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# TAKING ACTION FOR GLOBAL BIODIVERSITY

# Notes for the Facilitator

Welcome to the Global Biodiversity Framework workbook! We are excited that you are joining a community of people dedicated to protecting the diversity of life on Earth. This workbook invites you to explore, reflect, and take action – together with others – so you can make a meaningful difference for nature and your community.

## A Vision for Change

In a world experiencing rapid environmental and social change, the need for collective action to protect biodiversity has never been more urgent. The Global Biodiversity Framework (GBF) calls on all of us—not just governments and organizations, but also individuals and communities—to become active stewards of nature. This workbook is designed for people who care deeply about the extraordinary variety of life on Earth and who want to take meaningful action together.

Inspired by the Ruhi methodology, our approach recognizes that true change happens through the interplay of two parallel processes: the empowerment of individuals and the strengthening of community bonds and collaborative action. We believe that each individual has the capacity to contribute to a better world, and that by supporting each other, learning together, and acting with purpose, we can help build a society that lives in harmony with nature.

## A Vision of Empowerment

The methodology behind this workbook is grounded in the principles of universal participation, empowerment, and meaningful contribution. We view learning as a collaborative process in which everyone is both a learner and a contributor. The facilitator is not a traditional teacher, but rather a participant with a special role – a companion who supports the group’s progress, ensures that each participant is engaged, and helps foster a deep understanding of the central ideas.

Our activities combine reflection, meaningful conversations, and practical action. Each step is designed to help you develop not only knowledge and skills but also the qualities and attitudes needed to become an effective agent of change. The workbook guides you through identifying local biodiversity challenges, brainstorming creative solutions using design thinking, planning and implementing projects, and reflecting on your impact. Learning and action go hand in hand, and mistakes are seen as opportunities for growth.

Once you have completed the workbook as a participant and implemented a project, you will be equipped to facilitate the workbook yourself and accompany others on their journey.

## A Vision of Accompaniment

Facilitating this workbook is about creating a supportive, inclusive environment where everyone feels empowered to participate. As a facilitator, your role is to accompany the group—walking alongside participants, helping to establish a steady rhythm, encouraging thoughtful analysis, and ensuring that all voices are heard without pressuring anyone to speak. The aim is to foster a sense of shared purpose and steady progress, where each member advances at their own pace and according to their own abilities.

On a practical level, begin Step 1 and the introduction to Step 2 by reading aloud as a group. Take turns: each person reads one paragraph, then passes to the next. When a question comes up, the reader offers an initial response – but the question belongs to everyone. And there are no wrong answers. Invite all to share their thoughts so the group can explore it together. As the facilitator, you gently decide when it’s time to move on. From the second part of Step 2 through Step 4, the process becomes more hands-on. Here, the facilitator can help guide the group through practical steps of identifying a problem and designing a solution by

giving the instructions rather than reading them together. Steps 5 and 6 are more straightforward – the prompts in the book will lead the group naturally as it works through them.

Throughout the journey, keep in mind that the ultimate goal is not just to complete activities, but to nurture a spirit of collaboration and shared commitment. Encourage participants to reflect on their motivations, connect their actions to broader goals, and support one another as they work toward positive change for biodiversity and their communities. Most importantly, this process is about activating the mind, heart, and hands – engaging our understanding, our passion, and our practical efforts to make a real difference.

# Welcome

We are here because we care deeply about biodiversity, the remarkable diversity of life on Earth, encompassing plants, animals, genes, and ecosystems – and the vital roles they play in sustaining all forms of life. We wish to take action to protect it, working alongside others. In this book, we will begin by exploring the current state of biodiversity and the United Nations’ plans to protect and restore nature. Afterwards, we will take action ourselves by identifying a biodiversity issue in our surroundings and developing ideas to help solve it. As a first step, let us reflect on biodiversity through the following scene:

## Step 1. Reflecting on Biodiversity

It is a hot, sunny afternoon. Two friends, Sam and Tati, meet up in the park. The sun is blazing, and the air feels heavy. Looking for relief, they wander over to a large, leafy tree and settle down in its cool shade.

