

CBD-UNESCO CONSULTATIVE WORKING GROUP OF EXPERTS ON BIOLOGICAL  
DIVERSITY EDUCATION AND PUBLIC AWARENESS  
(Bilbao, Spain 5 – 7 November 2001)

**Report of the Meeting**

**1. Opening of the meeting**

1. The Secretariats of the Convention on Biological Diversity (CBD) and the United Nations Educational Scientific and Cultural Organization (UNESCO) convened the third meeting of the CBD-UNESCO Consultative Working Group of Experts on Biological Diversity Education and Public Awareness in the Hotel Nervión in Bilbao, Spain, from 5 to 7 November 2001. The Meeting was graciously hosted by the UNESCO Basque Centre "EXTEA" and by the Basque Government.
2. On behalf of Mr Hamdallah Zedan, the Executive Secretary of the CBD, Mr Arthur Nogueira declared the meeting open on 5 November 2001 at 10:00. He welcomed the participants in the meeting and stressed its importance as the third and final meeting of the Group. He very much thanked the local authorities for hosting the meeting and in particular UNESCO EXTEA for its organization.
3. Mr Peter Bridgewater, Secretary, UNESCO's Man and Biosphere Programme and UNESCO Focal Point for Biodiversity Matters also welcomed participants, many of whom made up the original Group of experts involved in previous meetings as well as newcomers to the Group. A particular warm welcome was addressed to the representative of UNESCO's Education Sector, whose participation demonstrated the integrative and cross-sectoral nature of UNESCO's involvement in the development of the Global Initiative on Biodiversity Education and Public Awareness under the CBD (hereinafter referred to as the 'Global Initiative').
4. It was agreed that the representatives of CBD and UNESCO would co-chair the meeting.
5. After a self-introduction, the participants adopted the agenda for the meeting and the organization of work as contained in Annex I. The full list of participants is contained in Annex II.

**2. Presentations by participants**

6. Peter Bridgewater presented the process that has led to the design of the Global Initiative thus far. He stressed the importance for developing a new educational and communication paradigm, based on the unique concept of biodiversity. The Global Initiative is founded on the three pillars of the CBD, relying on the cooperation among key partners (intergovernmental and non-governmental organizations and Parties' representatives) in the setting up of the process for its design.
7. Mr Bridgewater recalled the objectives of the Global Initiative and highlighted the role of education as a tool for societal change and the role of communication in bringing biodiversity to people's realities. He clarified that

'general public' is a misleading term and that we should move away from generalization and specifically identify whom we are actually targeting in order to fit the process' needs.

8. Mr Bridgewater recommended that cooperative efforts in the future should focus in particular on furthering synergy among the Rio conventions and on the supply and demand dimension of the process, while marketing relevant information and material to user needs.
9. Arthur Nogueira informed the Group about the latest developments within the CBD Secretariat in support of the Global Initiative process, particularly the establishment of an Implementation & Outreach Division, which is charged with the coordination of the Secretariat's work in the field of biodiversity education and public awareness. Reference was made to a newsletter developed by the Secretariat ("CBD News" – published twice yearly), as well as other publications (brochures, booklets, and leaflets).
10. Mr Nogueira then invited Ms Ana Aber and Ms Elin Kelsey to present their reports on, respectively, the rationale and communication strategy for the Global Initiative.
11. Ms Ana Aber made reference to Article 13 and the necessity to increase general understanding of the meaning of biodiversity. She recalled the findings of the situational analysis/needs assessment performed by the Group at its second meeting and presented the results of the application of such methodology in her country of Uruguay.
12. In Uruguay, implementation of Article 13 relies on training and the development of pedagogical instruments and therefore priority is given to integrating biodiversity into educational programmes at all levels. As regards factors affecting awareness of the issues, she outlined possible methods to achieve effective communication and overcome communication barriers. Her proposed strategy focused on instruments for formal and non-formal education that support and multiply educational and learning experiences at the individual and collective levels. Ms Aber referred to the results of testing the applicability of the draft programme of work developed by the Group thus far and with respect to specific case situations.
13. Within a global strategy, association with teachers, communicators and non-governmental organizations should be encouraged so as to link the global strategy with national programmes. The importance attributed to specific issues varies within national strategies. She highlighted the need for messages to be adaptive as well as the important role played by the clearing-house mechanism.
14. Ms Elin Kelsey stressed that a communication strategy for the Global Initiative should focus on the Conference of the Parties as the main target group. She referred to the key challenges, namely that education and communication instruments fail to be effectively utilized in the development of the CBD programme of work and of national biodiversity strategies and action plans; these instruments also lack appropriate funding and are rarely informed by relevant, professional expertise.

