Intergovernmental Science-Policy Platform on Biodiversity and Ecosystem Services

**Plenary of the Intergovernmental Science-Policy
Platform on Biodiversity and Ecosystem Services
Fourth session**
Kuala Lumpur, 22–28 February 2016
Items 5 (g) and 5 (h) of the provisional agenda∗
**Work programme of the Platform:
scoping report for a thematic
assessment on invasive alien species;
scoping report for a thematic assessment
of sustainable use of biodiversity**

Information on the scoping process for the thematic assessments of invasive alien species (deliverable 3 (b) (ii)) and sustainable use of biodiversity (deliverable 3 (b) (iii))

Note by the secretariat

In part IV of its decision IPBES-3/1, the Plenary of the Intergovernmental Science-Policy Platform on Biodiversity and Ecosystem Services approved the initiation of scoping, primarily using virtual approaches, for a thematic assessment of invasive alien species (deliverable 3 (b) (ii)) and for a thematic assessment of sustainable use of biodiversity (deliverable (3) (b) (iii)) for consideration by the Plenary at its fourth session.

In line with that decision, an open access web-based consultation, or "e-conference", was held from 7 to 25 September 2015 to produce scoping documents for the assessments. The two scoping documents present the results of the scoping processes for the thematic assessment of invasive alien species (IPBES/4/10) and the thematic assessment of sustainable use of biodiversity (IPBES/4/11).

The present information document supplements the two scoping documents by providing in its annexes information about the e-conference. Annex I provides information on the organization of the e-conference and the identification and discussion of lessons learned from the e-conference process; annex II reproduces the agenda for the part of the e-conference pertaining to invasive alien species; and annex III reproduces the agenda for the part of the e-conference pertaining to sustainable use and conservation of biodiversity . The annexes are presented without formal editing.

Annex I

E-conference process to scope the thematic assessments on Invasive Alien Species (IAS) and Sustainable Use of Biodiversity (SUB)

I.   Context

1.   At its third session, in its decision IPBES-3/1 on the work programme for the period 2014-2018, the Plenary of IPBES approved the initiation of scoping, primarily using virtual approaches, for thematic assessments of invasive alien species (deliverable 3bii) and of sustainable use of biodiversity (deliverable 3biii), for consideration by the Plenary at its fourth session.

2.   As agreed at the 5th meetings of the MEP and Bureau, a scoping document was developed by the MEP, supported by an open access web-based consultation, or e-conference, held from 7 to 25 September 2015. This e-conference supported the scoping of both:

(a)   A thematic assessment of invasive alien species and their control (IAS);

(b)   A thematic assessment of sustainable use and conservation of biodiversity and strengthening capacities and tools (SUB).

3.   The objective of this web-based consultation was to run an inclusive scoping process allowing for a broad input into the development of the scope, engaging as many experts as possible. This step represents an innovation compared to scoping processes performed in 2014, which consisted in only one face-to-face scoping workshop. This web-based consultation process is also to be seen as an attempt to engage more in modern web-based forms of communication and exchange as requested by the Plenary (Decision IPBES-3/1/IV, para. 3 and 4).

4.   The present note provides information about the e-conference process and supplements the scoping documents for IAS and SUB thematic assessments developed by the MEP (IPBES/4/10 and IPBES/4/11, respectively).

II.   Process followed

5.   The e-conference format is based on posting discussion topics as this approach provides the greatest flexibility and inclusiveness and is fairly simple and tested. This format has been used successfully in various e-conferences, such as, for example, those organized by the European Platform for Biodiversity Research Strategy (EPBRS). The e-conference used the IPS Community Suite (www.invisionpower.com/), an internet forum/discussion board that allows people to post messages on the internet, reply to posted contributions, or simply read contributions.

6.   The e-conference discussion topics were developed based on the IAS and SUB pre-scoping documents (IPBES/2/16/Add.3 and IPBES/2/16/Add.6).