Sam leans back against the trunk, closing their eyes and taking a deep breath. “I love how peaceful it feels here,” Sam says. “It’s like the tree is giving us a little sanctuary from the world. I always feel calmer and more connected to nature when I’m around trees.”

Tati grins, pulling out a notebook. “You know, there is actually a lot of science behind that. Trees do so much for us – they clean the air, provide oxygen, keep the soil healthy, and even help cool down cities. Without trees, life would be a lot harder.”

Sam nods. “And they are beautiful. They inspire art, stories, and traditions. Some people even see trees as symbols of wisdom or strength.”

Tati adds, “Plus, they are home to so many animals and plants. They are like the backbone of entire ecosystems.”

The friends sit quietly for a moment, listening to the rustling leaves and birdsong. Then Sam says, “It’s amazing how much we depend on trees, in ways we do not always notice.”

### Activity “Reflecting on Biodiversity”

Trees are important elements and drivers of biodiversity. In many ways, both obvious and hidden, they shape and sustain our daily lives.

As a group, offer answers to the following questions:

<b>Environmental</b>	How do trees help the environment and climate?
<b>Biodiversity</b>	What role do trees play in supporting animals and plants?
<b>Human Well-Being</b>	How do trees affect your health, mood, or daily life?
<b>Economic/Social</b>	In what ways do trees support jobs, communities, or economies?

<b>Protection/Safety</b>	How do trees protect us from natural disasters or provide shelter?
<b>Cultural/Spiritual</b>	What cultural, artistic, or spiritual meaning do trees have for you or your community?
<b>Other</b>	Can you think of other ways we rely on trees?

Trees are an important component of biodiversity. However, biodiversity encompasses much more than just trees. It includes the astonishing variety of plants, animals, fungi, and microorganisms, as well as the ecosystems they create and the genetic diversity within each species. This intricate web of life sustains both our planet and our well-being. Yet, today, this richness is under serious threat.

## Biodiversity is Fragile

The *Convention on Biological Biodiversity* writes: “Biodiversity is fundamental to human well-being, a healthy planet, and economic prosperity for all people, including living well in balance and in harmony with Mother Earth. We depend on it for food, medicine, energy, clean air and water, security from natural disasters as well as recreation and cultural inspiration. It supports all systems of life on Earth.

There is [...] ample evidence that, despite ongoing efforts, biodiversity is deteriorating worldwide at rates unprecedented in human history. As the IPBES global assessment report states:

*An average of around 25 per cent of species in assessed animal and plant groups are threatened, suggesting that around 1 million species already face extinction, many within decades, unless action is taken to reduce the intensity of drivers of biodiversity loss. Without such action, there will be a further acceleration in the global rate of species extinction, which is already at least tens to hundreds of times higher than it has averaged over the past 10 million years.*

*The biosphere, upon which humanity as a whole depends, is being altered to an unparalleled degree across all spatial scales. Biodiversity – the diversity within species, between species and of ecosystems – is declining faster than at any time in human history.”<sup>1</sup>*

### Activity “Biodiversity is Fragile”

The passage mentions “drivers of biodiversity loss”. Below are some factors that drive the loss of biodiversity.

1. Let us consider what the deeper reasons behind these drivers are. Many drivers are connected to human behavior, systems, or decisions. Why do people act this way? And what drives this behavior?

<sup>1</sup> <https://www.cbd.int/gbf/introduction>

### Possible drivers of biodiversity loss

- degradation of habitats
- climate change
- pollution
- overuse of natural resources
- invasive alien species
- unsustainable food systems
- weak governance
- unsustainable consumption and production

### Possible Reasons

- needs
  - habits
  - short-term thinking
  - profit-seeking
  - economic pressure
  - power
  - ignorance
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Often, the needs of biodiversity seem to be at odds with the interests of society. Can we succeed in harmonizing the well-being of nature with the well-being of our society?