15. From a communication strategic analysis perspective, she identified the misperception that education equals information dissemination. Her analysis demonstrated that learning is context specific, socially - and individually - constructed, therefore education initiatives must be targeted to specific audiences and specific situations; key stakeholders lack sufficient understanding to effectively implement the CBD; the complexity and controversy of the biodiversity issue was also emphasized.
16. Ms Kesley then tabled some recommendations for possible consideration by the Group, which included: the need for communicating the importance of education and communication instruments to the Parties by demonstrating their value in the context of the Strategic Plan; initially targeting key stakeholders within the CBD process; securing funds and other resources to assemble a team of education and communication professionals to focus on the Strategic Plan; establishing formal routes for the integration of education and communication into the CBD process; establishing an expert roster; establishing professional standards and accreditation for education and communication expertise; formulating research programmes in support of development of education and communication instruments for multilateral environmental and sustainable development agreements.
17. One of the participants stressed the importance of including other relevant conventions in the development stages of a communication strategy for the Global Initiative from the outset, as they are also concerned stakeholders. Another participant said that information dissemination cannot stand alone and that there is a need for stakeholder involvement and demonstration projects which link biodiversity and issues such as poverty. Additional observations included making the clear distinction between information and education, the key role of participation for communication, and defining the relationship between formal and non-formal education in order to avoid overlap.
18. Mr Peter Herkenrath, representing BirdLife International, made a presentation on "Save the Birds, Save the Trees, Save the Earth - a global education competition by BirdLife International" and lessons learned, as summarized in Annex III.
19. Following the presentation, several participants stressed that the competition represented an application of one of the basic principles previously identified by the Group, i.e., when single topic messages are used, they should be used in a way that exemplifies the complex issue of biological diversity.
20. Participants also noted that similar initiatives could be adapted for adult stakeholders. One of the participants further recommended that awareness-oriented competitions be complemented by concrete action through conservation. Another remark was made that while competition can be a valid educational strategy, one should ensure its integration into a learning process. Finally, it was noted that a reference point in time (for example, the International Biodiversity Day) could be useful for project evaluation. There was consensus that this particular project should be adopted by the Global Initiative.

21. Mr Peter Bos made a presentation on the outcomes of the Conference on Biodiversity Education and Public Awareness organized by the Dutch Government and IUCN-CEC, in Egmond aan Zee, the Netherlands, from 11-14 October 2001. He emphasized the innovative character of this BEPA Conference as a contribution to COP 6 and in the framework of the Dutch Inter Ministerial Program 'Learning for Sustainability.' The meeting brought together about 60 participants and saw the launch of an interactive website, BEPA on-line, which invites interested persons to communicate through online discussions and exchanges of information. In fact, the meeting was both a traditional conference and a televised Internet conference and continues to be managed by IUCN.
22. Mr. Bos expressed the expectation by the Dutch Government that BEPA on-line be subsequently adopted by COP 6 as part of the action plan to implement Art.13. He presented the Expert Group of the outcomes on the four main lines of discussion, which focused on biodiversity education policies, instruments, marketing and methodology. In addition, Mr. Bos outlined the work produced during the above-mentioned conference in view of the Global Initiative and the proposed action plan for Art. 13 and its development before and presentation during COP 6.

### **3. Breakout groups**

23. Mr Alexander Heydendael presented the main issues that have been identified by the Group in the course of its previous meetings and that will be used as a basis for the Group to formulate its final deliberations. Three distinct 'clusters' were identified: strategic issues surrounding the rationale for the establishment of the Global Initiative; issues related to the draft programme of work; and communication for the marketing of the Global Initiative. The Group agreed on the proposed clusters and felt that these would also encompass the issues stemming from the above-mentioned presentations. However, it was decided that the first two clusters should be dealt with in the context of breakout groups having the same mandate, while communication for marketing would be best tackled in the subsequent plenary session.
24. Breakout groups were subsequently formed, under the leadership of Mr Bos and Ms Kesley. The results of the groups' deliberations were presented during the plenary session at the end of the first working day.
25. It was subsequently decided that further work by the groups would follow a different methodology, namely one group would concentrate on the conditions (including institutional aspects and the integration and contribution of the Global Initiative into the Strategic Plan) and the other on the draft programme of work.
26. The results of this second session of breakout groups were also conveyed to the plenary session.

