



# CONVENTION ON BIOLOGICAL DIVERSITY

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CONVENTION ON BIOLOGICAL DIVERSITY  
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Item 18 of the provisional agenda\*

## PROGRESS REPORT ON THE MECHANISMS FOR IMPLEMENTATION

### Proposal for an initiative aimed at improving the understanding of biological diversity and sustainable development

#### Note by the Executive Secretary

The Executive Secretary is circulating herewith the proposal for an initiative aimed at improving the understanding of biological diversity and sustainable development, which has been prepared by the United Nations Educational, Scientific and Cultural Organization (UNESCO) and the Secretariat in response to decision IV/10 B of the Conference of the Parties and is referred to in paragraph 42 of the progress report on the mechanisms for implementation prepared for the fifth meeting of the Conference of the Parties (UNEP/CBD/COP/5/13).

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\* UNEP/CBD/COP/5/1.

Annex

**Proposal for an  
Initiative aimed at Improving the  
Understanding of Biological Diversity and Sustainable Development**

A Global Initiative on Biological Diversity  
Education, Training and Public Awareness

**Introduction**

*The UNESCO/CBD global initiative seeks to change the existing situation in civil society characterized by a lack of understanding and awareness of the questions surrounding biological diversity. It is intended to bring greater public attention to this issue, comparable to that enjoyed by other global environmental issues such as climate change. It is intended to become a platform to complement, link and support on-going processes and to develop synergies among them. This initiative will thus emphasize outreach to the wider community as well as seeking changes to formal education modalities.*

*This document sets out broadly the process to be followed in developing the initiative for eventual presentation to COP VI. It also gives examples of areas where small projects may be trialed from time to time. Between COP V and COP VI, reports on the progressive development of the initiative are foreseen from the Executive Secretary to the Bureau, and to the Executive Board and General Conference for UNESCO.*

**Mandate**

The mandate for this initiative is provided by Decision IV/10, Part B, which “invites the United Nations Educational, Scientific and Cultural Organization (UNESCO) to consider launching a global initiative on biological diversity education, training and public awareness and requests the Executive Secretary to explore the feasibility of such an initiative and to report to the fifth meeting of the Conference of the Parties on the progress of such an initiative”<sup>1</sup>.

Decision IV/10, Part B is itself based on Article 13 of the Convention on public education and awareness in which Parties undertake *inter alia* to “cooperate, as appropriate, with other States and international organizations in developing educational and public awareness programmes, with respect to conservation and sustainable use of biological diversity”.

Certain decisions of other bodies are also of relevance. They include decisions and recommendations of the UN Commission on Sustainable Development on the implementation of Agenda 21<sup>2</sup>, as well as a number of decisions by UNESCO’s General Conference in recent years on environmental education, education for a sustainable future and co-operation with other bodies.

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<sup>1</sup> Additional relevant CBD decisions include: Decision II/9, Annex, para. 14 (Forests); Decision III/11, para. 13 (Agriculture); Decision IV/4, Annex I, A, para. 9 (Inland water); Decision IV/5, Annex, Programme Element 1, Op. Obj. 1.2, 3.2(d) (Marine and coastal); Decision IV/7, Annex, para. 29 (Forests); Decision III/19, Annex, para. 12(a) (Statement to UNGA Special Session) and Decision IV/9, para 1 (Article 8(j) and related provisions). Furthermore, the implementation of Article 13 needs to be linked with actions in response to other relevant articles of the Convention, such as Article 17 (exchange of information) and Article 18 (technical and scientific cooperation).

<sup>2</sup> See CSD documents E/CN.17/1996/14, 14/Add.1 and L.9; E/CN.17/1997/2/Add.26 and E/CN.17/1998/6.

## ***Background***

Prior to the UNCED (1992), a number of global initiatives developed and contributed greatly to raising awareness and improving education texts in this field. Key examples are:

- the joint UNESCO/UNEP International Environmental Education Programme (IEEP) which ran from 1975-1995 and included the landmark international conference on environmental education (Tbilisi, 1997);
- the IUCN/WWF/UNEP World Conservation Strategy of the eighties,
- the work of the Commission on Education and Communication of the IUCN,
- programmes and campaigns of UNEP, FAO, UNDP, World Bank;
- national and local efforts which have contributed to advance knowledge and understanding of biodiversity.

