



WORKSHOP REPORT

IPBES youth workshop

27-28 June 2019 São Pedro, Brazil



Organized by

The workshop was organized under the auspices of the IPBES capacity-building task force by the IPBES technical support unit on capacity-building, in collaboration with the IPBES scenarios and models expert group, the Norwegian Environment Agency, the Brazilian Platform on Biodiversity and Ecosystem Services (BPBES), the São Paulo Research Foundation's Research programme on Biodiversity, Characterisation, Conservation, Restoration and Sustainable Use (BIOTA-FAPESP), the International Institute for Sustainability (IIS), and the Inter-American Institute for Global Change Research (IAI).

Funded by

The workshop was fully funded by the Government of Norway through the Norwegian Environment Agency.



1. Introduction

IPBES (The Intergovernmental Platform on Biodiversity and Ecosystem Services) works to strengthen the science-policy interface for biodiversity and ecosystem services for the conservation and sustainable use of biodiversity, long-term human well-being and sustainable development. To do this, IPBES draws on the vast capacities of the individuals, organizations and institutions already working on biodiversity and ecosystem services across the world.

This workshop contributed to the overarching objective of IPBES by expanding involvement in IPBES' efforts and increasing use of IPBES products, among early-career scientists, decision- and policymakers and practitioners, including representatives of different knowledge systems. The participants of the workshop came from universities and research institutions, nongovernmental organizations, youth networks, as well as from organizations implementing policy and working in science-policy interfaces. The workshop supported the implementation of the IPBES capacity-building rolling plan through promoting the fellowship programme and further expanding and supporting the development of communities of practice among early-career professionals inside and outside of the formal IPBES engagement.

2. Objectives

The objectives of the workshop were as follows:

- Familiarize participants with the work of IPBES and explore how participants and their networks can contribute to its work programme; and
- Explore future scenarios of biodiversity and ecosystem services from the perspective of early-career professionals and contribute to IPBES' work on scenarios and models.

The agenda of the workshop can be found in Annex 1.

3. Participants

The workshop brought together 33 early-career representatives from Governments, organisations and networks working on issues related to biodiversity and ecosystem services. The participants came from 23 countries, including 9 participants from Brazil, 11 participants from the region: Argentina, Colombia, Costa Rica, Dominican Republic, Guatemala, Jamaica, Mexico, Peru and Uruguay and 13 came from the rest of the world: Australia, Azerbaijan, Cambodia, Cameroon, India, Italy, Kenya, Philippines, Poland, South Africa, Thailand and United Kingdom. The participants were selected based on nominations received from different networks and organisations. The list of participants can be found in Annex 2.

As part of the preparations to the workshop, the participants were asked to prepare a poster presenting their networks and how they see they and their networks could be engaged and contribute and benefit from IPBES work. The posters are posted online on ipbes.net at this [link](#).

The workshop was facilitated by IPBES technical support unit on capacity-building and IPBES experts, including fellows of the Global Assessment and the Americas and Europe and Central Asia regional assessments. The full list of organizers, facilitators and presenters is available in Annex 2.

The workshop activities and discussions were recorded and visualised by Design de Conversas who has developed all the graphics presented in this report.

4. Summary of the sessions

A. Opening session

The workshop was kicked-off by Ingunn Storror (head of IPBES technical support unit on capacity-building (TSU CB)), who welcomed the participants to the workshop on behalf of IPBES and all co-organizers of the workshop. The local host represented by professor Carlos Joly¹ welcomed the participants to São Pedro, Brazil highlighted the importance of youth stakeholders in the work of IPBES. Prof. Joly encouraged the participants to

¹ Professor Carlos Alfredo Joly is a former member of the IPBES Multidisciplinary Expert Panel/MEP and the Capacity Building Task Force. Currently he is the Chair of the BIOTA/FAPESP Program, Co-Chair of the Brazilian Platform on Biodiversity and Ecosystem Services/BPBES, Member of the Scientific Advisory Committee of the Inter-American Institute for Global Change Research/IAI and fellow of the Brazilian Academy of Science.



actively participate in the workshop which provided a space for learning and engaging with IPBES and interacting and connecting with other likeminded participants.

The participants expressed their expectations for the workshop in a pre-workshop survey, which were: 1) Learning about IPBES, its process and products, and how to get involved in its work; 2) Participate in discussions, share experiences and learn from each other and connect and establish new networks.

The opening session closed with an ice-breaking exercise to further introduce the participants to each other and encourage interaction with one another.

B. IPBES and its capacity-building work

A general introduction to IPBES and how it is structured was presented with a focus on the four functions of IPBES: 1) Assessment: Deliver global, regional and thematic assessments, and promote and catalyse support for sub-global assessments; 2) Policy support tools: Identify policy relevant tools/methodologies, facilitate their use, and promote and catalyse their further development; 3) Capacity-building: Prioritize key capacity-building needs, and provide and call for financial and other support for prioritized needs; and 4) Knowledge generation: Identify knowledge needs of policymakers, and catalyse efforts to generate new knowledge.