## A Framework to Protect and Restore Nature

The member states of the United Nations aim to halt and reverse nature loss by 2030, and have therefore developed a plan: **the Global Biodiversity Framework (GBF)**. They intend to realise their global vision of a world living in harmony with nature by 2050. Among the Framework’s key elements are four long-term goals: to *Protect and Restore*, to *Prosper with Nature*, to *Share Benefits Fairly*, and to *Invest and Collaborate* – as well as 23 specific targets to implement the Framework by 2030<sup>2</sup>. You can find a description of the goals and the targets in the annex.

According to the Convention on Biological Biodiversity “all [UN member states] committed to setting national targets to implement it, while all other actors have been invited to develop and communicate their own commitments.”<sup>3</sup>

“All other actors” – that includes us! What can we contribute to protecting biodiversity? What commitments can we make? Let us develop ideas together.

<sup>2</sup> Please find a simplified version of the GBF goals in the annex, or the original here: <https://www.cbd.int/gbf/goals>

<sup>3</sup> <https://www.cbd.int/gbf>

## The 23 Targets of the Global Biodiversity Framework



## Step 2. Identifying Problems in Our Surroundings

The *Global Biodiversity Framework* includes 23 action-oriented targets that are to be implemented worldwide. These targets are designed to ensure that we take swift action in the coming years, up to 2030, and make a difference. If we succeed in accomplishing these tasks, we will move step by step closer to the overarching goal of living in harmony with nature by 2050.

The goals of the *Global Biodiversity Framework* help us understand where and why nature is under pressure. They aim to transform our world, and everyone is encouraged to contribute.

### Empathy Activity “Identifying Problems in Our Surroundings”

In this activity, we will examine some of these goals and identify specific areas where we ourselves can become active. Where do we see problems in our neighborhood, at school, at work, in the village, or in the city where biodiversity is under pressure?

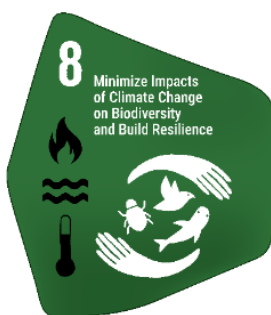
1. Read through the selected biodiversity goals, the related questions and examples. The questions are meant to help us identify biodiversity problems in our surroundings.
2. Individually, everyone lists the problems they can identify.



### Species & Habitats

#### TARGET 4: Halt Species Extinction, Protect Genetic Diversity, and Manage Human-Wildlife Conflicts

- ▶ Where are animals, plants, habitats or species disappearing, threatened, or under pressure?
- ▶ Where are there conflicts between people and wild animals?
- ▶ Where do people around us seem unaware of local species or the problems they face?



### Climate Change & Resilience

#### TARGET 8: Minimize the Impacts of Climate Change on Biodiversity and Build Resilience

- ▶ Where are plants, animals, or ecosystems suffering from heat, drought, extreme weather, or changing seasons?
- ▶ Where do people not realise how climate change is affecting local plants, animals, or nature areas?



### Nature's contribution for people

#### TARGET 11: Restore, Maintain and Enhance Nature's Contributions to People

- ▶ Where is nature under pressure – so it cannot offer things like shade, clean water, healthy soil, or relaxing spaces anymore?
- ▶ Where has nature been damaged or lost, so it can no longer support people the way it used to?



### Green Spaces & Life Quality

#### TARGET 12: Enhance Green Spaces and Urban Planning for Human Well-Being and Biodiversity

- ▶ Where is nature missing in everyday life or difficult to access?
- ▶ Where do plants, trees, or animals seem stressed or unhealthy?
- ▶ Where could more or better green/blue spaces make life easier, healthier, or more enjoyable?

### Biodiversity Problems in my Surroundings

#### Examples

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• littering in parks</li> <li>• fewer insects</li> <li>• sealed (paved-over) surfaces</li> <li>• heat in the city</li> <li>• not enough parks</li> <li>• schoolyards have little shade</li> </ul> | <ul style="list-style-type: none"> <li>• plants begin to grow too early because of warm winters</li> <li>• coral reefs are dying</li> <li>• an invasive plant is covering the riverbank</li> <li>• there is litter everywhere</li> </ul> |
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1. Everyone now chooses 2 to 3 problems they find particularly important, and writes each one on a slip of paper (one slip per problem).
2. We share the slips with the group. We ask clarifying questions, sort and group similar problems.