Biodiversity loss, increasing consumption and population growth are matched by increasing disparities between rich and poor and the needs for improving education and awareness for sustainable development to be achieved remain large. This global strategy intends to provide an additional stimulus and a foundation on which to integrate on-going work, and base initiatives around the world with common messages and approaches to engender change in attitudes and behavior towards the conservation and sustainable use of biological diversity.

Developing a global strategy such as this will require a committed team effort among institutions with similar objectives. In addition to the strong partnership between UNESCO and the CBD Secretariat, close partnerships will be needed with institutions such as UNEP, IUCN, WWF, UNCTAD, UNDP, World Bank, FAO, other relevant conventions (Ramsar, CMS, UNCCD, CITES, UNFCCC, etc). Work will be carried out primarily with Parties and governments through Ministries of Education, Environment and other relevant agencies, and involving gradually other key partners at national and local levels in order for the global effort to be effective. Outreach, rather than formal educational processes will be the key.

### ***Scope and general purpose:***

The Convention on Biological Diversity plays a key role within the UN system, to assist in promoting **the full understanding of the intrinsic value of biological diversity, including its ecological, genetic, social, economic, scientific, educational, cultural, recreational and aesthetic values.**

This global strategy will promote the understanding of biological diversity and ecosystem functioning, emphasizing the ecosystem approach being developed by the Convention, and to be discussed fully at COP V. This approach will become central to the activities to be undertaken by the global initiative<sup>3</sup>.

A global initiative on biological diversity in this framework will aim at enhancing formal and informal education globally to strengthen values, attitudes and behavior to ensure sustainability of biological diversity both in its own right, and as a basic condition for sustainable development.

In some cases, significant changes will be needed to reverse values and attitudes that lead to unsustainable behavior. These efforts are achievable only through long-term processes and with participation of all sectors of society. This initiative aims at mobilizing experts and organizations, in all countries, to develop a common set of goals to educate and inform public opinion to understand and integrate knowledge about the values of biological diversity into daily attitudes and behavior.

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<sup>3</sup> The ecosystem approach is a strategy for the integrated management of land, water and living resources that promotes conservation and sustainable use in an equitable way. The application of the ecosystem approach will help to reach a balance of the three objectives of the Convention: conservation; sustainable use; and the fair and equitable sharing of the benefits arising out of the utilization of genetic resources. It is based on the application of appropriate scientific methodologies focused on levels of biological organization which encompass the essential processes, functions and interactions among organisms and their environment. It recognizes that humans, with their cultural diversity, are an integral component of the biosphere (document UNEP/CBD/SBSTTA/5/11).

A major challenge is to set up **processes** that **motivate** and **facilitate** greater dialogue and participation between all sectors in re-shaping education for a sustainable future. In the first instance, the focus will be on setting the processes for dialogue and exchange which will, in consequence, allow for substantive exchanges and development of commonly agreed values and principles. Those values and principles then motivate changes in attitudes and behavior of global civic society.

Given the challenges and enormous tasks involved, it is important to move forward gradually with clear long-term objectives but building on short-term achievements, pilot experiences and an adaptive approach.

**As a main strategic goal, and recognizing that much effort in delivering the CBD will arise from concerted action by countries, this strategy aims at developing and utilizing the full potential of community-based resource centers in support of the aims and objectives of the CBD. The CBD resource centres would not only motivate students, teachers, parents but also the wider community to undertake educational, training and public awareness activities promoting sustainable uses of biological diversity. Such resource centers can be informal and community-based, or more formal and school-based. The Initiative will involve the development of resource centers among the World Network of Biosphere Reserves. Other global networks, such as Ramsar listed sites and World Heritage sites may have special relevance for some aspects of the initiative.**

Sustainable use of biological diversity also requires the understanding of social, cultural and economic processes and their traditional interactions with nature. Biological diversity and cultural diversity are deeply interdependent and part of the same life process. Special efforts will therefore also be needed to promote the understanding of the socio-economic value and potential of bio-diversity and thus achieve a sustainable management approach. In this way, biological diversity can enhance the quality of life of populations living on, in and from it, and encourage conservation through specific economic activities by attracting financial and economic interest<sup>4</sup>.

