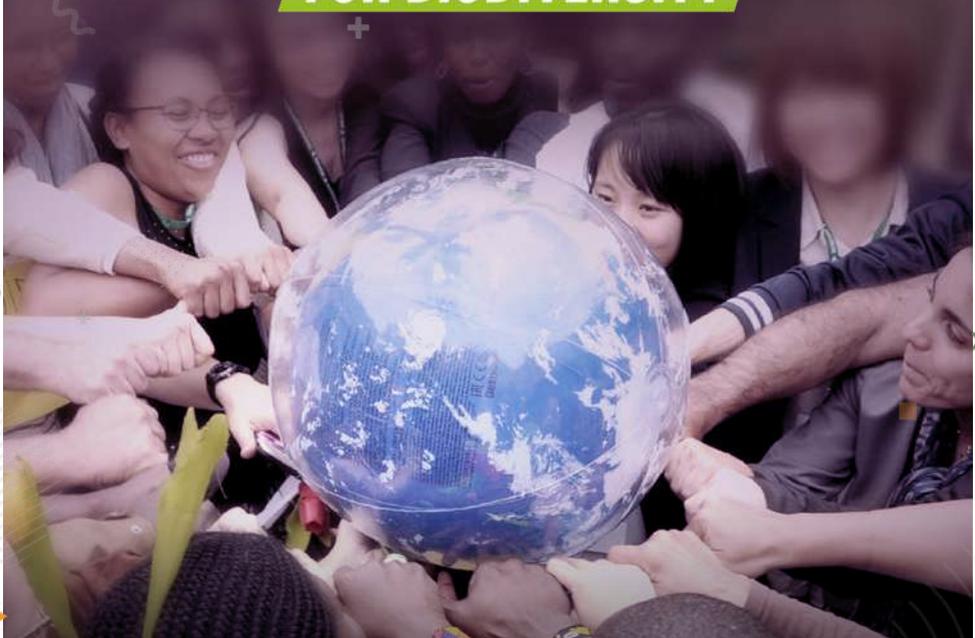




RALLYING YOUTH VOICES FOR BIODIVERSITY



FROM CONSULTATIONS TO ACTIONS

– TOOLKIT –



**Global Youth
Biodiversity
Network**



**Empowering
Youth For
Biodiversity**



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@ CBD

About GYBN



@ GYBN



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Encouragement from the authors



@GYBN

Simangele Msweli,
South Africa, Steering
Committee, South
African Youth Biodiversity
Network Co-Founder

Most often in GYBN, we say we believe in the power of young people to mobilize themselves, their skills and their resources for the betterment of the world. This document was created in that spirit, by fellow young people who are committed in improving youth engagement in the Convention on Biological Diversity, and in biodiversity negotiations in general. We hope you will find it useful and where it falls short (as expected), we invite you to improvise.

Raise your voice; your concerns are relevant and your proposals viable. But remember, in a group it is always better. We, the youth of the world, are not willing to continue with the farce of development, let's gather our minds and hearts and create new ways of living in harmony within nature.



@IISD/ENB

Amelia Arreguín,
Mexico, GYBN Mexico
Co-founder, CBD Women
Caucus Coordinator



We hope this toolkit will enable young people who are active in biodiversity across many regions to voice their opinions and perspectives about the future of our web of life, and find their way into the minds and hearts of decision-makers around the world, so that we can take the necessary steps needed towards a future in harmony with nature.



@GYBN

Melina Sakiyama, Brazil,
GYBN Co-Founder,

@GYBN



Your voice matters, that's why this toolkit is made to help you reach out and amplify that voice. Collective voices most often send the loudest call.

Kier Pitogo, Philippines,
GYBN Philippines, SEA,
GYBN SC



Now more than ever, is there a need for unifying youth for nature. However, mobilizing strangers and approaching new partners can be an anxious challenge. This toolkit contains how-to guidance, ideas, relevant questions and shared experiences on how to bring together youth successfully. We hope this will encourage and motivate you to act: to stand up for youth and arrange your very own youth consultation for biodiversity.



@GYBN

Gustaf Zachrisson,
Sweden, Nordic Youth
Biodiversity Network





Foreword

By Elizabeth Maruma Mrema

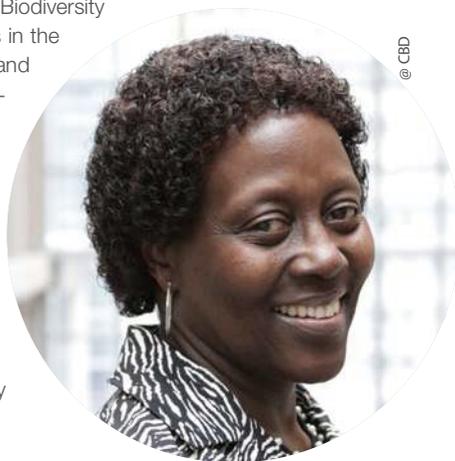
Executive Secretary of the UN Convention on Biological Diversity

The publication of the toolkit *“Rallying Youth Voices for Biodiversity: From Consultations to Actions”* comes at a very important moment. The international community is recognizing that the health and well-being of present and future generations are interconnected with the health of the planet. More and more leaders recognize the importance of rallying and engaging all stakeholders, including youth, in any effort to build back better from the COVID-19 pandemic.

But, to build back better, we must halt the loss of biodiversity. We must raise ambition for action in the next ten years, and we must work collectively to implement the post-2020 global biodiversity framework, a strategic road map towards the 2050 Vision of “Living in harmony with nature,” expected to be agreed by the global community in 2021.

The present toolkit, prepared by the Global Youth Biodiversity Network, will help empower youth to be effective partners in the fight against biodiversity loss. It will help youth prepare and coordinate themselves to participate effectively in decision-making processes, reflect on and share their views for the post-2020 global biodiversity framework, and take effective action for biodiversity in the years to come.

I hope that you will make good use of this toolkit to engage effectively in the processes under the Convention on Biological Diversity; become agents of change for biodiversity, and become citizens, decision-makers, business persons, advocates and parents that will carry a culture of life in harmony with nature all the way to 2050 and beyond.

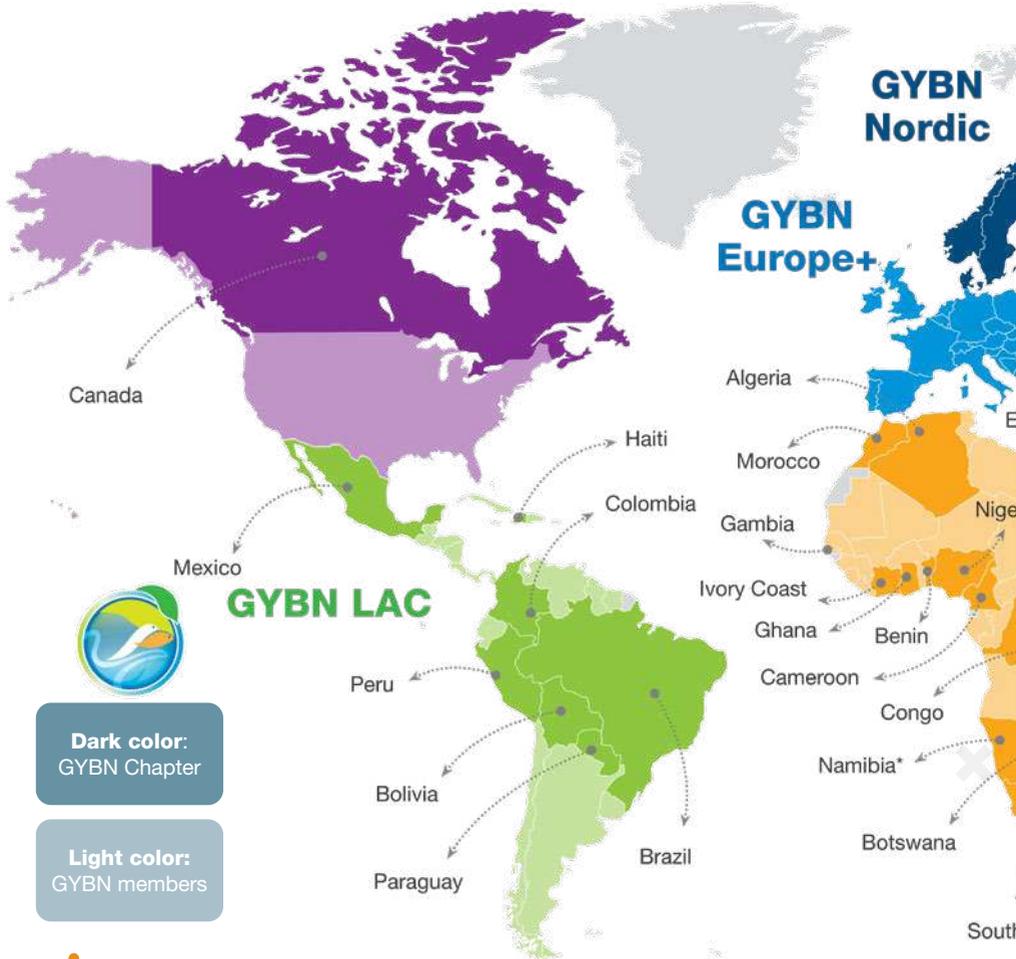


Elizabeth Mrema

About GYBN

Created in 2010 by a group of young people, the Global Youth Biodiversity Network (GYBN) is a youth-led network of like-minded individuals and youth organizations from around the world. GYBN is the international coordination platform for youth participation under the Convention on Biological Diversity (CBD) and serves as its youth constituency.

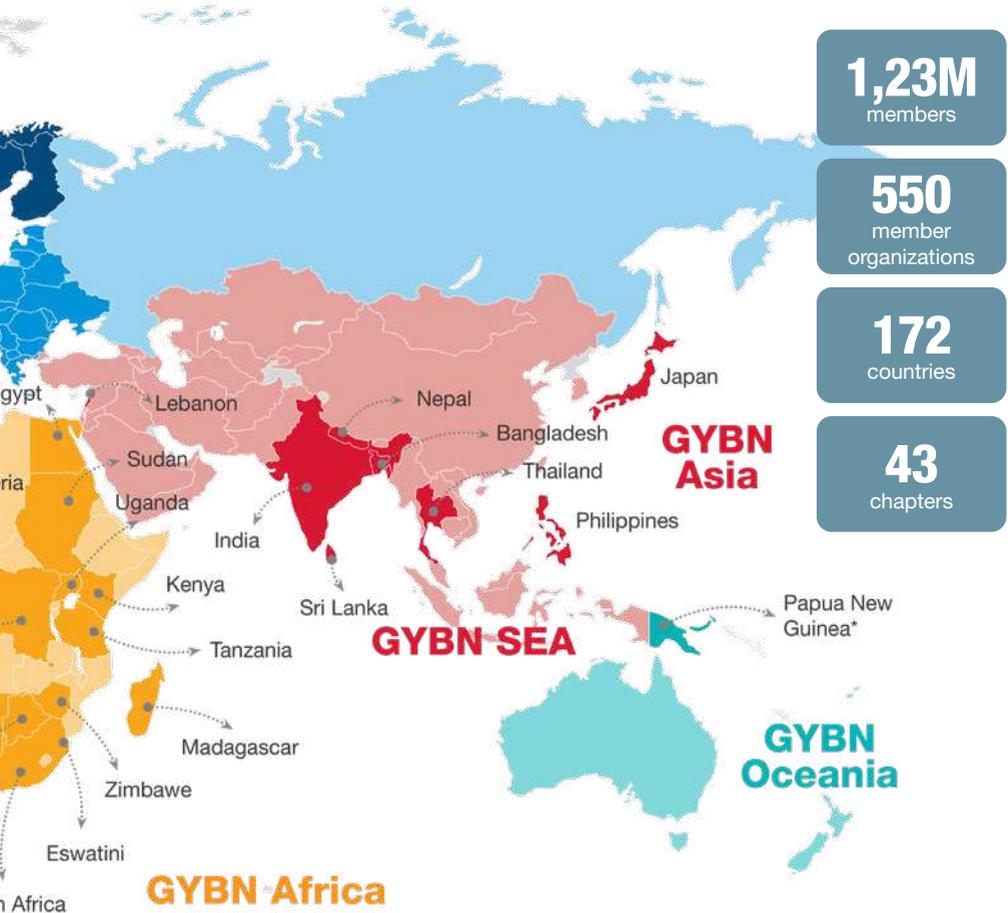
Through youth empowerment, mobilization and action, GYBN aims to prevent and halt the loss of biodiversity and to help society transition to a future in harmony within nature.



Main commitments:

- Bring young people's perspectives and positions into the negotiations so that they are heard and taken into consideration.
- Promote and facilitate collaboration between youth from diverse backgrounds in order to build a stronger and unified voice to advocate for the rights of younger generations and future generations within the biodiversity policy arena.
- Empower and mobilize global youth to take action for a worldwide, thriving biodiversity

For ten years, GYBN has grown and has been leading a vibrant, global youth movement for biodiversity. Today, it brings together 550 member organizations from 172 countries and 43 national and regional chapters, representing a total of 1.23 million members.



@ GYBN



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About this toolkit

The purpose of this toolkit is to support our community and young people around the world to organize consultations, to capture the priorities, perspectives and wishes of young people about the future they want, and the future of biodiversity. We hope that by compiling these perspectives communicating it through several channels and communities on different levels, they will reach all levels of decision-making, especially at the negotiations of the Post-2020 Global Biodiversity Framework under the Convention on Biological Diversity (CBD).

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Part 1

Background

1.1. Biodiversity

Biodiversity is the web of life constituted by all **species**, their **genetic diversity** and the **ecosystems** formed by them. All of it is interconnected and interdependent in an inexhaustible web of complex and diverse ecological interactions and relationships. This web is in constant change, evolving through time in a dynamic way while simultaneously maintaining the integrity of this system, which is responsible for providing everything – goods, services, comfort, inspiration – for all living organisms to thrive on this planet.

These contributions to all living organisms can be classified into 3 categories: providing basic life support (regulating), material goods, and spiritual inspiration (non-material). (IPBES, 2019)

However, **nature and its vital contributions to people**, which together embody biodiversity and ecosystem functions and services, are deteriorating worldwide according to the recent **Global Assessment Report** of the Intergovernmental Science-Policy Platform on Biodiversity and Ecosystem Services (IPBES).

The supply of natural resources in the world are being depleted, undermining the many contributions that nature provides to people and other living organisms, many of which are irreplaceable. The biodiversity in terrestrial, freshwater, and marine ecosystems is declining globally at an unprecedented rate in human history, with around one million species being threatened with extinction — a rate that is ten to a hundred times higher than the natural background extinction.

