



Empowered lives.  
Resilient nations.

**Developing capacity for undertaking national ecosystem assessments in IPBES**  
**Global Inception and Capacity Building Meeting**  
Tuesday 13<sup>th</sup> June – Thursday 15<sup>th</sup> June 2017  
Hotel La Maree, Kribi, Cameroon



Report co-authored by the Network for Environment and Sustainable Development in Central Africa (NESDA-CA)-Cameroon and UN Environment World Conservation Monitoring Centre (UNEP-WCMC).



## Contents

Background and Rationale for Workshop .....	3
Workshop Objectives and Structure .....	4
Opening Session .....	6
Opening address, welcome and introductions .....	6
Setting the Scene .....	7
Introduction to the SGA Network and IPBES .....	7
IPBES Assessments .....	9
What is an IPBES assessment? .....	9
Ecosystem Assessment Framework: The Scoping Stage .....	9
Defining the scope and context of an assessment .....	10
Stakeholder engagement .....	10
Exercise 1.3: Consulting with stakeholders .....	11
Defining key questions for the assessment to address .....	11
Exercise 1.4: Developing policy-relevant questions .....	11
Exercise 1.5: Key design considerations .....	11
The Design Stage .....	12
Introduction to the IPBES conceptual framework .....	12
Using the IPBES conceptual framework & scale considerations .....	13
Exercise 2.1: Applying the IPBES conceptual framework to a national assessment .....	14
The Implementation Stage .....	14
Conceptualising multiple values .....	14
Assessing status and trends of ecosystems and their services .....	14
Exercise 2.2: Identifying data and ecosystem service indicators .....	15
Working with indigenous and local knowledge .....	15
Scenarios and their role in the ecosystem assessment process .....	15
Exercise 3.1: Using scenarios .....	15
Policy and Support Tools .....	16
Policy support tools in relation to IPBES .....	16
Considering policy and response options at a national scale .....	17
Communication and Outreach .....	17
The role of communication in an ecosystem assessment .....	17
Exercise 3.2: Designing a communication strategy .....	17
Peer review .....	18
Identifying key messages and findings, and communicating uncertainty .....	18
Key considerations .....	19
Key considerations: governance structure, work plan, funding .....	19
Exercise 4.1: Governance structure .....	19
Exercise 4.2: Work plans and budget .....	19
Scoping the Assessment Process .....	19
Closing remarks .....	19
Annex 1. Participant List .....	21
Annex 2: Workshop Agenda .....	22
Annex 3. Country scoping presentations .....	25

## Background and Rationale for Workshop

The global recognition that human well-being is dependent on healthy functioning ecosystems and the services they provide, has generated great interest in understanding the values and contribution of nature to a good quality of life for humans. Despite this recognition, the changes in ecosystems today and the threat this presents to its functionality and the benefits in goods and services these can offer for development, further emphasizes the urgent need to understand the extent to which human behaviour, institutional and policy options can shape responses in ensuring healthy ecosystems.

Ecosystem assessments, provide an opportunity to improve the required understanding based on scientific information and to significantly inform decision-making within global processes towards attaining the goals of the Strategic Plan for Biodiversity 2011-2020 and its Aichi Targets, the Sustainable Development Goals and other relevant processes. At national levels, ecosystem assessments equally provide an opportunity to inform decision-making processes towards attaining national development goals and national biodiversity related strategic plans.

A major challenge within national policy settings and decision-making processes on biodiversity and ecosystem services is a lack of real understanding of their value in many sectors of society, a lack of tools to be able to integrate knowledge on ecosystem services into policy setting and into day-to-day decision-making based on scientific knowledge. Many different sectors are dependent on ecosystem services and they are often identified as critical for a country's development policy and related actions. Ecosystem assessments can provide a mechanism to develop an evidence base that meets the needs of different sectors and encourages the integration of biodiversity and ecosystem services within their actions.

In recognition of this importance, the Intergovernmental Platform on Biodiversity and Ecosystem Services (IPBES) was established by Governments in 2012 with the specific aim of strengthening the science-policy interface for biodiversity and ecosystem services for the conservation and sustainable use of biodiversity, long-term human wellbeing and sustainable development. The identified functions of IPBES are to: carry out and promote assessments and develop and promote the use of policy support tools; and to create the necessary enabling environment through facilitating capacity building and knowledge generation.

IPBES has highlighted that developing countries face issues in addressing pressing sustainable development questions due to a weak interface between science/traditional knowledge, policy and practice. It also highlights that they lack trained national-level experts and stakeholders to conduct national level biodiversity and ecosystems assessments and to integrate their findings into national policy, programmes and decision-making processes.

Further, many countries still need support to contribute to the IPBES assessments and other deliverables and to make the most use of existing and future IPBES' products.

The UNDP-managed Biodiversity and Ecosystem Services Network (BES-Net) is a capacity building "network of networks" that promotes dialogue among science, policy and practice for more effective management of biodiversity and ecosystems, contributing to long-term human well-being and sustainable development. BES-Net contributes to the IPBES capacity building agenda. The Network is supported by face-to-face capacity building activities (the BES-Net Dialogues), and a cutting-edge web portal. In implementing its mandate, BES-Net follows an inclusive approach, collaborating with relevant multilateral environmental agreements, and drawing on the support of many other partner organizations.

IPBES Plenary has identified to build capacity at the national level through the implementation of national ecosystem assessments as a priority. IPBES will not undertake national ecosystem assessments as part of its work programme but looks to catalyze such activities. The BES-Net initiative/project has therefore been developing, in partnership with the World Conservation Monitoring Centre (WCMC), a programme specifically focused in the development of national capacities for ecosystems assessments to respond to the IPBES capacity building priorities.

This global project, entitled '*Developing capacity for undertaking national ecosystem assessments in IPBES*', supports national ecosystem assessments in four pilot countries – Cameroon, Colombia, Ethiopia and Viet Nam seeks to attain the goal of IPBES at national levels. It is in this context that the global project, executed by the WCMC and supported by IKI, was launched during a three-day (13 -15th June 2017) global inception meeting in Kribi, Cameroon. The Network for Environment and Sustainable Development in Central Africa (NESDA CA), the host Institution for the Cameroon component of this Global project, was also the host institution for the inception workshop.

### *Workshop Objectives and Structure*

This workshop brought together the national ecosystem assessment teams from the four countries of the '*Developing capacity for undertaking national ecosystem assessments in IPBES*' project:

Cameroon, Colombia, Ethiopia and Viet Nam, with the following objectives:

1. Have an understanding of the basic concepts of an ecosystem assessment and be able to illustrate both the value and rationale for undertaking one;
2. Gain new ideas and inspiration about how a national ecosystem assessment can be used to instigate policy and behavioural change;
3. Be provided with information on how national ecosystem assessments can contribute to assessments under IPBES;
4. Be introduced to a variety of tools and data for ecosystem assessments; and
5. Present findings of an initial scoping exercise for an ecosystem assessment in each country.

The programme drew on the *IPBES Guide for Assessments* while focusing on the needs and priorities of each country.

The workshop brought together a total of twenty-three participants from the previously mentioned four countries (Cameroon, Colombia, Ethiopia, and Viet Nam), as well as a representative from the United Nations Development Programme (UNDP). The participants represented both policy-makers and practitioners and came from a range of government departments, regional organisations, universities/research institutes, and NGOs.

The workshop was run as a series of interactive sessions based upon the circumstances within the specific countries. SGA Network workbooks and exercises were used to work through steps in the ecosystem assessment process and apply guidance from the draft IPBES guide for assessments on how to undertake a national ecosystem assessment that would be consistent with the process and characteristics of an IPBES assessment. At the end of the workshop, the country teams were invited to present their findings to the rest of the audience.

The agenda for each day focused on the following:

- **Day One:** Opening and scene setting sessions, participants' expectations from the workshop, introductions to the SGA Network, BES-Net and IPBES assessments, introduction to the Ecosystem Assessment Framework, and the Scoping Stage of the Framework

- **Day Two:** Design and Implementation Stages of the Ecosystem Assessment Framework including policy support tools, and the Communication and Outreach Stage
- **Day Three:** Planning for countries' assessment processes, capacity building needs and workshop reflections

Prior to the workshop, country teams were asked to complete two preliminary exercises. The pre-workshop exercises were designed to introduce the IPBES assessment materials, and to allow participants to begin thinking about the issues in their own national context which could be investigated further through an ecosystem assessment. **Exercise 1.1** comprised a series of background documents to familiarise themselves with, including the draft IPBES Guide to Assessments and the Millennium Ecosystem Assessment (MA) Methods Manual. **Exercise 1.2** looked at the current circumstances and potential issues of interest in each country, as the scope of an assessment ultimately depends on economic, political, social and environmental circumstances, which in turn influences major issues of concern, and key audiences and users. Geographical and administrative boundaries need to be considered, as well as potential limitations. The teams were required to think more carefully about the current conditions and issues of concern in their country and to prepare a brief 10 minute presentation based on this information, to be presented by a member of their team at 11:30 Day 1 of the workshop.

