

SYMBIOTIC Results framework

Impact
Biodiversity is appreciated and conserved as the very foundation of life, source of livelihoods, pillar to economic growth and cornerstone in climate change mitigation and adaptation strategies. Biodiversity targets are aligned with climate and sustainable development goals, promote gender justice, and value indigenous knowledge and sustainable use practices. Nature-based solutions and biodiversity-friendly options are favoured in economic development strategies and individual lifestyles and consumption patterns.

Outcome Level		
Outcome I Youth, media actors, local champions and communities in partner countries <u>are actively engaged in communicating biodiversity</u> values and contribute to shifting societal awareness, public discourse and local participation in biodiversity-positive practices.	Outcome II Public authorities, local governments and sectoral institutions in partner countries use biodiversity-related data, concepts and methods to revise or <u>develop plans, strategies, policies or instruments that address biodiversity</u> and climate challenges in an integrated way.	Outcome III <u>Knowledge products, tools and narratives developed</u> and tested within the project are adopted, adapted and used by international platforms, regional networks and public and private sector actors to strengthen biodiversity-positive policy, education and development beyond partner countries. This uptake enhances the visibility and legitimacy of project approaches and reinforces local change processes through global recognition and south–south learning.
Ind. 0.I.1: Number of trained individuals who act as change agents by independently initiating biodiversity-related awareness or education activities beyond the scope of direct project support methods by the end of the project.	Ind. 0.II.1: Number of national or subnational biodiversity-sector planning or policy documents that integrate project-supported approaches, including decentralised governance or recognition of local rights by the end of the project.	Ind. 0.III.1: Number of project-supported tools and knowledge products that are adopted by public, private or academic institutions actors outside their country or institutional origin by the end of the project.
Ind. 0.I.2: Number of schools, teacher networks or media outlets in partner countries that integrate project-supported biodiversity narratives or materials into their own formats, teaching programmes, or communication products by the end of the project.	Ind. 0.II.2: Number of public and private institutions outside the environmental sector that apply project-supported biodiversity planning or economic tools by the end of the project.	Ind. 0.III.2: Number of project-supported communication formats on biodiversity that are replicated or adapted by actors in at least one other country by the end of the project.

Output Level			
Output I: Awareness and Advocacy Strategic communication formats, community campaigns, and youth-led storytelling tools for biodiversity are co-developed and implemented with key target groups in all SYMBIOTIC countries ensuring meaningful participation of Women and girls aiming at gender equality.	Output II: Education and citizen science Participatory biodiversity education formats, citizen science tools, and modular training packages are developed and piloted across formal and informal education systems in all SYMBIOTIC countries.	Output III: Policies and Private Sector Engagement for Biodiversity Biodiversity-related planning and policy support products - such as screening methods, fiscal guidance notes, or subnational planning templates - are co-developed and piloted with public and private sector actors.	Output IV: Knowledge, Learning, Scaling and Outreach Strategic knowledge products are synthesised and disseminated via targeted platforms to enable replication and positioning beyond project countries.
Ind. I.1: Number of individuals professional journalists trained and mentored in biodiversity storytelling, advocacy or digital campaigning through webinars, online workshops and in-person workshops that are designed and implemented to ensure	Ind. II.1: Number of education and training formats on biodiversity communication (e.g. in-person trainings or workshop, e-learning through online courses or webinars, hands-on workshops including field	Ind. III.1: Number of NBSAP-inputs that are submitted as technical contributions to national or subnational NBSAP alignment or implementation processes, and that explicitly address gender-differentiated roles,	Ind. IV.1: Number of transferable knowledge products (e.g. synthesis reports, case studies / best practise guidelines, toolkits or policy briefs) derived from project implementation and published on CABES and/or partner websites and actively

