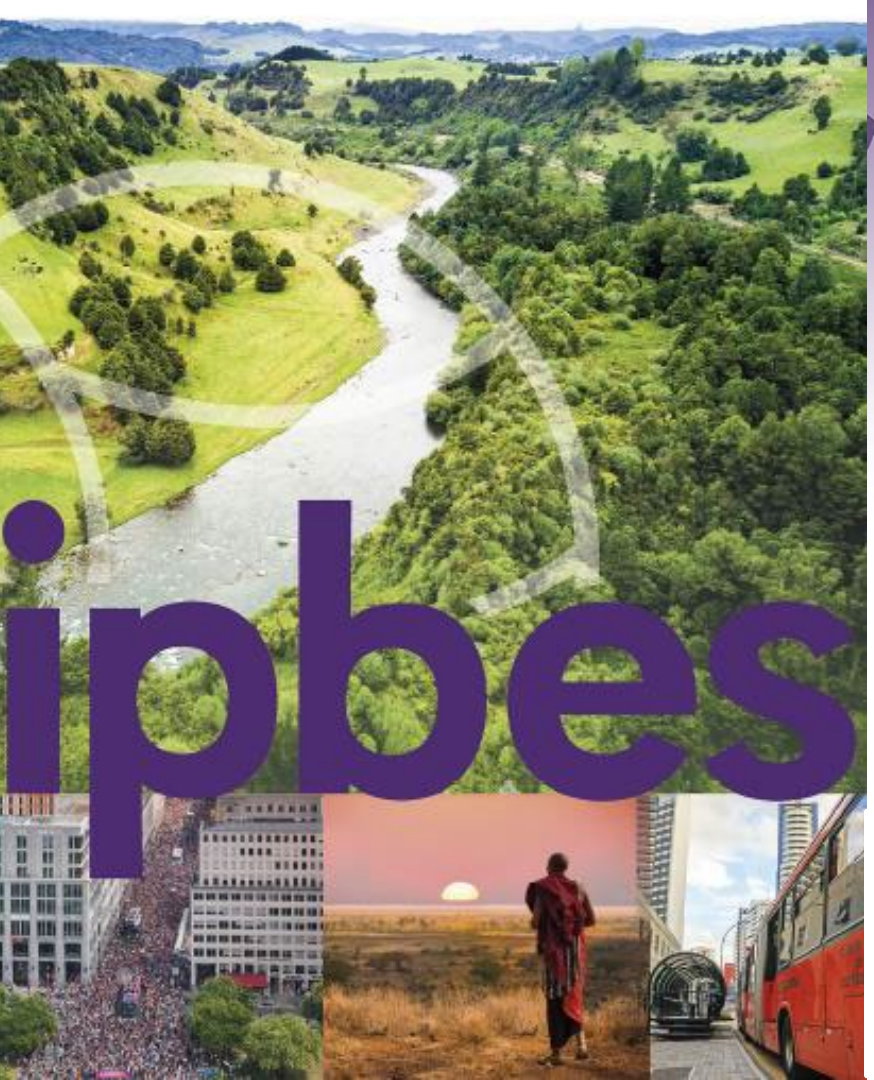


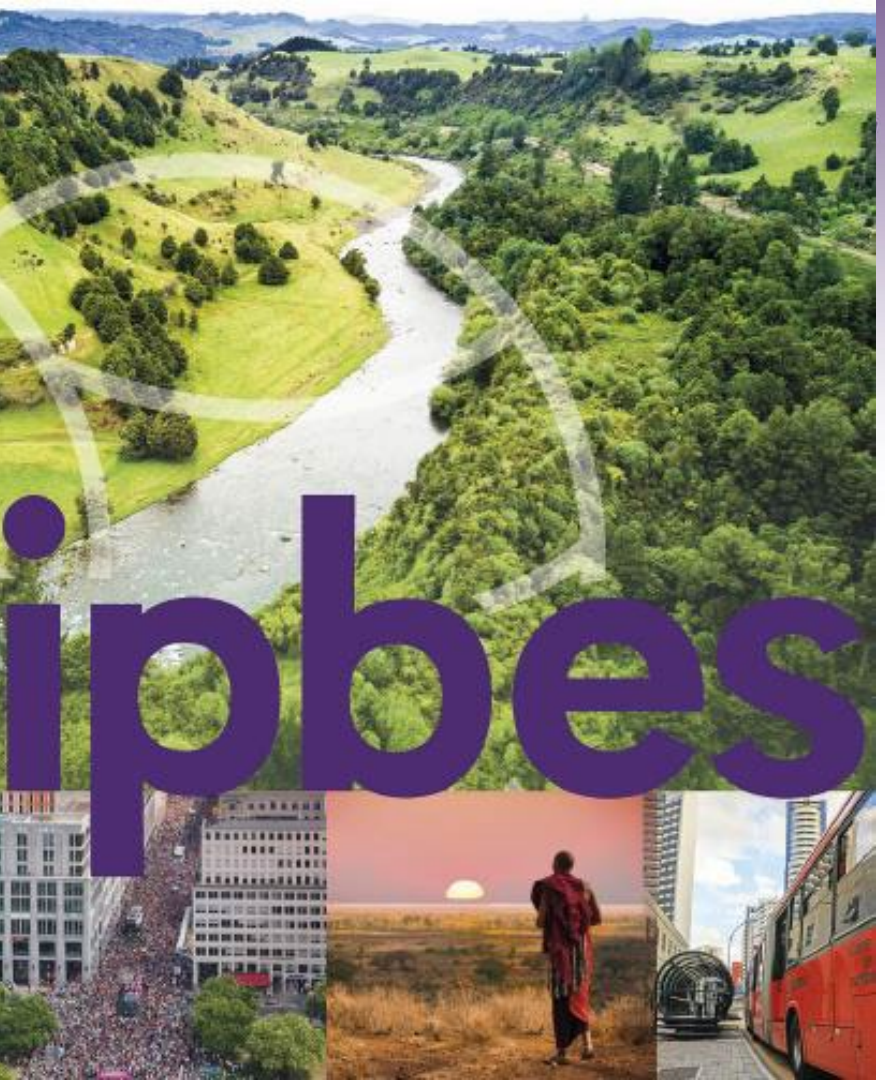
Webinar

IPBES assessment of transformative change

Prof. (Dr) Nick Roskruge (New Zealand)
A Lead Author (LA) in Chapter 3

Online, Thursday 8 May 2025

PPT developed with help from IPBES and UNESCO



Introduction to IPBES

Background to IPBES

- The **I**ntergovernmental **P**latform on **B**iodiversity and **E**cosystem **S**ervices
- Independent intergovernmental body, established by Member States in 2012
- 147 member countries
- The **overall objective** of IPBES is to *strengthen the science-policy interface for the conservation and sustainable use of biodiversity, long-term human well-being and sustainable development*

What is an IPBES assessment?

- A review and evaluation of existing information (including science and Indigenous and local knowledge)
- On a specific topic / theme (e.g. sustainable use of wild species or values of nature) OR
- On a specific geographical area (e.g. regional / global)
- Written by a multidisciplinary author group from around the world (often around 100 authors)
- Developed over 2 or 3 years
- Provides a knowledge-base and options for action for policy and decision-makers at all levels