Changes in land and sea use, direct exploitation of natural resources, climate change, pollution, and invasive alien species were identified as **direct drivers** of biodiversity loss. However, it is clear now that these direct drivers are rooted in underlying, **indirect drivers** which can be demographic, sociocultural, economic and technological or are related to institutions, governance, conflict and epidemics.

These indirect drivers are underpinned and shaped by societal values, beliefs and behaviors. The IPBES report highlights the need for a **transformative change** across economic, social, political and technological factors in order to halt the continued loss of biodiversity.



Figure SPM 1 **Global trends in the capacity of nature to sustain contributions to good quality of life from 1970 to the present, which show a decline for 14 of the 18 categories of nature's contributions to people analysed.**

Data supporting global trends and regional variations come from a systematic review of over 2,000 studies [2.3.5.1]. Indicators were selected on the basis of availability of global data, prior use in assessments and alignment with 18 categories. For many categories of nature's contributions, two indicators are included that show different aspects of nature's capacity to contribute to human well-being within that category. Indicators are defined so that an increase in the indicator is associated with an improvement in nature's contributions.



Convention on Biological Diversity

1.2. The Convention on Biological Diversity (CBD)

The **Convention on Biological Diversity (CBD)** is a framework convention that covers all ecosystems, species and genetic resources.

A **framework convention** is a legally-binding international treaty that establishes a set of general guidelines and principles for the international governance of a particular issue.

The **objectives** of the CBD are:



the conservation of biological diversity



the sustainable use of its components



the fair and equitable sharing of the benefits arising from commercial and other use of genetic resources

1.3. The Post-2020 Global Biodiversity Framework

The CBD through its Parties develop a Strategic Plan roughly every ten years, containing specific goals and targets that will serve as a decade-long framework of action for countries, stakeholders, and organizations.

The current [Strategic Plan for Biodiversity 2011-2020](#) was adopted during the 10th Conference of the Parties (COP10) in Nagoya, Japan in 2010. It is structured into five strategic goals that together contain 20 targets, commonly known as the **Aichi Biodiversity Targets**. In retrospect, the IPBES Global Assessment Report and the Fifth Edition of the Global Biodiversity Outlook have shown that even though the implementation of this plan around the world has produced positive outcomes, the targets that have been set for the conservation and sustainable use of biodiversity cannot be met by the current trajectories.



David Cooper,
*CBD Deputy
Executive Secretary*

We also see that governments have made efforts. And where they make those efforts, they deliver results — and that’s where we get some hope.”

Source Quote by David Cooper from September 24

A new global framework for biodiversity is set to be adopted at the **15th Conference of Parties (COP15)** in Kunming, China to give us an opportunity to fundamentally step up our commitments and actions in addressing the biodiversity crisis and to take urgent action to put biodiversity on a path to recovery for the benefit of the planet and people. This new framework, currently referred to as the **Post-2020 Global Biodiversity Framework (Post-2020 GBF)**, will serve as a stepping stone towards achieving the convention’s 2050 vision of **“Living in harmony with nature”**.



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1.4. Youth and Intergenerational Equity

Diversity

Young people are not a homogeneous group: **young people's identities are shaped in many different ways** through differences in social class, ethnic background, gender, sexual orientation, economic level, educational attainment, beliefs, religions, families, and many other factors. In matters concerning children and youth, it is important to consider this diversity and recognize intersectionality. Certain subgroups of young people such as young women and girls, indigenous youth, and other intersections of youth in other marginalized groups (disabled, LGBTQI, refugee, ethnic minority, migrant, and economically-impooverished youth) face even greater vulnerabilities and discrimination and are left even further behind.



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Vulnerability

Children and youth are among the most vulnerable to the effects of environmental harm, and so our voice matters greatly in decision-making about the environment. This is especially true because we are and will be living with the effects of these decisions.

Environmental harm impacts the right that youth and children have to a healthy and prosperous life both in the present and in the future.



Environmental harm impacts the right that youth and children have to a healthy and prosperous life, now and in the future.



According to Human Rights Council report [A/HRC/37/58](#) (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"), "Air and water pollution, climate change, chemical waste, and the loss of biodiversity and access to nature negatively impact on children's rights to life, health, and development, to an adequate standard of living, and to play and recreation."

"In this context, the human rights obligations of States in relation to children and the environment are particularly important. Children need to have access to environmental education and information in order to help preserve nature in the long run. It is also important, when assessing environmental impacts, to include the effects of such impacts on children. As children have high stakes in the environment, their participation in environmental decision-making should be facilitated, and their views considered. Children should also have access to justice for environmental harm to the enjoyment of their human rights, notably by allowing for collective suits."



Marginalization

Young people have been excluded from full participation, governance, political systems, development programs and activities at all levels. Youth are less likely to be involved in governance and decision-making because of the political, economic and procedural barriers that prevent their participation.

Furthermore, young people are likely to face double marginalization when they belong to traditionally excluded groups such as women, indigenous peoples and local communities, ethnic minorities, LGBTQI, disabled, migrants, refugees and economically impoverished. This way, beyond facing the marginalization that their whole community faces, they are also left behind within the group because of their age.

Understanding youth marginalization is also challenging as collected data is usually not disaggregated by age, and when it is, it doesn't reflect appropriately the specific realities of young people. For example, the Office of the United Nations High Commissioner for Refugees uses data for the people within the age range 18–59 as one demographic cohort, so the particular needs of youth refugees are impossible to discern. Appropriate **age-disaggregated data and statistics** are key in addressing the challenges of youth in marginalized communities.

To strengthen youth inclusion, we need to develop dedicated research, targeted approaches and investments, as well as reforming and creating political, legal, economic and institutional mechanisms for youth participation in decision-making at all levels.

Agents of transformation

Despite being victims of environmental harm and being largely excluded from decision-making processes, **each child and young person can help** strengthen the youth community by leveraging their skills in communication, attention to detail, creativity and innovative thinking, capacity to harness unconventional systems of knowledge, and our commitment to ensuring that there is still a healthy planet left in the future for our generation and for generations to come.

Indigenous youth are inheritors of the important stewardship and custodianship roles that indigenous peoples play to safeguard our planet's most biodiverse areas. They are also the inheritors of indigenous knowledge systems and practices which we must greatly rely on to achieve our 2050 vision, while having great potential to innovate culturally-appropriate solutions and apply them to emerging environmental problems.

Many young people recognize the depth of these problems, which has been made evident by the many youth-led initiatives that seek to address environmental problems. We, as the **Global Youth Biodiversity Network**, are evidence of the great things that young people can achieve, based on what has been demonstrated and what we continue to see in [the work of our members](#) from many backgrounds and walks of life from all over the world.

@ ZYBN



@ GYBN Mexico



@ GYBN Bangladesh

@ GYBN Mexico



Intergenerational Equity as a principle for transformative change

Intergenerational equity is a principle that states that all generations hold the natural environment of our planet in equity with other species, people, and with past, present and future generations. The principle articulates a **concept of fairness** among generations in the conservation and sustainable use of biodiversity. It is the foundation behind the concept of sustainable development, is protected by the constitutions of 74% of the world's nations, represents a widely recognized principle of international environmental law providing for the preservation of natural resources and the environment for the benefit of future generations, and is reflected within the UN system through numerous multilateral agreements, reports, and declarations including the 1992 Rio Declaration on the Environment and Development. Furthermore, this principle also finds deep roots in the religious, cultural, and legal traditions of the world. (References at the end of the toolkit).



Part 2

Consultations for the CBD process

A **consultation meeting** is a session where the convener gathers and facilitates inputs from the participants into a certain discussion. In this context, it is a meeting where conveners (i.e. GYBN chapters) collect the inputs of young people for the Post-2020 Global Biodiversity Framework. This is important as it ensures that the contributions of the young people who attend the consultation are formally recorded and submitted to the relevant CBD entities for consideration.

This document can be used by anyone planning to run a youth consultation meeting on biodiversity, and it focuses specifically on inputs for the **Post-2020 Global Biodiversity Framework**. Presumed users include GYBN chapters, GYBN member organisations and any other institution that is keen on compiling young people's views for the CBD process.

Expected main outcomes from consultations:

- 1 Collection of inputs, perspectives and views from the targeted group over a specific issue, namely the Post-2020 Global Biodiversity Framework that can be used for:
 - ✓ Informing decision-makers and policies
 - ✓ Ensuring representation of targeted group in the decision-making process
 - ✓ Advocacy and lobbying purposes
 - ✓ Outreach and awareness raising activities
 - ✓ Review and update NBSAPs as well as other policy frameworks
- 2 Raises awareness and promotes in depth reflection and debates over the selected issues
- 3 Mobilizes the target group for coordinated action towards a common cause
- 4 Collection of data and important information about the target group

2.1. Youth Consultations at the CBD

As the youth constituency to the CBD process and in preparation for the Post-2020 Global Biodiversity Framework, we in GYBN believe it is a priority to consult the youth community active in biodiversity



to identify and discuss their perspectives about the future of biodiversity and bring these to the CBD negotiations on the Post-2020 Global Biodiversity Framework. With this priority in mind, a consultative process was designed and initiated back in 2017 in order to achieve the following specific objectives:

Main objectives

- 1 Empower and mobilize the youth community to engage in the development of the Post-2020 GBF.
- 2 Promote in-depth discussions and reflections over the future of biodiversity among the youth.
- 3 Collect views, perspectives and priorities of young people on the Post-2020 GBF in order to inform decision-makers and the broader civil society.
- 4 Mobilize and prepare young people to advocate and campaign for their views in the Post-2020 GBF.



@ GYBN

Main steps for a successful consultation

- 1 **Preparation:** Design and plan your consultation process, as well as preparing for its implementation.
- 2 **Consultation:** Follow your plan and implement your consultation events.
- 3 **Compilation of results:** Compile and analyse the results from your consultation event.
- 4 **Reporting:** Prepare the report from your consultation.
- 5 **Youth Position:** Extract the main messages and priorities from the report and structure it in a way that is clear to the relevant decision-makers.
- 6 **Outreach:** Communicate the main messages and outcomes from your consultation to your community and relevant stakeholders.

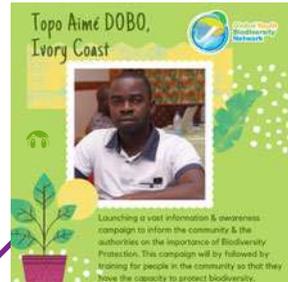
Advocacy & Campaigning

In the context of the Post-2020 process, GYBN's ultimate goal is to inform decision-makers about youth priorities and views, as well as influence them to take these into account and agree on a Post-2020 GBF that includes these youth priorities and views.

To achieve this goal, it is important that the messages in the youth positions reach the relevant decision-makers as well as the broader community through advocacy and campaigning activities.

Some examples:

- Organizing meetings with relevant decision-makers (e.g.: CBD National Focal Points, parliamentarians, policy advisors, senior management of NGOs, private sector, media, academia, etc.) and present the youth position.
- Attending relevant meetings and events and organizing actions to promote the main messages in the youth position.
- Organize campaigns and actions to increase public awareness of youth priorities and influence public opinion.



2.2. Overview of GYBN Consultative Process

The graphic below illustrates the GYBN's consultative process with all of its phases and activities.

Consultations

First round

2018-2019

Focus on general aspects of the Post-2020 GBF: possible structure, general themes & priorities, vision, mission

Main goals

1

Build collective youth vision for the future

Regional workshops

2

Gather youth perspective on biodiversity

Youth forums

3

Empower & mobilize youth for Post-2020

Inputs from National Chapters

Compiling & analyzing results



Conceptual framework

GYBN's vision for our future in harmony within nature

National consultations



South Africa



Mexico



Singapore



Colombia



Morocco



Uganda



Sri Lanka



Kenya



Nigeria



Thailand



Zimbabwe



Bangladesh

Compiling & analyzing results



National consultation report



National youth position for Post-2020 GBF

Outcomes from National Chapters get incorporated into global level: conceptual framework & GYBN position

Youth vision for Post-2020 GBF

GYBN Youth Position

GYBN's recommendation for the Post-2020 GBF vision, mission, goals targets & indicators

Advocacy process

Lobbying & advocacy in meetings

Written submissions

Meetings & Events

CBD

OEWG1, SBSTTA23

CBD regional consultations (LAC, WEOG, Africa, Asia, Central and Eastern Europe)

CBD thematic consultations (gender, resource mobilization, synergies, landscape approaches, area-based conservation, restoration, marine, capacity-building, monitoring & implementation)

International

(e.g. Trondheim Conference on Biodiversity)

Regional

(e.g. African Biodiversity Forum)

National

Events organized by partners

Meetings with focal points & national decision makers

CBD meetings & documents

- OEWG1 (Aug. 2019, Nairobi)
- SBSTTA23 (Nov. 2019, Montreal)

Outcome from the meetings

Updated GYBN position

Consultations

Second round

2020-2021

Main goals

1

Continue to build a collective youth vision for the future

2

Gather youth perspectives on target components, monitoring elements & indicators

3

Enhance youth mobilization & awareness on biodiversity and the Post-2020 GBF

Updated GYBN position

Based on:

Development of negotiations

Incorporating new outcomes from national consultations

Online survey

GYBN Post-2020 youth survey



bit.ly/gybnsurvey

Report

GYBN virtual youth consultations

Report

National chapter consultations

Report

National youth position





Updated GYBN position



Advocacy

Presentation in meetings and events

International



CBD official meetings

Other



IUCN WCC



UNGA 76

Regional and national

Relevant events & meetings where you can present the findings of your consultation and the main message of your national position

Action & campaigns

Organize actions and campaigns in your country/community to:

- Showcase your national position's key messages and priorities
- Raise awareness
- Galvanize support for your positions

Examples



demonstrations



social media campaign



contact mass media (TV, radio, newspaper)



community actions



National youth positions



GYBN Intergenerational Dialogues

International Dialogue

GYBN is promoting and facilitating the organization of dialogues between youth and decision-makers or influential people in the biodiversity sector at international, regional and national levels.

In these dialogues, young people can present their key messages, priorities, and have an open conversation on what can be done to reflect these priorities at the national and international level.