## Day 1

---

### Opening Session

#### *Opening address, welcome and introductions*

The meeting was opened with a word of welcome by Mrs Prudence Galega, Technical Adviser no 1 of the Ministry of Environment, Protection of nature and Sustainable Development (MINEPDED) and the IPBES focal point for Cameroon. She extended greeting to the members of country teams, a word of thanks to WCMC for accepting Cameroon's candidature to host the event. She wished the participants a successful deliberation and invited them to enjoy the hospitality of the coastal town of Kribi. Opening remarks were then given by Dr Claire Brown from the SGA Network Secretariat and Anne Juepner (UNDP). Nadine Bowles-Newark then provided an overview of the workshop's objectives, highlighting that the various stages of the ecosystem assessment process in the context of IPBES assessments would be discussed.



The opening address was followed by a round of introductions from both participants and facilitators, during which participants were asked to name which ecosystem service they would like to be and the reasons why.

The group of participants represented different government departments, regional organisations, universities/research institutes, and NGOs (see Annex 1 for the Participants List).

Participant expectations for the workshop were stated as follows:

1. To share knowledge and experience between countries
2. Learn about IPBES and IPBES assessments
3. Get a better understanding of stakeholder engagement
4. Understand data sources at national level
5. Understand IPBES assessments at national level
6. Networking and sharing knowledge
7. Increased individual and institutional ability to participate in ecosystem assessment processes at all levels
8. Increased use of evidence related to biodiversity and ecosystem services in policy development and decision-making in all relevant sectors

## Setting the Scene

### *Introduction to the SGA Network and IPBES*

To set the scene, Daniela Guarás from the SGA Network Secretariat provided an introduction to the SGA Network ([www.ecosystemassessments.net](http://www.ecosystemassessments.net)). The presentation included the network's history, objectives, activities, and how it aims to promote and facilitate improved capacity for undertaking and using assessments. The participants were also invited to join the SGA Network.

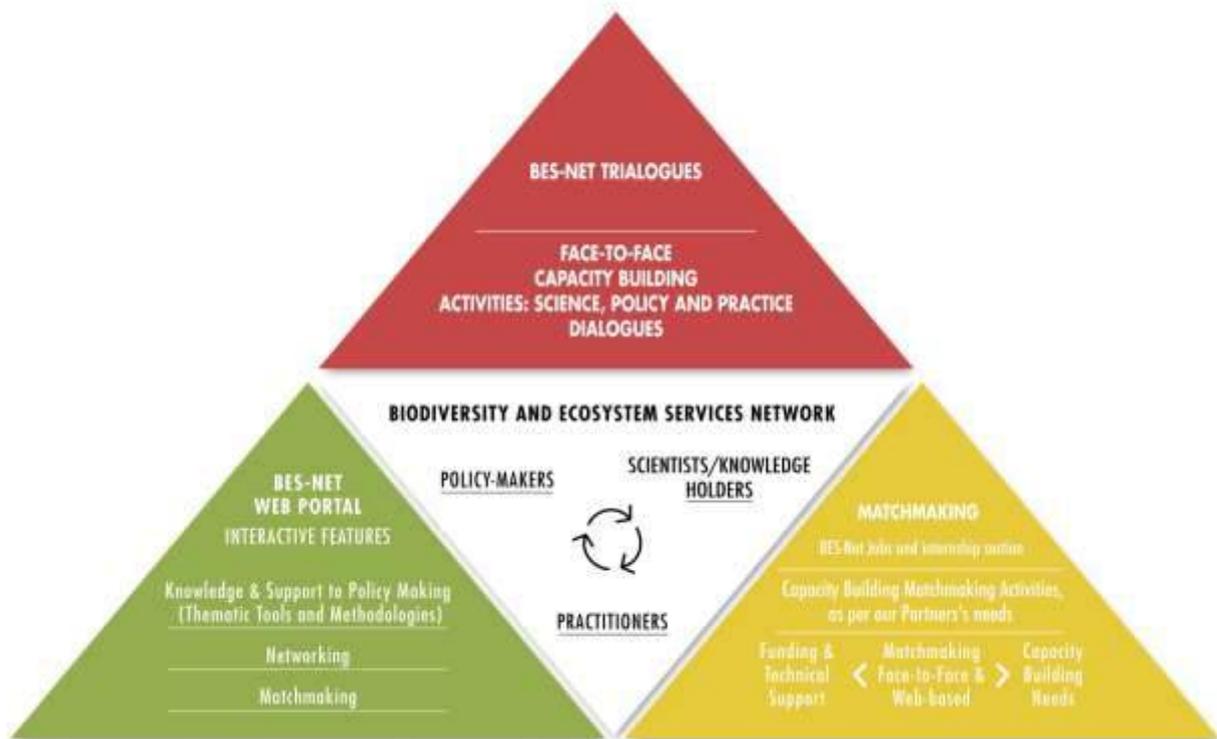
Daniela then provided an overview of IPBES. This presentation covered the Platform's organisation, functions, and its 2014-2018 work programme. IPBES objectives and deliverables were also outlined. Daniela also introduced the IPBES Guide to Assessments (deliverable 2(a)). The aims of the guide are to: 1) create a 'roadmap' focusing on key elements for an IPBES assessment; 2) ensure consistency across IPBES assessments; 3) address practical, procedural, conceptual and thematic aspects of assessments; and 4) take into account different visions, approaches and knowledge systems in ecosystem assessments. The guide was developed for assessment practitioners that may undertake IPBES assessments, or IPBES-inspired assessments at smaller scales. It was emphasised that the guide is not prescriptive and that assessment practitioners should use this guide as a 'roadmap' when undertaking an assessment within the context of IPBES.

Then, an overview of key IPBES resources, such as guidelines, strategies, approaches, webinar series and tools that could be useful for assessment practitioners was provided. Lastly, information on the IPBES Catalogue of Assessments (<http://catalog.ipbes.net/>) was presented. The Catalogue is a repository of assessments of ecosystem services and biodiversity from global to sub-national scales.

### *Introduction to BES-Net*

Anne Juepner of UNDP then presented an overview of the Biodiversity & Ecosystem Services Network (BES-Net). BES-Net is a UNDP-managed capacity sharing "Network of Networks", promoting dialogue between science, policy and practice & build capacity for more effective management of biodiversity and ecosystems worldwide, contributing to long-term human well-being and sustainable development. It comprises 86 partners and engages over 120 international experts. The BES-Net approach (Figure 1) aims to support policymakers, scientists/knowledge holders and practitioners to address specific policy issues in the arena of biodiversity and ecosystem services.





**Figure 1. The BES-Net approach**

### *Introduction to the global project*

Claire moved on to provide an overview of the global project, which is funded by the German Federal Ministry for the Environment, Nature Conservation, Building and Nuclear Safety (see background and rationale above). A number of questions were raised following the presentation amongst which some were answered and others were reserved for future considerations. The questions included:

1. Are the global activities disconnected from the global or are the nationals going to be included? *WCMC will lead only the global level and the national level work will be done individually.*
2. How can findings be integrated into decision making? *The way forward was to partner with international organizations like the UNDP to bring the recommendations into the necessity of other wider processes.*
3. How can the gap between sub-regional and regional levels be adjusted and how do we integrate this to the national level? *UNDP want to maintain the link between the national ecosystem assessment to that of the global level, thus if the national assessments can be linked to the global level, then that will be fine.*
4. What kind of capacity building showed participants focus on at the national level? *The pilot countries were advised to focus on: training courses, sharing information through websites, emails etc.*
5. What are the drivers for natural resources? .i.e. what are the key drivers of biodiversity conservation on income or capital loss? *These will vary according to the national context.*
6. How do the peer review and working groups communicate their assessments to policy makers? *This will be included in the workshop material.*
7. Is it all stakeholders that are accepted for endorsements? *This decision depends on the national level context.*

8. How do working groups communicate information on assessments especially given the fact that these assessments are very secretive? *The working groups were of the opinion that highly secretive nature of these assessment tends to slow down their work and thought that more exposure to peer review will be better.*

### *Project country presentations*

Each national team then presented a brief overview of current political, social and environmental circumstances within each country. These presentations were well-delivered and highlighted that although each country has its own context, there are many overlapping considerations including threats, drivers, stakeholder engagement etc.

