



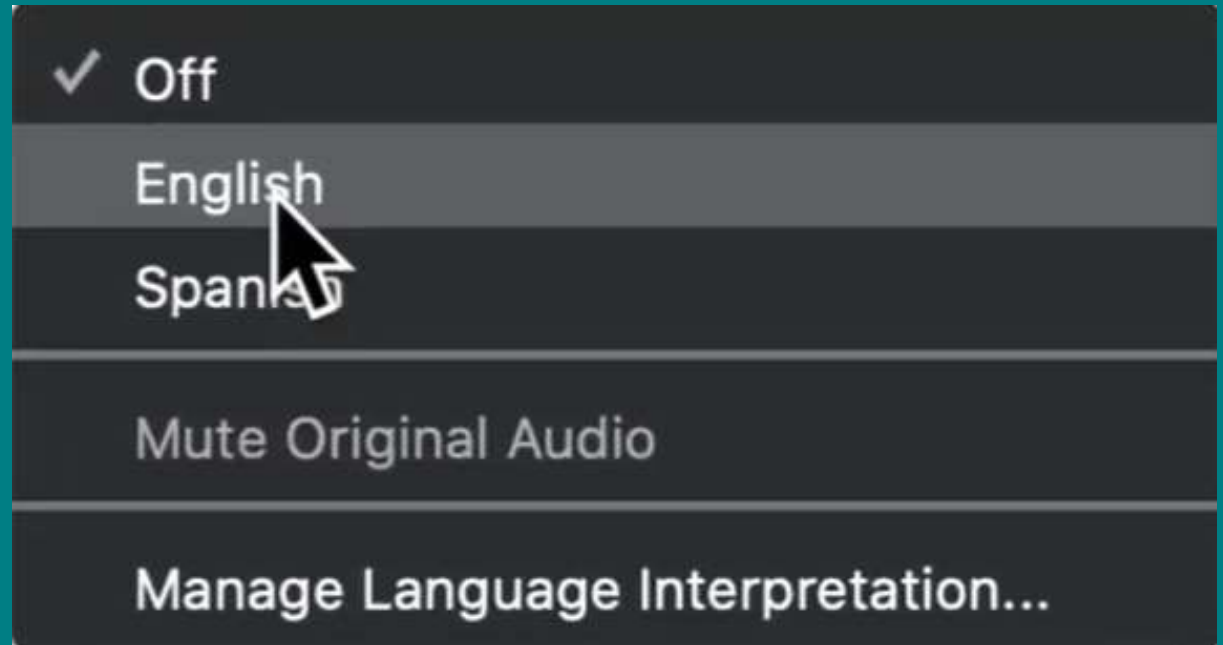
WORKING WITH INDIGENOUS & LOCAL KNOWLEDGE

IN NATIONAL ECOSYSTEM ASSESSMENTS



@UNEP-WCMC

Interpretation



HOUSEKEEPING



Recording: We will be recording the meeting today please let us know if you have any issues with this.



Microphone and Camera: Your microphone will be muted in plenary and your camera will be off when you join the meeting. Please turn your camera on if you like but keep your microphones off when you aren't speaking during the breakout groups.



Questions: If you would like to comment or ask a question, please type it in the chat function accessible from the bottom of your screen. You can also use 'raise a hand' function during breakout room activities.



View: We recommend using side-by-side mode when presenters are sharing their screen.



Support: If you have any technical issues, please send a direct message to [Technical Support – Laura Mack] via the chat.



Observers: During breakout rooms, you will be moved into a separate room, during which time you can enjoy a break, and be brought back to plenary as per the agenda.

RULES OF ENGAGEMENT



- Please show respect to others by kindly waiting for your turn to speak and avoid interrupting others for the duration of the workshop
- Please respect everyone's views and contributions and listen with an open mind
- Please note that we reserve the right to mute participants to ensure the workshop runs smoothly and keeps to schedule.

Session 1 Agenda: Tranche III & ILK

Indigenous & local knowledge in the *scoping* stage

12:05-12:15	Welcoming remarks – Nigel Crawhall
12:15-12:30	Indigenous & local knowledge in the <i>scoping</i> stage
12:30-12:45	Q&A session
12:45-13:15	Breakout rooms
13:15-13:25	Feedback session
13:25-13:30	Closing remarks
13:30 – 13:40	Break

