

Report

**Third Indigenous and local knowledge dialogue
workshop**

for the

**IPBES assessment of the interlinkages among
biodiversity, water, food and health
(the nexus assessment)**

**Reviewing the first draft of the summary for policymakers and
the second drafts of the chapters**

28 – 30 November 2023, Montreal, Canada



Suggested citation:

IPBES (2023). Q"apaj Conde, Florence Daguitan, Cole Delisle, Guadalupe Yesenia Hernández Márquez, Lynn Jacobs, Kamal Kumar Rai, Polina Shulbaeva and Mariam Wallet Aboubakrine. Report of the third Indigenous and local knowledge dialogue workshop for the IPBES assessment of the interlinkages among biodiversity, food, water and health: reviewing the first draft of the summary for policymakers and the second drafts of the chapters. 28-30 November 2023, Montreal, Canada.

Disclaimer:

The text in section 3 represents an attempt to reflect solely the views and contributions of the participants in the dialogue. As such, it does not represent the views of IPBES or UNESCO or reflect upon their official positions.

Acknowledgements

We are very grateful to the community of Kahnawá:ke for their support in organizing and carrying out the workshop, particular for the community visit during the workshop, during which members of the community explained the history, current situation, projects, and future aspirations of the community.

Contents

1	Introduction	3
2	Background	4
2.1	IPBES and ILK.....	4
2.2	The IPBES nexus assessment.....	5
2.3	Context for the dialogue workshop	6
2.4	Objectives of the dialogue workshop	7
2.5	Dialogue workshop methods	7
2.6	Free, prior, and informed consent.....	7
2.7	Benefits to IPLCs of participating in the assessments.....	8
3	Key recommendations and learning from the dialogue workshop	9
3.1	Overarching comments.....	9
3.2	Regional / gender balance	10
3.3	Conceptualizing the nexus	10
3.4	Indigenous knowledge, worldviews and languages.....	12
3.5	Customary governance	12
3.6	Community-led response options.....	13
3.7	Weaving knowledge.....	14
3.8	Hotspot analysis.....	15
3.9	Visions of the future and monitoring.....	15
3.10	Water	16
3.11	Food	16
3.12	Health.....	17
3.13	Climate change.....	18
3.14	Finance, funding and development	18
3.15	Rights.....	20
4	Next steps	21
	Annexes.....	22
	Annex 1: Draft Agenda.....	22
	Annex 2: FPIC document.....	23
	Annex 3: Participants of the dialogue workshop.....	25

1 Introduction

The Intergovernmental Science-Policy Platform on Biodiversity and Ecosystem Services (IPBES) is undertaking an assessment of the interlinkages among biodiversity, water, food and health ([the nexus assessment](#)). The third Indigenous and local knowledge (ILK) dialogue for the assessment was held from 28 to 30 November 2023, in Montreal, Canada.

The workshop was organized in the context of the second external review of the nexus assessment (11 December 2023 to 21 January 2024) and provided a platform for Indigenous Peoples and local communities (IPLCs) to discuss the first draft of the summary for policymakers (SPM) and second drafts of the chapters with assessment authors.

This report aims to provide a written record of the dialogue workshop, which can be used by assessment authors to inform their work on the assessment, and by all dialogue participants who may wish to review and contribute to the work of the assessment moving forward.

The report is not intended to be comprehensive or give final resolution to the many interesting discussions and debates that took place during the workshop. Instead, it is intended as a written record of the discussions, and this conversation will continue to evolve over the coming months and years. For this reason, clear points of agreement and diverging views among participants are presented.

The text in section 3 represents an attempt to reflect solely the views and contributions of the participants in the dialogue. As such, it does not represent the views of IPBES or UNESCO or reflect upon their official positions.

The agenda and participants' list for the dialogue are provided in annexes 1 and 3.

2 Background

2.1 IPBES and ILK

IPBES is an independent intergovernmental body established to strengthen the science-policy interface for biodiversity and ecosystem services for the conservation and sustainable use of biodiversity, long-term human well-being and sustainable development.

Since its inception in 2012, IPBES has recognized that IPLCs possess detailed knowledge on biodiversity and ecosystem trends. In its first work programme (2014-2018), IPBES built on this recognition through deliverable 1 (c), *Procedures, approaches and participatory processes for working with Indigenous and local knowledge systems*. The IPBES rolling work programme up to 2030 includes objective 3 (b), *Enhanced recognition of and work with Indigenous and local knowledge systems*, which aims to further this work. The IPBES conceptual framework also contains explicit recognition of diverse knowledge and value systems.

Recognizing the importance of ILK to the conservation and sustainable use of ecosystems as a cross-cutting issue relevant to all of its activities, the IPBES Plenary established a [task force on Indigenous and local knowledge systems](#) and agreed on [terms of reference](#) guiding its operations towards implementing this deliverable. IPBES' work with IPLCs and on ILK is supported by a technical support unit on ILK, hosted by UNESCO.

Key activities and deliverables to date include:

- Progress in the development of approaches and methodologies for working with ILK during previous IPBES assessments (Pollination, Pollinators and Food Production, Land Degradation and Restoration, four Regional Assessments and a Global Assessment of Biodiversity and Ecosystem Services, Sustainable Use of Wild Species, Diverse Values and Valuation of Nature, Invasive Alien Species and their Control);
- Development and implementation of the “[approach to recognizing and working with ILK in IPBES](#)”, which was formally approved by the Plenary at its fifth session in 2017 in decision IPBES-5/1, which sets out basic principles for IPBES's work with ILK;
- Development and implementation of methodological guidance for recognizing and working with ILK in IPBES, which aims to provide further detail and guidelines on how to work with ILK within the IPBES context;
- Development and implementation of a “[participatory mechanism](#)”, a series of activities and pathways to facilitate the participation of IPLCs in IPBES assessments and other activities; and
- Organizing [ILK dialogue workshops](#) for the IPBES assessments.