## **IPBES Assessments**

### *What is an IPBES assessment?*

Mrs Nadine Bowles-Newark from the SGA Network Secretariat, provided an introduction to ecosystem assessments, their link to human well-being (HWB), and the role they play in supporting decision-making. Then, an overview of assessments in the context of IPBES was provided. IPBES assessments share three basic features: credibility, legitimacy, and relevance; and are typically characterised by:

- The involvement of governments and other stakeholders
- Being conducted by a disciplinary/geographic/gender balanced group of eminent experts
- Presenting findings and knowledge gaps that are policy relevant but not policy prescriptive.

Relevant information on IPBES assessment processes, the IPBES assessment framework, as well as the range of scales in which IPBES assessments may be conducted (i.e. global, regional, thematic and methodological), was also provided.



### **Ecosystem Assessment Framework: The Scoping Stage**

Then, Nadine provided an introduction to the Ecosystem Assessment Framework (**Figure 1**), and outlined the key stages of the Framework: Scoping, Design, Implementation, and Communication and Outreach stages, all of which are underpinned by active stakeholder engagement.



be part of the governance structure. Communication channels between stakeholders and technical experts should be established in order to clarify uncertainties and verify assumptions. Furthermore, stakeholder input should be recorded and acknowledged in the relevant outputs to ensure transparency. An overview of stakeholder consultation methods was also provided.

### *Exercise 1.3: Consulting with stakeholders*

Participants were reminded that the core values of relevance, credibility and legitimacy are best achieved through strategic and effective participation. Participants were then asked to individually consider what methods could be best used to consult with different stakeholders in their countries, and which methods might be more effective with which stakeholders and why.

### *Defining key questions for the assessment to address*

Next, Nadine introduced the need to identify clear, policy-relevant questions that the assessment expects to address in order to guide the assessment process. It was emphasised that policy questions or 'key questions' should describe what the user or audience of the assessment wants to know, and these should be agreed upon in close consultation with stakeholders. The answers to key questions can be used to justify or support a decision or action that directly or indirectly affects allocation of public or private resources. Examples of policy-relevant questions from the UK National Ecosystem Assessment (UK NEA) were provided.

### *Exercise 1.4: Developing policy-relevant questions*

Then, participants were tasked with drafting two policy-relevant questions for an ecosystem assessment in their country. Participants had to consider the stakeholders' concerns, user needs and national priorities from the previous exercises.

### *Key design considerations*

Nadine highlighted that ecosystem assessments are complex processes and provided five key considerations that can help to guide an ecosystem assessment process:

1. Important ecosystems and their services: focus on the priority services to be assessed and bundles of ecosystem services
2. Data requirements and possible sources: identify available data and how to access it
3. Key capacities and resources required: evaluate the skills sets that will be required (technical and non-technical skills)
4. Temporal scales: consider changes over time, from the relevant past to the predictable future
5. Spatial scales of interest and boundaries: depend on the key questions and funding available

### *Exercise 1.5: Key design considerations*

Lastly, to conclude the Scoping Stage, participants were asked to start thinking about the key considerations for their ecosystem assessment. Participants were specifically asked to:

- Choose a key question from Exercise 1.3 to focus on for the rest of the workshop;
- Identify the most important ecosystems and services that would need to be assessed to address their key question; and
- Discuss what kind of data requirements might be needed to assess these ecosystems and services.

In plenary, participants also identified the key capacities/skills and resources that would be required to carry out the assessment. Facilitators provided further examples based on the UK NEA process.

## Day 2

---

### The Design Stage

#### *Introduction to the IPBES conceptual framework*

After providing a recap of Day 1, Nadine gave an introduction to conceptual frameworks and indicated their usefulness for framing an ecosystem assessment. Conceptual frameworks provide a logical structure for evaluating a system, and addressing essential components of the system (e.g. ecosystems, human well-being, ecosystem services), the relationships among those components, and how they may be changing. Conceptual frameworks need to be developed through engagement with a diverse group of users and experts to ensure that the framework is accepted, 'owned' and used. Conceptual frameworks are adapted to the needs of a specific assessment, and draw on a variety of knowledge (e.g. scientific, traditional, and political). Examples of different conceptual frameworks from previous assessments such as the MA and the UK NEA were provided.

Then, the presentation focused on the IPBES conceptual framework (**Figure 2**). The framework is the conceptual, and methodological scaffolding for all IPBES' activities and products. It guides all IPBES assessments in their scoping, analytical and synthesis work, and policy options. The IPBES conceptual framework is a simplified model that reflects the complex interactions between the natural world and human societies. It places the main focus on human actions (governance, institutions, and decisions), and embraces different knowledge systems (western science, indigenous and local knowledge). Detailed information about the different elements of the conceptual framework (i.e. nature; nature's contributions to people; anthropogenic assets, indirect drivers, direct drivers, and good quality of life) was provided. More information about the IPBES conceptual framework can be found in IPBES/2/17.

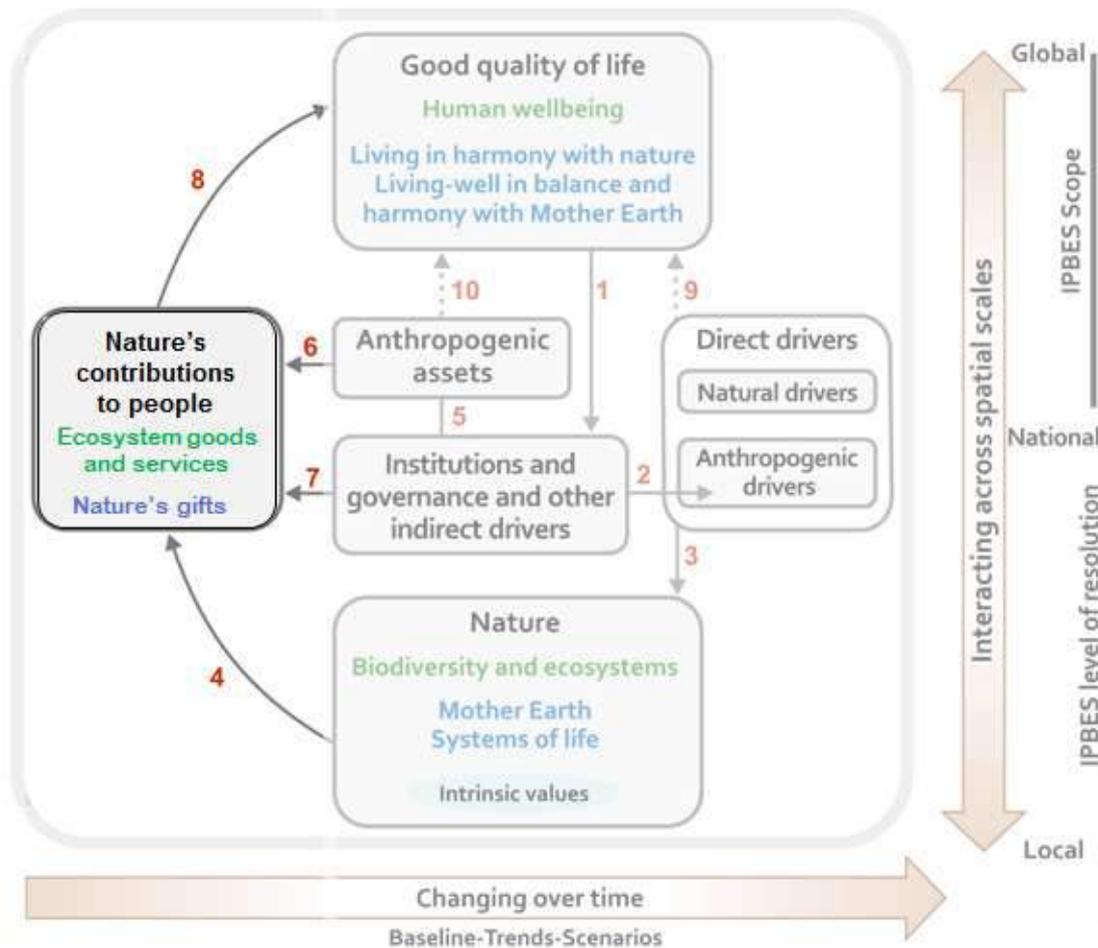


Figure 2. The IPBES Conceptual Framework (IPBES/2/17).

### Using the IPBES conceptual framework & scale considerations

Nadine provided an overview of the application of the IPBES conceptual framework to a national assessment. It was emphasised that the IPBES conceptual framework should be used by an assessment team as a conceptual scaffolding and adapted to the relevant national context. The broadest set of values of nature and its contributions to people need to be considered, including both instrumental values as well as relational values. Then, the different disciplines, knowledge sources and relevant stakeholders identified. The spatial and temporal scales of the country assessment need to be determined, and indirect drivers (e.g. institutions, consumption patterns, economic policies) considered in detail. Lastly, options for policy and practice, as well as state, trend and scenarios for the future should also be identified.

