

Panel on Engagement of Stakeholders  
The Third Meeting of the Global  
Partnership for Business and  
Biodiversity  
2-3 October 2013  
Montreal

# *From Philanthropy to Mainstreaming*

Yoshiharu Tachibana

Advisor

Keidanren Committee on Nature Conservation

# *Self introduction*



International Business & Ecosystems Dialogue,  
2010, Nagoya

# *Keidanren Committee on Nature Conservation since 1992*

1. Philanthropy: Financial support to NGOs  
3.1 billion yen, 1040 projects
2. Mainstreaming
3. Dialogue with the government
4. Collaboration with international organizations such as IUCN
5. Help the 3.11 Tsumami hit communities
6. Dialogue with NGOs

# ***PURPOSE AND OBJECTIVES***

*of the Third Meeting of the Global Partnership for Business and Biodiversity*

The mandate for this meeting is in response to decisions taken by the Parties both at COP 10(Nagoya, 2010) and COP 11 (Hyderabad, 2012). The meeting will also provide a platform to strengthen the engagement of business for mainstreaming of biodiversity into sustainable development(Decision XI/22), aligning with the ongoing consultations on the Sustainable Development Goals (SDGs),developed at the Rio+20 Conference.

UNEP/CBD/GPBB/3/  
03 September 2013

# The Aichi Targets

- 1: By 2020, at the latest, people are aware of the values of biodiversity and the steps they can take to conserve and use it sustainably.
- 2: By 2020, at the latest, biodiversity values have been integrated into national and local development and poverty reduction strategies and planning processes and are being incorporated into national accounting, as appropriate, and reporting systems.
- 3: By 2020, at the latest, incentives, including subsidies, harmful to biodiversity are eliminated, phased out or reformed in order to minimize or avoid negative impacts, and positive incentives for the conservation and sustainable use of biodiversity are developed and applied, consistent and in harmony with the Convention and other relevant international obligations, taking into account national socio-economic conditions.
- 4: By 2020, at the latest, Governments, business and stakeholders at all levels have taken steps to achieve or have implemented plans for sustainable production and consumption and have kept the impacts of use of natural resources well within safe ecological limits.
- 5: By 2020, the rate of loss of all natural habitats, including forests, is at least halved and where feasible brought close to zero, and degradation and fragmentation is significantly reduced.
- 6: By 2020 all fish and invertebrate stocks and aquatic plants are managed and harvested sustainably, legally and applying ecosystem based approaches, so that overfishing is avoided, recovery plans and measures are in place for all depleted species, fisheries have no significant adverse impacts on threatened species and vulnerable ecosystems and the impacts of fisheries on stocks, species and ecosystems are within safe ecological limits.
- 7: By 2020 areas under agriculture, aquaculture and forestry are managed sustainably, ensuring conservation of biodiversity.
- 8: By 2020, pollution, including from excess nutrients, has been brought to levels that are not detrimental to ecosystem function and biodiversity.
- 9: By 2020, invasive alien species and pathways are identified and prioritized, priority species are controlled or eradicated, and measures are in place to manage pathways to prevent their introduction and establishment.
- 10: By 2015, the multiple anthropogenic pressures on coral reefs, and other vulnerable ecosystems impacted by climate change or ocean acidification are minimized, so as to maintain their integrity and functioning.
- 11: By 2020, at least 17 per cent of terrestrial and inland water areas, and 10 per cent of coastal and marine areas, especially areas of particular importance for biodiversity and ecosystem services, are conserved through effectively and equitably managed, ecologically representative and well connected systems of protected areas and other effective area-based conservation measures, and integrated into the wider landscapes and seascapes.
- 12: By 2020 the extinction of known threatened species has been prevented and their conservation status, particularly of those most in decline, has been improved and sustained.
- 13: By 2020, the genetic diversity of cultivated plants and farmed and domesticated animals and of wild relatives, including other socio-economically as well as culturally valuable species, is maintained, and strategies have been developed and implemented for minimizing genetic erosion and safeguarding their genetic diversity.
- 14: By 2020, ecosystems that provide essential services, including services related to water, and contribute to health, livelihoods and well-being, are restored and safeguarded, taking into account the needs of women, indigenous and local communities, and the poor and vulnerable.
- 15: By 2020, ecosystem resilience and the contribution of biodiversity to carbon stocks has been enhanced, through conservation and restoration, including restoration of at least 15 per cent of degraded ecosystems, thereby contributing to climate change mitigation and adaptation and to combating desertification.
- 16: By 2015, the Nagoya Protocol on Access to Genetic Resources and the Fair and Equitable Sharing of Benefits Arising from their Utilization is in force and operational, consistent with national legislation.
- 17: By 2015 each Party has developed, adopted as a policy instrument, and has commenced implementing an effective, participatory and updated national biodiversity strategy and action plan.
- 18: By 2020, the traditional knowledge, innovations and practices of indigenous and local communities relevant for the conservation and sustainable use of biodiversity, and their customary use of biological resources, are respected, subject to national legislation and relevant international obligations, and fully integrated and reflected in the implementation of the Convention with the full and effective participation of indigenous and local communities, at all relevant levels.
- 19: By 2020, knowledge, the science base and technologies relating to biodiversity, its values, functioning, status and trends, and the consequences of its loss, are improved, widely shared and transferred, and applied.
- 20: By 2020, at the latest, the mobilization of financial resources for effectively implementing the Strategic Plan for Biodiversity 2011-2020 from all sources, and in accordance with the consolidated and agreed process in the Strategy for Resource Mobilization, should increase substantially from the current levels. This target will be subject to changes contingent to resource needs assessments to be developed and reported by Parties.