The participants were further introduced to IPBES's first work programme, its implementations and achievements and IPBES's work going forward with the IPBES rolling work programme up to 2030 approved by the Plenary at IPBES-7 in Paris May 2019. Having delivered 8 outstanding assessments and gained substantial impacts, the Global Assessment on biodiversity and ecosystem services being the latest report of IPBES, also approved at IPBES-7. A short introduction was given on how to get involved in and benefit from IPBES work which were further addressed in the second day of the workshop (see session 5).

The work of IPBES on capacity-building and its implementation through the capacity-building rolling plan developed by the capacity-building task force were presented to the participants. The main objective of this function being: building capacities that strengthen the science-policy interface for biodiversity and ecosystem services for the conservation and sustainable use of biodiversity, long-term human well-being and sustainable development. The participants were introduced to different capacity-building activities, including IPBES fellowship programme and the IPBES Fellows & Alumni network (more details below), capacity development and writing workshops, science-policy dialogues and events supporting uptake of IPBES assessments.

The participants were given a detailed introduction to what is an IPBES assessment and the assessment process, highlighting the differences between an assessment and a literature review. The IPBES assessments apply to peer-reviewed scientific literature, grey literature and other available knowledge such as indigenous and local knowledge (ILK) and are signed with confidence levels which are determined by considering the quality, quantity and consistency of evidence. In addition, the participants were familiarized with two external review processes taken place during an assessment process, and the participants were encouraged to contribute and provide their expertise in the future review processes of IPBES.

The presentations and the questions and answers that followed were recorded and visualised by the Design de Conversa in Figure 1.



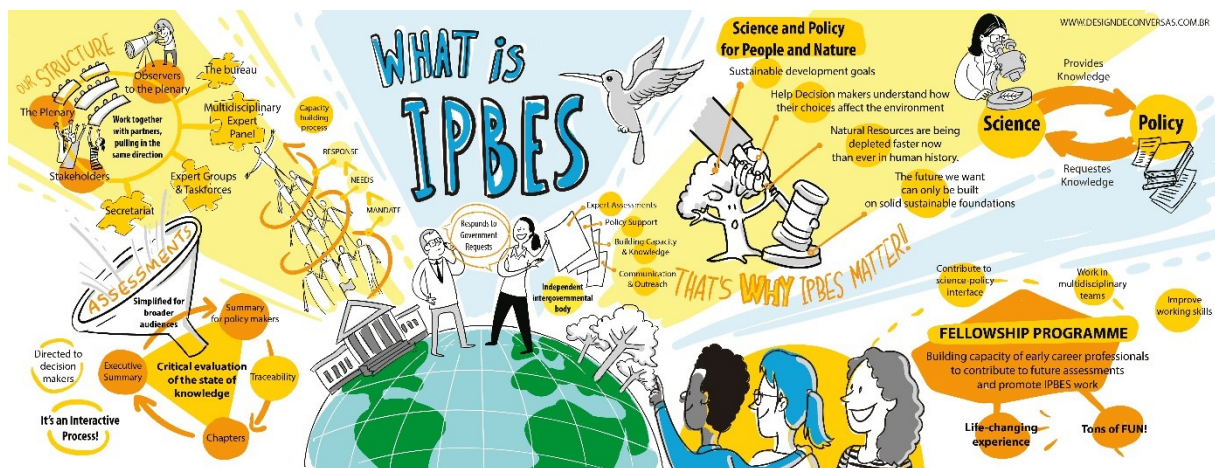


Figure 1. The session on IPBES and its capacity-building work as recorded by the Design de Conversa.

The IPBES fellowship programme was introduced to the participants as a mechanism for building capacity of early-career professionals with expertise in biodiversity and ecosystem services who will be able to contribute to future assessments and promote IPBES work in different regions of the world. The fellowship's main purposes are to:

1. Develop capacities of early-career researchers in undertaking assessments;
2. Provide a resource at the local and national levels;
3. Generate experts that will contribute to future IPBES assessments.

It was highlighted that the programme gives early-career professionals an opportunity to:

1. Work in multidisciplinary teams to co-produce major science-policy assessments;
 2. Improve work skills at the individual and group levels;
 3. Co-develop intergenerational, interdisciplinary and transnational partnerships;
 4. Participate in joint projects and publications;
 5. Learn about and contributing to the science-policy interface at international initiatives;
 6. Participate in training and mentoring programme;
 7. Have a direct impact on decision making at the global and regional levels;
 8. Gain in-depth understanding of the IPBES assessment process;
 9. Expand social and professional network through interacting with international leading experts from all over the world;
 10. Meet and work with an amazing and diverse team of early career researchers from across the globe.
- Benefits for being a fellow were presented, together with the task to be done and the way to get involved.