Then, further information on IPBES assessments across scales was outlined. The example of the Southern African Sub Global Assessment (SAfMA), which was conducted at three spatial scales, was outlined. This example illustrated that conducting assessments at different spatial scales offers the opportunity to investigate processes at the scales at which they take place; it enables links between scales to be identified; and it ensures that the perspectives of stakeholders at different scales are reflected. IPBES acknowledges the importance of scale in assessments and helps to catalyse support for sub-regional and national assessments. To conclude, a four-step roadmap for IPBES assessments across scales was provided.

### *Exercise 2.1: Applying the IPBES conceptual framework to a national assessment*

Participants were tasked with applying the IPBES conceptual framework to their countries' assessment. They were asked to use their key question and stakeholder priorities identified in the Scoping Stage, and populate the key components of the IPBES conceptual framework.

### **The Implementation Stage**

Nadine introduced the Implementation Stage, which is the technical (doing) stage of the assessment. Some of the elements undertaken at this stage include:

- Assessing status and trends of priority ecosystems and services, and the associated drivers of change
- Scenarios – development of descriptive storylines to illustrate the consequences of different plausible kinds of change in drivers, ecosystems, ecosystem services and human well-being
- Valuation of ecosystem services – present and future; monetary and non-monetary
- Analysing response options – examining past and current actions that have been taken to enhance the contribution of ecosystem services to human well-being
- Peer review – an essential part of the implementation stage to ensure validation of findings and to provide credibility

### *Conceptualising multiple values*

Nadine then provided an introduction to conceptualising multiple values. Ecosystem services have value for humans through the different benefits they provide for human well-being (i.e. economic benefits, health benefits, social benefits). The term 'value' is used to establish human preferences and judgement for ecosystem functions/services. How values are articulated has a bearing on how decisions are made with respect to managing biodiversity and ecosystem services. Understanding values can inform decision-making by:

- Identifying trade-offs in different values within/among stakeholders;
- Identifying policies and management strategies that respect local values, improve equality in access to and control over resources;
- Avoiding strategies that exacerbate conflicts, inequalities and distrust; and
- Improving buy-in to policies and improving democratic processes.

There is a need to use a range of methodological approaches to valuation (quantitative and qualitative) to fully describe ecosystem service values. The method chosen will depend on the type of ecosystem service to be valued, as well as the quantity and quality of data available. Thus, an IPBES Expert Group has been tasked with developing a valuation protocol to guide valuation in IPBES assessments (linked to deliverable 3d).

### *Assessing status and trends of ecosystems and their services*

Then, Nadine provided an overview of the role of indicators, an outline of status and trend of ecosystems and their services, and a number of examples. The importance of identifying gaps and uncertainties during an assessment to inform future research agendas was also highlighted.

Indicators are values or signs reflecting in a clear way the status, cause or outcome of an object or process. Indicators are used to track performance, monitor the consequences of alternative policies, and for scientific exploration. Participants were pointed towards two relevant publications for further guidance: *Guidance on National Biodiversity Indicator Development and Use* (BIP, 2010), and *Measuring Ecosystem Services: Guidance on Developing Ecosystem Service Indicators* (UNEP-WCMC & CSIR, 2014).

The status and trends analysis component of an ecosystem assessment focuses on different elements of the conceptual framework (i.e. priority ecosystem services, associated drivers of change, and the

impacts on human well-being). Some key questions that status and trends analysis looks to answer are the following:

- What is/are the current condition and historical trends of ecosystems and their services?
- What have been the consequences of changes in ecosystems for human well-being (or good quality of life)?

### *Exercise 2.2: Identifying data and ecosystem service indicators*

Participants were then asked to use the priority ecosystem services and drivers of change identified in their conceptual frameworks to identify:

- How the drivers of change affect the priority ecosystem service
- What data do you need to understand the status and trends, and where are these data housed?
- Some example of ecosystem service indicators that could be used to assess components of Nature or Nature's contributions to people as described in the agreed conceptual framework.

### *Working with indigenous and local knowledge*

Daniela gave an overview of IPBES approach to working with indigenous and local knowledge. Initially, key information for each of the four phases applicable to assessments was provided, as follows:

- Phase 1 – scoping stage: Collaborative definition of problems and goals, and development of key questions
- Phase 2 – design stage: Bring together a wide array of evidence and data from multiple sources of ILK related to the assessment
- Phase 3 – review processes: Engage indigenous peoples and local communities in review processes of the various assessment report drafts
- Phase 4 – communication: Knowledge sharing and jointly evaluate key findings and lessons learned. Identify knowledge gaps and provide capacity building activities

Daniela then referred to good practices for working with indigenous and local knowledge as identified under the IPBES approach. Based on their national circumstances, countries were invited to consider these when undertaking their national assessments. IPBES approach is available from document IPBES/5/15.

### *Scenarios and their role in the ecosystem assessment process*

Claire introduced another element of the Implementation Stage to participants – the use of scenarios and models to develop an understanding of plausible changes in primary drivers; and the potential consequences for ecosystems, their services and human well-being. Forward-looking assessments need to explore the prospects of future developments, and scenario exercises provide a structured approach to addressing related uncertainties. The different types and various uses of scenarios were also outlined.

Claire provided further definitions about scenarios and their use. It was emphasised that scenarios are not predictions, they are stories about the future, told as a set of “plausible alternative futures” about what might happen under particular assumptions. Thus, scenarios are useful support tools for decision-making as they can assist decision-makers to identify the policies most likely to achieve their goals. Storylines from different scenarios used by the UK NEA were provided.

### *Exercise 3.1: Using scenarios*

Participants were asked to discuss what role scenarios could play in their national assessment. They were asked to take into consideration their key question & stakeholders and write down 3 examples of possible questions that stakeholders may have about the future that a scenario analyses

could help to answer. Participants were also asked to identify where scenarios have already been produced within their country.

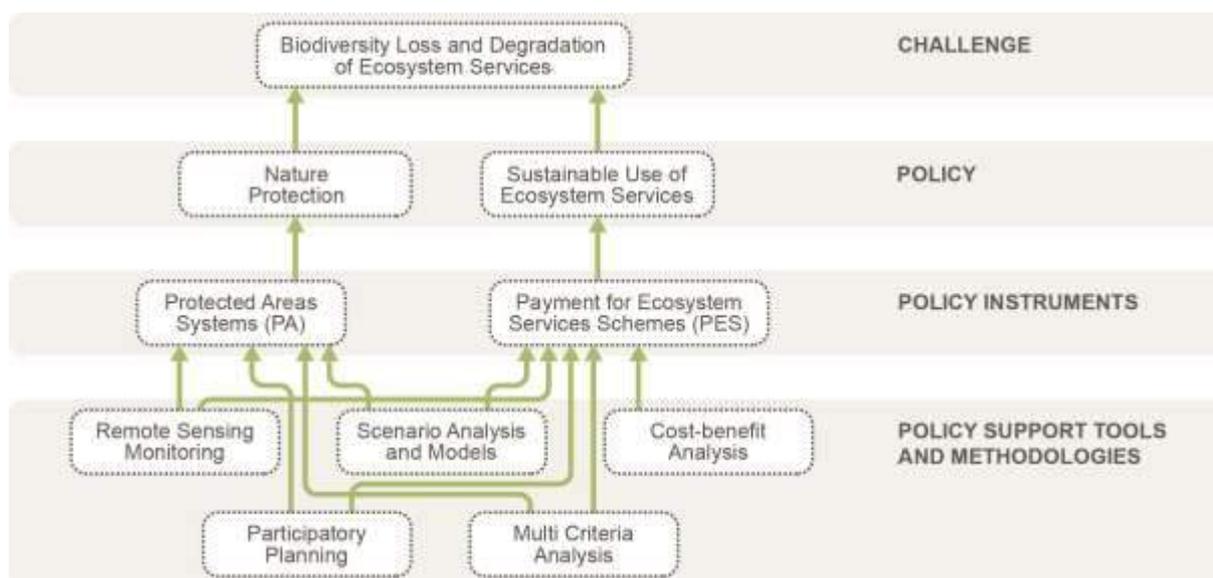


## Policy Support Tools

### *Policy support tools in relation to IPBES*

Then, Claire provided an overview of the policy support tools and methodologies component of the assessment process (**Figure 8**). Policy support tools and methodologies can inform, assist and enhance relevant decisions, policy making and implementation at different scales to address biodiversity loss and degradation of ecosystem services. Assessments are key mechanisms to identify effective policy instruments, and the policy support tools and methodologies needed to implement those instruments in the most rigorous and effective way (e.g. protected areas, payment for ecosystem services schemes).