7.   For each of the two thematic assessments, two MEP members acted as e-conference co-chairs, whose main tasks included preparing prompts for e-conference discussion topics, writing syntheses of e-conference inputs between sessions, and producing the scoping documents after the conclusion of the e-conference. The IAS co-chairs were Mark Lonsdale and Jean Bruno Mikissa. The SUB co-chairs were Marie Stenseke and Sebsebe Demissew.

8.   Members of the Secretariat acted as e-conference managers and were responsible for planning, organization, and day-to-day management of the e-conference, which involved liaising with e-conference co-chairs, coordinating the preparation of discussion topics, and approving accepted contributions from participants.

9.   Invitations for participation were sent out one month prior to the e-conference through IPBES announcements, reaching an audience of over 5,000 subscribers. CBD and CITES were also asked to disseminate the announcement. The over one thousand experts currently involved in IPBES deliverables and the IPBES National Focal Points were also encouraged to disseminate the announcement through their networks.

10.   Special invitations were sent to the 80 thematic experts embedded in the regional assessments (which include each 40 thematic experts on IAS and 40 thematic experts on SUB). Some of these experts were asked to provide introductory contributions to particular discussion topics, which were then used as starting points for soliciting input from participants and promoting discussion among them.

11. The e-conference was conducted over 3 weeks and divided into 4 sessions (I to IV), each addressing specific aspects of the scoping documents (see agendas in Annex 1 and Annex 2). At the end of each week a compilation of all the received comments was prepared by the Secretariat and sent to the co-chairs of the respective conferences. The co-chairs then prepared written syntheses of inputs after each session concluded.

(a) Session I focused on the scope, rationale and utility of the assessment, as well as policy relevant questions and important stakeholders.

(b) Session II focused on the chapter outline from the initial scoping document.

(c) Session III included topics such as how to align the thematic assessment with the IPBES Conceptual Framework, how to engage indigenous and local knowledge, indicators and metrics, capacities that need to be built, and a request for references of publications, reports, as well as synthesized comments from the first two sessions made by the co-chairs.

(d) In Session IV, participants provided input on an updated draft scoping document for each of the two thematic assessments, prepared by the co-chairs, based on the contributions received during Sessions I, II and III. This updated draft was presented to the participants and open for discussion and modification of the text. At the end of week three, the newly drafted text was reviewed once more based on the input and then posted for the participants to see as the final outcome of their contributions.

12. The draft scoping documents resulting from the e-conference were then discussed and finalised by the MEP and Bureau members during and after their sixth meetings (October 2015).
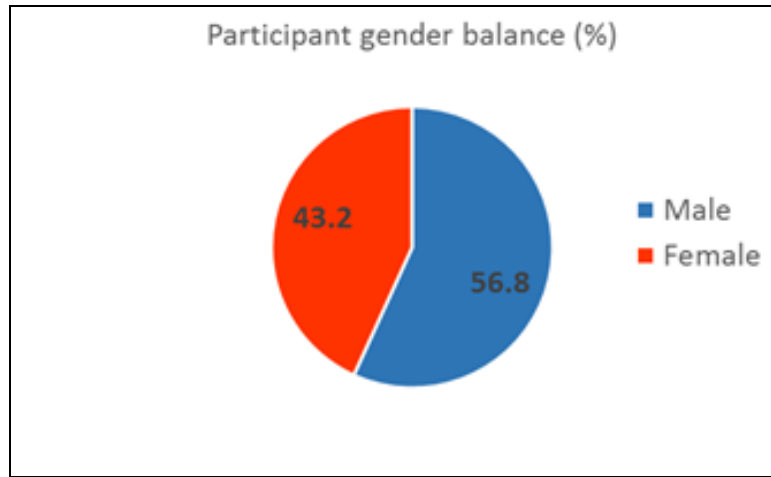
III. Statistics on the e-conference