Introduction

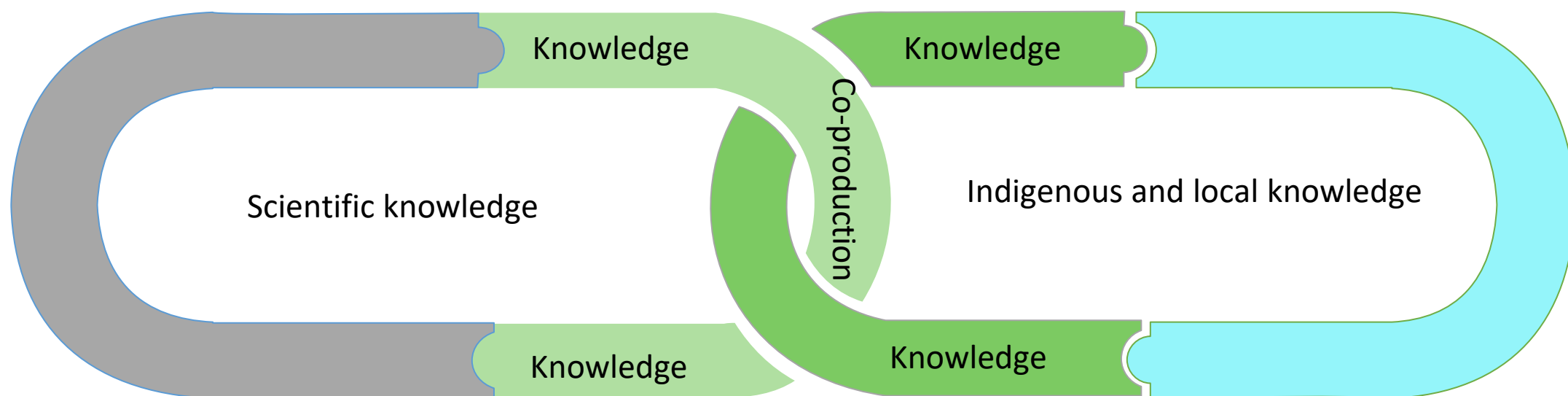
Nigel Crawhall

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

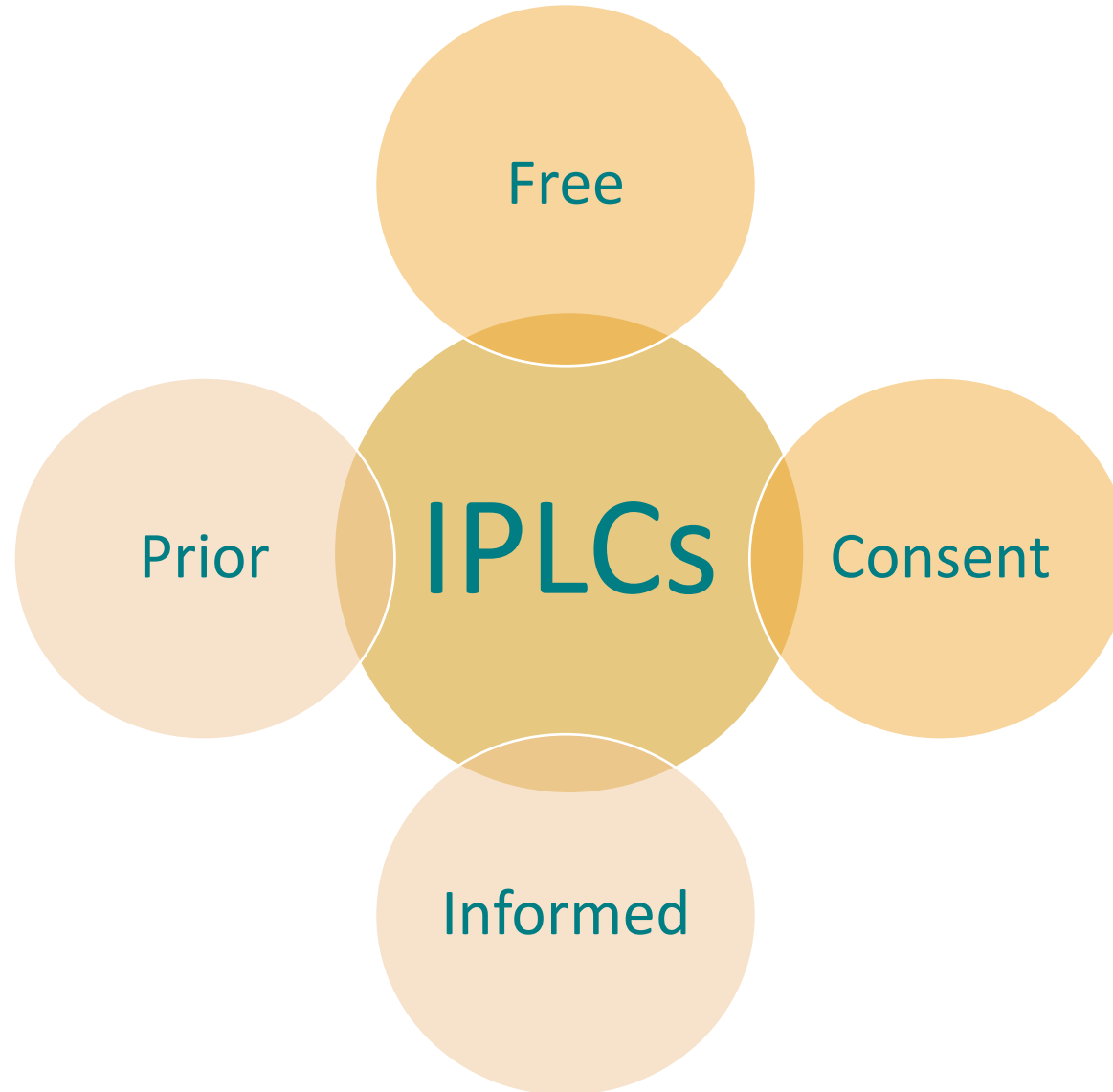


Co-Production of Knowledge

The two epistemologies can be **combined** to produce the **best available knowledge**, improving decision-making in environmental and climate issues – respecting their different origins, functions and governance. Complementarity creates opportunities for knowledge coproduction.