The role of IPBES in helping decision-makers to identify relevant tools and methodologies was also outlined. IPBES aims to support policy formation and implementation through the identification of policy-relevant tools and methodologies (including those arising from assessments) to facilitate access to relevant tools and methodologies by decision-makers. IPBES is developing a 'Catalogue of Policy Support Tools and Methodologies' (deliverable 4c).



**Figure 8. Schematic representation of the context of policy support tools and methodologies.**

Source: IPBES Guide for Assessments

### *Considering policy and response options at a national scale*

Then, Claire introduced the response options element of the assessment process. This element aims to identify different ‘possible responses’ in order to prevent the deterioration for ecosystem services and to restore services that have been lost. Effective response options take into account the complex socio-ecological processes in which ecosystems and human interaction take place, and include broad stakeholder participation. Examples of response options were provided, and the following key questions outlined that could be useful when developing response options:

- What is the ecosystem change affecting human well-being that needs to be addressed and why?
- Who will respond?
- Which strategies will they choose?
- How will these strategies be structured?
- What will their effects be on both ecosystems and human well-being?

### **Communication and Outreach**

Daniela introduced the last stage of the Ecosystem Assessment Framework, the Communication and Outreach stage.

#### *The role of communication in an ecosystem assessment*

Daniela highlighted that assessments can succeed or fail depending on the communication strategy. The process and the outputs of an ecosystem assessment are critical to communications as the impact of an assessment will depend equally on communicating the legitimate and credible process as it will on communicating the policy-relevant findings. The communication strategy needs to take into account internal communication (e.g. Funders, Secretariat, Assessment Team), and external communication (e.g. users, stakeholders), including identifying communication products that meet the needs of decision-makers.

#### *Exercise 3.2: Designing a communication strategy*

Then, participants were tasked with identifying two target audiences that are relevant to their key question (e.g. Government, land owners, media, planners, etc.) and to discuss:

- **Why** you want to communicate with them;

- **What** you want to communicate to them;
- **How** you will present your information (e.g. in what medium);
- **Which stage(s)** in the assessment process you will communicate with them;
- **Where** you could communicate with them (e.g. specific events); and
- What a possible **success criteria** would be.

### *Peer review*

Daniela provided a presentation on the peer review stage and its importance to ensure legitimacy and robustness in the assessment process as well as to help secure greater buy-in to the findings. An overview of the IPBES peer review process, its core principles and outputs was also provided.

### *Identifying key messages and findings, and communicating uncertainty*

Then, Daniela explained the difference between writing key messages and key findings. Key messages are concise, sharp sentences that can be quite general and high-level. On the other hand, key findings are often more technical, containing a fact or figure. Examples from the UK NEA were provided to illustrate this point. The importance of the use of confidence terms related to an assessment's findings was highlighted. An overview of confidence terms within an IPBES assessment was provided, as well as examples of when and how uncertainty terms should be used.

## Day 3

---

### Key considerations

#### *Key considerations: governance structure, work plan, funding*

Daniela and Claire provided further detail on establishing a governance structure, preparing work plans, and funding considerations.

Establishing a governance structure is critical for ensuring user engagement, raising funds, and overseeing progress. Effective governance provides leadership, relevance, legitimacy, and credibility of the assessment process, and its findings. The governance structure is dependent upon size and scope of the assessment, and may include community leaders, scientists, scientific institutions, technical experts, and political leaders/representatives. The different governance structure groups in an ecosystem assessment, roles, responsibilities and desirable skills were outlined; as well as the governance structure of an IPBES assessment.

#### *Exercise 4.1: Governance structure*

Participants were asked to discuss the appropriate governance structure for their assessment. This included identifying key roles and responsibilities for their assessment team.

#### *Exercise 4.2: Work plans and budget*

Work plans, accompanied by detailed supporting documents and terms of reference for the different governance groups, are important for effective management and communication.

Work plans should outline milestones, deadlines and deliverables to ensure objectives are met on time and within budget.

Funding considerations depend on a number of elements, for example the spatial scale, size and nature of the technical effort; the size and nature of the participatory communication and outreach process; the availability of information; and local capacity.

Participants were given time within the session to work on their country work plans and budgets using the information and examples within the presentation.

### Scoping the Assessment Process

Finally, participants were given time to bring their workshop exercise results together into a 10-15 minute presentation. Each team delivered a brief overview of:

1. Key question(s)
2. Key stakeholders and how you will engage them
3. Conceptual framework and key datasets
4. Operational structure
  - a) Governance
  - b) Work plan
  - c) Budget

The presentations can be found in Annex 3.

### Closing remarks

To wrap up the workshop Dr Claire Brown and Justice Prudence Galega from the Ministry of Environment, Cameroon, provided concluding remarks. Claire began by thanking UNDP for their

collaboration; and NESDA in particular for their excellent support prior to and during the workshop, and for providing the space and facilities to hold the workshop. Claire also thanked participants for attending the workshop and for their high level of engagement and hard work. Lastly, Justice Prudence congratulated the workshop organisers on the delivery of a successful workshop, and thanked participants for their valuable contributions.

## Annex 1. Participant List

Name	Institution	Country	e-mail
Mrs. Mai Huynh Thi	Center for Biodiversity Conservation	Viet Nam	<a href="mailto:maiht2004@yahoo.com">maiht2004@yahoo.com</a>
Mr. Viet Hoang	WWF Vietnam		<a href="mailto:Viet.hoang@wwf.panda.org">Viet.hoang@wwf.panda.org</a>
Mr. Dung Huynh Tien	Netherlands Development Organisation SNV		<a href="mailto:dhuyntien@snvworld.org">dhuyntien@snvworld.org</a>
Dr. Chinh Nguyen The	Ministry of Natural Resources and Environment		<a href="mailto:ntchinh@isponre.gov.vn">ntchinh@isponre.gov.vn</a>
Mr. Linh Nguyen Vu	Ministry of Agriculture and Rural Development		<a href="mailto:linhbachma@gmail.com">linhbachma@gmail.com</a>
Ms. Gisele Didier Lopez	Humboldt Institute	Colombia	<a href="mailto:gdidier@humboldt.org.co">gdidier@humboldt.org.co</a>
Mrs. Luz Helena Oviedo	Humboldt Institute		<a href="mailto:loviedo@humboldt.org.co">loviedo@humboldt.org.co</a>
Mr. Felipe Garcia Cardona	Colciencias		<a href="mailto:fgarciac@colciencias.gov.co">fgarciac@colciencias.gov.co</a>
Ingrid Vanessa Cortes Martinez	Ministry of Environment		<a href="mailto:ICortes@minambiente.gov.co">ICortes@minambiente.gov.co</a>
Mrs. Juliana Agudelo	Humboldt Institute		<a href="mailto:jagudelo@humboldt.org.co">jagudelo@humboldt.org.co</a>
Mr. Abraham Assefa Tuji	Ethiopian Biodiversity Institute	Ethiopia	<a href="mailto:abiab@ibc.gov.et">abiab@ibc.gov.et</a>
Dr. Debissa Lemessa Bayissa	Ethiopian Biodiversity Institute		<a href="mailto:debissa.lemessa@ibc.gov.et">debissa.lemessa@ibc.gov.et</a>
Dr. Tesfaye Awas	Ethiopian Biodiversity Institute		<a href="mailto:absmp@ibc.gov.et">absmp@ibc.gov.et</a>
Dr. Tigist Wondimu	Addis Ababa University		<a href="mailto:twtigistw@gmail.com">twtigistw@gmail.com</a>
Dr. Girma Balcha Mojo	Ethiopian Climate Change Forum		<a href="mailto:girmaba@gmail.com">girmaba@gmail.com</a>
Mrs. Prudence Galega	Ministry of Environment	Cameroon	<a href="mailto:galegapru@yahoo.com">galegapru@yahoo.com</a>
Dr. Mariteuw Chimere Diaw	Africa Model Forest Network		<a href="mailto:c.diaw@africanmodelforests.org">c.diaw@africanmodelforests.org</a>
Dr. Stanley Chung Dinsi	NESDA-CA		<a href="mailto:dinsistanley@yahoo.fr">dinsistanley@yahoo.fr</a>
Prof. Bonaventure Sonke	University of Yaounde I-Cameroon		<a href="mailto:bsonke_1999@yahoo.com">bsonke_1999@yahoo.com</a>
Dr. Samuel Assembe-Mvondo	COMIFAC		<a href="mailto:abotoio@yahoo.fr">abotoio@yahoo.fr</a>
Ms. Marie Françoise Ngo Baneg	Africa Model Forest Network		<a href="mailto:mariengobaneg@yahoo.fr">mariengobaneg@yahoo.fr</a>
Mr. Andre Felix Martial Tchoffo	University of Yaounde II		<a href="mailto:afmtchoffo@ymail.com">afmtchoffo@ymail.com</a>
Mrs. Julie Gagoe Tchoko	Forest Governance Learning Platform (GREG-Foret)		<a href="mailto:j.gagoe@africanmodelforests.org">j.gagoe@africanmodelforests.org</a>
Mrs. Anne Juepner	UNDP		<a href="mailto:anne.juepner@undp.org">anne.juepner@undp.org</a>
Dr Claire Brown	UNEP-WCMC		<a href="mailto:Claire.Brown@unep-wcmc.org">Claire.Brown@unep-wcmc.org</a>
Mrs Nadine Bowles-Newark	UNEP-WCMC	<a href="mailto:Nadine.Bowles-Newark@unep-wcmc.org">Nadine.Bowles-Newark@unep-wcmc.org</a>	
Ms Daniela Guaras	UNEP-WCMC	<a href="mailto:Daniela.Guaras@unep-wcmc.org">Daniela.Guaras@unep-wcmc.org</a>	