13. A total of 1,056 participants registered to participate in the whole e-conference. 140 participants contributed with 585 comments of varying length and complexity, out of which 313 were for IAS and 272 were for SUB. The topics in IAS had over 4,400 views and in SUB, over 4,000 views.
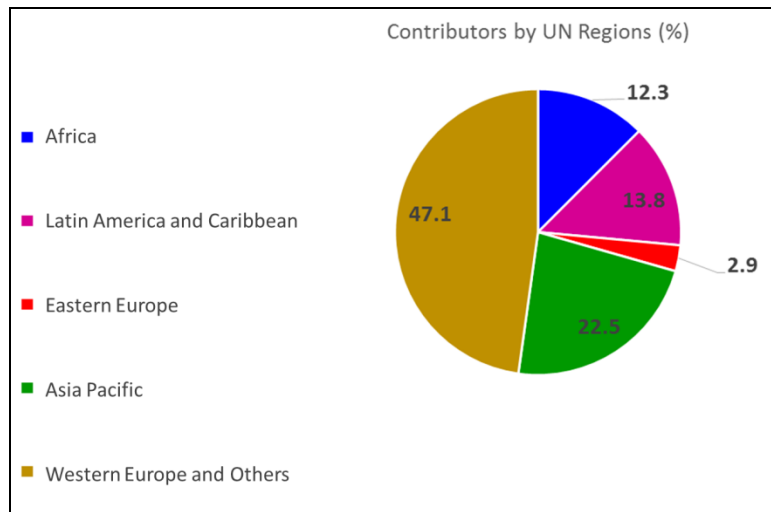
14. The statistics below are for both e-conferences, as the data was available only in an aggregated form. Among other information, the participants were asked to indicate their area of expertise. It was possible to select multiple areas. Moreover, participants could contribute to both e-conferences.

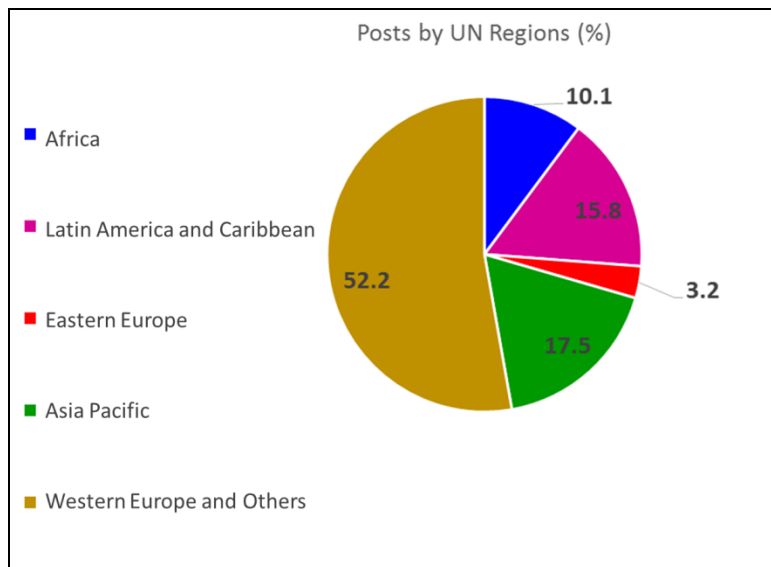| Area of Expertise	Percentage (%) of all participants
Invasive Alien Species	40.7
Terrestrial Ecology	39.4
Freshwater Ecology	14.2
Sustainable Use of Biodiversity	54.1
Marine Ecology	12.4
Biological Science	31.3
Social Science & Governance	21.1
Economics	8.3
Ecosystems Services	41.1
Conservation & Restoration	44.3
Agriculture, Aquaculture & Forestry	25.7
Indigenous Local Knowledge	19.0
Governance & Administration	18.8
Practitioners & Business	9.7

15. There were slightly more male than female participants.

Participant gender balance (%)

43.2 56.8

■ Male
■ Female

16.   The majority of the 1,056 participants was from WEOG.

Contributors by UN Regions (%)

■ Africa

■ Latin America and Caribbean

■ Eastern Europe

■ Asia Pacific

■ Western Europe and Others

47.1 12.3 13.8 2.9 22.5

17.   In line with para 16, the majority of posts (585) was from WEOG.

Posts by UN Regions (%)