Completed assessments

2016: Pollinators, Pollination and Food Production / Scenarios

2018: Regional Assessments / Land Degradation and Restoration

2019: First Global Assessment

2022: Values and Valuation of Nature / Sustainable Use of Wild Species

2023: Invasive alien species

2024: Nexus of Biodiversity, Water, Food and Health / **Transformative Change**

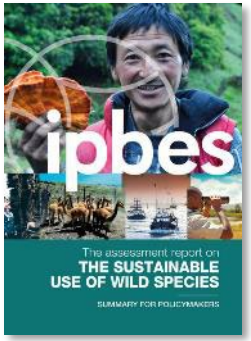
Ongoing assessments

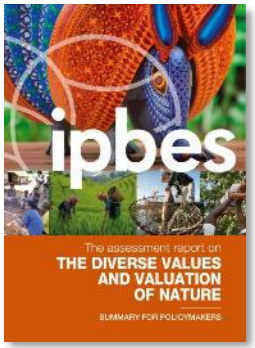
2023-2025: Business and Biodiversity

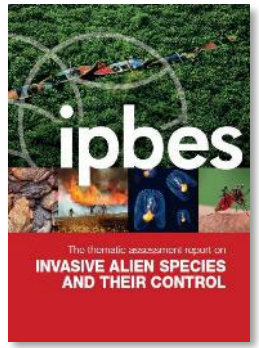
2024-2026: Monitoring of biodiversity

2025-2027: Spatial planning

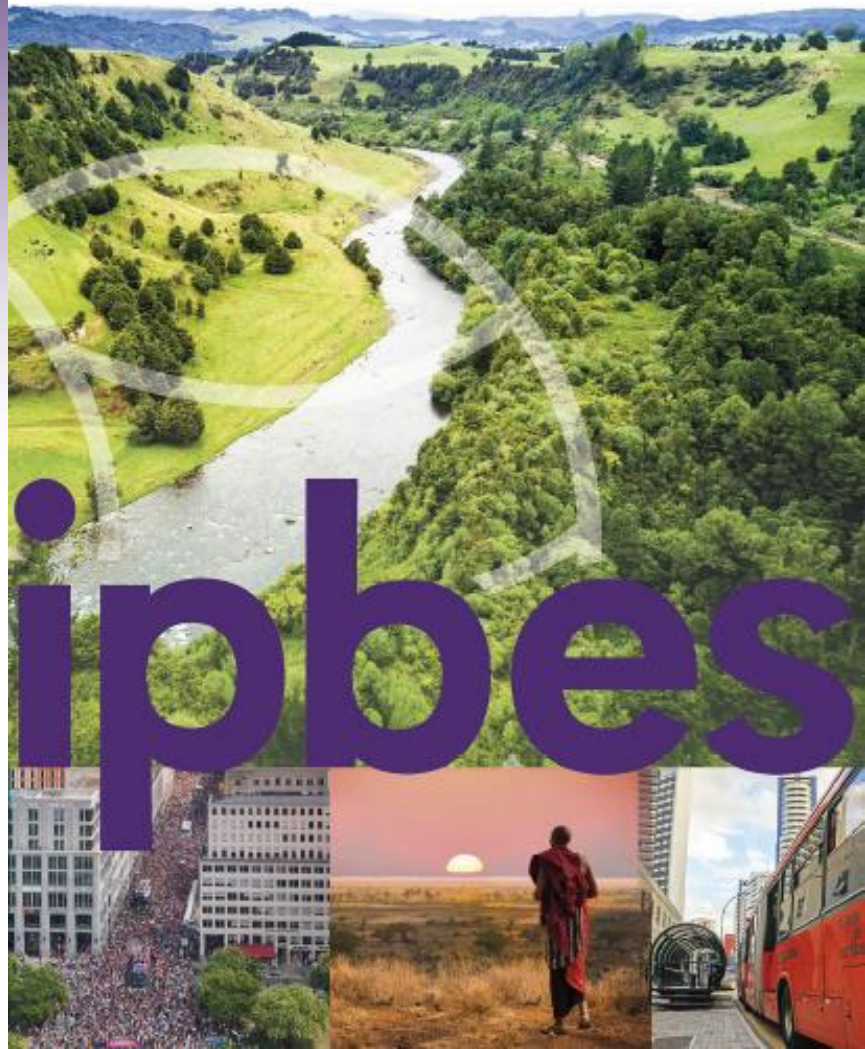
2025-2028: Second Global Assessment





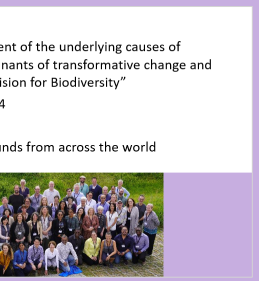


The Assessment of Transformative Change



The Assessment

- Full title: “the thematic assessment of the underlying causes of biodiversity loss and the determinants of transformative change and options for achieving the 2050 Vision for Biodiversity”
- Ran for three years: 2021 to 2024
- 3 co-chairs and 101 authors
  - ➢ diverse disciplinary backgrounds from across the world



Aims

To assess:

- Different **visions, scenarios and pathways** for a sustainable world
- ➢ **including visions of Indigenous Peoples and local communities**
- **How** transformative change can occur, and which **obstacles** it may face
- Practical **options for action** to foster, accelerate and maintain transformative change

