

**6 meeting [hybrid] of the IPBES
Capacity-building Forum
under the 2030 IPBES rolling work programme**
12 May 2023

Report of the sixth meeting of the IPBES Capacity-building Forum under the 2030 IPBES rolling work programme

I. Brief summary of the meeting

1. The sixth meeting of IPBES Capacity-building Forum was organized 12 May 2023 in Nairobi, Kenya, with an option of attending online. The meeting was organized in the context of the capacity-building work of IPBES, supporting objective 2 of the IPBES work programme. The meeting was kindly hosted by The National Museums of Kenya.
2. The objective of the meeting was to further build capacities of youth on the findings of IPBES assessments and support their further engagement in the science-policy interface on biodiversity and nature contributions to people.
3. During the meeting, the participants:
 - (a) Shared experiences and examples of capacity-building needs of youth and important aspects of how organisations and institutions are contributing, or could contribute, to developing capacities of youth, both from the perspective of youth organisation representatives and organisations/institutions interested in developing capacity of youth under objective 2 of the IPBES work programme;
 - (b) Were introduced to IPBES, its role in the science-policy interface and relevant IPBES topics, including the nature futures framework, alien invasive species, the interlinkages among biodiversity, water, food and health (nexus) and transformative change in interactive sessions;
 - (c) Discussed how to increase capacities of youth to participate in, use and benefit from the work of IPBES and other relevant global biodiversity related processes;
 - (d) Engaged in dialogues to identify future possibilities and potential collaborations.
4. 186 participants from 49 countries participated in the forum (51 joined online and 135 were present at the meeting in-person). Participants included representatives of youth organizations and networks wishing to engage in IPBES, organizations and institutions supporting and/or interested in developing capacities of youth, members of the IPBES Bureau and Multidisciplinary Expert Panel, and the technical support unit on capacity-building. The participants shared experiences and engaged in dialogues through plenary presentations, panel conversation and interactive group sessions.
5. The meeting was chaired by Dr. Vinod Mathur and Dr. Wanja Nyingi, members of the IPBES Bureau and Multidisciplinary Expert Panel respectively, as well as management committee members of the IPBES task force on capacity-building.

6. The present document provides a short summary of the meeting. Further information is available in the following documents¹:
 - *IPBES/TF/CBG/Forum/2023/1/– Concept note and agenda*
 - *IPBES/TF/CBG/Forum/2023/Other/1– List of participants*
 - *IPBES/TF/CBG/Forum/2023/Other/2– Graphic recording of the meeting.*
 - *IPBES/TF/CBG/Forum/2023/Other/3– Knowledge shared in group discussions (Mentimeter).*

II. Opening, agenda and objective of the meeting

7. Welcome
 - (a) The meeting was opened, and participants welcomed by Dr. Vinod Mathur and Dr. Wanja Nyingi, members of the IPBES task force on capacity-building. They reiterated the objective of the meeting was to further build capacities of youth on the findings of IPBES assessments and further support youth engagement in the science-policy interface on biodiversity and nature contributions to people.
 - (b) Dr. Esther Kioko, head of Department at the National Museums of Kenya, welcomed participants to the National Museums of Kenya, highlighting the involvement of Kenya in IPBES and the links between the Museum's work and IPBES including indigenous knowledge, policy support, biodiversity assessments and capacity-building. Dr. Kioko stressed the importance of capacity-building and the Museums' engagement in various capacity-building measures and pointed out the importance of the capacity-building forum and its alignment with the work of the Museums of Kenya. Finally, she thanked all the participants, especially the youth representatives for their participation, and the IPBES secretariat for the opportunity to host the forum.
 - (c) Nametso Dorothy Phonchi-Tshekiso performed the poem "Motherland". A poem she wrote based on ideas and impressions harvested during the Youth Nature Futures workshops² for young people in southern Africa supported by Centre for Sustainability Transitions, Stellenbosch University.
8. Getting to know the participants
 - (a) Ingunn Storrø, from the technical support unit on capacity-building introduced the agenda of the meeting and explained the use of Mentimeter, an online tool used to facilitate interaction and participation during the meeting, to the online and in-person participants. Using Mentimeter the participants familiarized themselves with the tool and each other by participating in a short ice-breaking exercise.
 - (b) Ghassen Halouani, fellow in the IPBES scenarios and models task force, presented the Nature Futures Framework (NFF) and the triangle exercise to the audience. The audience participated in another interactive Mentimeter session about the NFF and reflected in plenary discussions about the value of nature.

III. Summary of general discussions and presentations

9. Introduction to IPBES and the work on capacity-building, including the role of youth in the science-policy-interface
 - (a) Dr. Vinod Mathur provided an overview of IPBES, its structure, role, and mission, stressing the importance of capacity-building. He highlighted the focus of the 6th capacity-building forum on youth engagement with IPBES and emphasized the significance and quality of IPBES assessments and reports, urging youth to utilize them as important resources. He

¹ All documents can be found on the meeting website: <https://ipbes.net/events/ipbes-capacity-building-forum>.