The IPBES Fellows & Alumni network was presented to the participants as an informal network of IPBES Fellows from all existing and ongoing IPBES assessments who wish to stay engaged with IPBES during the fellowship and beyond their participation as chapter authors. The network provides an opportunity for Fellows to stay connected post-assessment as alumni. It is run by Fellows with support from the IPBES capacity-building technical support unit (mail contact: ipbesfellowsalumni@gmail.com). Main tasks of the network were explained:

1. Follow up and uptake of the assessments (contribution to congresses, interventions in media);
2. Research agenda (publications lead by IPBES Fellows and Alumni);
3. Support new fellows;
4. Liaison with TSU capacity building;
5. Coordinate the participation of IPBES Fellows & Alumni in other Early Career Networks (ERC) such as Future Earth.

C. IPBES's role in the global science-policy interface

A series of activities focused on the function of a science-policy interface and its specific implementation in IPBES. The aims of the activities were to:

1. familiarize the participants with different actors and roles in a science-policy interface;
2. illustrate how these are represented in IPBES; and



3. help the participants identify where their own expertise fits and how they can contribute to and benefit from IPBES.

The activities were designed to showcase the mismatch in how IPBES work is frequently linearly described (in terms structure or how its scoping and assessment processes are designed), whereas in reality, IPBES science-policy interface includes multiple interacting actors and roles, and multiple processes taking place in parallel and interacting in a complex way.

The activities were designed considering that almost 90% of participants stated in a pre-workshop survey that they have a previous experience with IPBES or are aware of its processes and outputs. Most participants stated that their expertise was in the field of research and education, while only a minority of participants were familiar with policy-making or indigenous-organisation contexts (Figure 2). The participants identified themselves mostly as scientists striving for their research to be societally relevant (69%) and/or actors using science-based knowledge to advocate for societally-relevant issues (55%).

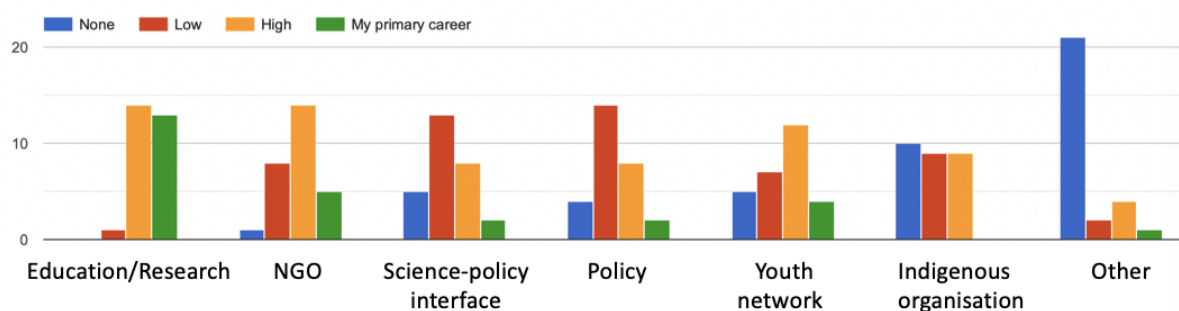


Figure 2: Participants' experience in fields related to a science-policy interface.

The outline of the activities was as follows:

1. A short opening presentation introducing a science-policy interface as a mechanism for sharing knowledge, typically requested by its political part and supplied by its scientific part.
2. Brainstorming own professional roles and activities (e.g. involvement in governments, government-related organisations, international organisations, academic and research institutions at different levels, private businesses and business-related groups, citizen groups, media, ...), which the participants subsequently discussed in groups and positioned in relevant parts of a science-policy diagram (Figure 3).
3. Aggregating all group diagrams together and distilling several key roles for each part of a science-policy interface, with a subsequent plenary discussion captured and visualized in Figure 4.
4. A plenary discussion on how the identified roles are represented in IPBES, how specifically the IPBES assessment process works and where in the process participants can contribute to and benefit from. This activity was followed by a session on opportunities to get involved in the IPBES science-policy interface (reported below).

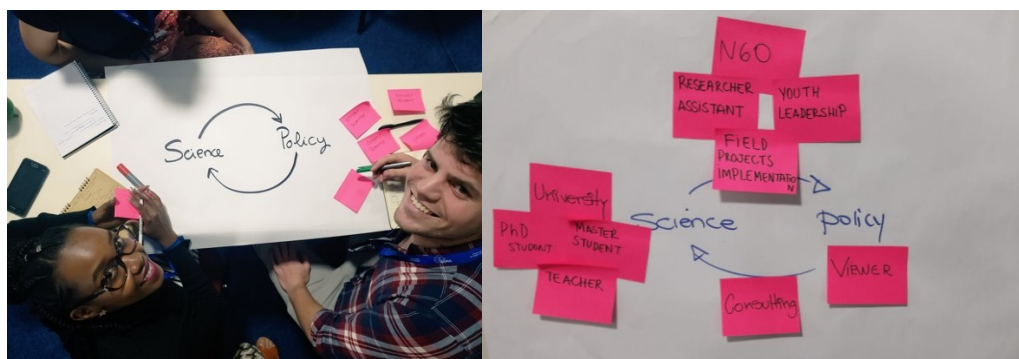


Figure 3. Illustration of participants' diagram of their potential roles in a science-policy interface.