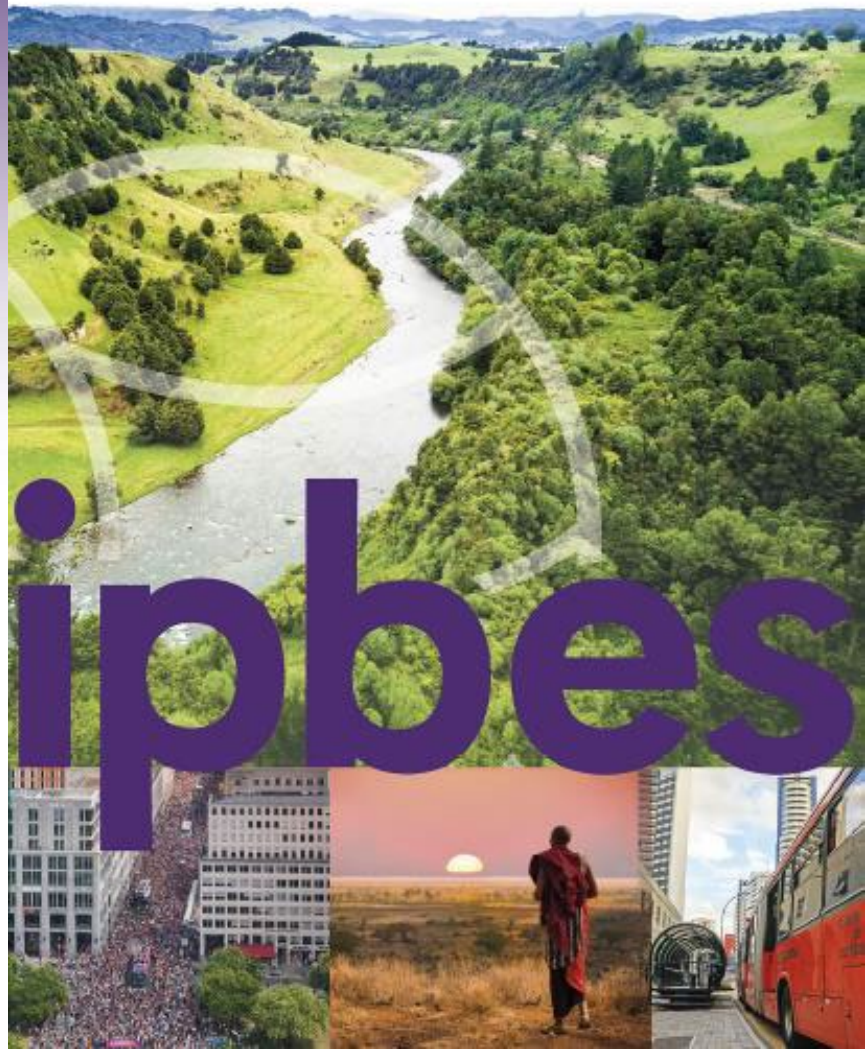
Photo: A community visit during the second workshop for the assessment, Arara, near Leticia, Colombia

The assessment consists of:

- A **summary for policymakers (SPM)**
- **Five chapters**:
  1. Transformative change and a sustainable world
  2. Visions of a sustainable world – for nature and people
  3. How transformative change occurs
  4. Overcoming the challenges of achieving transformative change towards a sustainable world
  5. Realizing a sustainable world for nature and people: means for transformative strategies, actions and roles for all

These documents are available on the IPBES website.
https://www.ipbes.net/transformative-change-assessment

Key messages from the summary for policymakers



The summary for policymakers (SPM)

Key messages and background information, from across the chapters of the assessment.

Approved by the IPBES Plenary

Divided into **3 sections**:

A. Transformative change is urgent, necessary and challenging – but possible
B. Strategies and actions for transformative change
C. Enabling transformative change: Roles for all

You can find the SPM online in all 6 UN languages:

https://www.ipbes.net/transformative-change-assessment

A. Transformative change is necessary, urgent and challenging – but possible

Key message

KM1. Transformative change for a just and sustainable world is urgent and necessary

- to address the global interconnected crises related to biodiversity loss, nature's decline and the projected collapse of key ecosystem functions.

Key message

KM2. Transformative change is defined as fundamental, system-wide shifts in views, structures and practices.

- Important to recognise and strengthen views, structures and practices that are already aligned with generating a just and sustainable world, ***such as those of many Indigenous Peoples and local communities.***
- ***Key: not everyone needs to change***

Key message

KM2. (continued)

Three key underlying causes of biodiversity loss:

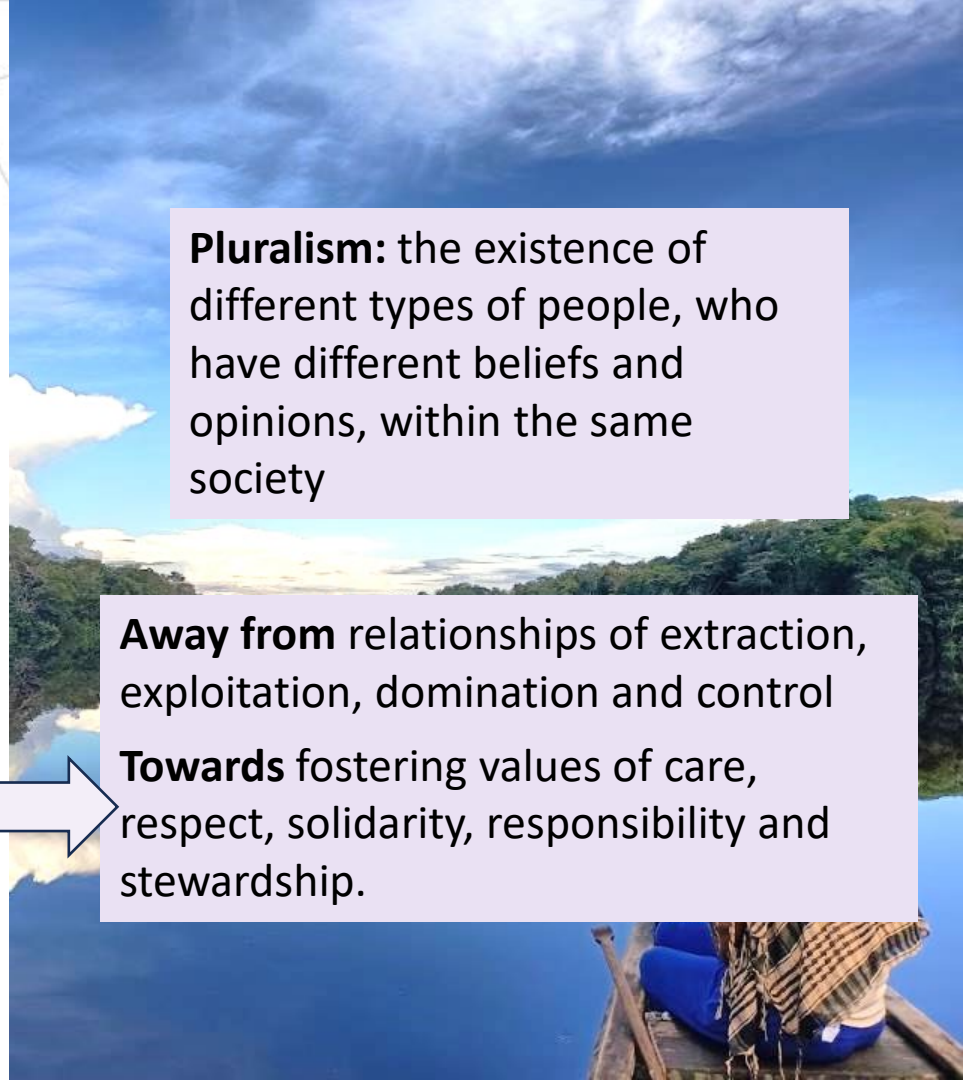
1) disconnection from and domination over nature and people;
2) concentration of power and wealth; and
3) prioritization of short-term, individual and material gains.

Key message

KM2. (continued)

Four key principles address the underlying causes of biodiversity loss and can guide transformative change:

- equity and justice;
- pluralism and inclusion;
- respectful and reciprocal human-nature relationships; and
- adaptive learning and action.



Pluralism: the existence of different types of people, who have different beliefs and opinions, within the same society

