

# POST-2020

## Global Biodiversity Framework

A submission by:



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## Introduction

This submission was developed by the **Global Youth Biodiversity Network (GYBN)** outlining the proposals, insights, and recommendations of our network towards a **just, implementable and impactful** Post-2020 Global Biodiversity Framework.

This document was prepared by GYBN in our capacity as the official coordination platform for youth participation in the CBD. It is a product of various consultations that GYBN has undertaken since 2017 through its efforts to reach the voices of global youth from diverse backgrounds doing work on the ground towards preventing biodiversity loss.

This document will continue to be enriched and updated as GYBN carries out more consultations with global youth in the coming year.

## About GYBN

The **Global Youth Biodiversity Network (GYBN)** is an international network of 340 youth organizations, representing a total of 668,000 members from 145 countries, whose common goal is to prevent the loss of Biodiversity. We are the coordination platform for youth participation in the CBD process.

GYBN aims to represent the voice of global youth in the negotiations under the CBD, raise awareness among young people on the values of biodiversity, and connect individuals and youth organizations in order to build a global coalition to halt the loss of biodiversity.

For more information, please visit our website at [gybn.org](http://gybn.org).

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# Proposal for the Post-2020 GBF Structure



## Targets



Enabling conditions



Rio principles

## Brief explanatory notes for the elements of the proposed structure

**2050 Vision.** We agree that the 2050 vision "Living in harmony with nature" where "by 2050, biodiversity is valued, conserved, restored and wisely used, maintaining ecosystem services, sustaining a healthy planet and delivering benefits essential for all people" remains valid and the only change should be in recognizing that we are part of nature and therefore we should aim at living within it.

**2030 Mission.** "*Prioritizing our shared future within nature*". We believe the 2030 mission should be an action-oriented call for the whole of society to realign our priorities, values, behaviors, and actions for the sake of our shared and collective future in harmony within nature.

### 2030 Mission

#### *Prioritizing our shared future within nature*

where "By 2030, the whole of society recognizes and shifts political and economic priorities in order to reflect the reality of our planetary boundaries and our absolute dependence on a thriving biodiversity for our survival and well-being."

**2040 Mission.** "*Biodiversity as a way of life toward a future in harmony within nature*". We believe that a 2040 mission can already be suggested at this stage to keep the logic of the framework, and guide actions for the longer term. We suggest that this could be on the basis that 2030 mission has been achieved, moving on from priority-setting toward widespread behavior change.

### 2040 Mission

#### *Biodiversity as a way of life towards our shared future within nature*

where "By 2040, all biodiversity values are fully mainstreamed across sectors and societal behavior has changed accordingly."

**Goals.** We believe it is important to break down the 2050 vision into smaller long-term outcome-oriented goals that establish a common purpose, remind actors of what needs to be done, and motivate everyone to act. After careful thought, we strongly believe that achieving the following three goals, aligned with the CBD's three objectives but stated in a way that reflects what the future could look like, will lead us to the 2050 vision. We believe they will stay relevant through 2030, 2040, and 2050. Targets should be updated according to progress made toward these goals.

**Goal 1 - Integrity of our life support system.** This goal reminds us that biodiversity underpins our survival and good quality of life. This means that conservation actions should be implemented in such a way that focuses on quality, as the goal is to preserve the integrity of ecosystems and ecosystem services that the whole of humanity relies on to live.

**Goal 2 - Society living sustainably.** This goal reminds us that the whole of society needs to live sustainably to elicit transformative change. This means mainstreaming biodiversity values across society, reforming harmful subsidies, and shifting our consumption and production patterns through effective policies and implementation.

**Goal 3 - Equity for nature and people.** This goal is meant to put forward the need for mutual achievement of biodiversity outcomes and social outcomes in a balanced way. The framework must ensure equity in all dimensions, where both the benefits arising from biodiversity and the impacts its extraction and processing causes (e.g.: pollution, externalities, inequalities) are shared in an equitable manner.

**Targets.** The targets should provide milestones and concrete actions to achieve the goals and ultimately the mission. These are outlined in more detail below.

**Enabling Conditions.** These are conditions, factors and instruments that will be instrumental in enabling the systemic change that will lead us to a transition to a life in harmony with nature. They are placed in the structure beneath the numeric targets with letter labels and a distinct color to distinguish them as cross-cutting and necessary for all other targets to be achieved effectively.

**Rio Principles.** We believe in the continued relevance of all 27 principles outlined in the [Rio Declaration on Environment and Development \(1992\)](#). They should underpin and guide all actions taken under the CBD, and should be a prominent and explicit part of the post-2020 framework.