² More information about the initiatives for young people from Southern Afrika is available on this link: <https://youthnaturefutures.org/>

concluded by presenting various avenues for youth to engage with IPBES and access further information, for example through the IPBES website, contacting experts, and social media.

- (b) Dr. Mathur introduced two youth representatives, Judy Kipkenda from the Global Indigenous Youth Caucus (GIYC) and Angelina Serwaa, a master student representing the Capacity Development for Biodiversity and Ecosystem Services Experts (CABES). Both speakers emphasized the importance of youth engagement in science-policy interfaces. Ms Kipkenda highlighted the meaningful contributions youth can make to policy and the need to recognize them as major stakeholders, while Ms. Serwaa acknowledged the immense potential of youth in shaping the future and driving transformative change. Both stressed the diversity of perspectives and solutions that youth can offer and proposed ideas to enhance youth participation, such as amplifying marginalized voices, promoting science communication, fostering interdisciplinary collaboration, and developing youth leadership. They also emphasized the need for active involvement of youth in science-policy interfaces and highlighted the significance of youth representation in leadership roles.
- (c) Dr. Wanja Nyngi presented the outcomes from the latest IPBES youth workshop, organized by the capacity-building task force and its TSU. The workshop was held from 19 to 21 October 2022 on the Isle of Vilm, Germany. An animated video produced based on the live graphic recording during the workshop was shown to provide a brief insight into the different activities and discussions that occurred during the workshop.

10. Efforts to develop capacities of youth

- (a) Hong Tran, for the technical support unit of capacity-building hosted a panel conversation with five invited panellists from different youth organizations based in Africa:
 - o Hannington Sserwanga, International Youth Climate Movement (YOUNGO), Uganda
 - o Adeyemi Opeyemi Adetunji, Young Ecosystem Services Specialists (YESS), Nigeria
 - o Sheila Koech, The Green Earth Organization, Kenya
 - o Brenda Mwale, Green Girls Platform, Malawi
 - o Nametso Phonchi, Centre for Sustainability transitions, Stellenbosch, South Africa and University of Botswana
- (b) To facilitate reflections on efforts to develop capacities of youth, the panellists were asked two questions, which also were posed to the audience (online and in-person) via Mentimeter (results in document IPBES/TF/CBG/Forum/ Other/3). Answering the first question about what gives the panellists hope for a nature-positive future, they emphasized the importance of individual responsibility, commitment, and volunteer work towards creating a positive future. The challenges, especially faced by young women and girls, due to climate change were acknowledged, including hope and admiration for their strength and passion. The panellists highlighted the growth of environmental groups and the need for education and participation activities. They emphasized the importance of storytelling and community engagement, particularly through the involvement of non-governmental organizations as well as academic institutions. Intergenerational knowledge sharing and the energy and motivation of the youth were also emphasized as crucial elements in driving positive change. The panellists as well as the audiences' replies through Mentimeter collectively recognized the significance of youth engagement, conservation efforts, and bridging the gap between conservation and development.
- (c) The second question focused on exploring how the represented organizations and network provides support to youth, as well as identifying the most effective approaches for organizations and institutions to support youth. The panellists emphasized the importance of building capacity through specialized training and involving young people in planning and implementation processes. The need for inclusive science-policy interfaces, translating complex policy language and scientific publications into accessible terms, and empowering youth voices were highlighted. Financial access and funding opportunities, coordination between researchers and youth on the ground, and providing platforms for young people were mentioned. Access to experts and involving youth in data collection were identified as

crucial support mechanisms. The use of art as a platform for questioning the status quo and effectively communicating research and science to local communities was highlighted. Overall, and concluding the morning session, the panellists underlined the significance of capacity building, inclusive participation, accessible communication, and financial support in empowering and supporting youth in their endeavours to take part in the science-policy interface.

11. World café session

- (a) Using the world café method, i.e. a participatory and conversational approach that encourages open dialogues and collective learning in a structured and inclusive setting, the forum participants were able to engage in small group conversations with representatives of the following organisations/networks:
- United Nations Environment Programme (UNEP), GEO-6 for youth
 - UNDP Accelerator Labs team in Kenya
 - The Open-Ended Network of IPBES Stakeholders (ONet) and social sciences and humanities (SSH)network engaging in IPBES
 - National Museums of Kenya – Nature Youth groups
 - Capacity Development for Biodiversity and Ecosystem Services (CABES)
 - Green Girls Platform
 - Global Indigenous Youth Caucus (GIYC) and Koibatek Ogiek Women and Youth Network
 - Young Ecosystem Services Specialists (YESS)
 - The Green Earth Organization
 - YOUNGO: Youth Participation in UNFCCC Processes
 - ECOPs (Early Career Ocean Professionals)
 - IPBES fellowship programme and youth workshop

The world café allowed the forum participants to actively exchange with the above-mentioned organisations in a creative way and engage in meaningful and educational discussions, being exposed to a variety of topics and perspectives.

