

<b>Review comments on the draft monitoring framework for the post-2020 global biodiversity framework</b>				
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<b>GENERAL COMMENTS REGARDING THE PROCESS</b>				
0	0	0	0	<p>We are concerned by the speed and format that is being used to continue the discussions on the Post 2020 process, given the insufficiencies and inequities of virtual processes. Digital exclusion consists of a combination of deficiencies: lack of access to affordable networks and hardware; lack of literacy or skills to navigate, consume, and produce content in the digital sphere; and finally lack of access to troubleshooting support when broadband or devices break. It is also important to take into account the current health and economic crisis that is affecting people worldwide, particularly in the global South.</p> <p>In this regard, we express our support to the letter presented by the CBD Alliance in response to the current process underway to peer review draft documents related to the post-2020 Global Biodiversity Framework (GBF) for the twenty-fourth meeting of the Subsidiary Body on Scientific, Technical and Technological Advice (SBSTTA 24).</p>
0	0	0	0	<p>We also share the concerns regarding the fact that in this peer review process the GBF goals and targets are not open for comments. We understand that these are only provided for reference and will be discussed in OEWG 3, but this gives very little room for rightsholders and civil society to influence the final formulation of goals and targets for the GBF.</p>
0	0	0	0	<p>We realized that in the merging exercise of some goals and targets there are key elements that got diluted from the Zero draft, which is somehow worrying since the final result doesn't really reflect the discussions from OEWG 2. We will explain some of these in the next section</p>

**COMMENTS REGARDING GOALS AND TARGETS**

0	0	0	0	<p>A transformative Education is crucial for achieving the Post 2050 vision of “Living in Harmony with Nature”. Without biodiversity concepts and values tackled in the formal and non formal education systems, the change of behavior that is needed in societies will not be possible. This is why we think that Transformative Education deserves a standalone target, as in the text supported by the governments of Singapore, South Africa, Mexico and Chile in the last OEWG meeting:</p> <p><i>By 2030, transformative education on biological and cultural diversity, languages, sustainability and heritage is integrated into school curricula at all levels and in higher education, programmes as well as promoted in informal education, with a strong focus on reconnection with nature through learning-by-doing and experiencing nature.</i></p>
0	0	0	0	<p>While Human rights are crucial and should be reflected in a number of targets, we can only see these mentioned in Target 20, and here they are subject to national circumstances. There was a specific proposal in OEWG 2 to add a new target in the framework focused on supporting and protecting those individuals and groups who are at the forefront of defending biodiversity and human rights, and who are often at risk as a result. We strongly support this proposal. The text proposed by Natural Justice reads as follows:</p> <p><i>By 2030, legal and policy frameworks are developed and implemented to guarantee the human right to a safe, clean, healthy and sustainable environment and the safety of human rights defenders in environmental matters.</i></p>
0	0	0	0	<p>If a standalone target on human rights is not added, we propose to strengthen target 20 on this regard. We support the following text proposed by IIFB:</p> <p><i>Promote the full and effective participation of indigenous peoples and local communities, and of women and girls as well as youth, and regarding indigenous peoples, their free, prior, and informed consent in decision-making related to the conservation and sustainable use of biodiversity, ensuring by 2030, equitable participation and rights over relevant resources.</i></p>
				<p>Combining the text proposal by the IIFB and the text proposal for this target from Argentina, we would propose the following formulation:</p> <p><i>By 2030 ensure full and effective participation of women and girls, youth, indigenous peoples and local communities, in decision-making related to the conservation and sustainable use of biodiversity at all levels, and the free, prior, and informed consent of indigenous peoples and local communities in decision-making, ensuring equitable participation and rights over relevant resources, the rights of access to environmental information, public participation and justice in environmental matters.</i></p>

GENERAL COMMENTS REGARDING INDICATORS				
0	0	0	0	It is important that for the current and future list of indicators to monitor outcomes for youth, IPLCs and women and thus data <b><u>must be disaggregated by age, sex, and indigenous status wherever possible and relevant.</u></b> In this regard, we also support the suggestion from the CDB Women Caucus and UN Women on data disaggregation by sex.
0	0	0	0	<p>Experience has shown the need of going beyond voluntary approaches. An extensive list of indicators without specific guidance for parties to report on will lead to the same result that we had with the Aichi biodiversity targets, which is that the national reports were reporting on different indicators and the results were not really trackable or comparable.</p> <p>Therefore, we fully support the idea of a small number of comparable headline indicators that could be used at national and global levels, by making use where possible of existing data collected for management purposes at the national level, or information that can be efficiently collected at a global scale. This element was suggested for inclusion on the Section G. Responsibility and transparency during OEWG 2.</p>
0	0	0	0	We realize that there will be gaps in indicators for new and important subjects in the framework, such as regarding intergenerational equity and gender equality. We are sure that with investment and appropriate collaborations it will be possible to develop suitable indicators and data over time. In this regard, we propose to strengthen collaboration with institutions that work on the development of indicators and metrics that will fill these gaps.
COMMENTS REGARDING COLUMNS A, B and C				
1	2	A & B	1 to 14.	<p><b>New components and monitoring elements are suggested below</b>, as the lands and territories of IPLCs are very relevant to this Goal but not reflected yet. Additionally, we point out concerns over the term "natural" which could have a connotation of being "people out" ecosystems, when many ecosystems with high biodiversity are often under the stewardship of Indigenous peoples and local communities. This also disregards inextricable links between biodiversity and cultural diversity. Alternative formulations should be explored &amp; considered, and elements such as biocultural diversity, social-ecological systems, cultural landscapes, and the like could also be reflected in this goal.</p> <p>Column A - add "Increased extent and security of customary land tenure of indigenous peoples"</p> <p>Column B - add - CBD indicator: "Trends in land-use change and land tenure in the traditional territories of IPLCs" (COP decision X.43)</p> <p>Column C - add SDG Indicator 1.4.2: "Trends in tenure security of IPLCs, including women over territories, lands, waters, and resources"</p>
1	4	B	42-50	Monitoring elements here only take area into consideration, but is critical to <b>measure qualitative elements as well</b> . This is to avoid the situation that happens of many countries reporting figures on extent but

