INTERGOVERNMENTAL PANEL ON climate change

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IPCC Workshop on Engaging Diverse Knowledge Systems

Reading, United Kingdom, 10–12 February 2026

Workshop report

Edited by:

Jim Skea, Ramón Pichs-Madruga, Grace Balawag, Silke Beck, Victoria Qutuuq Buschman, Rosario Carmona, Ladislaus Chang'a, Eileen Mairena Cunningham, Cicilia Wangari Githaiga, Sherilee Harper, Mazhar Hayat, Carlos Luis Méndez Vallejo, Hanieh Moghani, Mohammad Rahimi, Pasang Yangjee Sherpa, Ivonne Albarus, Kopal Dhandhania, Sherine El-Wattar, Melinda Tignor, Emilie Vanvyve

With further support from Kata Kuhnert, Yugdeep Bangar, Gerrit Hansen, Géninha Lisboa, Michael Westphal

Supporting material prepared for consideration by the Intergovernmental Panel on Climate Change.

This IPCC Workshop was agreed by the Panel during the seventh assessment cycle. This workshop report has been prepared for consideration by the IPCC but has not been subjected to formal IPCC review processes. No Working Group or Panel endorsement or approval of these proceedings or any recommendations or conclusions contained herein is intended or should be implied.

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This report describes the preparation for, execution of, and outcomes from the IPCC Workshop on Engaging Diverse Knowledge Systems held in February 2026. Diverse knowledge systems encompassed Indigenous knowledge, local knowledge and practitioner knowledge. The report explains the background to the workshop, the nomination and selection of participants, preparatory activities, the workshop design and flow, activities and outcomes of each day, and recommendations arising from the final day.

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IPCC WORKSHOP ON ENGAGING DIVERSE KNOWLEDGE SYSTEMS

Reading, United Kingdom, 10–12 February 2026

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Preface

The Intergovernmental Panel on Climate Change (IPCC) has an agreed procedure for the use of literature in its reports. 'Priority should be given to peer-reviewed scientific, technical and socio-economic literature if available'. However, the procedure recognises that other sources, such as reports from governments, industry, research institutions, international and other organisations or conference proceedings, may provide crucial information. In practice, the IPCC has engaged with more diverse systems of knowledge, including Indigenous knowledge, local knowledge and practitioner knowledge. Engagement has varied, with Working Group II on impacts, adaptation and vulnerability demonstrating the highest level of engagement. In relation to Indigenous knowledge, this has included: collaborative working by a team of Indigenous Contributing Authors; a section dedicated to Indigenous Peoples; a Box dedicated to Indigenous knowledge; and Indigenous content in the Executive Summary.

The IPCC's approach to engaging with Indigenous knowledge and other knowledge systems has been less systematic than that of its sister body, the Intergovernmental Science-Policy Platform on Biodiversity and Ecosystem (IPBES) and other intergovernmental processes. The Workshop on Engaging Diverse Knowledge Systems was convened to start addressing that gap. It has generated a set of recommendations relating to: the nomination and selection of experts; the discovery and assessment of knowledge; internal mechanisms to promote engagement and participation; capacity building, outreach, and partnerships for engagement; and, more ambitiously, IPCC's mandate, structure and membership.

The workshop was originally conceived as part of a proposal by the IPCC Chair for a single IPCC Workshop on New and Extended Methods of Assessment in the seventh assessment cycle. Following advice from the Panel, the workshop was re-conceived as two parallel co-located workshops. The workshop described in this report covers the ways in which the IPCC might engage with Indigenous knowledge, local knowledge and practitioner knowledge. A parallel Workshop on Methods of Assessment covered the role of artificial intelligence, systematic reviews and *ex-post* evaluation studies in IPCC assessments. Some activities were shared between the two workshops as it is not possible to separate systems of knowledge from the approaches that might be used to assess them.

The design, execution and reporting of the Workshop on Engaging Diverse Knowledge Systems, and the parallel Workshop on Methods of Assessment, was guided by a 24-person Scientific Steering Committee comprising IPCC Bureau members nominated by their Working Group Bureaux and invited members from outside the IPCC. A subcommittee, chaired by IPCC Vice-Chair Ramón Pichs-Madruga, focused on the Workshop on Engaging Diverse Knowledge Systems. We would like to thank sincerely all members of the Scientific Steering Committee for their efforts and the time they committed.

The workshop was convened in Reading, United Kingdom, from 10 to 12 February 2026. 51 people were invited to participate and 43 attended. It was an unusually diverse group which included those active within the IPCC as well as holders of Indigenous and local knowledge without prior IPCC experience. More than half were female and almost two thirds came from developing countries and economies in transition. Those selected were distributed across the world regions and Indigenous Peoples' socio-cultural regions.

The workshop was supported by members of the Technical Support Units of the IPCC Working Groups and its Task Force on National Greenhouse Gas Inventories. We are enormously grateful to Technical Support Unit members for their commitment, especially as Working Group reports

were under development in parallel.

The workshop was hosted by the University of Reading in association with the UK Met Office (the meteorological service of the United Kingdom), with the financial support of the UK Department of Energy Security and Net Zero. We would like to thank these bodies for their generous support and the excellent facilities which were conducive to productive and collegial discussions. The financial support of the IPCC Trust Fund and the logistical assistance of the IPCC Secretariat is also gratefully acknowledged.

This report was drafted by the IPCC Chair's Office, the Scientific Steering Committee and members of the IPCC Technical Support Units. A first draft of the report was assembled by the Chair's Office based on notes taken by and with support from members of the Technical Support Units. This first draft was circulated for comment to members of the Scientific Steering Committee appointed by the Chair. Following revision, a further draft was circulated to all participants and further revised in the light of their comments. This final version is the sole responsibility of the Chair and the Chair of the workshop subcommittee.

Finally, we would like to commend participants in the workshop, many of whom travelled long distances to attend, for their open-minded and collegial approach to the debates and discussion that took place. People brought different perspectives, and these were presented and listened to respectfully. Indigenous knowledge holders, for example, emphasised the distinct status of Indigenous Peoples and their rights, including rights to participation in intergovernmental processes. Those embedded in the IPCC flagged its intergovernmental nature and its established procedures and practices. The distinction between Indigenous knowledge and local knowledge, and the pragmatic reasons for conflating them in specific contexts, were also debated. But what joined everyone was a shared commitment to making holders of more diverse knowledge welcome in the IPCC. The fact that agreement was reached on a set of recommendations speaks to the flexibility and open-mindedness of participants. We feel that we parted friends.

It must also be emphasised that this report has resulted in recommendations, not decisions. Taking up the recommendations depends on their acceptance and implementation by: IPCC author teams; Working Group and Task Force Technical Support Units; the IPCC Bureau (the elected scientific leadership); and/or the member governments who make up the Panel. It is in that spirit that the recommendations are presented.

Jim Skea

IPCC Chair

Chair of the Scientific Steering Committee

Ramón Pichs-Madruga

IPCC Vice-chair

Chair of the Subcommittee on Engaging Diverse Knowledge Systems

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Box: Communicating the concepts of Indigenous knowledge and local knowledge

Practices for using and communicating the concepts of Indigenous knowledge and local knowledge vary in scientific and other literature. Issues include:

- **Capitalisation.** Sometimes references are made to Indigenous Knowledge, Indigenous knowledge or indigenous knowledge. The rationale for capitalising Indigenous is that it refers to people with political and historical realities preceding colonisation. For the same reason, the word Peoples in Indigenous Peoples is also often capitalised, indicating equivalence with a nation.
- **Plurals.** Sometimes in the scientific literature the term 'knowledge' is pluralised to 'knowledges' to signal that there is no single system of knowledge but rather diverse knowledge systems which vary according to context. The literature increasingly refers to knowledge *systems* rather than knowledge or knowledges.
- **Conflation of Indigenous and local.** Separating the terms Indigenous knowledge and local knowledge (IK and LK) is preferred by many, but in some contexts they are brought together, i.e. Indigenous and local knowledge (ILK).

In this report, speakers' remarks are reported as they were delivered (Recommendations, Sections 5 and 9). For general reporting, the practice adopted in the IPCC Sixth Assessment Report has been adopted. In terms of capitalisation, 'Indigenous knowledge' and 'Indigenous Peoples' are used. Knowledge is not capitalised. Indigenous knowledge and local knowledge are separated. The word 'knowledge' is used in the singular.

Terminology was explicitly addressed at the workshop, as described in Section 5.5.

Summary and recommendations

This report describes preparation for, execution of, and outcomes from the Intergovernmental Panel on Climate Change (IPCC) Workshop on Engaging Diverse Knowledge Systems held in February 2026. The proposal for the workshop was made to the 62nd Session of the Panel in February 2025. The specific aims were:

- to address how Indigenous knowledge systems could be accessed and assessed by the IPCC, in particular considering effective and equitable engagement of Indigenous knowledge holders and building on experience built up in other *fora* as appropriate;
- to address how local knowledge could be assessed by the IPCC, building on experience built up in other *fora* as appropriate;
- to address how practitioner knowledge could be assessed by the IPCC, building on experience built up in other *fora* as appropriate;
- to make recommendations for funding agencies as to how to support the engagement of knowledge holders in the IPCC programme of work.

The meeting was proposed as an IPCC *Workshop* rather than an *Expert Meeting*. Workshops address cross-cutting or complex topics requiring input from a broad community of experts; they require nominations from government focal points and, as was deemed appropriate in this case, observer organisations.

The workshop was co-located with a parallel IPCC Workshop on Methods of Assessment which covered the use of artificial intelligence, systematic review and *ex-post* evaluation studies in IPCC assessments. Co-location facilitated conversations between different communities of experts, avoiding the risks of siloing each domain and developing parallel recommendations that pulled in different directions. Both workshops took place in Reading, United Kingdom, from 10 to 12 February 2026, hosted by the University of Reading in association with the UK Met Office (meteorological service of the United Kingdom) and with support from the UK Government.

A single Scientific Steering Committee (SSC) was established covering both workshops. The SSC comprised 24 members and had two subcommittees, one for each workshop. The role of the SSC was to provide advice to the IPCC Chair on the selection of participants, to prepare the agenda of each workshop, to prepare the necessary documentation, and to prepare a document (i.e. this report) describing the outcomes of each workshop. Half of the SSC members were experts from the IPCC Bureau and the other half were external to the IPCC.

Just under 700 nominations were received across both workshops, with two thirds originating from government focal points and a third from observer organisations. More nominations were received for experts from developing countries and economies in transition than from developed countries. A fifth of the nominees self-identified as Indigenous, and the gender distribution of nominees was balanced.

51 nominees (inclusive of SSC members) were invited to participate in the Workshop on Engaging Diverse Knowledge Systems. Ultimately, 43 attended. More than half were female, a little over half had no prior IPCC experience and almost two thirds came from developing countries and economies in transition. Those selected were distributed across the six regions of the World Meteorological Organization and five of the seven socio-cultural regions.

This report describes the background to the workshop (Section 1), nomination and selection of participants (Section 2), preparatory activities (Section 3), workshop design and flow (Section 4), activities and outcomes of day 1 (Sections 5 to 7), activities and outcomes of day 2 (Section 8),

and recommendation arising from the final day (Section 9).

Recommendations, organised thematically according to their relevance to IPCC assessment activities, follow. The recommendations originated in breakout groups and were subsequently agreed in a plenary session of the workshop. The text that follows, subject to minor editorial changes to improve clarity, is as it was agreed. Note that recommendations 1.1, 2.11, 3.5, 3.7, 3.9, 3.10 and 4.4 derived from a breakout group focused on local knowledge and practitioner knowledge, and Indigenous knowledge is therefore outside their scope.

Nomination and selection of experts

Recommendation 1.1. Expand nomination outreach and procedures and revise criteria for inclusion beyond academic criteria in order to include more Indigenous, practice-based, and local knowledge holders.

Recommendation 1.2. Give consideration to Indigenous Peoples and local knowledge holders as an additional criterion in all IPCC processes, including author selection, as applicable.

Recommendation 1.3. Coordinating Lead Authors, Lead Authors, Working Group Bureaux and Working Groups Technical Support Units (TSUs) should identify and engage Contributing Authors and Expert Reviewers from Indigenous Peoples and also local communities. Indigenous Knowledge and Indigenous Peoples' content is best written by Contributing Authors from Indigenous Peoples. Local knowledge and local communities' content is best written by Contributing Authors from local communities.

Internal mechanisms to promote engagement and participation

Recommendation 2.1a. Authors, with Bureau and TSU support, should create a cross-Working-Group team of Indigenous authors and another team of authors from local communities to discuss, advise and advance IPCC assessments and reports, including a mapping of where in the current chapters Indigenous Knowledge and local knowledge would enrich the assessment.

Recommendation 2.1b. TSUs should contact all authors inviting them to self-identify as Indigenous or from local communities.

Recommendation 2.2. Establish an Indigenous Knowledge task group and local knowledge task group with support from TSUs at a future IPCC plenary session to address IPCC processes and core definitions.

Recommendation 2.3. Each Working Group TSU and the Secretariat should designate a point of contact to support Cross-Working-Group/report collaborations on Indigenous Knowledge and local knowledge, including a cross-Working-Group procedure and multilingual support.

Recommendation 2.4. Funding should also be sought for designated points of contact to support work on Indigenous Knowledge and local knowledge.

Recommendation 2.5. TSU should prioritise support for Cross-Working-Group/Report collaborations on Indigenous Knowledge and local knowledge by mobilising additional resources, including Slack, SharePoint, and other platforms for coordination.

Recommendation 2.6. Funding should be secured to support one in-person Cross-Working-Group meeting for Indigenous authors and another in-person meeting for authors from local communities to advance the IPCC assessments.

Recommendation 2.7. Create a process to help with the considerations and the ethical engagement with Indigenous Peoples and local communities within the IPCC, including building on existing mechanisms (i.e. the Gender Action Team, UNFCCC[1]–IPCC Joint Working Group).

Recommendation 2.8. Develop author guidance on engaging with practice-based and local knowledge holders and guidance on expectations of working as a team in pursuing that engagement.

Recommendation 2.9. Provide broader guidance on working with multiple knowledge base approaches.

Recommendation 2.10. Author capacity: recognise constraints for authors (care responsibilities, language skills, communication skills).

Recommendation 2.11. Think about the roles of practice-based and local knowledge holders as authors as well as reviewers and Contributing Authors as they have a number of challenges to engagement.

Recommendation 2.12. Review the IPCC Conflict of Interest Policy to prevent undue influence.

Discovery and assessment of knowledge

Recommendation 3.1. Widen the mandate on evidence beyond 'scientific, economic or technical information' to include values-based, place-based, culturally relevant information.

Recommendation 3.2. Revisit IPCC's current definition of local knowledges and elaborate future guidance that uses the lens that local knowledge is traditional and/or long-term place-based knowledges, lived experiences and practices that are relevant to climate change.

Recommendation 3.3. Authors, Working Group Bureaux and Working Group TSUs should prioritise the creation of a living document that maps potential Contributing Authors, Expert Reviewers and existing national, regional and global sources, repositories, assessments, and organisations that are collecting and synergising Indigenous Knowledge and local knowledge relevant to the work of the IPCC. This should involve issuing open call(s) for inputs from Indigenous knowledge and local knowledge holders.

Recommendation 3.4. Recommend IPCC to make use of places where this evidence is being collected such as the UNFCCC Local Communities and Indigenous Peoples Platform, Panorama Platform, technical reports from practice-based and local knowledge networks.

Recommendation 3.5. Embark on shorter-term mapping exercise among authors of the Seventh Assessment Report to scope where in the current chapters practice-based and local knowledges would enrich the assessment.

Recommendation 3.6. Develop IPCC guidelines for engaging with: a) Indigenous Knowledges and data systems in consultation with Indigenous Peoples from the seven socio-cultural regions, and b) local knowledges and data systems in consultation with local knowledge holders.

Recommendation 3.7. Develop clear guidance on broadening the scope of assessed literature following guidance developed by this workshop, following the principles of: creation of knowledge; search and access; understand and validate; use in the assessment.

Recommendation 3.8. Authors, Bureau and TSU should prioritise the creation of a Discussion Paper, Cultural Protocols, style guide and a new section in the author handbook about Indigenous Knowledge and local knowledge.

[1] UNFCCC: United Nations Framework Convention on Climate Change.

Recommendation 3.9. Conduct systematic external evaluation of the process of how diverse knowledge systems were used and practice-based and local knowledge holders' involvement within the IPCC.

Recommendation 3.10. Develop guidance document which gives examples of how local knowledge is treated in peer bodies.

Recommendation 3.11. Contributing Authors from Indigenous Peoples should be invited to respond to reviewer comments and/or approve any edits made to their text, in line with free, prior and informed consent (FPIC).

Recommendation 3.12. Create a strong protective mechanism recognising data sovereignty, FPIC, United Nations Declaration on the Rights of Indigenous Peoples, Indigenous Knowledge holders and local communities.

Recommendation 3.13. In conducting the assessment, acknowledge how practice-based and local knowledge holders might act as barriers or enablers to effective and equitable climate action.

Capacity building, outreach and partnerships

Recommendation 4.1. Engagement: IPCC should co-create a new strategy of engagement by the Eight Assessment Report with Indigenous Peoples as well as local communities.

Recommendation 4.2. Mobilise resources from appropriate sources for a sustained engagement of Indigenous Peoples with the IPCC, including compensation for Indigenous Peoples' Lead Authors, Contributing Authors for the Seventh Assessment Report and beyond.

Recommendation 4.3. IPCC should increase consultation processes with Indigenous Peoples, including regular and direct engagement, dialogues within international and regional Indigenous forums for relationship-building and dissemination, and joint events, including at UNFCCC Conferences of the Parties and Subsidiary Body meetings, United Nations Permanent Forum on Indigenous Issues, etc.

Recommendation 4.4. Engagement with practice-based and local knowledge holders via dialogues, webinars, review sessions and other important opportunities would be crucial and needs support from TSU.

Recommendation 4.5. Outreach events: hold regional and global workshops on key topics relevant to Indigenous knowledge, local knowledge and practitioner knowledge.

Recommendation 4.6. Expand understanding of practice-based and local knowledge networks beyond traditional ones to encompass engineers, faith-based networks, etc.

Recommendation 4.7. Authors, Bureau and TSU should utilise in-person and/or online workshops and other outreach events to support the activities of Indigenous Expert Reviewers, Contributing Authors, and broader communities and organisations working with Indigenous Knowledge and local knowledge. This includes facilitating collaborative expert reviews and collective discussions for Contributing Authors and incentivising research dealing with Indigenous Knowledge and local knowledge with engagement of Indigenous and local communities.

Recommendation 4.8. Funding: mobilise financial support for those who are engaged in reviews (either of assessments or of work programs). Encourage the IPCC to engage donors and member states to ensure sufficient resources to achieve these recommendations.

Recommendation 4.9. Mentoring: establish informal networks for the author groups (for example Indigenous authors group), as well as larger mentoring and engagement processes to support development of Indigenous scholars.

Recommendation 4.10. Scholarship program: applicants are considered in every cycle with the grading rubric adjusted to include Indigenous Knowledge and local knowledge as part of core assessment criteria.

Mandate, structure and membership

Recommendation 5.1. Start the process of envisioning a future, based on a collaborative and inclusive process with diverse knowledge holders, that involves a fundamental shift of the IPCC, with accountability mechanisms in place.

Recommendation 5.2. Review the IPCC Principles & Procedures in order to include the recognition of human rights and Indigenous Peoples' rights.

Recommendation 5.3. Formally recognise that all knowledge systems, including mainstream sciences, reflect values, histories and geographies, and therefore have diverse capacities and limitations. The combination of evidence-based sciences, of which Indigenous Knowledge and local knowledge are part, is fundamental to leveraging the work of the IPCC.

Recommendation 5.4. Indigenous Knowledge systems and local knowledge systems should be respectfully, equitably, inclusively and effectively included in IPCC processes, scoping, assessment, and review.

Recommendation 5.5. We recommend that the IPCC revisit core definitions, including what the assessment is, who the experts are, who should be the authors, what communities they are representing and what knowledge will be assessed.

1. Introduction

1.1. Background

The Workshop on Engaging Diverse Knowledge Systems was originally conceived as part of a proposal by the Chair of the Intergovernmental Panel on Climate Change (IPCC) for a single IPCC Workshop on New and Extended Methods of Assessment in the seventh assessment cycle.[2] The proposal was set in the context of the exponential growth of the peer-reviewed scientific literature on which the IPCC has largely relied and calls to extend the knowledge base on which the assessments are based. In preparing the proposal, the Chair was supported by a small drafting group comprising nominees from IPCC's three Working Groups and some external participants.

The proposed scope of the workshop was:

- to consider what systems of knowledge can be accessed and assessed by the IPCC within the framework of existing principles and procedures;
- to consider the means by which such knowledge systems can be assessed; and
- to consider the extent to which such means of synthesis and assessment may be conducted by the IPCC itself or by the knowledge holders and research communities that generate the literature on which the IPCC relies.

The proposal was made to the 62nd Session of the Panel in February 2025. Some countries suggested that it should be separated into two workshops, reflecting concerns about the broad nature of the topics. A revised proposal was submitted to the 62nd Session for two co-located workshops, the first on Engaging Diverse Knowledge Systems, including Indigenous knowledge, local knowledge and practitioner knowledge, and the second on Methods of Assessment including coverage of artificial intelligence (AI) and large language models. The workshops were proposed as three-day events with 50 participants in each.[3] This proposal was adopted by the Panel.[4]

This report describes preparation for, execution of, and outcomes from the Workshop on Engaging Diverse Knowledge Systems, whose specific aims were:

- to address how Indigenous knowledge systems could be accessed and assessed by the IPCC, in particular considering effective and equitable engagement of Indigenous knowledge holders and building on experience built up in other *fora* as appropriate;
- to address how local knowledge could be assessed by the IPCC, building on experience built up in other *fora* as appropriate;
- to address how practitioner knowledge could be assessed by the IPCC, building on experience built up in other *fora* as appropriate;
- to make recommendations for funding agencies as to how to support the engagement of knowledge holders in the IPCC programme of work.