## Proposed targets and sub-targets

### Goal 1 - Integrity of our life support system

#### Notes:

- Targets and sub-targets with an asterisk (\*) have proposals for text in the section below
- Numbers in brackets following the items e.g. “[1]” indicate *possible* correspondence with proposed targets in the zero draft, with the number indicating the respective target number as it appears in the zero draft

#### 1. Ecosystem Integrity [1, 2]

- Threats to ecosystems are reduced
- Functional, geographic, structural, and ecological connectivity ensured
- Degraded ecosystems restored
- Territories, lands and waters, and resources of indigenous peoples and local communities fully recognized \*
- Natural habitats retained through equitable, effective, representative, well-sited, well-integrated, and well-managed protected areas [2]
- Other effective area-based conservation measures identified, supported, and protected from threats [2]

#### 2. Status of species improved, extinction prevented

- Genetic diversity safeguarded
- Effective and evidence-based management of wild populations of species at high risk
- Wild species important for food and agriculture conserved
- Sustainable harvesting, trade, and use of wildlife [5]
- [Sub-target on cultivated plants]
- [Sub-target on common species]

#### 3. Invasive Alien species addressed [3]

- Control of IAS
- Eradication of IAS
- Preventing intentional introduction
- Management of introduction pathways
- Early identification
- IAS on islands
- Technical and scientific information; Undertake studies
- Regional and international cooperation on IAS
- Awareness-raising on IAS
- Capacity building on IAS
- Resource mobilization for addressing IAS

#### 4. Biosafety ensured [16]

- a. Safe use of living modified organisms and other new and emerging technologies
  - b. Safeguards and FPIC for indigenous peoples and local communities
  - c. Ensure implementation and enforcement of Cartagena protocol
- 5. Ecosystem-based approaches to addressing climate change [6]**
- a. Protection and restoration of carbon-rich ecosystems
  - b. Nature-based solutions and green spaces in urban environments [10]
  - c. Identify trade-offs between actions taken to address climate change and those to address biodiversity loss
  - d. Ecosystem-based approaches to climate change considered in coastal zone planning, urban planning, and landscape planning
  - e. Synergies with UNFCCC (align NBSAPs with NDCs), UNCCD, SDG13

## Goal 2 - Society Living sustainably

**6. All forms of pollution reduced [4]**

*Option 1: for all types*

- a. Prevention
- b. Waste management
- c. Incentives
- d. Addressing sources of pollution
- e. Synergies - Minamata convention, SAICM
- f. Resource mobilization
- g. Mainstreaming
- h. Risk assessment
- i. Cooperation and technology transfer
- j. Indirect drivers: Industrialization, urbanization

*Option 2: per type*

- a. Soil pollution
- b. Water pollution
- c. Air Pollution
- d. Plastics, including microplastics
- e. Nutrients
- f. Pesticides
- g. Pharmaceuticals
- h. Light pollution
- i. Noise pollution, including underwater noise pollution
- j. Genetic pollution
- k. Mercury
- l. Nitrous oxide
- m. Ozone

**7. Subsidies reformed [12]**

- a. Identify incentives and subsidies harmful to biodiversity by 2022

- b. Develop concrete and time-bound action plans for elimination or reform of subsidies
  - c. Eliminate all subsidies harmful to biodiversity and put fully in place incentives for conservation and sustainable use by 2030
- 8. Tackle Consumption, Production & Waste [17]**
- a. Customary sustainable use
  - b. Managing harvest and trade [5]
  - c. Consumer choice and demand management [17]
  - d. Telecoupling [14]
  - e. Sustainable supply chains [14]
- 9. Sustainable values, principles, and practices mainstreamed across sectors [8, 13]**
- a. Sustainable practices enforced in economic sectors [14]
  - b. Biodiversity values integrated into planning and development strategies
  - c. Sustainable fisheries
  - d. Sustainable agriculture
  - e. Revitalization and support for indigenous food systems
- 10. Transformative Education \* [18, 20]**
- a. Mainstreaming values that promote respect for nature through education [20]
  - b. Intergenerational learning and transmission of knowledge
  - c. Promoting education practices that seek reconnection with nature
  - d. Promote interdisciplinary and cross-sectoral collaboration in education
  - e. Developing new narratives toward a paradigm shift for biodiversity [20]
  - f. Resources mobilized toward transformative biodiversity education

### **Goal 3 - Equity for nature and people**

- 11. Benefits shared fairly & equitably [11]**
- a. Ensure implementation and enforcement of the Nagoya Protocol
  - b. Benefit sharing for IPLCs arising from the utilization of genetic resources, biological resources, ecosystem services, and indigenous and local knowledge relevant for conservation and sustainable use
  - c. Clearing house mechanisms on the use genetic resources
- 12. Nature's contributions to people ensured for all [7]**
- a. Food security
  - b. Sustainable livelihoods
  - c. Energy sourced sustainably
  - d. Clean water [9]
  - e. Ecosystem-based disaster risk reduction
  - f. Pollination services ensured
  - g. Family farming
- 13. Intergenerational Equity \* [19]**



- a. Full and effective participation of younger generations in policy development and decision-making
- b. Intergenerational equity ensured in planning and implementation [13]
- c. Intergenerational equity ensured in policy, law, and institutions
- d. Access of younger generations to environmental information and capacity-building
- e. Operationalizing the precautionary principle
- f. Resource Mobilization for Intergenerational Equity

#### **14. Human Rights & Nature Rights \***

- a. Human right to a Safe and Healthy Environment
- b. Respecting the Rights of Mother Earth
- c. Safe and enabling environment of defenders of the environment
- d. Access to environmental information
- e. Indigenous and Local Knowledge
- f. Equal access to biological resources and fair and equitable benefit sharing for women and girls

#### **15. Inclusive & Meaningful Participation**

- a. Meaningful youth engagement and participation \*
- b. Full and effective participation of indigenous peoples and local communities
- c. Equal engagement of women and girls \*
- d. IPLC, Youth, Women, and NGO representation in Party delegations
- e. Establishment of public participation mechanisms for decision-making
- f. NGO and grassroots organizations inclusion in environmental decision-making structures

