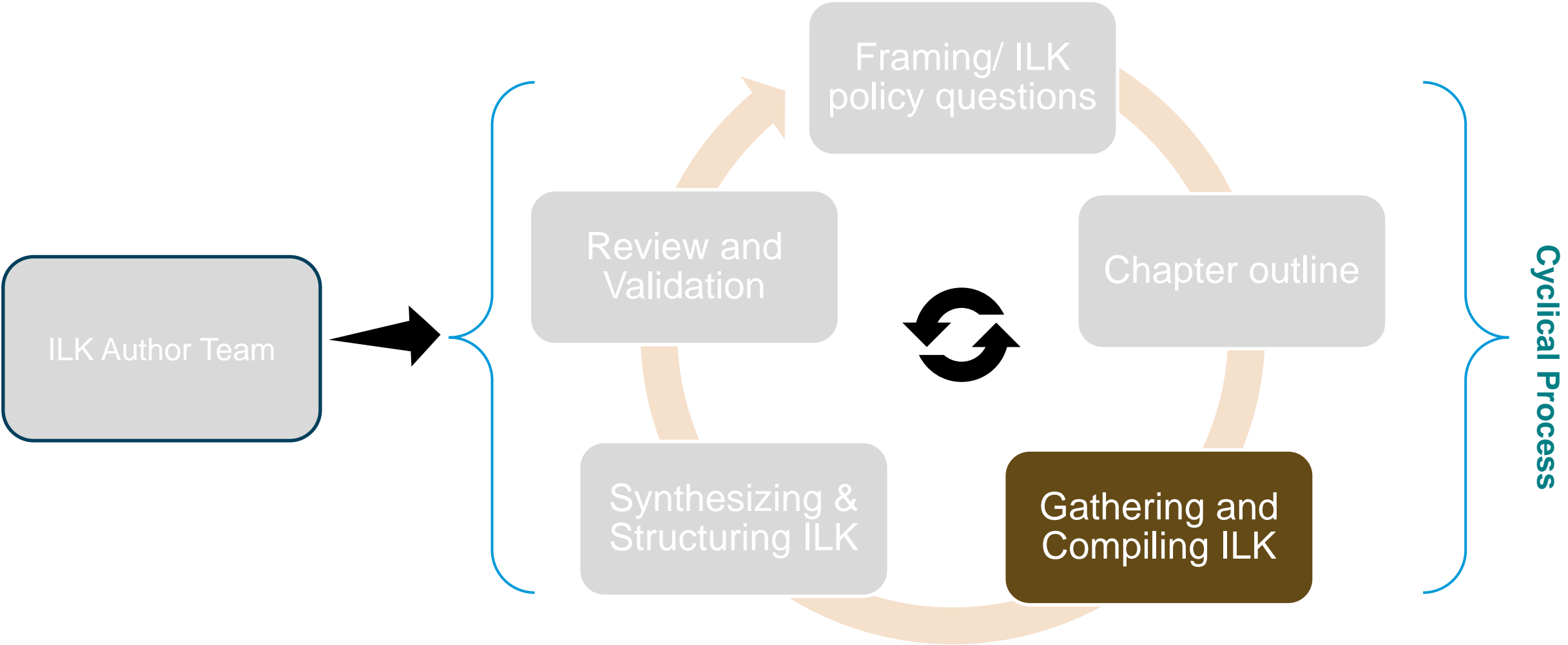


Developing Chapter Outline for ILK content

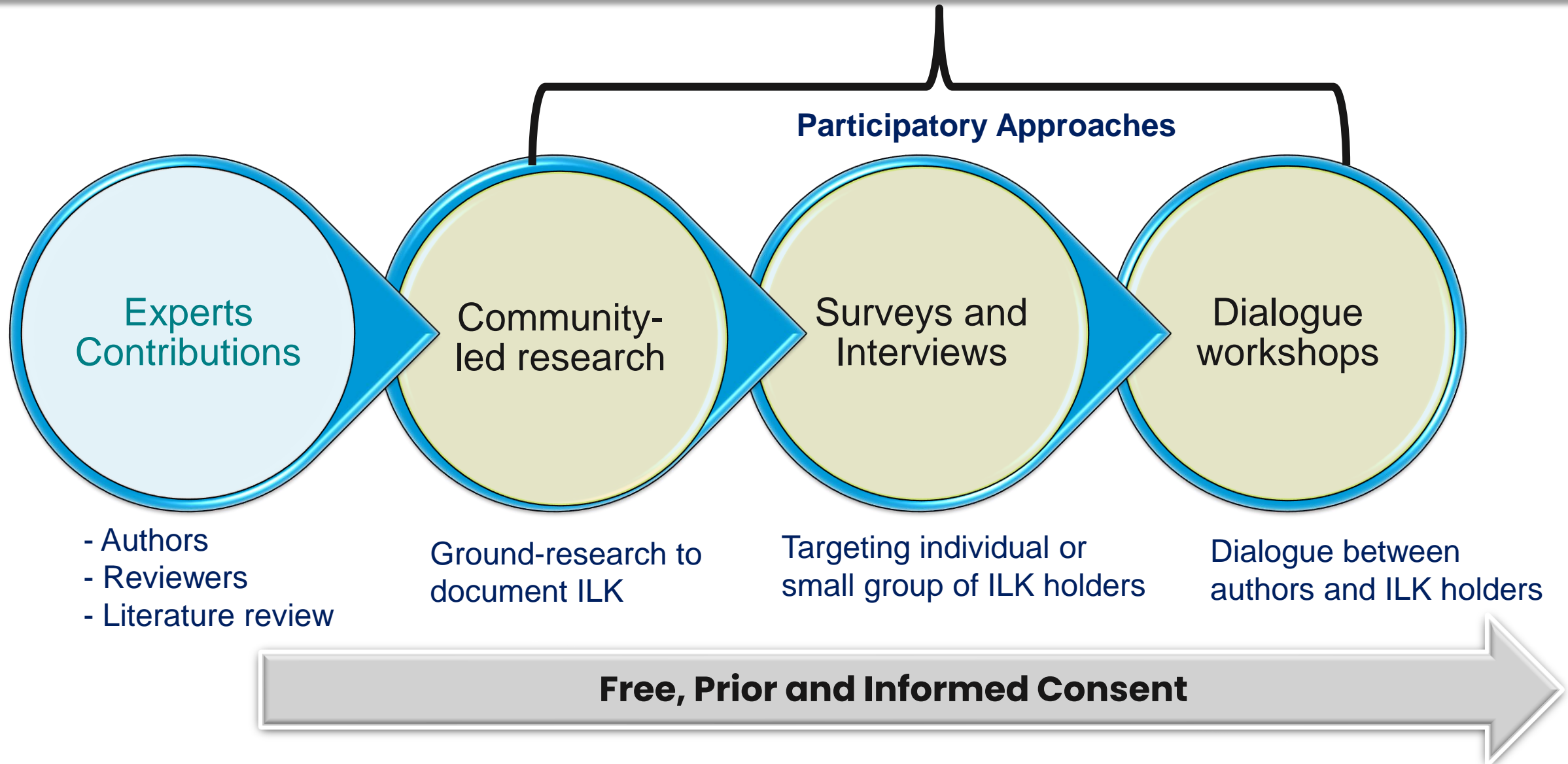


- Guided By:**
- Overall Chapter outline
 - Policy questions
 - ILK Policy Questions

ILK Process in the Evaluation Phase: Compiling ILK



How Gather and Compile ILK in the evaluation stage



1. Experts Contributions

Gathering and Compiling ILK

NEA ILK Guiding Foundation

- Key ILK policy questions
- ILK authors team
- ILK TWG

1. Extensive **review of literature** (peer-reviewed and gray literature, artworks, community reports, videos)
2. Inviting **contributing authors** (to write portions of specific content/text) from ILK holders and experts
3. Issue an **online call for contributions** in specific areas – authors compile contributions
4. **Participatory ILK research** for missing data or oral ILK (could be captured in the main text or as case studies)

Comprehensive Literature Review:

- ❖ Critical in compiling available (published and reported) ILK
- ❖ Identifying data gaps and informing “participatory research and call for contributions”