## Annex 2: Workshop Agenda

*Day 1 (13 June 2017)*

<b>Time</b>	<b>Session</b>	<b>Format</b>
08:45	<i>Registration</i>	
09:00	1. Opening address by HOST organisation (TBA)	Plenary
09:10	2. Welcome and introductions	Plenary
09:20	<b>Exercise:</b> Ice breaker	Plenary
09:30	3. Workshop objectives and overview	Plenary
09:50	<b>Discussion:</b> <i>Expectations of this workshop</i>	Break-out
10:00	4. Introduction to the global project, Sub-Global Assessment (SGA) Network, BES-NET and IPBES	Plenary
10:20	<b>Questions and discussion</b>	Plenary
10:30	<b>Tea/Coffee break</b>	
11:00	5. Introduction to IPBES assessments	Plenary
11:30	6. Presentations from national project focal points	Plenary
12:30	<b>Questions and discussion</b>	Plenary
13:00	<b>Lunch</b>	
14:00	7. Stakeholder engagement	Plenary
14:20	<b>Exercise 1.3</b>	Break-out
15:00	<b>Tea/Coffee break</b>	
15:30	8. Defining key questions	Plenary
15:45	<b>Exercise 1.4</b>	Break-out
16:15	9. Key design considerations	Plenary
16:30	<b>Exercise 1.5</b>	Break-out
17:00	<b>Close</b>	
18:30	<b>Meet at front of hotel main building for transport to dinner at 'Le Plaisir du Gout'</b>	
	<b>Continued work in groups as required</b>	

## Day 2 (14 June 2017)

Time	Session	Format
09:00	<b>Workshop commences:</b> Recap Day 1 and introduce Day	Plenary
09:10	1. The IPBES conceptual framework and how to use it	Plenary
09:30	<b>Exercise 2.1</b>	Break-out
10:30	<b>Tea/Coffee break</b>	
11:00	2. Assessing values of nature and its benefits	Plenary
11:20	3. Knowledge, information and data	Plenary
11:30	<b>Exercise 2.2</b>	Break-out
12:30	4. Working with indigenous and local knowledge systems	Plenary
13:00	<b>Lunch</b>	
14:00	5. Using scenarios and models in assessments and as support to decision making	Plenary
14:20	<b>Exercise 3.1</b>	Break-out
15:00	<b>Tea/Coffee break</b>	
15:30	6. Response options and policy support tools and methodologies	Plenary
16:00	7. Endorsement and outreach	Plenary
16:30	<b>Exercise 3.2</b>	Break-out
17:00	<b>Close</b>	
17:30	<b>Meet at front of hotel main building for transport to dinner at 'Le Débarcadère'</b>	
	<b>Continued work in groups as required</b>	

### Day 3 (15 June 2017)

<b>Time</b>	<b>Session</b>	<b>Format</b>
09:00	<b>Workshop commences:</b> Recap Day 2 and introduce Agenda for Day 3	Plenary
09:15	1. Governance structure	Plenary
09:25	<b>Exercise 4.1</b>	Break-out
09:45	2. Work plan	Plenary
09:50	<b>Exercise 4.2</b>	Break-out
10:15	<b>Tea/Coffee break</b>	
10:45	3. Resourcing for the assessment	Plenary
	<b>Exercise 4.3</b>	Plenary
11:30	4. Peer review, confidence terms, etc.	Plenary
11:45	5. Group work with surgery	Break-out
12:30	<b>Lunch</b>	
13:30	<b>Presentations from each national team on scoping of assessment</b>	Plenary
14:45	Discussion: Assessment of capacity needs and evaluations	Plenary
15:30	<b>Close</b>	Plenary
	<b>Return bus to airport</b>	

## **Annex 3. Country scoping presentations**

## Group exercise Summary

### TEAM CAMEROON

#### MEMBERS:

Justice Prudence Galega  
 Dr. Chimere Diaw  
 Dr. Samuel Assembe  
 Dr. S. C. Dinsi  
 Madame Julie Gagoe  
 Mrs. Ngo Marie Françoise  
 Mr. Andre Felix Tchoffo  
 Ms. Franchette E. Mbiatem

#### Exercise 1.4

THEME: Defining key policy-relevant questions

Key questions	Reason/justification for selecting question	Key users concerned
1) How can biodiversity policies response to the priorities or well-being of youths e.g. in terms of jobs?	To draft relevant conceptual frameworks to fit the current context	All
2) Within the Cameroonian context, what is human well-being?	To evaluate the standards of living	All

#### Exercise 2.1

THEME: The IPBES conceptual framework

<p>◆ <b>KEY ELEMENTS OF WELL-BEING (GOOD QUALITY OF LIFE)</b></p> <ul style="list-style-type: none"> <li>-Good state of health</li> <li>-Availability of quality basic social amenities like education, quality health care, water, healthy environment, good food, increase in employment</li> <li>-Good quality life (such as ability to provide three square meals a day as well as pay one's bills)</li> <li>-Freedom of choice</li> <li>-Social security</li> </ul>	<p>◆ <b>Direct drivers</b></p> <ul style="list-style-type: none"> <li>➢ <b>Natural drivers and anthropogenic drivers</b></li> <li>• Climate change</li> <li>• Introduction of alien species</li> <li>• Indiscriminate harvest and resource consumption</li> <li>• Unsustainable human activities</li> <li>• Deforestation</li> </ul>
<p>◆ <b>NATURE'S CONTRIBUTION TO PEOPLE</b></p> <ul style="list-style-type: none"> <li>• abundant fish</li> <li>• Divers quality nutrition</li> </ul>	<p>◆ <b>INSTITUTIONS, GOVERNANCE &amp; OTHER INDIRECT DRIVERS</b></p> <ul style="list-style-type: none"> <li>• Demographic changes such as immigration</li> <li>• Technology and science (e.g. industrial waste and pollution)</li> <li>• Culture</li> <li>• Security threats (e.g. terrorism)</li> <li>• Socio-political such as Governmental policies, legal framework etc.</li> </ul>
<p>◆ <b>ANTHROPOGENIC ASSETS</b></p> <p><b>Land tenure système</b></p> <p><b>Good roads</b></p> <p><b>Hospitals</b></p>	<p>◆ <b>NATURE</b></p>

#### Exercise 1.3

Theme: consulting With Stakeholders

Stakeholder group	Consultation method to most effectively engage stakeholder group	Why the method could be most effective with this stakeholder group?
<p><b>THE GOVERNMENT</b> : The government includes all sub-government structures such as the ministries</p>	<p>two methods of communication were identified:</p> <ul style="list-style-type: none"> <li>◆ <b>Formal Communication</b>: this may begin with a letter addressed to the ministry of environment indicating the need for an institutionalized platform that cuts across government sectors such as forestry, fisheries, water mining, tourism, urban (infrastructural) and rural sector development as well as planning and finance. Summarily, three clusters were identified (i.e. rural, infrastructural (urban) and sub-national government.</li> <li>◆ <b>Informal Communication</b>: This can be done by several means such as phone calls, emails, etc.</li> </ul>	<p>The government through the ministries make many contributions and ecosystem and biodiversity conserve problem however is that they often contributions unknowingly and this is important to point this out, bring lamp light and get them involved purposefully.</p>
<p><b>THE ACADEMIA AND RESEARCH INSTITUTES:</b></p> <p>The academia: involves state universities and non-state institutes of higher learning.</p> <p>Research institutes: the most pertinent ones identified are: the National Institute for Statistics, the Academy of Science and the Centre Pasteur.</p>	<ul style="list-style-type: none"> <li>• Web-base</li> <li>• Emails</li> <li>• Phone calls</li> <li>• Informal communication platforms</li> </ul>	<p>At present, we have not been able to their clear interests but we think bring in as authors (in the generic sense) beneficial. But what is not yet decided whether the services they shall end payable or not.</p>
<p><b>INDIGENOUS KNOWLEDGE HOLDERS:</b></p> <p>There are a wide spectrum of people involved here but could be narrowed to;</p>	<ul style="list-style-type: none"> <li>• Establishment/maintenance of long-term permanent dialogue</li> <li>• Establishment of common platforms of interest</li> </ul>	<p>Basically, if these stakeholders don't benefit from the knowledge that they they may not be motivated to release</p>