2.2 The IPBES nexus assessment

The nexus assessment commenced in 2021 and will be considered by the IPBES Plenary at its eleventh session in 2024. Roughly 165 authors from around the world are working on the assessment. It will address the multi-scale interlinkages among biodiversity, water, food and health, including climate change and relevant aspects of the energy system, and will consider holistic approaches based on different knowledge systems. It will consist of seven chapters and an SPM. The chapters are as follows:

- Chapter 1: Introducing the nexus
- Chapter 2: Status and past trends of interactions in the nexus
- Chapter 3: Future interactions across the nexus
- Chapter 4: Policy and sociopolitical options across the nexus that could facilitate and accelerate the transition to a range of sustainable futures
- Chapter 5: Options for delivering sustainable approaches (with subchapters on water; food systems; health; biodiversity conservation, restoration, and sustainable use; and climate change, adaptation and mitigation, including relevant aspects of the energy system)
- Chapter 6: Options for delivering sustainable approaches to public and private finance for biodiversity-related elements of the nexus
- Chapter 7: Summary and synthesis of options, knowledge and technology gaps and capacity development

The nexus assessment will assess the state of knowledge, including ILK, on past, present and possible future trends in these multi-scale interlinkages to inform the development of policies and actions.

The assessment will also consider the synergies and trade-offs in terms of broadly defined social, economic and environmental impacts. Emphasis will be placed on response options that consider the nexus elements and their diverse dimensions, including the limits and safeguards needed to implement those options.

The assessment will also evaluate the role of the most important drivers of change, including societal values, production and consumption patterns, demography, technology, culture, governance, land- and sea-use change, direct exploitation of nature, climate change, pollution and invasive species.

More information on the nexus assessment, including its scoping report, is available here: <https://ipbes.net/nexus>.

2.3 Context for the dialogue workshop

IPBES recognizes that IPLCs hold important knowledge, practices, innovations, worldviews, values, and management and governance systems related to the nexus of biodiversity, water, food and health. IPLCs may also be directly impacted by changes in the nexus, and policy and action related to the nexus. Engagement of IPLCs is therefore important for the nexus assessment.

Following the IPBES approach to ILK, dialogue workshops provide a platform for discussions between IPLCs and assessment authors during the assessment cycle. The following ILK dialogue workshops have been held for the nexus assessment:

- Reviewing the scoping report (online, 16 July 2020);
- Discussing key ILK themes and framing of the assessment (29 June to 1 July 2022, Bonn, Germany);
- Reviewing the first drafts of the chapters (17 to 19 January 2023, Chiang Mai, Thailand); and
- Reviewing the first draft of the SPM and the second drafts of the chapters (28 to 30 November 2023, Montreal, Canada).

The dialogue workshops are part of a series of complementary activities for working with IPLCs and ILK throughout the assessment process, in the context of the implementation of the approach to ILK. Other activities of the approach include a call for contributions, the engagement of contributing authors and review of peer-reviewed literature and other diverse materials (see Figure 1).

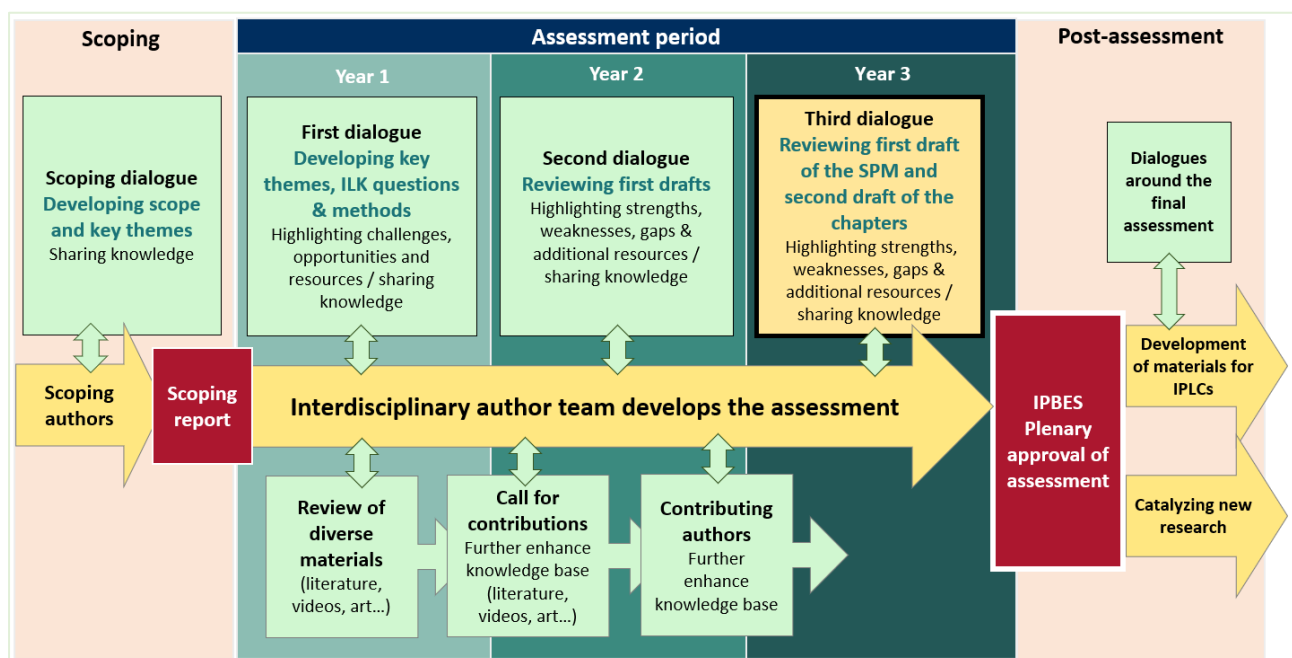


Figure 1: Timeline of work with ILK in IPBES assessments, following the IPBES approach to ILK.

2.4 Objectives of the dialogue workshop

The objectives of the third ILK dialogue workshop were as follows:

- Review the first draft of the SPM and second drafts of the chapters of the nexus assessment for strengths, weaknesses and gaps related to ILK and IPLC visions, issues and concerns;
- Broadly discuss the themes of the assessment to explore how IPLCs conceptualize, understand, experience, manage and govern the nexus of biodiversity, food, water and health;
- Discuss recommendations for ways forward for the assessment from IPLC participants, including how the final assessment can be useful for IPLCs;
- From these discussions, prepare a series of comments relating to the SPM and the chapters of the assessment, to be submitted into the assessment's second external review process for the attention of author teams; and
- Produce a publicly available report (this report) that can be a resource providing more information related to these comments.