## *XI/7. Business and biodiversity*

- *Understanding* that the facilitation and development of these national and regional business and biodiversity initiatives can help businesses to better understand biodiversity and ecosystem services, in accordance with nationally defined priorities and the business case for their conservation; to build capacity; to share best practices, as appropriate; and **to help facilitate dialogue among all stakeholders**, as well as situating biodiversity and ecosystem services **in the wider context of sustainable development**,

# *XI/7. Business and biodiversity*

4. *Encourages* businesses, ... to:

- (a) Continue to take actions which would be instrumental to implementing the Strategic Plan for Biodiversity 2011-2020 and **the Aichi Biodiversity Targets**, in accordance with decision X/2 and national policies;
- (b) Encourage their **supply chains, and other stakeholders**, to report on progress made in **mainstreaming** the objectives of the Convention and **the Aichi Biodiversity Targets**, including with regard to their biodiversity strategies, policies and action plans, as appropriate;

# *XI/22. Biodiversity for poverty eradication and development*

1. Invites Parties, **all partners and stakeholders** to integrate the three objectives of the Convention on Biological Diversity into sustainable development and poverty eradication programmes, plans, policies and priority actions, taking into account the outcomes of the Rio+20 Conference;
8. Encourages Parties and **all partners** to promote biodiversity and development projects that empower poor and vulnerable people, particularly women and indigenous and local communities, for sustainable development and poverty eradication;



# *DEHRADUN RECOMMENDATIONS*

*Recognizing* the root causes of poverty that are **possibly linked to biodiversity loss**, and the advantages of integrating biodiversity into poverty eradication and development and vice versa as identified by the Expert Group on Biodiversity for Poverty Eradication and Development,

# DEHRADUN RECOMMENDATIONS

3. Requests Parties, international agencies and organizations, ....
  - (e) **Avoiding** as much possible **negatively affecting poor and vulnerable people through ecosystem and biodiversity conservation** and where this is not possible, provide fair and equitable compensation for poor and vulnerable people affected - including compensation for limited development opportunities, lack of access and loss of life, property and crops from wildlife damage;