National

If you would like to organize such dialogues, check: www.gybn.org for more information



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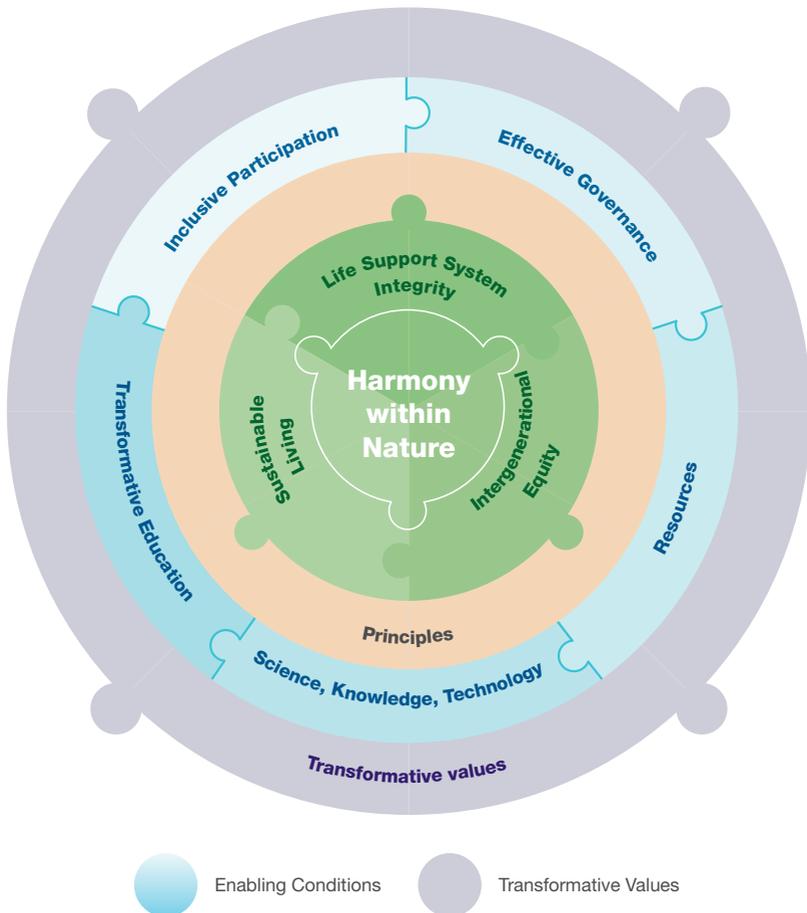
GYBN Youth Position for the Post-2020 GBF

Based on the outcomes of the first round of consultations, a Conceptual Framework, that encapsulates young people's priorities towards life in harmony within nature was developed, forming the basis for GYBN's Youth Position, which is a youth biodiversity framework that reflects our priorities and views for the Post-2020 GBF, including goals, targets, enabling conditions and indicators.

This position is constantly updated as more consultations are being organized and as the negotiation process at the CBD evolves.

Conceptual Framework

*Living in Harmony **within** Nature - Young people's vision for a future in equity and in harmony within nature.*



For young people, the idea of a thriving future in harmony within nature is still a heartily sought vision for the future, for which they are earnestly committed to.

Young people recognize that in order to achieve this vision, society needs to journey through profound transformations in its economy and governance systems by addressing the underlying inequalities and injustices rooted in societal values and the beliefs and behaviour that perpetuates the unsustainable and oppressive practices which are ultimately leading us to the ecological collapse that we are witnessing today.

This framework represents young people's pathway to achieve a future in harmony within nature, based on **3 core pillars**:



Integrity of our life support system

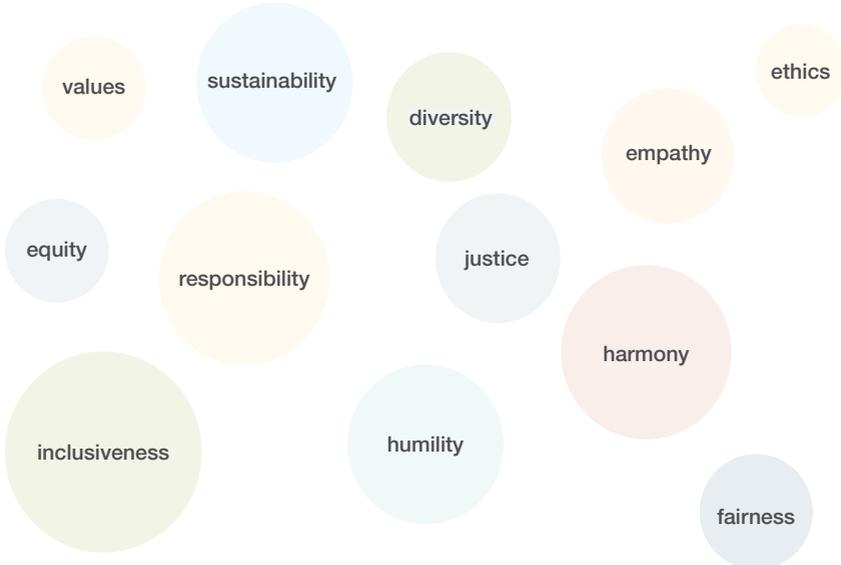


Society living sustainably



Equity for nature and People

Underpinned by a strong set of **values and principles**:

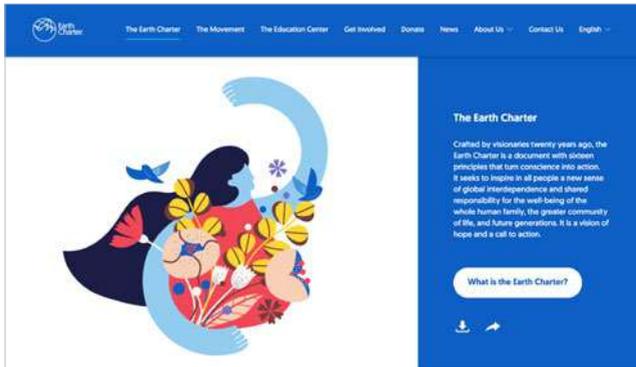


Main values gathered from the consultations

Principles

In addition, young people recognize the Rio Principles as extremely relevant to any future vision and endorse the Earth Charter as an ideal framework to underpin our collective actions towards our vision to live in peace, equity and in harmony within nature.

- [Earth Charter](#)



- Rio Principles ([Check Annex](#))



And operationalized by a robust framework of **enabling conditions**:

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



Resource mobilization



Education, capacity-building, communication, & outreach



Knowledge, science, technology



Effective governance and legislation



Planning, reporting, implementation and review mechanisms



Accountability and compliance mechanisms



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GYBN Position for Post-2020

This is the position developed by GYBN's policy team based on the outcomes of the first round of consultations. It proposes a whole structure for the Post-2020 GBF with mission, goals, targets and enabling conditions, as well as initial indicators and monitoring elements. This is a living document and it is updated as the negotiation process progresses.

2050 Vision

Living in Harmony within 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."

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."

2030 Mission

Prioritising 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."

Goal 1



Integrity of our life support system

Goal 2



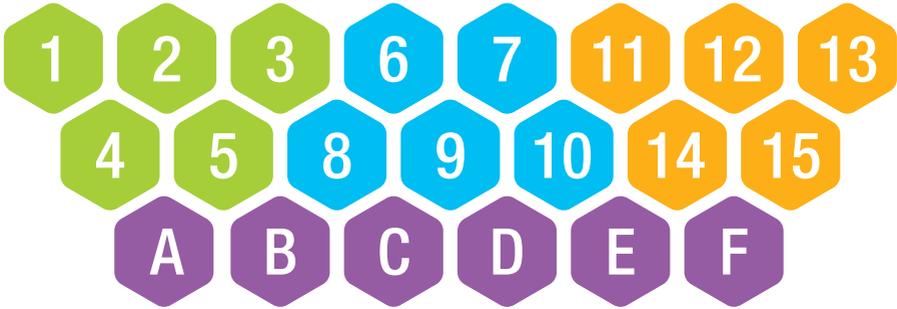
Society living sustainably

Goal 3



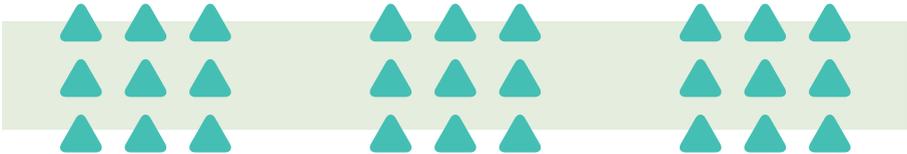
Equity for nature and People

Targets



Enabling conditions

Principles



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Goal 1 • Integrity of our life support

1

Ecosystem integrity

- Threats to ecosystems reduced
- Ecological, functional, geographic, & structural connectivity maintained and restored
- 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
- Other effective area-based conservation measures identified, supported, & protected from threats

2

Status of species improved, extinction prevented

- Genetic diversity safeguarded
- Effective evidence-based management of threatened wild populations
- Sustainable harvesting, trade, and use of wildlife
- Intrinsic value of species, including common species, recognized

3

Invasive alien species addressed

- Control
- Eradication
- Prevent introduction
- Manage introduction pathways
- Early identification
- IAS on islands
- Technical & scientific information
- Regional & international cooperation
- Awareness, capacity-building, & resource mobilization

4

Biosafety ensured

- Safe use of living modified organisms & other new and emerging technologies
- Safeguards & free prior informed consent for indigenous peoples & local communities
- Implementation & enforcement of Cartagena Protocol

5

Ecosystem-based approaches for climate

- Conservation & restoration of carbon-rich ecosystems
- Identify trade-offs between climate solutions and biodiversity solutions
- Ecosystem-based approaches to climate change in planning, both in mitigation and adaptation measures
- Synergies with UNFCCC, UNCCD, SDG13
- Enhance urban biodiversity and green spaces in cities

Goal 2 • Society living sustainably

6

All forms of pollution reduced

- Sources of pollution addressed
- Waste management
- Synergies
- Mainstreaming
- Risk assessment
- Cooperation
- Addressing root causes of pollution including urbanization & industrialization

7

Subsidies reformed

- Incentives & subsidies harmful to biodiversity identified by 2022
- Concrete & time-bound action plans developed for elimination or reform of subsidies by 2024
- All harmful subsidies eliminated, and incentives for conservation and sustainable use fully in place by 2030

8

Tackle consumption, production & waste

- Customary sustainable use recognized
- Managing harvest & trade
- Consumer choice & demand management
- Telecoupling
- Sustainable supply chains

9

Sustainable values, principles, and practices mainstreamed across sectors

- Sustainable practices enforced in economic sectors
- Biodiversity values integrated into planning & development strategies
- Enhance biodiversity awareness and action
- Sustainable fisheries
- Sustainable agriculture
- Revitalization & support for Indigenous food systems

10

Transformative education

- Mainstreaming values that promote respect for nature through education
- Intergenerational learning & transmission of knowledge
- Promoting educational practices that seek reconnection with nature
- Developing new narratives that create a paradigm shift for biodiversity
- Resources mobilized that lead to transformative biodiversity education
- Promote interdisciplinary and cross-sectoral collaboration in education

Goal 3 • Equity for nature and people

11

Benefits shared fairly & equitably

- Implementation & enforcement of Nagoya Protocol
- Clearing house mechanisms for the use of genetic resources
- 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
- Benefit-sharing for women and girls

12

Nature's contributions to people ensured for all

- Food security
- Sustainable livelihoods
- Energy sourced sustainably
- Clean water
- Ecosystem-based disaster risk reduction
- Pollination-services ensured
- Family and community farming
- Cultural services

13

Intergenerational equity

- Full & effective participation of younger generations in policy development & decision-making
- Intergenerational equity in planning & implementation
- Intergenerational equity in policy, law, and institutions
- Access of younger generations to environmental information & capacity-building
- Operationalizing the precautionary principle
- Resource mobilization for intergenerational equity

14

Human rights & nature rights

- Ensure the human right to a safe & healthy environment
- Safe and enabling environment for environmental defenders
- Access to environmental information
- Equal access to biological resources for women & girls
- Respect for the rights of nature

15

Inclusive & meaningful participation

- Meaningful youth engagement & participation
- Full and effective participation of indigenous people and local communities (IPLCs)
- Equal engagement of women and girls
- IPLC, Youth, Women & NGO representation in Party delegations
- Establishing public participation mechanisms for decision-making
- NGO & grassroots organizations inclusion in environmental decision-making structures

Enabling conditions



It also focuses on GYBN-championed targets, which are the top priorities that came out of youth consultations that were missing in the previous strategic plan as well as from initial Post-2020 discussions:

Transformative education

“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.”

Proposed target/monitoring elements:

- 1 Mainstreaming values that promote respect for nature through education
- 2 Intergenerational learning and transmission of knowledge
- 3 Promoting education practices that seek reconnection with nature
- 4 Promote interdisciplinary and cross-sectoral collaboration in education
- 5 Developing new narratives that create a paradigm shift for biodiversity
- 6 Resources mobilized that lead to transformative biodiversity education

Intergenerational equity (IntEq)

“By 2030, all policies, institutions, and actions actively account for both present and future short-term and long-term impacts on biodiversity, and take action 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.”

Proposed target/monitoring elements:

- 1 Full and effective participation of younger generations in policy development and decision-making
- 2 IntEq ensured in planning and implementation
- 3 IntEq in policy, law, and institutions
- 4 Access of younger generations to environmental information and capacity-building
- 5 Operationalizing the precautionary principle
- 6 Resource Mobilization for Intergenerational Equity

Human rights & the rights of nature

“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, to ensure access to environmental information, protection of human rights defenders in environmental matters and recognition of indigenous and local knowledge, and to establish the full and effective participation of indigenous peoples and local communities, women, youth, and children.”

Proposed target/monitoring elements:

- 1 Human right to a Safe and Healthy Environment
- 2 Safe and enabling environment for defenders of the environment
- 3 Access to environmental information
- 4 Indigenous & Local Knowledge
- 5 Equal access to biological resources for women and girls
- 6 Respecting the rights of nature

Meaningful youth engagement & 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.”

Indicators:

- Establishment of effective mechanisms to ensure the full and effective participation of youth in the process of designing and updating the 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 allocated towards supporting youth-led implementation activities
- Number of youth engaged through capacity-building activities for biodiversity, disaggregated by gender and number of youth from IPLCs engaged
- Number of countries with legal frameworks that make provisions for affirmative action on the participation of children and youth in biodiversity-related decision-making processes



2.3. *Advocacy and Follow-up Process*

As discussed previously, the main goal of this consultative process is to collect views and priorities from young people about biodiversity so that they can be taken into account by decision-makers and key stakeholders. In order to achieve this, outcome documents from the consultations such as reports and youth positions should be developed, as well as communication and outreach materials containing the main priorities, messages and perspectives from youth. After that, you can use these documents to influence the public, decision-makers, or any other target group to listen to your perspectives and take them into account. This is what we call the advocacy process.

Consultations



Advocacy

Influence the decision-making process

How?