■ Africa

■ Latin America and Caribbean

■ Eastern Europe

■ Asia Pacific

■ Western Europe and Others

52.2 10.1 15.8 3.2 17.5

IV. Lessons learned regarding the e-conference process

A. Overall lessons

18. The e-conference format diverges in important ways compared to other scoping processes performed in 2014, which involved a small expert group assembled for a single face-to-face scoping workshop. The e-conference attempts to mobilize web-based forms of communication and exchange as requested by the Plenary (Decision IPBES-3/1/IV, para. 3 and 4). Potential lessons and scope for improvement were identified from these first, experimental e-conferences.

19. The e-conference format represents a few potential advantages over face-to-face scoping processes. These include the following:

(a) Participation in the e-conference is relatively open, requiring only that the participants use their full name and abide by the rules. The open access web-based nature of the e-conferences could result in a more inclusive scoping process that can receive a broader range of perspectives that would exceed what is possible in a smaller in-person expert group with higher logistical and other barriers constraining participation;

(b) The format provides a greater level of transparency as written exchanges, inputs, and rounds of synthesis are all posted online and subject to discussion;

(c) The format provides participants with a wider and more flexible time frame to review, and post their contributions and makes it easier to provide references for the contributions. These references form then valuable inputs for the assessment process itself.

(d) The total costs incurred for these two e-conferences amounted to US$ 175, corresponding to the cost of the software used (this does not include staff time provided by the Secretariat to moderate the e-conference). This resulted in total savings of $165,000 (see para 9(e) in IPBES/4/2).

20. The e-conference format also presents potential disadvantages compared to more traditional face-to-face scoping processes:

(a) Many participants will be relatively comfortable in online processes while others might not be, raising issues of equity and inclusivity in participation;

(b) For complex topics that require greater deliberation and effort to reach consensus (such as SUB), the e-conference format may be less suited compared to direct, in-person interactions;

(c) The workload and time requirements of the co-chairs were concentrated over the weekends. In the future in case of a large number of contributions such set up would not be reasonable and this expectation would need to be modified.

21. Schedule, tasks and workload: The time frame required for setting up and conducting future e-conferences, based on the experience of the Secretariat, would ideally be 11-12 weeks. This schedule would also give sufficient time to familiarize personnel with the system and modify it according to the specific e-conference.

B. Comments from co-chairs

22. Comments by Mark Lonsdale and Jean-Bruno Mikissa (Co-Chairs of the IAS e-conference):

(a) The e-conference process was successful in engaging much more expertise than would have been affordable through a traditional face-to-face meeting;

(b) The co-chairs and support team were able to focus on the exchange of ideas in the development of text rather than on the logistics of managing a face-to-face meeting;

(c) At times, the discussion started slowly, but towards the close it was possible to say that there had been good engagement at every session;

(d) Despite attempts to attract qualified contributors globally, the co-chairs feel that issues of indigenous and local knowledge, and the development of policy relevant questions, was somewhat underdone in the discussion. Many contributors stated how important these questions are without suggesting relevant text;

(e)   The introductory texts prepared by a range of experts were very patchy in quality and relevance to the question they were supposed to be addressing. This necessitated much last-minute revision of text by the co-chairs to ensure a properly focused and relevant debate. In future, the authors of introductory sectors sections should be given longer, so that they themselves have a chance to revise their sections in response to feedback from the co-chairs and Secretariat;

(f)   Some contributors made contributions of lesser quality, which the co-chairs decided to allow, in the interests of transparency and inclusivity (noting that all contributions are vetted by the Secretariat before they are posted to the web, with difficult cases being referred to the co-chairs). The Secretariat picked up at least one instance of plagiarism, perhaps unintentional, by a contributor cutting and pasting words from the published paper by another person. The co-chairs feel it is probably not the responsibility of IPBES to ensure that contributions posted are both ethical and of high quality, but it is good to have the Secretariat at least giving contributors an opportunity to reconsider their contributions;

(g)   Many contributors appeared to have confused the scoping document that was the focus of the e-conference with the assessment itself, frequently suggesting material and text for inclusion in the scoping document that would only become relevant during an actual assessment, such as detailed species lists, etc.