### **Enabling conditions**

- A. Resource mobilization [15]**
- B. Capacity-building, Communication, & Outreach**
- C. Knowledge, Science, Technology [18]**
- D. Effective governance and legislation**
- E. Planning, Reporting, Implementation and Review Mechanisms**
- F. Accountability and Compliance Mechanisms**

## Text proposals for specific targets with corresponding sub-targets

### **INTERGENERATIONAL EQUITY**

(Target under Goal 3: Equity for Nature & People)

“By 2030, all policies, institutions, and actions actively account for both present and future short-term and long-term impacts on biodiversity, and take actions to avoid or minimize potential negative impacts in response to the common but differentiated responsibility of all generations in ensuring a fair and sustainable planet for the generations that follow, with full and effective participation of children and youth, ensuring their capacity-building and access to environmental information that concerns them.”

#### **SUB-TARGET 1**

##### **Younger generations participation in policy development and decision-making**

“By 2030, the full and effective participation of younger generations in policy development and decision-making processes is ensured through the establishment of appropriate mechanisms and allocation of adequate resources for this purpose at local, national and international levels.”

##### **Proposed indicators:**

- Number of countries that have established mechanisms to ensure the full and effective participation of youth in the design and update process of post-2020 NBSAPs
- Number of initiatives included in National Reports that report on youth-adult partnerships (i.e. youth fully involved alongside other generations), shared decision-making with youth, and youth-led initiatives
- Number of countries with legal frameworks that make provision for affirmative action on the participation of children and youth in biodiversity-related decision-making processes
- Proportion of youth invited and funded to biodiversity-related national, regional, and international consultations and decision-making processes
- Amount of funding/percentage of funding allocated for youth participation in biodiversity-related decision-making processes
- Number of youth engaged through capacity-building activities on biodiversity, disaggregated by gender; number of youth from IPLCs engaged
- Provision of spaces exclusively for youth to design and implement solutions to environmental concerns

- Number of countries with institutional mechanisms or organic structures (periodic meetings, committees) providing a framework or neutral forum for dialogue between youth representatives / organizations and administration officials in processes related to the formulation, management, implementation and/or evaluation of policies, measures and programs that concern them.

## **SUB-TARGET 2**

### **Intergenerational Equity considerations in Planning and implementation**

“By 2030, all projects that are likely to have significant short-term or long-term adverse impacts on biodiversity go through thorough environmental impact assessment procedures to avoid or minimize such effects, allowing for public participation, including the full effective participation of children and youth, in such procedures.”

#### **Proposed indicators:**

- Number of countries systematically applying environmental impact assessments that integrate biodiversity considerations.\* *[From zero draft preliminary indicators]*
- Number of countries systematically applying strategic environmental assessments that integrate biodiversity considerations.\* *[From zero draft preliminary indicators]*
- Compliance with safeguard systems that comply with the minimum standards set by international human rights law
- Mechanisms established to ensure effective and meaningful participation of all relevant stakeholders including children and youth in EIA processes and free prior informed consent processes
- Proportion of youth and women engaged through capacity building programs on EIA processes and their implications and related rights

*Explanatory note:* Reference is made to CBD Article 14: Impact Assessment and Minimizing Adverse Impacts which states that Parties shall introduce appropriate procedures requiring environmental impact assessment of its proposed projects that are likely to have significant adverse effects on biological diversity with a view to avoiding or minimizing such effects and, where appropriate, allow for public participation in such procedures.

## **SUB-TARGET 3**

### **Intergenerational equity ensured in policy, law and institutions**

“By 2030, all policies, laws, and institutions actively account for both present and future short- and long-term impacts, take active steps to avoid or minimize potential adverse impacts on biodiversity, and mobilize adequate resources for this purpose, reflecting the common but

differentiated responsibility of all generations in ensuring a fair and sustainable planet for the generations that follow.”

**Proposed indicators:**

- Number of countries that recognize Intergenerational Equity and related concepts in National Constitution
- Number of NBSAPs and National Reports that explicitly mention Intergenerational Equity and related concepts or that integrate approaches toward Intergenerational Equity
- Percentage of funding allocated towards application and institutionalization of intergenerational equity mechanisms in planning, policy, and law

**SUB-TARGET 4**

**Access of younger generations to environmental information and capacity building**

“By 2030, environmental information is made available and youth-friendly, and capacity building schemes for younger generations are developed in partnership with them as well as youth-led organizations to ensure their informed and aware participation.”

**Proposed indicators:**

- Existence of transparent and accessible environmental information for young people that is provided in a language that they can understand
- Number of youth empowerment and capacity-building activities organized on the national level that are co-developed by youth and youth-led organizations
- Ratification of the Aarhus Convention

**SUB-TARGET 5**

**Operationalizing the Precautionary Principle**

“By 2030, the precautionary approach is widely applied by all actors and sectors in cases where there are threats of serious or irreversible damage to biodiversity.”