### **4. Conclusions and Summing up**

27. Furthermore, the leaders of the two breakout groups presented the conclusions of their work, and the Group decided to establish a drafting group

charged with the task of combining the two outputs. The final recommendations, as adopted by the Group, are contained in the final product, the Priority Activities for the Global Initiative on Education and Public Awareness, in Attachment IV.

## **5. Short-term marketing plan for the Global Initiative**

28. The Group discussed a communication strategy for the marketing of the Global Initiative. A series of possible actions were suggested. After some discussion, it became evident that these belong to the following two phases/steps:
- (a) "Winning support" to be rallied between now and COP 6, for the consensual adoption by the latter of the proposed strategy and programme of work. Key opportunities include:
    - SBSTTA 7 and the side event on the Global Initiative (12-16 November 2001)
    - The meeting of the COP Bureau (17 November 2001)
    - The Meeting on the Strategic Plan for the CBD and the side event sponsored by the Canadian Government (19-21 November 2001)
    - The use of the IUCN Commission on Education and Communication's Newsletter (CEC News: [www.iucn.org](http://www.iucn.org))
    - All regional preparatory meetings for COP 6 and, such as the UNEP-EC Conference on "Biodiversity for Europe, Budapest, 24-28 February 2002
    - The 8<sup>th</sup> session of the Global Environment Facility (GEF) Council, Washington, 5 to 7 December 2001
  - (b) Opportunities at COP 6:
    - Possible keynote lecture
    - A side event allocated to the Global Initiative and other side events, such as BEPA on line
    - Global Biodiversity Forum (GBF)
  - (c) The formal launch of the Global Initiative at the International Biodiversity Day (22 May 2002)
29. The Group agreed that, for the purpose of the abovementioned events, support tools should be developed, but that the Group will have to interact further so as to identify the best (most effective and realistic) means of communication. To this end, the Group recommended that a "GI listserv" be established (for the Group members only).
30. In light of the particular importance of the Global Initiative for the overall implementation of the Convention, the Group recommended that the Executive Secretary explore the possibility that the COP Bureau be invited to consider and possibly approve the short term marketing plan on the Global Initiative for COP 6 and related budget, as contained in Annex V.
31. The representatives of the CBD and UNESCO Secretariats thanked the members of the Group for their excellent work and cooperative spirit. They

also reiterated their gratitude to the local authorities and UNESCO EXTEA for hosting this last meeting and for also organizing the conference on Biodiversity: Myths and Realities<sup>1</sup>. Also mention was made thanking the Netherlands government in hosting the International Conference on Biodiversity Education and Public Awareness and the Government of Norway in hosting the second meeting of the Group in Bergen in November 2000 (EPA-3).

32. The meeting was declared closed on 7 November 2001 at 13:00.

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<sup>1</sup> A conference was called under the theme of "Biodiversity: Myths and Realities", which was attended by roughly seventy participants, including students, administrators, educators, and employees of technical governmental departments. This provided an occasion for the Group members to share with stakeholders concerned by biodiversity and related issues some of the most current misconceptions of biodiversity.

## **Annex I - Agenda and Organization of Work**

### ***November 5th - morning***

1. Opening of the meeting
2. Presentations by participants
  - 2.1 Presentation on background and process by UNESCO and CBD representatives
  - 2.2 Presentation of the report on rationale for the Global Initiative by Ms Aber, consultant
  - 2.3 Presentation of the report on communication aspects by Ms Kelsey, consultant
  - 2.4 Presentation of case study by Birdlife International representative
  - 2.5 Presentation of outcomes of the International Conference on Biodiversity Education and Public Awareness, The Netherlands
  - 2.6 Presentation of clusters of issues to be dealt with by breakout groups by CBD representative

### ***November 5th - afternoon***

3. Breakout groups

### ***November 6th - morning***

3. (continued)