# Step 3. Choosing a Problem to Solve

## Activity “Choosing a Problem to Solve”

We have now identified a range of biodiversity issues in our surroundings. From these, we will select one to address<sup>4</sup>. The following considerations will help you select the problem worth tackling.

Of all the identified problems, we can now choose one to solve together. Here are two considerations that can help you decide:

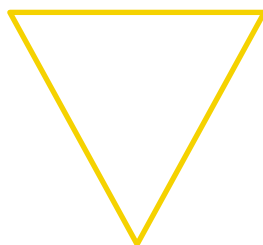
### What problem is worth tackling?

Which issue do you and your group feel connected to? The best problem to tackle is one that you genuinely care about, which may present a challenge for you, those around you, and, of course, for the environment.

Ideally, you should also take some time to speak with the people affected by, or involved in, the problem to gain a better understanding of the history, previous efforts, and other relevant aspects relating to this issue.

### What problem is solvable?

Some ideas may be quite general in nature, such as stopping global warming; however, this problem is too large to be solved by your group. The problem should be neither too big nor too small:



**Too big**

*There are too many greenhouse gas emissions worldwide.*

**Just right**

*Local businesses in my town don't have enough support to adopt sustainable practices.*

**Too small**

*My neighbour's sprinkler system leaks water.*

To ensure that the problem is realistic and solvable for your group, you should also consider the skills and capacities that you and your group bring to the table.

Note: In this step, please remember to choose a problem – not a solution. The problem will serve as the starting point for the next step, when we develop a concrete, actionable solution.

**The problem we want to solve:**

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<sup>4</sup> Steps 3 and 4 are based on the design thinking methodology, which is taught by the WWF Innovation team:

<https://shorturl.at/xelHi>

## Step 4. Identifying a Solution

### Activity “Identifying a Solution”

Now that the problem is identified, the question becomes: How might we solve this problem? Follow the steps below to answer this question.

#### Step A: Brainstorm Ideas

1. Individually and silently brainstorm as many ideas as you can think of how to solve the problem (1 idea per post-it).
2. When the facilitator gives the signal, choose your 1 or 2 best ideas and place them in the group circle.