***Main goals:***

A global initiative to improve the understanding of biological diversity and sustainable development, would seek, in the period 2001-2006:

- (a) To develop in a global team effort, including as many key institutions as possible, a number of **messages, ideas** and **proposals** on the importance of conservation and sustainable use of biological diversity in sustainable development, that people in all societies can not only respond to, but can also act on;
- (b) To enhance formal and non-formal, and contribute to informal, educational processes, which integrate those messages, ideas and proposals in a better way in highlighting the importance and value of biological diversity and sustainable development. In particular, schools must be integrated, as dynamic resource centres for the understanding of the importance and value of biological diversity, into the networks proposed above;
- (c) To connect and develop synergies among existing educational/outreach programmes, seeking to capitalize on efforts undertaken, and giving priority to enhancing ongoing projects by adding the capacity to generate resources;
- (d) To build teams and partnerships among relevant experts (persons and institutions), through strategic networking processes at global, regional, sub-regional, national and local levels with the aim of developing common approaches to outreach at those levels;

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<sup>4</sup> To this end, programmes such as the BIOTRADE Initiative of UNCTAD should be enhanced and utilized in their fullest capacity by integrating them with other relevant sustainable biodiversity programmes with a view to combining resources and multiplying their effect.

- (e) To reach all ministries of education in the world (approximately 190)<sup>5</sup>, and a significant number of schools in each country in an initial six-year process which should be able to sustain itself thereafter with resources being generated during that period;

(1) **Elements for a Global Initiative for Improving the Understanding of Biological Diversity and Sustainable Development:**

(a) ***Substantive elements:***

- A set of **messages** relevant to each society, containing the values, principles, attitudes and behaviors to be encouraged by formal and informal education processes<sup>6</sup>. Relevant networks such as the IUCN Commission on Education and Information can play a leading role on this element of the strategy.
- A set of **ideas**, also relevant to national and local realities, for integration into formal and non-formal educational systems around the world. For example, national strategies and action plans should address educational/outreach activities. National strategies and action plans should address at least three types of activities:
  - (a) curricula enhancement;
  - (b) teachers training; and
  - (c) development of CBD resource centers.

In addition to work at national and local levels (which should be the primary focus) additional initiatives at regional and sub-regional levels are also needed. The experience of the World Bank, the OECD, UNDP, UNEP and UNESCO, will provide important leads in this area; and

- Specific **proposals** for education and outreach/public awareness projects on conservation and sustainable uses of biological diversity with the complementary aim of combating poverty. The experience of numerous NGOs, governments (donor and recipient), and agencies such as UNCTAD, World Bank, UNDP, UNV, IUCN and many others could be mobilized to propose and implement specific projects in locations around the world. The experience of educational initiatives such as GLOBE, should be used as a reference and model for lessons to be learned.

(b) ***Procedural elements:***

Several complementary processes will need to be developed, among which:

- A **process to formulate the substantive elements**, utilizing, as mentioned above, relevant networks such as the IUCN Commission on Education and Communication and other similar ones through an interactive networking effort (see below for further details);
- A **process to disseminate** the substantive elements as proposals **for wide consultation** around the world, utilizing all relevant networks of UNESCO, UNDP, UNEP and others that have a national presence. The consultation will be based on a previously agreed process to be developed by the initial team. As part of this process, a series of publications, both paper-based and electronic, in simple formats, could be envisaged in order to widely disseminate the work being done; and

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<sup>5</sup> In a six year period, the strategy would need to address and interact with approximately 30 countries and ministries of education every year. Starting in the first year with approximately six pilot countries in each of the five UN regions, the strategy would move gradually, utilizing the expertise gained by the first pilot countries, to cover other countries with similar language and cultures.

<sup>6</sup> Much progress has been made on formulating a new vision and clarifying concepts in this field by UNESCO's EDP programme and others, therefore, the emphasis of this strategy on process rather than contents; however, it would be convenient to integrate the most recent thinking and research from work being done with relevant experts, e.g. biological diversity processes and its wise management need to be understood and respected fully as an essential component in all educational processes, in order to ensure sustainability of societies.

- A **process to implement** the substantive elements in the various national and local settings, first as pilot experiences, and moving gradually to longer-term programmes in each national context. The pilot experiences would be proposed by the initial team and gradually, further implementation would be proposed and decided by the national and local consultative mechanisms. Specific plans and projects could be proposed for both, formal and non-formal educational processes.