2. Dialogue Workshops

Community Dialogues

- Target a specific community
- Open to all community members
- Effective to developing a community decision/product
- Could be community hall discussion or field-based discussions

Walking Workshop

- In-situ approach
- Field-based discussion
- May engage internal and external knowledge holders
- Led by a local guide/ knowledge holders
- Interaction with ecosystem (observation + discussion)

ILK Dialogue Workshops

- Bring together different knowledge holders (national or regional workshops)
- Cross-knowledge exchange among holders
- **Scoping Stage: Scoping/Framing workshop** – for developing key themes
- **Evaluation Stage:** for sharing and cross-fertilization of ILK + assess confidence level
- **Validation Stage: Review workshop:** For reviewing and validation results

BES-Net Trialogues

- For multi-stakeholder engagement (Science-Policy-Practice), including ILK holders
- IPLCs duo roles: knowledge holders and practitioners
- Acknowledge power imbalance among stakeholders and knowledge holders
- Organized at optimum time in NEA

3. Community-led Research

Indigenous-led methods

- Indigenous valuation of ecosystem services

Participatory mapping techniques

- Direct-to-digital mapping
- Participatory 3-D modelling
- MAPEO

Participatory Temporal Analysis

- Ecological calendars
- Trend Analysis



	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Nov	Dec
Weather											
Floods											
Crop farming	Preparing land for planting		sowing 			Harvest 	Harvest 	Prepare land	Sow 		Harvest
Livestock keeping	Grazing in montane zone			Lowland grazing			Foothill grazing			Lowland grazing	

An Ecological calendar

4. Surveys and Interviews

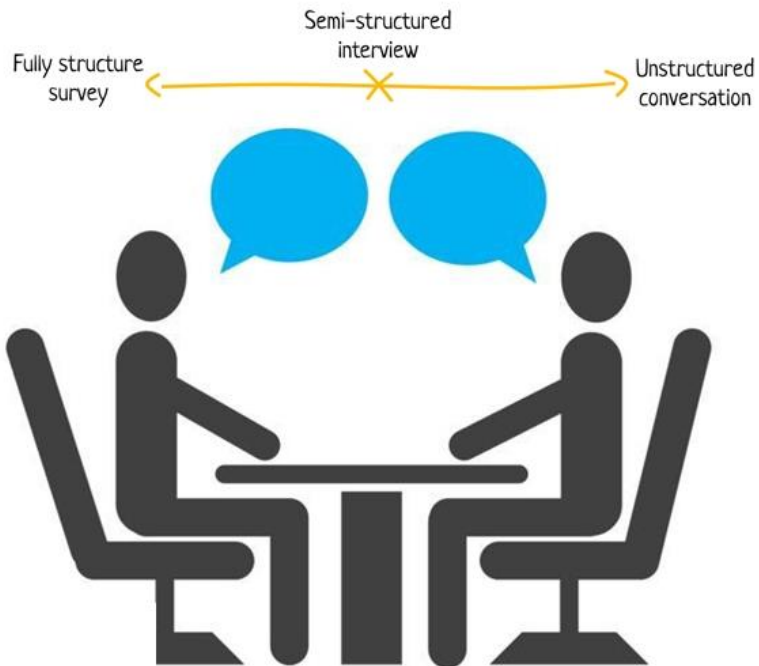
Yarning/ storytelling and dialogue with ILK holders