Principle of Free, Prior and Informed Consent



ILK Document Guides

- Why Engage with IPLCs in NEA - UNESCO
- Practical Guidelines for Working with ILK in an NEA - UNESCO
- ILK Methods Guide - UNESCO
- ILK and Scenarios - UNEP-WCMC



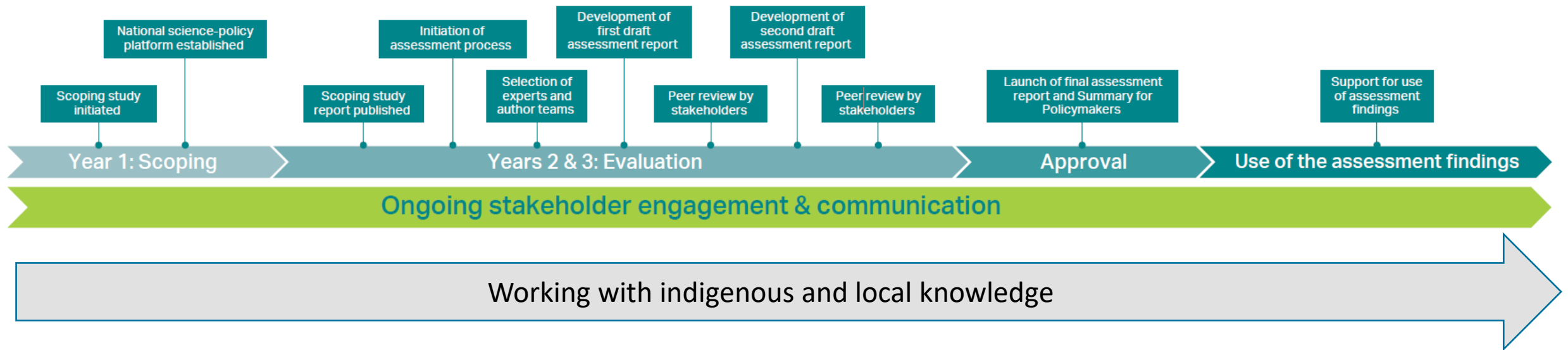
Indigenous & local knowledge in the *scoping* stage

Joseph Karanja

Associate Project Officer (BES-Net),
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Natural Science Sector,
UNESCO



ILK in the NEA Process



Why Engage IPLCs in the NEA?

Knowledge (ILK)

- Many IPLCs hold detailed and diverse knowledge of biodiversity and ecosystems
- ILK may stretch back over generations (environmental trends)

BES Stewards

- IPLCs often feel ethical and cultural responsibility to conserve nature
- IPLCs own and/or manage 25% of the global land

Governance & Mgmt

- Customary governance, institutions and laws could enhance governance and management of NRM

ILK Research

- NEA provides opportunities to conduct ILK-based and IPLCs-led research on BES (e.g., Walking workshops, 3-D participatory modelling, ILK dialogue workshops etc.)

Values

- Accounting for IPLCs' lifestyle-based and cultural values of ecosystem services

Policy

- IPLCs may be directly impacted by conservation policies



Engaging IPLCs in the Scoping Stage

- Mapping of IPLCs and intermediary organizations
- Selection of ILK authors
- Establishment of the ILK Taskforce
- Scoping/framing ILK dialogue workshop
- Preliminary ILK literature review – inform scoping study



Mapping IPLCs and Intermediary Organizations/Partners

Identification & Mapping of IPLCs

Distinctiveness of IPLCs

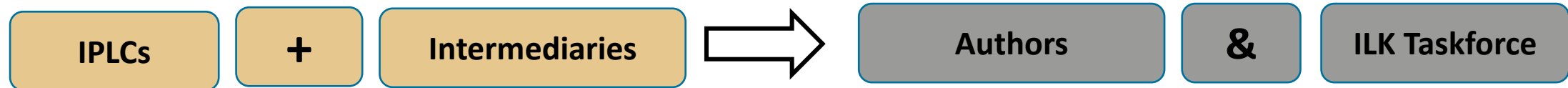
- ❖ Recognized IPLCs
- ❖ Nature-based livelihood systems
- ❖ Historical/long-term use of an ecosystem
- ❖ Distinct languages

Factors to Consider

- Focus of the assessment

Identification & Mapping of Intermediaries

- IPLC organizations and networks
- Community organizations
- Community/traditional leaders
- Government departments (with ILK focus)
- Academia (Researchers and academic institutes conducting research ILK research)



Selection of ILK Authors /Reviewers

Selection Process

- Invite IPLC groups and organizations to nominate authors
- Call for ILK authors/invite (review by the ILK taskforce or National NEA Team)
- Nomination by National NEA Team, government agencies or leading national ILK institute(s).

Role of ILK Authors

- Lead authors (part of the ILK taskforce) – ensure ILK is incorporated in all chapters
- Contributing authors – write portions of the text

Factors to Consider

- Gender balance
- Regional balance
- Ecosystems of interest
- Eligibility (ILK holders or experts in ILK)



Establishment of the ILK Taskforce

Establishment Process

- IPLC representatives, partners and intermediaries and selected lead authors could be invited to constitute an ILK Taskforce.