(c) ***Facilitating elements:***

CBD Secretariat and UNESCO would constitute an initial management and consultative facilitating team which will expand to include UNEP, IUCN, WWF and all other relevant institutions and networks in the initial phase immediately post COP5. Such a process will require three key elements:

- **leadership and management capacities.** The management of the global strategy would require a small and basic structure, a basic facilitating unit to be established (preferably at UNESCO headquarters) that allows for conducting the process and ensuring close contacts with key partners (UNEP, IUCN and WWF among others). Terms of reference for such unit would be developed during the start-up phase of the strategy (see 2(a) below).
- an **information system** to collect, organize in databases, and disseminate information that is relevant to improving the understanding of biological diversity and sustainable development and to the implementation of the global initiative. **Databases** should be developed to organize information on relevant experts, organizations, projects, documentation, sources of information and sources of funding; a set of **Web-based services**<sup>7</sup> would be developed to facilitate access to information, and to support network interaction through electronic meetings, email and listservers. The information system will be developed in close partnership with the CBD clearing-house mechanism (CBD/CHM), UNEP's WCMC and the IUCN Commission on Education and Information. Such an Information system will gradually become a global resource centre on the subject, interacting and nurturing all other relevant processes being developed at regional, sub-regional, national and local levels. A **series of publications** (written, audio, video, CD-ROMs, etc.) will be developed to disseminate systematically all relevant information and more specifically, to nurture the processes and CBD resource centres at national and local levels; and
- an **interactive meta-network** to facilitate the gradual involvement and mobilization of all relevant actors for processing and transforming information into materials that can be disseminated and integrated into relevant projects. Among other functions, the meta-network would seek to connect, support and mobilize existing networks with the aim of involving them in the development and implementation of the global initiative. The meta-network would also facilitate and encourage the exchange, discussion and dissemination of relevant ideas and methodologies, experiences, lessons learnt, success stories etc. It will also help team-building among relevant experts and institutions to support and further expand the global initiative. Connection and interaction with relevant networks such as IISD/ENB, BIONET, and UNEP's IUC/GEN will be an important objective.

(d) ***Guiding principles:***<sup>8</sup>

A set of basic principles, criteria and approaches will be developed to guide strategy implementation. These principles will build on:

- the need to develop substantive messages, ideas and proposals that are relevant to each society and which promote greater involvement of the members of those societies. These messages will by

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<sup>7</sup> Between COP 5 and COP 6, a pilot Web site will be established jointly with the CBD/CHM to mobilize further support for the strategy, share ideas and encourage support by relevant experts and interested persons and organizations.

<sup>8</sup> When implementing the global strategy as well as its projects and activities, due consideration will be given to other relevant sets of principles such as those of the CBD and those identified by the COP, either as general principles or those for the implementation of thematic and cross-cutting work programmes, e.g., work programme on marine and coastal biodiversity (Jakarta Mandate)

utilize and respect the cultural, religious and political sensitivities of each society, and a special effort will be made to produce texts in as many languages as possible;

- the need to involve in the teams working on the substantive elements, authoritative members and representatives of different sectors of society (including academic, government, business, media and non-government);
- the need to consult and involve as many persons and institutions as possible in the preparation and development of the strategy. This need reflects the importance of non-formal consultations. Public awareness efforts for wider audiences must be undertaken preferably at national and local levels, while at other levels, low-profile processes can be developed with Reports from these consultations will be periodically provided to the CBD/COPs, UNESCO Conferences and governing bodies of other participating organizations<sup>9</sup>;
- the need to proceed in the initial stages of implementation, with pilot experiences and adaptive approaches, before moving to wider programmes and projects. For example, specific World Heritage Natural sites or Ramsar wetlands will be utilized to initiate pilot experiences, and by so doing join on-going projects in those areas, facilitating a multiplier effect;
- the need to put emphasis on sustainable uses of biological diversity, such as those involving trade and investment in biodiversity resources with the main objective of combating poverty and developing sustainable livelihoods for rural and urban communities;
- the need to mobilize CBD and UNESCO focal points in each country to work closely and build partnerships at the national level to support, contribute and participate in the promotion and implementation of the global initiative; special partnerships must be developed among Ministries responsible for Education, Environment, Development, Planning, Trade and Finance to work with the strategy as a national priority enterprise.