2.5 Dialogue workshop methods

Methods for the dialogue workshop included:

- Presentations on IPBES, the draft chapters of the assessment and Free Prior and Informed Consent (FPIC);
- Discussions with all participants around nexus themes;
- A community visit to Kahnawá:ke for discussions with community members; and
- Working with participants, development of a series of comments for the assessment review process and development of a publicly available report, following principles of FPIC.

2.6 Free, prior, and informed consent

FPIC principles are central to IPBES work with IPLCs, and a series of ethical principles have been developed to ensure that FPIC is followed in IPBES activities. These principles were agreed upon by the IPLC participants and IPBES authors in the dialogue workshop, recognizing that IPLC participants, authors and the technical support unit have different responsibilities within the process. The principles will be followed by IPLC participants, assessment authors and the technical support unit. The full agreed-upon text and the names of those agreeing to these principles are provided in annexes 2 and 3 to this report.

2.7 Benefits to IPLCs of participating in the assessments

During previous ILK dialogue workshops, IPLC participants noted that the clear benefits to IPLCs from their participation in an assessment process need to be clear. It was noted that IPBES does not benefit financially from its processes or products, and that the main products of IPBES are publicly available, including the assessment reports, including summaries for policymakers, as well as webinars and other resources, which aim to provide information for policymakers and decision-makers and actors at all levels, including IPLCs. Key benefits of participating in dialogue workshops, and the assessment as a whole, discussed by IPLCs include:

- The opportunity for IPLCs to share experiences with other IPLCs around the world;
- The opportunity for IPLCs to share and exchange experience and knowledge with IPBES assessment authors;
- The opportunity for IPLCs to learn about IPBES and how its products and processes might be of benefit to them;
- The opportunity to bring ILK and IPLC contributions, concerns and priorities to the attention of policymakers, decision-makers and broader society through the assessments and related activities; and
- Use of the final assessments as a tool when IPLCs are working with policymakers, decision-makers and scientists, noting that part of the planning for the final assessments includes the development of an accessible summary for IPLCs and other products.

3 Key recommendations and learning from the dialogue workshop¹

Over the course of the workshop, IPLC participants made a series of comments and recommendations for the nexus assessment, for the consideration of assessment authors. A synthesized version of these comments was submitted into the review process for the assessment, following participant review and approval. This section provides more detail and background to these comments. As much as possible, the text reflects what was said during the workshop by participants, with only minimal editing.

3.1 Overarching comments

Overall, participants noted that the draft SPM and assessment chapters show that a great deal of work and effort has gone into presenting and highlighting ILK and the important contributions of IPLCs to different aspects of the nexus. Participants also noted that the nexus team includes authors who are themselves members of IPLCs, and that this has enhanced the work on ILK.

The participants highlighted that the nexus assessment should include strong messages on the important contributions that IPLCs have made for millennia to maintaining balance and building more resilient interconnections within the nexus of biodiversity, water, food and health. This includes recognizing important contributions to protecting and conserving biodiversity, and to maintaining sustainable food systems, including domesticating wild species and diversifying agrobiodiversity. The protection and management of watersheds by IPLCs should also be highlighted, as should IPLC contributions to health (these different aspects are discussed further below). There is also a need for strong messages around the need to alleviate the many pressures now acting on IPLCs, and the need for policies that recognise and ensure human rights. Participants noted that in general the SPM does indeed highlight these key issues, but that they could be strengthened in places, as discussed below.

Participants also recommended that the SPM could be re-worded to be more understandable for IPLCs and others. The current wording can be difficult to understand for people who are unfamiliar with the subject and related terminology.

To enhance the impact of the assessment, participants also recommended that the assessment report and SPM could highlight ways that different countries can use the assessment as a tool for

¹ Disclaimer: The text in section 3 represents an attempt to reflect solely the views and contributions of the participants in the dialogue workshop. As such, it does not represent the views of IPBES or UNESCO or reflect upon their official positions.

developing their own policies and practices, in collaboration with IPLCs. The assessment could also explore options for how it could be useful at the local level.

Participants also noted that the assessment report and SPM could explicitly build connections with other international organizations and multilateral agreements, including the Food and Agricultural Organization of the United Nations (FAO), the United Nations Framework Convention on Climate Change (UNFCCC), the United Nations Convention to Combat Desertification (UNCCD), the World Health Organization (WHO) and others, focusing on how these bodies can coordinate and support IPLC issues, and how the assessment can communicate its messages within these spaces.

3.2 Regional / gender balance

Participants highlighted that regional balance is key for a global-scale assessment. They noted that it is important to highlight regional gaps in documentation of ILK, with the aim of enhancing research in these areas in order to eventually achieve more balance between regions. For example, in West Africa, especially Francophone Africa, there is a lack of documented information, and this is a serious challenge for assessments and other work.

Participants also noted that more attention is needed on ILK from the global north, particularly the Arctic, including in the cross-chapter case studies on IPLC food systems. They noted that good examples from the Arctic include sea mammal hunting, gathering wild garlic and fishing, among many others. There are good examples available in Russian, which could be translated. The Saami Council, Inuit Circumpolar Council and the Assembly of First Nations all also have reports and materials on food systems. Mining in the Arctic could also be an important example of impacts on biodiversity, water, food and health for chapter 2.

Participants also noted that attention to gender balances is also crucial, noting that this could go beyond only considering men and women to include recognition of diverse genders. They also provided examples of gendered knowledge, including men's knowledge of under-ice fishing in the winter in Russia.

Participants further noted that it is also important to highlight the diversity of social groups within IPLCs, including elders and youth.

3.3 Conceptualizing the nexus

Participants also discussed draft Figure 1.3 in chapter 1, which aims to represent the diversity of IPLC conceptualizations of the nexus, whilst also drawing out common themes. The figure does this by showing different conceptualizations of the nexus as drawn by participants at previous dialogue workshops, with a central figure showing common concepts and themes. Participants noted that this is an effective way of representing a very complicated and diverse topic, but that

it should be highlighted that the IPLC representations shown are still only a very small fragment of a much bigger and more complex global diversity of IPLC worldviews.

