



Convention on Biological Diversity

Distr.
GENERAL

UNEP/CBD/COP/12/12
18 August 2014

ORIGINAL: ENGLISH

CONFERENCE OF THE PARTIES TO THE
CONVENTION ON BIOLOGICAL DIVERSITY
Twelfth meeting
Pyeongchang, Republic of Korea, 6-17 October 2014
Item 13 of the provisional agenda*

PROGRESS REPORT ON COMMUNICATION, EDUCATION AND PUBLIC AWARENESS AND UNITED NATIONS DECADE ON BIODIVERSITY

Note by the Executive Secretary

INTRODUCTION

1. The importance of action in support of awareness-raising on biodiversity, its value for human well-being and the actions that people can take to support it has been affirmed by the Parties in decisions X/8 and X/18, as well as in decision XI/2, section D. In the context of these decisions, as well as decisions relating to the implementation of Aichi Biodiversity Target 1, Parties, other stakeholders and the Executive Secretary have carried out actions to support implementation of the target, in the context of the programme of work on communication, education and public awareness (CEPA).
2. This note provides a summary of some of the main issues related to communication, education and public awareness, and ways to measure and enhance the achievement of, Aichi Biodiversity Target 1. It begins with a review of progress in communication, education and public awareness and achieving Aichi Biodiversity Target 1 (section I). The note provides an overview of activities undertaken in the context of the United Nations Decade on Biodiversity (section II), in the context of the International Day for Biological Diversity (section III), as well as relevant capacity-building activities and tools developed by the Executive Secretary in collaboration with partners (section IV). Given the importance of learning for the programme of work on CEPA and for the achievement of Target 1, the role of Education for Sustainable Development (ESD) and the work of the United Nations Educational, Scientific and Cultural Organization (UNESCO) in the achievement of Target 1 and of the goals of the United Nations Decade on Biodiversity are also discussed (section V). The paper closes with a review of recommendations for the way forward, looking at actions that could be undertaken by Parties, indigenous and local communities, stakeholders and the Executive Secretary, and provides some conclusions (section VI) which form the basis of a draft decision which may be adopted by the Conference of the Parties (section VII).

* UNEP/CBD/COP/12/1/Rev.1.

I. PROGRESS IN COMMUNICATION, EDUCATION AND PUBLIC AWARENESS AND IN ACHIEVING AICHI BIODIVERSITY TARGET 1

A. Data for measuring progress

3. Measuring progress towards the achievement of Aichi Biodiversity Target 1, as with any of the Aichi Targets, requires sufficient indicator data, both in the form of baseline information, from which trends can be measured, as well as regular, comparable time series data from which progress can be recorded.

4. The fourth edition of the Global Biodiversity Outlook,¹ and Chapter 1 of the underlying technical report, provides detailed information on efforts undertaken to measure progress towards Aichi Biodiversity Target 1. It includes information on the activities of a number of countries that have collected national data on environmental awareness, sustainability or biodiversity-specific questions through ministries of environment and national parks services. The fourth edition of the Global Biodiversity Outlook also includes information on data that has been collected by associations and other organizations.

5. It was found that the amount and quality of data regarding people's awareness of biodiversity has been increasing since the United Nations Decade on Biodiversity was launched in 2011. At the same time, while some strong national and regional data sets exist, significant gaps exist, and there is limited aggregated data at the global level. Perhaps most importantly, information on awareness in megadiverse countries is limited. This is especially true for African and Asian megadiverse countries.

B. Progress in communication, education and public awareness, and towards Aichi Biodiversity Target 1

6. Raising awareness about the value of biodiversity is key to the achievement of all Aichi Biodiversity Targets. In order to effectively mainstream biodiversity, its values need to be communicated in ways that address the needs of specific audiences. The data collected to date suggests that people are gradually becoming more aware of the term biodiversity, without necessarily understanding what it means or leading to actions to protect it. People are generally aware that biodiversity is important for human well-being and to combat climate change. People are also uncertain as to what impact their individual actions would have on biodiversity.