				are often only conserved effectively on paper.  <b>New monitoring element suggested:</b> Trends in equitable governance and effective management of protected areas and other effective area-based conservation measures
1	4	A, B, C	42-50	<b>New components &amp; monitoring elements suggested:</b> Column A - Legal recognition of IPLCs' customary lands, territories and resources Column B - Trends in legal recognition of IPLCs' customary lands, territories and resources Column C - Coverage of IPLC lands, territories and waters secured, through various mechanisms and tenures
1	5	C	56	<b>Suggestion for additional indicators:</b> Incorporate indicators on other ecosystems in addition to the forests, such as grasslands, wetlands, and peatlands, which also contribute significantly to carbon sequestration and storage.
1	6	B	64	Reading 'energy supply' invokes concerns that this can be interpreted as biofuel production, which has been rather damaging as land is cleared and use changed for biofuel, not mentioning social impacts such as displacement of IPLCs, loss of traditional livelihoods, and low wages paid to workers who would otherwise be self-reliant  <b>Suggested edit:</b> Trends in the provision of <b>sustainable and ethical</b> energy supply from biological resources
1	6	C	64-71	Because these monitoring elements <b>refer largely to human rights</b> (food, energy, etc), <b>indicators for these elements must be closely aligned with the SDG Indicators</b> (eg. SDG1 - no poverty, SDG2 - No hunger, SDG3 - Good health and well-being, SDG6 - Clean water and sanitation, SDG7 - Affordable and clean energy) and other human rights indicators, and must therefore aim to provide these to <b>all</b> people (rather than aiming to increase the amount taken and produced from biodiversity)
1	6	C	68	<b>Suggested indicator:</b> Transformative education/Right to education: Number of countries working on the inclusion of culturally appropriate, gender-responsive, biodiversity sustainability and heritage content in school curricula and in higher education syllabus
1	6	C	69	<b>Suggested indicators:</b>  -Number of countries that work to ensure the children's right to play & other children's rights -Access to green spaces for urban populations
1	6	C	70	<b>Suggested indicators:</b> - from UNESCO Culture for Development indicators: Recognition of cultural rights in the constitution: right to an education that fully respects cultural identity - from the Indigenous Navigator: Trends in diversification of primary

				and secondary education curricula in accordance with indigenous peoples' cultural and linguistic characteristics within the national education framework
1	6	C	71	Indicators here could be co-developed/synergized with the OHCHR, UNESCO, or from the Indigenous Navigator on Cultural Rights
1	6	C	after 71	The intrinsic value of nature must also be taken into account alongside its contributions to people.  <b>Suggested new monitoring element:</b> Nature's intrinsic value  <b>Suggested indicator:</b> Number of countries that have developed legislative, administrative and policy frameworks regarding the rights of Nature/Mother Earth
1	6	C	72-76	All indicators regarding Goal C must be disaggregated by sex, age, indigenous status to monitor that benefits are equitably shared to indigenous people, women, and youth
1	6	A	72-73	<b>New monitoring element suggested:</b> Trends in women and girls' access, control, use, ownership over genetic resources in different contexts
1	6	A	74-76	<b>New component suggested:</b> Participation of women and girls, youth and Indigenous Peoples and Local Communities in the access and benefits from genetic resources
1	6	-	77-85	General comments on Goal D: - All indicators under goal D must be disaggregated by age, sex, and indigenous status. - Elements relating to means of implementation must also be embedded in substantive targets where relevant.
1	6	B	77	<b>Change suggested:</b> Trends in the mobilization of financial resources from public international financial flows, promoting this mobilization to be targeted to vulnerable stakeholders as women, youth and IPLCs, including right's safeguards
1	6	B	78	<b>Change suggested:</b> Trends in public domestic resource mobilization, promoting this mobilization to be targeted to vulnerable stakeholders as women, youth and IPLCs, including right's safeguards
1	7	B	79	<b>Change suggested:</b> Trends in the mobilization of financial resources from private sector, promoting this mobilization to be targeted to vulnerable stakeholders as women, youth and IPLCs, including right's safeguards
1	7	B - C	79	<b>New monitoring element suggested:</b> Trends in the establishment of financial mechanisms to contribute to the achievement of the GBF goals and targets.
1	7	B	80	<b>Change suggested:</b> Trends in the mobilization of financial resources from charitable organisations, promoting this mobilization to be targeted to vulnerable stakeholders as women, youth and IPLCs, including right's safeguards