### ***November 6th - afternoon***

4. Conclusions and Summing up
5. Communication strategy for COP 6

### ***November 7th - morning***

4. and 5. (continued)
6. Closure of the meeting

## Annex II - List of Participant

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### **Annex III - Save the Birds, Save the Trees, Save the Earth– a global education competition by BirdLife International**

BirdLife International is a global network of non-governmental conservation organizations, active in 107 countries. The national Partner organizations are carrying out a variety of education and public awareness activities, reaching an estimated 2,000,000 children annually and a combined membership of 2,500,000. There are a number of global programmes with significant education elements. An example being close to the Convention on Biological Diversity (CBD) is a project aimed at building the capacity of Partner organization staff and board members to support the national implementation of global conventions, such as the CBD (through National Biodiversity Strategies and Action Plans), the Ramsar Convention on Wetlands and the Convention on Migratory Species.

In October 2000, the BirdLife Partnership, for the first time, launched a global education initiative aimed at children: *Save the Birds, Save the Trees, Save the Earth*. Groups of children at the age of 8-11 (school classes, clubs, scout groups, etc) around the world were asked to tell by self-selected means how to save the birds, the trees and the Earth. Nationally, the competition was carried out by BirdLife Partner organizations that selected the three best entries to be forwarded to the global award process.

The competition proved very successful, with more than 1,000 entries from a total of over 10,000 children in 34 countries from all regions. BirdLife Partner organizations were extremely active with promoting the event by, for example, hosting national ceremonies and coverage in local and national media. The winners and runners-up were chosen by an international panel, which included representatives from UNESCO and the BBC. Children from each winning team and from the runners up were invited to the global award ceremony, which took place on 2 November 2001, hosted by the Wild Bird Federation of Taiwan, as part of BirdLife's World Bird Festival 2001.

The list of winners and runners up – all from school classes - shows the variety of entries. Winners:

- Hanging papermache *The Newsbird* (Finland)
- Enamel Tree with Birds & Story (Czech Republic)
- Wall Hanging with poems (New Zealand)
- Booklet *Queen in Despair* (Ecuador)
- Booklet *The Legend of Jefferey Birdsong* (USA)
- Video dance drama *Save the Birds, Save the Trees, Save the Earth* (Nigeria)
- Song CD *Let them fly* (Seychelles)
- Play *The Tree* (Lebanon)
- Collage with poem *Trees, Birds, Earth* (Singapore).

Runners up:

- Poster *Don't break the chain of life* (Tanzania)
- Display *Cut a tree, plant a tree* (Zimbabwe)
- Large poster with pledge (Turkey)
- Hand painting *Step by step* (Romania)
- Two long pictures (Israel).

The lessons learnt from the global competition include:

- Children from around the world feel enthusiastic about biodiversity.

- Children from around the world share concern for biodiversity.
- A global NGO network can run a global education and public awareness campaign.
- Such a campaign can deliver a biodiversity message 'to the ground'.
- The campaign offers routes for further long-term education and public awareness initiatives, both nationally and globally.

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## ***Priority Activities for the Global Initiative on Education and Public Awareness***

*(Draft Document UNEP/CBD/COP/13/Add1)*

### *Introduction*

As a follow-up to Article 13 and in response to Decisions IV/10 B and V/17, the Executive Secretary, in cooperation with the United Nations Educational, Cultural and Scientific Organization (UNESCO), convened a consultative working group of experts on biodiversity education and public awareness. The consultative group, in three meetings, based on relevant research and similar initiatives<sup>2</sup>, assessed the following major needs, necessities and guiding principles for the Global Initiative:

- The concept of Biodiversity poses particular communication and education challenges due to its comprehensiveness, complexity and ill-defined nature.
- Key actors in the implementation of the Convention need effective technical instruments to engage major stakeholders and to convey the appropriate messages to mainstream biodiversity.
- Despite repeated stated support for Education and Public Awareness, education and communication instruments fail to be effectively utilised in the processes of the Convention. Education and communication instruments lack appropriate funding and are inadequately advised by relevant professional expertise.
- Education and communication, as social instruments, work best when part of an instrument mix designed to formulate, implement and manage the national biodiversity strategy and action plans (NBSAPs).
- Biodiversity conservation, sustainable use and equitable sharing call for social change. Education and public awareness are long term investments towards this change. At the same time, biodiversity issues need to be communicated effectively to ensure the participation of major stakeholders from different sectors. The Global Initiative, therefore, distinguishes between communication strategies, on the one hand, and education<sup>3</sup> and public awareness on the other. For this reason, this document uses the term CEPA (Communication, Education and Public Awareness) to refer to both disciplines.
- The Global Initiative offers a consistent and unifying framework for: national and regional CEPA initiatives of the Parties; CEPA initiatives of other Multilateral Environmental Agreements; and CEPA initiatives of international NGOs.

