



SESSION 1

MULTIPLE EVIDENCE BASE (MEB) APPROACH



@Ulvi Safari on Unsplash

HOUSEKEEPING



Recording: This workshop will be recorded and will be uploaded to our NEA Initiative website. If you have any issues with this, please let us know.



Microphone and Camera: Your microphone will be muted throughout the workshop.



Questions: If you would like to comment or ask a question during the Q&A session, please raise your hand or type it in the chat function accessible from the bottom of your screen.



Support: If you have any technical issues, please send a direct message to [Technical Support **Alexandra Garcia** via the chat.

Workshop Agenda

12:10 – 12:15	Welcoming remarks – UNESCO
12:15 – 12:40	Introduction to the Multiple Evidence Base (MEB) approach
12:40 – 13:10	Q & A on practical & technical issues relating to MEB approach
13:10 – 13:17	Introduction to UNESCO's resources around working with ILK
13:17 – 13:25	Q&A on ILK inclusion
13:25 – 13:30	Closing remarks

Welcoming remarks

Nigel Crawhall

Chief of Section,
Local and Indigenous Knowledge System (LINKS),
Division for Science Policy and Capacity Building,
Natural Science Sector,
UNESCO



Multiple Evidence Base (MEB) Approach

Maria Tengö

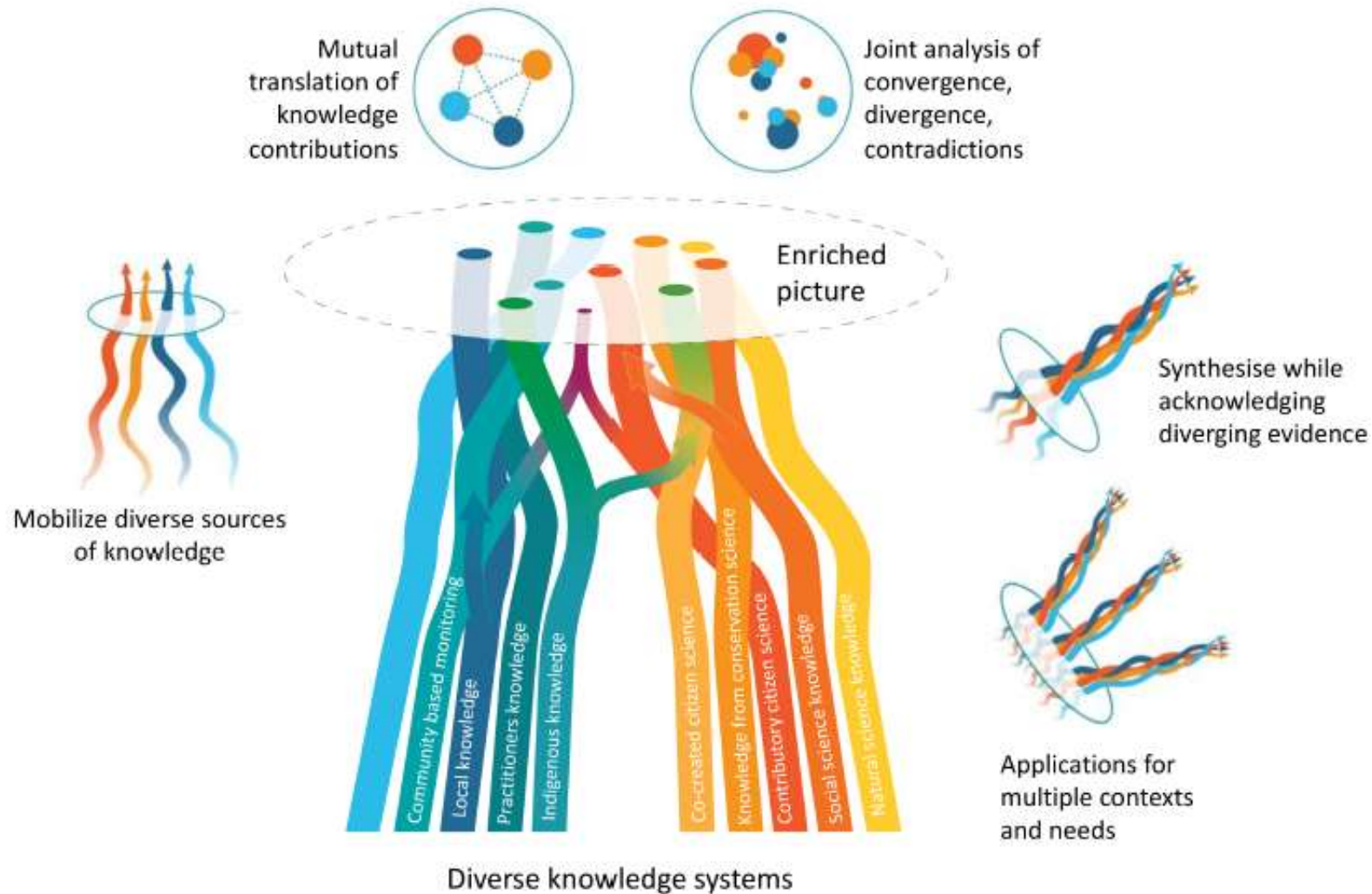
Pernilla Malmer

SwedBio at
Stockholm Resilience Centre

Weaving knowledge for ecosystem governance – a Multiple Evidence Base approach



A Multiple Evidence Base approach to connect across knowledge systems



Multiple Evidence Base (MEB) approach

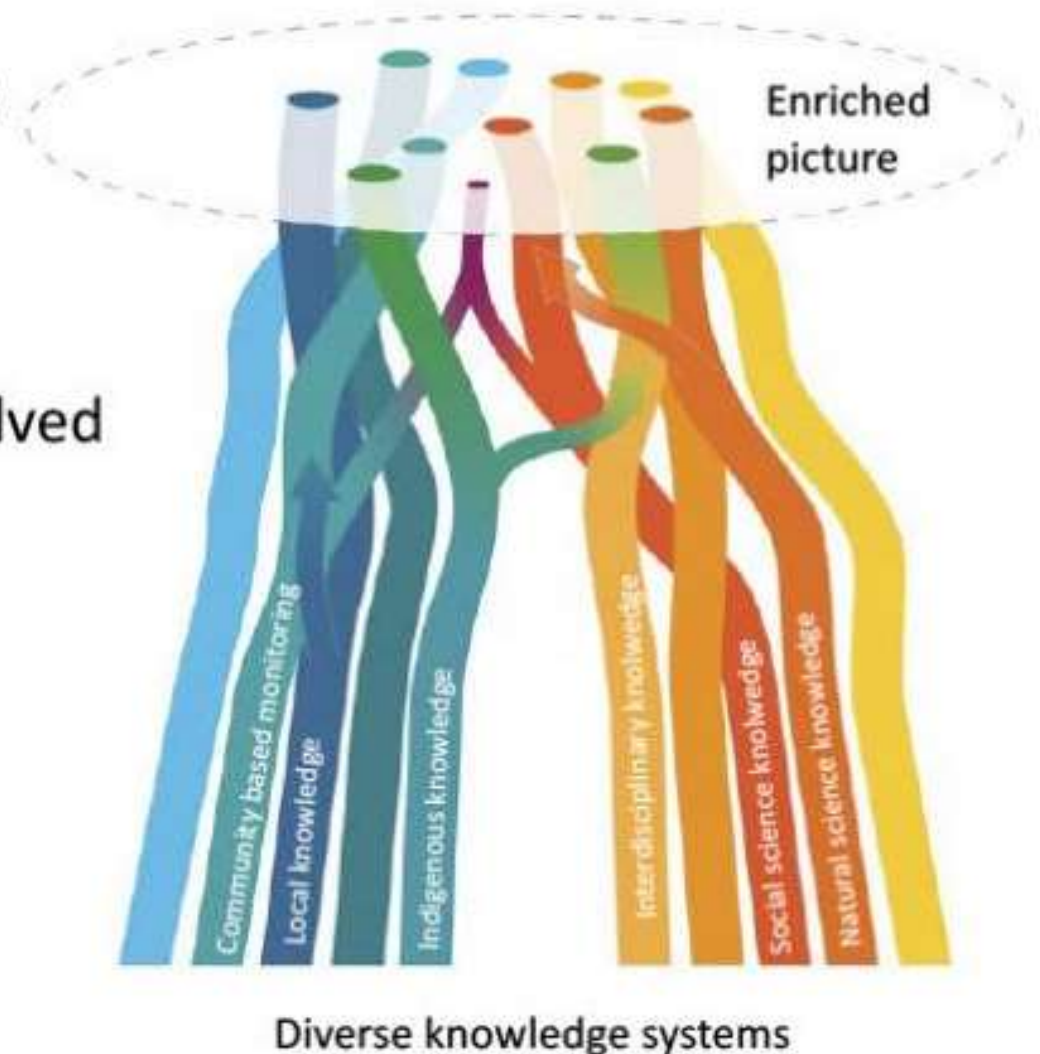
Pluralism and integrity of knowledge systems

Complementarity and coexistence

Equity, reciprocity, and usefulness for all involved

Quality and integrity of knowledge – but:

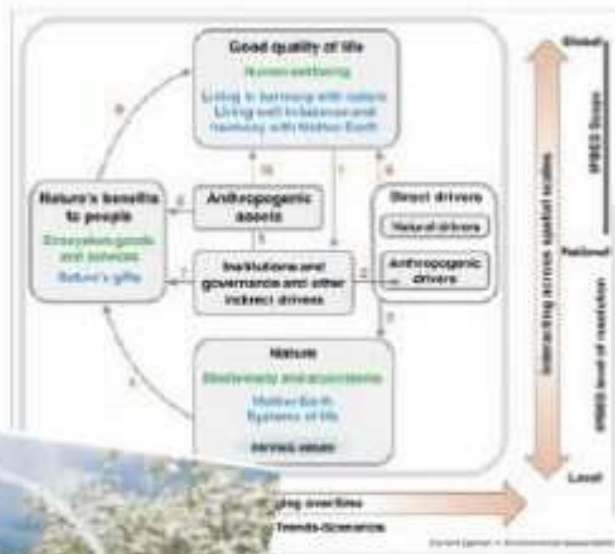
- also about justice and human rights....
- critical governance of ecosystems....
- transformative change....



The Intergovernmental Science-Policy Platform on Biodiversity and Ecosystem Services (IPBES)

Explicitly requests ILK contributions

- First thematic assessment: Pollinators, Pollination and Food Production – piloting rules and procedures
- Global Assessment: particular attention to the situations and threats for Indigenous and local knowledge and practices.



IPBES working with ILKS

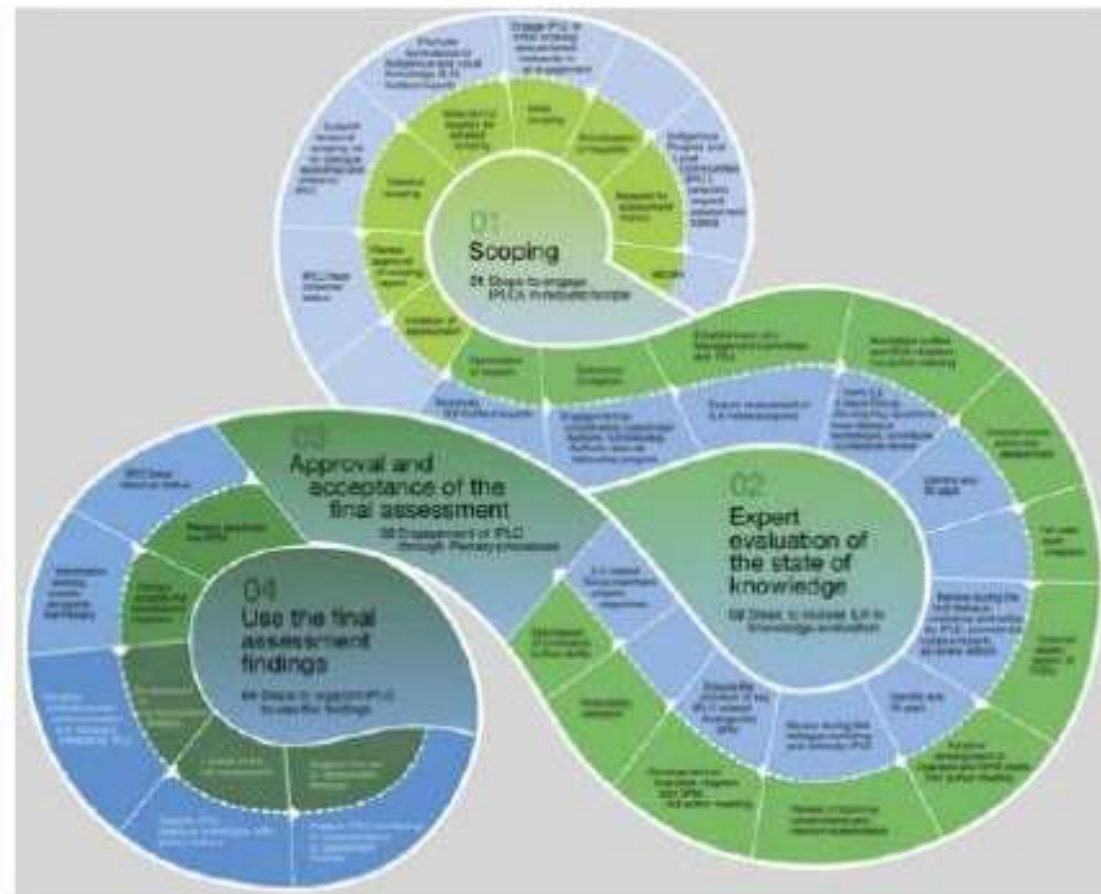
Key practices:

- Care and mutuality
- Strengthen Indigenous Peoples and Local Communities and their knowledge systems
- Support knowledge exchange
- Respects rights
- Free Prior and Informed Consent

→ Guiding questions: biodiversity contributions, issues, policy for IPLCs

→ Multiple entry points throughout assessment procedures

→ **Effective empowering dialogues**



DOMESTICATION



a Domesticating and maintaining crops...



b ... and animal breeds

CREATING NEW ECOSYSTEMS

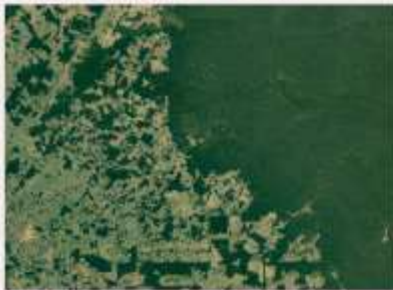


c Creating cultural landscapes with enhanced habitat heterogeneity

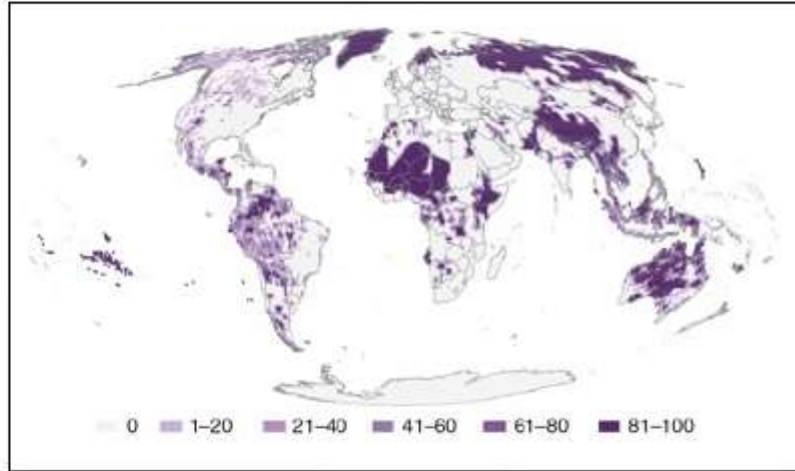


d Developing production systems with a multitude of domestic and wild species

PROTECTION



h Preventing forest loss



SUSTAINABLE USE, MANAGEMENT, AND MONITORING



e Habitat management



f Wild species management



g Restoration

CONCEPTS



i Alternative values and worldviews

IPBES 2019
Garnett et al. 2018

Indigenous and local knowledge systems

“Nature is generally declining less rapidly in indigenous peoples’ land than in other lands

- but is nevertheless declining, as is the knowledge of how to manage it”.

IPBES 2019

Photos credits: (a) CEAC/Saravio Campol; (b) GFAD/Vyacheslav Oshchepko; (c) ©Daniel Fabian; (d) ©Daniel Fabian; (e) ©Habitat Brega Brn; (f) Vadiwa; (g) ©Rochelle Ordanaz/CLF; (h) Google Maps; (i) ©Daniel Roseman, Japurna.

Great potential! But some key issues....

- Validation.....
 - Power inequities between actors
 - Plural and contested claims to rights and knowledge
 - Difference in worldviews that limits mutual comprehension and respect
 - Historical and on-going injustices
- Not participating on equal terms



(Hill et al. 2020; Parsons and Fischer 2020; Latulippe and Klenk 2020)

Weaving knowledge for ecosystem governance

- among indigenous, local, and scientific **knowledge systems**
- in contexts beyond the local (IPBES, CBD)
- **dialogues** – series of events, on-going process
- "co-producing knowledge about how to co-produce knowledge"
- in **partnership** with community organizations