The two meetings were proposed as IPCC *Workshops* rather than *Expert Meetings*. Workshops address cross-cutting or complex topics requiring input from a broad community of experts; they

[2] www.ipcc.ch/site/assets/uploads/2025/03/Doc.-7-Rev-1-Proposals-for-EM-Workshops-engaging-and-methods-of-assessment.pdf (IPCC-LXII/Doc. 7, Rev.1)

[3] A budget of CHF 200,000 was agreed to support 50 participants from developing countries and countries with economies in transition.

[4] www.ipcc.ch/site/assets/uploads/2025/03/IPCC-62-Decisions.pdf (Decision IPCC-LXII- 4)

require nominations from government focal points and, as was deemed appropriate in this case, observer organisations.

The two workshops were co-located to facilitate a conversation between the communities of experts, thereby avoiding the risks of siloing each domain and developing parallel recommendations that pulled in different directions. They took place in Reading, United Kingdom, from 10 to 12 February 2026, and were hosted by the University of Reading in association with the UK Met Office (meteorological service of the United Kingdom) and with the support of the UK Department of Energy Security and Net Zero.

1.2. Scientific Steering Committee

The Chair of the IPCC assembled a Scientific Steering Committee (SSC), covering both workshops, in accordance with section 7.1 of *Appendix A to the Principles Governing IPCC Work*.[5] Its mandate was:

a) to provide advice to the IPCC Chair on participants for each workshop;

b) to prepare the agenda of each workshop, including a mechanism to facilitate a conversation between the communities of experts of both workshops;

c) to prepare the necessary documentation to inform each workshop;

d) to prepare a document (i.e. this report) describing the outcomes of each workshop to be transmitted to the IPCC Secretariat for transmission to the IPCC and for publication.

The SSC comprised 24 members and had two subcommittees, one for each workshop, chaired by IPCC Vice-chairs. The SSC was supported by the IPCC Chair's Office and members of the Technical Support Units (TSU) of the three IPCC Working Groups and the Task Force on National Greenhouse Gas Inventories. The IPCC Secretariat supported outreach activities and travel arrangement for participants. Half the SSC members were experts from the IPCC Bureau and the other half were external. This ensured representativeness across expertise, gender, regional distribution and past IPCC experience. Attention was also given to Indigenous representation.

Decisions were reached by consensus. The aims of the workshops were refined by the SSC. Specifically, the consideration of *ex-post* evaluation fell within the scope of the Workshop on Methods of Assessment.

The SSC met regularly from the time it was constituted until the completion of both workshop reports. The subcommittees met as required and reported back to the SSC as a whole. The timeline for preparing and delivering the workshop is shown in Figure 1. The task of the SSC was to organise the nomination call for participants, to select participants, to run preparatory activities and to design and execute both workshops.

There was a single call for nominations of experts to participate in the co-located workshops followed by a selection process. People with bridging expertise could be nominated for either workshop. Consensus was reached on the final list of participants three and a half months before the start of the workshops, allowing time for participants to organise their travel. A total of 100 participants (including participation of the SSC members) was sought, 50 per workshop. Section 2 describes the call for nominations and selection process in more detail.

[5] IPCC, 'Appendix A to the Principles Governing IPCC Work: Procedures for the Preparation, Review, Acceptance, Adoption, Approval and Publication of IPCC Reports', in *Principles Governing IPCC Work*, 2013, 29, https://www.ipcc.ch/site/assets/uploads/2018/09/ipcc-principles-appendix-a-final.pdf.

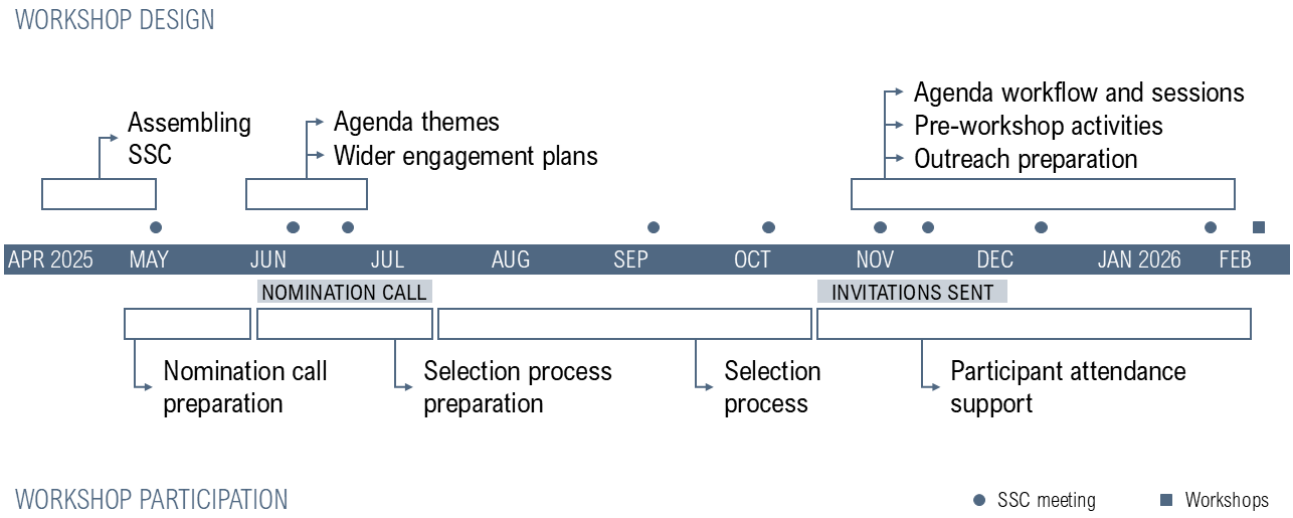


Figure 1 | Overall timeline for the design and execution of the workshops. Period: April 2025 to February 2026. Meetings of the SSC (including subcommittee meetings) are indicated by dots.

Considerable efforts were made to prepare participants for the workshop given that many had little or no experience of IPCC processes and that expertise domains covered by both workshops were relatively distinct. This was intended to avoid the need, as far as possible, for introductory presentations at the workshop itself. Preparation included the development of background reading material and two webinars, targeted at eastern and western time zones, held the week prior to both workshops. The background material and the webinars covered both the Workshop on Engaging Diverse Knowledge Systems and Workshop on Methods of Assessment.

The development of background material and the preparatory webinars are described in Section 3. More detail about the SSC, the workshop development and participation in the workshops is available in the annexes.

1.3. Workshop design and execution

The workshop took place over three days and was co-located, within a short walking distance, with the Workshop on Methods of Assessment allowing some shared activities, including plenary sessions and cross-participation in some breakout groups. Cross-over activities reflected the related nature of the workshop topics. Engagement with particular forms of knowledge is not independent of the means for doing so.

In designing the workshop, the SSC was conscious that participants came from a wide variety of backgrounds and designed activities to ensure mingling between different groups. This ensured that the aspirations of, for example, those holding Indigenous knowledge, were expressed in the context of IPCC's principles and procedures.

The SSC was well aware that the workshop agenda might need to be adapted in the light of progress. The SSC met at the end of each day to review progress and, indeed, significant changes were made. Sections II.2 and II.3 of Annex II contain respectively the agenda as originally planned and as finally executed. Sections 5 to 9 of this report describe the outcomes of each section of the agenda in more detail.

2. Nomination and selection of participants

A single call for nominations for both workshops was organised. The call was sent to the focal points of governments and observer organisations, and IPCC Bureau members on 4 June 2025 and closed on 16 July 2025. It was announced on the IPCC website and publicised through social media.[6] Support was provided to focal points throughout the call by the IPCC Secretariat and IPCC Chair's Office; two webinars targeted at focal points were organised by the IPCC Chair's Office in collaboration with the IPCC Secretariat on 10 and 11 July 2025.

The call included background information about the workshops as well as the expertise that was sought and selection criteria. Nominators were required to submit a two-page *curriculum vitae* and a nomination form aimed at capturing personal and professional details as well as workshop-relevant expertise for each nominee (see Annex III for full detail).

Nominations for the workshops were welcome from knowledge holders, practitioners and scientists with the relevant expertise. Nominations were also particularly encouraged from Indigenous Peoples' representatives from across the seven socio-cultural regions,[7] those with relevant experience from other global environmental assessment, and those whose expertise bridged the two workshops.

For the Workshop on Engaging Diverse Knowledge Systems, expertise was sought on the application and interpretation of diverse forms of knowledge, including:

- Indigenous knowledge systems, especially from those who are members of Indigenous Peoples' communities;
- local knowledge (the understandings and skills developed by individuals and populations, specific to the places where they live[8]);
- practitioner knowledge (for example policymakers, non-governmental organisations' staff and community leaders who have experience of formulating strategies, implementing and/or evaluating policies and other climate actions);
- scientific knowledge (including social sciences and the humanities).

Just under 700 nominations were received across both workshops, with two thirds originating from government focal points and a third from observer organisations. More nominations were received for experts from developing countries and economies in transition than from developed countries. A fifth of the nominees identified as Indigenous, and the gender distribution of nominees was balanced. Further detail about nominations received is provided in Annex III.

Individuals participating in either workshop were selected with regard to:

- the relevant range of scientific, technical and socio-economic views and expertise;
- regional and intra-regional balance;

[6] www.ipcc.ch/2025/06/13/calls-for-nominations-workshops-diverse-knowledge-systems-and-methods-of-assessment and www.ipcc.ch/event/ipcc-workshop-on-engaging-diverse-knowledge-systems-and-ipcc-workshop-on-methods-of-assessment

[7] Global representation of Indigenous Peoples in international processes is achieved through representations from seven socio-cultural regions: Africa; Asia; Central and South America and the Caribbean; the Arctic; Central and Eastern Europe, Russian Federation, Central Asia and Transcaucasia; North America; and the Pacific. (See UNPFII.)

[8] Local knowledge informs decision-making about fundamental aspects of life, from day-to-day activities to longer-term actions; it is a key element of the social and cultural systems which influence observations of and responses to climate change; it also informs governance decisions.

- a mixture of experts with and without previous IPCC experience; and
- gender balance.

In order to enable a fair and effective selection process, the SSC followed a multi-stage selection process to build the list from the bottom up, with:

1. stage 1 – subcommittees voting for participants in their workshop;
2. stage 2 – TSU analysis of stage 1 and suggestion of further participants to address gaps in expertise and representativity;
3. stage 3 – moderation and final adjustments by the SSC to yield the list of participants to invite;
4. stage 4 – invitations issued by the IPCC Chair's Office;
5. stage 5 – replacement of declined or unanswered invitations by the IPCC Chair in consultation with the SSC and sending of final invitations.

This iterative process allowed the selection of participants in the workshops to address comprehensively all criteria cited above. The process took place from late July to mid-October. Those whose expertise bridged both workshops were allocated to one workshop or another with regard to overall balance. The first invitations were issued on 23 October 2025, allowing several months to arrange travel. Further invitations followed to address unanswered or declined invitations, with the last invitation sent on 9 December 2025.

51 nominees (inclusive of SSC members) were invited to participate in the Workshop on Engaging Diverse Knowledge Systems (43 attended). More than half were female, a little over half had no prior IPCC experience and almost two thirds came from developing countries and economies in transition (see Figure 2). Those selected were distributed across the six regions of the World Meteorological Organization (WMO) and five of the seven socio-cultural regions.

Further detail about the selection process (and associated statistics), as well as the list of participants invited and those who attended, are available in Annex III.

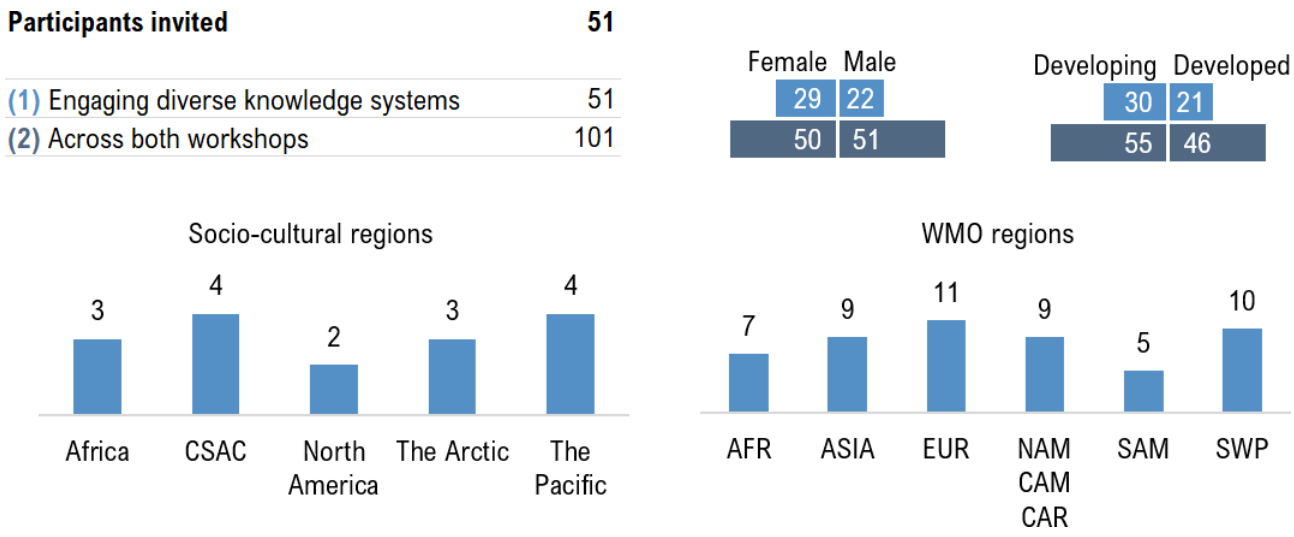


Figure 2 | Overall distribution of invited participants (stage 4). Breakdown per gender, country development status, WMO region and socio-cultural region. Abbreviations: AFR = Africa; EUR = Europe; NAM CAM CAR = North America, Central America and the Caribbean; SAM = South America; SWP = South-West Pacific; CSAC = Central and South America and the Caribbean. (See Table III.1 in Annex III for additional information.)

3. Preparatory activities

Considerable efforts were made to prepare participants for the workshop and to avoid the need, as far as possible, for lengthy introductory presentations at the workshop itself. Preparation included the development of background reading material and two webinars.

3.1. Background reading material

A single background document was developed covering both workshops.[9] It was authored by members of the SSC and edited by the IPCC Chair and his team. The document was not reviewed, endorsed or approved by the IPCC. Views expressed in specific sections were those of the contributing authors alone, and may not have reflected the views of other SSC members, or the SSC as a whole. Participants received the document five days before the workshops.

The document briefed workshop participants, many of whom had not participated in IPCC activities before, on the IPCC itself and the way it works. It also covered the current status with respect to engagement with various knowledge systems, within and outside the IPCC, as well as the current status on methods of assessment. It intentionally targeted both workshops to raise awareness amongst participants about other relevant expertise and to facilitate the conversation between the two workshops.

The outline of the 30-page document is provided in Annex IV. The structure and functions of the IPCC were introduced, as well as the steps required to produce an IPCC assessment report. This served to identify the specific points in the IPCC assessment process where diverse systems of knowledge could be engaged and where emerging methods of assessment could be applied.

Background information of relevance to the workshops was provided on knowledge systems (Indigenous knowledge, local knowledge and practitioner knowledge) and assessment methods (AI, evidence synthesis and especially systematic review, and *ex-post* policy evaluation). Greater attention was given to:

- Indigenous knowledge, reflecting the level of attention given to this topic at the IPCC Plenary which approved the workshops; and
- AI, reflecting the technical nature of the topic, its relative novelty and rapid pace of change.

The document covered background information on each system of knowledge, the current status or state of the art for assessment methods, reviewed current practice in the IPCC and other relevant bodies, and indicated implications for the workshops.

3.2. Pre-workshop webinars

Two webinars were organised in the week preceding the workshops to introduce the workshop participants to the scope and topics of both workshops and to the workshops themselves. They were complementary to the background reading material, having the same overall content, but a different communication format. They allowed space for questions and clarifications ahead of the workshops.

[9] The background document is available on www.ipcc.ch/event/ipcc-workshop-on-engaging-diverse-knowledge-systems-and-ipcc-workshop-on-methods-of-assessment.

The webinar was delivered on Zoom and run twice, with identical structure and content, to target eastern and western time zones. Participation was limited to workshop participants. Excluding SSC and TSU members, 33 participants attended the webinar held at 7:00 UTC+0 on Wednesday 4 February 2026, and 22 participants the webinar held at 17:00 UTC+0 on Thursday 5 February 2026. About 70% of all workshop participants (excluding SSC and TSU members) attended one or the other of the webinars.

Each webinar was scheduled for two hours, allowing time for questions and answers. The webinar had three main parts (see Annex IV for more detail):

1. the IPCC: roles and tasks;
2. the workshops: context and scope, thematic of each workshop;
3. practical introduction to the workshops.

Questions were collected through a mix of live interventions, chat comments and via Zoom's Question & Answer feature, and were anchored around each part of the webinar. Participants sought clarity on how the two workshops fit within the seventh assessment cycle and how recommendations would realistically feed into IPCC processes and decision-making. They also sought additional explanations about inclusivity and meaningful participation of experts from diverse backgrounds.

Questions arose around how different knowledge systems are defined, assessed and represented in IPCC assessments, including non-English or non-academic sources. Participants also asked about the status and appropriate use of *ex-post* evidence and evidence synthesis methods. Finally, concerns were raised about how AI-based tools can be validated and used responsibly, and about how cross-cutting issues and overlaps between both workshops would be addressed in practice.

Overall, participants in the webinar welcomed the opportunity to clarify IPCC procedures, roles and limits in advance of the workshops, and demonstrated a strong interest in practical implementation of the workshop recommendations. Many questions indeed focused on how recommendations from the workshops could realistically be taken up within IPCC processes, rather than on abstract principles alone.

The webinar recordings were subsequently shared with participants as a series of short, bite-sized segments, rather than as single uninterrupted recordings of each session. These covered: 1) welcome and the IPCC, 2) workshop scope and context, 3) diverse knowledge systems, 4) assessment methods, 5) Wednesday discussions, 6) Thursday discussions, 7) workshop practicalities.

4. Workshop flow

As noted in Section 1.3, the agenda was adapted by the SSC during the course of the workshop to take account of progress. Day 1 (Sections 5 to 7) ran as originally anticipated. It started with a joint plenary with the Workshop on Methods of Assessment to introduce participants to IPCC's processes and ways of working.[10] This was followed by a plenary session with three presentations related to Indigenous knowledge, covering practice in the IPCC, practice in the Intergovernmental Science-Policy Platform on Biodiversity and Ecosystem Services (IPBES), and what, from the perspective of an Indigenous knowledge holder, the IPCC could aspire to. A fourth presentation addressed local and practitioner knowledge.

In the afternoon of day 1, participants were assigned randomly to tables and invited, first individually and then through collective discussion, to identify priority actions for enhancing engagement. These were recorded on post-it notes and then clustered into a number of discrete topics on a communal wall to enhance further intermingling. The clusters then formed the basis for a set of breakout groups which ran in the second half of the afternoon.

The SSC reviewed progress overnight and decided to change the focus of day 2 (Section 8). A World Café format[11] was retained for the first half of the morning, but instead of basing each table on IPCC 'actors' (Bureau, author teams, Secretariat, etc.), tables were based on the time horizon for implementing actions, or 'windows of opportunity'. The rationale for this was that many actions could involve multiple actors. The new topics were rapid response, mid-term and long term, with a fourth table on procedural aspects. These table topics then formed the basis for breakout groups which stayed more or less stable for the remainder of the workshop. These breakout groups had built momentum and were making good progress.

In the afternoon of day 2, breakout groups were invited to start thinking about recommendations, a process that continued during day 3. In a short plenary at the start of the afternoon, participants were invited to 'tag' the recommendations they were working on according to IPCC task areas: nomination and selection of experts; internal mechanisms to promote engagement and participation; discovery and assessment of knowledge; capacity building, outreach and partnerships; and mandate, structure and membership.

The SSC decided to retain the 'windows of opportunity' framing for the breakout groups on day 3 when the focus was on the development of recommendations (Section 9). This decision was endorsed by the morning plenary session. However, the long-term and procedural breakout groups merged, and a new breakout group, focusing specifically on local and practitioner knowledge, was established. This turned out to be the most well-attended breakout group, reflecting the fact that most of the preceding discussions had focused on Indigenous knowledge.

During the morning of day 3, there were two exchanges with the Workshop on Methods of Assessment. Two individuals visited this other workshop to brief on data sovereignty with respect to Indigenous knowledge, while some of its participants visited the breakout group on local and practitioner knowledge to brief on the assessment of grey literature.

The breakout groups reported back to a final plenary where recommendations, after discussion and refinement, gained the consensus of workshop participants. The recommendations,

[10] Presentations are available on www.ipcc.ch/event/ipcc-workshop-on-engaging-diverse-knowledge-systems-and-ipcc-workshop-on-methods-of-assessment.

[11] World Café involves table discussions where each table has a fixed topic and host, but participants rotate round the tables every 20 to 30 minutes. The host explains the outcomes of previous discussions to new arrivals with the intention of accumulating insights.

categorised according to task areas, are described in Section 9. The workshop concluded with a final joint plenary with the Workshop on Methods of Assessment to socialise conclusions and recommendations.

5. Orientation and background sessions

The opening plenary included four presentations for orientation with the intention of allowing the diverse range of participants to start with a shared understanding of current practices in respect of Indigenous knowledge, local knowledge and practitioner knowledge.[12]

The four presentations were:

- *Indigenous knowledge: current IPCC practice* (Sherilee Harper, University of Alberta and IPCC Working Group I Vice-chair);
- *Indigenous knowledge: practice in IPBES* (Peter Bates, IPBES TSU for Indigenous and local knowledge systems);
- *Indigenous knowledge: what IPCC could aspire to do* (Grace Balawag, Tebtebba – Indigenous Peoples International Centre for Policy Research and Education);
- *Local knowledge and practitioner knowledge* (Pam McElwee, Rutgers University, IPCC AR7[13] Working Group III Lead Author).