1	7	A	81	Capacity building doesn't immediately invoke the thought that this will lead to policy integration at all levels of governance, particularly local. <b>New Component suggested:</b> Institutional and coordination mechanisms to integrate the Framework into planning decisions at national, subnational and local levels
2	8	A-C	After 34 (T1)	<b>Additions suggested:</b> Column A - add "Full legal recognition of IPLC lands/territories as a distinct land category contributing to conservation, sustainable use and restoration outcomes" Column B - add "Community based monitoring and information systems (CBMIS)" Column C - add: SDG Indicator 1.4.2. - Proportion of total adult population with secure tenure rights to land, (a) with legally recognized documentation, and (b) who perceive their rights to land as secure, by sex and type of tenure (SDG indicator 1.4.2) - Indicator under CBD COP decision X/43 - trends in land-use change and land tenure in traditional territories of IPLCs
2	8	A	After 34 (T1)	Under spatial planning, it is crucial to also reflect elements on the monitoring & enforcement of these plans.  <b>New Component suggested:</b> T1.6. Long-term monitoring and evaluation programs for areas under spatial planning
2	11	A-D	48 (T2.4)	Under effective governance of PAs & conserved areas under various governance regimes, issues of land tenure and governance arrangements need to be reflected. Generally under Target 2, data must also be disaggregated to reflect overlap of protected and conserved areas with IPLC lands and territories.
2	10 to 11	A	35 to 52 (T2)	<b>New Component suggested:</b> T2.8. Participatory planning and implementation of conservation strategies
2	12	B	53	Prevention of extinction of species can be ensured by ex-situ conservation, but that cannot be a long-term solution for a range of reasons. <b>New monitoring element suggested:</b> Trends in appropriate reintroduction/reestablishment of species from ex-situ conservation measures
2	12 to 13	A	56-66 (T4.1 - T4.3)	<b>Applicable to T4.1, T4.2, T4.3:</b> We have concerns over emphasizing the term "legal" as it may be interpreted such that the only needed action is to legalize harvest, despite it being unsustainable. Further, "illegality" is often used to criminalize customary sustainable use by IPLCs. <b>Suggested word order change:</b> "Harvest is <b>sustainable, legal and safe</b> for human health and biodiversity" <b>Suggested text edit:</b> add "...taking into account and respecting customary sustainable use of IPLCs" at the end of the sentence

2	17 to 20	B-C	103-116	<p>In accordance with the CBD Plan of Action on Customary Sustainable Use, we propose to reflect it as a separate monitoring element here under both T8.1 and T8.2, with corresponding indicators.</p> <p><b>New monitoring element &amp; indicators suggested:</b>  Column B - Trends in practice of customary sustainable use of wild flora and fauna  Column C - add indicator: Number of Parties adopting policies and action plans on customary sustainable use</p>
2	20	A-C	after 126	<p>Similar to above, we propose to add elements here on customary sustainable use.</p> <p>Column A - Customary sustainable use in agriculture, aquaculture, and forests  Column B - Trends in practice and recognition of customary sustainable use in agriculture, aquaculture, and forests  Column C - proposed indicators:  - Trends in the practice of traditional occupations (CBD COP decision X/43)  - SDG indicators 2.3, 2.4 and 2.5  - Number of countries with an improved set of institutions and strategies—including policies, guidelines, regulations and tools and programmes—aiming to generate decent rural employment, including for women and youth (UN Decade on Family Farming indicator)  - Number of countries with action taken to enhance decent rural employment opportunities, entrepreneurship and skills development, especially for youth (UN Decade on Family Farming Indicator)  - Percent of indigenous community members that participate and are employed in traditional and subsistence activities (FAO)</p>
2	20	A	after 126	<p><b>New component suggested:</b>  Contributions from Women, IPLCs and Youth to biodiversity sustainable management</p>
2	21	A	128	<p><b>New component suggested:</b>  Involvement of women in risk management strategies and assessment of gender-based violence during extreme events</p>
2	21	B	132	<p>There is opportunity to better define more opportunities for exposing people to biodiversity.</p> <p><b>Suggested new Monitoring elements:</b>  - “Trends in visitation to areas of biodiversity for recreation”  - “Trends in growth of ecotourism sector”  - “Trends in investment into accessibility-enabling infrastructure, particularly for mobility and disability impaired”</p> <p><b>Suggested indicator:</b>  - "Number and size of open spaces used for cultural purposes by type of use" (Culture for Agenda 2030, UNESCO)</p>

2	21	B,C	133-139	Monitoring elements and indicators must be disaggregated for youth, IPLCs, and women
2	25	B	152	<p><b>Suggested indicators:</b></p> <ul style="list-style-type: none"> <li>-Accountability and long-term compliance mechanisms put in place for governments with regard to serious or irreversible damage to biodiversity</li> <li>- Number of countries systematically incorporating risk assessment and risk management carried out by independent experts in development projects</li> </ul>
				<p>A focus on outcomes rather than processes would be more meaningful to measure progress on this target.</p> <p><b>Suggested new monitoring element:</b>  “Trends in integration of biodiversity and ecosystem services values into project and development outcomes and assessment conditions.”</p>
2	31	A, C	190-192	<p><b>Edit suggestion:</b>  T15.2 New vision of good quality of life based on new social norms for sustainability, <b>equity and biodiversity values integration.</b></p> <p><b>Suggested indicator:</b></p> <ul style="list-style-type: none"> <li>- Trends in research that explore sustainability pathways and scenarios and economic de-growth</li> <li>- Number of countries that develop or use new development indicators that focus on well-being rather than on economic profit (as GNH rather than GDP)</li> </ul>
2	31	B	193	<p><b>Edit suggestion:</b>  T15.3 Trends in demand <b>and access</b> to more environmentally friendly products <b>and support mechanisms for small-scale producers of organic and sustainable products</b></p>
2	32	A	194-197	<p><b>Edit suggestion:</b>  T16.1. Measures to prevent potential adverse impacts of biotechnology on biodiversity and human health, <b>especially on women, IPLCs, elders and children.</b></p>
2	32	A	194-197	<p><b>Suggested monitoring element:</b>  Trends on integrating intergenerational equity and the precautionary principle as a safeguard to measure those potential adverse impacts.</p> <p><b>Suggested indicators:</b></p> <ul style="list-style-type: none"> <li>- Number of countries systematically incorporating risk assessment and risk management carried out by independent experts in development projects</li> <li>- Accountability and long-term compliance mechanisms in place for governments with regard to serious or irreversible damage to biodiversity</li> </ul>
2	33	B	201-202	<p><b>Edit suggested:</b>  Trends in number of countries, "<b>and possible affected groups such as women, IPLCs and youth</b>" that share and have access to biosafety-</p>