Role of ILK Taskforce

- To promote and coordinate the inclusion of ILK into the assessment
- Liaise with the National NEA Team and UNESCO LINKS
- Lead the development and implementation of ILK work plan in different stages of NEA with support of the National NEA Team, UNESCO and UNEP-WCMC

Factors to Consider

- Gender balance
- Substantive representation of ILK holders
- Size



ILK Scoping/Framing Workshop(s)

Scoping Workshop

- Introduction of IPLCs and IPLC organizations to the assessment
- To establish relationships with IPLCs and build trust and ownership
- Co-selection of IPLCs representatives, communities, partners and intermediaries
- Identify key experts who can contribute to the assessment as contributing authors
- Identify key ILK questions of each chapter

Tips

- ❖ Could be organized in different regions

Framing Workshop

- Refining ILK questions for each chapter
- Refining ILK key policy questions
- Co-design of ILK methods, schedules and communication strategies
- Explore how ILK shall be presented in the NEA technical report and SPM (i.e., ILK dedicated chapter, weaving within the text, text boxes, case studies etc.)

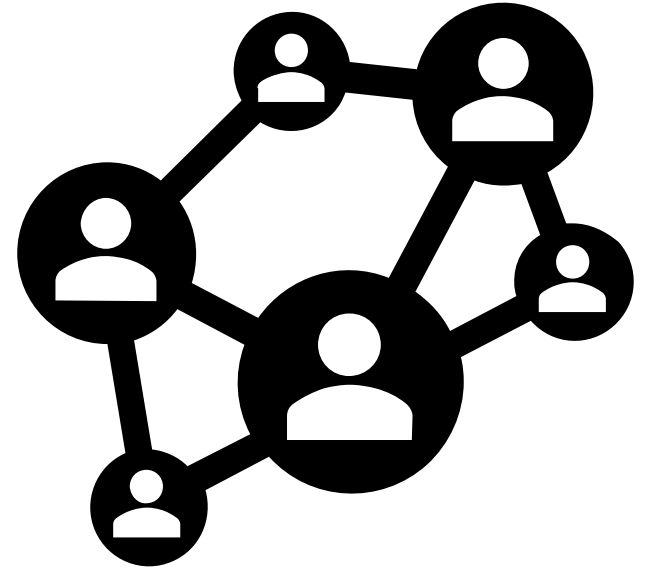
Tips

- ❖ Better to organize after ILK taskforce has been established



UNESCO SUPPORT

- Technical support on ILK
- Mapping IPLCs and IPLC organizations and partners
- Organizing and financing scoping and framing workshop
- Organizing and financing ILK Dialogue Workshops
- Supporting on-ground research (Community-led research and participatory mapping)



Questions & answers



Yolanda Cristina Lopez Maldonado

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



Breakout Session 1



Step 1

What are your **current ideas** for working with ILK in the assessment?

Step 2

Who could be part of the **ILK Taskforce**? And what will be their **role**?

Step 3

What are the potential **challenges** of working with IPLCs & ILK?

Step 4

What **support** do you need?



GROUP 1: DOMINICAN REPUBLIC

Step 1 ¿Cuáles son las ideas actuales para trabajar con el CIL (ILK) en NEA? What are your current ideas for working with ILK in the assessment?

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GROUP 2: DOMINICAN REPUBLIC

Step 2

¿Quiénes constituirán un grupo de expertos (Taskforce) de CIL? ¿Cuál será el rol del grupo de expertos de CIL?

Who could be part of the ILK Taskforce? And what will be their role?

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GROUP 3: DOMINICAN REPUBLIC

Step 3

¿Cuáles son los desafíos anticipados de trabajar con pueblos indígenas y comunidades locales (IPLCs) y el CIL?

What are the potential challenges of working with IPLCs & ILK?

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GROUP 2: DOMINICAN REPUBLIC

Step 4

¿Qué apoyo necesitan?

What support do you need?

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GROUP 2: MALAWI

Step 1 What are your current ideas for working with ILK in the assessment?

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GROUP 2: MALAWI

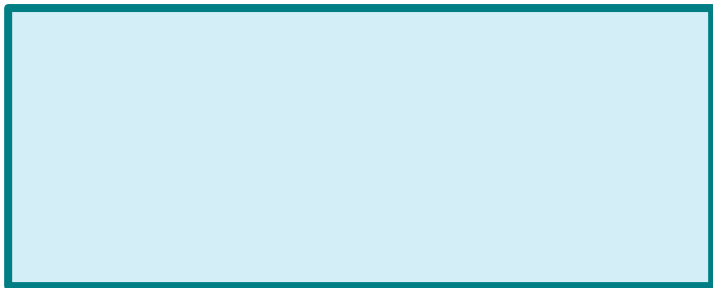
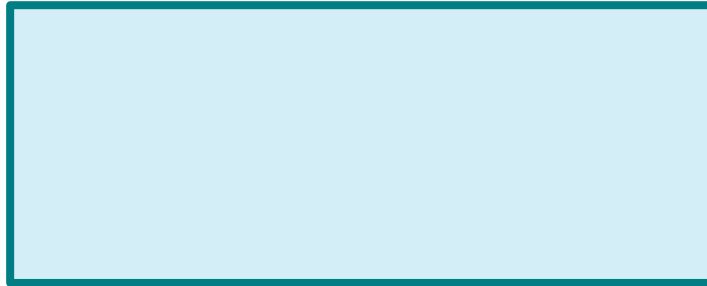
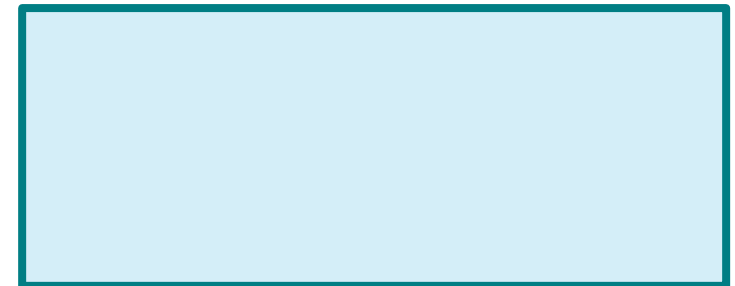
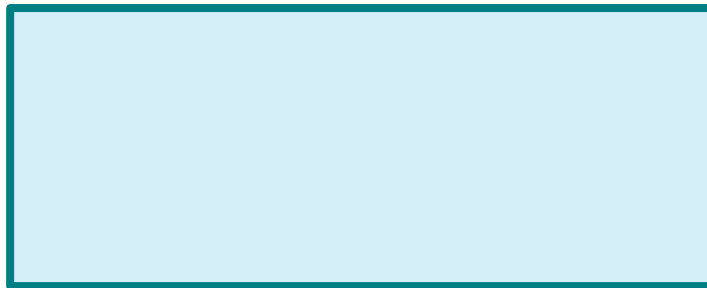
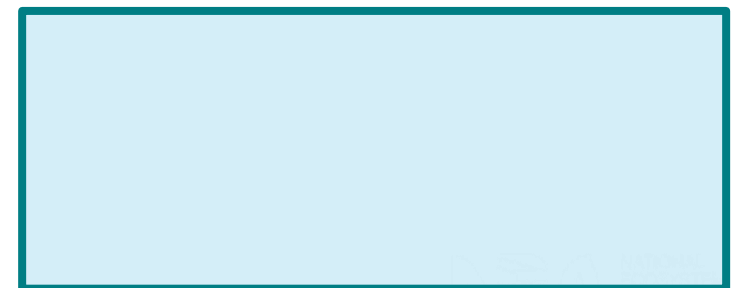
Step 2 Who could be part of the ILK Taskforce?
And what will be their role?