FGDs



Semi-Structured Interviews

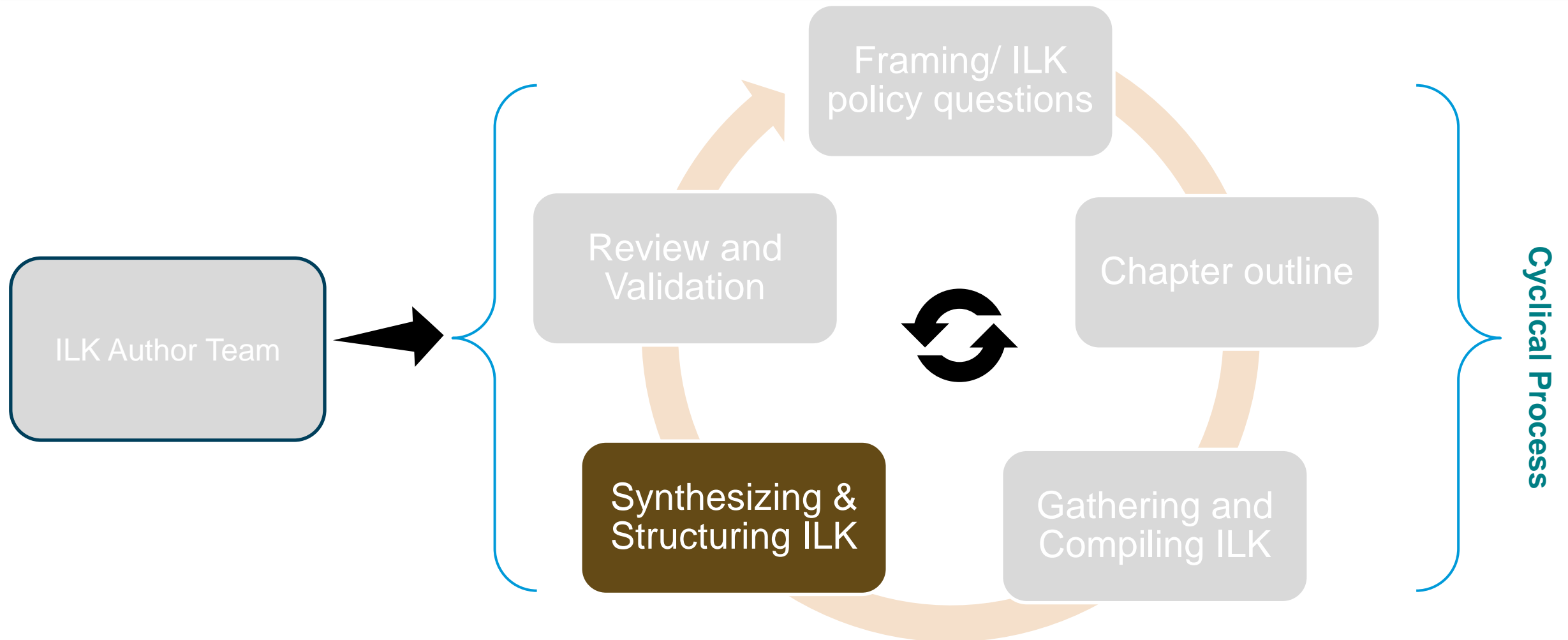


Questionnaires

Student Course Evaluation Questionnaire
(To be filled by each Student at the time of Course Completion)

Questionnaire	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
1. The course objectives were clear	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The Course workload was manageable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The Course was well organized (e.g. timely access to materials, notification of changes, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I think the Course was well structured to achieve the learning outcomes (there was a good balance of lectures, tutorials, practical etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The learning and teaching methods encouraged participation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The overall environment in the class was conducive to learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Classrooms were satisfactory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. The Course stimulated my interest and thought on the subject area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. The pace of the Course was appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Ideas and concepts were presented clearly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. The method of assessment were reasonable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Feedback on assessment was timely	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Feedback on assessment was helpful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. I understood the lectures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. The material was well organized and presented	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. The instructor was responsive to student needs and problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Had the instructor been regular throughout the course?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. The material in the tutorials was useful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. I was happy with the amount of work needed for tutorials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. The tutor dealt effectively with my problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ILK Process in the Evaluation Phase



Synthesizing and Structuring ILK in the NEA

ILK Structure is determined by the Chapter Outline

Potential ILK Structure:

- a) Separate Chapter, or
- b) Woven throughout the report

Weaving:

- › Negotiating and embedding ILK findings along with science scientific findings
- › ILK dedicated sections within the chapter

Note:

- › **Synthesis** could incorporate case studies and text boxes in both structures

Important to:

- › Explicitly refer to ILK/IPLC
- › Cite appropriately
- › Qualitative information

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.