**Proposed indicators:**

- Number of countries systematically incorporating risk assessment and risk management carried out by independent experts in development projects
- Number of Countries upholding the right of indigenous peoples and local communities to free, prior and informed consent (FPIC)

- Mechanisms to strengthen inter-ministerial cooperation to facilitate practice of the precautionary principle across sectors
- Accountability and long-term compliance mechanisms put in place for governments with regard to serious or irreversible damage to biodiversity
- Number of new ratifications to the ILO Convention No. 169

*Explanatory note:* Reference is made to Principle 15 of the Rio Declaration on Environment and Development: “In order to protect the environment, the precautionary approach shall be widely applied by States according to their capabilities. Where there are threats of serious or irreversible damage, lack of full scientific certainty shall not be used as a reason for postponing cost-effective measures to prevent environmental degradation.”

## **SUB-TARGET 6**

### **Resource Mobilization for Intergenerational Equity**

“By 2030, resource mobilization strategies to apply the principle of Intergenerational Equity and implement related sub-targets are put in place, with adequate resources allocated towards capacity-building and empowerment of youth and youth-led organizations.”

#### **Proposed indicators:**

- Percentage of funding allocated toward application and institutionalization of intergenerational equity mechanisms in planning, policy, and law
- Percentage of funding allocated for youth participation in biodiversity-related decision-making processes
- Percentage of funding allocated toward youth-targeted capacity building programs, information and education materials

### ***Background on the Intergenerational Equity target***

The right to a safe, clean, and sustainable environment with healthy and resilient ecosystems is necessary for the full enjoyment of the human rights to life, health, food, water, housing and many others. In the name of equity for nature and people, the respect, protection, and fulfilment of this right for present generations must in no way undermine the right of future generations to enjoy the same right.

“Intergenerational equity” means that all generations share a common but differentiated responsibility in ensuring a healthy planet for the generations that follow. It advocates for those generations in decision-making positions to be accountable for their choices and to

acknowledge, respect, hear and give space for younger generations to be included in decision-making processes at all levels, taking into consideration gender issues, differences, and provisions, in all fairness for current and future human populations. In the process of developing the post-2020 framework, taking an inclusive approach to mobilization across constituencies and age groups and being proactive in avoiding or minimizing long-term adverse impacts from policy to implementation will help make peace with future generations and are essential steps towards living in harmony with nature.

Reference is made to the following relevant decisions, reports, and frameworks:

- Principle 3 of the Rio Declaration on Environment and Development: “The right to development must be fulfilled so as to equitably meet developmental and environmental needs of present and future generations.”
- Principle 21 of the Rio Declaration on Environment and Development: “The creativity, ideals and courage of the youth of the world should be mobilized to forge a global partnership in order to achieve sustainable development and ensure a better future for all.”
- Principle 15 of the Rio Declaration on Environment and Development: In order to protect the environment, the precautionary approach shall be widely applied by States according to their capabilities. Where there are threats of serious or irreversible damage, lack of full scientific certainty shall not be used as a reason for postponing cost-effective measures to prevent environmental degradation.
- Preamble of the CBD, which states, “Determined to conserve and sustainably use biological diversity for the benefit of present and future generations”
- COP Decision XI/8, which acknowledges the importance of youth participation in decision-making processes at all levels.
- CBD Article 14: Impact Assessment and Minimizing Adverse Impacts which states that Parties shall introduce appropriate procedures requiring environmental impact assessment of its proposed projects that are likely to have significant adverse effects on biological diversity with a view to avoiding or minimizing such effects and, where appropriate, allow for public participation in such procedures;
- The preamble of the Paris Agreement, which states, “Acknowledging that climate change is a common concern of humankind, Parties should, when taking action to address climate change, respect, promote and consider their respective obligations on human rights, the right to health, the rights of indigenous peoples, local communities, migrants, children, persons with disabilities and people in vulnerable situations and the right to

development, as well as gender equality, empowerment of women and intergenerational equity,”

- Art 24 of the Convention on the Rights of the Child on right of the child to the enjoyment of the highest attainable standard of health, which states, *inter alia*, that Parties shall pursue full implementation of this right and, in particular, shall take into consideration the dangers and risks of environmental pollution”.

## HUMAN RIGHTS & THE RIGHTS OF NATURE

(Target under Goal 3: Equity for Nature & People)

“By 2030, legal and policy frameworks are developed and fully operationalized to guarantee the human right to a safe, clean, healthy and sustainable environment and the rights of Nature/Mother Earth, ensuring access to environmental information, protection of human rights defenders in environmental matters and recognition of indigenous and local knowledge, with the full and effective participation of indigenous peoples and local communities, women, youth, and children.”

### *Background*

The promotion of both the rights of Nature and of human rights, which are complementary and interdependent, are essential for living in harmony with nature, and must be recognized in global instruments and take a prominent role in the post-2020 global biodiversity framework. A healthy environment supports human rights, and respecting human rights allows for protecting Nature.<sup>1</sup> Taking a human-rights based approach to achieving the objectives of the convention provides a promising point of synergy with the Sustainable Development Goals, facilitates transformative change that reaches all levels of society, and ensures that no one is left behind in striving for our long term vision.

### **SUB-TARGET 1**

#### **Human Right to a Safe and Healthy Environment**

“By 2030, the right of present and future generations to a clean, safe, [sustainable] and fair environment with healthy and resilient ecosystems, is fully reflected in laws, policies, and institutions and operationalized, taking into account the vulnerabilities and key contributions of indigenous peoples and local communities, women, youth, and children.”