Participants also recommended adding and changing some concepts within the figure, as follows:

- It is important to include energy flows, as these are key to how many IPLCs conceptualize balance and connections.
- It will be important to highlight language alongside knowledge, as much knowledge, values and worldviews are encoded in language and these are often lost when languages are lost or translated.
- Dynamism, innovation, and adaptation of ILK and IPLCs should also be highlighted, noting that IPLCs have always adapted and innovated in the face of change, and that this is the strength of their knowledge and governance systems.
- Three concepts are crucial for IPLCs and their conceptualizations of the nexus, and they should be placed together in the diagram:
 - Relationality – the relationships between all beings, including landscapes and spirits;
 - Reciprocity – the recognition that these relationships involve contributions from both humans and nature and that balance must be maintained; and
 - Responsibility – the recognition that these relationships denote responsibilities on all sides, including the responsibility of humans to care for and maintain relationships with all other elements in nature and the nexus, including spirits, ancestors and future generations.
- The concept of “caring for country” currently shown in the diagram is important, particularly in an Australian context, but this could be extended to also include “land” and/or “Mother Earth” to encompass a greater diversity of worldviews. The formulation “Lands, waters and territories” could also be used.
- It is also important to emphasize intergenerational responsibilities, obligations and rights in the figure, recognizing that these are important beyond considering only the present generations.
- Self-determination is key for many Indigenous Peoples and could be emphasized in the diagram.
- The crucial issue of rights should also be represented, noting how rights are tied to responsibilities and duties for IPLCs.
- The sun and moon are important symbols of life, for example in Nepal. The sun could be represented in the centre of the diagram to show its centrality for many cultures.
- The central circle could also be used to represent the talking circle in Russian communities. A talking circle is used to make decisions, and children and elders sit together. Within the circle there is intergenerational equity and everyone has same rights and voice.

3.4 Indigenous knowledge, worldviews and languages

Participants emphasized that ILK and IPLCs contribute a wealth of knowledge, innovation, practices and technologies to managing balance in the nexus, and this could be better highlighted in the SPM. The SPM could also emphasize that intertwined with ILK, the great diversity of IPLC values, worldviews, cosmovisions and spiritual beliefs could also be recognized, understood and implemented within policy and action (e.g. in key messages A9 and C13).

Participants also noted that a strong focus on Indigenous and local languages is needed, as ILK is founded and embedded in language, including the language that is used to communicate with plants, animals and other aspects of nature. Much of this cannot be translated into English or other majority languages. ILK is also often embedded in practices and activities on the ground and in communities. When languages and practices are documented, they often lose their meanings and their affinity with nature and people, as they are removed from their context. Moreover, much of what is known cannot be documented, so the documentation is usually a weak impression of a complex knowledge system. To maintain dynamism and vitality of language and knowledge systems it is therefore necessary for the conditions for maintaining language and practice to be preserved or restored on the ground and in communities. This can include ensuring the continuation or revitalization of cultural practices (e.g., rituals, ceremonies, hunting and fishing), social systems (e.g., elders councils), and restoration or preservation of the environments in which these practices take place.

Indigenous education systems (e.g., learning by experience on the land with elders) are also highly important, as these are key to the continuation of ILK and IPLC languages. Many IPLCs are now asking for better recognition of these ways of learning and the knowledge produced in this way, and for this to be considered within mainstream education curricula and planning.

A participant also noted that where the SPM discusses pressures on lands, territories, waters, resources and ways of ways of life, this could also include consideration of traditional occupations, which are culturally and spiritually linked and have been discussed and explored in other fora, including the Convention on Biological Diversity.

3.5 Customary governance

Participants also highlighted that it is important to emphasize the crucial role of IPLCs' customary governance systems, which have been proven over millennia to effectively manage the nexus of natural resources, human-nature relationships and the web of life. A participant also noted that the strengths of customary governance systems for managing biodiversity were reported by the IPBES Global Assessment (2019). There is, therefore, a need to recognize, respect and support these systems, noting that many of these systems are not recognized or even noticed by national governments and others. Recognition, support and revitalization of these systems would enhance IPLCs' abilities to manage their own lands and waters.

Participants explained that these systems can also adapt to new challenges and contexts. For example, in the Philippines, customary governance and women-led organizations guided communities away from planting monocrops, and back towards sustainable agriculture, encouraging community members to build social enterprises and businesses guided by Indigenous values. In so doing, they restored soil biodiversity, reduced pesticide use, and reduced waste. As another example from the Philippines, elders in some areas have provided safeguards and rules around small-scale mining, including bans on deforming the landscape, chemicals, and damage to downstream environments.² Customary governance has thus shown its potential to manage these complex new issues. Increasingly, customary governance systems may also be important for regulating biocultural community protocols (protocols established by communities containing rules and guidelines for governments, business, researchers and others who may wish to engage with them) and free, prior and informed consent processes, as these processes require strong leadership within communities.

Participants noted that in the context of customary governance, the effectiveness of “other effective area-based conservation measures” (OECMs), which are often managed by IPLCs, and the relationship of OECMs with formally protected areas, will also be important to explore and highlight. Examples include the “areas voluntarily designated for conservation” in Mexico. A participant also noted, however, that caution is needed as the boundaries of OECMs do not necessarily represent the boundaries of traditional territories, as recognised OECMs are often much smaller.

Participants also noted that a significant gap exists in terms of the extent to which customary governance systems are documented, and noted that IPLCs could contribute text on this subject to the assessment.

Participants also noted that it is also important to emphasize that loss of culture and language have impacted IPLCs’ ability to manage their lands, alongside a lack of access to lands and waters, including as a result of evictions due to conservation policies. Government support for efforts to reduce or resolve these challenges can further enhance customary governance, with positive impacts on biodiversity and community well-being.

3.6 Community-led response options

Participants also highlighted that IPLCs can and do design and implement their own response options, and that this could be better emphasized in the assessment, rather than suggesting that IPLCs can only participate in the design and implementation of policy and action led by others.