# *DEHRADUN RECOMMENDATIONS*

4. Encourages Parties and international agencies and organizations, ... to use **multi-stakeholder platforms** ... to promote:
  - (a) **Sustainable biotrade** (trade in biodiversity-based products and services) that provides opportunities for poverty reduction including up-scaling the existing Capacity Building for Biotrade programme; and

# *DEHRADUN RECOMMENDATIONS*

9. Requests Parties and international agencies and organizations, to promote an **enabling environment** ... and development processes:
  - (b) Establishing appropriate systems to encourage the responsible and sustainable use of biodiversity by the **private sector** that has a direct bearing on poverty reduction, inter alia: incentives and disincentives, compliance and enforcement mechanisms and capacity development of stakeholders;

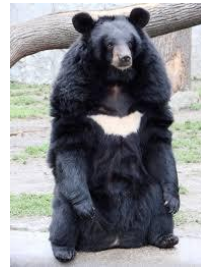
# Relevance of KCNC Philanthropy to the Aichi Targets

| Year  | Country         | Project/Activity                                 | Target 1: Areas of value & steps         | Target 2: Development Poverty | Target 3: Hazardous Incentives | Target 4: Sustainable Production & con'sum | Target 5: Natural habitats | Target 6: Fisheries | Target 7: Agriculture Aquaculture Forestry | Target 8: Pollution Nutrients | Target 9: Invasive alien species | Target 10: Control nears (Dist. chng. Acidifica) | Target 11: Areas of particular importance | Target 12: Known threatened species                      | Target 13: Gen.Div. of valuable species     | Target 14: Essential services & L. com. | Target 15: Resilience C. stocks Dist. chng. Desertion | Target 16: Nagoya Protocol on ABC | Target 17: Net/ SD strategy & act. plan | Target 18: Traditional knowledge I. & L. com. | Target 19: Knowledge Science Tech. | Target 20: Financial resources |
|---|-----------------|--|--|-------------------------------|--------------------------------|--|----------------------------|---------------------|--|-------------------------------|----------------------------------|--|---|--|---|---|---|-----------------------------------|---|---|------------------------------------|--------------------------------|
| 09-01-01-2-01<br>10-01-01-3-08<br>11-01-01-1-08<br>12-01-01-2-08  | Indonesia       | Coal mining Palm oil                             |  |                               |                                | Rain forest                                |                            |                     |  |                               |                                  |  | Kulal Wetl Park                           | Orangutan  | Orangutan                                   |   |   |                                   |   |   |                                    |                                |
| 09-01-01-3-03<br>10-01-01-1-01<br>11-01-01-2-08<br>12-01-01-3-17  | Indonesia       | Education Capacity building                      | Agroforestry Bee culture                 |                               |                                | Rain forest                                |                            |                     |  |                               |                                  |  |   | Asian Wash-eagle Asian Rhinoceros                        |   |   |   |                                   |   |   |                                    |                                |
| 09-01-01-1-08   | Indonesia       | Education  | Agroforestry                             |                               |                                |  |                            |                     |  |                               |                                  |  |   | Blarumun   | Sumatran tiger Sumatran elephant Rhinoceros |   |   |                                   |   |   |                                    |                                |
| 09-01-01-2-10<br>09-01-02-3-01<br>09-01-02-1-02<br>09-01-02-7-04<br>10-01-02-6-03<br>11-01-02-3-02<br>12-01-02-4-01 | Thailand        | Education  |  |                               |                                | Rain forest                                |                            |                     |  |                               |                                  |  |   | Salween  | Elephant                                    | Elephant                                |   |                                   |   |   |                                    |                                |
| 09-01-02-7-04<br>10-01-02-6-03<br>11-01-02-3-02<br>12-01-02-4-01<br>09-01-02-6-09<br>10-01-02-1-04<br>11-01-02-2-01 | Thailand        | Education  | Local Binary Shore protection (Woodruff) |                               |                                | Mangrove                                   |                            | Prawn farming       | Agriculture Setoysena                      | Pesticides Fertilisers        |                                  |  |   |  |   | Reforestation                           | Carbon stock calculation                              |                                   |   |   |                                    |                                |
| 09-01-02-2-02   | The Philippines | Capacity building                                | Tourism Agriculture                      |                               |                                | Rain forest                                |                            |                     |  |                               |                                  |  |   | Mindoro bleeding heart Mindoro hornbill Philippine eagle |   |   |   |                                   |   |   |                                    |                                |
| 09-01-03-3-03   | The Philippines | Education  |  |                               |                                | Rain forest                                |                            |                     |  |                               |                                  |  |   |  |   |   |   |                                   |   |   |                                    |                                |
| 09-01-06-3-01   | Cambodia        | Capacity building                                |  |                               |                                |  |                            |                     |  |                               |                                  |  |   |  |   |   |   |                                   |   |   |                                    |                                |
| 09-01-06-1-02<br>10-01-06-2-02  | Cambodia        | Education Capacity building                      | Agriculture                              |                               |                                |  |                            |                     | Agriculture                                | Pesticides Fertilisers        |                                  |  |   |  |   | Reforestation                           |   |                                   |   |   |                                    |                                |
| 09-01-07-6-02<br>10-01-07-1-02<br>11-01-07-1-02<br>12-01-07-2-04  | Malaysia        | Education Capacity building                      |  |                               |                                | Rain forest                                |                            |                     |  |                               |                                  |  |   | Gunung Rengas Forest Reserve, Gopeng                     |   | Reforestation                           |   |                                   |   |   |                                    |                                |