#### **Proposed indicators:**

- Number of countries that define the human right to a safe and clean environment in the Bill of Rights of national Constitution

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<sup>1</sup> Report of the Special Rapporteur on the issue of human rights obligations relating to the enjoyment of a safe, clean, healthy and sustainable environment [A/HRC/37/59](#)



- Number of countries with a legal system that provides substantive rights supportive of environmental and biodiversity conservation (including the right to life, right to a clean environment)
- Ratification of core human rights treaties (ICCPR, ICESCR, ICERD, CRC, CEDAW), key ILO Conventions (ILO Conventions Nos. 107 and 169), and regional human rights treaties (American Convention on Human Rights, African Charter on Human and Peoples Rights)
- Implementation of recommendations from the Universal Periodic Review, Human Rights Treaty Bodies, UN Special Rapporteur on the Rights of Indigenous Peoples, the ILO supervisory body and regional human rights mechanisms concerning the situation of indigenous people (from the Indigenous Navigator)
- Index of development of the standard-setting framework for the protection and promotion of culture, cultural rights and cultural diversity (from UNESCO's Culture for Development Indicators)
- Index of development of the policy and institutional framework for the protection and promotion of culture, cultural rights and cultural diversity (from UNESCO's Culture for Development Indicators)

### *Background*

According to Human Rights Council report A/HRC/37/59 (Titled: "Report of the Special Rapporteur on the issue of human rights obligations relating to the enjoyment of a safe, clean, healthy and sustainable environment"), the global recognition of the human right to a safe and clean environment could dramatically enhance outcomes for both human wellbeing and healthy ecosystems. Many human rights such as the right to life, to the highest attainable standard of physical and mental health, to an adequate standard of living, to adequate food, to safe drinking water and sanitation, to housing, to participation in cultural life, and in development, all depend on a safe, clean, healthy and sustainable environment to be fully enjoyed. In the same way, human rights such as rights to freedom of expression and association, to education and information, and to participation and effective remedies are necessary to effectively protect the environment.<sup>2</sup>

## **SUB-TARGET 2**

### **Mother Earth/Nature Rights**

"By 2030, legal frameworks at different levels are put in place to recognize legal rights for ecosystems to exist, flourish, and regenerate their natural capacities, taking into account that these rights place obligations on humans to live within, not above, the natural world of

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<sup>2</sup> *ibid.*

which we are only one part, and to protect and replenish the ecosystems upon which our mutual well-being depends.”

**Proposed indicators:**

- Number of countries that have reported legislative, administrative and policy frameworks regarding the rights of Nature/Mother Earth
- Number of countries that develop or use new development indicators that focus on well-being rather than on economic profit (as GNH rather than GDP)
- Reported national and regional initiatives that recognize natural elements (rivers, species, etc.) as right-holders

*Background*

The terms Rights of Nature or Rights of Mother Earth are interchangeable, though Indigenous preference for the use of Mother Earth better describes our connection and relationship. In essence, it is necessary to transform our human relationship with nature from property-based to a legal rights-bearing entity. All rights, including humans', depend on the health and vitality of Earth's living systems. All other rights are derivative of these rights.

In 2008, Ecuador became the first country to recognize Rights of Nature in their constitution. Bolivia has also passed national laws recognizing the inherent rights of ecosystems. Nepal, and India and other countries are also putting forward similar national laws. Dozens of communities around the world have taken similar action to place the rights of natural communities (including humans) above corporate interests. The natural world is of a higher order of good that we dare not undercut. In that sense, it is sacred.

**SUB-TARGET 3**

**Defenders of the environment and human rights in environmental matters**

“By 2030, a safe and enabling environment for persons, groups and organizations that promote and defend the environment and human rights in environmental matters, especially members of indigenous peoples and local communities, is ensured so that they are able to act free from threat, restriction and insecurity.”

**Proposed indicators:**

- Number of countries with legal frameworks that provide mechanisms to provide state protection for environmental defenders who face real and actionable threats to their lives from any sources, relating to their environmental work

- Trends in number of environmental human rights defenders killed annually, disaggregated by country, gender; number of indigenous environmental human rights defenders killed (Source: Global Witness and related organizations)
- Ratification of the Escazu agreement and progress made

### *Background*

The work of human rights defenders in environmental matters and defenders of the environment contribute greatly in strengthening democracy, access rights, and sustainable development. Adequate and effective measures to recognize, protect and promote their rights, including their right to life, personal integrity, freedom of opinion and expression, peaceful assembly and association, and free movement, as well as their ability to exercise their access rights, must be urgently and fully ensured to truly live in harmony with nature. This is recognized for the first time in the Regional Agreement on Access to Information, Public Participation and Justice in Environmental Matters in Latin America and the Caribbean or the Escazú Agreement<sup>3</sup> and the world must follow suit.

This would essentially include addressing conflicts brought about by conservation initiatives carried out in ways that are unequitable and violate human rights, especially in territories and areas conserved by indigenous peoples and local communities. A report by the Rights and Resources Initiative<sup>4</sup> states “Globally, the overlap between protected areas and the lands of Indigenous Peoples and local communities is estimated at 50–80 percent, creating a near-constant state of confrontation and ongoing potential for conflict and violence. The UN Special Rapporteur on the Rights of Indigenous Peoples has reported receiving numerous allegations of large-scale violations of the rights of Indigenous Peoples in the context of conservation measures, including forced evictions from protected areas (further aggravating the risk of marginalization, poverty, food insecurity, and loss of livelihoods), extrajudicial killings, disrupted links with spiritual sites, and denial of access to justice and remedy.”