5.1. Indigenous knowledge: current IPCC practice

Sherilee Harper presented the IPCC glossary definition of Indigenous knowledge that was used in the AR6,[13,14] noting a preference for referring to Indigenous knowledges in the plural. She also presented published examinations of how Indigenous knowledges were included in the AR6 Working Group I, Working Group II and Working Group III reports, as well as examples of how Indigenous knowledges were featured in the Working Group II contribution to the AR6 and in the Special Report on the Ocean and Cryosphere in a Changing Climate. In the AR6, references to Indigenous Peoples were dominated by Working Group II. All Working Groups recognised the vulnerability of Indigenous Peoples and referred to Indigenous knowledge systems, while Working Group III also referred to Indigenous Peoples' contributions and acknowledged their rights. Only Working Group II, along with the Synthesis Report, addressed demands of Indigenous Peoples.

In the AR6, the process of engaging with Indigenous knowledge varied by Working Group and by chapter. A published review of Indigenous knowledge presented in the AR6 noted that the Working Group II Chapter on North America provided an example of some positive engagement, including:

- a team of Indigenous Contributing Authors who wrote the text related to Indigenous Peoples and Indigenous Knowledges;
- collaborative working by Indigenous Contributing Authors;
- a section dedicated to Indigenous Peoples;
- a Box dedicated to Indigenous Knowledge: 'Integrating Indigenous Responsibility-Based

[12] Presentations are available on www.ipcc.ch/event/ipcc-workshop-on-engaging-diverse-knowledge-systems-and-ipcc-workshop-on-methods-of-assessment.

[13] AR7: Seventh Assessment Report; AR6: Sixth Assessment Report.

[14] 'The understandings, skills and philosophies developed by societies with long histories of interaction with their natural surroundings. For many Indigenous Peoples, Indigenous knowledge informs decision-making about fundamental aspects of life, from day-to-day activities to longer term actions. This knowledge is integral to a cultural complex that also encompasses language, systems of classification, resource use practices, social interactions, values, ritual and spirituality.' This derives from UNESCO in 2018.

Thinking into Climate Change Adaptation and Resilience'; and

- Indigenous content in the Executive Summary.

During the seventh assessment cycle, there have been an Expert Meeting on Gender, Diversity, Equity, and Inclusivity; coverage of Indigenous knowledge in the outlines of all Working Group contributions to the AR7; Indigenous Lead Authors in every report; Indigenous Coordinating Lead Authors in Working Group II; and an Indigenous Chapter Scientist in Working Group II.

5.2. Indigenous knowledge: practice in IPBES

Peter Bates provided general background on IPBES, noting that IPBES has recognised the importance of Indigenous knowledge since its inception, and gives explicit attention to it in the conceptual framework that guides its work. IPBES enshrines Indigenous knowledge in its deliverables and objectives. IPBES has an Indigenous and Local Knowledge (ILK) Task Force with its own TSU supported by the United Nations Educational, Scientific and Cultural Organization (UNESCO). The Task Force has developed an approach to recognising and working with ILK in IPBES, and has developed methodological guidance to enhance implementation of the approach. Key challenges include: working with knowledge systems that are often not, or cannot be, documented; enhancing participation in a process that can be complex and inaccessible; and ensuring and monitoring benefits to communities in a process where clear impact chains can be hard to trace.

A variety of methods are used to enhance engagement with ILK during assessments. These include: the establishment of liaison groups (groups of authors who work on ILK); dialogue workshops prior to and during the assessment; the development of key ILK themes and questions for each chapter; reviews of literature and other materials such as community reports, videos, art, or poetry; online calls for contributions; and application of the principles of free, prior and informed consent (FPIC) and collective benefit, authority to control, responsibility and ethics (CARE) for data management. Materials and webinars for Indigenous Peoples and local communities are also an important part of the process once an assessment is completed, to enhance uptake and benefits for Indigenous Peoples and local communities. Peter Bates provided examples of the presentation of Indigenous relevant material in IPBES assessments, including artwork as well as analytical material.

He concluded with an assessment of ongoing and future challenges: few members of Indigenous Peoples or local communities apply to participate as authors due to limited knowledge of IPBES, the predominance of scientific frameworks, quantitative approaches, English as the main language, and lack of funding and institutional support. Steps to address this include a separate chapter on ILK in the new IPBES second global assessment. Communication and outreach to Indigenous Peoples and local communities at local levels could also be strengthened. Uptake of IPBES assessment findings could also be strengthened at national levels, to enhance impacts on governments, as well as business and industry.

5.3. Indigenous knowledge: what IPCC could aspire to do

Grace Balawag introduced the Local Communities and Indigenous Peoples Platform (LCIPP) which was established under the United Nations Framework Convention on Climate Change (UNFCCC) at the 21st Conference of the Parties (COP 21). Its role is to strengthen the knowledge, technologies, practices and efforts of local communities and indigenous peoples related to addressing and responding to climate change; to facilitate the exchange of experience and the

sharing of best practices and lessons learned on mitigation and adaptation in a holistic and integrated manner; and to enhance the engagement of local communities and indigenous peoples in the UNFCCC process. LCIPP follows key ethical considerations and principles including FPIC and respect for self-determination and rights, meaning respect for indigenous peoples as rights holders and upholding their right to self-determination at all levels. In practice, this implies protection of intellectual property and knowledge, equitable participation and representation, cultural safety and recognition, and intergenerational equity.

Grace Balawag acknowledged progress made by the IPCC, including recognition of the frontline vulnerability of indigenous peoples, the essential knowledge systems of indigenous peoples, their contribution to climate solutions, and a right-based approach. Aspirations for further progress relate to capacity building, moving beyond consultation to actual, meaningful and empowered participation, the contextualisation of knowledge, access to funding, and attention to ethical considerations, by embedding co-designed assessment practices, with reference to adopted principles and protocols of indigenous peoples.

5.4. Local knowledge and practitioner knowledge

Pam McElwee's presentation focused on local and practitioner knowledge. She highlighted the IPCC definition of local knowledge[15] and noted that the IPCC had no formal definition of practitioner knowledge. Much of her presentation drew on experience from the Fifth National Climate Assessment of the United States of America. The treatment of local knowledge in that climate assessment was most common in regional chapters, and a case study of the use of local knowledge in fisheries was included in a Box. References from the non-peer reviewed literature addressed local knowledge. Specific chapters, including those on urban systems, adaptation, international interests, and all regional chapters drew on practitioner knowledge. Webinars were held to encourage review comments from practitioners, and chapter-level engagement workshops were held for stakeholders. Lessons from the Fifth National Climate Assessment included: the need for diverse and inclusive participation in assessment; accessible and inclusive engagement, outreach, and communication; and diverse knowledges within the assessment.

5.5. Discussion

Following the presentations, the floor was opened for a round of comments and questions. These focused on two topics: practitioner knowledge and Indigenous knowledge.

Participants raised issues about the concept of practitioner knowledge, noting that a single label is problematic. It was observed that practitioner knowledge could be part of the problem as a well as part of the solution. An instance from Working Group II in the AR6 was cited where an author asserted that the only people who can deliver solutions are engineering companies. This shows that practitioner knowledge can be shaped by commercial interests. It was also noted that there are layers of knowledge sanctioned by culture; the question is not about defining types of knowledge—everyone is a practitioner of their own knowledge. The questions are: how do you let more diverse forms of knowledge be part of the process? How do you get fair representation of diverse knowledge systems?

Pam McElwee agreed that there is no distinct definition of 'practitioner' knowledge, but it is good to

[15] 'The understandings and skills developed by individuals and populations, specific to the places where they live. Local knowledge informs decision-making about fundamental aspects of life, from day-to-day activities to longer-term actions.'

see images and figures co-produced with practitioners in IPBES.

On Indigenous knowledge, one questioner asked whether the IPCC could, like IPBES, have a dedicated task force. They were interested in knowing whether Indigenous knowledge could get a specific number of words allocated in a report, a separate chapter, or even an entire assessment report. A further set of comments addressed the diversity of circumstances in different parts of the world. In North America for example, there are distinct groups of Indigenous Peoples and an established literature. However, in Africa the situation is complex and more politically sensitive. Many governments decline to use the term 'indigenous' as everyone is indigenous and terms like local or traditional might be more appropriate. There is a need to use regionally-relevant language.

Sherilee Harper responded by noting that before opening up the call for author nominations, the IPCC had co-hosted meetings with, for example, the Inuit Circumpolar Council and the Assembly of First Nations, to encourage nominations. Indigenous knowledge is mentioned in all the scoped outlines, which is a good start. The selection process did not necessarily explicitly consider regional representation among Indigenous Peoples, but it worked out fortuitously.

Peter Bates noted that IPBES and the United Nations Convention on Biological Diversity (CBD) brought together the concepts of Indigenous and local knowledge, with pros and cons. One reason is that Indigenous groups are not always recognised by their governments and IPBES would not be able to include these groups in activities such as dialogue workshops if only the term 'Indigenous knowledge' was used for these activities. Including 'local' allows IPBES to be more inclusive.

IPBES methodological guidance conceptualises local communities as embodying traditional lifestyles that support biodiversity. It can include Afro-descendants, peasant communities or those with distinctive knowledge, language, world views, education systems, or long-term connections to place which makes them distinctive from mainstream cultures in their society. This conceptualisation would not include, for example, Euro-descendant communities in the United States of America, where, in general, people may not have ways of understanding and relating to nature that are distinctive from the country's mainstream society, due to shared culture, schooling and other factors (which is not to say that they do not also have important knowledge about nature).

IPBES focusses on practices that support biodiversity conservation. While there are many examples of communities who are maintaining and conserving biodiversity, there may also be cases where communities are causing damage. This may however be because of external influences and pressures that push communities to abandon traditional practices, including deterioration in lands and waters or being subsumed into market economies, or through new values that come from external media and schooling. An aim therefore is to understand the different pressures and drivers that may be creating either positive or negative impacts on biocultural systems. Even in situations where there can appear to be a significant change in culture and consequent negative impacts on nature, there may often still be cultural 'seeds' that can be supported and revitalised, for example knowledge and practices still held by elders. IPBES aims to highlight these examples and explore ways to support revitalisation. On climate and culture heritage, IPBES is making efforts to work with the IPCC to break down siloes. Attention to Indigenous knowledge and local knowledge is one way to make that happen.

Having a task force provides an engine which helps work on the ground. It does need extra time, consideration and funding. UNESCO could be open to hosting an IPCC TSU, but that would be a decision for the IPCC.

Grace Balawag concluded by noting the bringing together of diverse Indigenous knowledge, local knowledge and practitioners under the LCIPP established under the Paris Agreement. The LCIPP website has information on regional activities.

6. Identifying the priorities

Following the orientation session, a **table session** was convened in the afternoon of day 1 which allowed participants to digest and discuss the issues raised earlier. Participants were pre-assigned to six tables to ensure that each had a mixture of knowledge holders external to the IPCC and those actively engaged in IPCC activities. Each table was facilitated by an SSC member with support from a TSU member. The following individuals facilitated the tables:

- Table 1: Eileen Mairena Cunningham (UNDP[16] Centre for the Development and Autonomy of Indigenous Peoples);
- Table 2: Grace Balawag (Tebtebba – Indigenous Peoples International Centre for Policy Research and Education);
- Table 3: Cicilia Wangari Githaiga (Wangai Githaiga & Co Advocates);
- Table 4: Sherilee Harper (University of Alberta and Working Group I Vice-Chair);
- Table 5: Silke Beck (Technical University of Munich);
- Table 6: Hanieh Moghani (Centre for Sustainable Development and Environment).

Jim Skea (IPCC Chair) and Rosario Carmona (Center for Intercultural and Indigenous Research) jointly facilitated the overall session.

Participants were first invited, as an ice-breaker, to spend 10 minutes introducing one another at their tables with the goal of breaking down any barriers between the diverse range of participants.

This was followed by 10 minutes of 'silent thinking' where participants were invited to write down their initial **priorities for enhancing engagement** on post-it notes. These were to consist, ideally, of self-explanatory phrases, not too short (a single word) or too long (sentences). Each post-it note was to be coded according to the type of knowledge system they addressed (I = Indigenous; L = local; P = practitioner; X = cross-cutting). An additional 15 minutes was spent at the tables discussing the ideas that individual participants shared.

A further interactive process followed whereby participants placed their post-it notes on a large side wall, with the invitation to place related ideas adjacent to one another and cluster them into a set of themes. The overall facilitators were tasked with driving this process, but had little need to intervene as participants self-organised and interacted across the table groups. Photographs of some of the clustered post-it notes making up each theme are shown in Figure 3.

The following themes emerged from this process:

- capacity;
- support and resources;
- engagement;
- deep and ethical engagement;
- representation, what happens inside the IPCC fence;
- definitions and language;
- scoping – definitions;

[16] UNDP: United Nations Development Programme.

- evidence;
- flexibility regarding the role of different knowledge systems, legitimacy;
- structure;
- governance;
- power: transforming the process, colonialisation, inequality;
- representation;
- accountability;
- transformation.

Following collective discussion, the facilitators proposed a set of higher-level themes for discussion in breakout groups in the second half of the afternoon (see Section 7). These were agreed by participants and covered:

1. engagement: coordination of the Indigenous knowledge activities throughout the Working Groups;
2. language;
3. governance/structure/power/resources/representation;
4. capacity and support;
5. methods and evidence.

Figure 3 | Example of post-it notes from the afternoon of day 1. Post-it notes grouped around the theme of 'scoping – definitions'.

7. Exploring the challenges

The five themes that emerged from the table discussions described in Section 6 were explored further in **breakout groups**, each facilitated by an SSC member, towards the end of day 1. The objective was to delve deeper into the challenges associated with each theme. Participants were invited to consider how different **IPCC 'actors'** might address the themes. The sets of actors identified by the SSC were:

- chapter teams,
- Working Group Bureaux and TSUs,
- Secretariat,
- the Panel; and
- those external to the IPCC.

Participants were asked to work through what the challenges meant for the 'actors' and identify any other 'actors' not captured so far. They were also asked to discuss how feasible it was to address these challenges and whether any aspect of IPCC procedures and practices would need to be changed. Participants discussed opportunities for action, centring the ideas on IPCC actors for stronger connection with actionability.

7.1. Engagement

The discussion on engagement highlighted the need for the IPCC to have a more intentional and coherent engagement strategy in order to guide how diverse knowledge systems are included across assessment processes.

Participants emphasised that engagement should not be *ad hoc* or left to individual chapter teams, but rather supported by a shared framework that clarifies priorities, roles and approaches. In particular, they highlighted the importance of having a common understanding around three core dimensions of engagement: 1) with whom to engage (whether communities, local people, disciplines, functions, etc.), 2) for what purpose, and 3) how to engage in a context-sensitive, inclusive and trust-building manner.

These questions reflected a broader recognition that meaningful engagement required clarity of intent, transparency in processes and sustained coordination across Working Groups, potentially through a task force.

7.2. Language

The discussion focused on the challenges of definitions, language, and power dynamics in engaging diverse knowledge systems into IPCC assessments.

A key concern raised by many participants was defining 'Indigenous'. They stressed that external bodies, including the IPCC, should not be defining 'Indigenous', but accepting the definitions provided by the communities themselves. It was also emphasised that Indigenous knowledge carries rights-based dimensions, including consent, data sovereignty, and intellectual property.

Participants also emphasised that many communities remain unrecognised by governments

despite their being Indigenous to those regions. This reinforced the importance of also considering 'traditional knowledge' and 'local knowledge' to be inclusive of these communities.

From some participants, there was a strong critique of western-centric definitions and scientific frameworks. The terms and definitions within the IPCC Glossary[17] were viewed as rooted in limited world views, which excluded other ways of knowing. Participants argued that science often presents itself as universal, but as the generation of science has been historically and geographically biased, this often has marginalised or excluded alternative epistemologies. Efforts to define rigidly knowledge or quantify uncertainty were viewed as potentially reinforcing colonial structures by forcing diverse knowledge systems into narrow categories.

Participants also discussed English as the working language of the IPCC. Participants argued that language was not only a tool for communication but also a carrier of culture, identity and meaning. English has been the dominant language of science and this limits the ability to contribute. Translations into English were seen as both inherently filtering with the potential to distort information as concepts cannot always be easily translated without losing meaning. There was also recognition of power embedded in language, including scientific jargon, which can exclude both Indigenous Peoples as well as researchers from other disciplines. However, it was also noted that translations of IPCC reports into languages other than the official United Nations languages were needed to broaden the accessibility of the outcomes. It was also suggested that different forms of communication be considered (for example through art, song and storytelling) to support the dissemination of findings in culturally relevant ways.

The group also discussed structural barriers. It was recognised that many issues go beyond what can be addressed by the IPCC. However, participants agreed that the IPCC had an important role to play by actively including diverse perspectives, ensuring representation, and through capacity building.

7.3. Governance, structure, power, resources, representation

While there was some initial hesitation in this breakout group about the relevance of this discussion given the ongoing progress of the seventh assessment cycle, the facilitator highlighted that increasing government interest and the IPCC holding this workshop made this a timely and valuable moment.

There was a shared understanding that current approaches were not sufficient, and that there was a need to move beyond the *status quo* by identifying and adopting good practices for engaging with diverse knowledge systems in a more systematic and equitable way.

Participants emphasised that governance challenges manifest across the entire assessment process, from scoping to approval. In particular, the importance of engaging more meaningfully with Indigenous knowledge, local knowledge and practitioner knowledge at the scoping stage was highlighted, while acknowledging the positive trend of increasing author representation from diverse knowledge system backgrounds. Proposals included establishing a dedicated task group on Indigenous knowledge, supported by an advisory body, as well as exploring options such as separate nomination pathways for Indigenous Peoples and even a dedicated chapter on diverse knowledge systems.

The group also discussed how, for the themes of governance, power and resources to be meaningfully addressed and inclusive of diverse knowledge systems, it required not only procedural changes but also financial investment and institutional support. The IPCC was seen as

[17] IPCC glossary, apps.ipcc.ch/glossary.

having a potential role to play as an ally in mobilising resources and enabling participation to strengthen representation.

7.4. Capacity and support

A number of practical actions that surfaced during the discussions included establishing stronger support for cultural protocols for Indigenous knowledge and local knowledge participants, alongside developing clear, reciprocal terms of engagement that respect cultural practices and expectations in both current and future assessments.

Participants emphasised the need for a dedicated task force within the cycle to facilitate multiple types of capacity building, and identify, nominate and support Indigenous knowledge and local knowledge contributing authors, complemented by a longer-term Indigenous knowledge and local knowledge task force embedded within the IPCC structure.

There was also a call to reconceptualise how Indigenous scholars are recruited, moving beyond traditional pathways, and to appoint a capacity support officer within each Working Group to accompany better Indigenous knowledge and local knowledge authors throughout the process.

In terms of recognition, the discussions included creating a dedicated acknowledgment section within report chapters to credit Indigenous knowledge and local knowledge contributors beyond standard referencing practices. Strengthening outreach was also highlighted with IPCC products such as fact sheets needing to be more accessible and tailored to Indigenous Peoples, that includes in greater linguistic diversity in form of vocal, visual and different languages.

One of the final suggestions was conducting a stocktake of existing Indigenous knowledge and local knowledge capacity and support systems, drawing on the experiences of current Indigenous knowledge and local knowledge authors in other assessment processes to inform improvements for both ongoing and future assessment cycles.

7.5. Methods and evidence

Participants focused on how to bridge Indigenous knowledge and local knowledge with scientific approaches into the IPCC in a practical fashion. There was an emphasis on the need to move beyond hierarchal views of knowledge and instead to adopt multiple evidence-based approaches where different knowledge systems are treated as complementary.

The group identified some key challenges such as clarifying methods for collecting, documenting and assessing Indigenous knowledge and local knowledge, and aligning these with existing IPCC frameworks such as confidence language and evidence standards. They also discussed the potential of Indigenous-led, regional-scale assessments through workshops and participatory processes, as a way to generate context specific insights using Indigenous methodologies, which could then inform global assessments. While such approaches may not fully be feasible within the seventh assessment cycle, they were seen as important longer-term directions.

When assessing what could be done in the shorter term, priorities included the development of practical guidance for authors on engaging with and assessing Indigenous knowledge and local knowledge, the improvement of the access to non-English and non-peer-reviewed literature, the mobilisation of existing Indigenous networks and targeted reviewers, and the strengthening the support from TSUs and Chapter Scientists.

7.6. Plenary discussions

Each breakout group reported on their discussions in the plenary discussion at the end of day 1.

The breakout group on **engagement** felt it had been able to move to deep conversations about the silos behind engagement instead of scratching the surface. The group came to consensus about one thing the IPCC needs: an engagement strategy to provide a common understanding of whom to engage (Indigenous Peoples, communities, local people, disciplines, functions), what for exactly (level of engagement: author level, reviewer comments, assessment levels, etc.) and how (considering context of use and contribution, selection criteria depending on role, and creating space of trust). As this is a process in itself, the group felt there is a need for the IPCC to have a task force that coordinates the work with and on Indigenous knowledge across all three Working Groups. It also concluded that the IPCC needs more work on making their findings relevant to Indigenous Peoples.

The breakout group on **language** noted that scientific hegemony is still prevalent in institutions like the IPCC. This establishes a foundation in terms of language. It is not up to the IPCC to decide who falls under the categories of knowledge. Working Group I is still working in a very colonial way in terms of glossaries. Universalities of science are hegemonised, which makes it difficult for language to come into play. The World Health Organization has a different definition of health for example. If you are using a definition established by an institution, its narrative and predetermined view should be followed.

The breakout group on **governance and resources** had discussed local knowledge and communities. There was a shared understanding that current approaches were not sufficient, and that there was a need to move beyond the *status quo* by identifying and adopting good practices for engaging with diverse knowledge systems in a more systematic and equitable way. The group discussed access to funding to support diverse knowledge systems in their involvement with the IPCC processes, and how these funding streams could be identified. It was highlighted that the IPCC does not directly fund such activities, but authors involved in the cycles can utilise their networks to encourage funding of these initiatives.