<sup>2</sup> In October 2001, a Biodiversity Educational and Public Awareness (BEPA) initiative was launched to contribute to COP6 and support the framework of the Dutch Inter Ministerial Programme 'Learning for Sustainability'. Meeting in Egmond aan Zee, The Netherlands, BEPA brought together 60 experts in biodiversity education and communication for a worldwide discussion. More than one hundred additional experts joined the process via the Internet. The interaction on BEPA Online was broadcast in real time. BEPA (now operating under the sponsorship of IUCN) contains a data base of relevant documents, literature and web links that can be consulted at [www.bepa-online.org](http://www.bepa-online.org).

<sup>3</sup> See relevant UNESCO documentation on terminology.

- The Global Initiative addresses the communication elements of the Strategic Plan.
- The Global Initiative has two strategic priorities (1) institutional arrangements and (2) programmatic priority areas.

On the basis of these considerations, the Consultative Working Group of Experts, through the Executive Secretary, wish to submit to the Parties the following draft decision.

## *DECISION*

### *VI/....*

#### ***Global Initiative on Education and Public Awareness (Article 13)***

##### **The Conference of the Parties,**

*Recalling the provisions of Article 13 of the Convention, Decision COP IV/10 B, paragraph 6, and Decision V/17;*

*Taking note of the information note provided by the Executive Secretary with regard to education and public awareness (UNEP/CBD/COP/6/13, section...)*

*Taking note with satisfaction of the work accomplished by the Consultative Working Group of Experts convened according to decision COP V/17;*

*Recognizing that communication, education and public awareness (CEPA) are essential elements for the full implementation of the Convention;*

*Emphasizing that communication and education are two distinct yet complementary disciplines;*

*Recognizing that CEPA is a technical issue and should be viewed as a policy instrument in the same way as economic and legal instruments*

*Noting that key actors in the implementation of the Convention need effective CEPA instruments to engage major stakeholders and to convey the appropriate messages to mainstream biodiversity.*

*Recalling the importance of effectively utilizing CEPA instruments in the processes of the Convention;*

*Stressing the need to incorporate professional CEPA expertise in, and appropriate funding for CEPA initiatives.*

*Recognizing the complementary nature of the Global Initiative and the corporate communication of the SCBD;*

*Recognizing further* that the Global Initiative has two strategic priorities (1) institutional arrangements and (2) programmatic priority areas.

**Decides:**

1. to adopt the programme elements, proposed by the Consultative Working Group of Experts as contained in the annex to this decision;
2. to integrate this decision *mutatis mutandis* into the Strategic Plan for the Convention to accomplish its communication's goals;
3. to treat CEPA as a cross cutting issue;
4. to constitute a CEPA Committee for a start-up phase (three years) of the Global Initiative according to the conditions established in this decision, including a balanced representation of the Parties, UNESCO, UNEP, IUCN and SCBD representatives;
5. to charge the CEPA Committee with the following responsibilities:
  - To monitor and evaluate progress on the Global Initiative during its start-up phase;
  - To review the CEPA dimensions of existing and new cross-cutting issues and thematic areas, and specifically those priorities and action plans established in the Strategic Plan for the Convention;
  - To oversee CEPA information sharing through the CHM;
  - To coordinate and ensure the consistency of the programme elements;
  - To establish and monitor criteria and procedures for new demonstration and existing CEPA projects;
  - To coordinate with CEPA initiatives of other Multilateral Environment Agreements and relevant Conventions;
  - To report to COP 7 on progress of the start-up phase and seek further guidance from the COP;
  - To report to COP 8 on the results of the start-up phase and to make recommendations the subsequent phase of the Global Initiative.
6. to include CEPA as a permanent item in SBSTTA;
7. To establish a CEPA position within the SCBD.