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GROUP 2: MALAWI

Step 3 What are the potential challenges of working with IPLCs & ILK?

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GROUP 2: MALAWI

Step 4 What support do you need?

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GROUP 3: THAILAND

Step 1 What are your current ideas for working with ILK in the assessment?

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GROUP 3: THAILAND

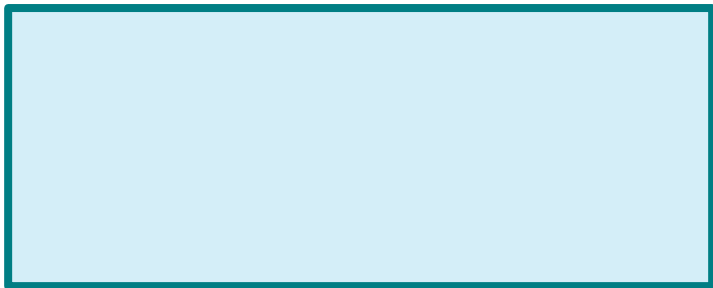
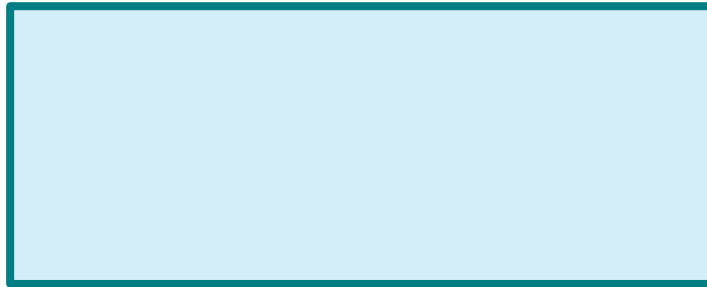
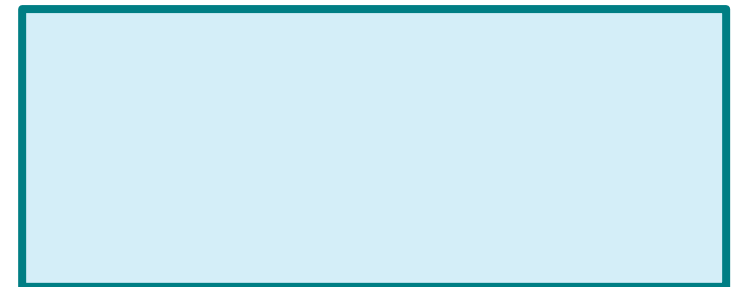
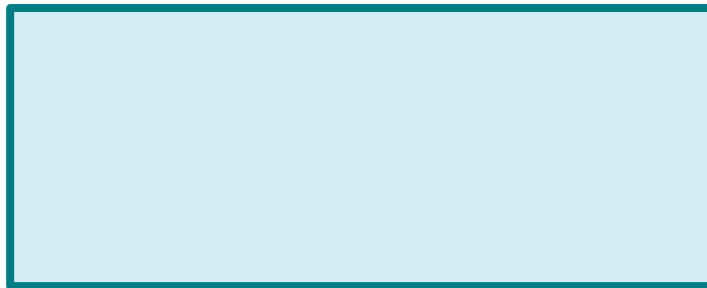
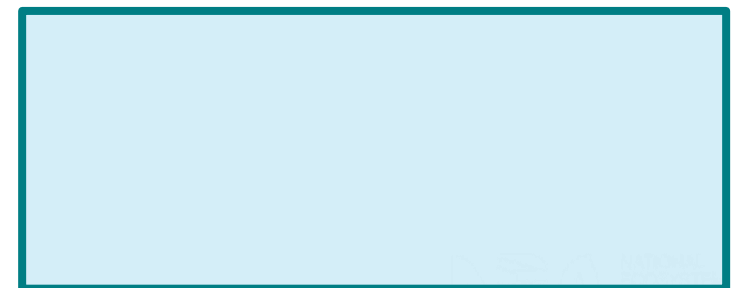
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GROUP 3: THAILAND

Step 3 What are the potential challenges of working with IPLCs & ILK?