(h)   There is a tight turnaround each weekend for the co-chairs to summarise the feedback from the previous week and turn out fresh text. The Secretariat was extremely helpful in collating the comments but this still left a significant synthesis job for the co-chairs. The co-chairs have to be prepared to devote themselves to this process on the weekends between e-conference sessions;

(i)   It was extremely valuable to have already prepared the previous scoping document so that the final product was not written from scratch, but rather involved re-drafting existing text;

(j)   All told, the co-chairs feel this was a good use of time and resources and a far more efficient way of producing a scoping document than a face-to-face meeting;

(k)   Recommendations:

(i)   this e-conference process should be used again for scoping and also even explored as a means of developing assessment text;

(ii)   The introductory sections and associated questions are very critical to getting a good discussion going, and sufficient time needs to be allowed to develop this material;

(iii)   E-conference co-chairs should enter the process with a draft scoping document; it would be asking too much to try and produce this during the course of the conference;

(iv)   E-conference contributors must be regularly reminded of what a scoping document is, both in form (roughly 8 pp from current practice) and in intent (a document to advocate and explore the logistics for the conduct of an assessment, not an assessment in itself).

23.   Comments by Marie Stenseke and Sebsebe Demissew (Co-Chairs of the SUB e-conference):

(a)   Since SUB is not a straight-forward issue, and since there were many opinions about how it should be understood, preparatory meetings with the MEP/Bureau group assigned to the theme, helped to draw the contours of the scoping discussions. Of specific importance was that this group agreed on opening up for a moderate broadening of the scope.

(b)   The e-conference process was successful in engaging more expertise than would have been present at a face-to-face meeting. At the same time, it meant a need to check the competence and experience of the people making the contributions;

(c)   The secretariat was of great help in running the e-conference smoothly and in compiling the comments for the co-chairs;

(d)   The role of the assigned experts was unclear. Some of them contributed with valuable introductory texts on requests, and a number of them, but not all, took part in the conference. At the ECA regional assessment meeting, there was a short gathering of several SUB experts, to discuss the scoping and clarify the process. This was not possible in the other regional assessments, since the experts had not been notified and the e-conference process had not yet been designed;

(e)   There was a significant workload during the weekends for the co-chairs, in summarizing the past sessions, and giving inputs to the coming ones. It had to be done between Friday 18.00 and Monday 10.00;

(f)   The requests for people to make introductory contributions came late, less than a week in advance for many of them. Still, many of those asked managed to deliver texts in due time;

(g)   Many participants lacked the full picture of IPBES, and many comments concerned issues handled in other assessments;

(h)   Many comments were too detailed to be included in a scoping document, but many will be of value in the assessment;

(i)   The time available between brainstorming and production of the first draft was too short. Due to the many ways of understanding SUB, together with the quite narrowly written pre-scoping document, it was necessary to first collect various viewpoints for the first sessions, before formulating a first draft for the scoping document. This then left only one week to discuss the suggested text, which was too short.

(j)   Recommendations for future scoping processes: An issue like SUB with a high level of complexity, and for which there are overlaps with a number of other assessments, is less suited for e-conferences than for a face to face meeting. More time for preparation and a better framing would be necessary.