				related information for the safe use of the products of biotechnology"
2	33	A	205-207	<b>Suggested monitoring element:</b> Trends on gender-responsiveness and intergenerational equity of such incentives
2	34	A	211	<b>Suggested monitoring element:</b> Trends of women, IPLCs and youth engagement on the identification of funding needs, considering their importance on GBF implementation.
2	36	A	219-221	<b>Suggested monitoring element:</b> Trends of resources allocated for youth engagement, as well, as to support youth-led activities, including disaggregated data by sex, age and ethnicity
2	36	B	222-223	<b>Suggested monitoring element:</b> Effective engagement of women and girls, youth and IPLCs in the capacity-development strategy implementation  <b>Suggested indicator:</b> - Number of youth engaged through capacity-building activities on biodiversity, disaggregated by gender; number of youth from IPLCs engaged - Number of youth empowerment and capacity-building activities organized on the national level that are developed or co-developed by youth and youth-led organizations
2	36	B	226 - 231	<b>New monitoring elements suggested:</b> - Trends in accessibility and availability of scientific data and tools to implement the post2020 biodiversity framework -Trends in Open Data, Open Standards, Open Source, and Open Innovation Tools related to biodiversity conservation, restoration and sustainable use
2	36	C	226-231	Additional indicator under T19.1: <b>SDG indicator 16.10.2:</b> Number of countries that adopt and implement constitutional, statutory and/or policy guarantees for public access to information (Source: UNESCO)
2	36-37	A	226-231	<b>New monitoring element suggested:</b> Trends in public access to environmental information which is culturally appropriate and translated to local languages
2	37	B	233	The intergenerational transmission of values is relevant to T19.2. <b>Addition suggestions:</b> Column B - add "Trends in support and promotion of intergenerational learning and transmission of knowledge and biodiversity values" Column C - add indicators: - Trends in linguistic diversity and numbers of speakers of indigenous languages (decision XII/30 and VIII 15) - Special measures established for indigenous youth to support transmission of indigenous knowledge, languages and practices (from Indigenous Navigator) - Cultural Vitality Index (Arctic Social Indicators)
2	37	B	233	<b>Suggested monitoring elements:</b> -Trends in the use of urban green areas as a way to increase awareness about the importance of biodiversity,

				<ul style="list-style-type: none"> <li>- Trends in the use of protected areas as a way to promote awareness about the importance of biodiversity</li> <li>- Trends in ecotourism that promote awareness about biodiversity</li> </ul>
2	37	A	234-235	<p><b>Edit suggested:</b> Promotion of <b>biological and cultural diversity, sustainability, and heritage</b> in education</p>
2	37	B-C	234	<p><b>Edit suggested:</b> Trends in the integration of <b>biological and cultural diversity</b> into academic curricula <b>at all education levels and in higher education programs as well as promoted in informal education</b></p> <p><b>Suggested indicators:</b></p> <ul style="list-style-type: none"> <li>- Number of capacity-building and training activities intended to increase natural and cultural heritage expertise amongst teachers and educators</li> <li>- Amount of total funding mobilized toward biodiversity, sustainability, and heritage education</li> </ul>
2	37	B	234-235	<p><b>Suggested monitoring element:</b> Trends in the development of culturally appropriate, gender-responsive, biodiversity sustainability and heritage education programmes, curricula, events, initiatives, methodologies and reading materials</p> <p><b>Suggested indicators:</b></p> <ul style="list-style-type: none"> <li>-Trends in availability of multi-lingual education (indicator under UNESCO’s Culture for Development Indicator)</li> <li>-Adopted from SDG Indicator 4.7.1 Extent to which (i) [culturally appropriate biodiversity and heritage education] and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in (a) national education policies; (b) curricula; (c) teacher education; and (d) student assessment</li> <li>- Number of capacity-building and training activities intended to increase natural and cultural heritage expertise amongst teachers and educators</li> </ul>
2	37	C	234-235	<p>The T19.3 indicator (C) does not reflect the monitoring element (B). This is given the fact that education on global citizenship and sustainable development does not necessarily include biodiversity. This has the danger of being misleading when it comes to monitoring the extent to which biodiversity is being integrated in the academic curricula. We adopt SDG Indicator 4.7.1 into the following:</p> <p><b>Edit suggested:</b> Extent to which <b>(i) culturally appropriate biodiversity and heritage education and (ii) education for sustainable development, including gender equality and human rights</b>, are mainstreamed at all levels in (a) national education policies; (b) curricula; (c) teacher education; and (d) student assessment.</p>
2	40	A-C	after 248	<p>In the spirit of taking a right-based approach, there is a need to reflect the right of a safe, clean, healthy, and sustainable environment &amp; intergenerational equity in the framework.</p>