² See: Florence Daguitan (2023) *Revitalization and Transmission of Pidlisian Indigenous Values through Community Action Research on Small Scale Mining*. In: *Sowing seeds of Wisdom: Intergenerational Transmission of Indigenous and Local Knowledge*. Published by the Centers of Distinction on Indigenous and local Knowledge.

Participants also noted that terms such as “bottom-up” can seem degrading, as they imply a hierarchy of efforts and actions. “Community-led” or “grassroots” can be better terms.

Participants noted that examples such as Indigenous seed exchanges,³ in which community groups exchange traditional seed varieties to enhance agrobiodiversity, to revitalise traditional crops and diets or to benefit from specific properties of different types of seeds, could be used to illustrate the importance of IPLC-led actions.

Participants noted that many governments and other actors tend to impose their own priorities on work being done in communities, and that this should be avoided in favour of supporting IPLC priorities and actions. In this way, government support could focus on enhancing available resources, including financial resources, or on removing blocks and obstacles, including those created by government policies or regulations.

3.7 Weaving knowledge

Participants also discussed collaborations between IPLCs, scientists and policymakers. They noted that in many cases, IPLCs are open to and welcome the weaving or braiding of knowledge systems, with both ILK and western science working together. However, as much as possible, IPLCs want to be in control of these processes, setting the goals, agendas and methodologies. They expressed that often, ILK is pulled into western scientific frameworks and processes, and the result is science which does not really reflect ILK or benefit IPLCs. More thinking and research is needed on how to weave or braid knowledge systems effectively and equitably. This need could be reflected in the SPM and assessment report.

Participants suggested that a good example of IPLC-led braiding or weaving of knowledge, practices, technologies and tools is the ways that IPLCs are nurturing traditional seeds and crops using modern techniques, such as new planting and watering systems.

Participants highlighted that intellectual property rights are key when considering interactions between ILK and science. IPLCs need safeguards to be in place, because often IPLCs share knowledge or find a solution to a challenge, and then this is misappropriated or exploited without IPLC control or without benefits coming back to the knowledge holders. There is currently no law that would protect Indigenous intellectual property rights. However, in 2024 the World Intellectual Property Organization (WIPO) is expected to adopt a new instrument to protect patents and traditional cultural expressions.

³ <https://www.biodiversidad.gob.mx/media/1/region/files/proforco/14-Documento-ejecutivo-tomadores-decision.pdf>

3.8 Hotspot analysis

Participants also discussed the hotspot analysis (chapter 2, and SPM key messages A3 and A9), which shows significant negative hotspots on IPLC lands. Participants recommended that the assessment should emphasize that the negative hotspots on IPLC lands are due to external pressures. External pressures could include, for example, direct pressures from illegal logging and agricultural expansion. They could also include indirect pressures, for example pressure on families to produce more food from their lands, which can be due to broader economic processes and/or agricultural policies which reduce the prices of products or offer little protection to small-scale farmers. Meanwhile, the assessment could also note that in many cases IPLCs are highly adept at adapting to and managing these pressures (the participants also noted that adaptation and management by IPLCs are discussed later in the SPM). It could therefore be noted that these negative hotspots are occurring in spite of the significant contributions of IPLCs, which include conserving wild relatives of domesticated species and agrobiodiversity, preservation of water sources, conserving medicinal plants and related knowledge, and maintaining energy flows and balance. As such, IPLCs lands and waters often hold the future of food systems and health, in spite of the pressures amassing against them.

The participants recommended that analyses focusing on issues such as domestication and diversification in agrobiodiversity, and use and knowledge of medicinal plants, could help to unpack these questions around negative hotspots and IPLC contributions. They noted that it will also be important to emphasise the “high and direct” dependence of IPLCs on biodiversity, noting that the impacts of these negative hotspots will therefore be particularly important for IPLCs.

3.9 Visions of the future and monitoring

Participants agreed that it is vital to incorporate IPLC worldviews and value systems within nexus scenarios. A participant recommended that the report of the 2017 Nature Futures Framework Workshop held in Auckland, New Zealand,⁴ contains useful information about IPLC visions of the future.

Participants also recommended that the assessment report, SPM and in particular chapter 2 could reference Decision 15/5 of the Conference of the Parties to the Convention on Biological Diversity on monitoring frameworks, which includes consideration of Indigenous knowledge indicators.

⁴ Visions for nature and nature’s contributions to people for the 21st century. Report from an IPBES visioning workshop held on 4-8 September 2017 in Auckland, New Zealand https://niwa.co.nz/sites/niwa.co.nz/files/IPBES-Nature-Futures-report_2017.pdf

3.10 Water

In terms of issues of IPLC management and customary governance relating to water, a participant suggested that a good example could be weather forecasting for irrigation in Oaxaca, Mexico, where community members are assigned to the management and forecasting of weather, so the communities know when to divert water into the system. A reference for this could be the example of COPUDA (Coordinating Committee of Peoples United for the Care and Defence of Water) in the Central Valley of Oaxaca,⁵ where customary water management is key.

Another participant recommended the *lampisa* system of the Pidlisan tribe in the Philippines as a case study, as within this system water is allocated to rice terraces through customary governance.⁶

A participant also recommended that the community of Kahnawá:ke near Montreal could be a good example of issues relating to water, as the community were cut off from water (the shore of the Saint Lawrence River, where previously they would fish and carry out other cultural activities) by the Saint Lawrence Seaway, a canal that was built in the 1950s. There is now a community project to reconnect the community to the water.

Participants also noted that the Mapuche in South America are well known for advocating for their rights over water, and this could also be a good example for the assessment.

3.11 Food

With regard to the lessons learnt from the cross-chapter ILK food case studies, participants agreed that important lessons include the ways that Indigenous food systems can support climate adaptation, better health, food security, environmental protection, climate adaptation and inclusive development. They also noted the efficient use of space of many Indigenous food systems, with mixed systems providing multiple benefits. They highlighted that the concept of giving back to the land through food systems is also important, including through spiritual values which create reciprocal relations with the land, soil, waters, the sky and universe.

