

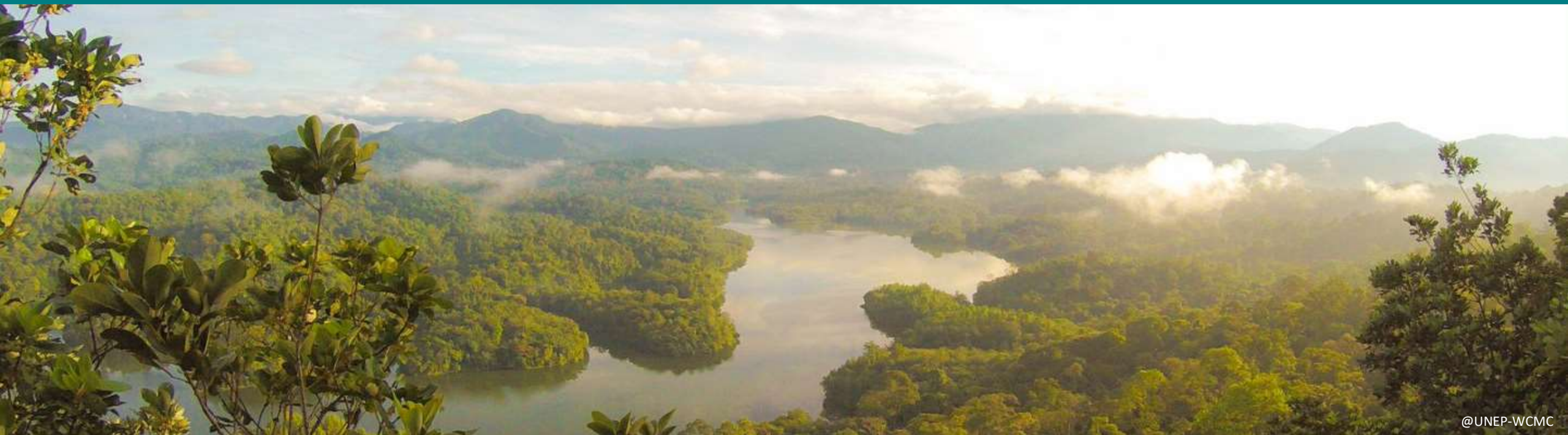
NEA

NATIONAL  
ECOSYSTEM  
ASSESSMENT  
**INITIATIVE**



# LESSONS LEARNED WORKSHOP

## NATIONAL ECOSYSTEM ASSESSMENT INITIATIVE



@UNEP-WCMC



# Interpretation



- ✓ Off
- English
- Spanish
- Mute Original Audio
- Manage Language Interpretation...

Mute Start Video Security Participants 1 Chat Sha Interpretation More

# 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.

A photograph of a brown rabbit in a snowy field with dry grass. The image is overlaid with several hexagonal shapes: a large teal one on the left containing text, a smaller teal one to its right, and a white one below it. A green and blue bar is at the bottom.

*Welcome*  
*Please introduce*  
*yourselves in the*  
*chat!*

# Session 3

Evaluation Stage:

A critical review of available knowledge

# Introduction

## Session Agenda

- Key lessons from the evaluation stage
- Presentation from Professor John Agard
- Panel discussion: Data & knowledge
- Presentation: Climate change
- Breakout room discussions



# Lessons Learned Report: Evaluation Stage

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# Revisiting the Lessons Learned Report

## Lessons on Evaluation Stage

- Recruiting, engaging, and retaining authors and reviewers
  - Author recruitment draws upon available capacities & networks
  - Author teams can benefit from having a diverse range of individuals with different knowledge types and experience
  - Encourage the contribution and engagement of authors throughout the assessment process

# Revisiting the Lessons Learned Report

## Lessons on Evaluation Stage

- Coordinating inputs from authors and ensuring cohesion across chapters:
  - Ensure a shared understanding of how the IPBES process can be tailored to the country context for the NEA
  - Seek coherence across chapters proactively
  - Invest time and effort communicating with authors

# Revisiting the Lessons Learned Report

## Lessons on Evaluation Stage

- Data sharing and use:
  - Develop a system for handling data in a logical and secured way
  - Consider what data and information will be needed, as well as requirements for storing, curating, and accessing data
  - Deciding which data to use can be conflicting and sometimes requires negotiation within the assessment team

# Revisiting the Lessons Learned Report

## Lessons on Evaluation Stage

- **Bringing together a range of knowledge types:**
  - Consult experts with experience working with indigenous and local knowledge
  - Organise an appropriate setting, conducive to knowledge sharing
  - Adapt to the needs of knowledge holders to empower and enhance their collaboration