7. One encouraging sign of the growing awareness of the value of biodiversity among national Governments is provided in the discussions on sustainable development goals (SDGs) within the United Nations General Assembly. Many countries called for the inclusion of biodiversity and ecosystems in the SDGs. The Secretariat worked with other United Nations entities to provide the official background document for Governments on the issue of biodiversity, as well as fact sheets on the importance of biodiversity for sustainable development and human well-being. Biodiversity and ecosystems are in fact included in a number of the 17 goals proposed by the Open Working Group on Sustainable Development Goals of the United Nations General Assembly.²

8. The fourth edition of the Global Biodiversity Outlook includes an assessment of 61 submissions of the fifth national reports, which found that nine countries were on track to achieve Aichi Biodiversity Target 1 by 2020. 44 countries were making progress towards the achievement of the target, but at a rate insufficient to achieve the target on time.

9. An analysis of revised national biodiversity strategies and action plans (NBSAPs) for the fourth edition of the Global Biodiversity Outlook found that NBSAPs include general communications campaigns, awareness-raising within the national Government across ministries, educational initiatives and actions targeted at particular sectors for which Aichi Targets exist, such as agriculture. Ten NBSAPs included an explicit strategy

¹ UNEP/CBD/COP/12/9

² (see also UNEP/CBD/COP/12/15)

and eight included a relevant target and plans to develop a strategy. Many of these contained targets, including quantitative targets, or similar commitments related to increasing public awareness, the majority of which are in line with the general scope and aim of Aichi Biodiversity Target 1.

10. In most cases, the integration of CEPA into NBSAPs includes plans to mainstream biodiversity into education, whether in the formal system, or in other informal contexts of learning. Engagement with Ministries of Education was typically required for the former, while for the latter, partnerships with a variety of actors was required, including NGOs, local authorities, museums of natural history, and others.

11. In general, countries reported greater efforts to promote biodiversity awareness through education, whether this was formal, informal or non-formal.³ While these efforts were significantly increased in recent years, they were not necessarily targeted to particular groups linked to distinct Aichi Biodiversity Targets. Moreover, the contribution of such education to increasing the awareness of the actions people can take to conserve and sustainably use biodiversity was not clear.

12. Parties also sought to better coordinate biodiversity awareness-raising campaigns across ministries. In the past, ministries of natural resources, national parks and environment were frequently engaged in their own separate campaigns, with very little coordination among them. In addition, some Parties are beginning to incorporate the notion of strategic communication into their awareness-raising programmes. This takes the form of identifying target groups and matching them to key messages. In some instances, this is also explicitly linked to specific behavioural change outcomes and conservation goals. Parties generally also recognized the need to communicate the various values of biodiversity as part of their awareness-raising campaigns. In a number of cases, this has meant engaging with the business community.

13. In addition, there has been increasing attention to the relationship between awareness, values and behaviour change in order to better understand more effective ways to implement Target 1. SBSTTA recommendations XVII/1 and XVIII/1 recognized the need for integration of these perspectives into the work under the Convention. Recently, researchers are bringing together findings from the domains of social psychology, behavioural psychology and biodiversity conservation in order to better understand the different ways in which social-psychological and material factors interact with economic factors to shape behaviours that have an impact on the conservation and sustainable use of biodiversity.⁴ However, more research is needed to understand how social-psychological and material factors interact with economic factors to shape pertinent responses and behaviours that can have a positive impact on biodiversity use, consumption and production patterns.