The breakout group on **capacity and support** reflected on support for cultural protocols for Indigenous knowledge and local knowledge participants. They come with their own culture, where they come from, and they need to feel safe in their space. In order to support cultural protocols, the group suggested: a specific task force during this cycle to find, nominate, and support Indigenous knowledge and local knowledge contributing authors; a protocol for reciprocal and cultural terms of engagement with Indigenous knowledge and local knowledge communities for current and future assessments; an acknowledgement section of Indigenous knowledge and local knowledge contributors in report chapters; moving beyond simply references; reconceptualisation of recruitment of Indigenous scholars; having a capacity officer in each Working Group to support Indigenous knowledge and local knowledge authors; an Indigenous knowledge and local knowledge task force within the IPCC; IPCC outreach products (for example factsheets) to better equip Indigenous communities with information, with consideration for diversity of languages; and a stocktake on current Indigenous knowledge and local knowledge capacity and support systems with existing Indigenous knowledge and local knowledge authors in order to improve things for current and future assessments.

The breakout group on **methods and evidence** considered the option of collaborative working with focal points, and perhaps piloting this during the seventh assessment cycle while taking a more forward looking approach in the eighth assessment cycle. For the current cycle, they considered socialising resources through the authors, through networks dealing with the knowledge to be

passed on to the authors, or have experts join as Contributing Authors. For the eighth assessment cycle, they hoped for a larger group and a more systematic approach to handle this. They thought of having more reviewers of draft reports who are Indigenous knowledge holders. They also reflected on what IPBES has done and recommended that IPCC work with IPBES instead of reinventing the wheel.

SSC members were then asked to share what **one major topic** they had picked up from these discussions. Topics identified included: the recognition of Indigenous Peoples' rights; a cultural protocol; the absence of a mention of data sovereignty, which could bridge with the Workshop on Methods of Assessment; a strategic approach to IPCC processes to enhance involvement, participation and engagement; and continuing to work hard on sensitising local knowledge holders so that they participate more in the seventh assessment cycle, including as reviewers. The influence of international, regional and local politics on the governance of diverse knowledge systems within the IPCC was also raised. More fundamental options included the establishment of a task force on Indigenous knowledge, noting that there is only one task force currently, the Task Force on National Greenhouse Gas Inventories.

This discussion fed into the SSC meeting that took place at the end of day 1 and informed changes to the agenda for day 2.

8. Windows of opportunity and areas for action

8.1. Overview

Following the exploration of the challenges on day 1, the SSC reviewed progress overnight and decided to change the focus of day 2.

A World Café format[11] was retained for the first half of the morning, but instead of basing each table on IPCC 'actors' (Bureau, author teams, Secretariat, etc.), tables were based on the time horizon for implementing actions, or 'windows of opportunity'. The rationale for this was that many actions could involve multiple actors, and that basing it on time horizon would make the recommendations more actionable.

The new topics were **rapid response**, **mid-term**, **long term**, with a fourth table on **procedural aspects**. Each group included an IPCC representative (either Bureau member, author, TSU or Secretariat) who acted as a co-facilitator with the SSC member. Their presence helped to focus discussions on what was possible for the IPCC within its rules and procedures. However, it also highlighted potential gaps that could be addressed by the IPCC for certain actions to be followed.

Rapid response included steps that could be taken immediately, without substantial additional resource within the terms of reference of current entities within the IPCC (Working Group Bureaux, author teams, TSU, Secretariat). These might include establishing *ad hoc* coordinating groups, issuing informal guidelines, etc.

Mid-term designated steps that would require more formal decision-making and would require formal decisions (for example from the Bureau or Panel), raising additional funding, establishment of external contracts and/or negotiations with external bodies.

Long term pointed to steps that required major Panel decisions and/or modifications to principles and procedures, such as the establishment of new entities (for example a Task Force), additions to the terms of reference of existing entities, Expert Meetings to develop new formal guidelines.

Procedural aspects included the establishment of either *ad hoc* bodies or more formal groups to monitor fast-moving developments in an area, with a view to providing rapid updates of guidelines or recommendations.

Figure 4 shows some of the intermediate outputs from the procedural World Café table.

The World Café table discussions built momentum and made good progress. As a result, they formed the basis for the next breakout groups in which participants were invited to think about actions that the IPCC could take to address challenges within these 'windows of opportunity', The breakout groups continued for the rest of the morning, facilitated by the same SSC members.

Following a short plenary, the breakout groups also continued in the afternoon. During that plenary session, it was proposed that they start to work on recommendations, categorising each according to which element of the IPCC assessment process they are relevant. This was agreed by the participants.

The recommendation structure was: **nomination and selection of experts** (role of observers, guidance for nominators, formal and informal criteria); **internal mechanisms to promote engagement and participation** (standing bodies, internal communications, mentoring, guidance material); **discovery and assessment of knowledge** (CARE principles, data sovereignty, FPIC, non-English material); **capacity building, outreach and partnerships for engagement** (reviewing draft material, including diversity of reviewers; Chapter Scientists; Indigenous Peoples'

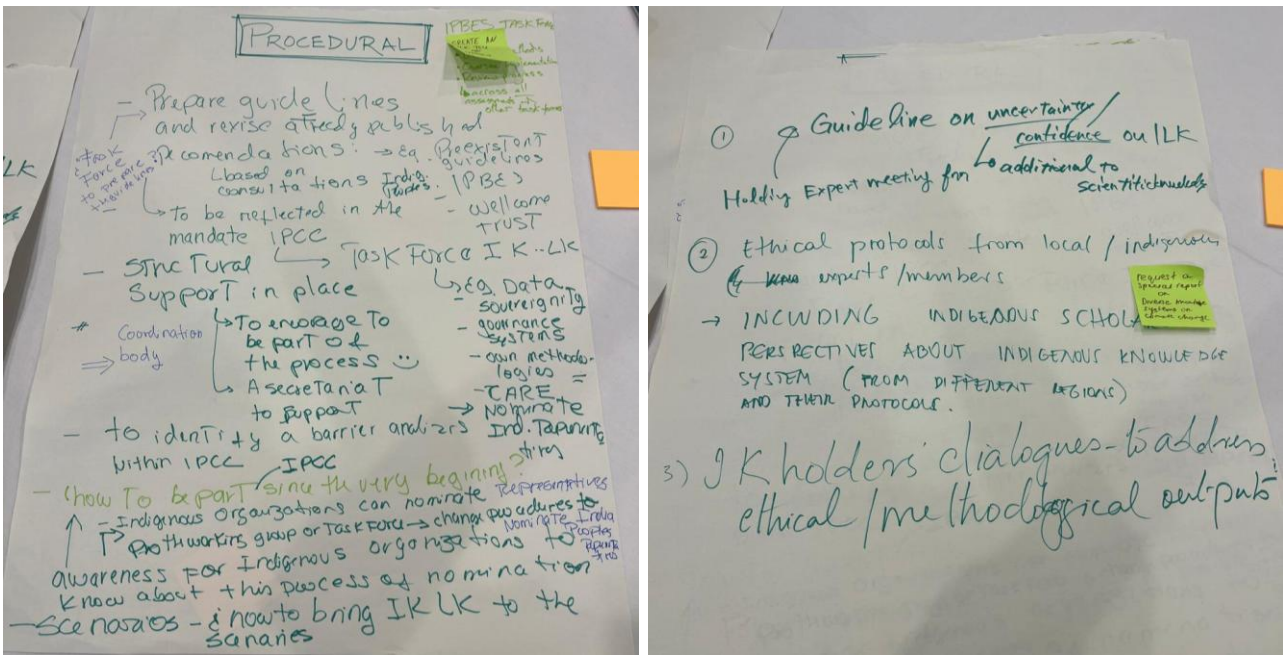


Figure 4 | Some of the World Café notes on procedural aspects (day 2).

groups; LCIPP, etc.; observer status; IPCC Scholarship Fund; derivative material); **IPCC mandate, structure and membership** (Indigenous rights and membership, capacity building, standing bodies, principles for engaging diverse knowledge systems).

Sections 8.2 to 8.5 follow sequentially each of the World Café/breakout group threads. Progress was shared with the Workshop on Methods of Assessment participants at a short joint plenary at the end of the afternoon.

The SSC retained the 'windows of opportunity' framing for the breakout groups on day 3, a decision endorsed by the early morning plenary session. However, the long-term and procedural breakout groups having merged by then, a new breakout group focusing specifically on local and practitioner knowledge was established. This turned out to be the most attended breakout group, reflecting the fact that most of the preceding discussions had focused on Indigenous knowledge. Section 8.6 describes the draft recommendations envisaged by this breakout group.

8.2. Rapid response

8.2.1. World Café

Facilitator: Sherilee Harper; IPCC: Melinda Tignor.

This discussion focused on identifying practical, near-term actions that could be implemented within the AR7, while also laying foundations for longer-term change.

A central point of discussion and broad agreement was the prioritisation of a discussion paper (with a potential to evolve into a formal guidance note) as the most efficient and feasible immediate output. While some participants initially questioned whether a discussion paper would be impactful enough, others argued that it could provide timely and actionable "dos and don'ts" for authors, Bureau members and TSUs, especially if designed to be concise and practical. There was consensus that, although formal guidance notes require more time and resources, this rapid-

response product could serve as an important first step.

The group also converged on the need to merge and streamline recommendations to ensure clarity and uptake, clustering several proposals under core themes such as guidance, style and author support. High-priority actions included developing a discussion paper alongside cultural protocols, a style guide and additions to the author handbook on Indigenous knowledge and local knowledge that gets prepared by the Working Group support units and is disseminated to all authors of the cycle.

There was agreement that terminology consistency (for example capitalisation of 'Indigenous') and clearer definitions particularly for local knowledge were needed, though some debate remained on how and where such definitions should be formalised. Participants also emphasised that Indigenous knowledge should be understood not merely as a functional knowledge but as tied to identity, cosmology and rights, cautioning against reductionist or instrumental framing.

Operationally, there was strong support for enhanced cross-Working-Group coordination including designated TSU focal points, shared platforms (for example Slack and SharePoint), and cross-Working-Group author teams. Mapping existing Indigenous knowledge and local knowledge networks, contributors and resources was also identified as a high-impact, quickly implementable action, though questions were raised about feasibility and ownership.

Engagement mechanisms such as workshops, webinars and collaborative expert reviews were widely supported, particularly when aligned with cultural practices, though resource and logistical constrains (visas, funding, identification of contributors) were acknowledged as ongoing challenges.

Points of discussion and some divergence included the feasibility of implementation within the AR7, especially regarding inviting Indigenous Contributing Authors, securing permissions and ensuring meaningful participation given time and resource constraints. There were also differing views on the openness of outputs (for example whether style guides should be internal or public) and on the role of national focal points, which have shown mixed effectiveness in past efforts.

8.2.2. Breakout group

The discussions led to the following recommendations.

Discussion paper or guidance note

The paper/note should explain the importance of embedding Indigenous knowledge and local knowledge in an ethical way that is fit for purpose in assessments, culturally appropriate ways of academic writing (including positionality and Indigenising publications), how to find and access Indigenous knowledge and local knowledge literature, and ways to identify Indigenous and local communities Contributing Authors. The discussion paper should be produced by mid-April and there should be two separate sections: one on Indigenous knowledge, one on local knowledge. The cultural protocols should include the dos and don'ts of engaging with Indigenous knowledge and local knowledge, demonstrating connection with Mother Earth and strategies to engage with communities and uphold the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP). This discussion paper should be developed with a view to lay the groundwork for a guidance note. Authors should ensure that the style guide is implemented throughout the process, including during core addendums (for example minor editorial changes implemented post-approval). Authors should collaborate with the Bureau and TSU to develop new Indigenous knowledge and local knowledge sections in the Working Group author handbooks. A standard block of text can be developed with input from across Working Groups and included in each

Working Group handbook.

Authors (as right holders) should understand Indigenous knowledge as a form of identity rather than asset of practical tasks. Authors should differentiate Indigenous knowledge, cosmology and belief systems from practical and short-term uses (i.e. and not just land-based); and should ensure that Indigenous knowledge is presented in a way that doesn't reduce Indigenous identities to short-term tasks (i.e. not romanticising Indigenous knowledge or being reductionist).

The IPCC definition of local knowledge should be revisited. The current glossary definition of local knowledge is so broad that it is, perhaps, unhelpful. Local knowledge has several dimensions, including place, sense of identity, etc. Authors should ensure that the glossary definition of local knowledge is consistent across Working Groups and chapters. Consider making specific suggestions on what to do; note that this should be done by local community members.

The IPCC should work with Indigenous knowledge and local knowledge holders to clarify and make explicit the purposes/roles of Indigenous knowledge and local knowledge within the assessment cycles. Bureau guidance is needed on this in the longer term.

Cross-Working-Group operational support

TSUs should prioritise support for Cross-Working-Group/report collaborations on Indigenous knowledge and local knowledge based on additional resources, including Slack, SharePoint and other platforms for coordination. Each Working Group TSU and the Secretariat should designate a point of contact, a cross-Working-Group procedure and multilingual support. Funding should also be sought for a designated point of contact to support work on Indigenous knowledge and local knowledge.

Mapping resources / organisations

Authors, Bureau and TSU should prioritise the creation of a living document that maps potential Contributing Authors, Expert Reviewers and existing national, regional and global sources, repositories, assessments and organisations that are collecting and synergising Indigenous knowledge and local knowledge relevant to the work of the IPCC. This should involve issuing open call(s) for inputs from Indigenous knowledge and local knowledge holders.

Engaging Contributing Authors and Expert Reviewers

Authors, Bureau, and TSU should engage Contributing Authors and Expert Reviewers from Indigenous Peoples and also local communities. Indigenous knowledge and Indigenous Peoples' content is best written by Indigenous Contributing Authors. Local knowledge and local communities' content is best written by local community Contributing Authors. Contributing Authors should be invited to respond to reviewer comments and/or approve any edits made to their text, inline with FPIC.

Cross-Working-Group/report team(s)

Authors, with Bureau and TSU support should create a cross-Working-Group team of Indigenous authors and another team of authors from local communities to discuss, advise and advance IPCC assessments and reports, including a mapping of where in the current chapters Indigenous knowledge and local knowledge would enrich the assessment. TSUs should contact all authors inviting them to self-identify as Indigenous or from local communities. Funding should be secured to support one in-person cross-Working-Group meeting for Indigenous authors and another in-person meeting for authors from local communities to advance the IPCC assessments.

Capacity building / outreach / webinars

Authors, Bureau and TSU should utilise in-person and/or online workshops and other outreach events to support the activities of Indigenous Expert Reviewers, Contributing Authors, and broader communities and organisations working with Indigenous knowledge and local knowledge. This includes facilitating collaborative Expert Reviews and collective discussions for Contributing Authors and incentivising research dealing with Indigenous knowledge and local knowledge with engagement of Indigenous and local communities.

8.3. Mid-term

8.3.1. World Café

Facilitator: Rosario Carmona; IPCC actor: Ermira Fida.

The overarching topic of discussion was the engagement of Indigenous knowledge systems and other forms of diverse knowledge in the IPCC on a mid-term horizon. The group identified three segments for the discussion: 1) objectives to be achieved by the mid-term; 2) how to achieve them; and 3) who the actors are. The third segment ended up embedded in the discussions about the first two segments and there was not enough time to list actors precisely. Thoughts were gathered on post-it notes and collated on a flipchart.

Mid-term objectives were identified as:

- ensuring Indigenous knowledge holders are included across chapters and assessments;
- providing stronger, more concrete support for Indigenous authors and expert reviewers;
- making outputs more accessible to engaged Indigenous communities;
- developing tools and policy-practice partnerships to advocate for embedding Indigenous knowledge;
- improving Indigenous data inclusion in TG-Data[18] and embedding of essays and surveys.

The resulting action plan or implementation process to achieve these objectives would include:

- establishing or strengthening an Indigenous knowledge group or permanent mechanism;
- recruiting Indigenous fellows (for example 'IPCC Fellows') and increasing participation in author teams;
- integrating gender and intersectionality as cross-cutting issues;
- conducting workshops (including ethical guidelines for Indigenous knowledge and local knowledge);
- turning current workshop outputs into a structured workstream (for example a series on equity, diversity and inclusion and Indigenous and local knowledge);
- creating a structured dialogue between the IPCC and the UNFCCC on Indigenous knowledge and local knowledge;
- including information related to Indigenous knowledge and local knowledge in assessment tools (for example the Atlas);

[18] IPCC Task Group on Data Support for Climate Change Assessments, www.ipcc.ch/data.

- clarifying how Indigenous knowledge and Indigenous knowledge holders are involved in scenarios and future pathways work;
- developing clear data policies (including FPIC, FAIR[19] and CARE principles) within TG-Data;
- providing funding for Indigenous coordination/author teams;
- developing webinars and dissemination efforts; and
- creating a dedicated section for Indigenous Peoples in outputs, such as the Summaries for Policymakers.

8.3.2. Breakout group

The above action plan was taken into the breakout group. The flipchart was the starting point of these new discussions. The objective was to come up with actionable recommendations for the mid-term horizon. The group agreed that to achieve the above-mentioned objectives, it would require more formal decision-making (for example from the Bureau or Panel), raising additional funding, the establishment of external contracts and/or negotiations with external bodies. The discussion led to the following recommendations.

Nomination and selection of experts

- Consider Indigenous Peoples and knowledge holders as an additional criterion in all IPCC processes, as applicable.

Internal mechanisms to promote engagement and participation

- Create a process to help with the considerations and the ethical engagement with Indigenous Peoples and their knowledge systems within the IPCC, including building on the existing mechanisms (i.e. the Gender Action Team; UNFCCC-IPCC Joint Working Group).

Discovery and assessment of knowledge

- Develop IPCC guidelines for engaging with Indigenous Knowledge and data systems in consultation with Indigenous Peoples from the seven socio-cultural regions.
- Develop IPCC guidelines for engaging with local knowledge and data systems in consultation with local knowledge holders.

Capacity building, outreach, and partnerships for engagement

- Mobilise resources for a sustained engagement of Indigenous Peoples with the IPCC.
- IPCC should increase consultation processes with Indigenous Peoples, including regular and direct engagement, dialogues within international and regional Indigenous forums for relationship-building and dissemination, and joint events, including at UNFCCC COPs and Subsidiary Body meetings, United Nations Permanent Forum on Indigenous Issues (UNPFII), etc.

IPCC mandate, structure, and membership

- Review the principles & procedures in order to include the recognition of human rights and

[19] FAIR: findability, accessibility, **i**nteroperability and **r**euse.

Indigenous Peoples' rights.

8.4. Long term

8.4.1. World Café

Facilitator: Hanieh Moghani; IPCC: Ladislaus Chang'a.

The discussions started around the participants' long-term vision for engaging diverse knowledge systems into the IPCC. They asked whether they were envisioning the IPCC with the same structure or seeing it as a different structure that embodies the diversity.

Some suggested that the transition was important, but it should be such that value is not lost. The group emphasised that the long-term vision is a holistic IPCC without clustering and boundaries. For some in the group, diverse knowledge systems can bring the holistic perspectives in conjunction with mainstream science, adding to it the three 'i' words on procedural change (integration, inclusivity and impact) as the lens of integration.

The group agreed that this change would require Indigenous Peoples within the structure to have a permanent body or in other forms. They mentioned that every Working Group may need a lens of Indigenous knowledge and local knowledge. The discussion stayed broadly on core structural or procedural change such as a rational departure from scientific assessment, how knowledge can be used to bring in transformative change, organising conflict strategically to move ahead, preserving the integrity of science with the engagement of Indigenous knowledge and local knowledge, and having holders of Indigenous knowledge and local knowledge seen as having the same status as scientists.

Participants then raised the question of who makes the decision and who funds these actions. The discussion moved to mechanisms or the actors who can bring the change. The suggested actors were the United Nations permanent forum, scientists, the Panel, and an external body that can monitor the inclusion of Indigenous knowledge and local knowledge. Discussion of the mechanisms by which different actors engaged with IPCC products were around lobbying, disinformation campaigns and/or connecting the IPCC products to reach local communities. The suggestions were summarised into the following points:

- diverse knowledge system should be included in the IPCC and not be a separate box;
- have a de-universalisation of science and open the space for diverse knowledge;
- enhance reflexivity through examining, monitoring and external reviews;
- reframe the definitions: what is the assessment, who is the expert, who should be the authors and what knowledge will be assessed;
- institutionalise the Indigenous knowledge and local knowledge at all levels (in assessment, review process, scoping);
- having Indigenous knowledge and local knowledge holders in the structure of the IPCC (they are part of core knowledge production);
- connect with local communities and transfer the output of the IPCC to create an impact;
- note that decisions made based on the general knowledge from the IPCC can be unsuitable and do not fulfil the needs of the regional people;
- have a theory of change, i.e. a fundamental shift in assessment and product altogether;

- give the IPCC, with other conventions, the right to recommend.

8.4.2. Breakout group

These points were taken up by the participants in the following breakout group. The group elaborated, argued on and contemplated these points, and reached the following recommendations.

Structural

Indigenous knowledge systems and local knowledge systems should be respectfully, equitably, inclusively and effectively included in IPCC processes, scoping, assessment, and review, and it is recommended that the IPCC revisits core definitions, including what the assessment is, who the experts are, who should be the authors, what communities they are representing and what knowledge will be assessed.

- Formally recognise that all knowledge systems (mainstream sciences included) reflect values, histories and geographies and therefore have diverse capacities and limitations. The combination of evidence-based sciences, of which Indigenous knowledge and local knowledge are part, is fundamental to leveraging the work of IPCC.
- Widen the mandate on evidence beyond 'scientific, economic or technical information' to include values-based, place-based, culturally relevant information.
- Based on a collaborative and inclusive process with diverse knowledge holders, start the process of envisioning a future that involves a fundamental shift of the IPCC, with accountability mechanism in place.
- Create a strong protective mechanism for data sovereignty and Indigenous knowledge holders and local communities, drawing on FPIC, UNDRIP.
- Establish an Indigenous knowledge task group and local knowledge task group with TSU support at a future plenary to achieve all of the above.