Lessons from an assessment  
co-chair:  
Professor John Agard

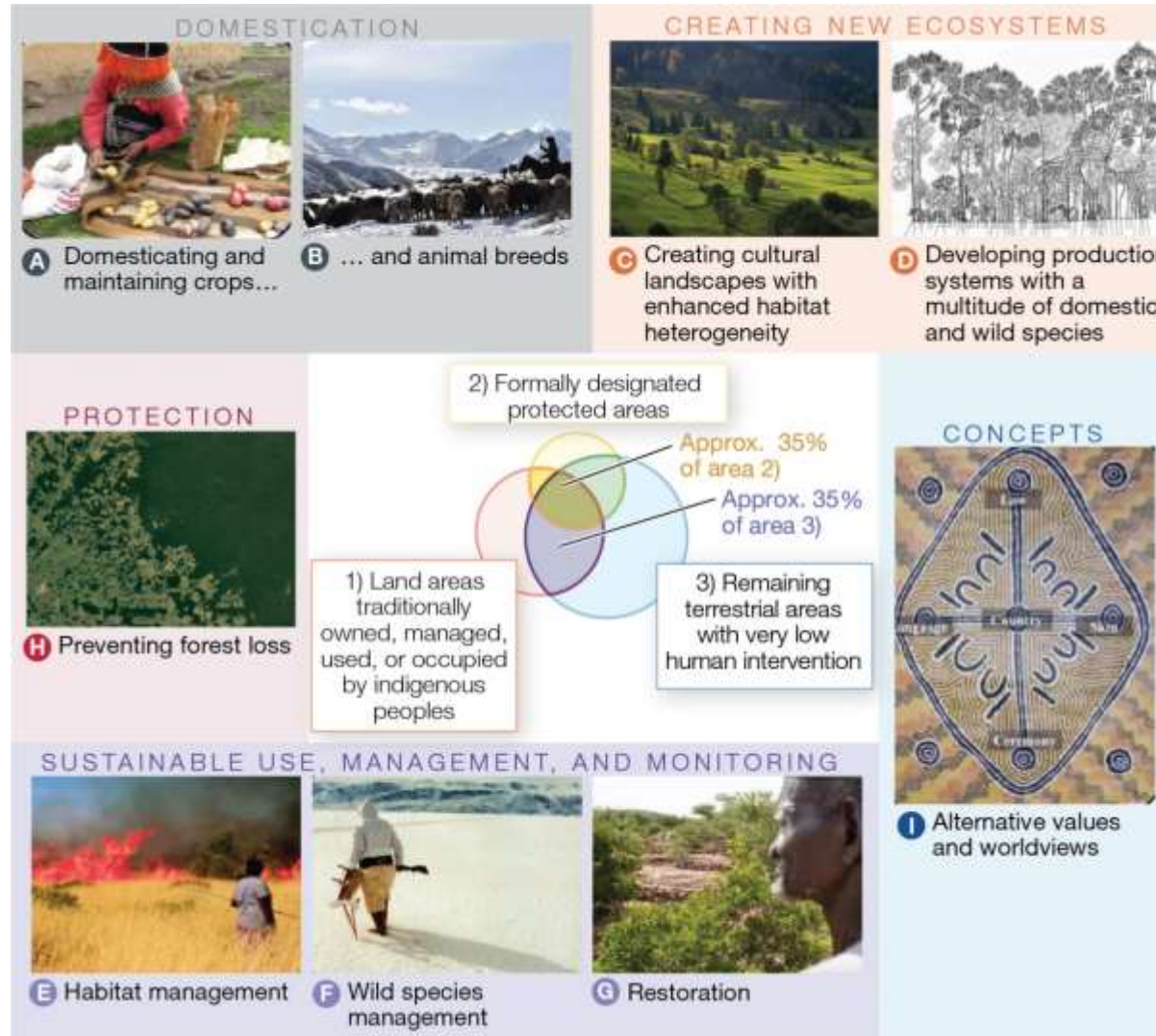
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# LESSONS LEARNED –e.g. MEA, IPCC, IPBES

**What practical steps can be taken when gathering data from a range of sources (e.g. private or public data holders, institutions, ministries)?**

- a. Assure the data holders that they will be acknowledged in the report for their data contribution.**
- b. Assure the data provider that the data won't be shared with any third party without their agreement.**
- a. Develop a web platform for people to upload and share data including photos.**

# What best practice approaches can you share around the use of indigenous and local knowledge for the assessment?



- Have an administrative champion whose job is make sure that indigenous and local knowledge is included.
- Include access to an online supplementary database of sources of local knowledge.