Annex II

Agenda of the e-conference on Invasive Alien Species and their control

	1st e-conference on "Scoping for the thematic assessment of invasive alien species (IAS) and their control"
Before e-conference	**The Context** **1. Background information and goal of the e-Conference** 1.1. Introduction to IPBES and its work program (*including reference to where the IAS assessment fits within IPBES*) 1.2. The initial draft scoping document on IAS and their control 1.3. Goal/objective, agenda, process and rules of the e-conference (*with particular emphasis on this being a <u>scoping</u> exercise; also guidance to on-going IAS work within the regional assessments*)
7-11 September 2015 (1. week)	**Session I – Discussing scope, rationale & utility of an IAS assessment** **2. What should be the scope, rationale & utility of an IAS assessment?** *[Introductory contribution - An overview of suggested scope, rationale & utility as well as opening up for suggestion any other issue that needs to be addressed.]* 2.1. What are the policy-relevant questions of global and regional relevance this assessment of IAS should address? *[Introductory contribution - A suggestion of an initial set of policy relevant questions.]* *2.2.* Who are the important stakeholders that should be reached with this assessment of IAS? And what are their needs? *[Introductory contribution - A suggestion of an initial set of stakeholders and their needs]* **Session Wrap-up**
7-11 September 2015 (1. week)	**Session II – Discussing issues to be addressed by an IAS assessment** **3. Which issues need to be addressed by an IAS assessment?** *[Introductory contribution - An overview of suggested issues and opening up for suggestions of any other issue that needs to be addressed]* 3.1. Introduction to IAS and related concepts *[Introductory contribution – To cover issues such as current/future risks of IAS, their diversity, origin, means and pathways of introduction, spread, impact and policy needs]* 3.2. Types of IAS, their means and history of spread, the types of impacts that they have on biodiversity, ecosystem services and human well-being *[Introductory contribution – To introduce major taxonomic groups to be covered, and issues such as areal extent and trends in loss of biodiversity and ecosystem services, thresholds and scales of change, and reconciliation of existing information with indigenous and local knowledge]* 3.3. Direct and indirect drivers responsible for the increasing number and impacts of IAS *[Introductory contribution - To introduce aspects of indirect drivers of change such as increased movement of commodities, and direct drivers such as climate change, land use change]* 3.4. Environmental, economic and social costs of IAS, focusing in particular on their impact on biodiversity and ecosystem services, including non-economic values (e.g., cultural, social and shared, recreational, scientific, spiritual and aesthetic) *[Introductory contribution - To introduce IPBES work on values and valuation and suggestions of key aspects to be covered by the assessment]* 3.5. Institutional arrangements, policy support tools and methodologies, options, and existing programmes *[Introductory contribution – Discuss institutional arrangements, policy support tools and methodologies, options, and existing programmes with regards to their effectiveness, for global, national and local management of IAS, including both pre-border and border approaches to strengthening biosecurity and building awareness of IAS issues, as well as successful examples of eradication programs]* 3.6. How to create or strengthen existing networks and national capacities for global awareness-raising, early warning systems on the diversity and seriousness of the impacts of IAS on biodiversity and rapid response strategies *[Introductory contribution - Specific emphasis on strengthening international and intergovernmental networks and strategies and procedures for forecasting, preventing the spread of IAS and eradicating and controlling them in order to conserve biodiversity as a basis for promoting human well-being]* **Session Wrap-up**

	1st e-conference on "Scoping for the thematic assessment of invasive alien species (IAS) and their control"