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:

Weaving + Dedicated ILK Sections within Chapters

IPBES Global Assessment on BES (2019)

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

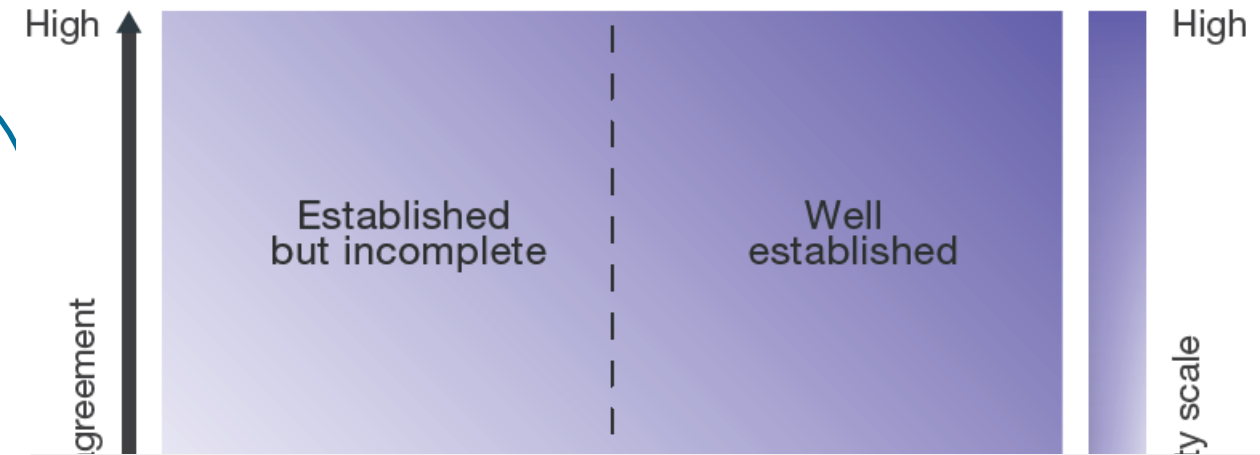
- ▶ Offer flexibility and freedom in writing based on chapter focus (Capturing different conceptualizations).
- ▶ Integrative chapter's background, summary and conclusions
- ▶ Assessment themes/policy questions jointly addressed by different knowledge systems

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

Synthesis: Assessing ILK Confidence Level: 4 Box model

- ❖ Assign confidence terms within ILK system, rather than through scientific criteria (i.e., ILK dialogue workshop, expert opinion of ILK experts)
- ❖ It might be essential to develop separate key messages and confidence rating for scientific and ILK
- ❖ ILK dialogue workshop – critical in assessing confidence terms
- ❖ Limitation of confidence terms based on literature review – ILK documentation?