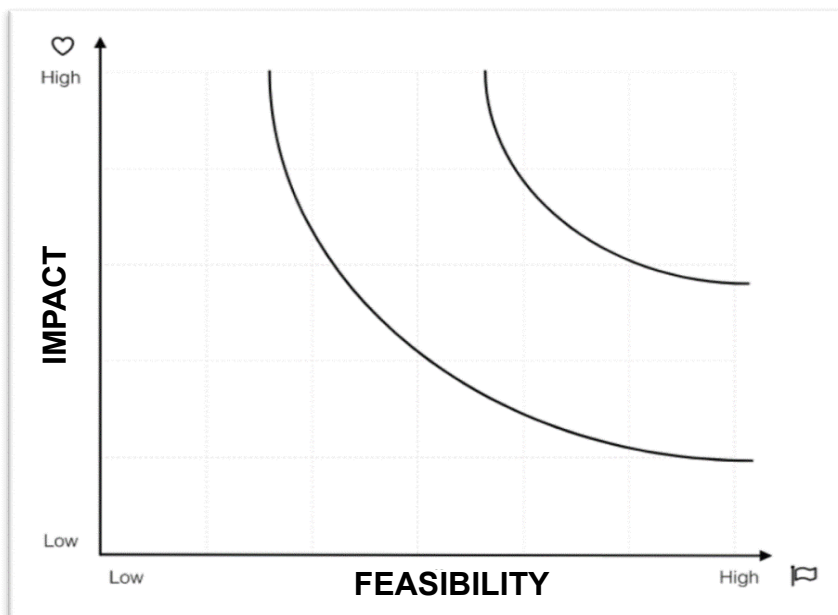
#### Step B: Vote on Ideas

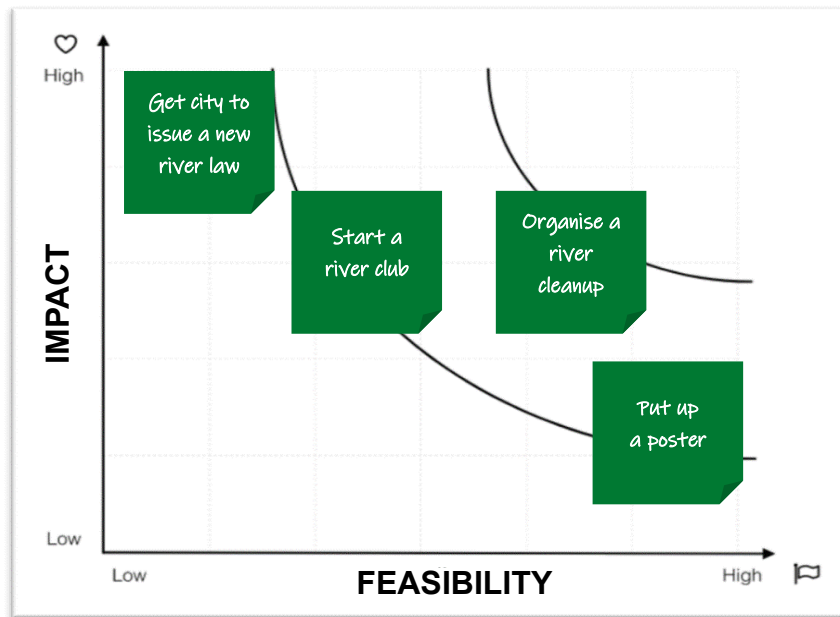
3. Silently read through the ideas. As a team, discuss questions, sort and cluster the ideas by themes or similarities, and build on each other’s ideas.
4. Each person votes for the best ideas (2 votes per person).

#### Step C: Choose Idea

5. Place the 3 or 4 most voted ideas on the decision matrix according to their impact and feasibility. This may require some discussion.
  - a. Impact: How significant is the positive effect of the solution on the environment and the people it affects?
  - b. Feasibility: How achievable is the project within a reasonable timeframe and with the resources or opportunities available to you?

The idea that scores highest in terms of impact and feasibility (the idea furthest to the top right in your matrix) is the best possible solution to the identified problem. This is the idea we want to pursue.





Example decision matrix with solutions for the problem «our river is littered».

### Step D: Present Idea

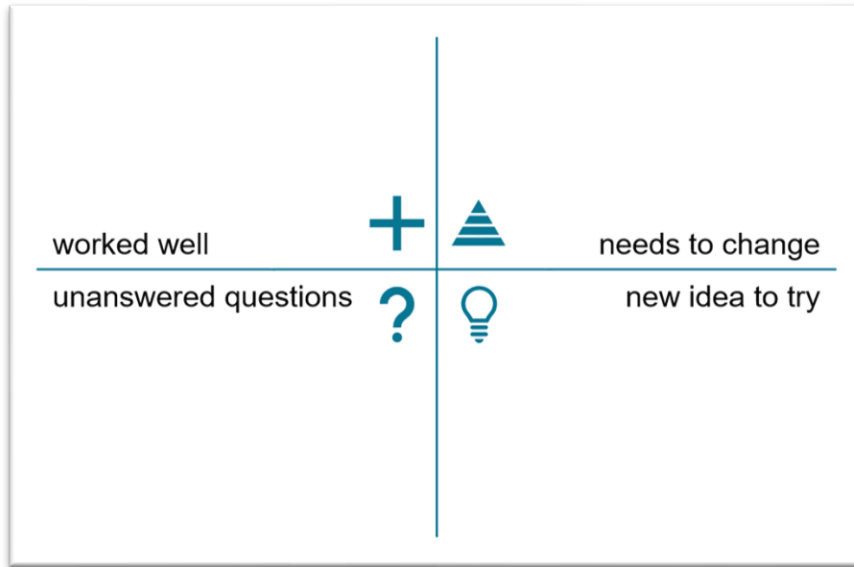
At this stage, you have identified the most promising solution to the problem. Before moving on to implementation planning, it's important to test your idea with people outside the group:

1. Pitch the idea to someone and seek their feedback. Be prepared to answer any questions they may have. The following questions might help you prepare your pitch.