## **SUB-TARGET 4**

### **Access to environmental information**

“By 2030, the public’s right of access to environmental information is ensured, taking into account the conditions and specificities of persons or groups in vulnerable situations, by the generation, collection, dissemination of, and facilitation of access to information regarding the

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<sup>3</sup> [Escazu Agreement](#)

<sup>4</sup> Tauli-Corpuz, V., Alcorn, J., & Molnar, A. (2018). Cornered by protected areas: Replacing ‘fortress’ conservation with rights-based approaches helps bring justice for indigenous peoples and local communities, reduces conflict, and enables cost-effective conservation and climate action. *Washington, DC: Rights and Resources Initiative.*

environment and natural resources, including information related to environmental risks, and any possible adverse impacts affecting or likely to affect the environment and health.”

**Proposed indicators:**

- SDG indicator 16.10.2: Number of countries that adopt and implement constitutional, statutory and/or policy guarantees for public access to information (Source: UNESCO)
- Ratification of the Escazu agreement and progress made
- Number of environment ministries that developed an environmental information system that is user-friendly with information on national projects of environmental relevance available online and on-demand.

*Background*

Principle 10 of the Rio Declaration on Environment and Development states, “Environmental issues are best handled with the participation of all concerned citizens, at the relevant level. At the national level, each individual shall have appropriate access to information concerning the environment that is held by public authorities, including information on hazardous materials and activities in their communities, and the opportunity to participate in decision-making processes. States shall facilitate and encourage public awareness and participation by making information widely available. Effective access to judicial and administrative proceedings, including redress and remedy, shall be provided.” This sub-target is a proposal to reflect this explicitly in the post-2020 framework.

**SUB-TARGET 5**

**Indigenous and Local Knowledge**

“By 2030, fully recognize indigenous and local knowledge, innovations, practices, and technologies with full and effective participation of indigenous peoples and local communities, while ensuring the respect for their right to maintain control, protect, and develop these.”

Proposed indicators:

- Number of NBSAPs incorporating indigenous and local knowledge as a cross-cutting theme
- Institutional mechanisms established for full and effective participation of indigenous peoples and local communities, youth, women and men in NBSAP planning, implementation, monitoring and reporting
- Trends in which indigenous and local knowledge, innovations, practices and technologies are respected through their full integration, safeguards and the full and effective participation of indigenous peoples and local communities in the national implementation of the Global Biodiversity Framework [from decision XIII/28]

- Number of community-based monitoring systems initiated and implemented by indigenous peoples and local communities on their indigenous and local knowledge, innovations, practices and technologies relevant for the conservation and sustainable use of biodiversity, with full technical and financial support from government and other donors. [from decision XIII/28]

### *Background*

Article 8(j) of the Convention states that Each Contracting Party shall, as far as possible and as appropriate: “Subject to its national legislation, respect, preserve and maintain knowledge, innovations and practices of indigenous and local communities embodying traditional lifestyles relevant for the conservation and sustainable use of biological diversity and promote their wider application with the approval and involvement of the holders of such knowledge, innovations and practices and encourage the equitable sharing of the benefits arising from the utilization of such knowledge, innovations and practices.” This subtarget builds on Aichi Target 18, and aims at the widespread recognition of indigenous and local knowledge while ensuring that the right of indigenous peoples’ and local communities’ rights to maintain control, protect, and develop this knowledge is ensured in the process.

### **SUB-TARGET 6**

#### **Equal access to biological resources and fair and equitable benefit sharing for women and girls**

“By 2030, governments and other relevant stakeholders have put in place instruments and mechanisms to ensure, monitor and report on the equal access to biological resources and the fair and equitable sharing of benefits from the utilization of genetic resources for women and girls.”

#### **Proposed indicators:**

- *SDG Indicator 5.a.2* Proportion of countries where the legal framework (including customary law) guarantees women’s equal rights to land ownership and/or control
- Mechanisms in place to implement international policies and guidelines that promote gender equity in access to and governance over lands, water, and resources

## TRANSFORMATIVE EDUCATION

(Target under Goal 2: Society Living Sustainably)

“By 2030, culturally appropriate biodiversity, sustainability and heritage education is promoted and integrated into school curricula at all levels and higher education programmes, including non-formal education and informal education; with a strong focus on reconnection with nature through learning- by-doing and experiencing nature.”

### *Background*

The IPBES global assessment points important positive synergies between biodiversity and Sustainable Development Goal 4 (Quality Education), and also identifies education as important leverage point to enable the transformative change necessary to achieve our vision to live in harmony with nature, as it addresses many indirect drivers, values shift and ultimately, behavior change. IPBES also states that environmental education can support lower degradation per unit of economic growth, through shifts in both production and individual habits.

- In the section on leverage points, the IPBES Global Assessment states, “The eighth point of intervention is promoting education, knowledge generation and maintenance of different knowledge systems, including the sciences and indigenous and local knowledge regarding nature, conservation and its sustainable use. These elements are especially important in the face of demographic processes increasing the ‘distance’ between urbanizing populations and nature. Education generally only fosters changes in consumption, attitudes and relational values conducive to sustainability when it builds on existing understandings, enhances social learning, and embraces a “whole person” approach (well established){5.4.1.8}. Whereas Indigenous Peoples and Local Communities have or had various traditional practices and/or norms that enabled sustainable use of local resources, communities worldwide are facing loss of knowledge transmission along with changes in values and lifestyles. Achieving sustainability from local to global levels will benefit from multiple strategies for education and learning, from recognizing and promoting local environmental knowledge and sustainable practices to integration throughout school curricula (well established){5.4.1.5 and 5.4.1.8}.”

