The Dialogue took place in the Karen community of Hin Lad Nai, Chiang Rai, Thailand. It was co-convened by the Inter Mountain Peoples Education and Culture in Thailand Association (IMEPECT) and the UNESCO Natural Science Association (IMPECT) and the Stockholm Resilience Centre (IMPECT) and the UNESCO Natural Science Association (IMPECT) and the Stockholm Resilience Centre.

Many of the Dialogue participants had been engaged in the IPBES thematic Assessment of pollinators, pollution and food production, and included Indigenous pollinator experts from different parts of the world, including Antigua and Barbuda, Guatemala, India, Kenya, Myanmar, New Zealand, Panama and the Philippines. Together with local Indigenous pollinator experts, and global, national and local scientists and policy actors they reflected on the key messages of the IPBES Pollination Assessment and suggested pathways for better policy and practices in pollinator and biodiversity management. The science team included Lead Authors of the Assessment.

The Dialogue applied a walking workshop approach where participants, local and visiting, shared knowledge and insights while walking through the landscapes. Discussions were situated in and around the forest and fields that constitute the landscape. Unlike more formal workshop settings, being outside, visiting fields and other sites enables the participants to get real impressions, exchange practical knowledge and respond to ideas. The host community are the experts, guiding and deciding where to walk. A Multiple Evidence Base approach, as outlined to the right, enabled a safe space for sharing based on equity, reciprocity, and usefulness for all involved through the Dialogue.

The IPBES Assessment on Pollination, Pollinators and Food Production was the first IPBES thematic assessment, and was viewed as a pilot of the procedures for working with Indigenous and local knowledge in assessments. It made important steps in advancing collaboration across knowledge systems, and contributed to IPBES’ role in progressing the frontiers of sustainability science. The Hin Lad Nai Dialogue followed IPBES’ approach to recognising and working with Indigenous and local knowledge, by developing participatory methods in a post-assessment and policy uptake context.

The illustrations below demonstrate key features of a MEB approach, including complementarity between and validation within rather than across knowledge systems.

The four key tasks in a MEB approach are 1) Mobilize knowledge to be shared in a culturally appropriate way and empowering different knowledge holders to meet an equal level. 2) Translate knowledge - a mutual process where different actors get the opportunity to understand each other’s knowledge and a background to their respective knowledge systems. 3) Negotiate knowledge - jointly analysing different knowledge contributions, recognising overlap and agreements but also disagreements and contradiction. 4) Synthesize knowledge - bringing knowledge together while still respecting integrity and potential disagreement, and not forcing common. 5) Apply knowledge – ensuring the usefulness for all involved, in different scales and contexts.

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