#### Idea Pitch

- A. Who is the target group of the idea?
- B. How does the idea work?
- C. What problem does the idea solve for the target group?
- D. If the idea proves successful, what could scaling look like?
- E. What assumptions (hypotheses) do we have and how could they be tested, for example:
  - a. Does our solution really meet the needs of our target group? To check this, you can talk to people in your target group.
  - b. Does this solution already exist? If so, can we join or participate in it? Or can we expand or change our idea to differentiate ourselves from existing projects?

2. Note the feedback you have received in the grid below.



3. Bring the feedback back to your group and discuss how it could be used to enhance the solution. If you decide that the idea is not viable, feel free to revisit other options from the decision matrix or explore new solutions.

Your solution is now thoroughly developed and refined. The next step is to plan the implementation of your solution.

## Step 5. Planning Your Solution

Your group now has a project idea ready for implementation. The next step is to carefully plan the project to ensure its success. Use the following sections to help you consider and organise every aspect of your project before moving forward.

### Activity «Project Planning»

1. As a group, complete the sections below for your project.
2. It is helpful to have an experienced project manager review your plan and provide feedback, which you can then incorporate into your final project plan.
3. Once your plan is finalized, you will be ready to begin implementation.

### Executive Summary

Title of the project

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Which environmental problem is addressed by your solution?

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Formulate your solution in 2-3 sentences.

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Who is the main target group of this project?

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Who is the secondary target group of this project (if any)?

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Why do you want to implement the project? What is your motivation?

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How does your project solve the problem? What are the strengths of your project?

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### Environmental Analysis

Before planning further, broaden your perspective and research your stakeholders:

Are there already similar projects?  No  Yes

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If so, does cooperation make sense? If so, in what form?  No  Yes, in this way:

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## Team

To successfully tackle the various tasks, it requires a proactive team. Appoint a project leader and determine who will be responsible for specific roles and duties, such as managing the budget, communications, or administration.

NAME	CONTACT DETAILS	ROLE

## Extended Team: External Persons

Are there individuals outside the team who have a role to play? For example, external partners or coaches.

NAME	CONTACT DETAILS	ROLE

## Planning Project Goals

What goals do you set for your project? List 3 to 4 goals. Good goals are SMART, meaning they have the following characteristics:

- **Specific**
- **Measurable**
- **Achievable**
- **Relevant**
- **Time-bound**

GOAL	WHAT	HOW DO WE MEASURE THE ACHIEVEMENT OF OBJECTIVES?
1	30 people took part in the event. The visitors learned something new about the topic.	2 members count number of participants conversations after the event
2		

3

4

## Tasks

What activities will help you achieve these goals? Based on your objectives, you should identify the packages required to accomplish them, as well as the individual tasks involved.

PACKAGES	TASKS	CONTRIBUTES TO
Plan event	Search good location Create programme Write invitation Send invitation etc.	Goal 1

## Work Package «Communication»

How will the project be publicised?

- social media
- flyer
- email
- WWF channels
- friends
- \_\_\_\_\_
- \_\_\_\_\_

What is the key message?

Is the communication tailored to the target audience?

- Yes
- No. If no, how can it be adapted?

Is the important information included?

Consider including the following information in your communication:

- event name / a popping headline
- content: a short motivating message
- time and date

- venue/location
- ticket price(s)
- call to action e.g., “buy tickets now”
- name of organiser (you), logo
- contact information (website, email, phone or tagline)
- any hashtags or handles associated with your event.