Centres of Distinction on Indigenous and Local Knowledge

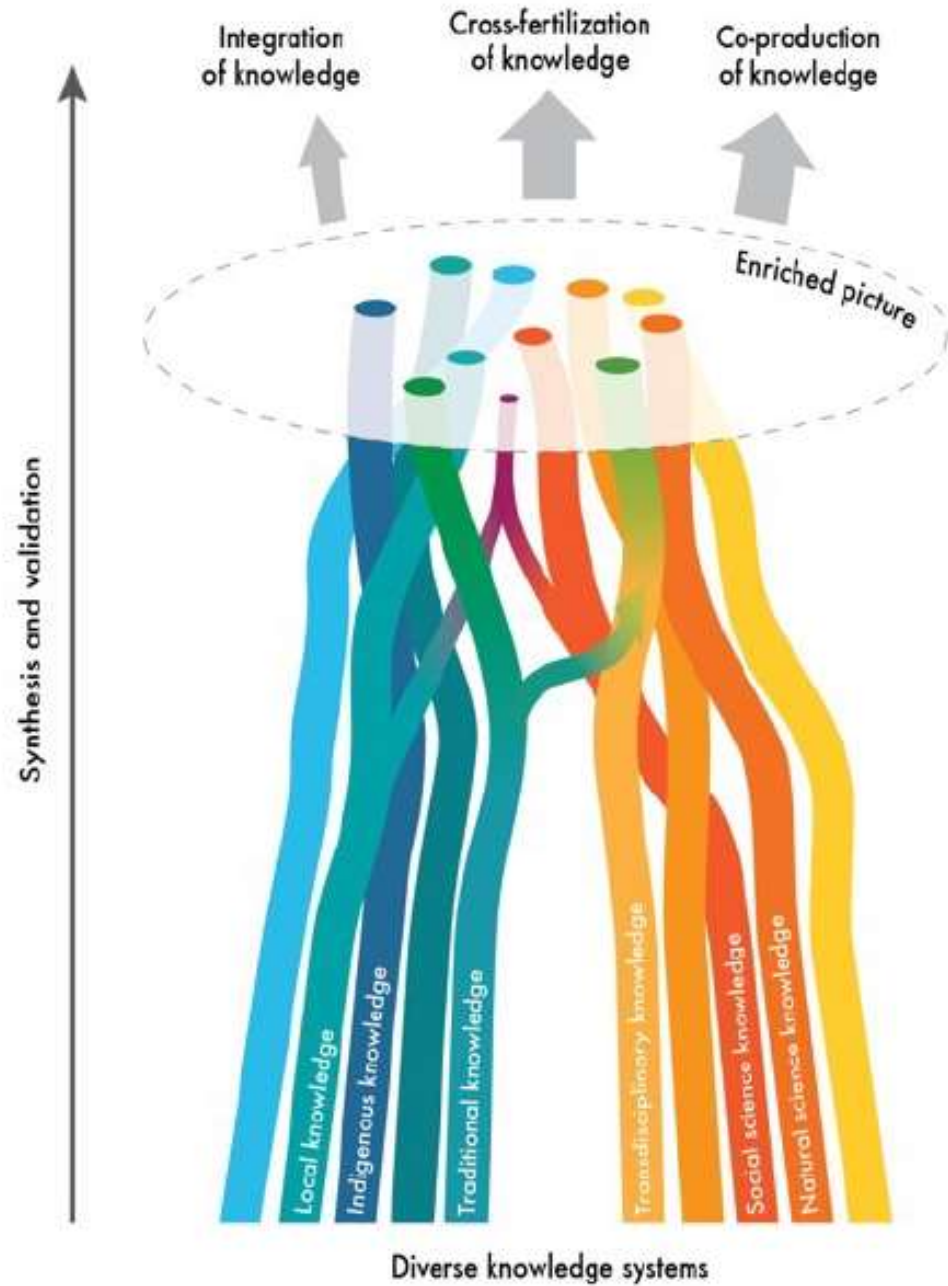


Indigenous and Local Knowledge Systems

As applied in IPBES (see Hill et al. 2020)

“Bodies of integrated, holistic, social and ecological knowledge, practices and beliefs pertaining to the relationship of living beings, including people, with one another and with their environments”

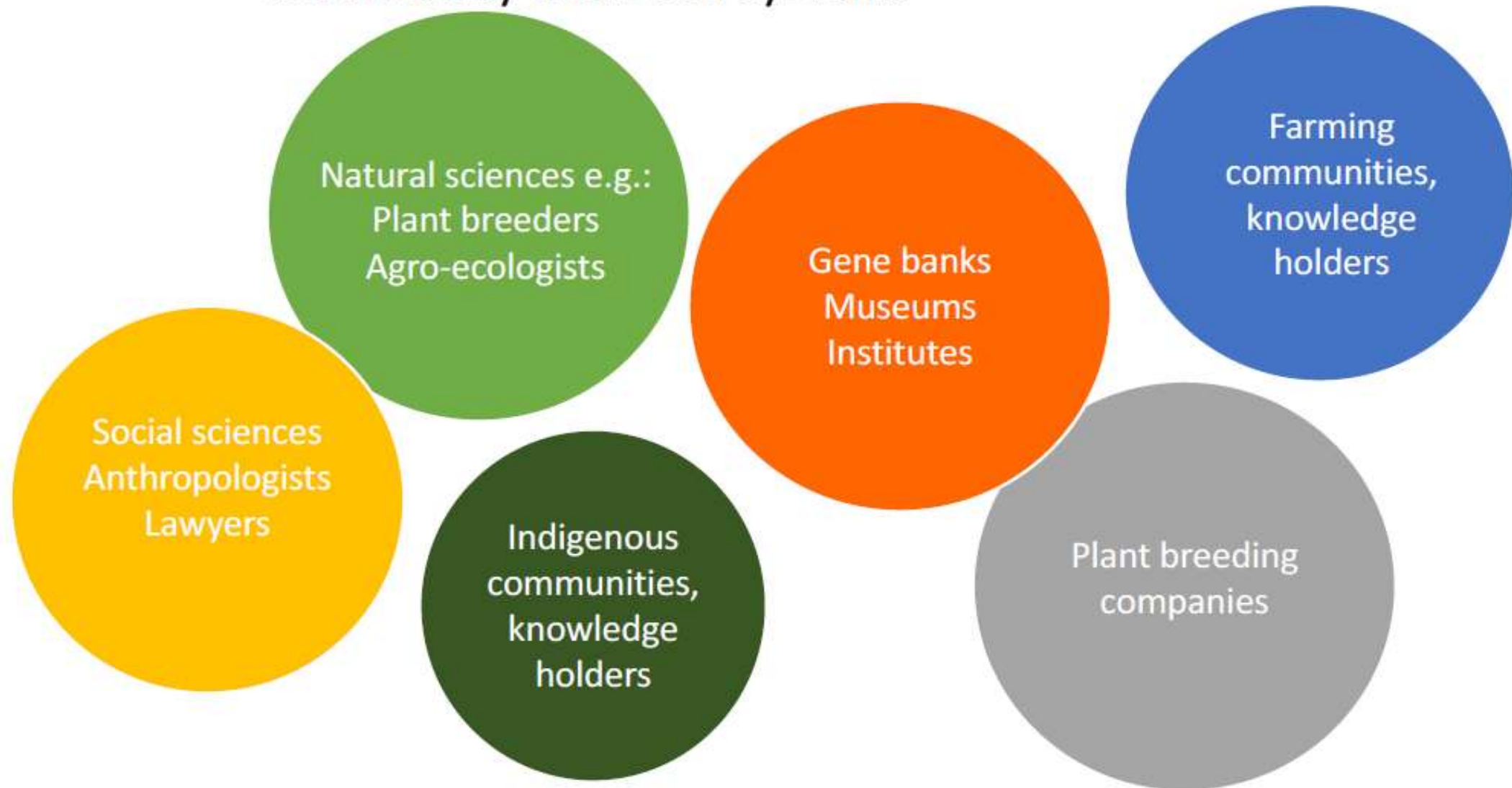
- **grounded in territory**, is highly diverse and is continuously evolving through the interaction of experiences, innovations and various types of knowledge
- provide **information, methods, theory and practice** for sustainable ecosystem management.
- **empirically tested, applied, contested and validated** through different means in different contexts.