Communicating & amplifying the spread of key youth's priorities

Communicate

Youth's key priorities & messages

Decision makers
Media
key influencers
in NGOs, civil movements, etc

Capacity building and empowerment

In parallel to your advocacy work, always integrate capacity-building activities to keep supporting your community and improving their understanding of biodiversity and their sense of empowerment to take action.





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meetings

@ GYBN



campaigns

@ IISD/ENB



lobbying

@ GYBN



actions

@ GYBN



public speaking

@ GYBN



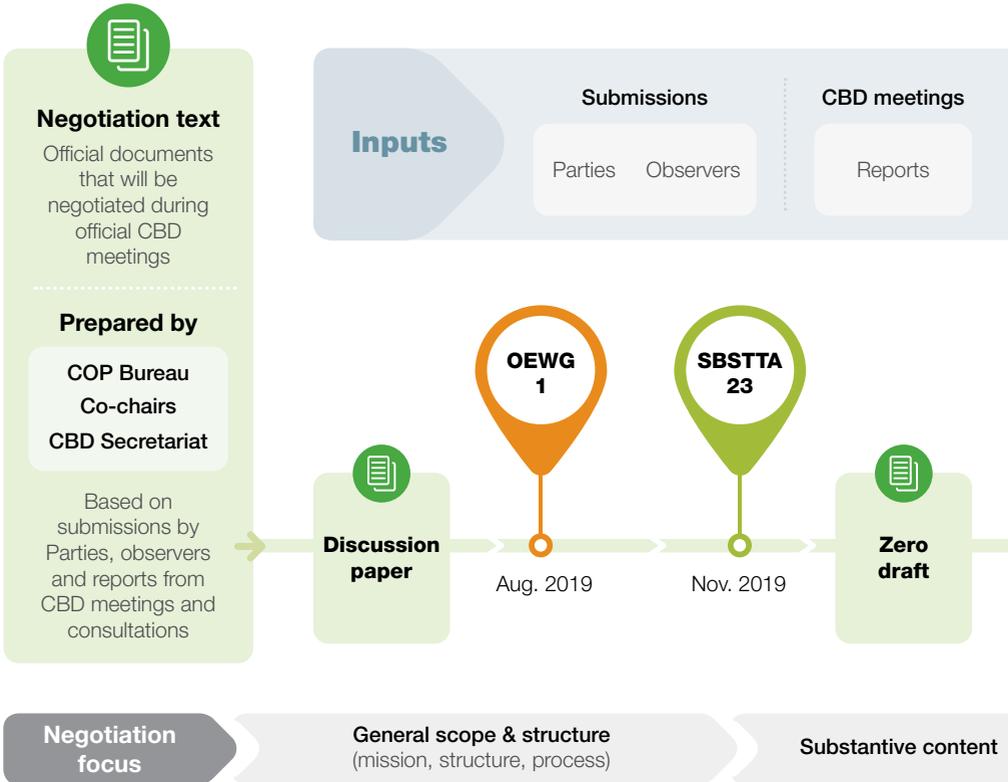
writing manifestos/
positions

Advocacy on the international level for the Post-2020 GBF

On the next page is an overview of the negotiation process for the text of the Post-2020 Global Biodiversity Framework.

GYBN's advocacy work at the international level is focused on providing text submissions to the CBD in order for them to be taken into account during the drafting process, organizing meetings, and participating in key events to increase visibility and amplify our main messages and priorities.

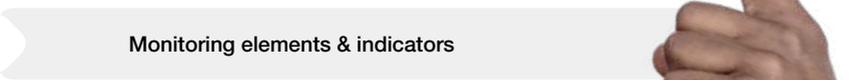
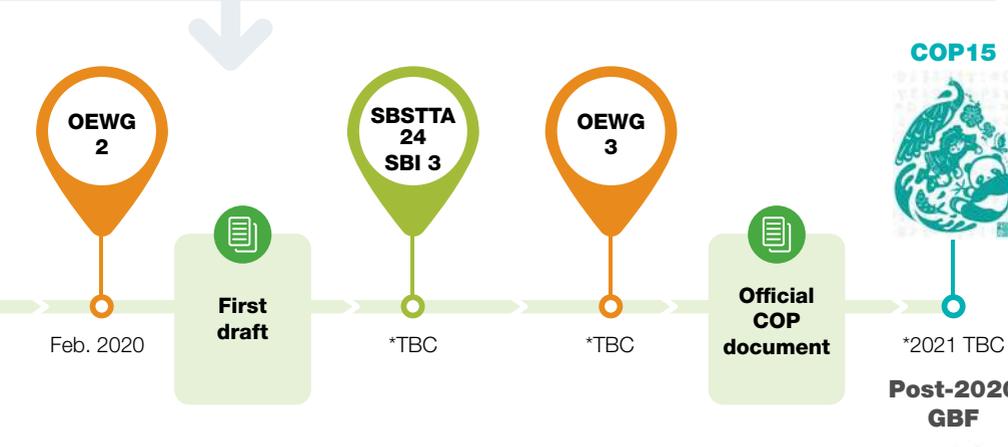
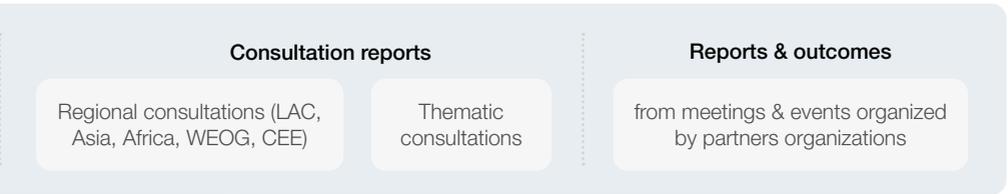
Post-2020 GBF • Process Overview



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GYBN representatives
GYBN has been present in all official meetings voicing youth's priorities and concerns coming from the consultative processes.



GYBN submissions to the CBD
 GYBN has been preparing submissions to the CBD. They can be accessed here www.gybn.org/policy.

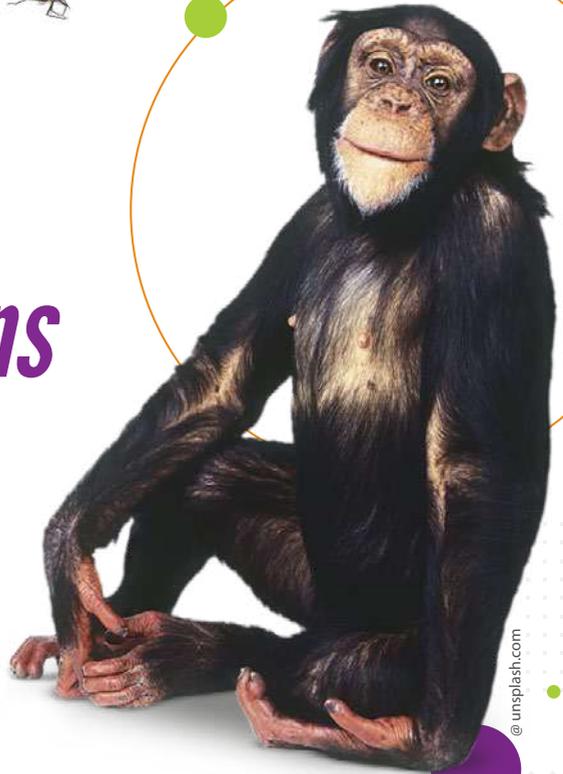
* To be confirmed





Part 3

Organizing consultations



3.1. Getting started

Now that you have an overview of the entire process, you can get ready to start organizing your own consultation event and be part of this collective effort!

Defining your objectives

As part of the whole GYBN consultative process, it is recommended that you align the objectives of your consultation with those of GYBN, but you should also adapt it to your national context and complement it with other objectives that are relevant to your community.

Consultation stages

For a smooth consultation process that matches the capacity and expertise level of your team and your participants, we recommend following the consultation stages in the next few pages.

Stage 1

Focus on vision and deepening the understanding of our ecological crisis

For beginners: Participants don't need to have prior experience or specific knowledge

Objectives

- 1 Collect perspectives and priorities about our future and our relationship with biodiversity
- 2 Build a deeper understanding on the biodiversity crisis, its complexities and how it is interconnected to underlying societal struggles
- 3 Mobilize the community towards Post-2020

Suggested discussions

A. What does biodiversity mean to me?

- What it means to me, what is my relationship with biodiversity, how I want biodiversity to be in the future?

B. Understanding and discussing the complexity of our biodiversity crisis – questions

- What are the main problems facing biodiversity today?
- What are the causes/drivers of these problems? And the subsequent drivers?
- Are these drivers interlinked? How?
- Did you managed to identify some of the root causes/drivers of these problems?

C. Envisioning the future – questions

- What future do you want?
 - What values and principles should be guiding this future?
 - What elements are important for your future?
 - What are the things that need to change?
- What are the essential conditions to enable this vision of future?
 - e.g.: Resources, capacity, knowledge, legal framework, policies, participation, etc.

D. GYBN Online Survey

- Ask participants to answer [GYBN Online Survey](#)

Expected outputs

Youth perspectives

- Meaningful relationship with biodiversity
- Vision for the future: Values, principles, priorities, elements, dos and don'ts, enabling conditions

Stage 2

Focus on goals and targets to achieve the vision that was set during stage 1



We recommend completing Stage 2 of the consultation only after completing Stage 1

Objectives

- 1 Increase technical knowledge in the community
- 2 Collect more specific priorities
- 3 Identify priority actions and responsibilities from different stakeholder groups

Suggested discussions

A. Goals and targets for the Post-2020 GBF - discussion

- **Option 1** – Lessons learned from the Aichi Targets
 - Discuss successes, challenges, gaps and potential improvements for the Aichi targets
 - Tips: you can prioritise targets/goals that are more relevant to your community
- **Option 2** (Needs more expertise) – Discuss proposed goals and targets in the Zero Draft
 - Discuss the gaps, potential problems and improvements
 - Tips: you can prioritise targets/goals that are more relevant to your community
- **Methodology suggestion:**
Rotational world cafe discussion on 5 goals

B. Roles and responsibilities each stakeholder group should take - discussion

- **Possible questions**
 - What are the responsibilities for each of these groups in achieving their vision for the future? Take into consideration the power they have, resources they have available, and their rights and privileges
 - What works well, what doesn't, and what needs to be improved?
- **Suggested stakeholders**
 - Governments
 - Private sector
 - Finance sector (banks, etc)
 - International NGOs
 - Grassroot organizations and civil movements
 - Academia and education
 - Media
 - Youth
 - Indigenous people and local communities
 - Women



- **Expected outputs**

- Recommendations for each group on their roles and responsibilities in the context of the Post-2020 GBF

- **Methodology suggestion:**

- Rotational world cafe discussion for the different sectors

C. Enabling Conditions - discussion

- **Questions**

- What elements should be in each category of the enabling conditions?
- What are the essential enabling conditions to achieve the future vision?

- **Enabling conditions that can be discussed**

- From GYBN position
- From the [Zero Draft](#)
- Identified from stage 1

D. GYBN's identified priorities - discussion

- **Questions**

- How to ensure these priorities are reflected in the framework?
- How to monitor progress in the implementation of these priorities?
- How are these priorities being implemented at the national level?

- **GYBN Priorities**

- Transformative education
- Inclusive Participation
- Rights-based framework
- Intergenerational Equity
- How to ensure these priorities are reflected in the framework?
- How to monitor progress in the implementation of these priorities?
- How are these priorities being implemented at the national level?

**Stage
3**

Focus on specific thematic issues or current negotiating texts

For recent negotiating docs: Your team should be well-prepared and up-to-date with the negotiations, and participants should have basic understanding of the Post-2020 GBF context, and previous negotiating documents.

For thematic issues: Participants should have an understanding of the specific thematic issues you are focusing on. You also should have at least some team members that have more expertise on the theme as well.

Objectives

- 1 Increase awareness and deeper understanding of technical aspects
- 2 Collect inputs and perspectives on specific issues

Suggested discussions

A. Most recent negotiating document - discussion

- Examples: Discussion on indicators and monitoring elements

B. Thematic issues relevant to your community - discussion

- **Examples:** Marine biodiversity, protected areas, gender, traditional knowledge, implementation mechanisms, sustainable use of biodiversity, etc
- **Objectives:** Collect input specific to targeted themes



Other Consultations unrelated to the Post-2020 process

These consultations are based on more general topics related to conservation and biodiversity, that might not necessarily relate to the Post-2020 GBF. You might have the opportunity to provide inputs for your government or for any other organization on a specific issue, and would like to consult your community in order to collect perspectives and positions about different topics or issues.

Examples:

- **Other issues under the CBD and its synergies with other international processes:** It can be used to learn more about the CBD, its processes implementation, and monitoring mechanisms, and specific issues such as protected areas, marine biodiversity, biosafety, etc. It can also be about intersections and synergies with other Multilateral Environmental Agreements (MEAs) such as the Convention on International Trade in Endangered Species of Wild Fauna and Flora (CITES), the Ramsar Convention on Wetlands, or the United Nations Framework Convention on Climate Change (UNFCCC).
- **National policies or actions concerning biodiversity in your country/community:** Your government might be designing new policies or initiatives related to biodiversity and you would like to hear the positions and perspectives of your community about them in order to advocate for your community's key insights and conclusions.
- **Gathering youth participation and engagement information and data:** You might want to understand more about the youth within your country or community: their challenges of engaging in biodiversity, their activities and impact, etc. This type of information can greatly improve your campaigns and advocacy strategies, and provide policy-makers with important data to improve youth engagement and participation.

Assessing your capacities

Once you understand the consultation process and have decided what type of consultation to organize, make sure you assess the expertise level needed for both the content of the consultations and the facilitation skills needed to organize the discussions. In case you need additional experts or facilitators, feel free to contact GYBN, partner organizations and other GYBN chapters and members for recommendations and tips!



Knowledge

Assess the expertise level in your team for the content of the training



Skills

Assess the expertise level in your team to facilitate and organize the discussions that you will need to organize it



Resources

Financial resources and in-kind contributions



Network

Partnerships for the training as well as finding experts

How to host your meeting?

Online – This is hosted using an online platform such as Zoom, Google Meet, Gotomeeting, etc., where participants will not be in one venue. Consider the benefits of this model for more participants or international speakers. You can also use complementary tools such as polls, quizzes, among others.

Face to face – This involves participants being in one location, at the same time and interactive face to face. If you choose this option, please take into account the COVID-19 regulations established by the local authorities where the consultation will be held. Do not expose yourself and participants to a risk that you can not manage.

3.2. Preparing and Planning

Once you have chosen the type of consultation you want to implement and the method you will use, then you can begin preparing for it.