## Deadlines

Determine when the project must be completed and define which milestones must be reached by which date. Decide who will be responsible for each task. This could be recorded in a table, for example:

TASK	COMMENT	RESPONSIBLE	DEADLINE
Package: Plan Event		Mia	
Find location	Close to the train station	Bo	21 September
If necessary, organise permit/authorisation	Needs to be taken care of soon	Mia	2 September
Write programme	Prepare and discuss with the team	Mia & Bo	14 September
Design invitation		Dani	27 September
Send out invitation		Dani & Lana	3 October
Design flyer		Dani	3 October
Organise technical equipment	Projector, mic, loud speaker	Simon	20 October
Plan food and drink after movie	Vegetarian/vegan; seasonal	Lana	3 November
Check project progress	Regularly check: Are we on track? Are we achieving our goals?	everyone	1 x per month

- ➔ An important task is to regularly check whether your activities are helping you achieve your goals or if adjustments are needed.

TASK	COMMENT	RESPONSIBLE	DEADLINE

## Budget & Funding

Some of the planned activities require funding. It is important to identify where costs will arise and how the necessary funds will be sourced. Creating a financial plan will help you manage this effectively:

1. First, list all cost items and calculate your maximum budget: Which activities require funding? For example, transport costs, hall hire, brochure printing or permits.
2. Then, go through the list and consider:
  - o What can be organised free of charge, for example, by borrowing items, using friends' infrastructure, enlisting help from friends, or having experts offer coaching?
  - o What items can be avoided or reduced?

WHAT	MINIMAL COSTS	MAXIMAL COSTS	POTENTIAL PARTNER	COMMENT
Rent location	150.-	400.-		
Permit/Authorisation	120.-	120.-		Pay at community hall
Print flyer	50.-	150.-	WWF	We could ask WWF to print our flyers.
Technical Equipment	260.-	340.-		Projector, mic, loudspeaker
Food & Drinks	210.-	270.-		
Postage for invitation	255.-	300.-		Send out to 300 people

WHAT	MINIMAL COSTS	MAXIMAL COSTS	POTENTIAL PARTNER	COMMENT

Once thorough planning is complete, the project may be launched. It is important to monitor progress closely and to consistently document all essential details throughout the process.

### Final Consideration: Planning for Continuation and Sustainability

As you plan your solution, consider whether the project can continue or expand beyond its initial phase. Some projects are implemented once and have a lasting impact, while others can be repeated, developed further, or scaled up, thereby increasing their influence. By thinking ahead, we can plan accordingly and identify potential resources, partnerships, and strategies to ensure the long-term success of the project.

## Step 6. Evaluating Your Project

We did it! We implemented an GBF project. Together, we want to evaluate each aspect of the project on a scale from 5 (excellent) to 1 (poor) in order to reflect on how well it was implemented. After each assessment, we briefly note: What worked well? What could we improve next time?

Criteria	Description of Strong Performance	Score	Comments
Relevance & Design	Our project focused on a sustainability issue relevant to our surroundings, such as nature, nutrition or water, and aimed to make a real difference to the planet or people.		
	We planned our project well and involved others in the planning, e.g. experts, partners or other groups		
	The activities we chose were suitable for the problem and the current possibilities.		
Coherence	Our project fitted well with sustainability initiatives or other efforts taking place in our community, city, or country. It introduced something new or complemented existing initiatives effectively.		
Efficiency	We used our time, money, and energy wisely to achieve our goals.		
	Our team worked well together, and we stayed organized.		
Effectiveness & Impact	We reached most or all of our goals.		
	We see clear signs that our project has led to real change – like helping animals or nature, people learning something new or behaving differently.		
Sustainability	We planned the project in such a way that it will continue to make a difference in the future – for example, in our surrounding or among the people who participated.		
Learning & Adaptation	We regularly checked whether we were achieving our goals and considered what had worked well and what had not.		
	We used what we learned to improve the project along the way.		
<b>TOTAL SCORE:</b>			

Now, we add up all our scores to get an overall impression of the project success.