Capacity building

The IPCC must develop a capacity-building strategy that is informed by Indigenous Peoples as well as local communities recommended implementing these strategies to have inclusive and equitable participation of Indigenous knowledge holders and local knowledge holders:

- Scholarship programme: applicants are considered in every cycle with the grading rubric adjusted to include their Indigenous knowledge and local knowledge as part of core assessment criteria.
- Mentoring: establish informal networks for the author groups (for example, Indigenous authors group), as well as larger mentoring and engagement processes to support development of Indigenous scholars.
- Funding: mobilise financial support for those who are engaged in reviews (either of assessments or of work programs). Encourage the IPCC to engage donors and member states to ensure sufficient resources to achieve these recommendations.
- Author capacity: recognise constraints for authors (care responsibilities, language skills, communication skills).
- Engagement: co-create a new strategy of engagement by the Eight Assessment Report

(AR8) with Indigenous Peoples as well as local communities.

- Outreach events: hold regional and global workshops on key topics.

During the afternoon of day 2, the procedural breakout group and the long-term breakout group merged.

8.5. Procedural

8.5.1. World Café

Facilitator: Silke Beck; IPCC actor: Jim Skea.

The World Café table on procedural aspects suggested the following actions.

Prepare guidelines. This would include developing procedural guidelines based on: guidelines used by other organisations such as IPBES or the Wellcome Trust; an external review including Indigenous Peoples, local communities, practitioners, whose mandate would need to be clarified. These guidelines would need to be updated periodically to reflect developments relating to non-economic loss and damage, or AI for example. Other guidelines could cover the importance of vocabulary and the languages in which Indigenous knowledge is expressed, and the development of methodologies to reflect the fact that Indigenous knowledge is additional to scientific insights. Methodological guidelines could touch on the use of uncertainty language.

Ethical approval. This would encompass the ethics of engaging with Indigenous knowledge including attention to the CARE principles.

A Special Report on diverse knowledge systems on climate change. Such as report could include a methodological assessment, i.e. methods of understanding climate change through Indigenous knowledge, looking at the regional level. An expert meeting could precede this.

Task force. A task force could create a mechanism for Indigenous knowledge, which could look into data sovereignty, governance and methodologies. It would coordinate rather than offer command and control, and would offer structural support. This would include the establishment of a TSU. An overarching secretariat to bring consistency across Working Groups was also suggested.

Scoping meeting experts. The invitation and selection process was discussed. More Indigenous organisations are applying for IPCC observer status and nominating their people. More awareness to mobilise people is needed. The percentage of the nominees who are Indigenous could be tracked. Adding intra-regional balance, gender and developing/developed was suggested, as well as scientific expertise, as a parameter for Indigenous people to be nominated/selected.

Producing literature to be assessed by the IPCC. Ethical clearance for knowledge/material to be assessed is required; there are different protocols in different communities. It is important to consider the ethical guidance before taking up the knowledge. Research on Indigenous knowledge, selecting more Indigenous authors and having inclusive scenarios that embody Indigenous knowledge were suggested.

Capacity building. The benefits depend on how this is organised. Comments were made regarding support for scholars for developing literature (PhD scholars) and mentoring programmes by Indigenous people.

Cross-Working-Group groups. There should be more engagement between authors of different Working Groups. Indigenous knowledge and local knowledge systems operate differently from

scientific systems.

Output. Diversifying IPCC knowledge outputs (not just knowledge input) to other audiences (impact on behaviours, local context) was suggested, as people take knowledge differently.

Further comments were made around the **reviewing process**.

8.5.2. Breakout group

These discussions fed into the breakout group, leading towards the following recommendations.

Nomination process

- Reach out to observer organisations and have more observer organisations representing Indigenous Peoples to ensure Indigenous Peoples' engagement from early stages. There is low cost to encouraging more nominations from groups like Inuit Circumpolar Council ahead of nomination processes, but there is a need to ensure these groups are recognised observer organisations. A related question is how to establish accountability in terms of who is nominated and who gets the credibility of having been nominated by an observer organisation.
- Encourage Indigenous authors to have back-up nominations from observer organisations.
- Consider support mechanisms in regions where there is no Indigenous People network, so that no region is less represented by nominations from Indigenous Peoples' organisations.
- Consider how to handle nominations from a collectivity. For example, federally-recognised tribes in the United States of America could make nominations by virtue of being considered nations.
- Forward the focal point guidance about encouraging Indigenous Peoples as authors to Indigenous Peoples to avoid the bottleneck of focal points in some countries not sending information on to the Indigenous authors.
- In the Excel spreadsheet for author nominations, add a check box on Indigenous identity and add a cultural work/knowledge's box in addition to publications.
- Define what is meant by 'practitioner' and include different knowledge holders.
- Maintain a list of organisations that are able to fund authors (including Indigenous Peoples). In term of funding for travel, some tribes in the Global North have less resources that those in the Global South. Their ability to access funding is challenging (low resource settings), especially where they are not recognised.

Internal mechanisms to promote engagement and participation

- Diversify entry points to guidance material, workshops and other things (built into existing TSU-led training).
- Iterate over time, maintaining a living document to make sure there is some author handbook text on Indigenous knowledge, local knowledge and practitioner knowledge and how to engage each.
- Embed diverse knowledge systems throughout IPCC processes. Have at minimum an Indigenous Contributing Author in each chapter.

Discovery and assessment of knowledge, review processes

- Consider a separate Indigenous and local knowledge chapter as well as braiding across all chapters?
- Differences across the Working Groups in terms of acknowledging and engaging diverse knowledge systems.
- Use reviewers, including government reviewers, who represent other views to bring in diverse knowledge.
- Have processes to review the assessment documents during the open review periods, for example hold Indigenous and local knowledge dialogue workshops with Indigenous knowledge and local knowledge holders during expert review periods.
- Indigenous knowledge holders should be the reviewers of Indigenous knowledge.
- Include assent to FPIC as part of author onboarding.
- Having an Indigenous TSU person to help with identifying any questions that might come up around data concerns or appropriateness in writing processes.
- Obtain materials that followed ethical guidelines (for example FPIC) for assessments.
- Expand author expertise in multiple languages.
- Recognise where Indigenous scholars are publishing and the quality of the work. Certain journals are known for work on Indigenous content but may not be indexed.

Capacity building, additional engagement and outreach

- Mandate or not: IPCC should have a capacity building strategy—thinking about how to deal with needs and engage with other organisations to learn from their work, also thinking about which funders could be approached to include an external funding source for capacity building needs (for example Nobel Sustainability Trust Fund).
- Scholarship program: scholars who apply are considered every two years. The next round of scholarships could focus on Indigenous and traditional knowledge holders. Criteria could be weighted to select Indigenous students or favour allocation to Indigenous students.
- Mentoring: establish informal networks for the author groups (authors have self-organised), for example an Indigenous authors group. More activities for younger scholars/mentees to work together (cohort-based activities, such as the IPBES fellows program), are needed. Encourage senior people to mentor younger people in their chapters. Larger mentoring and engagement processes can build pipelines of Indigenous scholars.
- Funding: use the Trust Fund to offer honoraria for those from marginalised communities who are engaged in reviews (either of assessments or of work programs).
- Author capacity: be aware of who is being nominated and what constraints there are for authors (care responsibilities, language skills, communication skills).
- Hold additional regional workshops sponsored by the IPCC on key topics, offering the chance to find more authors to contribute.

Structural

- Change language in the IPCC principles to have wider mandate on evidence beyond ‘scientific, economic or technical information’ (for example continual framing of sciences

versus Indigenous knowledge, need to avoid this). One framing might be Indigenous science.

- Have a leadership position to support the Co-chairs, for example each Working Group has a Vice-chair or TSU member or Indigenous Chapter Scientist as a key point person.
- Have a formalised body, for example a 'Task Group on Indigenous Knowledges' supported by a TSU to have continuity between cycles. In the interim, a TSU-type person in the Chair's Office could manage Indigenous knowledge and local knowledge across all Working Groups. There needs to be capacity support for whatever standing body is created—do not put it all on Indigenous authors.
- Have a government or Indigenous organisation make a proposal for a standing body or task force around this issue at a future plenary.
- Have an external review of an Indigenous knowledge engagement programme. Have Indigenous Peoples/local communities groups or others as part of this review.
- Focus more on diverse knowledge systems in existing internal reviews after each assessment report cycle.
- Use Indigenous knowledge to help break down silos between other science policy bodies such as IPBES and the new pollution panel.
- Rethink consensus decision-making procedures in plenary.

During the afternoon of day 2, the procedural breakout group and the long-term breakout group merged.

8.6. Local and practitioner knowledge

The breakout group agreed that no formal definitions would be required as they wanted to approach the topic through the lenses of practice-based evidence and of local knowledge.

Nomination and selection of experts

- Practice-based and local knowledge holders have number of challenges to engagement, so there is a need to think about their roles not just as authors but other responsibilities including reviewers, contributing authors.
- In order to include more practice-based and local knowledge holders, expanded nomination outreach and procedures are needed, as well as a revision of criteria for inclusion beyond academic criteria.

Internal mechanisms to promote engagement and participation

- Authors need guidance on engaging with practice-based and local knowledge holders and guidance on expectations of working as a team. They and their author teams may need tailored capacity building to understand why they are here and what an assessment is, and formal expectations on coming onboard as an author.
- Process needs to be in place for a more robust Conflict of Interest statement as we bring onboard practice-based and local knowledge holders, and protocols along the way to ensure that there is no undue influence on the integrity of the assessment from external constituencies.

- Broader guidance on working with multiple knowledge base approaches needs to be added to author onboarding materials.
- There is a need to revisit IPCC's current definition of local knowledge and elaborate future guidance that uses the lens that local knowledge is traditional and/or long-term place-based knowledge, lived experiences and practices that are relevant to climate change. This guidance should have a preface that differentiates local knowledge from other knowledge systems, and how they are treated in different bodies. This allows for a flexible yet not overly broad definition, as seen currently.
- For authors, a guidance document would be needed which gives examples of how local knowledge is treated in peer bodies, links to examples of methodologies of accessing local knowledge (for example, approaching local knowledge that is context-based, case studies, traditional assessment methods that might aggregate local knowledge).
- There should be a shorter-term mapping exercise among AR7 authors to scope where in the current chapters practice-based and local knowledge would enrich the assessment. This could happen as part of the review of the zero-order draft. Examples could include:
    - lived experiences of climate impacts (Working Group I);
    - adaptation knowledge on the ground (Working Group II);
    - *ex-ante* assessment of the feasibility and equity of climate action futures/scenarios in specific national and regional contexts (Working Group III);
    - place-based and lived experiences of decarbonisation (Working Group III);
    - *ex-post* evaluation of what climate response policies/strategies have worked in practice (Working Group III).

Discovery and assessment of knowledge

Accessing practice-based knowledge faces many challenges as knowledge holders may lack capacity, resources, insights not captured in formal mechanisms. The credibility of publications (for example journals, technical reports) is uncertain and there may be evidence gaps or learnings that may not get published.

- IPCC could make use of places where this evidence is being collected such as LCIPP, Panorama Platform, technical reports from practice-based and local knowledge networks.
- There is a need for clear guidance on non-peer reviewed literature following guidance developed by this workshop, following the principles of:
    - creation of knowledge: co-production, values of community research and valuation that can be explored, strengthen the assessment, look for gaps and co-produce findings; process for co-scoping with annotated outlines–-with various communities;
    - search and access: transparency, retain, where to look, role of AI, reproduceable searches and repositories, opportunities within AI to find things and screen;
    - understand and validate: reviewing processes (outside of formal processes), communities of practice, checking on Human Subjects Boards;
    - use in the assessment: guidance for authors on multiple evidence base approach, have diverse author teams who work together to understand (for example, no excess weight to one single document).

Capacity building, outreach and partnership

- Engagement with practice-based and local knowledge holders should be sought via dialogues, webinars, review sessions and other important opportunities and needs support from TSU.
- Understanding of practice-based and local knowledge networks should be expanded beyond traditional ones to encompass engineers, faith-based networks, etc.

IPCC mandate, structure and membership

- A systematic external evaluation of the perceptions of practice-based and local knowledge holders' involvement within the IPCC should be conducted.
- There should be a clear mandate (for some chapters) to look at where practice-based and local knowledge holders might pose as barriers to effective and equitable climate action (for example greenwashing, lobbying, power networks).

9. Recommendations

The SSC had decided to retain the 'windows of opportunity' framing for the breakout groups on day 3, a decision endorsed by the early morning plenary session. The breakout groups were: rapid response; mid-term; long term/procedural (merged groups); local and practitioner knowledge.

Each breakout group focused on developing a small number of draft recommendations and was invited to 'tag' each of them according to the five task-oriented themes identified at the afternoon plenary on day 2. The five themes were:

1. nomination and selection of experts;
2. internal mechanisms to promote engagement and participation;
3. discovery and assessment of knowledge;
4. capacity building, outreach and partnerships;
5. mandate, structure and membership.

The breakout groups presented the outcome of their work at a final plenary. Each recommendation was discussed by the workshop as a whole and agreement was sought.

In order to avoid time-consuming wordsmithing, where there was a substantive discussion before broad agreement was reached, participants agreed the nature of any revisions and provided guidance to be adopted by those writing up the workshops. In the text that follows, text that follows such guidance is marked in yellow. Each recommendation is also categorised (GREY LABEL) using the name of the breakout group from which it originated.

For ease of understanding and communication, the recommendations here are organised according to theme, although they were presented by each breakout group in succession. The text that follows, subject to minor editorial changes to improve clarity, is as it was agreed. Note that recommendations 1.1, 2.11, 3.5, 3.7, 3.9, 3.10 and 4.4 derived from the breakout group focused on local knowledge and practitioner knowledge, and Indigenous knowledge is therefore outside their scope.

9.1. Nomination and selection of experts

Recommendations coming from three different breakout groups were closely aligned. They addressed the extension of criteria for selecting experts, including Contributing Authors and reviewers to ensure the greater participation of holders of Indigenous knowledge, practitioner knowledge and local knowledge. These recommendations could be implemented rapidly through informal actions, or through more formal changes to procedures. A further recommendation noted that knowledge holders are best placed to draft relevant text.

Recommendation 1.1. Expand nomination outreach and procedures and revise criteria for inclusion beyond academic criteria in order to include more Indigenous, practice-based and local knowledge holders. LOCAL AND PRACTITIONER KNOWLEDGE

Recommendation 1.2. Give consideration to Indigenous Peoples and local knowledge holders as an additional criterion in all IPCC processes, including author selection, as applicable. MID-TERM

Recommendation 1.3. Coordinating Lead Authors, Lead Authors, Working Group Bureaux and Working Groups TSUs should identify and engage Contributing Authors and Expert Reviewers

from Indigenous Peoples and also local communities. Indigenous Knowledge and Indigenous Peoples' content is best written by Contributing Authors from Indigenous Peoples. Local knowledge and local communities' content is best written by Contributing Authors from local communities. RAPID RESPONSE

9.2. Internal mechanisms to promote engagement and participation

The next set of recommendations address internal IPCC processes that foster the engagement and participation of relevant knowledge holders. Most relate to internal coordination activities, with others addressing the development of guidance and the capacity of authors to contribute.

9.2.1. Coordination

Recommendation 2.1a. Authors, with Bureau and TSU support, should create a cross-Working-Group team of Indigenous authors and another team of authors from local communities to discuss, advise and advance IPCC assessments and reports, including a mapping of where in the current chapters Indigenous Knowledge and local knowledge would enrich the assessment. RAPID RESPONSE

Recommendation 2.1b. TSUs should contact all authors inviting them to self-identify as Indigenous or from local communities. RAPID RESPONSE

Recommendation 2.2. Establish an Indigenous Knowledge task group and a local knowledge task group with support from TSUs at a future IPCC plenary session to address IPCC processes and core definitions. LONG TERM / PROCEDURES

Recommendation 2.3. Each working group TSU and the Secretariat should designate a point of contact to support cross-Working-Group/report collaborations on Indigenous Knowledge and local knowledge, including a cross-Working-Group procedure and multilingual support. RAPID RESPONSE

Recommendation 2.4. Funding should also be sought for designated points of contact to support work on Indigenous Knowledge and local knowledge. RAPID RESPONSE

Recommendation 2.5. TSU should prioritise support for Cross-Working-Group/Report collaborations on Indigenous Knowledge and local knowledge by mobilising additional resources, including Slack, SharePoint, and other platforms for coordination. RAPID RESPONSE

Recommendation 2.6. Funding should be secured to support one in-person Cross-Working-Group meeting for Indigenous authors and another in-person meeting for authors from local communities to advance the IPCC assessments. RAPID RESPONSE

Recommendation 2.7. Create a process to help with the considerations and the ethical engagement with Indigenous Peoples and local communities within the IPCC, including building on existing mechanisms (i.e. the Gender Action Team, UNFCCC–IPCC Joint Working Group). MID-TERM

9.2.2. Guidance

Recommendation 2.8. Develop author guidance on engaging with practice-based and local knowledge holders and guidance on expectations of working as a team in pursuing that engagement. LOCAL AND PRACTITIONER KNOWLEDGE

Recommendation 2.9. Provide broader guidance on working with multiple knowledge base approaches. LOCAL AND PRACTITIONER KNOWLEDGE

9.2.3. Capacity

Recommendation 2.10. Author capacity: recognise constraints for authors (care responsibilities, language skills, communication skills). LONG TERM / PROCEDURES

Recommendation 2.11. Think about the roles of practice-based and local knowledge holders as authors as well as reviewers and Contributing Authors as they have a number of challenges to engagement. LOCAL AND PRACTITIONER KNOWLEDGE

Recommendation 2.12. Review the IPCC Conflict of Interest Policy to prevent undue influence. LOCAL AND PRACTITIONER KNOWLEDGE

9.3. Discovery and assessment of knowledge

Five recommendations from three of the four breakout groups, including the one on local and practitioner knowledge refer to knowledge mapping and could be implemented by adapting assessment processes within the existing principles or by revisiting glossary terms. As with the coordination recommendations, guidelines also have a role to play. Lesson learning and attention to ethical principles are also covered.

9.3.1. Mapping

Recommendation 3.1. Widen the mandate on evidence beyond 'scientific, economic or technical information' to include values-based, place-based, culturally relevant information. LONG TERM / PROCEDURES

Recommendation 3.2. Revisit IPCC's current definition of local knowledges and elaborate future guidance that uses the lens that local knowledge is traditional and/or long-term place-based knowledges, lived experiences and practices that are relevant to climate change. LOCAL AND PRACTITIONER KNOWLEDGE

Recommendation 3.3. Authors, Working Group Bureaux and Working Group TSUs should prioritise the creation of a living document that maps potential Contributing Authors, Expert Reviewers and existing national, regional and global sources, repositories, assessments, and organisations that are collecting and synergising Indigenous Knowledge and local knowledge relevant to the work of the IPCC. This should involve issuing open call(s) for inputs from Indigenous knowledge and local knowledge holders. RAPID RESPONSE

Recommendation 3.4. Recommend IPCC to make use of places where this evidence is being collected such as the UNFCCC LCIPP, Panorama Platform, technical reports from practice-based and local knowledge networks. LOCAL AND PRACTITIONER KNOWLEDGE

Recommendation 3.5. Embark on shorter-term mapping exercise among AR7 authors to scope where in the current chapters practice-based and local knowledges would enrich the assessment. LOCAL AND PRACTITIONER KNOWLEDGE

9.3.2. Guidelines

Recommendation 3.6. Develop IPCC guidelines for engaging with: a) Indigenous Knowledges and data systems in consultation with Indigenous Peoples from the seven socio-cultural regions, and b) local knowledges and data systems in consultation with local knowledge holders. MID-TERM

Recommendation 3.7. Develop clear guidance on broadening the scope of assessed literature following guidance developed by this workshop, following the principles of: creation of knowledge; search and access; understand and validate; use in the assessment. LOCAL AND PRACTITIONER KNOWLEDGE

Recommendation 3.8. Authors, Bureau and TSU should prioritise the creation of a Discussion Paper, Cultural Protocols, style guide and a new section in the author handbook about Indigenous Knowledge and local knowledge. RAPID RESPONSE

9.3.3. Learning

Recommendation 3.9. Conduct systematic external evaluation of the process of how diverse knowledge systems were used and practice-based and local knowledge holders' involvement within the IPCC. LOCAL AND PRACTITIONER KNOWLEDGE

Recommendation 3.10. Develop guidance document which gives examples of how local knowledge is treated in peer bodies. LOCAL AND PRACTITIONER KNOWLEDGE

9.3.4. Ethics

Recommendation 3.11. Contributing Authors from Indigenous Peoples should be invited to respond to reviewer comments and/or approve any edits made to their text, in line with FPIC. RAPID RESPONSE

Recommendation 3.12. Create a strong protective mechanism recognising data sovereignty, FPIC, UNDRIP, Indigenous Knowledge holders and local communities. LONG TERM / PROCEDURES

Recommendation 3.13. In conducting the assessment, acknowledge how practice-based and local knowledge holders might act as barriers or enablers to effective and equitable climate action. LOCAL AND PRACTITIONER KNOWLEDGE

9.4. Capacity building, outreach and partnerships

All breakout groups contributed to these recommendations. Most refer to engagement with groups external to the IPCC, while capacity building recommendations refer to support for authors and reviewers to enhance their effectiveness.