Agenda 21, Chapter 36, points to education as critical for promoting sustainable development and improving the capacity of the people to address environment and development issues and

the importance of both formal and non-formal education in environmental and ethical awareness, and attaining values and behavior consistent with sustainable development. It also states, “To be effective, environment and development education should deal with the dynamics of both the physical/biological and socio-economic environment and human (which may include spiritual) development, should be integrated in all disciplines, and should employ formal and non-formal methods and effective means of communication.”

The need for education that promotes the respect of natural environment has also been agreed in Art 29 of the Convention on the Rights of the Child: “1. States Parties agree that the education of the child shall be directed to: (e) The development of respect for the natural environment.”

Ensuring that environmental education is culturally appropriate is crucial to ensuring that it does not contribute to the disintegration of indigenous and local knowledge that plays a key role in sustainability. The IPBES global assessment states that changes in both values and knowledge can be driven by contemporary education, which might consciously or unconsciously incentivize the replacement of traditional knowledge. Schooling can also potentially hinder the traditional transmission of knowledge based on direct learning from practice guided by local adults and elders. We must learn from best practices of successful culturally appropriate education methodologies such as by using local language and culture in implementing education and by motivating traditional knowledge transmission.

#### **Proposed indicators other than those proposed below:**

- Trends in availability of multilingual education (indicator under UNESCO’s Culture for Development Indicators (CDIS))
- Index of development of a multidimensional framework for heritage sustainability (indicator under UNESCO’s Culture for Development Indicators (CDIS))
- National legislation that recognize the right to mother-tongue and culturally appropriate education (indicator developed under Indigenous Navigator)
- Trend in diversification of primary and secondary education curricula in accordance with indigenous peoples’ cultural and linguistic characteristics within the national education framework (from the Indigenous Navigator)
- Frequency of sustainable development in school curricula
- Sustainable development literacy of the public

#### **SUB-TARGET 1**

##### **Mainstreaming values that promote respect for nature through education**

“By 2030, worldviews and values that promote respect for nature and understanding of our reliance on biodiversity and ecosystem services, such as those of indigenous peoples and local communities, are promoted to the wider society through culturally appropriate educational methodologies, including non-formal and informal education.”

### Proposed indicators:

- *Adopted from SDG Indicator 4.7.1* Extent to which (i) [**culturally appropriate biodiversity and heritage education**] and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in (a) national education policies; (b) curricula; (c) teacher education; and (d) student assessment

### SUB-TARGET 2

#### Intergenerational learning and transmission of knowledge

“By 2030, initiatives on intergenerational knowledge & language learning & transmission, especially by indigenous peoples and local communities, are institutionalized and supported, including through governmental policy and funding.”

### Proposed indicators:

- Number of national awareness-raising programs or actions on intergenerational knowledge transmission, informing and educating the general public on the significance, value of intergenerational knowledge (i.e long term public education programs, national intergenerational knowledge day or week, etc)
- Trends in linguistic diversity and numbers of speakers of indigenous languages (decision XII/30 and VIII 15)
- Recognition of indigenous languages among the official languages of the country.
- Special measures established for indigenous youth to support transmission of indigenous knowledge, languages and practices
- Cultural Vitality Index (Arctic Social Indicators)

### *Background:*

According to the **IPBES Global Assessment**, the role of indigenous and local knowledge (ILK) for managing nature is gaining appreciation. At the same time, however, these knowledge systems continue to be degraded. ILK offers broadly applicable alternatives to centralized and technically oriented solutions. Exposure to formal education programmes can erode these local worldviews that prioritize nature. For instance, formal education can remove children from the everyday lives of families during the periods crucial for learning traditional knowledge. Initiatives to facilitate transmission of this knowledge must be actively supported to prevent further erosion, which may often mean observation, participation, and imitation in families and wider local communities rather than formal education.



### **SUB-TARGET 3**

#### **Promoting education practices that seek reconnection with nature**

“By 2030, education approaches and practices that focus on reconnection with nature through field experiences and hands-on activities are promoted in schools and universities, while initiatives with the same objective from non-formal and informal education schemes through different methodologies, technologies, and media, are supported and promoted.”

#### **Proposed indicators:**

- Number of capacity-building and training activities intended to increase natural and cultural heritage expertise amongst teachers and educators
- Number of innovative school programs to raise awareness and promote all forms of natural and cultural heritage among primary and secondary
- Participation rate in organized outdoor education, disaggregated by age and by sex
- Number of national education policies that proactively integrate field experiences and outdoor activities in their curricula
- Documentation of field and hands-on activities focused on the reconnection with nature

### **Sub-target 4**

#### **Promoting interdisciplinarity & cross-sectoral collaboration in education**

“By 2030, interdisciplinarity and cross-sectoral understanding and dialogue is promoted in higher education programmes, academia, and research to foster collaboration in developing holistic and equitable solutions to environmental problems, especially between natural sciences and social sciences, and between the scientific community and indigenous and local knowledge-holders.”