Source: IPBES Global Assessment Report 2019

**Fig. 5. Contribution of Indigenous peoples and local communities to biodiversity**



## **What were the most important ingredients for ensuring that authors work together cohesively?**

- a. Make sure that everyone understands the governance structure of the ecosystem assessment. The Team should have a range of skills ranging from administrative, technical, policy and project management.**
- b. Socialising in face to face or online meetings promotes team work.**
- c. To avoid competing priorities between the team members discuss with them their individual schedules and availability.**

# **What practical advice can you offer to other assessment authors to overcome the challenges involved in assessment writing?**

- a. The authors should take ownership of their chapters from the start. The CLAs should lead and assign parts of the chapter to be developed by individuals or groups of LAs. The chapter could be drafted based on answering key policy questions that may be based on Multilateral Environmental Agreements (MEA) signed by their country.**
- b. The authors should be made to realise that if the policy questions are aligned to national policy priorities, that this will be an important priority to strengthening the science-policy interface with ministries.**
- c. Let each CLA or LA comment on each other's chapters in the zero order draft to bring about coherence. This promotes team building and collaboration between authors. Seek coherence across chapters proactively.**
- d. Authors should have periodic working group chapter sessions to resolve any issues.**

# Evaluation Stage Panel





BREAK

# Climate Change in the NEA

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# Climate change and the NEA

## Why is climate change important for NEA?

- Climate change drives changes in ecosystems directly – and indirectly

Extinction risk: 2°C warming -> 5% of species; 4.3°C warming -> 16% of species (IPCC 2019)

Impacts on ecosystem services and resilience



# Climate change and the NEA

## Why is climate change important for NEA?

- Ecosystem services for climate change mitigation and adaptation are becoming increasingly important as the climate crisis deepens

Potential to deliver over a third of the cost-effective climate change mitigation needed by 2030 to keep warming below 2°C (Griscom et al. 2017)

Effective solutions to help people cope with climate change and extreme events



# Climate change and the NEA

## Why is climate change important for NEA?

- **Climate policies are increasingly embracing nature-based solutions**
  - Nationally Determined Contributions, Climate Change Strategies, REDD+, National Adaptation Plans, Disaster Management Plans, etc.
  - 66% of signatories to the Paris Agreement included nature-focussed actions in their NDCs, all National Adaptation Plans submitted to the UNFCCC included ecosystem-based measures (Seddon et al. 2020)
- **Important part of the policy landscape for biodiversity, and a great opportunity for outreach and synergy!**



# Climate change and the NEA

## Understanding integration of climate change

UNEP-WCMC is trying to understand how climate change is/can be featured on NEAs by:

- Looking at some scoping reports, communications strategies, and draft NEA reports and SPMs
- Noting integration of climate change concepts, data and priorities in chapters, e.g. as a driver, in scenarios, climate change related ecosystem services, and policy options

# Climate change and the NEA

## Initial findings

- Climate change-related ecosystem services, pressures/impacts and other considerations **integrated in reports** to varying degrees.
- Climate change concepts and terms may be **understood and used differently** within and across NEA teams
- Framing of climate change often **focuses on specific issues/considerations**, e.g. particular ecosystems, or contributions, such as DRR. Related to country priorities, data availability, expertise?

# Climate change and the NEA

## Initial findings, cont.

- **Climate change data** is integrated (e.g. current climate variability, projections, recorded impacts) and often focused on particular impacts/ecosystems
- **Direct pressures and impacts** more prominent than **indirect impacts** and **interactions** between climate change and other pressures (e.g. land use change, migration, energy mix)
- **Climate change policy aspects** directly related to biodiversity are well-represented (e.g. in NBSAP). Linkages to other policies/sectors less prominent (e.g. adaptation strategies, NDC, DRR strategies, energy policy, etc)

# Climate change and the NEA

## Recommendations

- Climate change relevant across numerous chapters; consider capacity building for team (e.g. many online resources available) and use of existing glossaries (e.g. national policies, [UNFCCC glossary](#))
- Promote involvement of climate change relevant stakeholders & experts. E.g. as contributors to chapters (e.g. drivers, scenarios), but also other options, e.g. policy engagement, strategic session/presentation by climate change dept to team

# Climate change and the NEA

## Recommendations

- Examine the drivers/pressures/impact framework being used to see if appropriate/adapt to national climate change context/issues
- Consider tools/approaches to promote systematic examination of climate change impacts across all relevant ecosystems/ecosystem services
- Opportunities for integration of ILK, and multiple stakeholders, e.g. local scale case studies, community-based adaptation studies

# Climate change and the NEA

## Next Steps

- Finalise exercise on understanding integration of climate change in NEAs
- Document findings
- Brief and checklist under development

# Knowledge Exchange Session: Climate change & project management

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# Group discussion

## Group 1 and 2 – Climate Change

- Authors/experts discussion on integrating climate change into your NEAs
- Using Jam board
- Four questions:
  1. How has climate change been included in your NEA?
  2. What challenges have you encountered?
  3. What opportunities are there for integration?
  4. What knowledge/approaches might help?

## Group 3, 4 and 5 – Project Management and Chapter Cohesion

- Project management teams discussing chapter cohesions and author management
- Using Jam board



# Breakout Group Activity



# Report back



@alexfine

# Take-Home Messages

➔ [www.menti.com](https://www.menti.com) code: 8532 5706



@Artful Humble

# What's next?



Session 4 on National Biodiversity Platforms

➔ Thursday 22 July at 12pm BST

Thank you!

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