				<p><b>Additions suggested:</b>  Column A - Recognition of the right to a safe, clean, healthy and sustainable environment for present and future generations  Column B - Trends in the recognition of the right to a safe, clean, healthy and sustainable environment for present &amp; future generations  Column C - add indicators:  - New ratifications of core human rights treaties (ICCPR, ICESCR, ICERD, CRC, CEDAW), key ILO Conventions (ILO Conventions Nos. 107 and 169), and regional human rights treaties (Aarhus Convention, Escazu Agreement, American Convention on Human Rights, African Charter on Human and Peoples Rights)  - Number of countries that reflect the human right to a safe and clean environment in the Bill of Rights or national Constitution  - Number of countries that reflect the principle of intergenerational equity in the Bill of Rights or national Constitution</p>
2	40	A-C	after 248 T20	<p><b>Suggested additions:</b>  Column A - Add "Protection of persons, groups and organizations that promote and defend the environment and human rights in environmental matters"</p> <p>1. Column B - Trends in reported and recorded environment-linked human rights violations  Column C:  - SDG Indicator 16.10.1: Number of verified cases of killing, kidnapping, enforced disappearance, arbitrary detention and torture of journalists, associated media personnel, trade unionists and human rights advocates in the previous 12 months  - Number of environment-linked human rights violations and killings annually, disaggregated by country, gender; number of indigenous environmental human rights defenders killed (Source: reports by Global Witness, Indigenous Peoples Rights International, and related organizations)</p> <p>2. Column B - Trends in legal frameworks afforded to protect environmental defenders  Column C - Number of countries with legal frameworks that provide mechanisms to provide state protection for environmental defenders who face real and actionable threats to their lives from any sources, relating to their environmental work  - new Ratifications of the Escazu agreement</p>
2	40	A-C	after 248	<p><b>Suggested additions:</b>  Column A - Access to justice, remedy, and redress mechanisms for human rights violations relating to biodiversity loss and conservation activities  Column B - Trends in establishment and availability of justice, remedy, and redress mechanisms for human rights violations relating to biodiversity loss and conservation activities  Column C - List of available justice, remedy, and redress mechanisms</p>

				for human rights violations relating to biodiversity loss and conservation activities at global and national levels
2	40	C	239-240	<p><b>Suggested indicators:</b></p> <ul style="list-style-type: none"> <li>- Trends in which indigenous and local knowledge, innovations, practices and technologies are respected through their full integration, safeguards and the full and effective participation of indigenous peoples and local communities in the national implementation of the Global Biodiversity Framework (CBD COP decision XIII/28)</li> <li>- Institutional mechanisms established for full and effective participation of indigenous peoples and local communities in NBSAP planning, implementation, monitoring and reporting</li> <li>- Numbers of indigenous peoples and local community representatives participating in official meetings of the Convention, disaggregated by region and country</li> </ul>
2	38-39	C	241-243	<p><b>Suggested indicators:</b></p> <ul style="list-style-type: none"> <li>- SDG 1.4.2 Indicator - Proportion of total adult population with secure tenure rights to land, with legally recognized documentation and who perceive their rights to land as secure, by sex and by type of tenure</li> <li>- Number of Countries upholding the right of indigenous peoples and local communities to free, prior and informed consent (FPIC)</li> <li>- Self-determination - “the percentage of surface lands legally controlled by the inhabitants through formal and native title.” [Adapted from the Arctic Social Development Index Indicator on “Fate Control”]</li> <li>- Number of new ratifications to the ILO Convention No. 169</li> </ul>
2	38	C	240	<p><b>New indicator suggested:</b></p> <ul style="list-style-type: none"> <li>-Proportion of indigenous population who believe decision making respects Free, Prior and Informed Consent, by sex, age, disability and population group</li> <li>- We also suggest to explore the Indigenous Navigator for more in depth indicators very relevant to T20.1</li> </ul>
2	39	C	244-245	<p><b>Suggested indicators:</b></p> <ul style="list-style-type: none"> <li>- Institutional mechanisms established for full and effective participation of women and girls in NBSAP planning, implementation, monitoring and reporting</li> <li>- Funding allocation for women-led and women targeted initiatives contributing to Post-2020 GBF implementation</li> </ul>

2	40	C	246	<p><b>Suggested indicators:</b></p> <ul style="list-style-type: none"> <li>- SDG Indicator 5.a.2 Proportion of countries where the legal framework (including customary law) guarantees women’s equal rights to land ownership and/or control</li> <li>- Mechanisms in place to implement international policies and guidelines that promote gender equity in access to and governance over lands, water, and resources</li> <li>- Number of countries with legal frameworks that make provision for equal rights for all genders, and the mandatory recognition and implementation of gender equality</li> <li>- Number of countries with legal frameworks that recognize the special roles of women in biodiversity management</li> <li>- Number of countries with legal frameworks that provide mechanisms to disaggregate and differentiate how women impact and are impacted by biodiversity conservations and management</li> <li>- SDG Indicator 5.a.2 Proportion of countries where the legal framework (including customary law) guarantees women’s equal rights to land ownership and/or control</li> </ul>
2	40	C	247 - 248	<p>Many of the indicators that are proposed (in the following comments) for this target component will have to be developed through a more in depth process since many necessary indicators are not currently operationalized yet.</p>
2	40	C	247 T20.3	<p><b>Suggested indicators on youth participation:</b></p> <ul style="list-style-type: none"> <li>- Number of countries with legal frameworks that make provision for affirmative action on the participation of children and youth in biodiversity-related decision-making processes</li> <li>- Number of initiatives included in National Reports that report on shared decision-making with youth and youth-led initiatives</li> <li>- Number of youth engaged through capacity-building activities on biodiversity, disaggregated by gender; number of youth from IPLCs engaged</li> <li>- Amount of funding allocated for youth participation in biodiversity-related decision-making processes- Proportion of parties with appointed representative UN Youth Delegates to CBD party delegations, following the criteria designated by the United Nations Guide to the Youth Delegate Programme</li> <li>- Number of youth empowerment and capacity-building activities organized on the national level that are co-developed by youth and youth-led organizations</li> <li>-Amount of funding allocated toward youth-targeted capacity building programs, information and education materials</li> <li>- Funding allocation for youth-targeted and youth-led initiatives contributing to Post-2020 GBF implementation</li> <li>- Institutional mechanisms established for full and effective participation of youth in NBSAP planning, implementation, monitoring and reporting</li> <li>- Number of youth invited and funded to biodiversity-related national, regional, and international consultations and decision-making processes</li> <li>- Trends in participation of youth in consultative processes, planning</li> </ul>