14-18 September 2015 **(2. week)**	**Session III – Outlining an IAS assessment** **4. Revision of scope, rationale & utility of an IAS assessment based on discussions during week 1** *[Based on the contributions in Session I the scope, rationale & utility will be revised. Participants are invited to comment on any gaps in coverage – conceptual, thematic, geographic etc.]* **5. Revision of issues to be addressed by an IAS assessment based on discussions during week 1** *[Based on the contributions in Session II the issues to be addressed will be revised. Participants are invited to comment on any gaps in coverage – conceptual, thematic, geographic etc.]* *6.* **Assessment context and resources** *[Introductory contribution – To provide an overview of suggested issues and opening up for suggestions of any other issue that needs to be addressed]* *6.1.* Where do IAS fit into the IPBES conceptual framework? *[Introductory contribution - To introduce the conceptual framework and provide a suggestion of how the issue of IAS could be mapped onto it]* *6.2.* How can we achieve effective uptake of indigenous and local knowledge (ILK) on IAS in the assessment process? *[Introductory contribution - To introduce the draft approaches and procedures and present important aspects to consider to effectively take up ILK]* *6.3.* Which indicators, metrics and data sets should be used for an IAS assessment? *[Introductory contribution - To introduce IPBES work on indicators, metrics and data sets and suggest a set of indicators, metrics and data sets for IAS]* 6.4. What capacities would need to be built to strengthen the interface between IAS knowledge and policy? *[Introductory contribution - To introduce IPBES work on capacity building and suggest a set of capacity building needs regarding IAS]* *6.5.* What other important assessments, reports, publications, policy documents, best practice documents, relevant indigenous and local knowledge, initiatives, programs and strategies should experts consider in conducting their assessment? *[Introductory contribution – to outline which assessments, reports, publications, policy documents, best practice documents, relevant indigenous and local knowledge, initiatives, programs and strategies should the experts consider in conducting their assessment]* **Session Wrap-up (edited initial scoping document)**
21-25 September 2015 **(3. week)**	**Session IV – Summarizing the e-conference discussions** 7. **Summaries of different topics/elements of a draft scoping report** *[Introductory contribution – To explain the nature and purpose of a scoping report and introduce each of the elements (see below), each of which would have its own discussion topic. Also opening up for suggestions of any other issue that needs to be addressed]* 7.1. Scope, rationale & utility (including policy relevant questions) [draft section based on previous discussions] 7.2. Assumptions (including ILK related issues) [draft section based on previous discussions] 7.3. Chapter outline and chapter content [draft section based on previous discussions] 7.4. Indicators, metrics and data sets [draft section based on previous discussions] 7.5. Relevant stakeholders and initiatives [draft section based on previous discussions] 7.6. Capacity Building [draft section based on previous discussions] **Closure of e-conference and outline of next steps**

Annex III

Agenda of the e-conference on sustainable use and conservation of biodiversity

1st e-conference on "Scoping for the thematic assessment of sustainable use and conservation of biodiversity (SUB) and strengthening capacities and tools"

Before e-conference	**The Context**
	1. Background information and goal of the e-conference
	1.1. Introduction to IPBES and its work program (*including reference to where the SUB assessment fits within IPBES*)
	1.2. The initial draft scoping document on SUB and strengthening capacities and tools
	1.3. Objective, agenda, process and rules of the e-conference (*with particular emphasis on this being a <u>scoping</u> exercise; also guidance to on-going SUB work within the regional assessments*)
7-11 September 2015 (1. week)	**Session I – Discussing scope, rationale & utility of an SUB assessment**
	2. What should be the scope, rationale & utility of an SUB assessment? *[Introductory contribution – An overview of suggested scope, rationale & utility and opening up for suggestions of any other issue that needs to be addressed]*
	2.1. What are the policy-relevant questions of global and regional relevance this assessment of SUB should address? *[Introductory contribution - A suggestion of an initial set of policy relevant questions.]*
	2.2. Who are the important stakeholders that should be reached with this assessment of SUB? And what are their needs? What is the added value compared to CITES? *[Introductory contribution – A suggestion of an initial set of stakeholders and their needs and also introducing CITES and the added value of SUB scoping]*
	Session Wrap-up
7-11 September 2015 (1. week)	**Session II – Discussing issues to be addressed by an SUB assessment**
	3. Which issues need to be addressed by an SUB assessment? *[Introductory contribution - An overview of suggested issues and opening up for suggestions of any other issue that needs to be addressed]*
	3.1. Introduction to SUB and related concepts *[Introductory contribution – To cover issues such as recognized standards on SUB and synergy with biodiversity-related conventions, specialized agencies and other stakeholders; introducing the definition of 'wild species' and the anthropogenic effect in the enhancement of certain species and also the importance of harvesting wild species to local communities and livelihoods; the precautionary approach; the maximum sustainable yield theory]*
	3.2. Taxa to be studied, preferably groups of mainly harvested and commercially valuable wild species with similar management schemes or life forms representative of all regions *[Introductory contribution – To introduce the taxa to be studied and outlining their conservation status]*
	3.3. Ecological, economic, social and cultural importance of selected taxa (taking into account consumers, trade and global dimensions) *[Introductory contribution – To introduce the importance of selected taxa and outlining their conservation status]*
	3.4. Impacts of socio-economic drivers of mainly harvested taxa in markets and local communities under different management regimes *[Introductory contribution – To introduce aspects of impacts of socio-economic drivers under different management regimes]*
	3.5. Effect of harvest or exploitation on the conservation status of selected taxa, ecosystems, ecosystem services and other value systems under different management regimes, including potential alternatives for the use of threatened species that sustain local communities *[Introductory contribution – To introduce aspects of harvest or exploitation under different management regimes]*
	3.6. Management guidelines and tools on sustainable use for selected taxa with potential application for other species under similar management regimes *[Introductory contribution – To introduce management guidelines and tools, including best practices, procedures, lessons learned and recommendations for selected taxa with potential application for other species under similar management regimes]*
	Session Wrap-up