Away from relationships of extraction, exploitation, domination and control

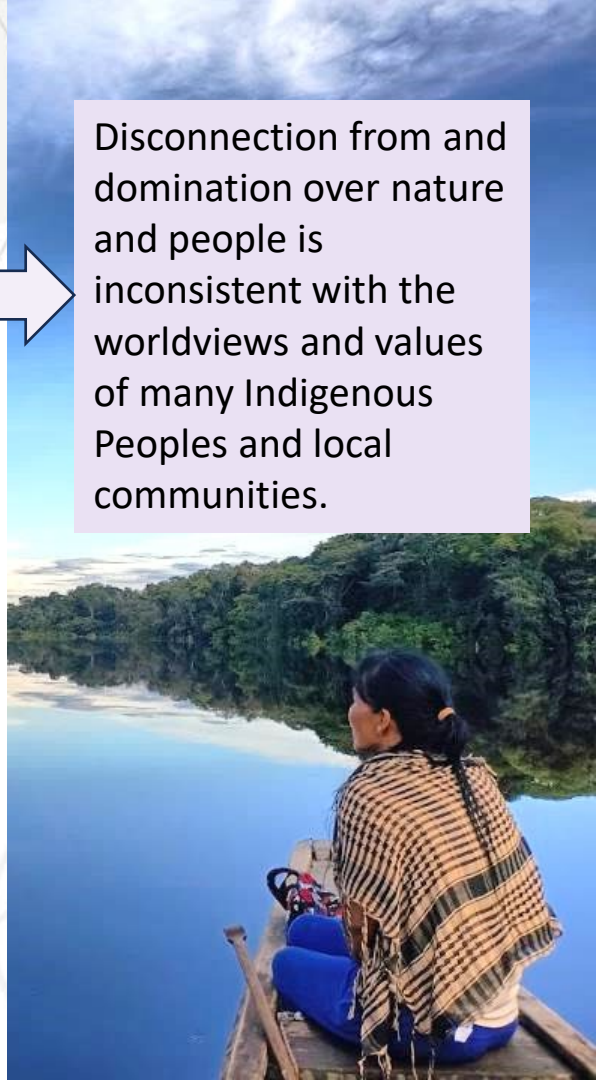
Towards fostering values of care, respect, solidarity, responsibility and stewardship.

Key message

KM4. Five **overarching challenges** were identified:

1) relations of domination over nature and people, especially those that emerged in colonial eras and persist;
2) economic and political inequalities;
3) inadequate policies and unfit institutions;
4) unsustainable consumption and production patterns, including individual habits and practices; and
5) limited access to clean technologies and uncoordinated knowledge and innovation systems.

Disconnection from and domination over nature and people is inconsistent with the worldviews and values of many Indigenous Peoples and local communities.