The activities and subsequent plenary discussion showed that the participants were particularly interested in the following topics:

1. The processes of knowledge exchange in IPBES and how to contribute to the communication and uptake of IPBES products. It was emphasized that individual professionals can have multiple roles in the IPBES science-policy interface and the exchange of knowledge between science and policy should be ideally mutual and collaborative.
2. The key and often missing roles of knowledge translators and boundary organizations, translating scientific findings to non-scientific audiences. Opinions varied on whether “science translation” should be done by scientists or whether it should be taken up by other actors. It was noted that there are many people with science background working in policy circles, which can act as promising “science translators” and their role should be promoted.
3. The role of indigenous and local knowledge holders, which should be more emphasized in science-policy interfaces. This was linked to the issue of the legitimacy of knowledge generation – it was noted that knowledge can be only accepted and taken up if it is perceived as legitimate, which can be facilitated by processes of participatory knowledge co-generation.

Some of the most important constraints to science-policy interface functioning identified by the participants were:

1. the lack of political interest;
2. funding issues and resource availability;
3. the lack of opportunities for networking; and
4. mismatch between the time-scales at which science and policy-making operate.

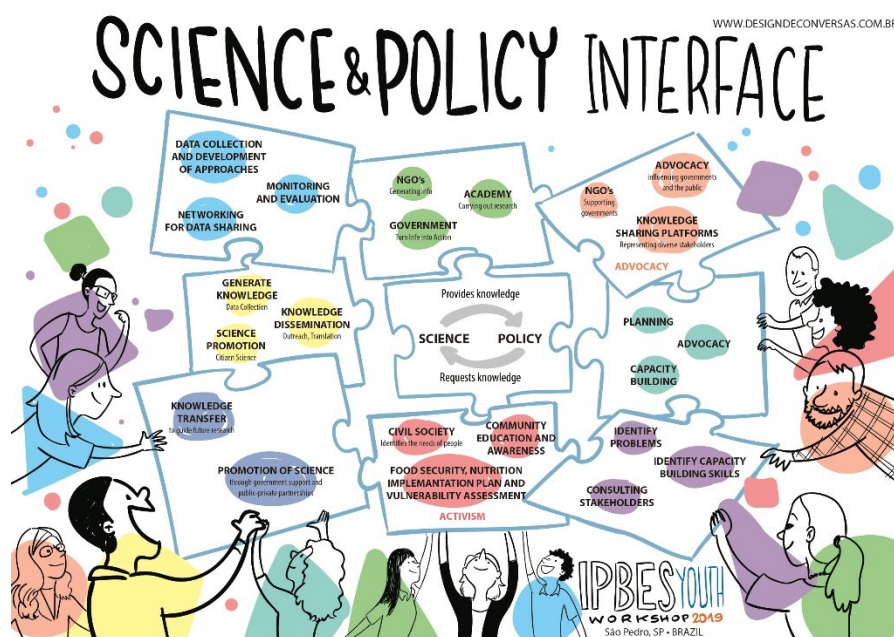


Figure 4. Key participants' roles in the IPBES science-policy interface, recorded by the Design de Conversa.

D. IPBES nature futures and youth nature future visions

A substantial amount of time at the workshop was dedicated to exploring positive nature futures from the perspectives of the youth that were present. The IPBES expert group on scenarios and models has embarked on an ambitious workplan that aims to connect quantitative models with more diverse qualitative, and participatory case studies from around the world on what people think a good future for biodiversity and ecosystem services could look like. The triangle of the Nature Futures framework (Figure 5) has been developed as a starting point to develop these local scenarios, acknowledging that people hold multiple values for nature at any one point in time or in any one place. The three vertices of the triangle represent three distinct, but related values of nature: the value of nature for itself (Nature for Nature), the value of nature for societal benefits (Nature for Society) and the value of nature as inherently part of culture (Nature as Culture). The outcomes of the case studies will feed into the broader workplan of the expert group's workplan.