1st e-conference on "Scoping for the thematic assessment of sustainable use and conservation of biodiversity (SUB) and strengthening capacities and tools"

14-18 September 2015 (2. week)	**Session III – Outlining an SUB assessment**
	4. Revision of scope, rationale & utility of an SUB assessment based on discussions during week 1 *[Based on the contributions in Session I the scope, rationale & utility will be revised. Participants are invited to comment on any gaps in coverage – conceptual, thematic, geographic etc.]*
	5. Revision of issues to be addressed by an SUB assessment based on discussions during week 1 *[Based on the contributions in Session II the issues to be addressed will be revised. Participants are invited to comment on any gaps in coverage – conceptual, thematic, geographic etc.]*
	6. Assessment context and resources *[Introductory contribution – To provide an overview of suggested issues and opening up for suggestions of any other issue that needs to be addressed]*
	6.1. Where does SUB fit into the IPBES conceptual framework? *[Introductory contribution - To introduce the conceptual framework and provide a suggestion of how the issue of SUB could be mapped onto it]*
	6.2. How can we achieve effective uptake of indigenous and local knowledge (ILK) on SUB in the assessment process? *[Introductory contribution - To introduce the draft approaches and procedures and present important aspects to consider to effectively take up ILK]*
	6.3. Which indicators, metrics and data sets should be used for an SUB assessment? *[Introductory contribution - To introduce IPBES work on indicators, metrics and data sets and suggest a set of indicators, metrics and data sets for SUB]*
	6.4. What capacities would need to be built to strengthen the interface between SUB knowledge and policy? *[Introductory contribution - To introduce IPBES work on capacity building and suggest a set of capacity building needs regarding SUB]*
	6.5. What other important assessments, reports, publications, policy documents, best practice documents, relevant indigenous and local knowledge, initiatives, programs and strategies should experts consider in conducting their assessment? *[Introductory contribution – to outline which assessments, reports, publications, policy documents, best practice documents, relevant indigenous and local knowledge, initiatives, programs and strategies should the experts consider in conducting their assessment]*
	Session Wrap-up (edited initial scoping document)
21-25 September 2015 (3. week)	**Session IV – Developing a draft scoping report**
	7. Summaries of different topics/elements of a draft scoping report *[Introductory contribution – To explain the nature and purpose of a scoping report and introduce each of the elements (see below), each of which would have its own discussion topic. Also opening up for suggestions of any other issue that needs to be addressed]*
	7.1. Scope, rationale & utility (including policy relevant questions) [draft section based on previous discussions]
	7.2. Assumptions (including ILK related issues) [draft section based on previous discussions]
	7.3. Chapter outline and chapter content [draft section based on previous discussions]
	7.4. Indicators, metrics and data sets [draft section based on previous discussions]
	7.5. Relevant stakeholders and initiatives [draft section based on previous discussions]
	7.6. Capacity Building [draft section based on previous discussions]
	Closure of e-conference and outline of next steps