Participants also highlighted that where the SPM refers to “sustainable agricultural practices”, it could be highlighted that some IPLC agricultural practices are more than sustainable; they give back to the land while also maintaining and enhancing economic, social and cultural systems, for example, agro-biocultural systems. Similarly, where the SPM refers to “low impact practices” it could be noted that many IPLCs are working in relationship and in harmony with the local

⁵ <https://www.environmentandsociety.org/arcadia/cosmopolitics-territories-xnizaa-defense-water-central-valleys-oaxaca-mexico>.

⁶ <https://www.tebtebba.org/index.php/resources-menu/publications-menu/books/159-sustaining-our-forests-our-rice-lands-our-culture-perspectives-of-the-pidlisan-people/file> ; and https://www.nordis.net/news/2005/ndw050710/ndw050710_15lampisa1.htm

environment, rather than separating nature from farming, as is inferred by the conceptualization of farming impacting nature.

Participants also suggested that the assessment could analyse the centers of origins of domesticated plants and animals that are edible or have economic value, with a focus on where these overlap with Indigenous Peoples' lands and territories, as a way of demonstrating IPLC contributions to global food systems. Related ILK and management of these species by IPLCs, including of wild relatives of these species, could also be analysed.

Participants noted that when discussing the adoption of novel foods (as seen in SPM key message B6) an emphasis on the rescue or revitalization of traditional diets for IPLCs is also important to highlight, noting the importance of culturally appropriate food. Participants suggested that there may be references available on how culturally appropriate foods may enhance nutrient uptake as people and food systems have co-evolved together. They also noted that there are now problems with novel foods such as quinoa, as they have become monocrops in some areas, or they are subject to appropriation by companies who have taken these traditional foods but have not shared benefits with the communities from which they originated.

A participant noted that good examples of IPLC food systems from Asia include ricelands in Nepal and the Philippines, which are semi-aquatic and connect water movement to forests. Sustaining the watershed and spirituality are key to their governance. There is also important knowledge of indicator plants, e.g., when certain plants are blooming this shows the local people when to plant and harvest (such knowledge systems are found, for example, in the Cordillera Administrative Region in the Philippines). Hin Lad Nai in Thailand, discussed in detail in the previous nexus ILK dialogue workshop report, is also a good example of a community with a farming system in balance with the forest, which includes rotational farming.

Another participant noted that a good example on the importance of food systems are Indigenous groups in the Bolivian Andes, where culture and governance are centred around the llama.

Participants also highlighted that rights of Indigenous Peoples to food should be included in discussions of Indigenous food systems. The Declaration of Atitlán, Guatemala, on Indigenous Peoples and food could be an important resource.

3.12 Health

Participants noted that IPLCs often have different conceptions of health and wellbeing, compared to those from western science. For many IPLCs, health and wellbeing involve maintaining or restoring balance. Holistic psychological and physical health is also part of this understanding. For example, in some Russian Indigenous communities, nature itself is seen as medicine or is used as "nature prescriptions". If sick, people are told to go into the taiga forest, as the trees give

energy. In this way biodiversity is health. Similarly, the Saami may also commune with the ocean in order to heal themselves, as discussed in the first ILK dialogue workshop for the nexus assessment.

Participants explained that there are also some diseases that are not understood by modern medicine, which ILK can help to understand. For example, there are sacred sites that can affect health, especially water bodies where if something negative or disrespectful takes place it will impact the health of the person concerned. Often these health issues are not understood or respected by outsiders.

Participants therefore highlighted that intercultural ways to address health should be emphasized in the assessment, and they discussed the weaving of knowledge systems in relation to health. They noted that for many IPLCs, modern medicine is not inherently bad, but too often it is not underpinned by IPLC values. ILK on health has foundational values, and these values behind the knowledge are very important. Western and traditional medicine can complement each other, if the values and intention behind them are good. For example, in the Philippines, there are doctors who are well connected to local culture, and who will send people to see traditional healers.

Participants also noted that it is important to highlight that modern medicine has received many contributions from ILK, such as medicinal plants, treatments and associated ILK itself, and these contributions must also be recognized and valued. Reports and activities from the World Health Organization could be useful resources in this regard.⁷

Finally, participants highlighted that mercury contamination in water is a major health issue for IPLCs, which could be explored in chapter 5.4.

3.13 Climate change

In relation to climate change and trends in food and health systems, a participant recommended that a good example could be cloudberry in Russia. The geographic distribution of cloudberry has moved north with climate change. As a result of this shifting distribution, young people in some communities where the berries previously used to grow now are not familiar with the berries and do not know how to use them, including their uses as medicinal plants – this represents a loss of food, health and biodiversity, for humans and for other animals who eat these berries.

3.14 Finance, funding and development

Participants highlighted that there are many issues around finance and funding in relation to IPLCs. Funding is often not available for IPLCs, and often the issues that are priorities for IPLCs

⁷ <https://www.who.int/initiatives/who-global-centre-for-traditional-medicine>

are not funded. Frequently, funding for IPLC territories flows to corporations, where it is spent on infrastructure and development that is not beneficial to IPLCs. Funders often only look at the companies' reports to track progress or success; they do not know what really happens on the ground.

Participants also recommended that it will be important to highlight hidden forces and interest groups, who are often not recognized in public, but who support negative and block positive transformations, for example those that support monocrops.

Meanwhile, in communities, there are different, urgent priorities, which vary for different communities. Participants therefore emphasized that IPLCs should decide for themselves what they need for their territories.

Additionally, the ways that funding is allocated is a significant issue. Participants noted that pledges made at conferences or summits often do not include allocation of additional funds, but are instead a re-coordination of funding that is already committed.

Participants also highlighted that management of funding is also an issue, as mostly this is not done by IPLCs themselves. Often, funders seem to think that IPLCs cannot manage large amounts of funding, or there are institutional barriers to communities receiving funds, e.g., some communities are not recognised as subjects of law. As a result, funding often goes to big external organizations, and much of it is used by their internal administration and does not reach the ground. The study "Falling Short on IPLC Funding" was suggested as a reference for IPLC funding issues.⁸

Participants recommended that the SPM and assessment report could provide strong messages on the need to increase funding for nexus management by IPLCs, and support for increasing research on the nexus by and with IPLCs.