***Requests the Parties:***

1. To include CEPA programmatic priority areas in the work of National Focal Points;
2. To build CEPA expertise into the activities of the National Focal Points for the Convention;
3. To support the national, regional and international activities prioritised by the Global Initiative;
4. To develop adequate capacity to deliver CEPA initiatives;

***Requests the Executive Secretary:***

1. To provide secretarial support to the CEPA Committee;
2. To establish an international roster of CEPA experts, building upon the existing BEPA process ;
3. To explore, in collaboration with the relevant agencies, the feasibility of demonstration projects that can serve as models to initiate similar projects that can be adopted by the Parties, and to report to COP 7;
4. To develop and implement a corporate communication strategy for the Secretariat;

***Invites GEF:***

1. To reflect the Global Initiative in its funding policies;
2. To include CEPA expertise when evaluating projects for funding approval;

***Invites UNEP:***

1. To coordinate CEPA activities across Multilateral Environmental Agreements;
2. To work in close consultation with the CEPA Committee;
3. To work cooperatively with IUCN on regional CEPA capacity building;
4. To develop international mechanisms that forward: access to environmental information, environmental justice and public participation;

**Urges UNESCO:**

to develop a plan to integrate biodiversity into all levels of formal education systems ( with regard to V/17 paragraph 4.);

***Invites other agencies such as UNESCO, UNDP, the World Bank, and Development Banks:***

1. To reflect the Global Initiative in their funding policies;
2. To include CEPA expertise when evaluating projects for funding approval.

***Invites indigenous peoples organizations, community-based organizations and non-governmental organizations:***

to include CEPA in their relevant activities and to support the Global Initiative.

## ANNEX

### PROGRAMME ELEMENTS FOR THE GLOBAL INITIATIVE ON COMMUNICATION, EDUCATION AND PUBLIC AWARENESS

The Global Initiative on Education and Public Awareness recognizes the lack of coordination in biodiversity CEPA, limited learning and exchange about effective CEPA, weak identification and networking of experts and practitioners. Moreover, the Global Initiative recognizes the need for communication and education instruments to facilitate the process of implementing NBSAPs. The following priority actions: towards a global CEPA network; exchange of knowledge and expertise; and capacity - building for CEPA thus represent a start-up phase for the Global Initiative and are to be evaluated against the needs of the Parties.

The following CEPA Action Plan seeks to address these demands through the following programme elements:

#### PROGRAMME ELEMENT # 1 **Towards a global CEPA network**

##### **Operational objectives**

- To establish and manage a global CEPA network, by building upon BEPA<sup>4</sup> process;
- To stimulate the creation of national, sub-regional and regional CEPA networks;
- To create synergy between existing networks relevant to CEPA.

##### **Proposed actions**

1. Set up the structure or portal for the global network based on BEPA online. This will be an active up to date new generation internet site (and CD-ROM) that facilitates sharing of learning and know how on biodiversity education and communication based on demand. It will:
  - Make visible the expertise in biodiversity communication and education (yellow pages) including CEPA training data base;
  - Stimulate and provide means for people to find those working on similar projects, problems or issues;
  - Draw out knowledge and synthesise it through a moderated discussion on an issue for professional dialogue;
  - Identify and create a portal to other networks and web addresses on communication and education for example Ramsar's, UNFCCC's, etc.;
  - Provide a portal to excellent projects and publications;
  - Ensure quality of products listed;
  - Create access to standards of good practice;
  - Provide translated abstracts for listed products;

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4

- Ensure that the proposed networks are service and demand oriented with regular prompts;
2. Identify potential partners and stakeholders and set up of information systems:
- Create a list of national biodiversity coordinators (Including policy peer network for the purposes of the Convention; links to key coordinators and parallel policy networks for other conventions);
  - Create a list of education and communications experts, organizations and networks (governmental; non-governmental; indigenous; religious; sectoral – business and industry, agriculture, fisheries, forests, tourism; media); Develop network structures and exchange mechanisms;

**Beneficiaries:** Parties, NBSAP coordinators, educators, communicators, NGO's and governmental implementing agencies

**Expected results**

- The CEPA portal for networking in operation and linked to CHM;
- Lists of networks and contact addresses including CD-Rom;
- Enhanced communication and knowledge exchange nationally and regionally;

**Lead organization:**

CBD Secretariat

**Partner organizations:**

UNESCO, UNEP, IUCN CEC, IUBS, Wetlands link, Parties

**Implementing agency:**

IUCN CEC

**Budget:**

Phase 1:

- Duration: three years
- US\$ 250,00 first year; \$US 100,000 each subsequent year

Phase 2:

- Establish phase 2 budget as part of the COP 7 review process

**PROGRAMME ELEMENT # 2  
Exchange of knowledge and expertise**

**Operational objectives**

- To enhance professional exchange, development and innovation on CEPA;

- To meet knowledge needs of Parties and other stakeholders for Article 13;

**Proposed actions**

- National Reports to the Parties on EPA documented and analysed to develop needs for EPA support
- Identify links and provide searchable means to access biodiversity knowledge through CHM
- Research, collect and exchange EPA projects and case studies through the web site, workshops, CD-ROMs, and publications
- Sharing knowledge about tools and criteria for good practice
- Provide copyright free graphics and materials for adaptation
- Develop the global network in program element 1 to facilitate actions in program element 2

**Beneficiaries** Parties, NBSAP coordinators, educators, communicators, NGO's, governmental implementing agencies

**Expected results:**

- Biodiversity communication and education solutions for practitioners and parties and stakeholders;
- Professional exchange of expertise made more accessible

**Lead organisation:**

UNESCO, IUCN, SCBD

**Partner organisations:**

Parties, UNEP CBD secretariat, GEF IUBS

**Time Frame:**

Three years

**Budget:** US\$ 400,000 per annum (US\$ 1.2 million total)

PROGRAMME ELEMENT # 3  
**Capacity building for CEPA**

**Operational Objectives:**

- Develop capacity of the Parties to market biodiversity to other sectors, and mainstream biodiversity into the work of other sectors;
- Develop professional capacity of educators and communicators;

- Enhance stakeholder participation and community development through CEPA ;

**Proposed Actions:**

- Create and deliver training programmes including: courses help desks, coaching, manuals, check lists, exchange on application of methods to work with stakeholders;
- Establish system for professional exchanges;
- Promote twinning programmes;
- Establish a distance learning programme on CEPA;
- Improved exchange between CEPA research and practice
- Built capacity to evaluate and define principles for the evaluation of good CEPA practice;
- Develop appropriate sets of tools for communicators on biodiversity;
- Establish partnerships with journalists and broadcasters engaged in communicating biodiversity related issues through the mass media; To build capacity for fund-raising

**Beneficiaries:** Parties, NBSAP coordinators, educators, communicators, NGO's, governmental implementing agencies

**Expected results:**

- A range of individuals and institutions with an enhanced understanding of the needs, methods and mechanisms of stakeholder participation
- A range of individuals and institutions with capacity to plan and manage biodiversity communication and education
- Communicators pack – set of tools (among others)
- Online training course in communication (among others)

**Lead Organization:**

UNEP

**Implementing Organizations:**

IUCN, UNESCO, UNDP, UNITAR, WWF

**Time frame:**

3 years

**Budget:**

\$US 1.5 million annually

\$US 15million for three years from other sources

## **Annex V - Short-term Marketing Strategy for the Global Initiative for COP 6**

- Global Biodiversity Forum (GBF/IUCN):  
Seminar on how to use CEPA in supporting Biodiversity Projects and implementing the Convention, focusing on the priority areas to be discussed:  
  
Budget: US\$ 20.000  
  
Target Groups: Participants to COP 6, NGO's and other Stakeholders  
  
Timing: weekend before COP 6  
  
Leading organization: IUCN
- Two side events during COP 6  
  
Budget: US\$ 10.000  
  
Target Groups: Participating Parties  
  
Timing: last week or permanent  
  
Leading organization: SCBD
- Video on how CEPA can work (produced on CD-ROM)  
  
Budget: US\$ 75.000  
  
Target Groups: Parties in Plenary WIDER distribution after COP through the Parties.  
  
Timing: April 2002  
  
Leading organization: IUCN
- Promotion of BEPA-on line, an interactive Internet service, developed by the host Government and IUCN with the objective to share information and communicate with the target groups on CEPA issues before, during and between the COP's.  
  
Budget: US\$ 75.000  
  
Target groups: Parties, Stakeholders, educators, communication experts  
  
Timing: January to May 2002  
  
Leading organization: IUCN
- Global launching of the Global Initiative at the International Biodiversity Day on 22 May 2002

Budget: US\$ 100,000

Target groups: General public

Timing: 22 May 2002

Leading organization: SCBD