| 09-01-10-1-01   | Laos            | Education Capacity building                      | Fishery                                  |                               |                                | Wetland                                    | Monitoring                 |                     |  |                               |                                  |  |   | Si Phan Don  |   |   |   |                                   |   |   |                                    |                                |
| 09-02-01-8-01<br>10-02-01-9-09<br>11-02-01-1-01<br>12-02-01-2-01  | China           | Capacity building                                |  |                               |                                |  |                            |                     | Mycorrhizal agriculture                    |                               |                                  |  |   |  |   |   | Mycorrhizal reforestation                             |                                   |   |   |                                    |                                |
| 09-02-01-2-03<br>10-02-01-3-01  | China           | Education Capacity building                      | Bio-fuel Paddy culture                   |                               |                                | Wetland                                    |                            |                     |  |                               |                                  |  |   | Chenyang, Chongqing, Guizhou                             | Black-necked crane                          |   |   |                                   |   |   |                                    |                                |
| 09-02-01-4-09<br>10-02-01-5-02<br>11-02-01-6-04   | China           | Education Capacity building Stakeholder dialogue | Tourism Forestry Agroforestry            |                               |                                | High mountain                              |                            |                     |  |                               |                                  |  |   | Three Parallel Rivers of Yunnan Protected Areas          |   | Reforestation                           |   |                                   |   |   |                                    |                                |
| 09-02-01-1-06   | China 阿拉善盟      | Capacity building                                | Cashmere Agroforestry                    |                               | Cashmere                       |  |                            |                     |  |                               |                                  |  |   |  |   | Reforestation                           | Reforestation   |                                   |   |   |                                    |                                |
| 09-02-01-1-09   | China           | Education  | Nomadism                                 |                               |                                |  |                            |                     |  |                               |                                  |  |   | Great Gobi Strictly Protected Areas                      | Ussur amur Red bear                         |   |   |                                   |   |   |                                    |                                |
| 09-02-02-1-02<br>11-02-02-1-01  | Pakistan        | Research Capacity building                       | Herbs                                    | Civil wars                    |                                |  |                            |                     |  |                               |                                  |  |   | Ravala Kot, Kashmir                                      | Herbs                                       |   |   |                                   |   |   |                                    |                                |
| 09-02-02-1-08   | India           | Research Education Capacity building             |  |                               |                                |  |                            |                     |  | Lentene                       |                                  |  |   |  |   | Reforestation                           |   |                                   |   |   |                                    |                                |
| 09-02-04-2-01<br>10-02-04-3-02  | Bangladesh      | Research Detail base Education Capacity building |  | COPI2 model project           |                                |  |                            |                     |  |                               |                                  |  |   |  |   | Herbs                                   |   |                                   |   | Medication                                    |                                    |                                |
| 09-02-04-3-04   | Bangladesh      | Research Detail base Education Capacity building |  |                               |                                |  |                            | Bycatch             |  |                               |                                  |  |   |  |   |   |   |                                   |   |   |                                    |                                |
| 09-02-04-3-09   | Bangladesh      | Capacity building                                |  |                               |                                |  |                            |                     |  |                               |                                  |  |   |  |   |   |   |                                   |   |   |                                    |                                |
| 09-02-04-1-11<br>10-02-04-2-04<br>11-02-04-3-04   | Bangladesh      | Education Capacity building                      |  |                               |                                |  | Mangrove                   |                     |  |                               |                                  |  |   |  |   | Reforestation                           |   |                                   |   |   |                                    |                                |
| 09-04-01-1-01   | Nepal           | Research Data base                               |  |                               |                                |  |                            |                     |  |                               |                                  |  |   |  |   |   |   |                                   |   |   |                                    |                                |
| 09-04-01-1-12<br>10-04-01-1-11  | Nepal           | Education Research                               | Agroforestry Paddy culture Herbs         |                               |                                |  |                            |                     |  |                               |                                  |  |   | Annapurna Conservation National Park                     | Lesser panda Herbs                          |   |   |                                   |   |   |                                    |                                |
| 09-20-01-3-01   | Ecuador         |  |  |                               |                                |  |                            |                     |  |                               | Rain Date                        |  |   | Floraena Island, Galapagos                               | Floraena mockingbird                        |   |   |                                   |   |   |                                    |                                |