(2) **Proposed process for the formulation and implementation of the Global Initiative:**

(a) ***Initial phase*** (June-October 2000):

- Following consideration of the proposal by the CBD/COP 5 (Nairobi, May 2000), and taking into account any comments made by Parties and Governments, UNESCO and the CBD Secretariat will immediately start-up the process to formulate a global initiative to address the objectives as proposed above. Initially an interagency meeting will be held shortly after the COP, probably in July at UNESCO Headquarters.
- Following that meeting, a basic team established by UNESCO and CBD Secretariat, would develop a draftproposal for the global initiative. Main tasks of the team would be:
  - To formulate the full initiative for six years with detailed workplan and budget for the first two years;
  - To develop terms of reference for the processes of formulation, consultation and implementation of the global strategy;
  - To develop terms of reference for the facilitating unit and global resource centre to be developed jointly by UNESCO and CBD utilizing the CBD clearing-house mechanism and UNESCO's various networks;

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<sup>9</sup> For example, global campaigns should be based on the national and local experiences rather than promoting global messages. Campaigns at the global level based on this strategy should only be undertaken after two years of work with successful pilot experiences to show.

- To identify key experts and relevant organizations and networks around the world, at international, regional, sub-regional, national and local levels, and prepare a plan to involve them gradually with a sense of priorities;
- To distribute roles, functions and tasks to each network, some to animate and facilitate discussion, others to coordinate dissemination or to assist communities in the implementation of specific projects, etc.;
- To formulate a preliminary strategy for the second phase with specific components for fundraising and dissemination for further consultation of the proposed global initiative;
- To develop a database with relevant information on experts, organizations, projects and technical documentation.

(b) **Second phase** (November 2000- mid-2001):

- Gradually the major networks would be consulted and mobilized. Environmental and sustainable development networks such as UNEP, UN/DESA, IUCN, WWF, IISD, IIED, WRI, the biological diversity-related conventions (World Heritage, Ramsar, CMS, CCD, CITES...) and, on the development and training side, organizations such as UNDP, FAO, UNCTAD, UNU, World Bank, UNITAR, OECD and others. Finally, the main education and social networks need to be gradually involved, in a process lead by UNESCO.
- A number of bilateral and donor agencies need to be also involved given their experience in the field (e.g. OECD, EC, GTZ, CIDA, IDRC, DANIDA, SIDA, NL, Japan, France, Switzerland, Finland, Belgium, Austria, Luxembourg, US-AID, Spain, etc.
- UNESCO and the CBD Secretariat would establish the basic facilitating team and build the initial partnerships to develop the global initiative for a period of six years (2001-2006) and would distribute tasks and functions among the relevant organizations to carry it out.
- A specific component of the strategy for this period would address the dissemination for consultation process at national, sub-regional and regional levels feeding into the advisory committee meeting and the CBD/COP 6 during a period of 6-8 months (Nov 2000-May 2001).
- Another specific component of the strategy would be, at this stage, a complementary fundraising strategy to ensure support and resources, in the third stage, for implementation of projects covering all regions of the world.

(c) **Third phase** (June-December 2001 and beyond):

- The next stages might include the establishment of a facilitating unit, the information system and the interactive network. Major fundraising would be undertaken and specific actions and pilot projects would be launched. The magnitude would depend on resources made available and effectiveness of fundraising efforts.
- Depending on work plan formulated for the two first years (2001-2002) including available funding, specific actions would be undertaken on a pilot basis for formal and informal educational processes (see Annex 1 for some suggestions)

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**Annex 1: Examples of actions that would be undertaken for both formal and non-formal educational systems**

**(A) Actions for formal educational processes:**

Through close partnerships between Ministries of Education and Ministries of Environment in each country, changes could be introduced:

1. At the **pre-school, primary and secondary** levels, in three areas of work:

- (i) **Review of school curricula**, including formal and non-formal curricula (adult education, distance-learning, extension programmes, etc) with the aim of including relevant information in as many subjects as possible in school and, at the same time, revising present curricula to identify information, messages and values that contribute to unsustainable patterns (excessive consumerism or competition)
- (ii) **teacher training programmes** in education professional schools and also at the school level with specific proposals for motivating the use of concepts and examples on biological diversity in their daily work
- (iii) Development of **Biodiversity or CBD Resource Centres** in communities to animate and facilitate awareness of the importance of biological diversity, the CBD and sustainable development; and to motivate formulation and implementation of small and medium-size projects. Projects in this area would be developed with the purpose of combating poverty by generating income for the community through sustainable management of biological diversity resources, thus developing sustainable livelihoods (see Annex 2 for further information or terms of reference for the CBD resource centres).