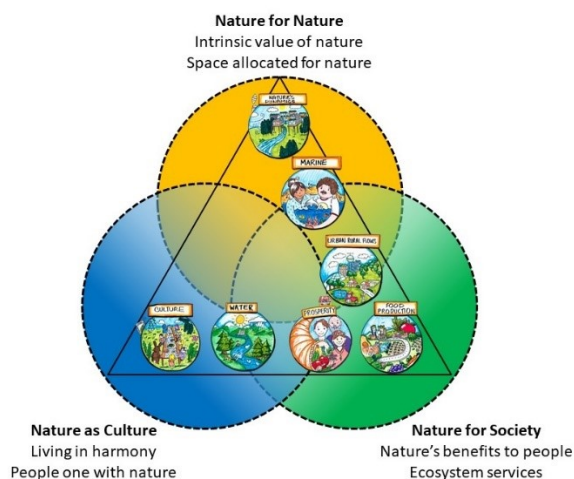


Figure 5: The triangle of the Nature Futures framework

The participants were introduced to the Nature Futures Framework, how it had been developed and the plan for taking it forward. After the formal presentation part, the participants were engaged in group activities to develop their future nature visions, as outlined below in part A and B.

Part A. Reflection - Why do you value nature?

The participants went through the steps described below to identify and place their nature values on the triangle of the Nature Future framework. The clustering exercise resulted in groups of people with more similarities in why they value nature, forming the starting point for part B of the exercise (4 groups of 8 persons).

1. Each participant reflected on and wrote down why they value nature.
2. Based on their responses, the participants situated themselves somewhere in a large triangle marked on the floor with the three corners representing the three different values of nature (Figure 5) that most represented the value they had expressed (Figure 6). The participants were not allowed to stand in the middle of the triangle.
3. The participants then turned to the person closest to them and discussed their respective values, noting similarities and differences, thus forming groups of 2 persons.
4. The participants, now in pairs, turned to the pair closest to them and again discussed their respective values, similarities and differences. Now forming groups of 4 people.
5. Finally, the participants repeated the process, clustered into groups of 8 people and discussed similarities and differences of their respective values. The positions of the groups on the triangle marked on the floor visualise why they value nature.



Figure 6: The participants situated on the triangle of the Nature Future framework on the floor (marked white lines), discussing with their neighbours, similarities and differences of their respective nature values.

Part B. Creating visions (adapted from the Seeds of Good Anthropocenes project²)

The participants developed their future visions and built their worlds, step-by-step as they followed the exercise outlined below. The four worlds developed were: Econetlands, Rural Transformers, Anthropocene 2.0 and land& Etama and presented below in Figure 7.

1. Each group (consist of 8 people, formed in exercise A) was allocated a theme to focus their discussions being: Group 1) cities; Group 2 and 3) rural landscapes; and Group 4) coastal ecosystems.
2. The groups worked to agree on three "seed"³ initiatives that were to form the basis of their scenarios, one technological, one social or environmental and one economic or political.
3. Further to this, the groups were to describe what it would look like if each of the seeds were no longer marginal, but became the dominant way of doing things, as defined "mature seeds".
4. Based on the defined "mature seeds", the groups further developed and built up the social, technological, economic, environmental, political and value-based implications of these seeds in the future.
5. Once achieved a good spread of implications for each seed, the groups combined the three seeds by looking at similarities and key differences between the impacts. From these interactions, the skeletons of the groups' future visions started to emerge.
6. Each group came up with a name for their group/vision, a tweet and a headline describing what the world would look like in this future.
7. To help flesh out more of their visions, the groups tried to answer the following questions:
 - What do people value in this future?
 - What do people look like?
 - How to people consume things?
 - What does 'nature' look like? How is it perceived?
 - Who has a voice in the future?
 - How do people spend their time?
 - What do we do with waste?
 - How does this vision compare to current "desired" economic growth and development projections?
 - What are the key feedbacks in this future?
 - Are there important drivers in this future?
 - What critical responses are needed to get to this future?
 - What key innovations are important for this future?
8. Each group presented their vision of this positive future as a short play.

In the plenary discussion that followed the group activities, the participants discussed key similarities and differences between the stories. A key insight was that all the groups required a mindset shift towards different societal values that was premised on a variety of factors, including improved education and legal frameworks to ensure that a more sustainable future was possible. A critical component in all the visions, was the need to build trust and the important role of technology to mediate a transformation towards a better future for the planet. There was interest in writing up a paper based on the findings of the 4 groups that will be submitted by the end of 2019.

² Seeds of Good Anthropocenes project: identifying socially-ecological bright spots that could grow & connect to produce a better Anthropocene. <https://goodanthropocenes.net/om/>

³ Seeds are existing initiatives that are not widespread or well-known. They can be social initiatives, new technologies, economic tools, or social-ecological projects, or organisations, movements or new ways of acting that have that appear to be making a substantial contribution towards creating a future that is just, prosperous, and sustainable.