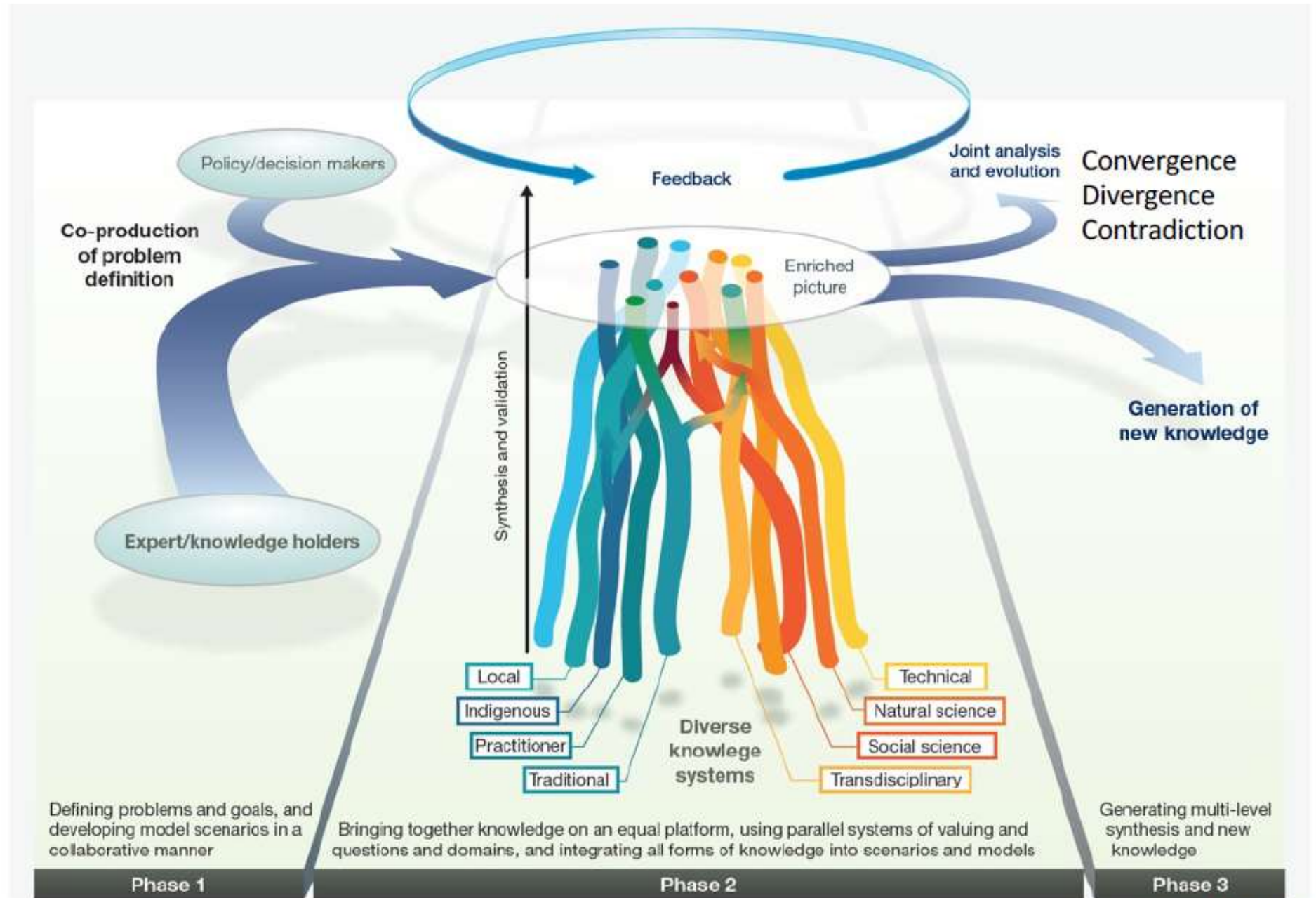
The Multiple Evidence Base approach

- Complementarity and coexistence
- Emphasize knowledge systems and their integrity
- Validation within knowledge systems
- Pluralism and integrity of knowledge systems
- Equity, reciprocity, and usefulness for all involved
- Dialogues

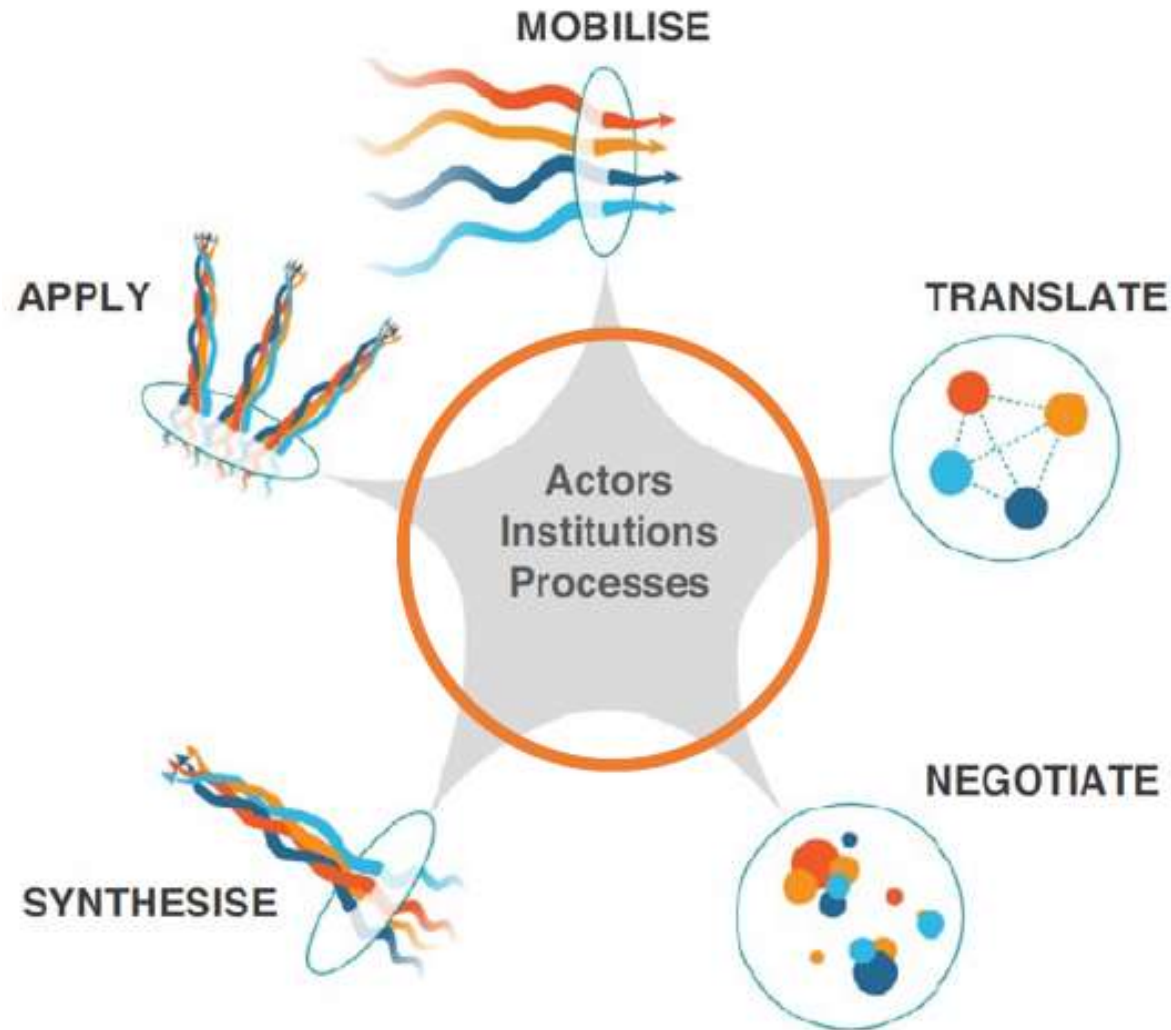
Spheres of knowledge about agricultural biodiversity and seed systems