9.4.1. Engagement

Recommendation 4.1. Engagement: IPCC should co-create a new strategy of engagement by the AR8 with Indigenous Peoples as well as local communities. LONG TERM / PROCEDURES

Recommendation 4.2. Mobilise resources from appropriate sources for a sustained engagement of Indigenous Peoples with the IPCC, including compensation for Indigenous Peoples' Lead Authors, Contributing Authors for the AR7 and beyond. MID-TERM

Recommendation 4.3. IPCC should increase consultation processes with Indigenous Peoples, including regular and direct engagement, dialogues within international and regional Indigenous forums for relationship-building and dissemination, and joint events, including at UNFCCC COPs and Subsidiary Body meetings, UNPFII, etc. MID-TERM

Recommendation 4.4. Engagement with practice-based and local knowledge holders via

dialogues, webinars, review sessions and other important opportunities would be crucial and needs support from TSU. LOCAL AND PRACTITIONER KNOWLEDGE

Recommendation 4.5. Outreach events: hold regional and global workshops on key topics relevant to Indigenous knowledge, local knowledge and practitioner knowledge.
LONG TERM / PROCEDURES

Recommendation 4.6. Expand understanding of practice-based and local knowledge networks beyond traditional ones to encompass engineers, faith-based networks, etc.
LOCAL AND PRACTITIONER KNOWLEDGE

Recommendation 4.7. Authors, Bureau and TSU should utilise in-person and/or online workshops and other outreach events to support the activities of Indigenous Expert Reviewers, Contributing Authors, and broader communities and organisations working with Indigenous Knowledge and local knowledge. This includes facilitating collaborative expert reviews and collective discussions for Contributing Authors and incentivising research dealing with Indigenous Knowledge and local knowledge with engagement of Indigenous and local communities. RAPID RESPONSE

9.4.2. Capacity

Recommendation 4.8. Funding: mobilise financial support for those who are engaged in reviews (either of assessments or of work programs). Encourage the IPCC to engage donors and member states to ensure sufficient resources to achieve these recommendations. LONG TERM / PROCEDURES

Recommendation 4.9. Mentoring: establish informal networks for the author groups (for example Indigenous authors group), as well as larger mentoring and engagement processes to support development of Indigenous scholars. LONG TERM / PROCEDURES

Recommendation 4.10. Scholarship program: applicants are considered in every cycle with the grading rubric adjusted to include Indigenous Knowledge and local knowledge as part of core assessment criteria. LONG TERM / PROCEDURES

9.5. Mandate, structure and membership

The recommendations under this category are the most challenging in terms of IPCC principles and procedures and ways of working. Four of the five recommendations come from the merged long-term and procedures breakout groups.

9.5.1. Mandate

Recommendation 5.1. Start the process of envisioning a future, based on a collaborative and inclusive process with diverse knowledge holders, that involves a fundamental shift of the IPCC, with accountability mechanisms in place. LONG TERM / PROCEDURES

Recommendation 5.2. Review the IPCC Principles & Procedures in order to include the recognition of human rights and Indigenous Peoples' rights. MID-TERM

9.5.2. Recognition

Recommendation 5.3. Formally recognise that all knowledge systems, including mainstream sciences, reflect values, histories and geographies and therefore have diverse capacities and

limitations. The combination of evidence-based sciences, of which Indigenous Knowledge and local knowledge are part, is fundamental to leveraging the work of the IPCC. LONG TERM / PROCEDURES

Recommendation 5.4. Indigenous Knowledge systems and local knowledge systems should be respectfully, equitably, inclusively and effectively included in IPCC processes, scoping, assessment, and review. LONG TERM / PROCEDURES

Recommendation 5.5. We recommend that the IPCC revisit core definitions, including what the assessment is, who the experts are, who should be the authors, what communities they are representing and what knowledge will be assessed. LONG TERM / PROCEDURES

Acronyms and abbreviations

AI	Artificial intelligence
AR6, AR7, AR8	Assessment report of the IPCC n^{th} assessment cycle, for example the Seventh Assessment Report (AR7) is the assessment report of the seventh assessment cycle.
BR	Bridging role
CARE	Collective benefit, authority to control, responsibility and ethics
CBD	United Nations Convention on Biological Diversity
COP	Conference of the Parties (UNFCCC)
EDKS	Workshop on Engaging Diverse Knowledge Systems
FAIR	Findability, accessibility, interoperability and reuse
FPIC	Free, prior and informed consent
GEO	Global Environmental Outlook (UNEP)
IK	Indigenous knowledge
ILK	Indigenous and local knowledge
IPBES	Intergovernmental Science-Policy Platform on Biodiversity and Ecosystem Services
IPCC	Intergovernmental Panel on Climate Chage
LCIPP	Local Communities and Indigenous Peoples Platform
LK	Local knowledge
MA	Workshop on Methods of Assessment
PK	Practitioner knowledge
SK	Scientific knowledge
SR	Systematic review
SSC	Scientific steering committee
TFB	Bureau of the Task Force on National Greenhouse Gas Inventories
TFI	Task Force on National Greenhouse Gas Inventories
TG-Data	Task Group on Data Support for Climate Change Assessments
TSU	Technical Support Unit
UN	United Nations
UNDP	United Nations Development Programme
UNDRIP	United Nations Declaration on the Rights of Indigenous Peoples
UNEP	United Nations Environment Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNFCCC	United Nations Framework Convention on Climate Change
UNPFII	United Nations Permanent Forum on Indigenous Issues
WG	Working Group
WMO	World Meteorological Organization

Annex I | Scientific Steering Committee

The Scientific Steering Committee (SSC) led the design of the workshops, supported their execution and prepared the reports of both workshops. This annex covers the terms of reference of the SSC, the committee's diversity and expertise, and its functioning (i.e. meetings it held).

I.1. Terms of reference

Introduction

1. At the sixty-second session of the IPCC, the IPCC approved a proposal for two workshops — one on *Engaging Diverse Knowledge Systems* and one on *Methods of Assessment* — and their budget, and also decided to convey views expressed during the discussion of the agenda item on these workshops to the scientific steering committee and respective invited experts.[20] (Decision IPCC-LXII- 4)
2. The Decision was based on a proposal made by the IPCC Chair with the support of a drafting group for two co-located workshops to facilitate a conversation between the communities of experts, thereby avoiding the risks of siloing each domain and developing parallel recommendations that pull in different directions.[21] (IPCC-LXII/Doc. 7, Rev.1)
3. IPCC workshops require nominations by governments, observer organisations or Bureau members. The IPCC Chair will formally make the selection, but will do so on the advice of the scientific steering committee.
4. The IPCC Chair herein establishes an SSC to lead the design of the workshops, support their execution and prepare the workshop reports.

Organisation of the scientific steering committee

5. A single SSC will be established to cover both workshops.
6. The SSC will form two subcommittees, one for each workshop.
7. The membership of the SSC is contained in Section I.2.
8. The SSC may invite additional members to fill gaps in expertise.

Role and mandate

9. The role of the SSC is to lead the design of the workshops, provide guidance to the Chair on the selection of participants, support the execution of the workshops, and prepare the workshop reports, in accordance with section 7.1 of appendix A to the *Principles governing IPCC work*.[22] It is expected that the committee members will attend the workshops themselves to assist and help facilitate.

[20] www.ipcc.ch/site/assets/uploads/2025/03/IPCC-62-Decisions.pdf (Decision IPCC-LXII- 4)

[21] www.ipcc.ch/site/assets/uploads/2025/03/Doc.-7-Rev-1-Proposals-for-EM-Workshops-engaging-and-methods-of-assessment.pdf (IPCC-LXII/Doc. 7, Rev.1)

[22] IPCC, 'Appendix A to the Principles Governing IPCC Work: Procedures for the Preparation, Review, Acceptance, Adoption, Approval and Publication of IPCC Reports', in *Principles Governing IPCC Work*, 2013, 29, https://www.ipcc.ch/site/assets/uploads/2018/09/ipcc-principles-appendix-a-final.pdf.

10. The specific mandate of the SSC is as follows.
    a. To provide advice to the IPCC Chair on participants for each workshop.
    b. To prepare the agenda of each workshop, including a mechanism to facilitate a conversation between the communities of experts of both workshops.
    c. To prepare the necessary documentation to inform each workshop.
    d. To prepare a document describing the outcomes of each workshop to be transmitted to the IPCC Secretariat for transmission to the IPCC and for publication.

Mode of operation

11. The SSC will meet virtually (Zoom or similar means) six times, more or less at the rhythm of one meeting every four to six weeks, and this until the workshops take place and as necessary to fulfil its mandate. Each meeting is expected to last for two hours.
12. The subcommittees will meet between, and report to, each SSC meeting.
13. The SSC will be chaired by the IPCC Chair. The subcommittees will be chaired by an IPCC Vice-chair.
14. The SSC and subcommittees will strive to reach consensus in making decisions. In the event that consensus does not emerge, the chair of the SSC or subcommittees will make the decision.
15. The work of the SSC will cease when the reports of the workshops have been submitted to the IPCC Secretariat.

I.2. Membership

The SSC comprised 24 members, listed below in alphabetical order of last name, with countries of citizenship.[23]

SSC chair

Jim Skea (IPCC Chair, United Kingdom of Great Britain and Northern Ireland)

Subcommittee on Engaging Diverse Knowledge Systems

Chair: Ramón Pichs-Madruga (IPCC Vice-chair, Cuba)
Grace Balawag (Philippines)
Silke Beck (Germany)
Victoria Qutuuq Buschman (United States of America)
Rosario Carmona (Chile)
Eileen Mairena Cunningham (Nicaragua)
Cicilia Wangari Githaiga (Kenya)
Sherilee Harper (WGI Vice-chair, Canada)
Mazhar Hayat (TFI Co-chair, Pakistan)
Carlos Luis Méndez Vallejo (WGII Vice-chair, Bolivarian Republic of Venezuela)
Hanieh Moghani (Islamic Republic of Iran)

[23] WG: IPCC Working Group. TFI: IPCC Task Force on National Greenhouse Gas Inventories, and TFB its Bureau.

Mohammad Rahimi (TFB Member, Islamic Republic of Iran)
Pasang Yangjee Sherpa (Nepal)

Subcommittee on Methods of Assessment

Chair: Diana Ürge-Vorsatz (IPCC Vice-chair, Hungary)
Edvin Aldrian (WGI Vice-chair, Indonesia)
Ladislaus Chang'a (IPCC Vice-chair, United Republic of Tanzania)
Hélène Costa de Beauregard (France)
Oliver Geden (WGIII Vice-chair, Germany)
Nicholas King (South Africa)
Jan Minx (Germany)
Michal Nachmany (United Kingdom of Great Britain and Northern Ireland)
Karla Soares-Weiser (Brazil)
Zinta Zommers (WGII Vice-chair, Latvia)

I.3. Diversity and expertise

SSC membership was established in a two-step manner, with the first half constituted of experts from the IPCC Bureau and the second half of external experts. Figure I.1 summarises the distribution of the SSC members across gender, country (of citizenship) development status, WMO region, for the whole SSC and its two subcommittees. A quarter of the SSC was Indigenous, representing the socio-cultural regions of Asia, the Arctic, and Central and South America and the Caribbean. The broad expertise captured across the SSC members covered, climate science and policy; Indigenous Peoples, rights and knowledge systems; biodiversity, ecosystems and conservation; governance and policy; equity and justice; artificial intelligence, evidence synthesis and assessment methods.

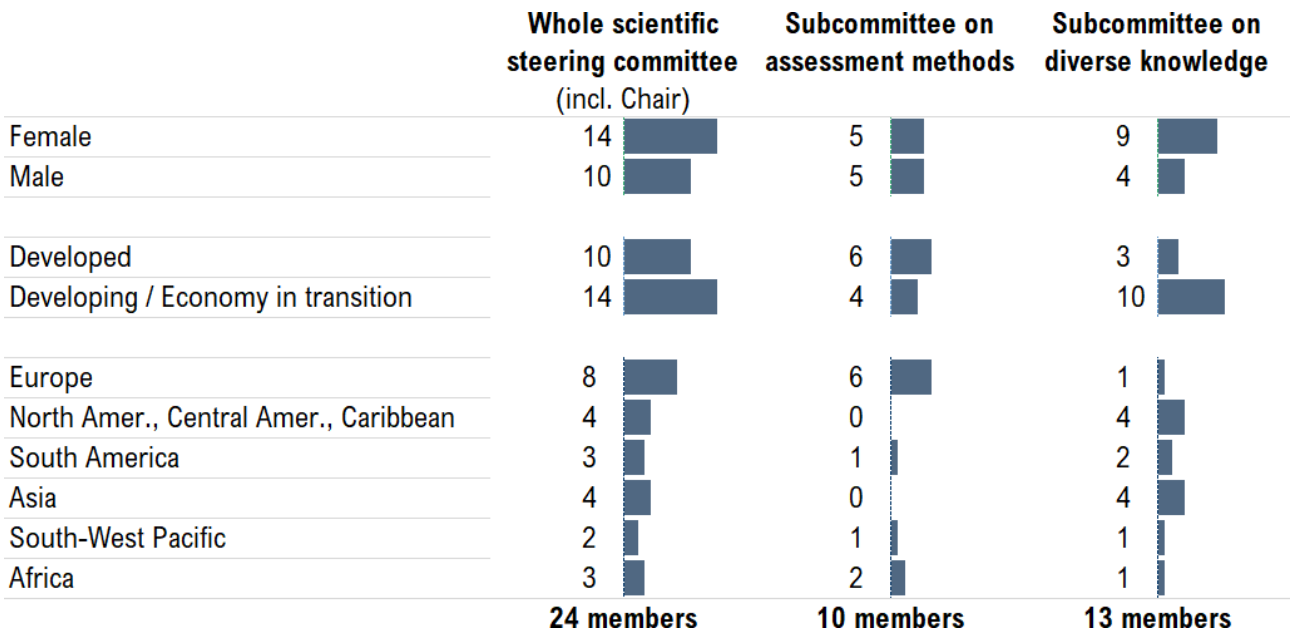


Figure I.1 | Scientific Steering Committee. Breakdown across the whole SSC and its two subcommittees by gender, development status (of country of citizenship) and WMO region.

I.4. Meetings

The SSC met regularly from the time it was constituted until the completion of the workshop reports, with the subcommittees meeting in between as required and reporting back to the whole SSC at the next opportunity. This enabled the SSC to deliver its milestones of organising the nomination call for participants, selecting participants, and designing and executing both workshops (see further detail in other annexes).

The schedule of meetings and their purpose is provided in Table I.1.

I.5. Role of the IPCC Chair's office and Technical Support Units

The SSC was supported by the IPCC Chair's Office and members of the Technical Support Units (TSU) of the three WGs and the TFI, with a remit of:

- assisting the SSC Chair in convening the meetings of the SSC (and subcommittees),
- supporting the process for selecting and inviting participants to the workshops,
- managing the operational aspects of the two workshops.

The IPCC Chair's Office also led discussions with the University of Reading, the workshop host, for the execution of the workshops and on-site outreach activities, and with the Department for Energy Security and Net Zero of the UK Government on visa facilitation for participants.

IPCC Chair's Office and TSU members

Ivonne Albarus (WGI TSU, Germany)
André Amaro (TFI TSU, Portugal)
Xin Rong Chua (WGII TSU, Singapore)
Kopal Dhandhania (WGIII TSU, India)
Sherine El-Wattar (WGII TSU, Egypt)
Gerrit Hansen (WGI TSU, Germany)
Géninha Lisboa (IPCC Chair's Office, Portugal)
Yona Silvy (WGI TSU, France)
Lina Sitz (WGI TSU, Argentina)
Xin Tian (WGII TSU, China)
Melinda Tignor (WGII TSU, United States of America)
Emilie Vanvyve (IPCC Chair's Office, Belgium)
Michael Westphal (WGIII TSU, United States of America)
Qiyun Woo (WGII TSU, Singapore)

Table I.1 | Meetings of the SSC.

2025

7 May	SSC meeting 1	Agreement of terms of reference and ways of working Introduction to workshops Preparation of nomination call
Nomination call open from 4 June to 16 July 2026		
12 and 25 June	Subcommittee meetings A	Definition of scope and goals of each workshop Brainstorming of programme themes Discussion of wider engagement options (background material, pre-workshop activities, outreach) Update on nomination call Preparation of participant selection process
12 September	SSC meeting 2	Selection process (stage 1)
9 October	SSC meeting 3	Selection process (next stages) Final list of participants and invitation process
Invitations sent out to participants from 23 October to 9 December 2025		
6 and 18 November	SSC meeting 4	Update on invitation responses Development of workshop programmes (structure) Plan for background material Plan for pre-workshop webinars Logistics
	Subcommittee meetings B	Development of each workshop programme, including cross-workshop linkages Development of background material Logistics
16 December	SSC meeting 5	Review and refinement of workshop programmes Review and refinement of background material Plans for pre-workshop webinars Plan for outreach

2026

27 January	SSC meeting 6	Final workshop preparations
10, 11 and 12 February	SSC meeting 7	Review of day 1 of the workshops and plans for day 2
	SSC meeting 8	Review of day 2 of the workshops and plans for day 3
	SSC meeting 9	Review of day 3 of the workshops and report planning

Annex II | Workshop agenda development

The workshop was designed as a three-day event with 50 participants. The agenda was developed incrementally over a period of three months, progressing from the overarching aims of both workshops through the conceptual planning of the agenda to its detailed design.

This development process is described in Section II.1, with the planned agenda provided in Section II.2, as shared with participants ahead of day 1 of the workshop. From day 2 onwards, as anticipated, the Scientific Steering Committee (SSC) revised the agenda in light of the developing conversations. This revised agenda, with some more detail, is shown in Section II.3.

II.1. Development

Early discussions focused on articulating a shared understanding of the aims of both workshops, and, in particular for the Workshop on Engaging Diverse Knowledge Systems, the types of knowledge it needed to accommodate—Indigenous, local, practitioner, scientific knowledge systems.

In a subcommittee format, the SSC explored early ideas for agenda structure and formats, including alternating plenary sessions and group discussions as well as various types of group discussions (table discussions, World Café[24], breakout groups), with strong emphasis placed on respectful and inclusive engagement for all participants and on grounding discussions in the operational realities of the IPCC.

A first draft programme was assembled and provided a conceptual foundation for further development of the agenda (see Table II.1). The flow of information across the three days was captured as:

- day 1: taking stock (focus on knowledge systems),
- day 2: identifying challenges (focus on audiences),
- day 3: formulating recommendations (focus on tasks).

Points at which both workshops could meet to share information and progress were identified early on (‘joint’ plenaries). Due to logistics constraints, these were eventually fixed to:

- the start of day 1: opening plenary introducing the IPCC (roles and processes) and the scope of both workshops;
- the end of day 2: sharing progress and identified early topics for recommendations;
- the end of day 3: sharing recommendations.

This approach allowed the SSC to develop detailed themes and sessions for the workshop and to organise participant activities to support those. The final agenda is shown in Section II.2, the revised version stemming from the workshop discussions is shown in Section II.3.

Once the agenda was set, facilitation of each session was organised.

[24] World Café involves table discussions where each table has a fixed topic and host, but participants rotate round the tables every 20 to 30 minutes. The host explains the outcomes of previous discussions to new arrivals with the intention of accumulating insights.

Table II.1 | Draft agendas. Early version of the agenda of both workshops. Sessions joint between both workshops are indicated in pale blue.

Pre-workshop webinar(s)			
Engaging Diverse Knowledge Systems		**Methods of Assessment**	
Introduction to background material		Introduction to background material	
Day 1: Taking stock			
Joint plenary (Orientation and workshop links)			
Plenary	• State of the art • Experience in other bodies • Reminder of IPCC processes	Plenary	• State of the art • Experience in other bodies • Reminder of IPCC processes
Breakout groups	• What is relevant for IPCC? • Can we learn from other bodies?	Breakout groups	• What is relevant for IPCC? • Can we learn from other bodies?
Plenary	Report back and discussion	Plenary	Report back and discussion
Day 2: Questions and challenges			
Plenary	Introduction to challenges	Plenary	Introduction to challenges
Breakout groups	• Knowledge systems: processes • Knowledge systems: techniques	Breakout groups	• Applicability of techniques • Ethical issues
Plenary	• Report back and discussion • Linkage issues for day 3	Plenary	• Report back and discussion • Linkage issues for day 3
Cross-workshop coordination team			
Day 3: Recommendations			
Joint plenary (Report from cross-workshop coordination team; day 3 recommendations: questions and audiences)			
Breakout groups	Recommendations for different audiences	Breakout groups	Recommendations for different audiences
Joint plenary (Socialisation of draft recommendations)			

II.2. Planned agenda

DAY 1: TUESDAY 10 FEBRUARY 2026

08:30-09:30	**Joint registration** | Blandfords, Park House Refreshments | Meadow Suite, Park House
09:30-9:45	**Joint opening ceremony** | Slingo amphitheatre Welcoming message from Katie White OBE MP, UK Minister for Climate (Department for Energy Security and Net Zero) Welcoming message by Prof. Van de Noort CBE, Vice-Chancellor of the University of Reading Welcoming message by Prof. Sir Jim Skea, IPCC Chair
09:45-11:00	**Joint plenary 1: Welcome and introduction** | Slingo amphitheatre Welcome and background to the Workshops (Jim Skea) Introduction to IPCC processes (Diana Ürge-Vorsatz) Discussion Introduction to the agenda & practicalities (Emilie Vanvyve)
11:00-11:30	**Joint morning break** | Meadow Suite, Park House **Group photo**
11:30-12:45	**Plenary 1: Current practice in the IPCC and elsewhere** | Meadow Suite, Park House Indigenous knowledge: Current IPCC practice (Sherilee Harper) Indigenous knowledge: Practice in IPBES (Peter Bates) Indigenous knowledge: What IPCC could aspire to do (Grace Balawag) Local knowledge and practitioner knowledge (Pam McElwee) Discussion
12:45-13:45	**Lunch**
14:00-15:15	**Facilitated table discussions: Priorities for enhancing engagement** | Meadow Suite, Park House
15:15-15:45	**Afternoon break**
15:45-17:00	**Breakout groups: Meeting challenges in respect of the priorities** | All rooms, Park House
17:00-18:00	**Plenary 2: Report-back from breakout groups** | Meadow Suite, Park House Report back from breakout groups and discussion
18:00-19:00	**Free time / Optional activities** Organised: • Cross-workshop icebreakers for participants (start at 18:15) | Meadow Suite, Park House
18:15-19:00	**SSC meeting** | Blandfords, Park House
19:00-21:00	**Joint reception** | Eat at the Square (close to Park House)

DAY 2: WEDNESDAY 11 FEBRUARY 2026

08:15-8:45	**TSU meeting (TSU support only)** | Blandfords Ante, Park House
09:00-9:30	**Plenary 3: Review and plan for the day** | Meadow Suite, Park House Review of day 1 and plans for day 2
9:30-10:45	**World Café: IPCC actions to address challenges** | Meadow Suite, Park House
10:45-11:15	**Morning break**
11:15-12:30	**Breakout groups: Who needs to act, overcoming barriers** | All rooms, Park House
12:30-13:30	**Lunch**
13:45-14:30	**Plenary 4: Report-back and planning** | Meadow Suite, Park House Report back and plan for following breakout groups on recommendations
14:30-15:45	**Breakout groups: Preliminary recommendations** | All rooms, Park House
15:45-16:15	**Afternoon break**
16:15-18:00	**Joint plenary 2: Sharing** | Meadow Suite, Park House
18:15-19:00	**SSC meeting** | Blandfords, Park House

DAY 3: THURSDAY 12 FEBRUARY 2026

08:15-8:45	**TSU meeting (TSU support only)** | Blandfords Ante, Park House
09:00-09:30	**Plenary 5: Review and plan for the day** | Meadow Suite, Park House Review of day 2 and plans for day 3
9:30-11:00	**Breakout groups on recommendations** | Meadow Suite, Park House
11:00-11:30	**Morning break** **Venue change (if applicable)**
11:30-13:00	**Joint breakout groups on cross-cutting recommendations** | Department of Meteorology and Park House
13:00-14:00	**Lunch in the venue where you are** | Department of Meteorology and Park House **Venue change (if applicable)**
14:00-15:15	**Joint breakout groups on cross-cutting recommendations** | Department of Meteorology and Park House
15:15-15:30	**Venue change (if applicable)**
15:30-16:00	**Joint afternoon break** | Meadow Suite, Park House
16:00-18:00	**Joint plenary 3: Socialising conclusions and recommendations** | Meadow Suite, Park House Discussion and socialisation of draft recommendations Close
18:15-19:15	**SSC meeting** | Blandfords, Park House

II.3. Revised agenda

DAY 1: TUESDAY 10 FEBRUARY 2026

No change.