Designing your Programme

Now that you are familiar with GYBN's consultative process and its stages, as well as some possibilities for discussion sessions, you can design your consultation event programme to reflect your objectives and generate the outputs you would like to have.

Building the blocks of your programme

It is easier to design your programme if you divide it into components, based on the specific objectives you have, the different topics you want to cover and the time slots you have available. For instance, you can have a welcome session, followed by informative sessions with presentations, and interactive sessions with different types of discussions.



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Different session types



Presentation: A speaker (guest or facilitator) holds a presentation for an audience of participants. To make the presentation interesting, it is good to use a PowerPoint or to write on a board. Adding interactive elements such as handraising votes or quick answers also makes the session more interesting.



Focus Group Discussions: The participants are divided into small groups (with 2-4 people) for a discussion about a few questions. This is a good exercise to do during a presentation to engage the audience. After a short time, the groups conclude their discussion to the full group.

These sessions can be modified based on the size of the groups or the time allotted depending on the situation. Additionally, it offers a possibility to mix the group and let participants interact with other participants unknown to them.



World Cafe: Similar to the Focus Group Discussion, but the participants now get to choose which discussion they want to take part in. Locate multiple discussion stations in the facility with a selected theme for each, which the participants then can visit and contribute as they like. Make sure that one person (preferably a facilitator) stays as the note-taker and moderator at every station.



Panel Discussion: A few speakers discuss together on stage, acting like an expert panel. This is a good way to embrace a polarizing topic, since the panel can consist of speakers with different perspectives and opinions on the matter. Having a moderator to facilitate the discussion helps so they can send the discussion topics to the speakers in advance so the speakers can improve their answers. At the end, the panel can address questions raised by the audience.



Debate: An argumentation between invited speakers on the stage. This is suitable for political matters, where speakers get to present their own and evaluate other speakers' opinions. Similar to the Panel Discussion, is it a good practice to send the questions to the speakers in advance and to moderate the debate.



Guest appearance: If a high-level guest is attending, they might want to speak or be interviewed in front of an audience. Save time for the guest to answer questions from the participants or to comment on the resulting youth position. Often suitable in the opening or closing of the meeting.

In the annex part of this guide, you will find examples of model programmes, with suggestions for activities and ice-breakers to help you design your event.

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***Tips:** Also think of the flow of your programme, and try to insert **team building activities, ice-breakers** or **energizers** in between “heavy” informative sessions.



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Action Plan

The critical stage of the preparation phase is to make an action plan that includes the main concept of your activity as well as the main steps to implement it. This is the official event document that you will use to organise your work, approach partners for collaboration, and gather resources.

In this document, these following aspects should be clear:

1. CONCEPT OF YOUR ACTIVITY

-  **a. Objectives** - what you will do to achieve it.
-  **b. Aim** - what you want to achieve.
-  **c. Rationale** - the reason why you are organizing these consultations.
-  **d. Expected results & outputs** - what are the tangible results that will come out of your consultation, which stages of the consultation you are organizing. For example, the report coming out of the consultation, the campaign that the participants decide to organize, etc.
-  **e. Values** - the values you are following in your activities, e.g. equity, diversity, empathy, inclusion, respect.

This framework for the action plan is not only useful to do consultations, but can be used to guide you throughout any type of activity that you want to do: campaigns, actions, conservation projects, etc!

It is also the main document you have to prepare if you want to apply for grants and get funding!

2. STEPS TO EXECUTE IT (Implementation plan)

-  **a. Timeline:** The timeline you will follow to implement your activity, including the preparations, the actual event, reporting period and any follow-up activities you might have.
 - i. Preparatory process.
 - ii. Event.
 - iii. Follow-up process.



b. Draft programme of your event: You should prepare the draft programme of your event, detailing:

- i. Timetable of your event.
- ii. Sessions you are planning to have, including icebreakers, tea-breaks, etc.
- iii. Speakers and guests you are planning to have.
- iv. Facilitation guide: short description of the methods you are planning to use for each session.
- v. Materials and preparation needed.
- vi. Assign the roles of your team members: Host/MC of your event, facilitators, social-media/communications, rapporteur, logistics support, etc.



c. Communications and outreach plan: In order to increase the impact of your event, try to prepare a communications plan (based on your capacities) in order to let your community know that you are organizing this event and also to communicate its outcomes. It should contain planned activities:

i. Before the event:

1. Create a visual identity/branding for your event by preparing banners and posters as well as welcome materials for your participants if you have the resources available.



Try to create a visual identity/branding that is aligned with GYBN's visual identity. You can find more guidance [here](#).

2. Press releases/flyers/posts letting people know you are organizing the event.
3. Calls for applications/registration in order to bring participants to your event.
4. Invitations to potential speakers/guests.
5. Once you have the selected list of participants, give them all the necessary information ahead of time including meeting agenda and reading list to help them prepare (provide the PDF/Word document if you can create it or a link to where they can find it).

ii. During the event:

1. Social media postings on how your event is going. Examples: what kind of participants do you have, what kind of discussions you are having, preliminary outcomes, etc.
2. Designate a rapporteur(s) for all your session(s).

iii. After the event:

1. Thank you messages to partners, guests and participants.
2. Social media posts about the outcomes and any.
3. Follow up activities.



d. Reporting and follow-up plan:

- prepare a strategic plan about how you will write the report with the outcomes of your discussions.
- how long will it take for the report to be produced after the event.
- to which institutions the report will be sent and how it will be sent.
- don't forget to assign people in your team to take notes of your sessions in order to prepare the report later.



e. Budget: It is completely possible to organize your event with a budget that fits your resources. You can count on partnerships with different organizations or with your government in order to provide you with what is needed for the organization of the event. This can come in the form of in-kind contributions or financial support. It is always good to prepare a budget sheet in order to organize the costs of your event, including existing resources and capacities, as well as secured in-kind contributions.

Also, if you are planning to ask for funds in order to organize this event, you will be requested to develop an estimated budgetary needs in your funding proposal.



e. Partnerships & stakeholder mapping: The impact and quality of your event will improve considerably when you establish strategic partnerships to organize your event. During the planning stage, map the stakeholders, organizations and communities that you have access to, and consider which partners would help you achieve your objectives and enhance your impact.

Identify stakeholders that can help implement the consultation and that type of resource they can provide (human, financing, facilities, stationery, coffee break, promotion on social media, etc). For example, which partners would be good to enhance your outreach? Or help you reach decision-makers? Or provide you with in-kind support? Or give you access to more participants?

E.g.: universities, non-governmental organizations, governmental youth and environmental institutions, focal points, youth organizations, among others.

Think also of what your event could offer to your partners so that the partnership is mutually beneficial.

ZYBN
Members
meeting
with AWF
one of
their KEY
partners





Caution when establishing partnerships

It is important to be strategic when developing partnerships! Below are a couple of questions you should reflect upon every potential partnership and decide together with your colleagues:

- Be attentive to the values and priorities of your potential partners: Are they similar to yours?
- Are there any conflicts of interest or vested interests in the partnership?
- Will you retain independence/autonomy over the outcomes of your consultation? How much interference will be allowed?
- Is your organization/group going to be co-opted by the partner?

If you are unsure how to proceed with partnerships try contacting fellow GYBN members / steering committee or regional coordinators for advice! There is a lot of experience with partnerships in our community that should be shared!

3.3 Event Organization and Logistics



Duration

Start to decide on the length of the consultation event. Will it be a half-day, full day or multiple-day event?



Location

You need to choose the location of your event. Location must be accessible with public transport, but if not, make provisions for transport to be provided. This decision also depends on whether this is a closed or an open event. Closed event means only specific people can attend and it therefore can be based in an isolated area whereas open event means the event is open to anyone who can attend any session of the consultation, and therefore you need to consider a location that is easily accessible. This also applies if you are planning to organize a series of consultations in several different cities.



Venue

Once the location is chosen, proceed to look for a venue. This could be a conference room in a hotel or community hall or any other venue that can host your consultation. When checking for a venue, make sure that it has all the necessary resources such as a projector, sound speakers, internet, stationary, and anything else that you may need to facilitate your sessions, or arrange for those materials externally or separately.



Accommodation

If it is a multiple-day event, you need to ensure that your venue has easy access to accommodation. If participants will be paying for themselves, you can offer several accommodation options for people who have different types of budget. If possible, always

avoid a situation where people cannot attend because things are too expensive. Please remember, even if it is a 1-day event, facilitators and planners may need to arrive a day in advance (to prepare for hosting the event) and may need to stay one day extra (to work on the reporting).



Speakers

Once the venue, dates, and times are sorted, you can start inviting your speakers. Invited speakers or guests might come from relevant institutions such as government, NGOs, UN agencies or research institutions.



Food

Arrange food and coffee breaks for your participants and ensure that allergies, political diets, and religious restrictions are taken into account.



Participants

Most events have a maximum number of participants that can be accommodated, and this is sometimes determined by resources available to host this event. This means you cannot host as many people as you wish and therefore, a selection process needs to be established. Depending on the type of the event, participation can be through invitation only. For example, if you are convening an expert discussion on the marine protected areas target, you can choose to invite youth from marine research institutions. This can be an invitation extended to individuals or organisations to nominate individuals. You can also choose to have a registration process where all interested parties apply, and the selection team sifts through them based on a predetermined criteria. If your event requires no level of expertise or background, you can then have a registration on a first-come-first-serve basis.

Once the date, time, venue, logistics, food, programme, participants and speakers are sorted out, you need to prepare your participants for the event. This can be in the form of prior reading material or **homework** that they need to send in before to the event or during the event. In some cases, there might be a need for participants to sign declaration forms and social media release forms.

Homework & Preparatory work for participants

In order to enhance the workshop experience and its impacts, GYBN usually asks participants to prepare ahead of the workshop and do some homework.

GYBN organizes preparatory online calls in order to explain the homework and the workshop. The homework usually consists of readings or preparation for specific activities.

The information in this section is mainly relevant for national consultation meetings, but you can host regional meetings such as ones for Southern Africa or Africa and Latin America and the Caribbean (LAC). When it comes to this, visa and health requirements for the host country must be determined as well as visa fees and language translation services. International events introduce another layer of complication. In some countries, you need at least 4 weeks to apply for a visa, so you may need to invite and select as early as possible so that people have sufficient time to deal with country entry processes.

If you are organizing regional or subregional events, we recommend you to contact GYBN regional coordinators or GYBN Steering Committee members in order to coordinate it with other initiatives.



Communication

You need a communication strategy, for both internal and external communication. Key questions to help you organize your communications:

Internally - Internal communication involves how your group is organising itself.

- Are you meeting weekly?
- Are you using WhatsApp?
- How are you tracking the team's progress and documents?
- Are you using Google Drive, Slack or Trello?

Externally - External communication involves how you are communicating to your stakeholders.

- Do you have an icon or logotype for your event?
- A standard email, letter, and PowerPoint templates?
- Have you set your target reach for social media pages, how many posts are you doing per day? It is usually advisable to arrange the post for different times of the day, one in the morning and one in the afternoon.

Logistics Checklist

Don't forget to prepare for the following:

- Duration of your event, dates
- Venue, equipment & materials you will need (Projector, speakers, microphones, flipcharts, post-its, etc.)
- Accessibility & transportation
- Accommodation (if needed)
- Food
- Participants (Selection/registration/homework)
- Speakers & guests
- Team roles



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Enhancing impact & outreach

To make the consultation event as impactful as possible, make sure that the results are well communicated to the desired audience and in the participant's networks. Taking photos and videos during the consultation is helpful (as long as participants have given their consent) and then sharing them collectively on social media. Posting the resulting youth position on Twitter and tagging the targeted policymakers is a good practice, while also sharing photos on Instagram or Facebook for engagement within youth networks. Also, you can create a press release that summarizes the key messages and demands.

Plan the communication strategy in advance and select a facilitator to be responsible for documenting the consultation is a good way to ensure successful communication.



Going Digital

When it's not possible to gather for the consultation in-person, there are ways to meet virtually online by using a video conference software such as Zoom, Google Meet or Skype. The decision should be based on various factors, such as access to or limitations of the platform and budget. Some platforms have a free service that allows you to have meetings for a limited time and limited number of participants while some only offer paid options. You need to consider the cost of internet connection in your local country and the quality of connection needed for that platform, as well as your audience's familiarity with it. Platforms come with different features such as breakout rooms, voting polls, reactions, etc. You need to ensure that all of this is taken care of in order to avoid losing event time due to technical challenges.

A recorded video of a guest speaker's performance can be streamed simultaneously through YouTube or Twitch. Preparatory material such as readings or videos can be sent out beforehand in order to skip sessions.

The interactive sessions are more challenging. It helps to split into smaller groups and combine with a shared text-based platform such as Google Documents or padlet.com. This way, the participants can contribute and elaborate on each other's statements despite sound or internet quality.

Make sure the participants have access to the links, agenda, and schedule for the consultation (the schedule then needs to be strictly followed). Run through the rules and practices for the meeting (such as testing the video or microphone settings, asking questions or how the chat can be used). Have a rehearsal with the facilitators of all meeting functions and assign facilitators for technical support and note-taking. Take breaks often and don't conduct meetings longer than 4-5 hours per day.

3.4. It's Showtime: Executing the event

When the day of the event arrives, all you need is to follow the programme that you and your team have created, keep track of the time, and go with the flow. Be careful to allocate roles appropriately within your team, to ensure that everything runs smoothly. If possible, this should include:

- Timekeeper
- Host/MC for the program
- Technician or a backup solutions person

(If group activities are carried out, it is good to have one rapporteur and one facilitator per group. You can ask participants to be the rapporteur, but facilitators should have had a prior briefing/understanding of the activity)



A few tips:

- If you are hosting any of your speakers or guests online, check their internet connection before their time slot to speak and kindly ask them to be ready a couple of minutes before their intervention
- If your participants look tired or bored during a session, do an energizer.

Every night, for a multiple-day event, you need a team debrief meeting to reflect on the day and plan for the upcoming one.

At the end of the event, you need a satisfaction survey from participants. It is important to share the outcomes in the report in order to share good practices with other consultation teams around the globe.



3.5. Post-Event follow-ups: What Now?

Team debriefing

When the event is complete, you will need to organize a final team debrief session. This is to reflect on the event, on what went well and what didn't, areas of improvement, and to analyse whether the aim was achieved and to what extent. It is also where you can start outlining the report, and designate people to write it.

Analysing results and preparing the report

While planning the content of the sessions, the planning method could have an impact on how easily the results can be extracted and analysed. Therefore, keep in mind what you wish to do with the results when designing the sessions.