2. At **university and graduate levels**, in at least in two areas:

- (i) Curricula revision to introduce changes in key programmes such as economy, legal and policy studies, including an active exchange and networking among South and North universities and academic centres on issues such as biotechnologies including among others, the ethical, conservation, commercial and development aspects;
- (ii) Mobilizing universities, professors and students, in particular, at graduate level to contribute to the global strategy by participating in specific projects as part of their academic work of teaching and research in their surrounding communities. Together with the United Nations Volunteers, a wide programme of employment of young professionals in biodiversity and education projects could be launched with support from the EC, World Bank and other donor agencies interested in combating unemployment (see paragraphs below).

**(B) Actions for non-formal and informal educational processes:**

- Non-formal as well as informal systems are, of course of a wider variety and encompass many institutions and processes of different nature: religions, political parties, unions, associations to TV, radio, press and cinema, rural extension programmes, families and many more.
- In order to respond to the challenges involved for each different type of educational process, UNESCO and the CBD secretariat would develop jointly, a **global (electronic) network and resource centre** that would identify on-going processes and capitalize on resources available at the international, regional, sub-regional, national and local levels. Interaction with activities under programmes such as IBOY will be given high priority
- These resources would be made available to all those institutions and persons interested in the subject, governments, NGOs, utilizing mainly the CBD clearing-

house mechanism and UNESCO's networks (national UNESCO commissions, UNESCO Institutes, etc.)

- Projects would be encouraged aiming at specific sectors such as those that harvest biological diversity (agriculture, fisheries, forestry, etc), consumers of biological diversity products in urban and rural areas; media or mass communicators, scientific institutions to spread and share knowledge, preachers, entertainers and sports people, etc.
- Development of specific pilot projects in different parts of the world to experiment various methodologies and approaches and introduce changes for subsequent implementation. A number of pilots could be encouraged in each country to cover various settings (rural, urban, different languages, and cultures, etc.)
- Mobilization of specific networks in support of work at local level such as the UNV with a massive programme of volunteers for biodiversity and sustainable development that could provide job opportunities to young graduates as a complement to, or as part of, their graduate studies. Such a programme could be funded by a joint effort from financial institutions including the EC and would respond to employment policies in countries where unemployment has become a serious social and economic obstacle. It could start with projects in schools that are in protected areas such as parks and protected areas, World Heritage Natural sites, Ramsar wetlands, Biosphere Reserves, peace parks, etc.
- Specific awareness campaigns could be developed based on results obtained by pilot projects at community level. Campaigns and other public awareness activities and projects must be developed once economic and social objectives are achieved in order to attract the needed support to these efforts.

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**Annex 2: Elements for terms of reference for CBD Resource Centres in local communities around the world as a key element of the Global Initiative for Improving the Understanding of Biological Diversity and Sustainable Development**

- Sustainable uses of biological diversity resources (local production and trade) would include services such as: watershed protection, carbon sequestration, eco-tourism, and products such as non-timber forest products: natural dyes, oils, medicinal extracts, handicrafts, nuts, fruits, medicines, etc, or bioprospecting for genetic materials to develop biotechnologies and new food and medicine products.
- Such projects would motivate communities not only to understand better the value of biological diversity, but also to undertake actions aiming at improving biological diversity management at local levels. Projects would be developed in accordance with different school settings in rural or urban areas.
- In urban areas, educational and awareness projects such as eco-museums, public campaigns, urban gardens and green areas, research, information, etc., could be developed.
- Links should be developed with other similar initiatives (e.g. the Community Indigenous Knowledge Resource Centres in Philippines) that would be inventoried in the databases proposed above. This is a key element in the global strategy, as it should provide a base to support valuable on going-experiences at all levels seeking to enhance and improve their effect and multiply their efforts.
- The UNESCO/CBD global strategy through its Internet services would facilitate the exchange and interaction among projects in different parts of the world to mutually benefit from their successes and learn from their failures as one of its main strategic components. Special Web sites, hot-linked to existing sites and the CBD-CHM, will be developed as the Initiative proceeds.

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