Philanthropic activities and the relevance to the Aichi Targets



# Relevance to the Target 12



... just to name a few

Source: KCNC reports 15

# Relevance to the Target 2



| Year 1        | Year 2      | Year 3       | Year 4         | Year 5       | Year 6     | Year 7     | Year 8     | Year 9     | Year 10    | Year 11    | Year 12    | Year 13    | Year 14    | Year 15    | Year 16    | Year 17    | Year 18    | Year 19    | Year 20    |  |
|---------------|-------------|--------------|----------------|--------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|--|
| Target 1      | Target 2    | Target 3     | Target 4       | Target 5     | Target 6   | Target 7   | Target 8   | Target 9   | Target 10  | Target 11  | Target 12  | Target 13  | Target 14  | Target 15  | Target 16  | Target 17  | Target 18  | Target 19  | Target 20  |  |
| Country       | Priority    | Activities   | Sub-activities | Indicators   | Indicators | Indicators | Indicators | Indicators | Indicators | Indicators | Indicators | Indicators | Indicators | Indicators | Indicators | Indicators | Indicators | Indicators | Indicators |  |
| 09-01-01-2-01 | Coal mining |              |                | Plain forest |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |  |
| 10-01-01-3-09 | Education   | Agroforestry |                | Plain forest |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |  |
| 11-01-01-1-08 | Education   | Agroforestry |                | Plain forest |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |  |
| 12-01-01-2-08 | Education   | Agroforestry |                | Plain forest |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |  |
| 09-01-01-1-08 | Education   | Agroforestry |                | Plain forest |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |  |
| 09-01-01-2-10 | Education   | Agroforestry |                | Plain forest |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |  |
| 09-01-02-3-01 | Education   | Agroforestry |                | Plain forest |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |  |
| 09-01-02-1-02 | Education   | Agroforestry |                | Plain forest |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |  |
| 09-01-02-2-04 | Education   | Agroforestry |                | Plain forest |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |  |
| 11-01-02-1-02 | Education   | Agroforestry |                | Plain forest |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |  |
| 12-01-02-4-01 | Education   | Agroforestry |                | Plain forest |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |  |
| 10-01-02-1-04 | Education   | Agroforestry |                | Plain forest |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |  |
| 11-01-02-2-01 | Education   | Agroforestry |                | Plain forest |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |  |
| 09-01-03-2-02 | Education   | Agroforestry |                | Plain forest |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |  |
| 09-01-03-3-03 | Education   | Agroforestry |                | Plain forest |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |  |
| 09-01-06-3-01 | Education   | Agroforestry |                | Plain forest |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |  |
| 09-01-06-2-01 | Education   | Agroforestry |                | Plain forest |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |  |
| 09-01-06-1-02 | Education   | Agroforestry |                | Plain forest |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |  |
| 10-01-06-2-02 | Education   | Agroforestry |                | Plain forest |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |  |
| 11-01-07-1-02 | Education   | Agroforestry |                | Plain forest |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |  |
| 12-01-07-2-04 | Education   | Agroforestry |                | Plain forest |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |  |
| 09-01-10-1-01 | Education   | Agroforestry |                | Plain forest |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |  |