DAY 2: WEDNESDAY 11 FEBRUARY 2026

08:15-8:45	**TSU & SSC meeting** | Blandfords Ante, Park House
09:15-9:45	**Plenary 3: Review and plan for the day** | Meadow Suite, Park House Review of day 1, report back from chair of subcommittee on methods of assessment, and plans for day 2
9:45-11:15	**World Café: IPCC actions to address challenges** | Meadow Suite, Park House Procedural, rapid response, mid-term, long term
11:15-11:30	**Morning break**
11:30-11:45	**Report back**
11:45-13:00	**Breakout groups: Who needs to act, overcoming barriers** | All rooms, Park House Procedural, rapid response, mid-term, long term
12:45-13:50	**Lunch**
	SSC meeting
13:50-14:15	**Plenary 4: Report-back and planning** | Meadow Suite, Park House Report back and plan for following breakout groups on recommendations
14:15-16:00	**Breakout groups: Preliminary recommendations** | All rooms, Park House Procedural, rapid response, mid-term, long term
16:00-16:30	**Afternoon break**
16:30-18:00	**Joint plenary 2: Sharing** | Meadow Suite, Park House
18:15-19:00	**SSC meeting** | Blandfords, Park House

DAY 3: THURSDAY 12 FEBRUARY 2026

08:15-8:45	**TSU meeting (TSU support only)** | Blandfords Ante, Park House
09:15-09:45	**Plenary 5: Review and plan for the day** | Meadow Suite, Park House Review of day 2 and plans for day 3
9:45-11:00	**Breakout groups on recommendations** | Meadow Suite, Park House Rapid response | Morley, Long term & procedural | Blandfords, Medium term | Meadow Suite, Local & practitioner knowledge | Sibly
11:00-11:30	**Morning break**
11:30-13:00	**Breakout groups on recommendations** | Meadow Suite, Park House

	Rapid response | Morley, Long term & procedural | Blandfords, Medium term | Meadow Suite, Local & practitioner knowledge | Sibly
11:30-13:00	**EDKS-MA participants exchange** | Department of Meteorology and Park House
13:00-14:00	**Lunch**
14:00-14:30	**Breakout groups (continued)** | Meadow Suite, Park House
14:30-16:30	**Plenary** | Meadow Suite, Park House
16:30-17:00	**Afternoon break**
17:00-18:00	**Joint plenary 3: Socialising conclusions and recommendations** | Meadow Suite, Park House Discussion and socialisation of draft recommendations Close
18:15-19:15	**SSC meeting** | Blandfords, Park House

Annex III | Participant nomination, selection and attendance

Nominations to the workshops were obtained by running a nomination call with countries, observer organisations and IPCC Bureau members.

This annex describes the processes that supported the nomination and selection of participants, and provides summary statistics of the various resulting pools of experts, from the complete list of nominated experts to the final list of participants invited to take part in the workshops.

For the sake of clarity of the various figures and tables of this annex, the metrics and abbreviations used are described once for all in Table III.1.

Table III.1 | Metrics. Metrics to highlight characteristics of nominated and selected experts. Additionally, in some figures and tables, the Workshop on Engaging Diverse Knowledge Systems may be referred to as 'EDKS', the Workshop on Methods of Assessment as 'MA', and a role bridging both workshops as 'BR'. (Continued on next page.)

Gender		
Female (F)	**Male** (M)	**-** (neither or undisclosed)

Development status	
Developing and economies in transitions (EIT)	**Developed**

Status of country of citizenship.

Prior IPCC experience		
Yes	**Some**	**No**

'Yes' = Coordinating Lead Author, Lead Author or Review Editor.

'Some' = Contributing Author, Chapter Scientist, Expert Reviewer, focal point, government delegate.

Nomination route	
Country	Nomination by a government's IPCC focal point
Observer	Nomination by the focal point of an IPCC observer organisation
Bureau	Nomination by a member of the IPCC Bureau

Regional distribution (WMO)		
Africa (AFR)	**Europe** (EUR)	**South America** (SAM)
Asia	**North America, Central America & the Caribbean** (NAM CAM CAR)	**South-West Pacific** (SWP)

The IPCC uses the six regions of the World Meteorological Organization (WMO) as a primary tool to capture regional distribution. These regions are mostly based on geographic climate zones and not widely used with the United Nations (UN).

Table III.1 | Metrics. (Continued)

Subregional distribution (UN M49 'low', with 'high' in squared brackets)	
Eastern Africa [Africa]	**South-Eastern Asia** [Asia]
Middle Africa [Africa]	**Southern Asia** [Asia]
Northern Africa [Africa]	**Western Asia** [Asia]
Southern Africa [Africa]	**Eastern Europe** [Europe]
Western Africa [Africa]	**Northern Europe** [Europe]
Caribbean [Americas]	**Southern Europe** [Europe]
Central America [Americas]	**Western Europe** [Europe]
Northern America [Americas]	**Australia and New Zealand** [Oceania]
South America [Americas]	**Melanesia** [Oceania]
Central Asia [Asia]	**Micronesia** [Oceania] *(no nomination received)*
Eastern Asia [Asia]	**Polynesia** [Oceania]

The UN M49 regions[25] are a statistical classification system created by the United Nations Statistical Division. The coarser geographical classification is based on continental regions ('high'), the finest on subregions ('low'). The subregional classification helps capture regional detail further than WMO regions as each WMO region groups many countries differing significantly in culture, geography and demographics.

The 'high' regions mostly map to WMO regions, but not exactly. Several countries of South-Eastern Asia and Western Asia, which under the UN M49 classification are considered part of Asia, are part of the WMO South-West Pacific and WMO Europe regions respectively.

Socio-cultural regions	
Africa	**Central and Eastern Europe, Russian Federation, Central Asia and Transcaucasia**
Asia	
Central and South America and the Caribbean (CSAC)	**North America**
The Arctic	**The Pacific**

The seven socio-cultural regions for Indigenous representation[26] in international processes. See section III.2.2 for further explanation on associating nominees to a region.

III.1. Nomination call

A single call for nominations for both workshops was organised. The nomination call was sent to focal points of governments and observer organisations and IPCC Bureau members on 4 June 2025 and closed on 16 July 2026—it was open for six full weeks. The call addressed both workshops, requesting nominees to make a choice of workshop in their nomination. The option of participation in either workshop (a "bridging role") was also offered. Documents required for each nomination were a two-page *curriculum vitae* and an Excel nomination form. Table III.2 lists the

[25] See https://unstats.un.org/unsd/methodology/m49

[26] Global representation of Indigenous Peoples in international processes is achieved through representations from seven socio-cultural regions: Africa; Asia; Central and South America and the Caribbean; the Arctic; Central and Eastern Europe, Russian Federation, Central Asia and Transcaucasia; North America; and the Pacific. (See UNPFII.)

seven questions of the form related to the sought expertise for the workshops, as well as their permitted answers.

698 nominations were received, amounting to 673 unique nominees (276 for the Workshop on Engaging Diverse Knowledge Systems, 202 for the Workshop on Methods of Assessment; 195 for a bridging role across both workshops). Several nominations were duplicated or even triplicated, whereby the same expert was nominated by several of a focal point of a government, of an observer organisation or an IPCC Bureau member.

Figure III.1 to Figure III.3, Table III.3 and Table III.4 summarise the overall characteristics of the nominations received.

Gender was broadly balanced, but a gender bias between both workshops was however clear, with more females applying for the Workshop on Engaging Diverse Knowledge Systems and more males applying for the Workshop on Methods of Assessment.

More nominations were received for experts from developing countries and economies in transition than from developed countries. Only a third of the nominees had any prior IPCC experience.

Two thirds of the nominees were nominated by countries against a third by observer organisations. The regions with most experts nominated were Northern America, Southern Asia, Northern Europe and Western Europe (Figure III.2). In Africa, Eastern Africa dominated the African nominations. The fewest nominations were received for experts from Southern Africa, the Caribbean, Central Asia, Western Asia, Eastern Europe, Melanesia and Polynesia. There were no nominations of experts from Micronesia.

134 nominees (20%) identified as Indigenous, plus two being designated representatives of an Indigenous People (Table III.3). However, only 54 out of 134 could be clearly associated with a socio-cultural region (see Section III.2.2 for further explanation on how the association was built). Overall, all regions had a verifiable representation, except from Africa, and nominations of experts from the Pacific region were the greatest, followed by the Arctic and North America. Most nominations of Indigenous experts were for the Workshop on Engaging Diverse Knowledge Systems (triple those for the Workshop on Methods of Assessment).

The expertise declared by nominees through the nomination form is summarised in Figure III.3 and Table III.4. Answers to questions 2 and 3 of the nomination form on knowledge systems and assessment methods (which were multiple-choice questions) indicated that much of the expertise within and across the workshops overlapped.

Amongst those who applied for the Workshop on Engaging Diverse Knowledge Systems, two thirds of had expertise in Indigenous knowledge, three quarters in local knowledge, and short of a third across all four knowledge systems together. Few only had expertise in a single knowledge system and almost everyone answered they had expertise in scientific knowledge (that answer was likely too broad and did not reveal useful to select participants). Very few had expertise in artificial intelligence (AI) but almost two thirds had some in systematic review.

The expertise of the majority of the nominees for this workshop applied to both adaptation and mitigation, rather than adaptation or mitigation alone or not being related to any climate action (not shown).

Over half of the nominees had no expertise in global and national environment assessments, with a quarter of the nominees having relevant experience from other global assessments than those of IPBES and the Global Environment Outlook (GEO) of the United Nations Environment Programme (UNEP).

Table III.2 | Questions and permitted answers about the nominee's specific expertise, as asked in the Excel nomination form. The answers to questions 2 and 3 were not dependent on the answer to question 1. The red asterisk denotes mandatory questions (1, 4, 6, 7).

Question 1*	**Which workshop(s) are you nominated for?**
One answer from:	• Workshop on engaging diverse knowledge systems • Workshop on methods of assessment • A role bridging both workshops
Question 2	**Which knowledge systems do you engage with or have expertise in?**
Any answers from:	• Indigenous knowledge systems • Local knowledge • Practitioner knowledge • Scientific knowledge (including social sciences and humanities)
Question 3	**In which methods of assessment do you hold expertise?**
Any answers from:	• Artificial intelligence (including large language models) • Systematic review • *Ex-post* evaluation • Other relevant methods
Question 4*	**To what topics does your knowledge or expertise apply?**
One answer from:	• Climate change adaptation • Climate change mitigation • Both mitigation and adaptation • Not related to climate action
Question 5	**Do you have relevant experience from other global environmental assessments?**
Any answers from:	• UNEP Global Environmental Outlook (GEO) • IPBES • Other
Question 6*	**Have you participated in national environment assessments?**
One answer from:	• Yes • No
Question 7*	**Do you identify as an Indigenous person?**
One answer from:	• Yes • No • Prefer not to say

ALL NOMINEES	GENDER			DEVELOPMENT		PRIOR IPCC EXPERIENCE			NOMINATION ROUTE		
	Female	Male	-	Developed	Developing & EIT	No	Some	Yes	Country	Observer	Bureau
	324 48%	347 52%	2 0.3%	303 45%	370 55%	446 66%	137 20%	90 13%	425 63%	212 32%	36 5%
Africa	**33**	**85**			**118**	**77**	**25**	**16**	**84**	**31**	**3**
Eastern Africa	14	39			53	35	14	4	45	8	
Middle Africa	6	10			16	10	2	4	7	6	3
Northern Africa	6	12			18	11	3	4	15	3	
Southern Africa	4	6			10	8	1	1	5	5	
Western Africa	3	18			21	13	5	3	12	9	
Americas	**98**	**58**	**1**	**83**	**74**	**103**	**29**	**25**	**71**	**74**	**12**
Caribbean	1	2			3	3			3		
Central America	12	11			23	13	4	6	19	4	
Northern America	61	21	1	83		57	17	9	17	59	7
South America	24	24			48	30	8	10	32	11	5
Asia	**77**	**92**		**5**	**164**	**111**	**37**	**21**	**96**	**66**	**7**
Central Asia		2			2	1	1		1	1	
Eastern Asia	15	31		4	42	28	15	3	33	12	1
South-Eastern Asia	19	12			31	21	6	4	28	3	
Southern Asia	37	41			78	52	13	13	27	48	3
Western Asia	6	6		1	11	9	2	1	7	2	3
Europe	**95**	**103**		**189**	**9**	**135**	**39**	**24**	**153**	**32**	**13**
Eastern Europe	7	5		4	8	7	3	2	11	1	
Northern Europe	34	40		74		57	13	4	55	14	5
Southern Europe	24	13		36	1	18	11	8	28	9	
Western Europe	30	45		75		53	12	10	59	8	8
Oceania	**21**	**9**	**1**	**26**	**5**	**20**	**7**	**4**	**21**	**9**	**1**
Australia and New Zealand	20	5	1	26		17	6	3	18	7	1
Melanesia		4			4	2	1	1	3	1	
Polynesia	1				1	1				1	

EDKS NOMINEES	GENDER			DEVELOPMENT		PRIOR IPCC EXPERIENCE			NOMINATION ROUTE		
	Female	Male	-	Developed	Developing & EIT	No	Some	Yes	Country	Observer	Bureau
	156 57%	119 43%	1 0.4%	130 47%	146 53%	197 71%	50 18%	29 11%	159 58%	110 40%	7 3%

MA NOMINEES	GENDER			DEVELOPMENT		PRIOR IPCC EXPERIENCE			NOMINATION ROUTE		
	Female	Male	-	Developed	Developing & EIT	No	Some	Yes	Country	Observer	Bureau
	76 38%	126 62%	0 0%	91 45%	111 55%	131 65%	42 21%	29 14%	129 64%	49 24%	24 12%

BRIDGING ROLE	GENDER			DEVELOPMENT		PRIOR IPCC EXPERIENCE			NOMINATION ROUTE		
	Female	Male	-	Developed	Developing & EIT	No	Some	Yes	Country	Observer	Bureau
	92 47%	102 52%	1 0.5%	82 42%	113 58%	118 61%	45 23%	32 16%	137 70%	53 27%	5 3%

Figure III.1 | Distribution of nominated experts. All nominations received, then distinguished per role: EDKS workshop, MA workshop, bridging role. (See Table III.1 for additional information.)

Table III.3 | Indigenous representation. Number of nominees who self-identified as Indigenous or were Indigenous representatives (parentheses: number with verifiable region association).

	All nominees	EDKS nominees	MA nominees	Bridging role
Africa	48 (0)	26 (0)	11 (0)	11 (0)
Asia	29 (5)	9 (1)	10 (1)	10 (3)
Central and South America and the Caribbean	12 (8)	9 (6)	0 (0)	3 (2)
Eastern Europe, Russian Federation, Central Asia and Transcaucasia	2 (1)	1 (1)	1 (0)	0 (0)
North America	11 (8)	9 (7)	0 (0)	2 (1)
The Arctic	10 (10)	5 (5)	0 (0)	5 (5)
The Pacific	22 (22)	12 (12)	1 (1)	9 (9)
Unidentifiable region	2	2	0	0
Total	136 (54)	73 (32)	23 (2)	40 (20)

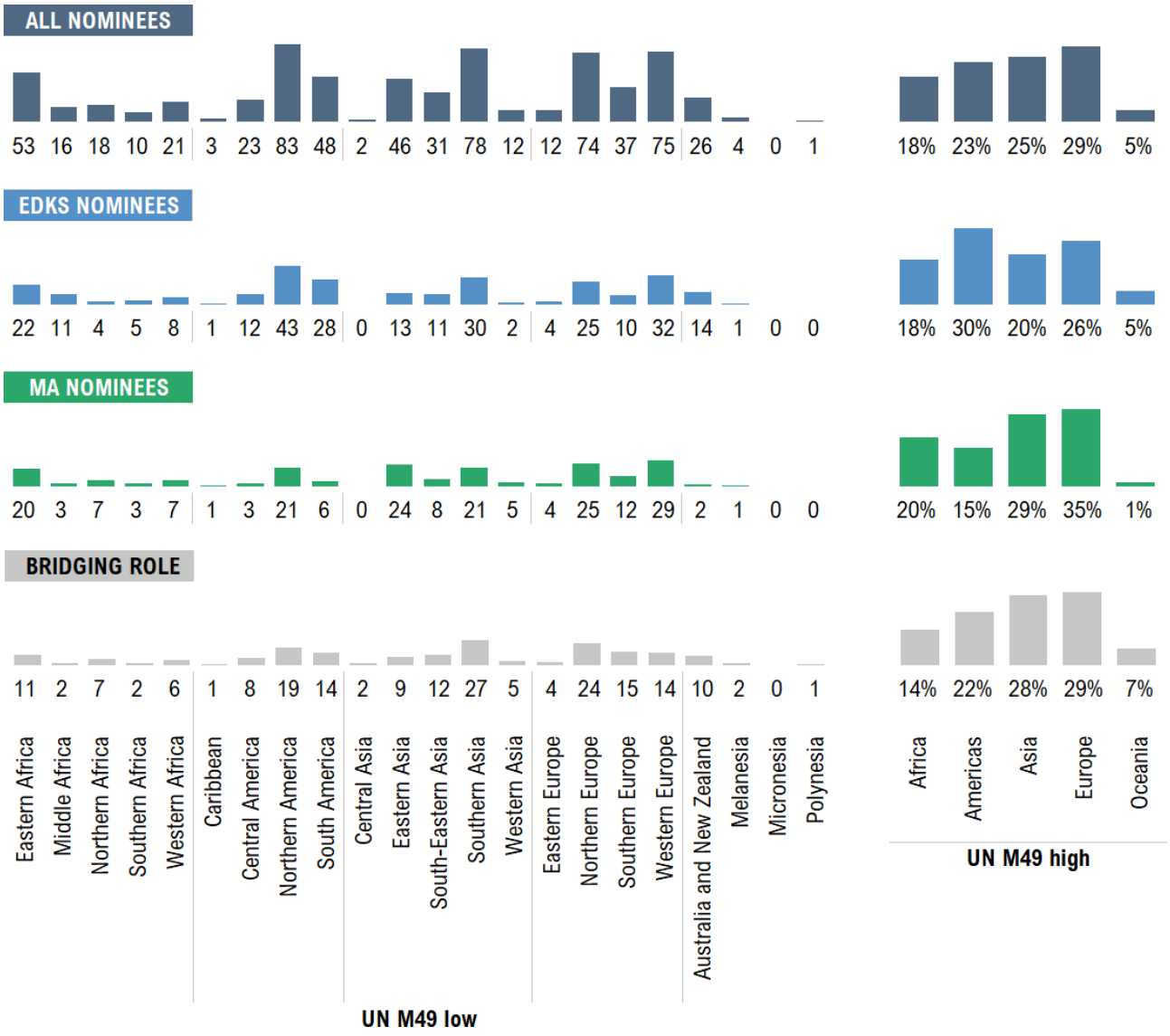
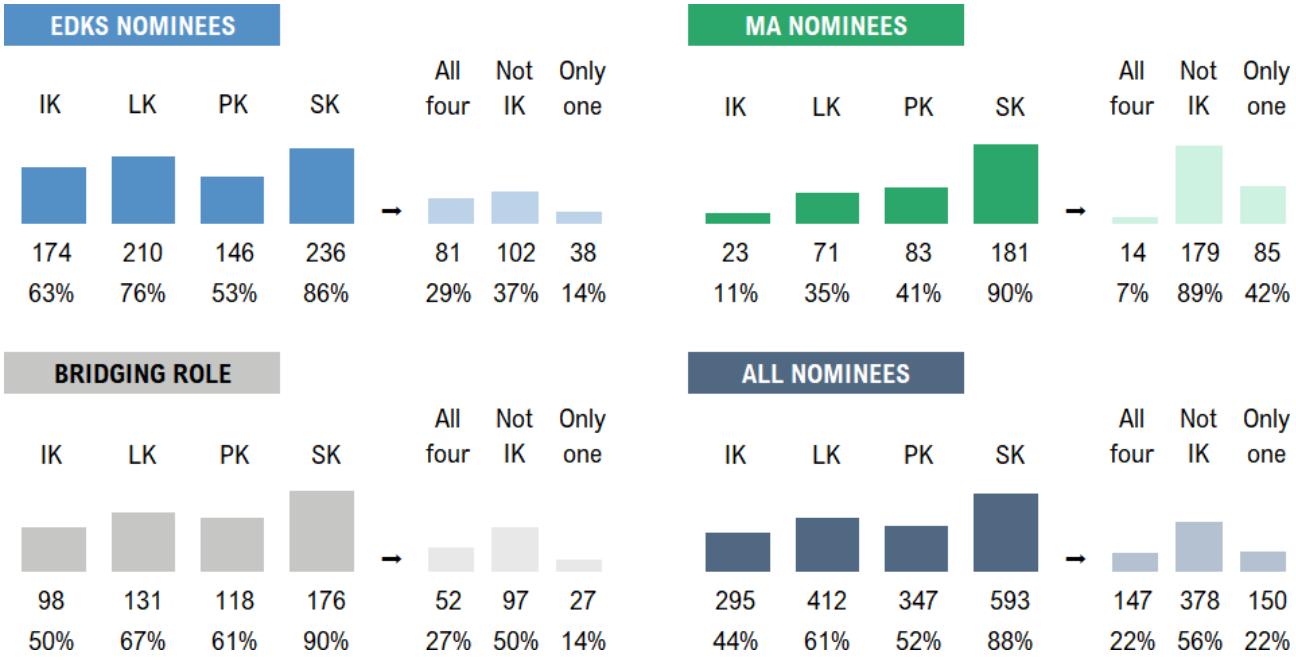


Figure III.2 | Regional distribution of nominated experts. Number of nominees per UN M49 'low' and 'high' regions. (See Table III.1 for additional information.)