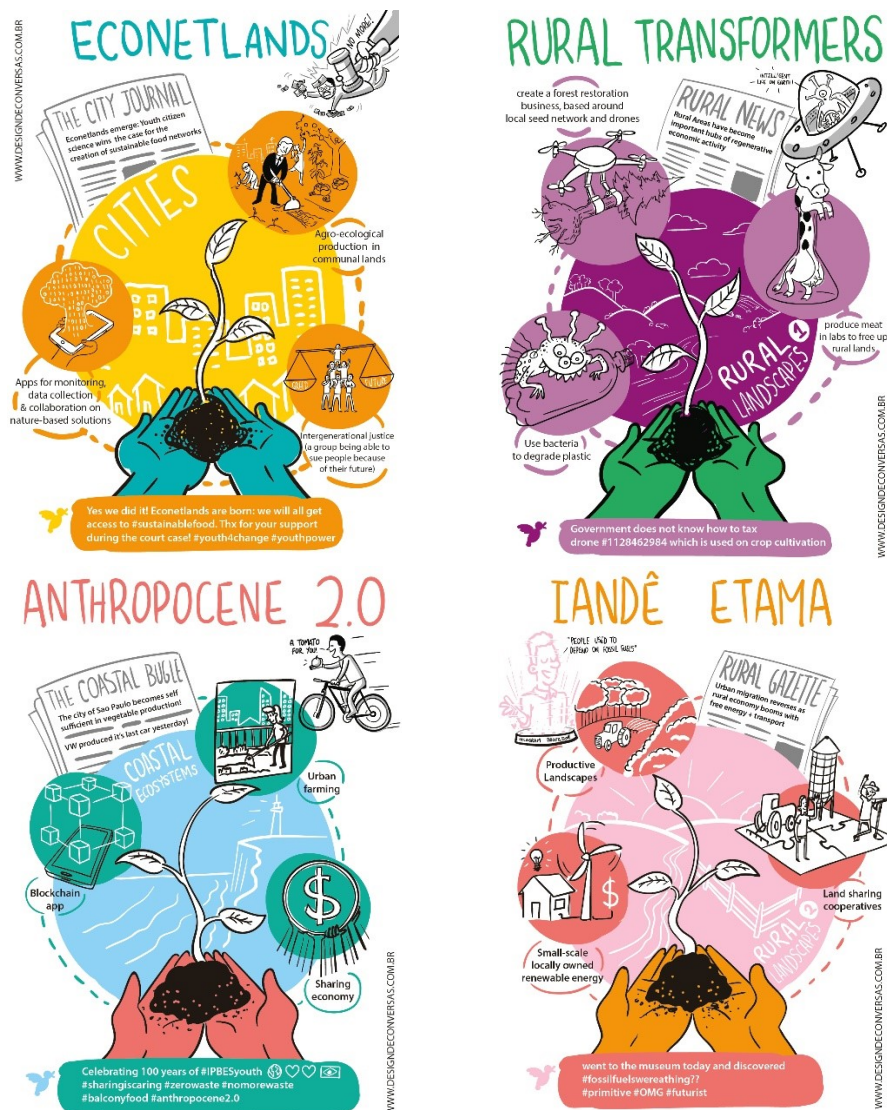


Figure 7. Youth visions of nature futures (Econetlands, Rural transformers, Antropocene 2.0 and Iandê Etama)

5. Identified opportunities for future engagement with IPBES

Prior to the workshop the participants were tasked to develop a poster presenting their organization and collaborating networks and identified how they can contribute to and benefit from IPBES work. The posters are posted on ipbes.net and available [here](#). Below is a highlight of the actions presented by the participants.

Actions to contribute and benefit from IPBES, including youth specific actions:

- Promote IPBES and participate in its work.
- Support greater understanding of the science-policy interface.
- Aid communicating IPBES' main messages and its work, especially relevance to CBD and post2020.
- Develop joint capacity-building activities and hosting IPBES activities.
- Share and support uptake of IPBES assessment findings and other products through development of dedicated training and academic courses.
- Support establishing regional data and knowledge management systems on biodiversity and ecosystem services.
- Enhance capacity on data for decision-making.
- Facilitate and support the participation of local communities in IPBES process.
- Support and provide local and national authorities with technical recommendations for nature management and conservation.



- Encourage use of the IPBES approach in carrying out national ecosystem assessments.
- Enhance national and regional platforms and networks for management of biodiversity and ecosystem services.

Youth specific actions:

- Introduce IPBES and its products to youth networks, such as the Global Youth Biodiversity Network (GYBN) and others.
- Build capacity and encourage young scientists and professionals to understand the significance and challenges of the science-policy interface.
- Prepare young people to participate actively in the biodiversity negotiation at national, regional and global levels.
- Connect individuals and youth organizations to build a global coalition to halt the loss of biodiversity.

In addition to the options identified by the participants, in the closing session of the workshop, the participants were shown several opportunities to get involved with IPBES on multiple scales from simply registering on the website to receive the news, to actually looking for ways to get formally involved in the process.