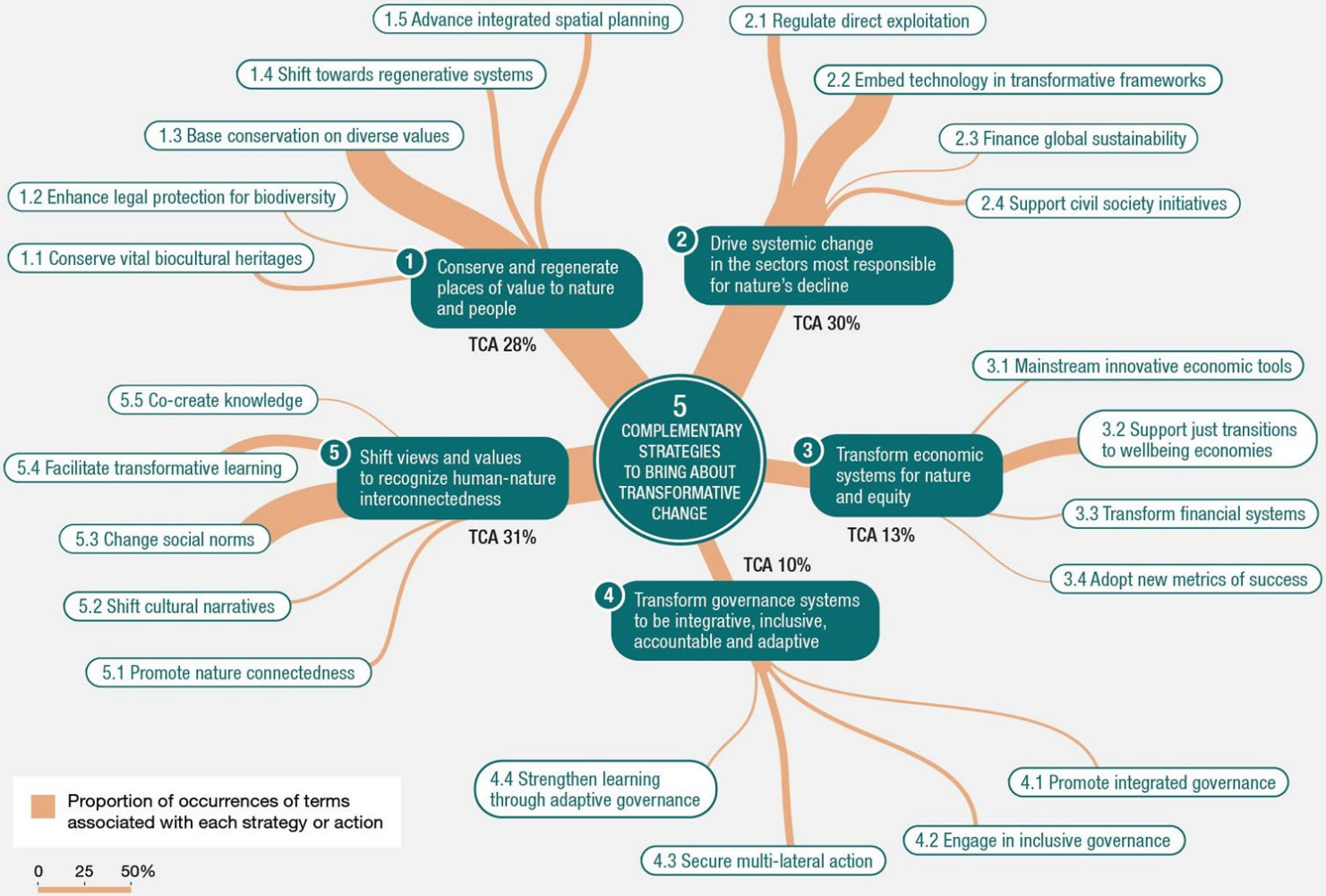
Key message

KM5. Weaving together diverse approaches and knowledge systems, including ILK, enhances strategies and actions for transformative change.

- philosophies, ethics of care and reciprocity, values and practices

B. Strategies and actions for transformative change

Five key strategies and associated **actions** for transformative change

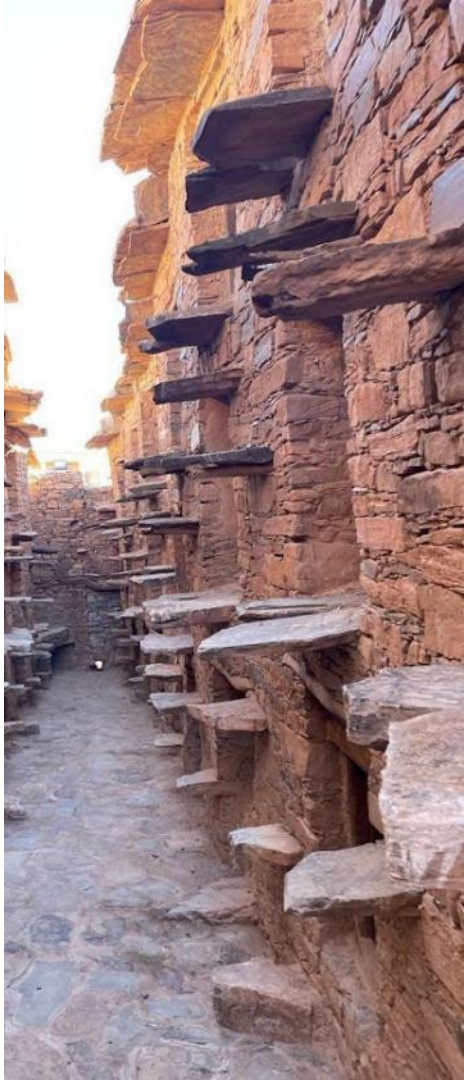


Key message

KM12. Knowledge co-creation and recognition of plural forms of knowledge, worldviews and values