#### Exercise 1.5

THEME: Key design considerations

<p>The chosen 'key question' is:</p>	<p>What is the value of Cameroon's ecosystem?</p>
<p><b>Based on this key question, the important ecosystems and Services are the:</b></p> <p><b>coastal and marine ecosystems</b></p>	<p>The important ecosystems and ecosystem services to consider in an ecosystem assessment (within the subset of the coastal and Marine Ecosystems) are:</p> <ul style="list-style-type: none"> <li>- <b>MANGROVES</b>: it serves as the sea, nurseries e.g. for fish, filter of water, food, medicine, touristic site, cultural value, it has a spiritual purpose, and it's a source of water regulation</li> <li>- <b>FOREST AND SAVANNAH</b>: it serves as a source of timber, construction (e.g. of homes), food, medicine</li> </ul>
<p><b>Data requirements and possible sources</b></p>	<p>The data requirements, and possible sources, for a coastal and marine ecosystems assessment are:</p> <ul style="list-style-type: none"> <li>- Existing data, which can be gotten through formal and informal communications with researchers, traditional leaders and practitioners, online sources</li> </ul>
<p><b>Key capacities/resources Required</b></p>	

#### Exercise 3.2

THEME: Communication strategy

<p><b>TARGET AUDIENCE:</b></p> <ul style="list-style-type: none"> <li>• holders of indigenous knowledge</li> </ul>
<p><b>WHAT KIND OF INFORMATION DO YOU WANT TO COMMUNICATE WITH THEM?</b></p> <ul style="list-style-type: none"> <li>• Basically, to inform them about issues relating to their interests (such as the importance of the knowledge/information they have and how "valuable" that may be to them).</li> </ul>
<p><b>WHY DO YOU WANT TO COMMUNICATE WITH THEM?</b></p> <ul style="list-style-type: none"> <li>• To get information or data on their relationship with the environment, particularly how they live side-by-side nature in the ecosystem</li> </ul>
<p><b>HOW WILL YOU PRESENT YOUR MESSAGE?</b></p> <ul style="list-style-type: none"> <li>• Establishment and maintain permanent (long-term dialogue)</li> <li>• Establishment of common platform of interest</li> <li>• Developing safeguards for protecting "intellectual property rights of indigenous people"</li> </ul>
<p><b>WHEN IN THE ASSESSMENT PROCESS WILL YOU COMMUNICATE WITH THEM?</b></p> <ul style="list-style-type: none"> <li>• The time depends on our mode of communication. However communication usually starts after the scoping meeting. The communication in general is usually long-term</li> </ul>
<p><b>SUGGEST SUCCESS CRITERIA TO INDICATE THAT IMPACT HAS BEEN MADE</b></p> <p>We can measure the level of success in communicating with our targeted audience based on the following:</p> <ul style="list-style-type: none"> <li>• the number of local people we have reached out to and to what depth they are involved (in the sense of ownership of the process)</li> <li>• If communication is consistent, then it can be a criterion for measuring success</li> <li>• The extent to which they are ready to release information will also serve as an indicator.</li> </ul>

Developing Capacity for undertaking national  
ecosystem assessments in IPBES  
Global Inception and capacity Building Workshop

13 – 15 June 2017

Hotel Lamaree, Kiribi, Cameroon

Exercise Presentation

Table of Content

1. Key question
2. Key stakeholders
3. How to engage with stakeholders
4. Conceptual framework and key data set
5. Operational Strategy
  - Governance
  - Work Plan
  - Budget

## 1. Key question

What is the current status and trends of wetland ecosystem in Ethiopia

## 2. Stakeholders selected and how to engage with

- stakeholders concerned with the key question/project has been selected
  - Government Ministries
  - Government Agencies
  - Universities
  - National and international NGOs
  - Religious institutions
  - Consumer Association
  - Farmers and pastoralist association
- 44 stakeholders are selected

## Stakeholders...

no	Stakeholders name		
1	Ethiopian Wild Life Conservation Authority (EWCA)	16	Ethiopian Mapping Agency
2	Ministry of Environment and Forest and Climate Change (MoECC)	17	Central statistics agency
3	Ministry Agriculture and natural Resources	18	Metrolological Agency
4	Ministry of Livestock and Fisheries	19	Planning commission
5	Ministry of Mines	20	Disaster Prevention and Preparedness commission
6	Ministry of water Irrigation and electricity	21	Ethiopian Policy Research Institute
7	Ministry of Tourism	22	Addis Ababa university
8	Ministry of Science and Technology	23	Wondogenet college forestry and wildlife
9	Ministry of women and children affaires	24	Haremaya university
10	Ministry of communication	25	Jimna University
11	Ethiopian Agricultural Research Institute	26	Bahirdar university
12	Environment and forest research institute	27	Medewolabu university
13	House of People representatives	28	Mekele university
14	Gulele Botanical garden	29	Hawassa university
15	Ethiopian Investment Aency		

## Stakeholders...

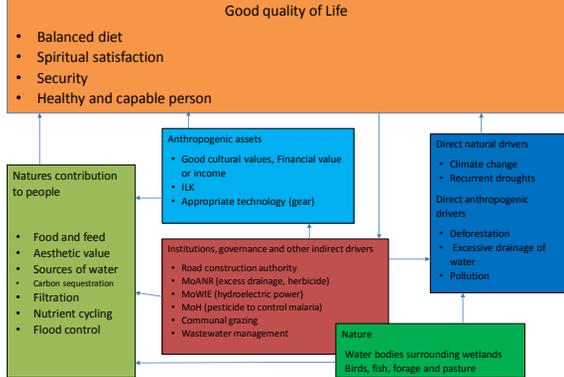
30	Ethiopian wetland and Natural resources Association
31	Ethiopian Wild Life and Natural History Society
32	Melka Ethiopia
33	Ethiopian Pastoralist forum
34	Farm Africa
35	Environment, climate change and coffee forest forum
36	Forum for environment
37	ANCEDA
38	Population, Family health and environment (PhE)
39	Consumer Association
40	Ethiopian Orthodox Church
41	Geda system Office
42	SEDA
43	HoAREC
44	REDD+

### 3. How to engage with key Stakeholders

- What method could be used to consult with stakeholders
- Which methods could be most effective with which stakeholders and why

Stakeholders group	Consultation method to most effectively engage stakeholders group	Why the method could be most effective with this stakeholders group
EWCA	face to face interview/survey	<ul style="list-style-type: none"> <li>• to get due attention</li> <li>• to get reliable information</li> <li>• to get immediate response</li> </ul>
Universities	face to face interview/survey	<ul style="list-style-type: none"> <li>• to get due attention</li> <li>• to get reliable information</li> <li>• to get immediate response</li> </ul>
MoANR	face to face interview/survey	<ul style="list-style-type: none"> <li>• to get due attention</li> <li>• to get reliable information</li> <li>• to get immediate response</li> </ul>
OFWE	<ul style="list-style-type: none"> <li>• user need assessment</li> <li>• face to face interview/survey</li> </ul>	<ul style="list-style-type: none"> <li>• to know stakeholders interest</li> <li>• to get due attention</li> <li>• to get reliable information</li> <li>• to get immediate response</li> </ul>

### 4. Conceptual Framework and Key data set



### Data requirements and possible sources

What is the current status and trends of wetland ecosystem in Ethiopia

Key data to be measured

- Floristic and Faunal Assessment
- Biomass assessment
- water discharge volume
- Sediment load
- Mineral content

Possible data sources

- Ministry of water, Irrigation and Electricity
- River Basin Authorities
- Ministry of Agriculture and natural Resources

### 5. Operational Strategy

- Governance
  - Plenary – all selected and invited stakeholders
  - Steering committee- EBI Director general as a chair
  - Technical Committee – Project manager as a chair