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GROUP 3: THAILAND

Step 4 What support do you need?

Double-click on text-boxes to type

Feedback Session

An aerial photograph of a river meandering through a vast, dense green forest. The river is a light blue color, contrasting with the deep green of the trees. The forest appears to be a mangrove or a similar coastal ecosystem. The river winds from the top center towards the bottom right of the frame.

Sofia Delger

BES-Net Consultant,
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Natural Science Sector,
UNESCO



Closing remarks

Nigel Crawhall

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

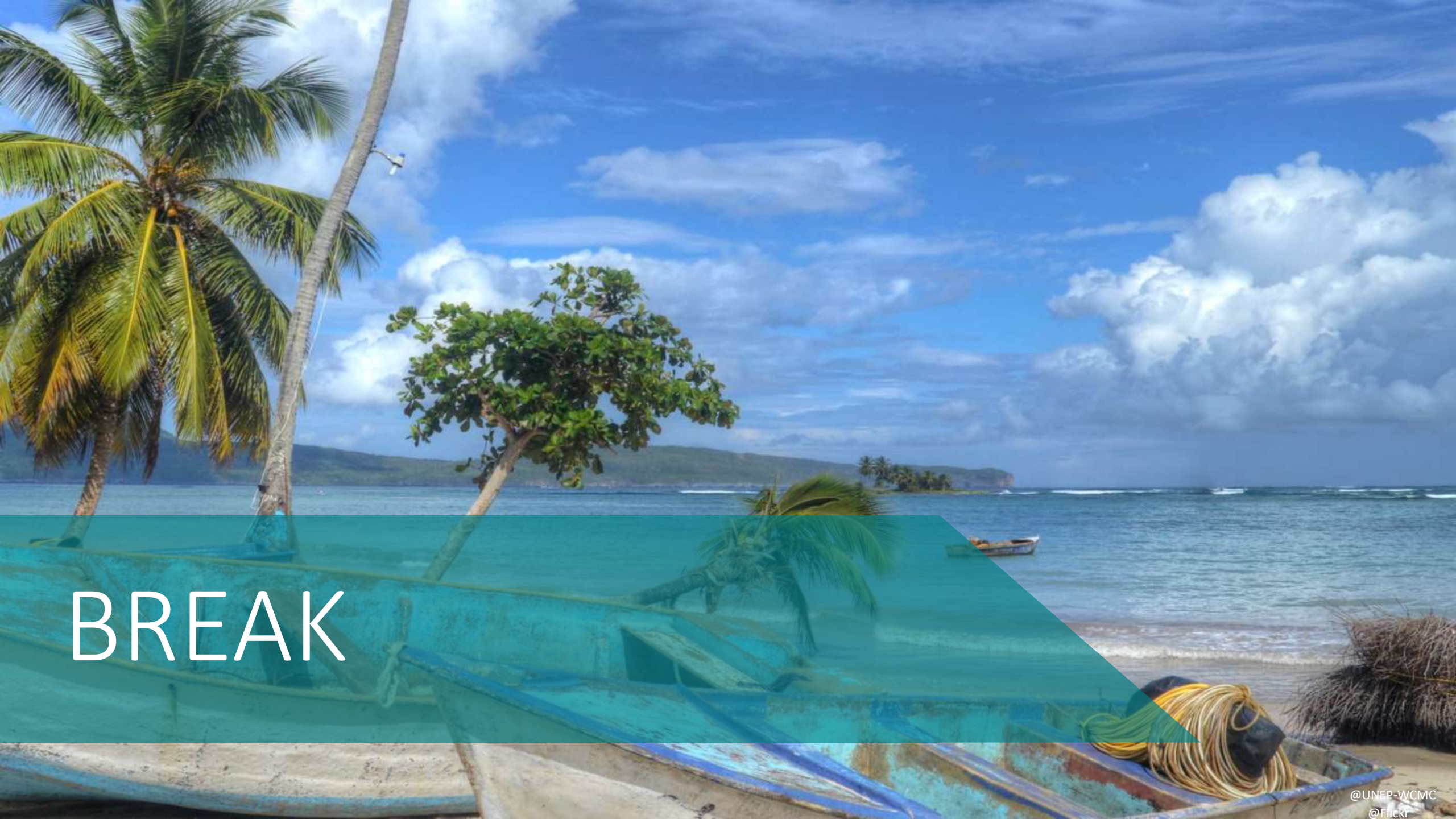


Workshop picture