Examples include the consideration of ancestral, embodied and experiential knowledge and non-human perceptions and perspectives in conservation decision making.

This involves decolonising academia and making space for ILK



Importance of co-production policy instruments based on key principles:

- Free, Prior and Informed Consent
- recognition of customary law
- intellectual property rights
- Indigenous data governance and sovereignty
- capacity-building for the use of technology
  - ➢ Powerful transformative potential

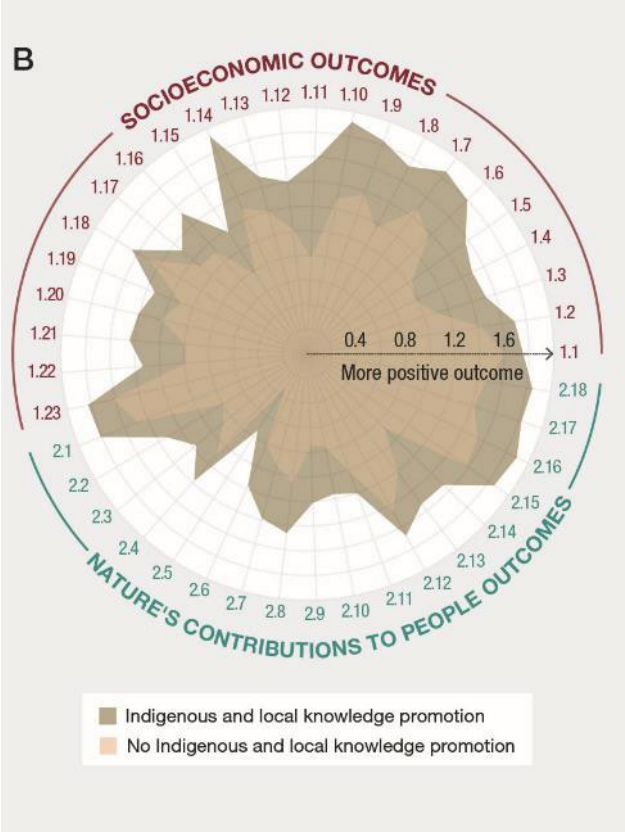
C. Enabling transformative change: Roles for all