CAPACITY-BUILDING MATERIAL FOR NATIONAL ECOSYSTEM ASSESSMENTS

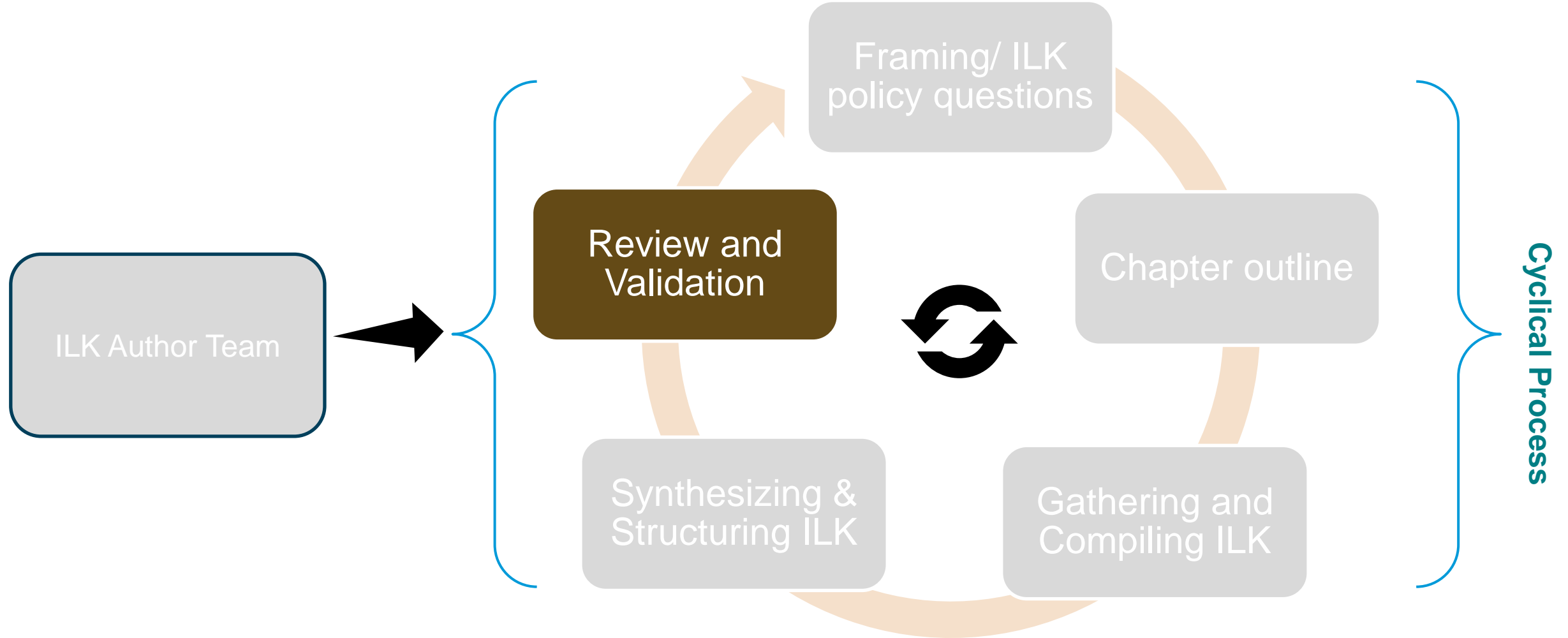


CONFIDENCE TERMS -
EVALUATION STAGE



unesco

ILK Process in the Evaluation Phase: Review



ILK Review and Validation

Options

- ILK holders/experts' representation in your respective **National Biodiversity Platform** (NBP): Malawi
- Developing an independent **ILK Advisory Board** to give recommendations to the author team and NBP: Botswana
- **ILK Review Dialogue Workshop** with IPLCs (maybe once 1st or 2nd order draft is ready)
 - › Review workshop could support in assigning confidence level