12. Interactive group sessions on IPBES relevant topics:

- (a) In order to engage the in-person participants with current IPBES topics and assessments, the meeting organized interactive group sessions. These groups consisted of six sessions (three running simultaneously), each led by IPBES fellows in the invasive alien species assessment³, nexus assessment⁴, and transformative change assessment⁵. Attendees had the opportunity to select and attend two sessions of their preference.
- (b) The facilitators of the group sessions reported the following key points:
- **Invasive alien species:** The invasive alien species sessions were focused on summarizing key concepts on biological invasions and the current work of IPBES on this topic. Initially, a short video was shared with the participants about the definitions, impacts and management options concerning invasive alien species. This was followed by a brief exposition on how the impacts of biological invasions have been increasingly recognized, thus leading to the request for undertaking the IPBES thematic assessment on invasive alien species. The aims, chapter structure and timeline of the assessment were summarized, and the role of IPBES fellows during this process highlighted. Finally, a game (bingo) was played with the participants: examples of invasive alien species were randomly selected by them one at a time from a subset of 10 representative invasive alien species from around

³ The thematic assessment of invasive alien species and their control

⁴ The thematic assessment of the interlinkages among biodiversity, water, food and health

⁵ The thematic assessment of the underlying causes of biodiversity loss, determinants of transformative change and options for achieving the 2050 vision for biodiversity.

the world belonging to multiple taxa, and the participants shared how each of these species have affected their community.

- **The interlinkages among biodiversity, water, food and health (Nexus):** The sessions focused on the five key elements of the nexus: biodiversity, food, health, water, and climate. The central theme revolved around the interconnected nature of these elements. Participants discussed the positive and negative connections that exist between them, how these connections vary in magnitude, and these connections manifest in their local communities. One key message conveyed during the workshop was the importance of considering all elements together when addressing future sustainability. Participants were encouraged to consider a holistic approach that recognises the interdependencies between biodiversity, food, health, water, and climate. Another important message emphasised the need to understand the trade-offs associated with these connections. For instance, while efforts to improve food production and ensure adequate nutrition can positively impact human health, they may also have adverse effects on water availability and biodiversity. Most interestingly, participants tended to steer towards trying to identify the most important element. For example, one participant talked about how addressing climate change would automatically solve biodiversity loss. A key takeaway from this is the importance of emphasising the drivers unique to particular elements, alongside the obvious synergies between them.
- **Transformative Change:** The sessions were centred around the participants envisioning what a sustainable world could look like and what transformative changes would be required to attain it. The sessions started with a brief introduction of the assessment (i.e. aim of the assessment and focus of each chapter as specified in the scoping report). The sessions allowed for more detailed discussions on the following content: 1) the vision of the sustainable world to be achieved, 2) the challenges to be faced while working towards these transformations, and 3) ways to overcome those challenges. Finally, each group presented the results of their discussion with the rest of the participants. The participants actively discussed the identification of their collective visions, barriers, and possible actions especially in the context of Africa. Overall, the visions tended to link to a system-wide change that allows nature and humans to live in harmony. Barriers varied from climate change, political challenges such as corruption and power imbalances among their societies, to lack of awareness and resources. The main identified actions were capacity building, empowerment of youth, equitable distribution of resources, inclusion of indigenous and local knowledge, and policy enforcement.

IV. Next steps: new inspiration and potential future collaborations

13. The forum participants took part in another interactive Mentimeter session, as well as discussions online and in Plenary, answering to the question on which specific capacity-building activities targeted towards youth are currently lacking. Responses included offering platforms and networks for training, education and discussion, effective awareness campaigns, engagement in local communities, and financial support.
14. Participants also offered ideas on how to achieve better communication and collaboration to increase the engagement of youth in IPBES and other science-policy interfaces: suggestions included the effective use of social media and using accessible language, hosting youth targeted events, and providing platforms for online and in-person networking and collaboration. One example mentioned was an IPBES youth platform to create a safe and inclusive space for youth within IPBES.

V. Closing session

15. Dr. Mathur and Dr. Nyingi closed the meeting by thanking all participants for their active participation, expressing their satisfaction with the productivity of the day and the learning opportunities the forum had offered. They further acknowledged that the IPBES system enabled fellows and young people to participate, including the provision of mentorship. The formation of

IPBES/TF/acronym of the task force/number of the meeting/Other if applicable/number of the document

networks during the forum was highlighted, which could serve as a foundation for future connections and follow-up actions.