Involved in IPBES can be grouped into several broad categories including, with increasing level of commitment:

- Generally being informed about IPBES work and communicating and disseminating it. This does not require any formal association with IPBES and anyone can do.
- Getting engaged in stakeholder consultations. This requires registering as a stakeholder with networks such as Open-Ended Network of IPBES Stakeholders (ONet), see registration process at ONet webspace and International Indigenous Forum on Biodiversity and Ecosystem Services (IIFBES). Contact them for further details (stakeholders@ipbes.net). This process requires registering on the IPBES website.
- Participating as a delegate or observer at IPBES plenaries which occur annually. This process requires one to be affiliated with an institution, on whose behalf they are attending the plenary. This process requires registering on the IPBES website.
- Getting involved as a reviewer on one or all chapter of the ongoing assessments. Because this requires confidentiality as the work is ongoing, reviewers are required to both register on the IPBES website but also to sign a confidentiality agreement stating that they will not disclose the content of the ongoing assessments which they review.
- Participating as an IPBES expert as a fellow, a lead author, a coordinating lead author, a contributing author and other roles. These roles require a nomination by one's country or institution, and the typical period of involvement is 3 years, give or take.
- Other roles include creating national or regional IPBES platforms (such as Brazilian Platform on Biodiversity and Ecosystem Services, BPBES) or hosting the plenary – these are not at the individual level.

6. Annexes

Annex 1. Agenda of the IPBES youth workshop

Annex 2. List of participants of the IPBES youth workshop



Annex 1 – Agenda of the IPBES youth workshop



IPBES youth workshop 27-28 June 2019 Sao Pedro, Brazil

Objectives

For early-career professionals and practitioners to:

- Familiarize themselves with the work of IPBES and explore how they and their networks can contribute; and
- Explore future scenarios of biodiversity and ecosystem services from the perspective of early-career professionals and thus contribute to IPBES' work on scenarios and models.

Draft agenda

1. Welcome to the workshop
2. Agenda and organization of the workshop
3. IPBES and its role in the global science-policy interface
4. How to support and contribute to IPBES work?
5. Exploring nature's futures and sharing the perspective of early-career scientists, decision- and policy-makers and practitioners
6. Closure of the event: evaluation and how to keep the momentum going forward

Venue

Fonte Colina Verde Hotel (<https://www.hotelcolinaverde.com.br/>), São Pedro, Brazil.

Scheduled arrival on 26 April and departure on 29 June 2019.

Time	Agenda item	
26 June	Arrival of participants	
Day 1 27 June		Facilitator/presenter
08:00 – 09:00	Registration Hang up posters by participants	IPBES technical support unit on capacity building (IPBES TSU CB) & Brazilian Platform on Biodiversity and Ecosystem Services (BPBES)
09:00 – 09:30	Welcome <ul style="list-style-type: none">• <i>Welcome and introduction to the agenda of the event</i>	Prof. Carlos Joly (BPBES) Ingunn Storror (IPBES TSU CB)



	<ul style="list-style-type: none"> <i>Expectations. How can participants contribute to a successful event?</i> 	
09:30 – 10:30	Getting to know each other <ul style="list-style-type: none"> <i>Ice-breaking exercise</i> 	IPBES TSU CB
10:30 – 11:00	Coffee break	
11:00 – 12:30	Introduction to IPBES and its role in the global science-policy interface	
	What is IPBES? (15 min)	IPBES TSU CB
	What is an IPBES assessment? (15 min) Americas assessment as an example	Cristiana Simao Seixas (Co-chair IPBES Americas assessment)
	IPBES fellowship program and IPBES fellows and alumni network (10 min)	Zuzana Harmackova Odirilwe Selomane Mireia Valle Tobar (IPBES present and former fellows)
	What is a science-policy interface and how it works in IPBES? (50 min)	Zuzana Harmackova Odirilwe Selomane Mireia Valle Tobar
12:30 – 14:00	Lunch	
14:00 – 15:30	Introduction to IPBES Nature Futures	Laura Pereira (IPBES expert)
15:30 – 16:00	Coffee break	
16:00 – 17:00	IPBES Nature Futures (cont.)	Laura Pereira
19:30 –	Joint dinner	
Day 2 28 June		
09:00 – 09:15	Recap on yesterday and work for today	All
09:15 – 10:30	IPBES Nature Futures (cont.)	Laura Pereira
10:30 – 11:00	Coffee break	
11:00 – 12:30	IPBES Nature Futures (cont.)	Laura Pereira
12:30 – 14:00	Lunch	
14:00 – 15:30	How to take part in and support IPBES work? Use of IPBES's products – example GA	Zuzana Harmackova Odirilwe Selomane Mireia Valle Tobar
15:30 – 16:00	Coffee break	
16:00 – 17:00	How to keep the momentum going forward?	Zuzana Harmackova Odirilwe Selomane Mireia Valle Tobar
17:00 – 17:30	Evaluation of the event	IPBES TSU CB
17:30 – 18:00	Closure of the event	IPBES TSU CB
19:30 –	Joint farewell dinner	
29 June	Departure of participants	