(Question 2) Which knowledge systems do you engage with or have expertise in?

[IK = Indigenous knowledge; LK = local knowledge; PK = practitioner knowledge; SK = scientific knowledge]



(Question 3) In which methods of assessment do you hold expertise?

[AI = artificial intelligence; SR = systematic review; Ex-post = *ex-post* evaluation; Other = other relevant methods]

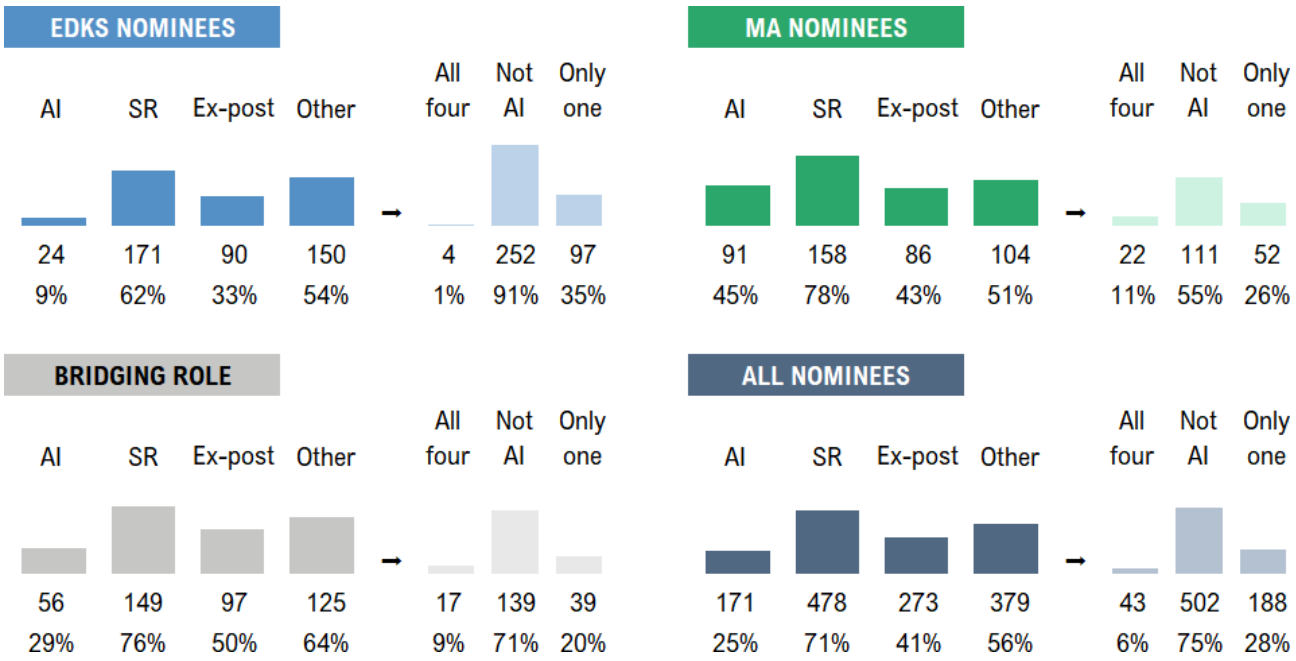


Figure III.3 | Expertise distribution. Answers to multiple-choice questions 2 and 3 of the nomination form. Numbers and percentage of nominees (of the relevant category, i.e. EDKS, MA, BR or all together) who selected any of the possible answers (darker colours), and who selected all four answers, only one answer or did not select a specific one (paler colours). (See Table III.1 and Table III.2 for additional information.)

Table III.4 | Experience related to national and global environment assessments. Answers to questions 5 and 6 of the nomination form. 'No answer' means the question was left unanswered. (See Table III.1 and Table III.2 for additional information.)

(Question 5) Do you have relevant experience from other global environmental assessments?

	EDKS	MA	BR	All
No answer	145	100	84	**329**
Other	65	69	65	**199**
IPBES	19	6	9	**34**
UNEP GEO	15	10	8	**33**
UNEP GEO, Other	9	11	12	**32**
UNEP GEO, IPBES	14	2	3	**19**
UNEP GEO, IPBES, Other	6	3	7	**16**
IPBES, Other	3	1	7	**11**

(Question 6) Have you participated in national environment assessments?

	EDKS	MA	BR	All
No	149	107	99	**355**
Yes	127	95	96	**318**

III.2. Participant selection

Individuals participating in either workshop were selected with regard to the relevant range of scientific, technical and socio-economic views and expertise; regional and intra-regional balance (WMO region and UN M49—see Table III.1); a mixture of experts with and without previous IPCC experience; and gender balance.

In order to enable a fair and effective selection process, the SSC followed a multi-stage selection process to build the list form the bottom up, with:

1. stage 1 – subcommittees voting for participants in their workshop;
2. stage 2 – TSU analysis of stage 1 and suggestion of further participants to address gaps in expertise and representativity;
3. stage 3 – moderation and final adjustments by the SSC to yield the list of participants to invite;
4. stage 4 – invitations issued by the IPCC Chair's Office;
5. stage 5 – replacement of declined or unanswered invitations by the IPCC Chair in consultation with the SSC and sending of final invitations.

This iterative process allowed the selection of participants in the workshops to address comprehensively all criteria cited above and took place from late July to mid October. The first invitations were issued on 23 October 2025; the last invitation was sent on 9 December 2025. A number of 50 nominees (inclusive of the SSC members) were initially invited to participate in the Workshop on Engaging Diverse Knowledge Systems. Seven declined the invitation or did not reply, and were replaced. 43 attended the workshop (Section III.3 lists attendees). Summary statistics are provided in Table III.5 for stages 4 and 5 and actual attendance.

Table III.5 | Diversity of experts invited to and taking part in the workshop. The SSC nomination route refers to participants who are members of the SSC. For Indigenous representation, are counted only those for whom a verifiable association with one of the socio-cultural regions was established. (See Table III.1 for additional information.)

	50 **Invited** (initial)	**51** **Invited** (final)	**43** **Attended** (in person)
Gender			
Female	27	29	26
Male	23	22	17
Development			
Developed	17	21	20
Developing & EIT	33	30	23
Prior IPCC experience			
Yes	14	15	11
Some	11	9	8
No	25	27	24
Nomination route			
Country	19	21	20
Observer	16	15	12
Bureau	2	2	1
SSC	13	13	10
Africa	**7**	**7**	**6**
Eastern Africa	2	2	3
Middle Africa	1	1	0
Northern Africa	1	1	1
Southern Africa	2	2	2
Western Africa	1	1	0
Americas	**15**	**14**	**10**
Caribbean	1	1	0
Central America	3	2	2
Northern America	6	6	4
South America	5	5	4
Asia	**17**	**15**	**12**
Central Asia	2	1	1
Eastern Asia	3	3	4
South-Eastern Asia	4	4	4
Southern Asia	8	6	2
Western Asia	0	1	1
Europe	**8**	**9**	**10**
Eastern Europe	0	0	0
Northern Europe	4	4	5
Southern Europe	1	1	1
Western Europe	3	4	4
Oceania	**3**	**6**	**5**
Australia & New Zealand	2	5	5
Melanesia	1	1	0
Socio-cultural region	**15**	**16**	**13**
Asia	3	3	3
Central and South America and the Caribbean	4	4	3
North America	2	2	1
The Arctic	3	3	2
The Pacific	3	4	4

III.2.1. Stage 1 – SSC voting

Voting was organised by subcommittee, so that nominations were evaluated by those with the closest subject-matter expertise. A wildcard mechanism allowed cross-workshop input where needed. Each subcommittee voted for a total of up to 25 nominees out of the 673 nominations received, using:

- up to 10 primary votes (worth 3 points) for nominees who opted for the workshop the subcommittee was in charge of or for a bridging role,
- up to 10 primary votes (worth 1 point) for nominees who opted for the workshop the subcommittee was in charge of or for a bridging role,
- up to 5 wild cards (worth 1 point) for any nominee, i.e. regardless of the workshop or role for which they opted.

Votes were summed per nominee to yield an initial list of possible participants per workshop. Bridging-role nominees—those who had indicated they would like to contribute to either workshop—were temporarily assigned to one or both workshops depending on which subcommittee(s) had voted for them. The weighting system was slightly modified during stage 1 (primary vote worth 3 points instead of 2) to create shortlists of manageable size for discussions.

A total of 126 nominees received at least one point to participate in the Workshop on Engaging Diverse knowledge Systems.

To create a workable shortlist for deeper discussion, a threshold of 6 points was applied to the initial list, corresponding to a nominee receiving two primary votes or one primary plus several secondary or wild cards. This shortened the initial list to 16 nominees.

The balance of the resulting list left scope for improvement. Nominees with Indigenous knowledge expertise were strongly represented, but there were major gaps in practitioner knowledge, local knowledge and in certain regions—notably West Asia, Africa (outside Eastern Africa) and South America.

III.2.2. Stage 2 – TSU analysis

The TSU took on board all the criteria and concerns raised by the SSC at the end of stage 1, including the need to correct significant imbalances in regional representation, expertise categories, gender, development status, early-career representation and the distinction between Indigenous knowledge holders and non-Indigenous experts working on Indigenous issues.

Additional metadata was also added to the nomination database, such as UN M49 regions and socio-cultural regions. For each nominee who indicated in their nomination form that they identified as Indigenous or who the SSC informed that they were designated representatives of an Indigenous People (136 nominees out of 673), the TSU team attempted to establish a tangible, verifiable link with one of the seven socio-cultural regions, using the information provided in the nominee's *curriculum vitae* and nomination form. Noting that Indigenous representation rules differ per Indigenous People, guidance was sought from the SSC Indigenous members and their contacts. The association with a region was recorded as 'clear' (verified information; 54 nominees), 'unclear' (insufficient information), 'no information'.

Each TSU member independently reviewed the entire nomination database using the information provided by nominees, providing an assessment of profile relevance to each workshop (including inconsistencies between self-reported expertise and TSU-assessed expertise). Based on this, the

TSU added further nominees to the lists to address representation gaps and built a list of possible reserve candidates.

The list grew to about 50 nominees, but still needed substantial refinements, which were tackled in stage 3. There were ongoing regional gaps: North America appeared overrepresented, due to representing both national and Indigenous experts; Africa and West Asia remained underrepresented. Expertise imbalances persisted as well, with an excess of Indigenous knowledge experts relative to local knowledge and practitioner knowledge. Additional gaps were identified in the representation of early-career researchers, social scientists and certain practitioner communities.

III.2.3. Stage 3 – SSC moderation and final adjustments

This stage proceeded with targeted adjustments to address the last remaining imbalances and refine the participant list before invitations were issued.

Specific clusters of nominees—by region, expertise category, Indigenous representation, workshop preference, etc.—were reviewed and additions, swaps or removals were determined as necessary, with the Chair and the TSU taking the responsibility for a producing final, balanced list.

III.2.4. Stage 4 – Initial invitations

The first invitations were issued on 23 October 2025 by e-mail by the IPCC Chair's Office.

A number of 50 nominees (inclusive of the SSC members) were invited to participate in the Workshop on Engaging Diverse Knowledge Systems.

III.2.5. Stage 5 – Invitations (final lists)

All unanswered initial invitations were chased by the IPCC Chair's Office. Eventually, seven invitations to participate in the Workshop on Engaging Diverse Knowledge Systems from stage 4 were declined or unanswered.

A further selection of participants took place, resulting in additional invitations being sent. The last invitation was sent on 9 December 2025.

The selection was done taking into account the same selection criteria as in earlier stages to maintain or improve balance across those as much as possible.

III.3. Attendance

Attendance in person during the workshop differed from the final list of invitees, as:

- two participants later decided not to attend for personal reasons;
- four SSC members of the Subcommittee on Engaging Diverse Knowledge Systems were unable to travel as planned, due to travel restrictions or medical conditions;
- four were absent without prior notice;
- a few changed workshop, with two participants in the Workshop on Engaging Diverse Knowledge Systems attending the Workshop on Methods of Assessment, and five

participants in the Workshop on Methods of Assessment attending the Workshop on Engaging Diverse Knowledge Systems (this includes two SSC members to support the Workshop on Engaging Diverse Knowledge Systems).

As several from the SSC were unexpectedly unable to travel as planned, the SSC took the decision to enable their online participation. This invitation was also extended to the IPCC Co-chairs. Their participation was enabled with a Zoom link and limited to listen (not to speak) to the joint and individual plenaries of both workshops.

The list of attendees of the Workshop on Engaging Diverse Knowledge Systems is provided in the tables below. The tables differentiate those who were present in person (43 participants) at the workshop from those who eventually participated online (6 participants). SSC members are highlighted in blue.

III.3.1. Attended in person

Last name	First name	Gender	Country (citizenship)	Country (residence)	Affiliation
Alcántara-Ayala	Irasema	F	Mexico	Mexico	National Autonomous University of Mexico
Asayama	Shinichiro	M	Japan	Japan	National Institute for Environmental Studies
Balawag	Grace	F	Philippines	Philippines	UNFCCC LCIPP
Bates	Peter	M	United Kingdom of Great Britain and Northern Ireland	France	IPBES
Beck	Silke	F	Germany	Germany	Technical University of Munich
Boettcher	Miranda	F	Australia	Germany	Utrecht University
Bureau	Léna	F	France	Canada	McGill University
Carmona	Rosario	F	Chile	Chile	Center for Intercultural and Indigenous Research
Chang'a	Ladislaus	M	United Republic of Tanzania	United Republic of Tanzania	IPCC Vice-Chair
Chisadza	Bright	M	Zimbabwe	Zimbabwe	Lupane State University
Crawhall	Nigel	M	South Africa	France	UNESCO
Cunningham	Eileen Mairena	F	Nicaragua	Nicaragua	UNDP Centre for the Development and Autonomy of Indigenous Peoples
Devine-Wright	Patrick	M	Ireland	United Kingdom of Great Britain and Northern Ireland	University of Exeter
Forgesson	Sarah	F	New Zealand	New Zealand	National Geographic/ICOMOS Preserving Legacies
Forsyth	Timothy	M	United Kingdom of Great Britain and Northern Ireland	United Kingdom of Great Britain and Northern Ireland	London School of Economics and Political Science

Last name	First name	Gender	Country (citizenship)	Country (residence)	Affiliation
Ganjuur	Sarantuya	F	Mongolia	Mongolia	Information & Research Institute of Meteorology, Hydrology and Environment
Garschagen	Matthias	M	Germany	Germany	Ludwig-Maximilians-University Munich
Githaiga	Cicilia Wangari	F	Kenya	Kenya	Wangai Githaiga & Co Advocates
Harper	Sherilee	F	Canada	Canada	WGI Vice-chair
Huiliñir Curio	Viviana	F	Chile	Chile	University of Colorado
Humbatov	Fuad	M	Azerbaijan	Azerbaijan	National Hydrometeorological Service
Jamero	Lau	F	Philippines	Philippines	Manila Observatory
Kaya	Hassan	M	South Africa	South Africa	University of Kwazulu-Natal
Krishnakumar	Jyotsna	F	India	India	Keystone Foundation
Lagdameo	Donna Mitzi	F	Philippines	Germany	UNFCCC
Li	Xiaoyue	F	China	United States of America	Southern Methodist University
Lopez Gunn	Elena	F	Spain	Spain	ICATALIST
Lu	Chunhui	M	China	China	China Meteorological Administration
McDonald	L	F	Australia	Australia	Wanaruah Nation & RMIT University
McElwee	Pamela	F	United States of America	United States of America	Rutgers University
Moggridge	Bradley	M	Australia	Australia	University of Technology Sydney
Moghani	Hanieh	F	Islamic Republic of Iran	Islamic Republic of Iran	Centre for Sustainable Development and Environment
Nurhati	Intan	F	Indonesia	Indonesia	National Research and Innovation Agency
Osman Elasha	Balgis	F	Sudan	Tunisia	African Development Bank Group
Redvers	Nicole	F	Canada	Canada	University of Western Ontario
Retter	Gunn-Britt	F	Norway	Norway	Saami Council
Roskruge	Nicholas Rahiri	M	New Zealand	New Zealand	Tahuri Whenua Tapui

Last name	First name	Gender	Country (citizenship)	Country (residence)	Affiliation
Rudolf	Margaret	F	United States of America	United States of America	University of Alaska Fairbanks
Samakov	Aibek	M	Kyrgyzstan	Kyrgyzstan	University of Central Asia
Skea	Jim	M	United Kingdom of Great Britain and Northern Ireland	United Kingdom of Great Britain and Northern Ireland	IPCC Chair
Taddei	Renzo	M	Brazil	Brazil	Federal University of São Paulo
van den Hurk	Bart	M	Netherlands	Netherlands	WG II Co-chair
Zavaleta Cortijo	Claudia Carol	F	Peru	Peru	Universidad Peruana Cayetano Heredia

III.3.2. Attended online

Last name	First name	Gender	Country (citizenship)	Country (residence)	Affiliation
Buschman	Victoria Qutuuq	F	United States of America	Greenland	Inuit Circumpolar Council
Calvin	Kate	F	United States of America	United States of America	WGIII Co-chair
Enoki	Takeshi	M	Japan	Japan	TFI Co-chair
Méndez	Carlos	M	Bolivarian Republic of Venezuela	Bolivarian Republic of Venezuela	WG II Vice-Chair
Pereira	Joy	F	Malaysia	Malaysia	WGIII Co-chair
Pichs-Madruga	Ramón	M	Cuba	Cuba	IPCC Vice-Chair
Rahimi	Mohammad	M	Islamic Republic of Iran	Islamic Republic of Iran	TFB Member
Zhang	Xiaoye	M	China	China	WG I Co-chair

Annex IV | Preparatory activities

Figure IV.1 shows the outline of the background reading material and Table IV.1 the rundown of the two pre-workshop webinars.

The background document is available on www.ipcc.ch/event/ipcc-workshop-on-engaging-diverse-knowledge-systems-and-ipcc-workshop-on-methods-of-assessment.

More information on both is provided in Section 3 of the report.

Contents

Figure IV.1 | Outline of the background reading material.

Table IV.1 | Rundown of the webinars. Planned timing and description of each webinar element, along with presenters.

WELCOME & PLAN FOR THE WEBINAR (5 minutes) **Jim Skea**

- Welcome to participants
- Purpose of the webinar as preparation for the workshops
- Overview of the agenda and flow, question handling

PART 1 — THE IPCC: ROLES AND TASKS (15 minutes + 20 minutes for questions) **Jim Skea**

- IPCC mandate and principles, emphasis on assessment rather than research or capacity building
- Structure of the IPCC (Panel, Bureau, Working Groups, Technical Support Units, Secretariat, Task Group on Data Support for Climate Change Assessments)
- Range of roles involved (authors, reviewers, review editors, reviewers, chapter scientists)
- Step-by-step overview of the assessment process (scoping, author selection, literature assessment, drafting, review, uncertainty treatment, follow-up)
- Emphasis on IPCC operational realities, with key practical constraints faced by assessments, including the volume of literature, language barriers, and procedural requirements

PART 2 — THE WORKSHOPS

Context and scope of the workshops (10 minutes) **Emilie Vanvyve**

- Why the IPCC is convening two workshops at this point of the seventh assessment cycle
- Pairing the workshops in time and place to enable exchange between communities and to confront tensions and trade-offs between topics
- Intended outputs: recommendations for consideration by the IPCC, scientific communities and funding bodies

Indigenous knowledge, local knowledge, practitioner knowledge (10 minutes) **Carlos Méndez (Wednesday) & Silke Beck (Thursday)**

- IPCC definitions of Indigenous, local and practitioner knowledge systems
- The evolution of recognition of these knowledge systems across assessment cycles, their potential contribution to relevance, inclusivity and legitimacy
- Key challenges (for example procedural constraints, ethics, data sovereignty, consent)

Artificial intelligence, systematic reviews and *ex-post* evaluation evidence (15 minutes) **Jan Minx (Wednesday) & Zinta Zommers (Thursday)**

- The growth of climate-related literature
- The role of evidence synthesis in IPCC assessments
- The opportunities and risks of artificial-intelligence-assisted tools, questions around responsible use, validation and governance

Questions and answers (30 minutes)

PART 3 — NEXT WEEK (10 minutes) **Emilie Vanvyve**

- Practical overview of the workshops in Reading: structure, joint and parallel sessions, and expectations for participant engagement
- Clarification of how recommendations would be developed over the three workshop days