As a positive case study, a participant recommended the example of Indigenous communities in the Oaxaca mountains, who are selling carbon bonds in a holistic integrated way – the World Bank is now using this as a case example.^{9, 10}

Participants further noted that benefit-sharing can also be an important way of financing nature conservation and communities. The Nagoya Protocol's Access and Benefit-sharing Clearing-House contains community protocols and agreements on how countries or companies should share benefits.

⁸ https://d5i6is0eze552.cloudfront.net/documents/Publikasjoner/Andre-rapporter/RFN_Falling_short_2021.pdf?mtime=20210412123104

⁹ <https://es.wri.org/proyectos/iniciativa-de-gestion-comunitaria-de-carbono>

¹⁰ https://www.researchgate.net/publication/332472549_Balancing_carbon_dioxide_a_case_study_of_forest_preservation_out-migration_and_afforestation_in_the_Pueblos_Mancomunados_of_Oaxaca_Mexico

A participant explained that other novel methods such as Collaboratory Kitchens in Oaxaca are also providing financing to communities as well as rescuing traditional recipes and seeds.¹¹

3.15 Rights

Participants noted that rights-based approaches are highly important for nexus governance, and this could be emphasized in the assessment report and SPM. They noted that the SPM refers to these approaches in different ways. They recommended to clarify what is meant by “rights-based”, perhaps in a footnote, explaining whether this term refers to human rights, Indigenous rights or rights of nature. These terms could also be added to the glossary. These are accepted terms with accepted language or definitions in some fora, which could be used as a reference. It may also be important to align language in the SPM and assessment report with agreed terms in IPBES, the Kunming-Montreal Global Biodiversity Framework and other CBD decisions, as well as international materials such as the UN Declaration on the Rights of Indigenous Peoples, for example terms regarding rights-based approaches, “land, waters, territories and resources” and others.

Participants also highlighted that it is important to go beyond only recognizing rights, and that these rights should also be respected and ensured.

Participants recommended that Figure SPM9 on case studies of nexus response options around the world could include case studies on rights of nature, e.g., the Río Atrato case in Colombia, rivers in New Zealand and Bolivia’s Constitution.

Participants also noted the need to decolonize conservation, and recommended that the assessment could discuss cases in which some climate initiatives, such as green energy mining, are violating Indigenous rights.¹² A participant also noted that IPLC struggles against big mining companies should be highlighted by the assessment. They recommended that the SPM could include more information on how mining creates imbalances in biodiversity and culture.

Overall, participants agreed that discussions of power balances should be included throughout the assessment and SPM, recognizing that for most IPLCs marginalization is an ongoing reality, and a significant barrier to benefitting from the nexus of biodiversity, water, food and health, and managing related challenges.

¹¹ <https://colaboratorykitchen.com/>

¹² <https://www.conservation.org/blog/decolonizing-conservation-to-protect-nature-and-people-3-stories-you-may-have-missed>

4 Next steps

The following steps and activities took place or will take place after the dialogue:

- A series of comments for the assessment's review period were developed from the dialogue. These were sent to participants for edits and approval, and following this they were submitted into the formal external review process;
- A report (this report) was developed from the dialogue workshop. The draft report was sent to all participants for their edits, additions and/or approval before being finalized and made available online at <https://www.ipbes.net/ilk-dialogue-reports>;
- Using the comments and report as resources, the authors will continue to develop the SPM and chapters of the assessment;
- Author teams may reach out to IPLC participants to invite them to become contributing authors; and
- The assessment will be presented to the IPBES member states for consideration at the 11th IPBES Plenary session in December 2024.

Annexes

Annex 1: Draft Agenda

Tuesday 28 November 2023	
8h30-09h00	Registration
9h00-9h45	Opening, introductions
9h45-10h30	<ul style="list-style-type: none"> - Aims of dialogue - Agenda - FPIC - Introduction to IPBES and its work on ILK - Introduction to the assessment
10h30-10h45	Introduction to the local context
10h45-11h00	Refreshment break
11h00-11h45	IPLC caucus
11h45-12h30	Caucus report back and discussion: How can the assessment and this workshop be most useful for all participants? What methods and approaches should be used?
12h30-14h00	Lunch
14h00-15h30	Conceptualizing the nexus
15h30-16h00	Refreshment break
16h00-17h45	Discussions on summary for policymakers – current trends and future trends
17h45-18h00	Closing of day

Wednesday 29 November	
9h00-12h30	Community visit to Kahnawá:ke
12h30-14h00	Lunch
14h00-16h00	Discussions on the summary for policymakers – management and governance
16h00-16h15	Refreshment break
16h15-17h45	Discussions on the summary for policymakers – management and governance
17h45-18h00	Closing of day

Thursday 30 November	
9h00-9h15	Summary of previous days, goals for the day
9h15-10h30	Discussions on case studies in the chapters
10h30-11h00	Refreshment break
11h00-12h30	Discussions on the assessment chapters
12h30-14h00	Lunch
14h00-15h00	IPLC caucus
15h00-16h00	Report back from the IPLC caucus and discussion
16h00-16h15	Refreshment break
16h15-17h00	Discussion: overarching messages and themes, how can the assessment be useful for IPLCs?
17h00-17h30	Ways forward and participation in the assessment: Timelines for collaboration, communication and dialogue, identifying key experts, resources
17h30-18h00	Next steps and closing

Annex 2: FPIC document

Free, Prior and Informed Consent: Indigenous and local knowledge dialogue workshop for the IPBES assessment on the nexus of biodiversity, water, food and health

28 – 30 November 2023, Montreal, Canada

The individuals whose names are listed in Annex 3 of this report agreed during the dialogue workshop to follow the principles and steps laid out in this document.

Background

Within the framework of the UN Declaration on the Rights of Indigenous Peoples (UNDRIP), principles of Free Prior Informed Consent (FPIC) apply to research or knowledge-related interactions between Indigenous Peoples and outsiders (including researchers, scientists, journalists, etc.). Given that the dialogue process includes discussion of Indigenous and local knowledge of biodiversity and ecosystems, there may be information which the knowledge holders or their organizations or respective communities consider sensitive, private, or holding value for themselves which they do not want to share in the public domain through publications or other media without formal consent.