				<p>processes, implementation and capacity building activities</p> <ul style="list-style-type: none"> <li>- SDG Indicator 16.7.2. - Proportion of population who believe decision-making is inclusive and responsive, by sex, age, disability and population group</li> <li>- Number of initiatives included in National Reports that report on youth-adult partnerships (i.e. youth fully involved alongside other generations), shared decision-making with youth, and youth-led initiatives</li> <li>- Mechanisms established to ensure effective and meaningful participation of all relevant stakeholders including children and youth in EIA processes and free prior informed consent processes</li> </ul>
2	40	C	248 T20.3	<p><b>Suggested indicators on youth rights:</b></p> <ul style="list-style-type: none"> <li>- Number of countries where the legal framework (including customary law) improves youth rights and access to natural resources and productive assets, information, infrastructure, services and markets (Indicator from the UN Decade on Family Farming)</li> <li>- Compliance with safeguard systems that comply with the minimum standards set by international human rights law</li> <li>- Proportion of youth and women engaged through capacity building programs on EIA processes and their implications and related rights</li> <li>- Ratification of the Aarhus Convention</li> </ul>
2	40	A-C	after 248	<p><b>Suggested additions:</b></p> <p>Column A - add a new component: "Recognition of Intergenerational equity in policy and implementation"</p> <p>Columns B&amp; C:</p> <ol style="list-style-type: none"> <li>1. Trends in the reflection of intergenerational equity in policy, law, and insitutions</li> </ol> <p>Indicators:</p> <ul style="list-style-type: none"> <li>- Number of NBSAPs and National Reports that explicitly mention Intergenerational Equity and related concepts or that integrate approaches toward Intergenerational Equity</li> <li>- Number of countries that recognize Intergenerational Equity and related concepts in National Constitution</li> </ul> <ol style="list-style-type: none"> <li>2. Trends in the reflection of intergenerational equity in planning &amp; implementation</li> </ol> <p>Indicators:</p> <ul style="list-style-type: none"> <li>- Number of NBSAPs and National Reports that integrate approaches toward Intergenerational Equity</li> <li>- Mechanisms established to ensure effective and meaningful participation of all relevant stakeholders including children and youth in EIA processes and free prior informed consent processes</li> <li>- Trends in participation of youth in consultative processes, planning processes, implementation and capacity building activities</li> </ul>

<b>IDENTIFIED GAPS</b>				
1	6	A	64-67	Define monitoring elements that could help to measure how these contributions are going to be received directly by women and girls, youth and IPLCs among other marginalized groups
1	6	A	68-71	Define monitoring elements that could help to measure how these contributions are going to be received directly by women and girls, youth and IPLCs among other marginalized groups
1	6	B	68	Measure how youth, women and girls learn from and get inspired by biodiversity by defining equitable, intersectional and cultural appropriate indicators including disaggregated data by sex, age and ethnicity or indigenous status
1	6	B	69	Measure women and girls' physical and psychological experiences regarding biodiversity by defining equitable, intersectional and cultural appropriate indicators including disaggregated data by sex, age and ethnicity or indigenous status
1	6	B	70	Measure how biodiversity support women and girls' identities by defining equitable, intersectional and cultural appropriate indicators including disaggregated data by sex, age and ethnicity or indigenous status
1	6	B	71	Measure women and girls' contributions to maintenance of cultural values by defining equitable, intersectional and cultural appropriate indicators including disaggregated data by sex, age and ethnicity or indigenous status
1	6	B	72	Quantify women and girls, youth and IPLC's access to genetic resources by putting in place equitable, intersectional and cultural appropriate indicators including disaggregated data by sex, age and ethnicity or indigenous status
1	6	B	74	Quantify women and girls, youth and IPLC's participation in the benefits from the access to genetic resources shared by putting in place equitable, intersectional and cultural appropriate indicators including disaggregated data by sex, age and ethnicity or indigenous status
1	6	B	75	Quantify women and girls, youth and IPLC's participation in utilization of genetic resources by putting in place equitable, intersectional and cultural appropriate indicators including disaggregated data by sex, age and ethnicity or indigenous status
1	6	B	76	Quantify women and girls, youth and IPLC's access to monetary and non-monetary benefits from access to genetic resources shared by putting in place equitable, intersectional and cultural appropriate indicators including disaggregated data by sex, age and ethnicity or indigenous status
1	7	B	81	Quantify women and girls, youth and IPLC's engagement in capacity development strategies, rather than designers, facilitators or recipients by putting in place equitable, intersectional and cultural appropriate indicators including disaggregated data by sex, age and ethnicity or indigenous status
1	7	B	82	Quantify women and girls, youth and IPLC's developed capacities by putting in place equitable, intersectional and cultural appropriate