equal and meaningful participation of women and men and to address gender-differentiated perspectives on biodiversity project activities considering a gender-responsive approach by end of year 5.	trips) that are designed and piloted in a way that encourage equal and meaningful participation of women and men - and, where applicable, youth of all genders - with youth, educators or local communities by the end of the third quarter of year 3.	needs and impacts and propose measures to strengthen the participation and benefits of women by the end of the second quarter of year 5	disseminated to international audiences and that document gender-differentiated roles and impacts, highlight women's leadership and contributions, and provide concrete guidance on how to support equal participation and benefits for women and men in biodiversity conservation by the end of the second quarter of year 5.
Ind. I.2: Number of project-supported media and communication formats (e.g. videos, TV and radio reports, documentaries, photo essays, exhibitions, social media content, social media campaigns, tip sheets, printed leaflets, toolkits, conference documentation) made publicly available in partner countries by end of year 4.	Ind. II.2: Number of individuals trained through the developed biodiversity dual awareness and learning programme by end of Year 4	Ind. III.2: Number of biodiversity-related planning support products (e.g. sectoral planning guidelines, screening tools, subnational biodiversity planning templates) developed and shared with institutions or stakeholders outside the environmental sector to support the integration of biodiversity into their planning processes by the end of the second quarter of year 5.	Ind. IV.2: Number of international or regional biodiversity-focused platforms, networks or events (e.g. CBD-related conferences and side events, regional biodiversity conferences, CABES or AU/ASEAN biodiversity platforms) where SYMBIOTIC knowledge products are actively presented or featured by the end of year 5.
Ind. I.3: Number of local, regional or national advocacy or multiplier structures (e.g. networks, associations, platforms, working groups) supported or co-developed under the project to pro-mote biodiversity narratives and exchange by end of year 4.	Indicator II.3: Number of individuals trained in participatory learning or data collection for citizen science by the end of the project.	Ind. III.3: Number of biodiversity valuation materials or fiscal policy support products (e.g. valuation studies, levy or subsidy models, budget-tagging or investment screening tools) developed and disseminated to public finance institutions and/or private sector financial actors to inform fiscal, budgeting or investment decisions by the end of the second quarter of year 5.	Ind. IV 3: Number of non-environmental platforms or networks where knowledge products or messages are presented or disseminated by the end of the second quarter of year 5.
Indicator I.4: Number of youth (15 – 30 years of age) capacitated to actively participate in a global network of young people for biodiversity by end of year 4	Indicator II.4: Percentage of participants of biodiversity learning formats or training modules for different target groups (e.g. educators, professionals, youth, civil society) who rate formats or trainings "good" or "very good" by the end of the second quarter of year 5	Ind. III.4: Number of distinct stakeholder groups (e.g. line ministries, finance and planning authorities, subnational governments, private companies, financial institutions, civil society organisations, academia) that have participated in at least one project-supported dialogue by the end of the second quarter of year 2.	
Indicator I.5: Number of fellows enabled to attend and report on Global Environmental Conferences by the end of year 5			
Indicator I.6: Number of biodiversity champions featured on SYMBIOTIC website by the end of year 5			

Safeguards indicator(s) (if environmental and social risk category A or B): Wording of Safeguards-related indicator(s):

1.2: Number of SYMBIOTIC countries with functional Grievance Redress Mechanisms (GRM) that are operational and well communicated (policy/procedures, clear roles/responsibilities, access channels including an anonymous option for complaints registration, local languages and response timelines).

2.2: % of farmers engaged in the project in Ethiopia who received training on ethical labour practices & child labour prohibitions

4.1: A Conflict Risk Assessment is conducted in Madagascar before activities start, and mitigation measures are integrated into design/contracts and reporting (incl. inclusive consultation and annual risk screening reports)

7.1: Evidence that all site-based activities in Madagascar and Indonesia with potential relevance for Indigenous Peoples have been screened for FPIC requirements and that, where FPIC is deemed applicable, an FPIC protocol consistent with good practice has been agreed with the respective communities and implemented, with the process and outcomes documented.