Score Range	Project Success	
5–19	<b>Growing Potential</b>	Your project planted a strong seed! While not everything went as planned, you took important first steps. There's lots to learn from this experience – and great ideas to build on for next time.
20–39	<b>Solid Success</b>	Your project made a real difference! You reached many of your goals, worked well as a team, and created something meaningful. With a few improvements, your next project could be even more impactful.
40–55	<b>Outstanding Impact</b>	Amazing work! Your project was well planned, well executed, and made a strong, lasting impact. You showed leadership, creativity, and teamwork – this is a project to be proud of and share with others!

# Annex

A full introduction to GBF goals and targets can be found here: [www.cbd.int/gbf/introduction](http://www.cbd.int/gbf/introduction)

## GBF Goals<sup>5</sup>

### Goal A: Protect and Restore Nature

We need to take care of all ecosystems so they stay strong, connected, and full of life. By 2050, we aim to stop the extinction of endangered species and help wild animals and plants grow in healthy numbers. It's also important to protect the variety of life within species – both wild and farmed – so they can adapt and thrive in the future.

### Goal B: Live in Harmony with Nature

Nature gives us so much – clean air, water, food, and more. We must use these gifts wisely and make sure they're not damaged. By restoring parts of nature that are in trouble, we can help both people and the planet live better now and in the future.

### Goal C: Share Nature's Gifts Fairly

When we use plants, animals, or traditional knowledge from communities, we need to share the benefits fairly. Indigenous peoples and local communities should be respected and included. Their knowledge must be protected and used to help care for nature.

### Goal D: Work Together and Invest in Nature

Protecting nature takes teamwork and resources. All countries should have access to the money, tools, and knowledge they need. We also need to make sure that investments support a healthy planet and help close the big funding gap for biodiversity.

## GBF Targets

- 1: Plan and Manage all Areas To Reduce Biodiversity Loss
- 2: Restore 30% of all Degraded Ecosystems
- 3: Conserve 30% of Land, Waters and Seas
- 4: Halt Species Extinction, Protect Genetic Diversity, and Manage Human-Wildlife Conflicts
- 5: Ensure Sustainable, Safe and Legal Harvesting and Trade of Wild Species
- 6: Reduce the Introduction of Invasive Alien Species by 50% and Minimize Their Impact
- 7: Reduce Pollution to Levels That Are Not Harmful to Biodiversity
- 8: Minimize the Impacts of Climate Change on Biodiversity and Build Resilience
- 9: Manage Wild Species Sustainably To Benefit People
- 10: Enhance Biodiversity and Sustainability in Agriculture, Aquaculture, Fisheries, and Forestry
- 11: Restore, Maintain and Enhance Nature's Contributions to People
- 12: Enhance Green Spaces and Urban Planning for Human Well-Being and Biodiversity
- 13: Increase the Sharing of Benefits From Genetic Resources, Digital Sequence Information and Traditional Knowledge
- 14: Integrate Biodiversity in Decision-Making at Every Level
- 15: Businesses Assess, Disclose and Reduce Biodiversity-Related Risks and Negative Impacts
- 16: Enable Sustainable Consumption Choices To Reduce Waste and Overconsumption
- 17: Strengthen Biosafety and Distribute the Benefits of Biotechnology
- 18: Reduce Harmful Incentives by at Least \$500 Billion per Year, and Scale Up Positive Incentives for Biodiversity
- 19: Mobilize \$200 Billion per Year for Biodiversity From all Sources, Including \$30 Billion Through International Finance
- 20: Strengthen Capacity-Building, Technology Transfer, and Scientific and Technical Cooperation for Biodiversity
- 21: Ensure That Knowledge Is Available and Accessible To Guide Biodiversity Action
- 22: Ensure Participation in Decision-Making and Access to Justice and Information Related to Biodiversity for all
- 23: Ensure Gender Equality and a Gender-Responsive Approach for Biodiversity Action

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<sup>5</sup> Simplified version. The original wording can be found here: <https://www.cbd.int/gbf/goals>







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