Thank you





BREAK

Session 2 Agenda: Tranche II & ILK

Indigenous & local knowledge in the *evaluation* stage

13:45-13:50

Indigenous & local knowledge in the *evaluation* stage

13:50-14:00

Q&A session

14:00-14:30

Breakout session 2

14:30-14:42

Feedback session

14:42-14:57

Discussion

14:57-15:00

Closing remarks

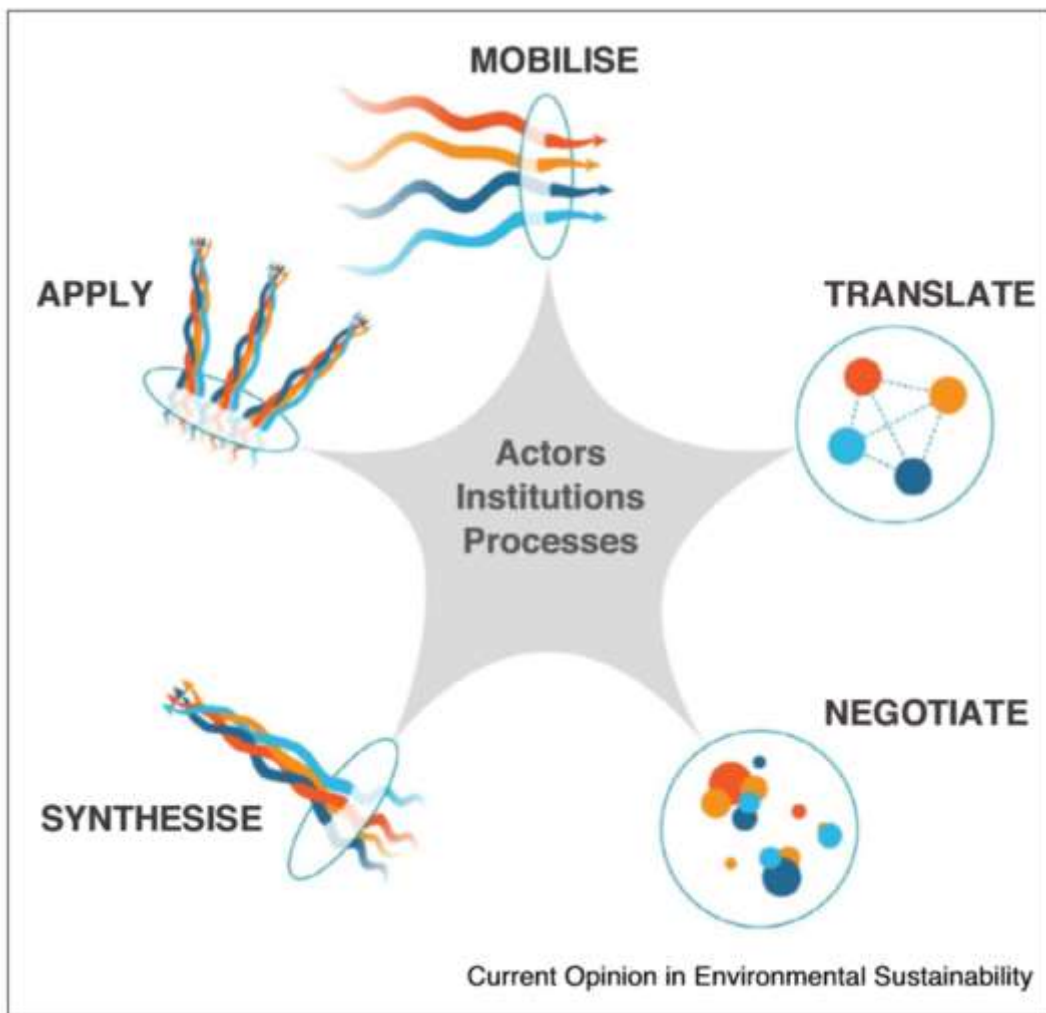
Indigenous & local knowledge in the *evaluation* stage

Peter Bates

Project Officer (ILK Technical Support Unit, IPBES)
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UNESCO



Multiple Evidence Base approach



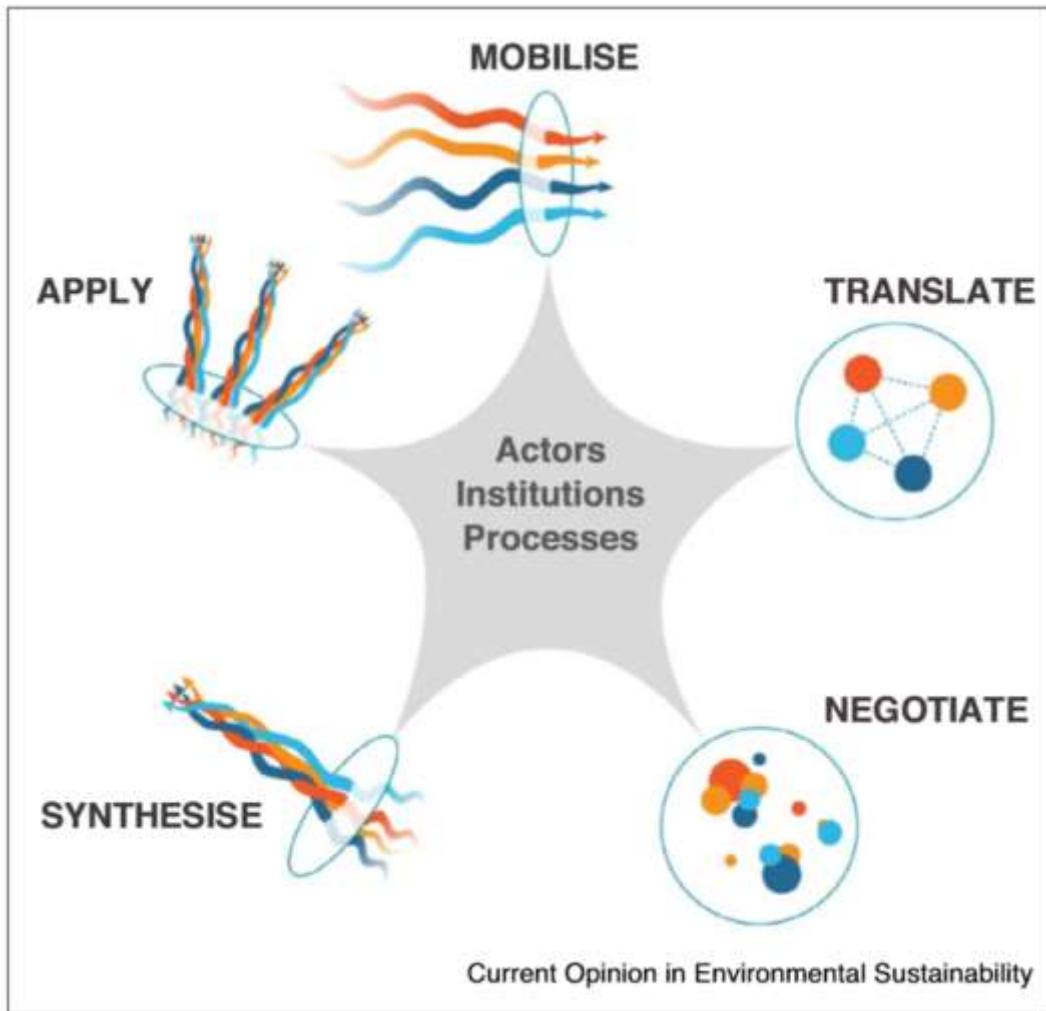
Weaving knowledge systems in IPBES, CBD and beyond: lessons learned for sustainability.