| 10-02-01-8-09 | Education   | Agroforestry |                | Plain forest |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |  |
| 11-02-01-1-01 | Education   | Agroforestry |                | Plain forest |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |  |
| 12-02-01-2-01 | Education   | Agroforestry |                | Plain forest |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |  |
| 09-02-01-2-02 | Education   | Agroforestry |                | Plain forest |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |  |
| 10-02-01-3-01 | Education   | Agroforestry |                | Plain forest |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |  |
| 09-02-01-4-09 | Education   | Agroforestry |                | Plain forest |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |  |
| 10-02-01-5-02 | Education   | Agroforestry |                | Plain forest |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |  |
| 11-02-01-6-04 | Education   | Agroforestry |                | Plain forest |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |  |
| 09-02-01-1-06 | Education   | Agroforestry |                | Plain forest |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |  |
| 09-02-01-1-09 | Education   | Agroforestry |                | Plain forest |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |  |
| 09-02-02-1-02 | Education   | Agroforestry |                | Plain forest |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |  |
| 11-02-02-1-01 | Education   | Agroforestry |                | Plain forest |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |  |
| 09-03-03-1-08 | Education   | Agroforestry |                | Plain forest |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |  |
| 09-03-04-2-01 | Education   | Agroforestry |                | Plain forest |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |  |
| 10-03-04-3-02 | Education   | Agroforestry |                | Plain forest |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |  |
| 09-03-04-3-04 | Education   | Agroforestry |                | Plain forest |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |  |
| 09-03-04-3-05 | Education   | Agroforestry |                | Plain forest |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |  |
| 10-03-04-2-04 | Education   | Agroforestry |                | Plain forest |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |  |
| 11-03-04-3-04 | Education   | Agroforestry |                | Plain forest |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |  |
| 09-04-01-1-01 | Education   | Agroforestry |                | Plain forest |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |  |
| 09-04-01-1-12 | Education   | Agroforestry |                | Plain forest |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |  |
| 10-04-01-1-11 | Education   | Agroforestry |                | Plain forest |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |  |
| 09-20-01-3-01 | Education   | Agroforestry |                | Plain forest |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |  |

Target 2: By 2020, at the latest, biodiversity values have been integrated into national and local development and poverty reduction strategies and planning processes and are being incorporated into national accounting, as appropriate, and reporting systems.



# *Good intentions make you right ?*

## *from Target 12 to Target 2*

- Save endangered species!
- Local people are so poor that they cannot care for biodiversity, and powerless to stop outsiders destroying areas of particular importance.
- They must be empowered!
- They must earn an alternative livelihood!
- Bee culture can be a good business.
- Let's help them!



# *Some suggestions*

- Analyze of your value chain with reference to the Aichi Targets and other decisions
- ...
- ...
- ...
- ...
- ...
- Mainstream them!

Thank you for your kind attention!

<http://www.keidanren.or.jp/kncf/en/index.html>