Transition to the Evaluation Phase: Malawi NEA ILK Journey

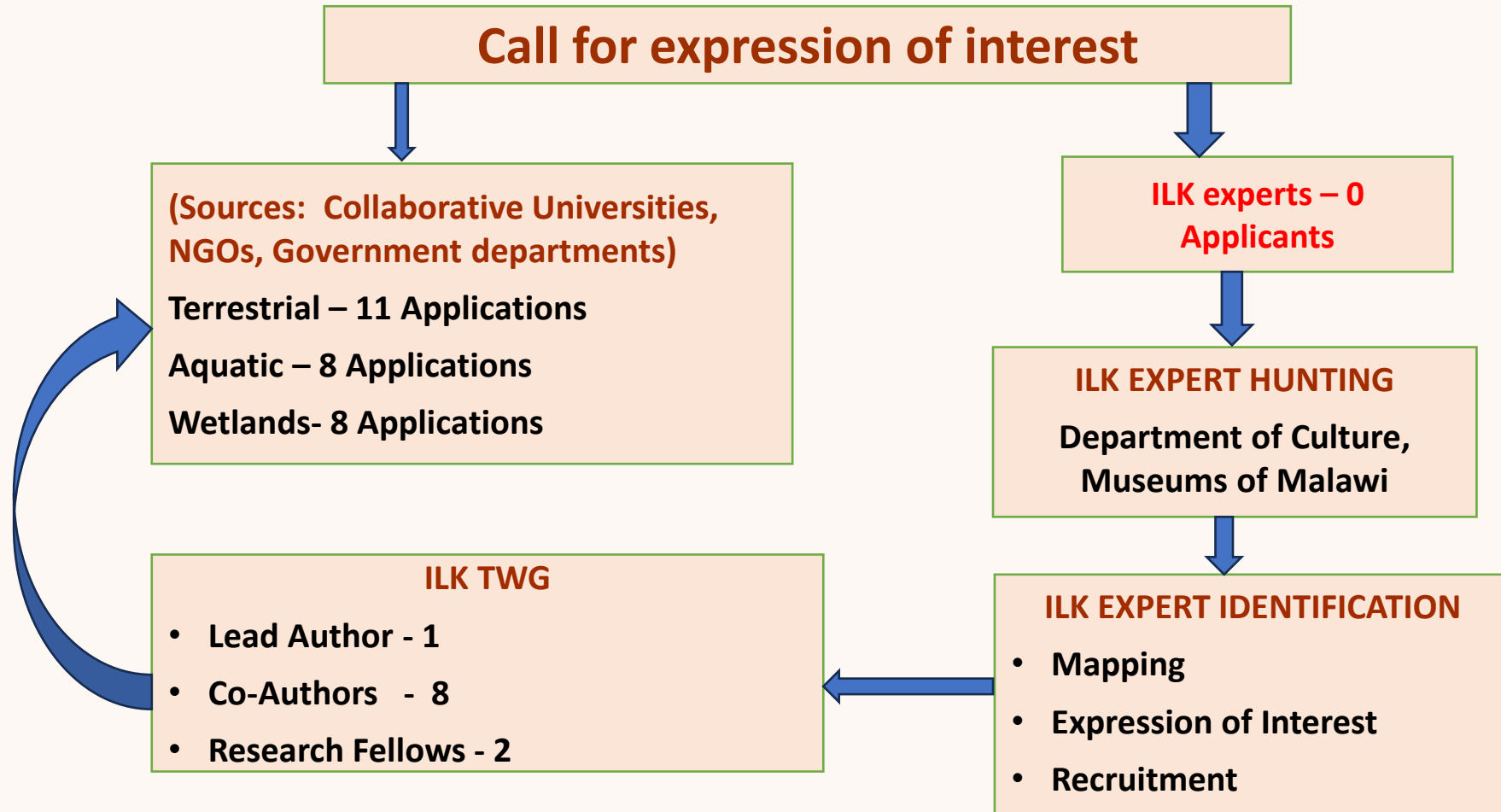
Alice Kammwamba

NEA Project Officer and ILK Coordinator

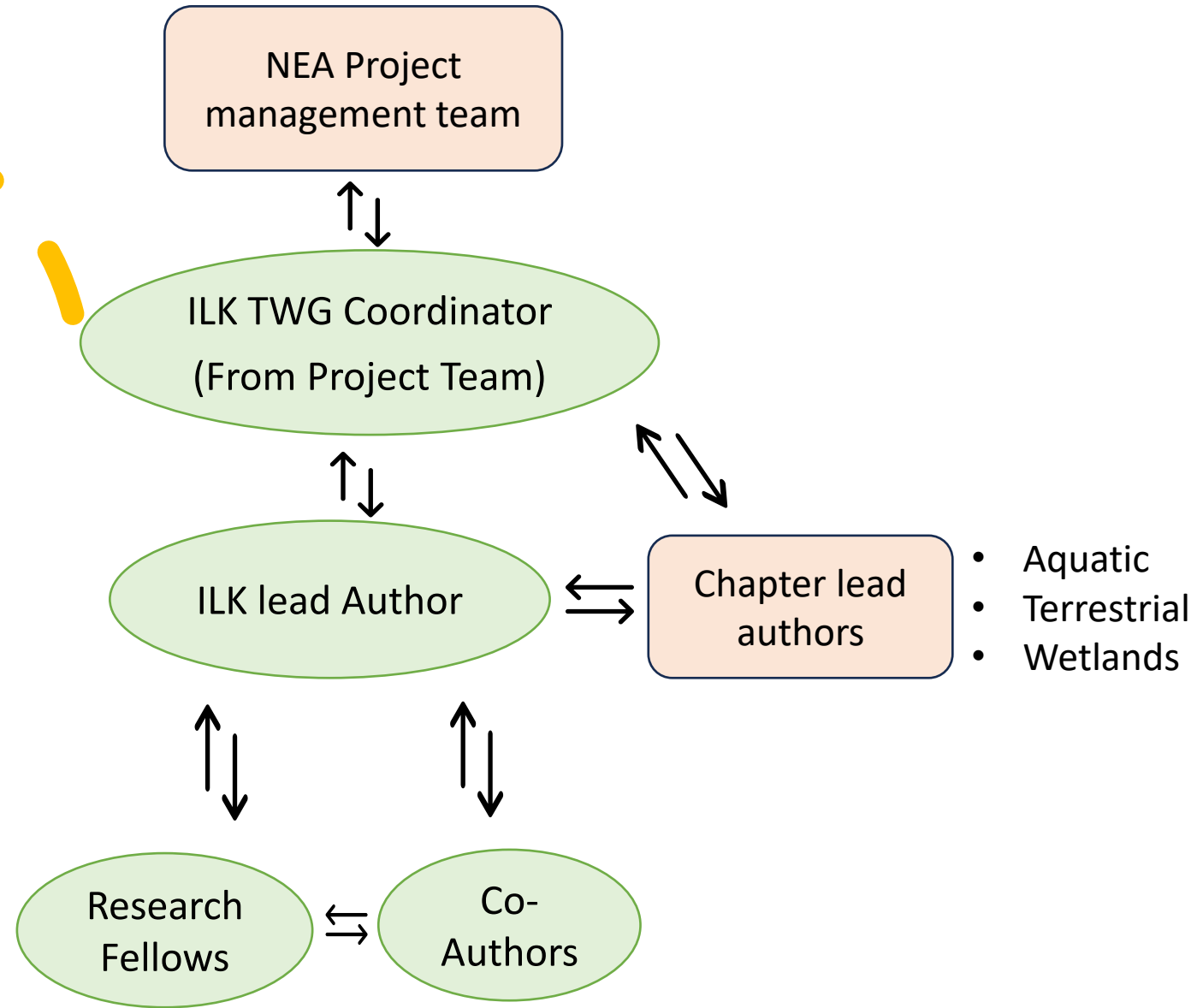
Lilongwe University of Agriculture and Natural Resources



AUTHORSHIP RECRUITMENT PROCESS - MALAWI



AUTHORSHIP COORDINATION



Structure of the Malawi ILK Technical Working Group (TWG)



Malawi ILK TWG

NEA Role	Description of Roles within ILK TWG	No. of people
ILK coordinator	<ul style="list-style-type: none"> • Liaise with the Malawi NEA project management team, as the team member, for co-planning of the ILK work • Providing overall guidance to the ILK TWG and providing feedback on the progress of ILK TWG to the Malawi NEA management team • Coordinate with UNESCO on ILK support and guidance 	1
ILK lead author	<ul style="list-style-type: none"> • Lead the ILK write-up in all the assessment chapters • Liaise with other chapter lead authors to ensure ILK coherence • Liaising with ILK coordinator about ILK work 	1
ILK authors	<ul style="list-style-type: none"> • Support the lead author in the ILK write-up 	8
ILK research fellows	<ul style="list-style-type: none"> • Support ILK authors in the ILK write-up 	2
Total no. of the Malawi ILK TWG		12

2023-2024: ILK ROAD MAP

	Activity	Time frame					
		2023		2024			
		Nov	Dec	Jan	Feb	Mar	Apr
Immediate fieldwork	Data collection						
	Transcriptions and translations						
	Data analysis						
	Report Writing						
	Internal review						
Developing ILK Structure	Discuss chapter outlines with other TWGs						
	Developing ILK sub-policy questions (guiding questions)						
	Mainstreaming ILK in chapter outlines						
Drafting Zero Draft	Literature review						
	Write-up						
	Gaps identification						
Gap filling	Second phase of field data collection						
	Inviting contributing authors						
	Online call for contributions						
Capacity building	Chapter coherence (All TWGs)						
	Data management (All TWGs)						
	Assigning confidence levels (ALL)						





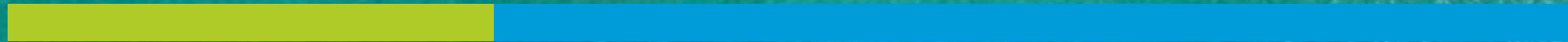
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Q&A





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