Multiple Evidence Base approach (MEB)



Guidance for diverse *knowledge systems*



How were diverse knowledge systems' **actors** engaged? Who?

How were **institutions** involved?

Did the **processes** provide for equity and power-sharing?

Dialogue across Indigenous, local and scientific knowledge systems reflecting on the IPBES Assessment on Pollinators, Pollination and Food Production

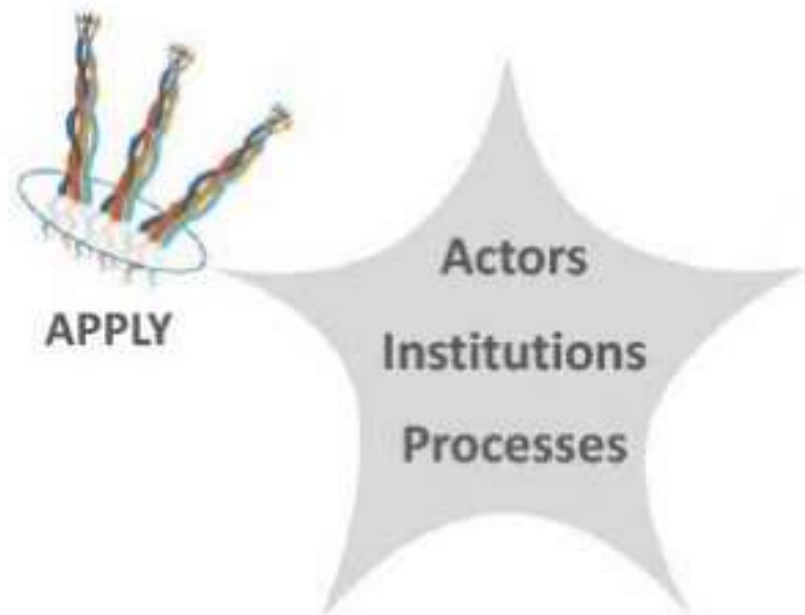
21th to 25th January 2019 • Chiang Mai and Chiang Rai, Thailand
Workshop report

- Planned and executed in partnership with IPLC organizations – multiple objectives
- Held in indigenous territory, with walks guided by ILK holders to interact closely with biocultural/social-ecological systems and knowledge.
- Boundary work to facilitate equal and constructive interactions.
- Open seminar day with Chiang Mai University and government representatives



Malmer, P., Tengö, M. (eds) 2019.
www.swed.bio

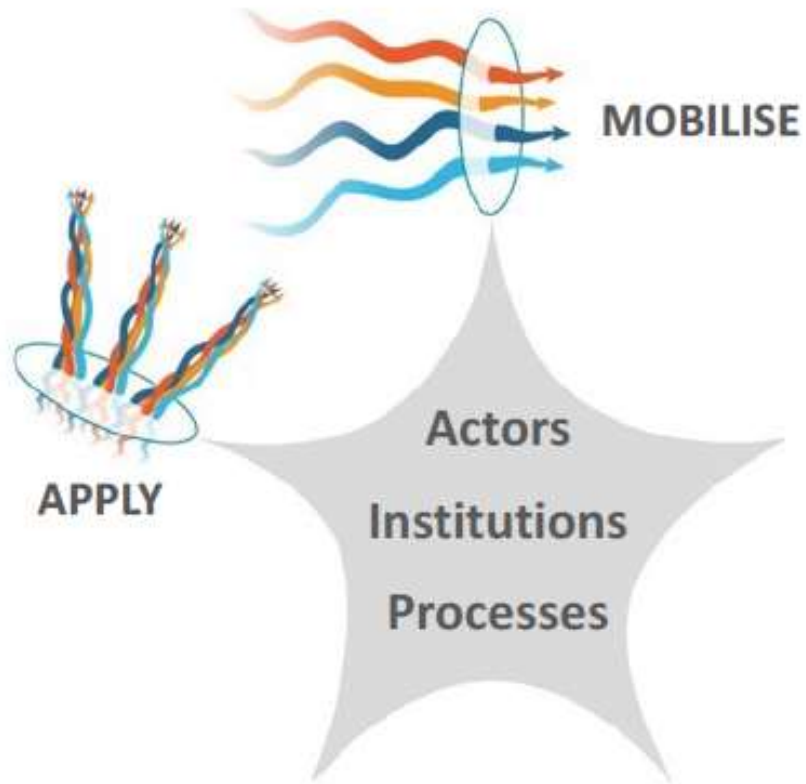
Apply: thinking about usefulness for all involved