### Work plan

S/N	Activities	2017				2018				2019				2020				
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
1	Scoping & Design stages																	
2	Expert Panel Meeting to Scope Assessment																	
3	Identify stakeholders and key data providers And ongoing																	
4	Stakeholder meetings																	
5	Develop the communication and dissemination plan																	
6	Communicate widely the commencement of the assessment, launch project website																	
7	Preparation of CF and methods, drivers, broad habitats, ecosystems and country synthesis chapters																	
8	Establish Author teams																	
9	Coordinating Lead Authors meeting																	
10	Validation/ Possible Futures (Scenarios) / Societal Response Options																	
11	Assessment																	
12	Finalise chapters																	
13	Communication first draft of chapters																	
14	External peer review																	
15	Report and key findings																	
16	Preparation of the draft final report																	
17	Expert Panel meeting to draft executive summary and key messages for the																	
18	complete document																	
19	Preparation of graphics and text for printing																	
20	Communication of key findings																	
21	18-monthly updates to Client Group by email (progress and budget updates)																	
22	Engagement with International Initiatives (throughout)																	
23	Presentations at international policy meetings (2 per year)																	
24	Presentations at international science meetings (2 per year)																	

### Budget Plan

S. No.	Year	Budget (USD)
1	2017	100000
2	2018	100000
3	2019	100000
4	2020	100000
	<b>Total</b>	<b>400,000</b>

## Current Circumstances and Potential Issues in Vietnam

Global Inception and Capacity Building Meeting  
Support to Developing Capacities to Address Science-Policy-Practice  
Interface Project

### Vietnam Team

Kribi - Cameroon, 13<sup>th</sup> June 2017

## Contents

1. Brief introduction to Vietnam and its main ecosystems
2. The current circumstances and potential issues (economic, political, social, environmental) in Vietnam
3. The people involved and affected
4. Potential stakeholders to engage in the Stakeholder Group
5. How an ecosystem assessment could help them

### About Viet Nam

- Capital: Hanoi
- Area: 330,190 km<sup>2</sup>
- 2/3 mountainous area, 2,360 rivers, streams
- Coastal line: 3,444 km
- Population: 94,4 mil. (2016)
- Income: 2,215 USD/person/year (2016)
- Forest total area: 14,377 M ha; Forest coverage: 41,19% (2016)



### World Natural Heritages



### Biosphere Reserves 9 BRs in Vietnam

#### Cat Ba

UNESCO 2004 (1,969 islands)



### Biosphere Reserves

#### Dong Nai

UNESCO 2012



### RAMSAR Sites (8 in Vietnam)

Xuan Thuy



Cat Tien



### RAMSAR Sites

Tram Chim



Ba Be



### ASEAN Heritage Parks (5 in Vietnam)



- Ba Be
- Hoang Lien
- Chu Mom Ray
- Kon Ka Kinh
- U Minh Thuong



### Key Issues Should be Addressed

- Lack of awareness and capacity.
- Lack of methodologies and tools.
- Lack of good examples/case studies.
- Lack of policy framework for ES and biodiversity assessment.
- Lack of stakeholders engagement in assessment process.

### Current Circumstances and Potential Issues

#### ECONOMIC:

- High demand for timber and wildlife products; energy and infrastructure development
- Conflict between biodiversity conservation/environmental protection and economic/infrastructure development
- Lack of comprehensive natural accounting and economic evaluation of ecosystem services and biodiversity of development projects

### Current Circumstances and Potential Issues

#### POLITICAL:

- Awareness of policy makers on environmental issues is higher than ever before. However, there is still a lack of knowledge on the value and importance of ES and biodiversity
- Biodiversity is higher prioritized in Gov agenda.
- The need for ES and biodiversity assessment is mentioned in many Gov plans/strategies
- Lack of legal framework/requirements for ES and biodiversity as part of development planning process.
- Confusing/unclear mandate and responsibilities of relevant government agencies.

## Current Circumstances and Potential Issues

### SOCIAL:

- Conflict uses/exploitation of natural resources.
- Government poverty alleviation programme.
- Economic inequity (growing gaps between the rich and the poor).
- Reduced livelihoods of local people by environmental and natural resources degradation.
- Some initial success efforts in developing and implementing benefit sharing mechanism
- Unforeseen the social impacts of development projects.

## Current Circumstances and Potential Issues

### ENVIRONMENTAL:

- Improved/updated legal framework: Biodiversity Law, Forest protection and development Law, Fisheries Law, National Strategy on E protection, National Strategy on Biodiversity conservation, National Green Growth Strategies, National REDD+ Action Plan, PFES, Master Plan on biodiversity, etc.
- Vietnam is leading for Payment for Forest ES and one of first countries implementing REDD.
- The voice from media and Civil social organizations on environmental issues is much stronger than ever before.
- Some initial efforts have been made in evaluation of economic values of ecosystem services (PROECOSER, WAVE, EBA)

## Current Circumstances and Potential Issues

### ENVIRONMENTAL:

- However still lack of comprehensive assessment tools and methodologies
- Private sectors still focus much on economic benefits than environmental issues.
- Habitat fragmentation and biodiversity loss.
- Forest degradation and deforestation.
- Declined water quality
- Natural disasters and climate change (storm, drought, land-slide, flash flood, etc.

## The people involved and affected

- Local and ethnic communities.
- Policy makers (their career are ruined by wrong decisions).
- Natural resource users (private sectors, investors, etc. such as tourism and recreation, agriculture, forestry, fisheries, aquaculture, industrial enterprises, etc.).
- Workers and farmers
- Civil social organizations including NGOs.

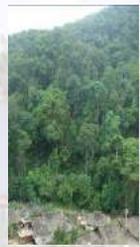


## Potential Stakeholders Engaged in Stakeholder Group

- Government (central and local authorities, and managers, scientists, researchers of forestry agriculture, fisheries, aquaculture, water, environment, tourism, economy, energy and transportation, etc.).
- Local and ethnic communities.
- Forest owners.
- Dam operators.
- Private sectors: Industrial enterprises, tourism agencies, etc.
- Civil social organizations including NGOs.
- Universities and institutes.
- Donors.
- Mass Media, mass communications

## How an Ecosystem Assessment Could Help Them

- Provide planning and management tools.
- Support policy development
- Trade-offs analysis of future development scenarios
- Understand the economic, social, political and environmental impacts of development projects and prepare mitigation options.
- Understand the values of ecosystem services and biodiversity as sustainable income sources.
- Provide the linkages between different sectors for improved coordination.
- Provide stronger evidence-based voices for local communities and civil social organizations
- Media campaign.



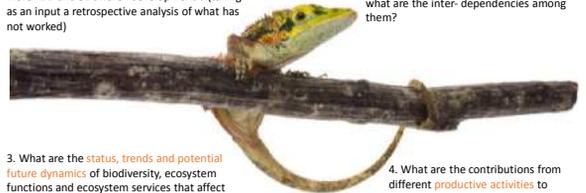
# IPBES National Assessment COLOMBIA

*Habia cristata*



## Key questions

1. What do we need to shift to a "new development model" in areas that were formerly occupied by guerrillas, shifting to a more "BD and SE aware" development? (taking as an input a retrospective analysis of what has not worked)
2. How do biodiversity and ecosystem functions and services contribute to the economy, livelihoods, food security, and good quality of life in the regions, and what are the inter-dependencies among them?
3. What are the status, trends and potential future dynamics of biodiversity, ecosystem functions and ecosystem services that affect their contribution to the economy, livelihoods and well-being in the regions?
4. What are the contributions from different productive activities to promote BD conservation and SE maintenance and enhancement?



## Key stakeholders and how to engage them

Stakeholder group	Consultation method to most effectively engage stakeholder group	Why the method could be most effective with this stakeholder group?
Government institutions representatives	Semi-structured interviews	Allows to capture expertise/interest in relatively short amount of time
Academia / researchers Experts from different disciplines (thematic, geographic, social, economic perspectives).	Small working groups around specific topics	Promotes interaction on a particular subject from a small group of experts from different Views
Private sector associations leaders/experts (Oil palm, rice, cattle)	Semi-structured interviews	Allows to capture expertise/interest in relatively short amount of time
Organized civil society	Web based forums	Allows a wide involvement and participation
Local communities experts (knowledge holders) (indigenous, afro descendants, peasants)	Subnational approach	BD and SE issues and needs are not the same across the country and they should be addressed in a differentiated way.

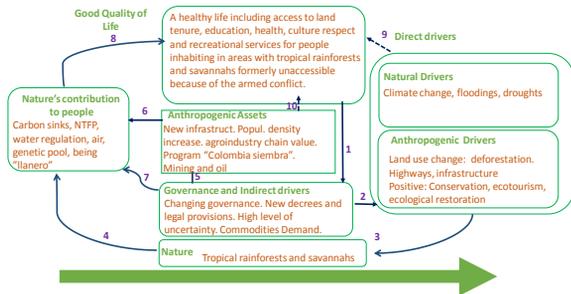
## Some criteria for selecting key stakeholders

1. Knowledge about specific subject
2. Regions representation
3. Key private sector representation
4. Specific experience / Knowledge holders
5. General knowledge (Holistic)

→ Call for applications



## Conceptual framework and key datasets



## Operational structure - Governance