The conclusions and analysis of the results from a consultation is based on the data collected. Data from discussions are mostly in a qualitative format, which can be words gathered from interview transcripts, recordings, notes or documents. Unlike quantitative data (e.g., numbers), qualitative data cannot be analysed directly by descriptive statistics, making inferences from the discussions more challenging. Here, we present a basic guideline for qualitative data analysis from group discussions presented in this toolkit to help you with writing the report of the event. Please note that this does not require the same rigorous data analysis as is required for scientific research.



In qualitative data analysis, the *words and text are the data*. Therefore, it is important to take note of everything from the discussions in every session: world cafes, focus group discussions, and panel discussions. It is thus recommended to have a person assigned to take notes for each session. The words recorded are crucial in building an in-depth narrative account of the main topic, which is the core activity in qualitative data analysis. This narrative account should contain a summary and discussion of the data you have gathered.

In building the narrative, it is helpful to develop an outline of the storyline to serve as your guide when going through the data. This way, you can identify specific themes you can focus on from the data you have gathered. Draft a summary of each of the themes identified in the outline based on the data. Merge all those summaries of the themes according to your outline to build the draft narrative. Modify the draft accordingly to make the narrative more coherent and clear in its message. Ensure that your narrative is well-supported by the data on hand.

It is important to stick to what the data tells you, to avoid a personal influence on the narrative. You can do this by an iterative process of re-reading and reviewing the documents containing all the data you gathered from the sessions. This entails examining for common patterns within the data and writing about it in a narrative form of writing, then go back to the data and systematically check to see whether or not it supports what you have written. When applicable, support your narrative with quotes from the participants.

The bulk of your report contains the narrative account of the topic which is basically the main result of the discussion sessions. But information such as the statistics and background of the participants should be included to help the readers contextualize the results.



@GYBN

Reporting

The report is one of the most important steps of your consultation process. There are various types of reports to be produced. They include a report of social media analysing the reach of the content you posted during the event, and a consolidated report of the event that you could send to partners, funders and keep for your own records. The report allows you to see areas of further engagement and next steps.

Most often, the event will have clearly identified next steps, i.e. if you produced a policy position paper, the next step may be setting up a meeting with your country's CBD focal point to submit the policy position paper for their consideration. If the participants also identified an implementable small project that solves a crisis that was discussed, next steps may therefore be to draw a concept note for the project and seeing how it can be implemented. After the follow-up steps and actions that depend on the outcomes of the event have been discussed, you need to delegate roles and responsibilities within your team to implement the actions.

Template for report - google form for consultations

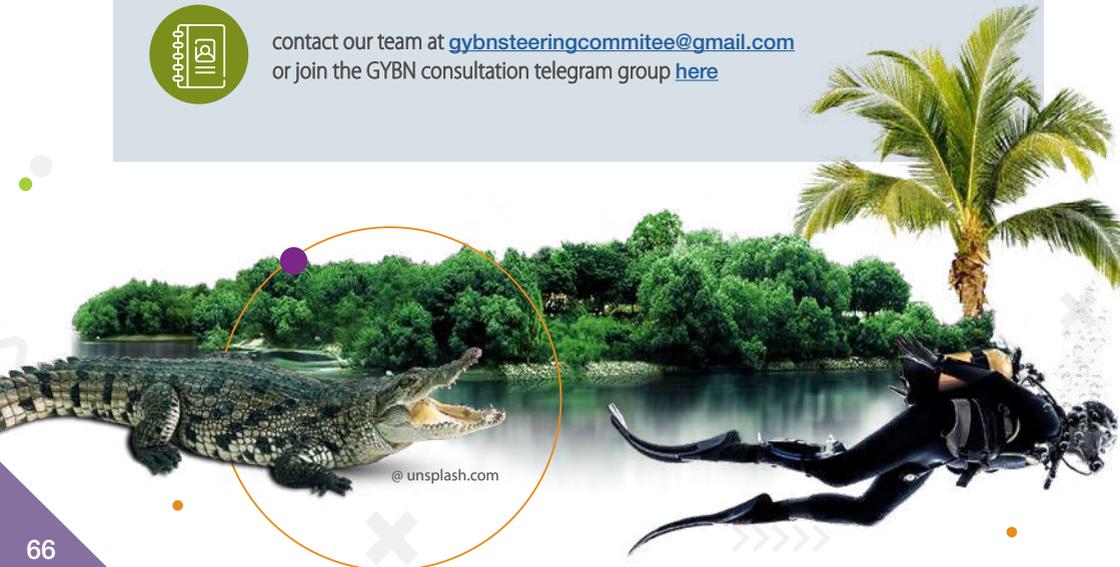
If you are organizing consultations and would like your results and outcomes to be included in the GYBN position and the Youth Engagement Roadmap for the Post-2020 GBF, please fill the Google form and submit your report and outcomes.



[link to Google forms](#)



contact our team at gybnsteeringcommittee@gmail.com
or join the GYBN consultation telegram group [here](#)





South African Youth Biodiversity Network

South African Experience

The South African Youth Biodiversity Network hosted 6 consultation meetings, each in a different province. Each meeting had specific themes, based on the group of young people we were covering. After each meeting, there was a report produced which remained open for comments from participants for 30 days after the event. At the end of consultations, all these reports were compiled by the Post-2020 lead team into a report that can be accessed [here](#).

This report was shared via email with the SA focal point to the CBD and formed the basis of our positions when we convened the African Youth Biodiversity Forum, when we commented on the GYBN position, and when we attended the government-planned National Consultation Meetings.

Some consultation questions required quantitative analysis and others only required qualitative analysis.

- One of the consultation questions was on Target 11 (Protected Areas). We had participants respond based on 3 categories, i.e. whether the target must be lowered, remain as is, or be increased, and if increased, by how much. For analysis, we then reported the order of preference from participants.
- Not every consultation discussion was quantitative, some were advocating for new things or for the removal of certain things that were in the 2011- 2020 Strategic plan. There were also calls to action, which were then narrated in the report as they are.
- For anyone compiling the report, we recommend that it is done immediately after the consultations finish, that way the information and narrative is still clear in everyone's minds, participants are still engaged and are likely to comment on your draft reports quickly.



GYBN México

National consultation, Chiapas

GYBN Mexico Experience

During January and February 2020, GYBN Mexico organized the National Consultation of Young People of Mexico for the Post-2020 Global Biodiversity Framework, in collaboration with the Ministry of Foreign Relations of Mexico and the National Commission for the Knowledge and Use of Biodiversity, as well as subnational secretaries for the environment and youth, and civil organizations and allied universities.



@ GYBN Mexico

Thanks to a team of more than 30 volunteers, it was possible to hold the largest national conversation in Mexico among close to 350 young people about the future of biodiversity in the world. Six events were held in Coahuila, Guanajuato, Chiapas, Morelos, Querétaro and Mexico City, to facilitate the representation of young people from different regions of the country. In addition, a survey was circulated virtually during those months so that people who could not attend the face-to-face events could also express their visions and proposals.

Of the 350 young people participating in the consultation, 56% are women and 44% men. 93% are active members of GYBN Mexico and 7% young people from other networks or organizations of young environmentalists. 39% of the participants dedicate their time to a professional job, 23% are scholarship holders, 35% are students and 3% have alternative occupations.

The preliminary results of the consultation were presented directly, on February 14, 2020, to the Inter-Ministerial Commission of the federal government that monitors the Convention on Biological Diversity in Mexico. This Commission includes different agencies such as SEMARNAT (Secretariat of the Environment), INMUJERES (Institute of Women), INPI (Institute of Indigenous Peoples), CIBIOGEM (Commission of Biosafety), among others. Subsequently, the results were included in the consolidated position of GYBN and presented in the Second Post-2020 Working Group, held in Rome, Italy in February 2020.

****Analysis of the information****

The analysis of the information starts from the design of the questions.

In our case, it started with the design of the survey and the face-to-face questionnaire that included almost the same questions, and went through the following steps:

- 1 We prepared a report template and established a shared database-type document where all the responses to all events were recorded.
- 2 After the event, an analysis team was created, with the coordinators of the national chapter and some people from the facilitating team. The first thing we did was to transcribe and accommodate the responses in the general database.
- 3 Based on ground theory and social representations, we categorized the responses to identify key words and messages, as well as the frequency with which they were expressed by those consulted.
- 4 Through an iterative process:
 - a. we identified the most recurring messages;
 - b. we classified them into “proposals”, “demands” and “needs”;
 - c. we identified which actors they were targeting; for example: “governments”, “companies”, “academia”, “civil society” and “GYBN Mexico”;
 - d. we also separated those messages by the level at which they were projected into “local”, “national” and international”.
- 5 Finally, we prepared a document in which the main findings during the consultation will be summarized in a clear and concise way, emphasizing those messages directly related to the Post-2020 GBF.



National consultation, Morelos

Advocacy

As explained in Part 2, section 2.4, there are many different ways to influence your target group. In this case, we will focus on the community of decision-makers and stakeholders involved in developing a Global Biodiversity Framework.

Now that you have created your report and the youth position from youth living in your country/community with main messages and priorities, you can hit the ground running and get those messages out there! So go get your team together and start planning your advocacy strategy!

Some steps you can follow:



Share your outcomes with the GYBN community: Share your position and key messages/outcomes with fellow GYBN chapters and with the GYBN Steering Committee and, if you think it is useful, ask regional coordinators or focal points to schedule a meeting to share results and experiences. This will help you better understand what type of advocacy activities you can do and how best to communicate the main outcomes.



Albums de Moroccan Youth Biodiversity Network

Atelier de Consultation

Atelier de Consultation « Jeunes Marocains et Plan Stratégique Post-2020 de la Diversité Biologique » organisé par l'association "Moroccan Youth Biodiversity Network" le Samedi 09 Novembre 2019 à l'Institut Scientifique de Rabat.
#GYBN #Youth4Biodiversity #Post2020 #MYBN #CBD

10 de novembro de 2019

42 2 comentários 5 compartilhamentos



Social Media Campaign: Organize a social media campaign to share and spread the main outcomes of your consultations and the key priorities from your youth position.

Examples of content: Short video clips of your members/participants sharing their personal priorities, short infographics with the main outcomes of your consultations, etc.



@unsplash.com



Meet the CBD National Focal Point (NFPs) from your country: You can try to approach your government and your CBD NFP to present the outcomes of your consultations, the report and/or the National Youth Position.



Initiating contact with your CBD NFP is a good way to start establishing youth as a valuable partner for CBD implementation in your country, but it requires a good amount of knowledge and experience, and also fair understanding of diplomacy.

GYBN recommends that chapters who wish to engage with their NFPs get advice from the GYBN Steering Committee, GYBN Focal Points and/or more experienced coordinators as they can help you navigate through the diplomatic channels and start this relationship in an appropriate way.

Don't contact them without prior preparation as it can affect the credibility and work of your chapter.



@ GYBN



4

Presenting in relevant meetings and events: Another effective way to reach influential people is to have a presence in relevant biodiversity events in your country by presenting your position in such meetings, or organizing actions and campaigns at such events.



@ GYBN Mexico



@ GYBN Mexico



5

Organize actions: If you think it will increase visibility and mobilization (and provided it is safe enough) you can organize actions, marches and other activities to raise awareness and increase visibility of your priorities in your country.



@ GYBN

Final Remarks

In the Annex you will find examples of model programmes, sessions, ice breakers and other activities.

We hope this guide has provided you with valuable information and insights on how to develop or improve your activities! If you have any comments or questions, please feel free to send an email to gybnsteeringcommittee@gmail.com. We welcome any offers to translate this material into other languages!

Thank you very much!

The authors



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Part 4

Programme ideas



4.1. Model Programmes

Now that you've read how to plan, organise, and execute a consultation event, this section will describe possible content for the sessions at your consultation event. Presented below are **two models of youth consultations: stage 1 and stage 2**. You can use them to help you plan your own sessions, but feel free to be creative and give your programme your own flavor and personality by adding different components and sessions according to the aim and objectives you set at the beginning of this planning process. Furthermore, there is advice on how to alter the consultation into a thematic or online consultation. Lastly in this section, there is a subsection on how to analyse the results and design the sessions accordingly.

In general, when creating the program for a consultation, important aspects to think of are time-keeping, the participants' knowledge, and their experience. Detect what knowledge is needed to engage and contribute in the planned consultation. Break up the content of a consultation into sessions, both informative (learning) and interactive (practicing). Estimate how much time is needed for each session – then add extra time to ensure it is enough – and place the sessions in a feasible order: variation is needed in order to keep the participants alert and interested, yet some learning needs to happen before practicing. Whenever guests are involved, it might be challenging to satisfy everyone's interest. Finally, add the necessary breaks for rest and meals as well as time for check-in

**Stage
1**

Focus on vision for the future and deepen the understanding of our ecological crisis

1 day programme

For beginners: Participants don't need to have prior experience or specific knowledge

and check-out of participants.

This stage has three main objectives:

- 1 Collect perspectives and priorities for our future and relationship with biodiversity among youth
- 2 Build deeper understanding on the biodiversity crisis, its complexities and how it is interconnected to underlying societal struggles
- 3 Mobilize the youth community to get involved in the negotiations of the Post-2020 Global Biodiversity Framework

09:00 – 09:30	Session I: Welcome and Introduction
09:30 – 10:00	Team Building
10:00 – 10:15	Break
10:15 – 11:15	Session II: Introduction to Biodiversity
11:15 – 11:30	Break
11:30 – 12:30	Session III: Introduction to the CBD and GBF
12:30 – 13:30	Lunch Break
13:30 – 14:00	Team Building
14:00 – 17:00	Session IV: The Consultation (small breaks during the session)
17:00 – 17:15	Break
17:15 – 18:00	Session V: Presenting the outcomes of the discussions
+ Dinner	Optional - good for team bonding

Session I • Welcome and Introduction

Since the participants have just gathered, begin with presenting the hosts and facilitators. Present the aims and rationale as well as the agenda of the consultation, with the schedule if possible. Depending on the size of the group and the time available, the participants can introduce themselves if suitable. This can be done in a simple way (everyone telling their name and background) or by letting them get to know their neighbouring participant and then present them to the group. To lighten up the atmosphere, get-to-know questions can be prepared for the participants to introduce themselves with.

Session II • Introduction to Biodiversity

Start the consultation with an informative session. This should primarily cover the basics on what

biodiversity is and what the state of biodiversity is today. Preferably this can be done by an expert who is attending as a guest of the consultation: a scientist from a nearby university, local policymaker, NGO experts or someone with experience in biodiversity. Every member state of the International Science- Policy Platform on Biodiversity and Ecosystem Services (IPBES) has national focal points (usually scientists). Hopefully, they would be interested in either attending the session themselves, or help by contacting an appropriate speaker.