Objectives of the workshop

For IPBES, the objective of the workshop is to discuss the assessment's first draft of the summary for policymakers and second drafts of the chapters with participants, to explore strengths, weakness, and ways forward, as well as sharing knowledge around the assessment's theme. If participants agree, a report may be developed to serve as a record of the discussions. Other results may include case studies that illustrate assessment themes. It is hoped that the workshop will provide an opportunity for all participants to learn more about IPBES and the assessment, and to reflect and learn from one another about how Indigenous and local knowledge can inform and influence environmental decision-making.

Principles

The dialogue will be built on equal sharing and joint learning across knowledge systems and cultures. The aim is to create an environment where people feel comfortable and able to speak on equal terms, which is an important precondition for true dialogue.

To achieve these aims, the following goals are emphasized:

- Equality of all participants and absence of coercive influence
- Listening with empathy and seeking to understand each other's viewpoints
- Accurate and empathetic communication
- Bringing assumptions into the open

If participants feel that the above goals are not being achieved at any point during IPBES activities, participants are asked to bring this to the attention of the organizers of the activity, or the IPBES technical support unit on ILK, at: ilk.tsu.ipbes@unesco.org.

Sharing knowledge and respecting FPIC

To ensure that knowledge is shared in appropriate ways during dialogue workshops and other IPBES activities, and that information and materials produced after these activities are used in ways that respect FPIC, the following was put forward:

1. Guardianship – participants who represent organizations and communities

- Principles of guardianship will be discussed with IPLC participants at the beginning of IPBES activities.
- Participants who represent organizations or communities will act as the guardians of the use of the knowledge and materials from their respective organizations or communities that is shared before, during or after the workshop. Any use of their organizations' or communities' knowledge will be

discussed and approved by the guardians, as legitimate representatives of their organizations or communities. Guardians are expected to contact their respective organizations and communities when they need advice. Guardians are also expected to seek consent from their organizations or communities when they consider that this is required, keeping in mind that sharing details of their community's knowledge can potentially have negative consequences, for example sharing the locations and uses of medicinal plants.

2. FPIC rights during dialogue workshops and other activities

- The FPIC rights of the Indigenous Peoples participating in dialogue workshops or other activities will be discussed prior to the beginning of the activity, until participants feel comfortable and well informed about their rights and the process, including the eventual planned use and distribution of information. This discussion may be revisited during the activity and will be revisited at the end of dialogue workshops once participants have engaged in the dialogue process.
- Participants do not have to answer any questions that they do not want to answer, and do not need to participate in any part of an activity in which they do not wish to participate.
- At any point, any participant can decide that they do not want particular information to be documented or shared outside of the activity. Participants will inform organizers and other participants of this. Organizers and participants will ensure that the information is not recorded. Participants can also request that the information is only recorded as a general statement attributed to a region or country, rather than to a specific community.
- Permission for photographs must be agreed prior to photos being taken and participants have the right not to be photographed. Organizers will take note of this.

3. After the activity

- Permission will be obtained before any photograph of a participant is used or distributed in any form.
- Permission will be obtained before any list of participants is used or distributed in any form.
- Participants maintain intellectual property rights over all information collected from them about themselves or their communities, including photographs. Their intellectual property rights should be protected, pursuant to applicable laws.
- Copies of all information collected will be provided to the participants for approval.
- Any materials developed by IPBES for IPBES assessments using information provided by participants will be shared with the participants for prior approval and consent, noting that IPBES does not have control of how other parties use its publicly available products.
- The information collected during the activity will not be used by IPBES for any purposes other than those for which consent has been granted, unless permission is sought and given by participants. It must however be noted that IPBES does not have control of how other parties use its publicly available products.
- Participants can withhold consent or withdraw their knowledge or information from the process at any time, and records of that information will be deleted if requested. Participants should however be aware that once an assessment is published it cannot be changed, and information incorporated into the assessment cannot therefore be withdrawn from the assessment after this point.
- The second external review of the draft assessment allows participants to review and comment upon the close-to-final product, bearing in mind that responsibility for the final product rests exclusively with the authors.

The participants of the workshop, listed below in Annex 3, agreed to follow the principles and steps laid out in this FPIC document.

Annex 3: Participants of the dialogue workshop

Indigenous Peoples and local communities		
Q'apaj Conde	Bolivia	Convention on Biological Diversity Secretariat
Florence Daguitan	The Philippines	Tebtebba, the Philippines
Cole Delisle	Canada	Environmental Projects Coordinator with the Kahnawà:ke Environment Protection Office
Guadalupe Yesenia Hernández Márquez	Mexico	International Indigenous Forum on Biodiversity and Ecosystem Services (IIFBES) / Rueda de Medicina A.C.
Lynn Jacobs	Canada	Kahnawà:ke Community
Kamal Kumar Rai	Nepal	Indigenous Knowledge and Peoples Network Society for Wetland Biodiversity Conservation (FIKA)
Polina Shulbaeva	Russia	Centre for Support of Indigenous Peoples of the North (CSIPN)
Mariam Wallet Aboubakrine	Mali	University of Ottawa

IPBES nexus assessment		
Pam McElwee	USA	Co-chair
Sunita Chaudhary	Nepal	Chapter 2
Anna Metaxas	Canada	Chapter 3
Lisa Hiwasaki	Japan	Chapter 4
Kamal Kumar Rai	Nepal	Chapter 5.1: Biodiversity
Clara Minaverry	Argentina	Chapter 5.2: Water
Ricardo Castro Diaz	Colombia	Chapter 5.3: Food
Mariam Wallet Aboubakrine	Mali	Chapter 5.4: Health
Debbie Lay	Mexico	Chapter 6
Tiff van Huysen	USA	Technical support unit

IPBES task force on indigenous and local knowledge		
Adriana Flores	Mexico	IPBES multidisciplinary expert panel
Catherine Febria	Canada	IPBES multidisciplinary expert panel
Peter Bates	United Kingdom	Technical support unit for Indigenous and local knowledge