#### **Proposed indicators:**

- Trends in publication of interdisciplinary research to develop holistic and equitable solutions to environmental problems
- Record of educational projects with a cross-sectoral approach involving natural-social sciences or traditional-scientific knowledge
- Revisions of the school curricula at the national and local levels to include interdisciplinary elements as part of environmental education.

### **SUB-TARGET 5**

#### **Developing new narratives towards a paradigm shift for biodiversity**

“By 2030, universities and higher education institutes start debate and research focusing on the development of new narratives towards the shift of paradigm needed for us to live in harmony

with Nature, such as the redefinition of “wealth” away from financial accumulation towards wellbeing, the recognition of rights of Nature/Mother Earth, and the pathways to sustainability and economic de-growth.”

**Proposed indicators:**

- Trends in research that deal with the redefinition of wealth and systemic reform of existing economic paradigms
- Trends in research and publication that explores the rights of nature and its operationalization
- Trends in research that explore sustainability pathways and scenarios and economic de-growth
- Number of academic fora and symposia on topics related to the Rights of Nature, Wellbeing, Sustainability & Economic de-growth.

**SUB-TARGET 6**

**Resources mobilized toward biodiversity education**

“By 2030, adequate resources are mobilized toward biodiversity, sustainability and heritage education.”

**Proposed indicators:**

- Percentage of total funding mobilized toward biodiversity, sustainability, and heritage education
- Research and development expenditure on transformative education as a proportion of GDP

## Text proposals for sub-targets

### Youth engagement and participation

(Sub-target under “Inclusive and Meaningful Participation”)

“By 2030, youth are engaged meaningfully as partners by establishing institutional mechanisms for their full and effective participation in decision-making processes and supporting youth-led implementation and capacity-building initiatives.”

#### Proposed indicators:

- Establishment of effective mechanisms to ensure the full and effective participation of youth in the design and update process of post-2020 NBSAPs
- Number of initiatives included in National Reports that report on youth-adult partnerships, shared decision-making with youth, and youth-led initiatives.
- Amount of funding/percentage of funding allocated towards supporting youth-led implementation activities
- Number of youth engaged through capacity-building activities on biodiversity, disaggregated by gender and number of youth from IPLCs engaged
- Number of countries with legal frameworks that make provision for affirmative action on the participation of children and youth in biodiversity-related decision-making processes
- Number of countries with institutional mechanisms or organic structures (periodic meetings, committees) providing a framework or neutral forum for dialogue between youth representatives / organizations and administration officials in processes related to the formulation, management, implementation and/or evaluation of policies, measures and programs that concern them.

### Territories, lands and waters, and resources of indigenous peoples and local communities fully recognized

(Sub-target under “Ecosystem Integrity”)

“By 2030, the collective rights to lands and waters, territories, and resources traditionally owned, occupied, or otherwise used by indigenous peoples and local communities are fully and appropriately recognized and supported, in accordance with their customary laws, governance systems and management practices.”

#### Proposed indicators:

- Trends in land-use change and land tenure in the traditional territories of indigenous and local communities (decision X/43)
- SDG 1.4.2 Indicator - Proportion of total adult population with secure tenure rights to land, with legally recognized documentation and who perceive their rights to land as secure, by sex and by type of tenure
- Self-determination - “the percentage of surface lands legally controlled by the inhabitants through formal and native title.” *[Adapted from the Arctic Social Development Index Indicator on “Fate Control”]*

## **Equal engagement for women and girls**

(Sub-target under “Inclusive and Meaningful Participation”)

“By 2030, put in place instruments and mechanisms to ensure women and girls’ equal engagement at all levels of decision-making that affect their role as custodians of biodiversity and managers of natural resources.”

- Number of countries with legal frameworks that make provision for equal rights for all genders, and the mandatory recognition and implementation of gender equality
- Number of countries with legal frameworks that recognize the special roles of women in biodiversity management
- Number of countries with legal frameworks that provide mechanisms to disaggregate and differentiate how women impact and are impacted by biodiversity conservations and management
- Number of countries with legal frameworks that make provision for affirmative action on the participation of women in biodiversity-related decision-making processes

### **Alternative proposal for a Gender target**

*enriched through the expert workshops on gender held in New York (April) and Nairobi (August) where GYBN participated and contributed*

“By 2030, governments and other relevant stakeholders (academia, private sector, international organizations and implementing entities) have put in place instruments and mechanisms to ensure, monitor and report on: i) equal access to biological resources ii) fair and equitable sharing of benefits from the utilization of genetic resources, and iii) women and girls’ equal engagement at all levels of decision-making in support of the objectives of the Convention and all levels of decision-making that affect the role of women as custodians of biodiversity and managers of natural resources.”

#### **Proposed indicators:**

- Number of countries with legal frameworks that make provision for equal rights for all genders, and the mandatory recognition and implementation of gender equality
- Number of countries with legal frameworks that recognize the special roles of women in biodiversity management

- Number of countries with legal frameworks that provide mechanisms to disaggregate and differentiate how women impact and are impacted by biodiversity conservations and management
- Number of countries with legal frameworks that make provision for affirmative action on the participation of women in biodiversity-related decision-making processes
- *SDG Indicator 5.a.2* Proportion of countries where the legal framework (including customary law) guarantees women's equal rights to land ownership and/or control

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