Key message

KM13.

What are visions?

- include narratives and stories
- desirable future states of people and nature
- shaped by values and worldviews
- often include defined goals and intentional efforts to attain such future state



KM13. (continued) Five core themes emerged from an assessment of 881 visions:

1) regenerative and circular economies
2) community rights and empowerment
3) biodiversity and ecosystem health
4) spiritual reconnection (between humans and nature) and behavioural change
5) innovative business and technology

Key message

KM14. Transformative change is system-wide / a whole-of-society / whole-of-government approach

There are examples of such collaborative approaches across many community-based initiatives, such as agroecology initiatives

Key message

KM15. Governments are powerful enablers of transformative change when they:

- foster policy coherence
- enact and enforce stronger regulations
- deploy innovative economic and fiscal tools
- eliminate, phase out or reform environmentally harmful subsidies
- promote international cooperation

Gaps in knowledge (from Box SPM.9.)

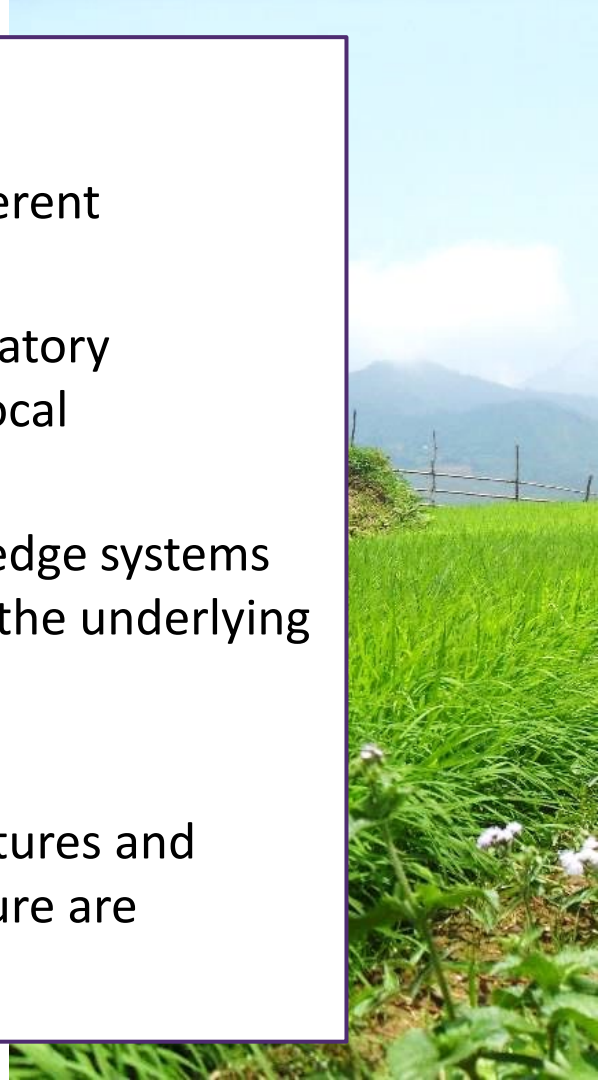
Metrics and indicators: … include indicators based on different knowledge systems, worldviews and values.

Vision development and participatory processes: Participatory processes, particularly involving Indigenous Peoples and local communities

Science-policy relations: Incorporation of different knowledge systems in transdisciplinary learning processes and understanding the underlying power structures

Imagination gap: living in harmony with nature

Cultural insights and social dimensions: how different cultures and societies envision positive futures where humans and nature are integrated harmoniously




ipbes
Thank you!
¡Gracias!
Merci!
#TransformativeChange