This session could cover what biodiversity is, all of its values and importance, the current state of biodiversity, its indirect and direct drivers of loss, IPBES Global Assessment key messages, existing frameworks to curb its loss, how it is connected to other problems such as climate change, pollution, poverty and inequality, human rights, etc.

Session III • Introduction to the Convention on Biological Diversity and the Post-2020 Global Biodiversity Framework

To follow-up, the next session explains about what is being done on the policy side of biodiversity in the CBD. This session could be part of a joint session with the previous one (after a break), with the same expert guest or a different guest. Like the member states of IPBES, every member of the CBD has national focal points and national delegations with experts experienced in policy.

At the end of the sessions, the facilitators can moderate a panel discussion with the guest experts where the participants can ask questions to the experts. This session could cover an overview of the CBD and its mechanisms of implementation, CBD Strategic Plans, particularly the Aichi Targets, the status of implementation, Post-2020 Process timeline, the Zero Draft, how young people can and have played an effective role in its processes, etc.

Session IV • The Consultation

Once the participants have been briefed and enough context has been provided, the consultation can take place. Make sure to give sufficient time for the participants to answer the questions that have been prepared. To facilitate the discussion, start the consultation in smaller groups of 4-5 participants where one per group takes notes. When the groups are done, they present their discussions to the full group. If there is time, the participants can follow up with reflections in the full group or with the experts.

To save what is being said - the result of the consultation - appoint one or more facilitators as responsible for note-taking. They receive each group's notes and take notes of the full group discussion.

In this consultation, start with the basics of biodiversity and environmental actions.

1 What does biodiversity mean to me?

- a. What is my relationship with nature and biodiversity? What are the priorities of youth?
- b. How am I relying on or depending on nature?
- c. How does my lifestyle affect nature?

2 Understanding the complexity of our biodiversity crisis

- a. What are the main problems biodiversity is facing today?

- b. What are the causes/drivers for these problems? Are there any subsequent drivers?
- c. Are these drivers interlinked? How?
- d. Can any root causes of these problems be identified?

3 Envisioning the future

- a. What future do you want?
- b. What values and principles should be guiding this future?
- c. What elements are important for your future?
- d. What are the elements that need to change?
- e. What are the essential conditions to enable this vision of the future?

4 Do the [GYBN Online Survey!](#)

How to prepare the questions

Since the questions will be the primary object of the consultation, take sufficient time to compose the set of questions. Make an estimate of the time available for the session, the knowledge of the participants and how the result will be used after the event.

+ Reference to more examples questions in annex at the end of document.

Session V • Presenting the discussion outcomes and preliminary youth positions

Now that the participants have been consulted and discussed the targeted topics, it is important that the outcomes of the discussions and the preliminary youth positions are presented to the whole group (plenary), and also to the invited guests.

The outcome after a Stage 1 Consultation should reflect the youth's perspectives:

- Meaning and relationship with biodiversity
- Vision for the future: What values, principles, priorities, elements, dos and don'ts, or enabling conditions youth wants to see

If you are able to invite experts, policy-makers and other influential guests, it is a great opportunity to share with them the outcomes of the discussions, and showcase some of the youth positions. It is also helpful and worthwhile to hear their feedback and to check whether some of these positions could be gathered by them in order for the positions to be reflected in policies and other initiatives. Persons of interest are: national focal points, national CBD delegation members, environment, youth, and foreign affairs ministries representatives, local policymakers, civil society leaders (NGOs), environmental/nature conservation agency staff, and government representatives.

Stage 2

Focus on goals and targets to achieve the vision set during stage 1

2 days programme

Recommended to participate in Stage 2 Consultation only after completing Stage 1. Have small breaks and energizers during the longer sessions.

This stage has three main objectives:

- 1 Increase technical knowledge in the youth community
- 2 Collect more detailed, specific priorities
- 3 Identify priority actions and responsibilities from different stakeholder groups

Day 1	
09:00 – 09:30	Session 0: Welcoming and Introduction Presentation
09:30 – 10:00	Teambuilding
10:00 – 13:00	Session I: Existing MEAs and the Aichi Targets
13:00 – 14:00	Lunch Break
14:00 – 14:30	Team Building
14:30 – 17:00	Session II: Analysing the Aichi Targets
17:00 – 17:15	Break
17:15 – 18:00	Guest Appearance
18:00 – 19:00	Dinner

Day 2	
09:00 – 09:30	Team Building
09:30 – 12:30	Session III: The Post-2020 Process and Updates
12:30 – 13:30	Lunch Break
13:30 – 14:00	Teambuilding
14:00 – 17:00	Session IV: Writing a Youth Manifesto
17:00 – 17:15	Break
17:15 – 18:00	Session V: Deliver the Youth Manifesto
18:00 – 19:00	Session VI: Plan a Strategy for Action
+ Dinner	

Since the participants are expected to have some prior experience or knowledge of biodiversity policy, the sessions for Stage 2 Consultation can be more interactive and require active contributions from

the participants. The organisers of this consultation need adequate knowledge and experience as well in order to facilitate the sessions.

Possible Sessions are:

Session 0 • Welcoming and Presentation

This session is only necessary if there has been no previous session. See Session I for a basic level consultation detailed above.

Session I • Existing MEAs and the Aichi Targets

To strengthen the knowledge of the participants in existing environmental policy frameworks, start the consultation with an informative session about the Multilateral Environmental Agreements (MEAs) and the current biodiversity targets (Aichi Targets).

Preferably, an experienced guest speaker could present a few of the frameworks and the Aichi Targets. To make the session more active, the presentation can be followed by a workshop where the participants do their own research. Divide them into groups that are assigned one topic each. The groups then get some time to research and compile information on their topic, and then present to the full group. Keep in mind that this will require internet access and tools (cellphones, pencils and paper).

This session needs more time than others, especially if the participants are researching the topics themselves. If suitable, the topics can be split into two sessions: one for the MEAs and one for the Aichi Targets. Since the consultation is on biodiversity, provide information about the MEAs to lay out a good foundation of background knowledge, but the Aichi Targets can be the primary focus.

When presenting their results, the group should have answered the following (suggested) questions about their topic:

- What is the background, history and timeline of the framework/target?
- Who is involved and on what level? Which regions are in focus or critical?
- What is its purpose, what need does it respond to?
- What are its conditions and circumstances: is it legally binding, how is it being monitored and followed up?
- What is the evaluation of the topic? Has it succeeded or not? What is its weakness or strength?

Topics to be covered:

- The 2030 Agenda and the Sustainable Development Goals
- The United Nations Framework Convention on Climate Change (UNFCCC) and the Paris Agreement
- The United Nations Convention to Combat Desertification (UNCCD)
- Convention of International Trade in Endangered Species (CITES)
- Ramsar Convention on Wetlands
- The Rio Principles
- The 20 Aichi Targets (possible to allocate multiple targets per group)

Session II • *Analysing the Aichi Targets*

This session explores the analysis of the Aichi Targets in the Convention on Biological Diversity and why they did not succeed and how they could have been improved. The method could be the same as the previous one (participants researching and presenting themselves), but it would help to bring a guest who is experienced in the implementation of the targets.

The session should cover the question on how each target is specified, what indicators and mechanisms for monitoring and response are in place.

By evaluating the old targets, this session acts as a bridge onto the new targets in the Post-2020 Global Biodiversity Framework: the mistakes and weaknesses of the old targets could fuel the discussion on how the next targets should be.

Session III • *Consultation of the Post-2020 Global Biodiversity Framework*

This is the main session of the event, so make sure to give it enough time. The consultation focuses on the current negotiations of the global framework for 2020 – 2030. Start with a presentation and updates of the negotiations: what meetings have been done, what is next and how the framework iterated and developed through multiple documents.

Suggested methodology is to divide the participants in groups conducting World Cafe Discussions (see explanation in section XX *Types of Sessions*). This way, the participants can freely move around and develop the discussions. The session is in four parts:

1 Goals and targets for the Post-2020

Option 1: Lessons learned from the Aichi Targets

Discuss successes, challenges, gaps, and potential improvements for the Aichi Targets. Here, the group can prioritise targets/goals that are more relevant to their community.

Option 2: Discuss proposed goals and targets in the zero draft (Needs more expertise)

In a similar way as option 1, discuss the gaps, potential problems or improvements in the latest draft of the framework. These discussions require experienced facilitators, as well as a presentation of the draft document. The participants can prioritise by focusing on specific goals, targets or an aspect to analyse (e.g. gender equality, feasibility or youth inclusion).

2 Roles and responsibilities each stakeholder group should take

Continue the World Cafe Discussions, change the discussion topic to be about stakeholders: (Possible to ask participants if they wish to add actors)

- Governments
- Private sector
- Finance sector (banks, etc)

- International Non-Governmental Organisations (NGOs)
- Grassroot organizations and civil movements
- Academia and education
- Media
- Youth
- Indigenous People and Local Communities (IPLCs)
- Women

The participants discuss the questions presented below, as well as stating a recommendation to each stakeholder on their roles and responsibilities in the context of the Post-2020 GBF.

- What are the responsibilities for each of these groups in achieving the vision for the future? Take into consideration the power they have, resources they have available, rights and privileges
- What works well, what doesn't, and what needs to be improved?

3 Enabling Conditions

Let the participants discuss in groups:

- What elements should be in each category of enabling conditions?
- What are the essential enabling conditions to achieve the future vision?
- What is the assessment of the enabling condition found in
 - GYBN position
 - Zero Draft
 - (If this consultation has followed a Stage 1 Consultation) Identified conditions from the previous consultation

4 GYBN's identified priorities

GYBN has four priorities to be reflected in the Post-2020 GBF:

- Transformative education
- Inclusive Participation
- Rights-based framework
- Intergenerational Equity

Questions:

- How to ensure these priorities are reflected in the framework?
- How to monitor progress in the implementation of these priorities?
- How are these priorities being implemented at the national level?

Session IV • Writing a Youth Position

To apply the knowledge gained from the previous sessions (how the old targets could be improved, what other MEAs look like, and comments on the latest update of the Post-2020 GBF negotiation) the group could now compose a position (text declaring your perspectives and opinions on a certain topic), that can be used to advocate for youth perspectives in a political process and raise awareness on youth priorities among the expert community and decision-makers, as well as the general public. It can also be useful to bring young people together under a common goal and galvanize action for biodiversity.

Together, write the group's position or general opinions based on the discussion. This could be done by first having a brainstorming exercise and then dividing the participants into groups to write one section each of the paper. The brainstorming exercise could be using post-its on a wall or World Cafe Discussions on selected topics.

Session V • Deliver the Youth Position

To end the workshop, the youth manifesto can be presented in-person to relevant stakeholders (see *Session V in Stage 1 Consultation*).

Session VI • Plan a Strategy for Action

An optional ending of the consultation, is to create an action plan for the participants on how to contact and engage different stakeholders with their youth manifesto. It could be to plan meetings, campaigns or emails to politicians, national focal points or business leaders.

Stage 3

Focus on specific thematic issues or current negotiating texts

Having a consultation on a specific topic is not much different than the two models described above: the *types* of sessions remain the same but with different content. The consultation should still have informative sessions – with guest experts, experienced facilitators or by contributions from participants – and interactive sessions where the consultation is made. Make sure the participants have sufficient knowledge before or during the workshop in order for them to feel confident enough to answer or discuss the consultation questions.

Your team needs to be well-prepared and up-to-date on the negotiations or experienced in the chosen issue. Likewise, the participants should have a basic understanding of the context of the Post-2020

GBF or the specific issue. The objective is to increase awareness and deeper understanding of technical aspects, as well as collect inputs and youth perspectives on specific issues.

Examples of negotiation texts: Draft for Indicators and Monitoring Elements

Examples of specific issues: Marine Biodiversity, Protected areas, Gender, Traditional knowledge, Implementation mechanisms or Sustainable use of biodiversity



Other Consultations not related to the Post-2020 process

This guide can be used for youth consultations that are not specifically focusing on the negotiations of the GBF. The consultation can be an opportunity to provide youth inputs on a local, national or regional biodiversity policy.

Examples:

- **Other issues under the CBD and its synergies with other international processes:** It can be used to learn more about the CBD, its processes, implementation and monitoring mechanisms, and specific issues such as protected areas, marine biodiversity, biosafety, etc. It can also be about intersections and synergies with other Multilateral Environmental Agreements (MEAs) such as the Convention on International Trade in Endangered Species of Wild Fauna and Flora (CITES), the Ramsar Convention on Wetlands or the United Nations Framework Convention on Climate Change (UNFCCC).
- **National policies, actions concerning biodiversity in your country/community:** Your government is designing new policies or initiatives related to biodiversity and you would like to hear the positions and perspectives of your community about them and raise your voice with key conclusions.
- **Gathering youth participation and engagement information and data:** You might want to understand more about the youth within your country or community: their challenges engaging in biodiversity, their activities and impact, etc. This type of information can greatly improve your campaigns and advocacy strategies, and provide policy-makers with important data to improve youth engagement and participation.

4.2. Preparing questions for discussions

How to prepare the questions

Since the questions will be the primary object of the consultation, take sufficient time to compose the set of questions. Make an estimate of the time available for the session, the knowledge of the participants, and how the result will be used after the event.

In this basic consultation, start with the basics of biodiversity and environmental actions. What are the priorities of youth? What are the judgments about existing practices to save biodiversity and what is a desired outcome/future?

Suggestion of questions

Below are several questions that have been used in the consultations organized so far. Feel free to use them or not, and to modify it according to your needs.

1 Biodiversity importance

- For you, what does biodiversity mean?
- What does it mean for you to have a good life?
- What do humans obtain from biodiversity?
- What service/function does society value the most?
- Which differentiated use do women and men make from biodiversity?
- What is my relationship with biodiversity?

2 Vision for the future

- What future do you want?
- What living in harmony with nature mean to you?
- What transformative change mean to you?
- What values and principles should be guiding this future?
- What elements are important for your future?
- What are the essential conditions to enable this vision of the future?

3 Drivers of biodiversity loss

<i>Indirect drivers</i>	<i>Direct drivers</i>	<i>Economic activities directly impacting biodiversity</i>
Values, Inequalities, Demographic, Economic, Governance, Technology	Land/sea use change, resource extraction, pollution, climate change, invasive alien species	Fisheries, Aquaculture & Mariculture, Agriculture & Grazing (crops, livestock, agroforestry) Forestry (logging for wood & biofuels) Harvesting (wild plants & animals from seascapes & landscapes) Mining (minerals, metals, oils, fossil fuels) Infrastructure (dams, cities, roads) Tourism (intensive & nature-based) Relocations (of goods & people) Restoration Illegal activities with direct impacts on nature

Questions to identify, understand and link drivers:

- What are the main problems biodiversity is facing today?
- What are the causes/drivers for these problems? And the subsequent drivers?
- Are these drivers interlinked? How?
- Did you manage to identify some of the root causes/drivers of these problems?