				indicators including disaggregated data by sex, age and ethnicity or indigenous status
1	7	B	83	Quantify women and girls, youth and IPLC's engagement in technology transfer by putting in place equitable, intersectional and cultural appropriate indicators including disaggregated data by sex, age and ethnicity or indigenous status
1	7	B	84	Quantify women and girls, youth and IPLC's engagement in scientific cooperation by putting in place equitable, intersectional and cultural appropriate indicators including disaggregated data by sex, age and ethnicity or indigenous status
1	7	B	85	Quantify women and girls, youth and IPLC's access to relevant technologies by putting in place equitable, intersectional and cultural appropriate indicators including disaggregated data by sex, age and ethnicity or indigenous status
2	12	B	46	Quantify women and girls, youth and IPLC's contributions, roles, control and access in effective management in Protected Areas by putting in place equitable, intersectional and cultural appropriate indicators including disaggregated data by sex, age and ethnicity or indigenous status
2	13	B	58	Quantify women and girls, youth and IPLC's contributions, roles, control and access in proportion of biological resources harvested through sustainable harvest practices by putting in place equitable, intersectional and cultural appropriate indicators including disaggregated data by sex, age and ethnicity or indigenous status
2	13	B	59	Quantify women and girls, youth and IPLC's contributions, roles, control and access in measures ensuring safe harvesting operations by putting in place equitable, intersectional and cultural appropriate indicators including disaggregated data by sex, age and ethnicity or indigenous status
2	13	B	64	Measure women and girls, youth and IPLC's contributions and roles in the legal use of biological resources by defining equitable, intersectional and cultural appropriate indicators including disaggregated data by sex, age and ethnicity or indigenous status
2	14	B	66	Measure women and girls, youth and IPLC's contributions and roles in the safe use of biological resources by defining equitable, intersectional and cultural appropriate indicators including disaggregated data by sex, age and ethnicity or indigenous status
2	15	Target	81-96	Quantify pollution impacts on women managing biodiversity by putting in place equitable, intersectional and cultural appropriate indicators including disaggregated data by sex, age and ethnicity or indigenous status
2	18	B	105 to 109	Quantify women and girls, youth and IPLC's contributions, roles, control and access in sustainable fisheries management by putting in place equitable, intersectional and cultural appropriate indicators including disaggregated data by sex, age and ethnicity or indigenous status
2	20	B	117-119	Quantify women and girls, youth and IPLC's contributions, roles, control and access in area of agriculture under sustainable practices by

				putting in place equitable, intersectional and cultural appropriate indicators including disaggregated data by sex, age and ethnicity or indigenous status
2	20	B	122	Quantify women and girls, youth and IPLC's contributions, roles, control and access to genetic diversity of cultivated plants and of wild relatives by putting in place equitable, intersectional and cultural appropriate indicators including disaggregated data by sex, age and ethnicity or indigenous status
2	20	B	123	Quantify women and girls, youth and IPLC's contributions, roles, control and access to genetic diversity of domesticated animals and of wild relative by putting in place equitable, intersectional and cultural appropriate indicators including disaggregated data by sex, age and ethnicity or indigenous status
2	20	B	124	Quantify women and girls, youth and IPLC's contributions, roles, control and access in production of aquaculture under sustainable practices by putting in place equitable, intersectional and cultural appropriate indicators including disaggregated data by sex, age and ethnicity or indigenous status
2	21	A	129-131	Quantify women and girls, youth and IPLC's contributions and access to good ambient water by putting in place equitable, intersectional and cultural appropriate indicators including disaggregated data by sex, age and ethnicity or indigenous status
2	22	B	134	Measure how those contributions impact differentiated on women and girl's life by defining equitable, intersectional and cultural appropriate indicators including disaggregated data by sex, age and ethnicity or indigenous status
2	22	B	135	Measure how those contributions impact differentiated on women and girl's life by defining equitable, intersectional and cultural appropriate indicators including disaggregated data by sex, age and ethnicity or indigenous status
2	22	B	136	Measure how those contributions impact differentiated on women and girl's life by defining equitable, intersectional and cultural appropriate indicators including disaggregated data by sex, age and ethnicity or indigenous status
2	22	B	137	Measure how those contributions impact differentiated on women and girl's life by defining equitable, intersectional and cultural appropriate indicators including disaggregated data by sex, age and ethnicity or indigenous status
2	22	B	138	Measure how those contributions impact differentiated on women and girl's life by defining equitable, intersectional and cultural appropriate indicators including disaggregated data by sex, age and ethnicity or indigenous status
2	22	B	139	Measure how those contributions impact differentiated on women and girl's life by defining equitable, intersectional and cultural appropriate indicators including disaggregated data by sex, age and ethnicity or indigenous status
2	22	B	140 - 145	Quantify women and girls, youth and IPLC's access to genetic resources by putting in place equitable, intersectional and cultural appropriate

				indicators including disaggregated data by sex, age and ethnicity or indigenous status
2	24	B	147-148	To define indicators which consider disaggregated data by sex, age and ethnicity or indigenous status
2	24	C	147	Also, to measure if those frameworks are gender-responsive and consider intergenerational equity or not
2	24	C	148	Also, to measure if those frameworks are gender-responsive and consider intergenerational equity or not
2	24	B	149	Quantify women's contributions, use and concerns. Define equitable, intersectional and cultural appropriate indicators including disaggregated data by sex, age and ethnicity or indigenous status
2	24	C	149	Measure how women and girls participate in the distribution of those benefits. To define equitable, intersectional and cultural appropriate indicators including disaggregated data by sex, age and ethnicity or indigenous status
2	24	B	150	Quantify women's contributions, use and concerns. Define equitable, intersectional and cultural appropriate indicators including disaggregated data by sex, age and ethnicity or indigenous status
2	25	B	151	Measure how women and girls participate in the distribution of those benefits. To define equitable, intersectional and cultural appropriate indicators including disaggregated data by sex, age and ethnicity or indigenous status
2	26	B	152-153	To measure how those policy instruments, include women, IPLC and youth priorities and concerns. Define equitable, intersectional and cultural appropriate indicators including disaggregated data by sex, age and ethnicity or indigenous status to monitor it.
2	26	B	154	To measure how those policy instruments, include women, IPLC and youth priorities and concerns. Define equitable, intersectional and cultural appropriate indicators including disaggregated data by sex, age and ethnicity or indigenous status to monitor it.
2	26	B	155	To measure how those policy instruments, include women, IPLC and youth priorities and concerns. Define equitable, intersectional and cultural appropriate indicators including disaggregated data by sex, age and ethnicity or indigenous status to monitor it.
2	26	B	156	To measure how those policy instruments, include women, IPLC and youth priorities and concerns. Define equitable, intersectional and cultural appropriate indicators including disaggregated data by sex, age and ethnicity or indigenous status to monitor it.
2	27	A	159-161	To define equitable, intersectional and cultural appropriate indicators including disaggregated data by sex, age and ethnicity or indigenous status
2	27	B	159	Those policies need to be intergenerationally equitable, culturally appropriate, intersectional and gender-responsive to ensure that youth, IPLCs and women's rights in the biodiversity realm are respected.
2	27	B	160	Those policies need to be intergenerationally equitable, culturally appropriate, intersectional and gender-responsive to ensure that youth, IPLCs and women's rights in the biodiversity realm are respected.
2	27	B	161	Those policies need to be intergenerationally equitable, culturally