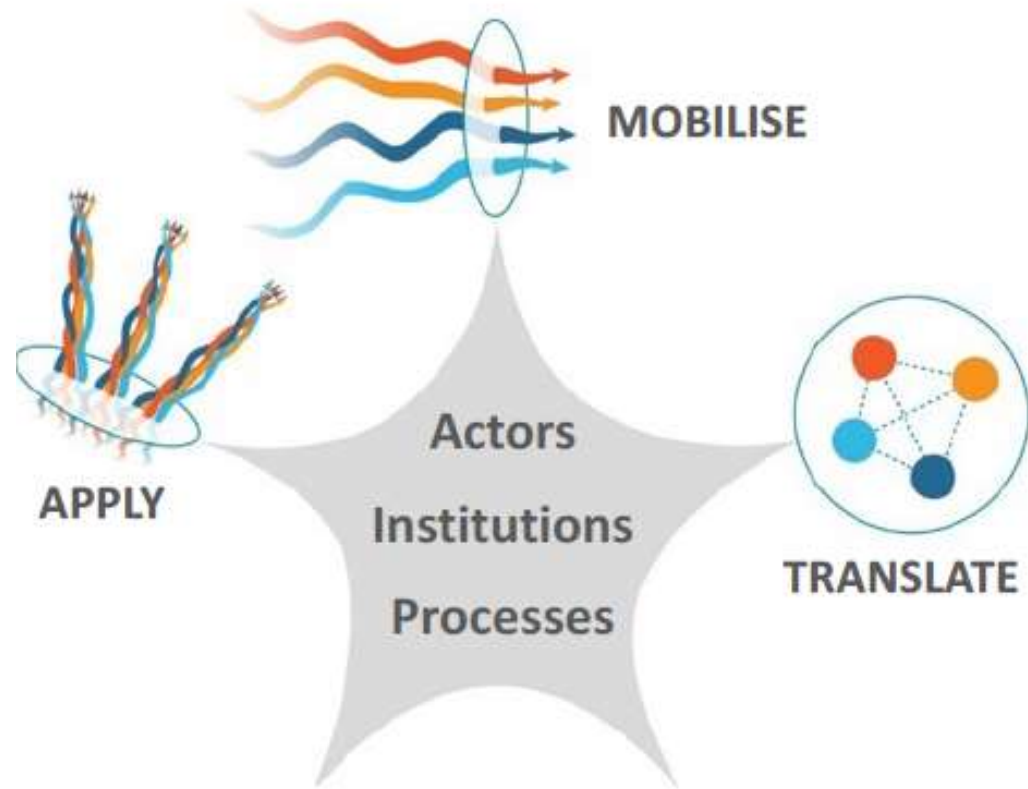
(Multiple) objectives for the dialogue:

- To review key messages of the IPBES Pollination Assessment
- Contribute to method developments for IPBES procedures and approaches to work with Indigenous and local knowledge
- Contribute and link Karen local indigenous knowledges to the science-policy interface, as a way to strengthen its recognition, and contribute to sustainable development.
- Support the uptake of the IPBES Pollination Assessment in local, national and international policy.

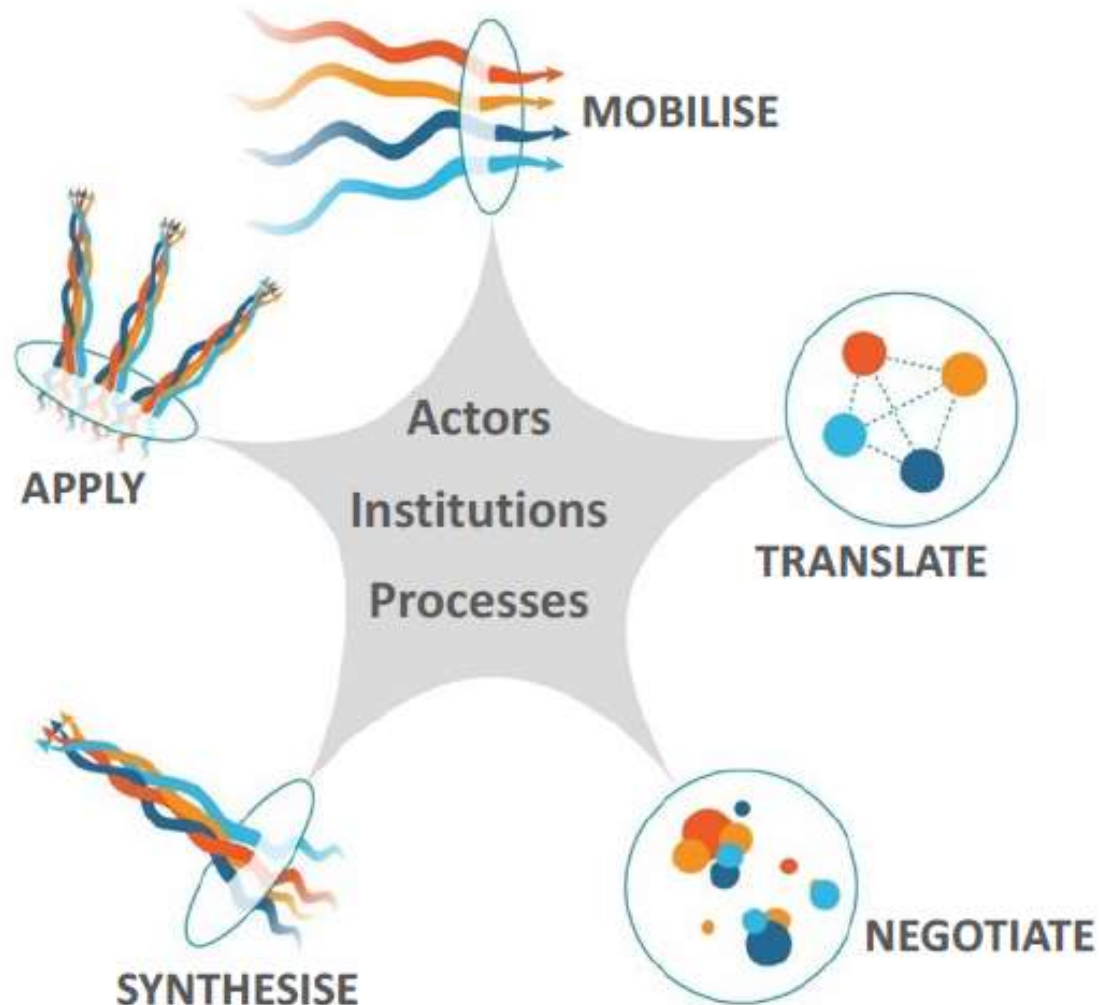
Mobilize: empower knowledge and knowledge holders



Translate: facilitate mutual understanding



Negotiate: discuss and acknowledge convergence, divergence
→ develop mutually respectful representations



Synthesize: bring together and shape broadly accepted common know-ledge bases



A photograph of a waterfall with people swimming and climbing. The waterfall is on the left, with water cascading over a rocky ledge. A person is climbing the rock face. In the pool below, several people are swimming. A large log is leaning against the rock. The background shows trees and a clear sky.