Specific questions on different drivers:

- There are several potential conflicts of interests related to environmental politics. One example is when economic growth, various lifestyles, and cultures are pinned against nature. How should we deal with this? What should we prioritise?
- What should we prioritise in order to reverse the trend of mass loss of species? Examples: changed habits, behaviour and lifestyle, nature conservation, or technology minimising and compensating our impact?
- What are you willing to change in your everyday life to foster a sustainable lifestyle? What are you not willing to change?
 - a. What You Eat
 - b. How you travel
 - c. How You Live
 - d. How and what you consume
 - e. Management of trash and waste
 - f. Other

- How can others best be motivated to adopt a sustainable lifestyle?
- What measures are needed to mainstream consideration of nature into all sectors of society?
Examples:
 - a. Economic instruments
 - b. Knowledge and education
 - c. Regulations
 - d. Other
- Could there be a sustainable economic system? What can we do to fulfill it?
- Regarding the planet's resources, what are the rights and responsibilities of:
 - a. Previous, current and future generations?
 - b. Industrialised countries, the so-called Global North?
 - c. Developing countries, the so-called Global South?
- How do you think that we should divide responsibility for environmental damages? Examples:
 - a. What role Global North countries should have in addressing damages of their operations in other countries within the Global South?
 - b. Should non-governmental actors in society such as companies, who negatively impact the environment and nature, compensate those who are affected? How?
- Is a country entitled to compensation when genetic resources are used by foreign actors or nations? (such as production of cosmetics and pharmaceuticals, research or genetic engineering)
- How can we ensure that indigenous people's traditional rights are respected?
- How can we safeguard the Human Rights of those who protect nature, such as environmental defenders and activists?
- What concrete actions should countries commit to to halt the loss of biodiversity associated with change in land / sea use?
- What concrete actions should countries commit to to halt the loss of biodiversity associated with pollution?

4 Enabling Conditions

- What roles, responsibilities and expectations do various actors have when it comes to the sustainable change:
 - a. Businesses
 - b. Policy and decision-makers
 - c. Civic society (NGOs, grassroots movements)
 - d. Academia
 - e. Media
 - f. Youth

- What methods are needed in order for member states to implement the framework?
Examples:
 - a. Legally Binding Targets? In What Way?
 - b. Differentiated goals per country/region?
 - c. Review mechanism of each country's National Biodiversity Strategy and Action Plan (NBSAP).
 - d. SMART targets: Specific, Measurable, Achievable, Realistic, Timely?
 - e. Qualitative Or Quantitative Measures?
 - f. Coordinate the framework with other international environmental treaties such as the Paris Agreement or Agenda 2030?
- Should governments of member states be responsible for implementing all parts of its National Biodiversity Strategy and Action Plan (NBSAP)? Should it be possible to distribute contributions to non-governmental actors such as organisations or companies?
- How should the implementation of the framework be financed? Different strategies on local, national, regional or global level?

5 Principles and Values

- What does a sustainable society look like? What is humankind's ideal relationship with nature?
- What principles and values need to be upheld in order for us to reach it?
- When and how could we reach a sustainable society?



4.3. Activities

What future do you want?

Visioning exercise: Divide the participants into groups and ask them to imagine what kind of future they want, trying to respond to the following questions:

a Part 1

- i. What is the relationship between us/ you and nature?
- ii. How do you see this relationship in the future? Do you think we can envision a better future with nature?
- iii. What are the values and principles underpinning this vision of the future?

b Part 2

- i. What are the main obstacles to this vision of the future?
- ii. What needs to change, what are the do's and don'ts in order to achieve this vision of the future?
- iii. What do you see as your role and level of influence in creating the vision you have?

Methods: You can ask the participants to draw their vision and also prepare a flipchart with the answers from the 3 questions, then give each group 2-3 minutes to give a pitch on their vision. Prepare materials such as pens, colours, paint or any other materials that help them to be creative in expressing their vision. In the past, participants used flowers, leaves, and branches from the garden in the venue.

Expected outcomes:

- A visual image of the participant's vision of the future.
- Key values and principles needed for the future (e.g.: empathy, equity, inclusiveness, precautionary principle, intergenerational equity, gender equality, etc.).
- Obstacles that need to be addressed (e.g.: unsustainable practices, weak governance, inequalities, monoculture, subsidies, etc.).
- Elements needed for the future (e.g.: equity, education, resources, etc.).
- Dos and Don'ts for the future.

Notetaker: Should summarize each group's pitch and start compiling the answers from each question. It is good to take photos of the flipcharts and the drawings in order to have a record of it and also to assist with the report later.

Tips: Motivate the participants to be creative and free their minds and hearts.

Icebreakers, Energizers and Team Building

One of the key added values of attending a workshop of this kind, is to meet new friends, learn from their background and exchange different points of view. The following activities, games and dynamics are suggestions to keep everyone's attention high, to keep everyone full of positive energy, and to allow them to know each other better. Remember this process is also about to have fun!

Icebreakers & team bonding: getting to know each other



in person

Speed Dating

Create two circles with people, one inside the other and pair the participants of one circle with the participants of the other. You will give 2-3 minutes for both participants to answer some questions about their lives. When time is up, the outside circle will move one person to the right. Repeat this until the circle comes back to its original position.

Questions suggestions:

- What's your name? Where are you from? How old are you? How many siblings do you have?
- What is your favorite food and why?
- When and how did you fall in love with nature/biodiversity?
- What are 3 things you are proud of yourself?
- What are 3 things you would like to change about your local community or country?
- Why are you in this event? What would you like to achieve?
- What are your expectations for this event?

Time needed: 15-20 min (20 ppl)

Note: try to be culturally sensitive with the questions



online

For the online version of this, you can send participants into breakout rooms. Create groups between 3-5 people depending on the numbers of participants you have. Give them a set of 3-5 questions to answer instead of one by one.

If time is available, when they come back to the main room ask 3 people to introduce someone from their team.

If the platform you are using does not allow you to do breakout rooms, you can always use www.mentimeter.com to ask how people are feeling, their expectations and others.



in person

Chat Card

Prepare a set of cards with questions to start a conversation. Question suggestions:

- My favorite book is _____because_____.
- Where in the world would you like to go and why?
- If you could have 1 million dollars, what would you do?
- What is the meaning of 'environmental action' to you?
- Who do you trust and why?
- What would you like to achieve in the following 5 years?
- If you can go back in time to your 15-year-old self, what advice would you give to your 15-year-old self?
- What is your definition of being successful and why?
- What can you do today that you were not capable of a year ago? What did you do to make it happen?

Ask participants to take one card and pick someone they don't know or haven't talked to during the workshop.

After a couple of minutes of answering the questions, ask them to exchange the card with someone else and find a new person.

This activity is a great way to start a conversation or to start a discussion on a specific topic. You can choose questions according to the phase of your consultation.

Time needed: 15 min

Material: cards with questions



online

Separate participants into breakout rooms and assign each group one or two questions so that everyone in the group can share their answer.

If you would like to compile answers, you can create a Google document or use a digital white board.

Some tools that can help you are:

padlet.com

miro.com

awwapp.com



in person

Similarities and Differences

Create teams of 3 to 5 people and ask them to create a written list of all the interesting things that they all have in common and something unique from each participant.

Kindly request participants to avoid obvious things, such as all being men or women.

You can give it a twist by asking participants to list the strengths and weaknesses they have as a team.

At the end, ask each group to share their list with the rest of the group.

Time needed: 15 min

Material: paper or sticky notes and pens



online

Send 3-5 participants into a breakout room and ask them to write their answers either in a Google doc or in any of the online whiteboards.

Some tools that can help you are:

padlet.com

miro.com

awwapp.com



in person

Emergency Game

Ask participants to imagine they are living in a ship that is crossing the Atlantic Ocean. Suddenly, the ship is about to sink and they are only allowed to take 5 items with them. What would those items be and why?

Create groups of 3-5 people and let them share their answers.

Time needed: 15 min



online

Ask participants to share their answers on the online whiteboard.

If time is available, send participants to breakout rooms and allow them to share.



in person

My love for biodiversity

Ask participants to take a picture or paint the moment when they fell in love with biodiversity or nature. If you are in a venue with nature around, invite people to go out and take their best photo shoot or find the most inspirational spot to paint.

After a while, ask them to share with someone they don't know or haven't talked to during the workshop.

Time needed: 15-30 min

Materials: participant's phones, watercolours, paintbrushes, markers and paper or cardboard.



online

For this activity, ask participants to upload in advance their picture or painting into a Google Drive folder or a collaborative online whiteboard.

Send 3-5 participants into breakout rooms and ask them to share their stories using the material that was prepared in advance.



in person

Blind Drawing

Divide participants into couples and make them sit back to back.

Give one participant pen and paper and the other one a picture. (be sure these are simple pictures).

The teammate with the picture describes verbally what is in the picture to the other participant, without actually saying what it is. For example, if the image is a butterfly in a flower, do not say, "Draw a butterfly in a flower".

The participant with the pen and paper draws what they think the picture depicts, based on the verbal description.

Time needed: 10-15 min

Materials: pen, paper, picture



online

For the online version send participants into breakout rooms, be sure you send people in couples so there is a team who describes and a team who draws.

They won't be back to back but the activity still can be handled since they don't see each other's picture and drawing.



Telling a Story in 3 words

Make a circle with participants, the chance to speak will be given when passing the ball to each person.

We will create a collaborative story. Each person has to say 3 words that match the other 3 words that were said before. Except for the first one. It can be about any topic.

Allow each participant to speak at least one time.

Let your imagination fly and discover a new story!

Time needed: 15 min

Note: if you have a very big group, you can make teams of 10 people

Material: a hand ball



For the online version, the person who speaks has to appoint someone from the list of participants to go next.



Touch Green

The facilitator will call out something to touch such as “touch something green” or “touch something cold”. Each participant then has to move and touch something that is green or cold. This might be something on their desk, an item of clothing, or something they have to go and find on their bookshelf. The first person to find an object then has to select the next item to touch.

Keep playing and make things more complicated or reduce the time until one player remains.

Time: 10-15 min



For the online version, instead of “touch something”, the request will be “show something”. Participants have to show the item that was requested. For example, “show something that is sticky” or “show something you can write on”.

Think of items that can be easily found in a working desk or at everyone's home. The first person to show the item, has the chance to say what's the next item.



in person

Aladdin Lantern

If you could have any 3 wishes come true what would those be?

Ask participants to think about which would be their 3 main wishes if they had the Aladdin lantern. To add speed to it, create pressure by giving them only 3 minutes to think about it. Ask them to write them on a sticky note.

To conclude, create a big circle and ask everyone to share 1 of their 3 wishes.

Time needed: 10 min

Materials: sticky notes



online

For the virtual version, please ask participants to share their wishes on the online whiteboard. You can invite people to post a GIF, meme or an image that best represents each of their wishes.

For more ideas of icebreakers, team bonding activities and energizers, check the following websites:

www.wrike.com/blog/ultimate-guide-team-building-activities

www.wrike.com/blog/team-building-games

www.workamajig.com/blog/team-building-activities

www.sessionlab.com/blog/online-energizers/#three-wishes



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4.4. References

Informative, Academic, and Policy-related Strategies on Biodiversity:

Region	Name of the Document
Southeast Asia	ASEAN Biodiversity Outlook 5
EU	EU Biodiversity Strategy
EU	EU From Farm to Fork (Agriculture Strategy)
EU	The European Green Deal
Global	The State of the World's Biodiversity for food and agriculture
LAC	EL ESTADO DE LA BIODIVERSIDAD EN AMÉRICA LATINA Y EL CARIBE
LAC	La agricultura y la biodiversidad en América Latina y el Caribe
LAC	Latin America and the Caribbean: A Biodiversity Super Power
LAC	Different visual resources produced by ECLAC (Economic Commission for Latin America and the Caribbean)
LAC	INFORME DE LA CONSULTA REGIONAL SOBRE EL MARCO MUNDIAL DE LA DIVERSIDAD BIOLÓGICA POSTERIOR A 2020 PARA AMÉRICA LATINA Y EL CARIBE, REALIZADO EN MONTEVIDEO DEL 14 AL 17 DE MAYO DE 2019
Africa	IPBES regional assessment report on biodiversity and ecosystem services for Africa
Africa	Key Priorities for Africa for the Post-2020 Global Biodiversity Framework
Africa	Agenda 2063: The Africa we want
Global	IPBES Global Assessment
Americas	IPBES Americas Assessment
Europe	IPBES Europe and Central Asia Assessment
Asia	IPBES Asia and the Pacific Assessment
Global	IPBES Pollinators Assessment
Global	IPBES Land Degradation Assessment

Global	WWF Living Planet Report 2018
Global	CBD in a Nutshell
Global	Global Biodiversity Outlook 4
Global	Rio Declaration on Environment and Development
Global	The Earth Charter

Helpful guides for advocacy consultations and trainings:

Region	Name of the Document
North Europe	Manual for organizing youth consultations
Asia	A Training Manual on Advocacy, Lobbying and Negotiation Skills for Indigenous Peoples in Climate Change and REDD+

Intergenerational Equity References:

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- UN Framework Convention on Climate Change, 1771 UNTS 107, 16 June 1992, (Article 3.1)
- UNECE, Convention on Access to Information, Public Participation in Decision-Making, and Access to Justice in Environmental Matters, adopted in June 1998. 2161 UNTS 447, ("Aarhus Convention"), article 1.
- UNESCO, Convention Concerning the Protection of the World Cultural and Natural Heritage, adopted in November 1972, 1037 UNTS 151; 11 ILM 1358 (1972), article 4.
- Report of the United Nations Conference on Environment and Development, 3 to 14 June 1992 (A/CONF.151/26/Rev. 1 (Vol. I), A/CONF.151/26/Rev. 1 (Vol. II), A/CONF.151/26/Rev. 1 (Vol. III)), ("Rio Declaration") principle 3.
- Weiss, E. B. (1992). Intergenerational equity: a legal framework for global environmental change, in: Weiss, E. B. (ed.) *Environmental change and international law: New challenges and dimensions*. Chapter 12. Tokyo: United Nations University Press



Revision: Christian Schwarzer, Josefa Tauli, Malia Gibson

Cover photograph: @ IISD/ENB

Design project by Ines Hirata



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RALLYING YOUTH VOICES FOR BIODIVERSITY



**Global Youth
Biodiversity
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**Empowering
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POST
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