				appropriate, intersectional and gender-responsive to ensure that youth, IPLCs and women's rights in the biodiversity real are respected.
2	27	A	162-166	Measure the reduction of the collateral impacts on women and girls in direct contact with biodiversity by defining equitable, intersectional and cultural appropriate indicators including disaggregated data by sex, age and ethnicity or indigenous status
2	28	A	167-176	Measure women and girls' contributions, roles and responsibilities in sustainable production practices by defining equitable, intersectional and cultural appropriate indicators including disaggregated data by sex, age and ethnicity or indigenous status
2	30-31	A	180-189	Measure women and girls' contributions, roles and responsibilities in sustainable consumption patterns by defining equitable, intersectional and cultural appropriate indicators including disaggregated data by sex, age and ethnicity or indigenous status
2	31	B	185 - 186	Measure women and girls' contributions, roles and responsibilities in the use of non-renewable natural resources by defining equitable, intersectional and cultural appropriate indicators including disaggregated data by sex, age and ethnicity or indigenous status
2	31	B	187	Measure women and girls' contributions, roles and responsibilities in the use of biological resources by defining equitable, intersectional and cultural appropriate indicators including disaggregated data by sex, age and ethnicity or indigenous status
2	33	B	203-204	Those systems need to be culturally appropriate and their promotion should guarantee that women get to know about them
2	34	B	212 - 216	Need to integrate indicators to measure if and how resources are used to promote youth engagement or if and how resources support youth-led activities, including disaggregated data by sex, age and ethnicity or indigenous status  Refine the monitoring element to be gender-responsive including women right's safeguards and promoting this mobilization to be women-targeted.
2	35	B	217	Need to integrate indicators to measure if and how resources are used to promote youth engagement or if and how resources support youth-led activities, including disaggregated data by sex, age and ethnicity or indigenous status  Refine the monitoring element to be gender-responsive including women right's safeguards and promoting this mobilization to be women-targeted.
2	36	B	219	Need to integrate indicators to measure if and how resources are used to promote youth engagement or if and how resources support youth-led activities, including disaggregated data by sex, age and ethnicity or indigenous status  Refine the monitoring element to be gender-responsive including women right's safeguards and promoting this mobilization to be women-targeted.

2	36	B	220	<p>Need to integrate indicators to measure if and how resources are used to promote youth engagement or if and how resources support youth-led activities, including disaggregated data by sex, age and ethnicity or indigenous status</p> <p>Refine the monitoring element to be gender-responsive including women right's safeguards and promoting this mobilization to be women-targeted.</p>
2	36	B	221	<p>Need to integrate indicators to measure if and how resources are used to promote youth engagement or if and how resources support youth-led activities, including disaggregated data by sex, age and ethnicity or indigenous status</p> <p>Refine the monitoring element to be gender-responsive including women right's safeguards and promoting this mobilization to be women-targeted.</p>
	36	A	222-223	<p>Ensure that the support is allocated from a gender perspective, and that do not increase women and girls' burdens. Specify women and girls' roles and participation in such programs by defining equitable, intersectional and cultural appropriate indicators including disaggregated data by sex, age and ethnicity or indigenous status</p>
2	36	B	223	<p>Specify women and girls' roles and participation in such activities and ensure that are developed from a gender perspective, and that do not increase women and girls' burdens, by defining equitable, intersectional and cultural appropriate indicators including disaggregated data by sex, age and ethnicity or indigenous status</p>
2	36	A	224-225	<p>Need to define components which report on women and youth engagement regarding these strategies.</p>
2	36	B	224	<p>To define equitable, intersectional and cultural appropriate indicators including disaggregated data by sex, age and ethnicity or indigenous status</p>
2	36	B	225	<p>To define equitable, intersectional and cultural appropriate indicators including disaggregated data by sex, age and ethnicity or indigenous status</p>
2	37	B	234	<p>Monitor women participation in biodiversity-related careers, including their position in academic bodies: students, professors, faculty directors, among others</p>
2	38	A	236-238	<p>Recognize women and girl's contribution or participation. Define indicators to compile data disaggregated by sex, age and ethnicity or indigenous status</p>
2	38	B	239 - 240	<p>To define equitable, intersectional and cultural appropriate indicators including disaggregated data by sex, age and ethnicity or indigenous status</p>
2	39	B	241-243	<p>To define equitable, intersectional and cultural appropriate indicators including disaggregated data by sex, age and ethnicity or indigenous status</p>