Annex 2 – List of participants of the IPBES youth workshop



IPBES youth workshop 27-28 June 2019 Sao Pedro, Brazil

List of participants

Participants		
Name	Institution/network	Country
Andrés Castagna Du Pre	INIA (INSTITUTO NACIONAL DE INVESTIGACIÓN AGROPECUARIA)	URUGUAY
Brenda Hellen Izidio de Paiva	Global Youth Biodiversity Network/ Federal University of Maranhão	Brazil
Busiso Helard Moyo	Legal Resources Centre/University of the Western Cape	South Africa
Camila Llerena Cayo	Planeta Oceano	Peru
Channimol Ky	Ministry of Environment Cambodia/ PEMSEA (Partnerships in Environmental Management for the Seas of East Asia)	Cambodia
Daniela Avila Garcia	UNESCO Chair on Sustainability	Spain
Diana Patricia Zuluaga Pulgarin	EIA University	Colombia
Dyanne Marengo	Organization of American States (OAS), Department of Sustainable Development (DSD)	Costa Rica
Emma Christine Martin	UNEP-WCMC	United Kingdom
Fabio Padilha Bolzan	Universidade Federal de Mato Grosso do Sul	Brazil
Gunay Karimova	Environmental Research Centre, Khazar University	Azerbaijan
Harrison Kiprotich Simotwo	UN Environment Programme	Kenya
Joao Pompeu Pavanelli	National Institute for Space Research (INPE) / Inter-American Institute for Global Change Research (IAI)	Brazil
Jonathan von Below	Institute of Subtropical Biology (CONICET)/ Faculty of Forestry Sciences (National University of Misiones)	Argentina
Josefa Isabel Tauli	Partners for Indigenous Knowledge Philippines (PIKP)	Philippines
Kittikun Saksung	United Nations Development Programme / the Biodiversity Finance Initiative (BIOFIN) in Thailand	Thailand
Lemuel Familia Rodriguez	Ministry of Environment and Natural Resources of the Dominican Republic	Dominican Republic
Leopoldo Gerhardinger	Brazilian Future Ocean Panel	Brazil
Liz Nkirote Kiambi	African Wildlife Foundation	Kenya
Lucía Bergos Cremona	Departamento de Gestión Costera y Marina, Dirección Nacional de Medio Ambiente	Uruguay
Luz María Cortez Dávila	Rafael Landívar University	Guatemala



Maria Cecilia Rosinski Lima Gomes	Instituto Mamirauá	Brazil
Matthew Robert Champness	The Crawford Fund Australia/Australian Volunteers Program/Provincial Agriculture and Forestry Office Savannakhet, Lao PDR	Australia
Moise Mbimbe Nlom	Centre for Environment and Development (CED)/National Engagement Strategy for Land Governance (NES Cameroon)	Cameroon
Natali Isabela Pierin Piccolo	Rare Brazil	Brazil
Olga Szczodry	WWF Belgium	Belgium
Olive Zgambo	Food and Agriculture Organization of the United Nations (FAO)	Italy
Oliver Charles Metcalf	Manchester Metropolitan University, UK/Sustainable Amazon Network, Brazil	United Kingdom
Paula Isla Martins	WWF Brazil	Brazil
Sakshi Rana	Wildlife Institute of India	India
Shaughna-Lee Steele	The University of the West Indies, Mona Campus	Jamaica
Silva de Melo Futada	Socioenvironmental Institute	Brazil
Viviane Dib	International Institute for Sustainability (IIS)	Brazil
Presenters/facilitators/organisers		
Name	Institution/network	Country
Carlos Joly	Brazilian Platform on Biodiversity and Ecosystem Services (BPBES)/University of Campinas	Brazil
Cristiana Simao Seixas	University of Campinas	Brazil
Laura Pereira	City University of London & Stellenbosch University	UK/South Africa
Zuzana Harmackova	Stockholm Resilience Centre	Sweden
Odirlwe Selomane	Stockholm Resilience Centre	Sweden
Mireia Valle Tobar	National Center for Ecological Analysis and Synthesis-NCEAS/BC3 - Basque Centre for Climate Change	USA/Spain
Paula Drummond	Brazilian Platform on Biodiversity and Ecosystem Services (BPBES)/University of Campinas	Brazil
Isabella Leite	International Institute for Sustainability (IIS)	Brazil
João Ricardo Lagazzi Rodrigues	Design de Conversa	Brazil
João Fúria	Design de Conversa	Brazil
Ingunn Storø	IPBES technical support unit on capacity-building	Norway
Hong Tran	IPBES technical support unit on capacity-building	Norway