Tengo, et al. (2017) *Current Opinion in Environmental Sustainability*, 26-27. pp. 17-25

Mobilise: bring out and articulate ILK in a form that can be shared with others. This can mean moving from tacit knowledge to explicit articulation and expression

Translate: interactions between ILK, science and other knowledge systems, to enable mutual comprehension of the shared knowledge

Multiple Evidence Base approach



Negotiate: joint assessment of convergence, divergence and conflicts across knowledge contributions, illustrated above by the combination of some coloured strands (convergence), whereas others may remain contradictory

Synthesis: shaping a broadly accepted common knowledge that maintains the integrity of each knowledge system, rather than 'integrating' into one knowledge system

Apply: using this broadly accepted common knowledge to make decisions and take actions, at different scales, and to reinforce and feedback into the knowledge systems, represented above by multiple braids

Working with ILK in assessments

Based on the *'Approach to recognizing and working with ILK in IPBES'*

- **Author team / Task force**
- **Framing / key ILK questions**
- **Mobilizing and translating:**
 - › Community-based research (interviews, on-the-ground, mapping...)
 - › Literature and materials search (peer reviewed, grey, videos, artworks...)
 - › Contributing authors
- **Negotiating:**
 - › Dialogue workshops (incl. reviews)
 - Validation
- **Synthesizing:**
 - › Separate chapter, boxes or woven throughout
 - › Synthesis / case studies
 - › Explicitly refer to ILK/IPLC
 - › Cite appropriately
 - › Qualitative information
- **Cyclical process**
- **Data management – accessibility / confidentiality**
- **Benefit sharing**

Questions & answers



Peter Bates

Project Officer (ILK Technical Support Unit, IPBES)
Local and Indigenous Knowledge System (LINKS),
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UNESCO



Breakout Session 2



Step 1

How have you worked with IPLCs & ILK in the NEA process?

Step 2

What remains to be done & what are the challenges?

Step 3

What activities with IPLCs could enhance the assessment?

Step 4

What **support** do you need?



GROUP 1: GRENADA

Step 1 How have you worked with IPLCs & ILK in the NEA process?

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GROUP 1: GRENADA

Step 2 What remains to be done & what are the challenges?

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GROUP 1: GRENADA

Step 3 What activities with IPLCs could enhance the assessment?

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GROUP 1: GRENADA

Step 4 What support do you need?

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GROUP 2: BOSNIA & HERZEGOVINA

Step 1 How have you worked with IPLCs & ILK in the NEA process?

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GROUP 2: BOSNIA & HERZEGOVINA

Step 2 What remains to be done & what are the challenges?

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GROUP 2: BOSNIA & HERZEGOVINA

Step 3 What activities with IPLCs could enhance the assessment?

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GROUP 2: BOSNIA & HERZEGOVINA

Step 4 What support do you need?

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GROUP 3: CAMBODIA

Step 1 How have you worked with IPLCs & ILK in the NEA process?

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GROUP 3: CAMBODIA

Step 2 What remains to be done & what are the challenges?

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GROUP 3: CAMBODIA

Step 3 What activities with IPLCs could enhance the assessment?

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GROUP 3: CAMBODIA

Step 4 What support do you need?

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GROUP 4: AZERBAIJAN

Step 1 How have you worked with IPLCs & ILK in the NEA process?

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GROUP 4: AZERBAIJAN

Step 2 What remains to be done & what are the challenges?

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GROUP 4: AZERBAIJAN

Step 3 What activities with IPLCs could enhance the assessment?

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GROUP 4: AZERBAIJAN

Step 4 What support do you need?

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Feedback session

Sofia Delger

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Discussion session

Peter Bates

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UNESCO



Closing remarks

Nigel Crawhall

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Thank you