Thank you!

Pernilla.malmer@su.se maria.tengo@su.se

www.swed.bio

www.stockholmresilience.org

SwedBio
A programme at Stockholm Resilience Centre

How would this work for you?
Let's discuss!





Q&A

Indigenous & local knowledge - Resources for the *evaluation stage*

Joseph Karanja

Associate Project Officer (BES-Net),
Local and Indigenous Knowledge System (LINKS),
Division for Science Policy and Capacity Building,
Natural Science Sector,
UNESCO



Working with ILK in the NEA Evaluation Stage

Scoping

- Mapping ILK holders and intermediaries
- ILK taskforce
- Scoping/framing workshops
- ILK lead authors nomination and selection
- Tentative overarching ILK research questions/issues



Evaluation

- **Gathering and synthesizing information**
 - Literature search (peer reviewed and grey)
 - Participatory action research
 - Call for contributions from ILK holders and intermediaries
 - Contributing authors
- **Writing**
 - Woven throughout the text
 - Boxes and case studies
 - Separate chapter
- **Review and Validation**
 - ILK dialogue workshops



Participatory ILK Research Methods

- **Workshops**
 - ❖ ILK dialogue workshops
 - ❖ Walking workshops
- **Community-led research**
 - ❖ Participatory mapping techniques (i.e. Participatory 3-D modelling, direct to digital mapping)
 - ❖ Ecological calendars
 - ❖ Trend analysis
- **Surveys and interviews**
 - ❖ Yarning/story telling
 - ❖ Semi-structured interviews
 - ❖ Questionnaire survey



unesco



Q&A



Closing remarks



Peter Bates

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UNESCO



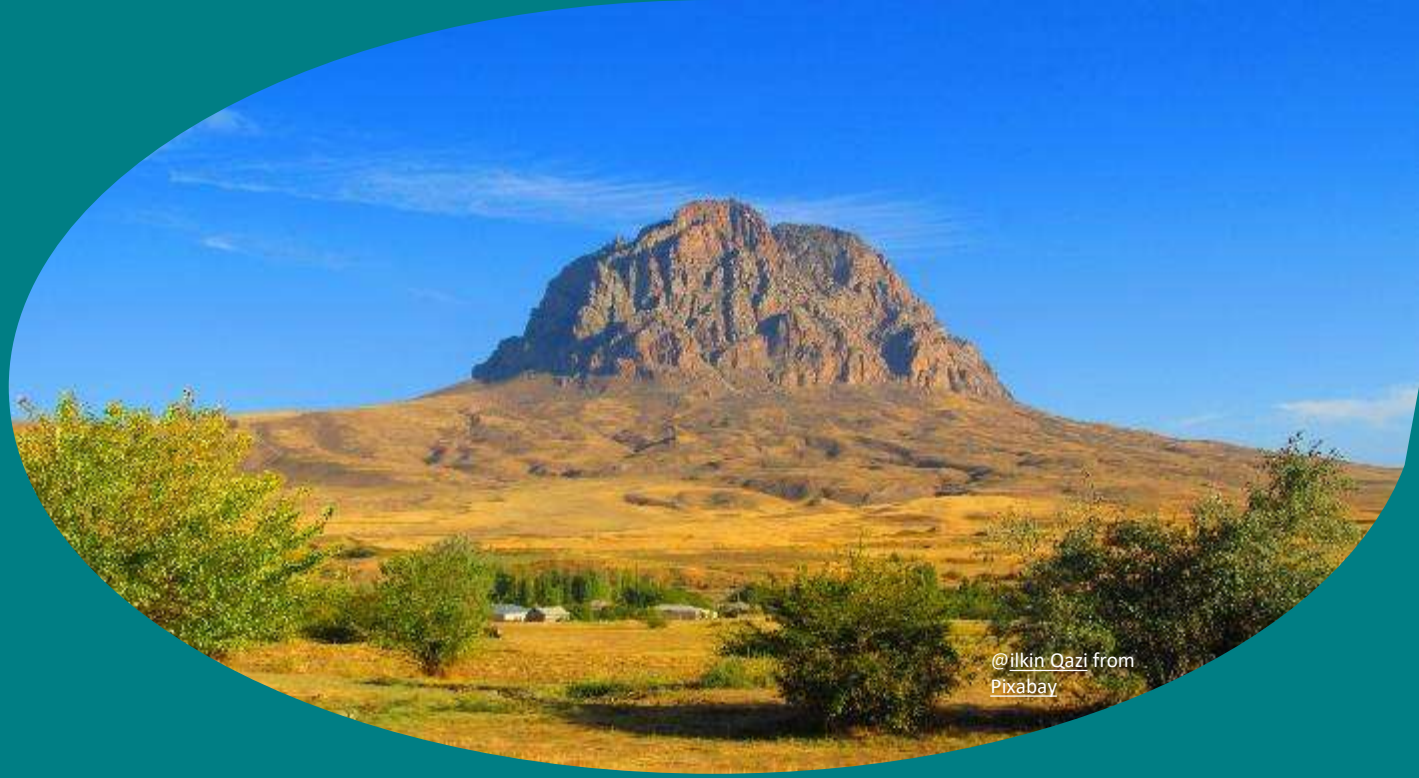
What's next?

An aerial photograph of a tropical coastline. The top half shows a sandy beach with some people and a few vehicles. The water is a vibrant turquoise color, transitioning to a deeper blue further out. The shoreline is lined with dense, lush green vegetation, including palm trees and other tropical plants. The sky is not visible, as the focus is on the land and water.

Monday 29th of November
12:00 to 13:30 (GMT)

Webinar: Use of data in national
ecosystem assessments

Thank you!



@ilkin Qazi from
Pixabay

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