II. ACTIVITIES IN THE CONTEXT OF THE UNITED NATIONS DECADE ON BIODIVERSITY

14. Activities by the Executive Secretary are underway to recast and strengthen the UNDB campaign, the Aichi Biodiversity Targets Task Force (ABTTF) and the Biodiversity Champions Initiative, also with the view to reinvigorating and better coordinating these as a more integrated initiative. It is expected that these activities should revitalize the support for the implementation of the Strategic Plan for Biodiversity 2011-2020 and the

³ The notion of these three contexts for learning is explained on the website of the UNESCO institute for learning <http://www.uil.unesco.org/home/>

⁴ Writings in this field, include: Kahneman, Daniel, 2011, *Thinking Fast and Slow*, Farrar, Straus and Giroux, USA, McKenzie-Mohr, D. Lee, N.R. Schultz, P.W. Kotler, P. 2012, *Social Marketing to protect the environment What works*, Sage publications, Los Angeles USA, Prager, K. Schultz, *Understanding Behavioural Change: How to apply theories of behaviour change to SEWeb and related public engagement activities*, Life10 ENV-UK-000182, P.W. Conservation means behaviour, *Conservation Biology*, 25: 1080-1083, Much of this previous literature has been brought together with work on institutions by: Anantha Kumar Duraipappah, Stanley Tanyi Asah, Eduardo S. Brondizio, Nicolas Kosoy, Patrick J O'Farrellm Anne-Helene Prieur-Richard, Suneetha M Subramanian and Kazuhiko Takeuchi, *Managing the mismatches to provide ecosystem services for human well-being: a conceptual framework for understanding the New Commons*, *Current Opinion in Environmental Sustainability* 2014.

Aichi Biodiversity Targets. For example, the UNDB website is being improved to capture the entire range of events and activities organized by Parties and stakeholders, in support of UNDB and the Strategic Plan for Biodiversity 2011-2020.

15. A review of 62 countries, with the aim of identifying whether or not national committees had been created for UNDB, found that three Parties (China, Germany and Japan) had created national committees which were explicitly linked to the Decade. Another seven Parties (Australia, Canada, European Union, Ireland, Jamaica, New Zealand and the United Kingdom) did not appear to have national committees for the Decade, but their websites did make reference to the Strategic Plan for Biodiversity 2011-2020 and the United Nations Decade on Biodiversity.

16. As an example for support to the activities of partners in the context of UNDB, the Secretariat collaborated with the World Association of Zoos and Aquariums (WAZA) for the development of their UNDB communications campaign “Biodiversity is Us”. The ongoing campaign focuses on the linkages of humans to biodiversity and the benefits it provides. The campaign includes promotional materials to be used by Zoos and Aquariums, promotional videos and an application for smartphones.⁵

17. The UNDB is also being promoted through social media. (The number of “likes” on the UNDB Facebook page⁶ is steadily increasing with a rate of growth of 57 per cent this year compared to 29 per cent last year).

III. ACTIVITIES IN THE CONTEXT OF THE INTERNATIONAL DAY FOR BIOLOGICAL DIVERSITY

18. The International Day for Biological Diversity (IDB) is a major tool that is increasingly being used by Parties to raise awareness and to focus their communications efforts. From the year 2003, when information on IDB celebrations held by Parties and organizations was first collected by the Secretariat, to the present, there has been an increase in the number of celebrations and activities reported, particularly after the year 2010.⁷

19. The Green Wave is a global biodiversity campaign coordinated by the Secretariat to educate children and youth about biodiversity.⁸ Using a web-based tool it promotes a “wave” of tree-planting and other activities on the IDB and provides learning resources on biodiversity to support learning and activity throughout the year. Participants can upload photos and text summaries on The Green Wave website to share their tree-planting stories with other children and youth from around the world. The Green Wave contributes to worldwide celebrations of IDB each year, has grown to mobilize hundreds of schools over the world and has raised awareness of the importance of biodiversity. Linked to The Green Wave, in collaboration with the Food and Agriculture Organization of the United Nations (FAO), the Secretariat also contributes to the FAO-led Youth and United Nations Global Alliance, including the preparation and publication of youth guides and challenge badges on issues including biodiversity, oceans and forests.⁹

⁵ <http://www.waza.org/en/site/conservation/biodiversity-is-us>.

⁶ www.facebook.com/UNBiodiversity

⁷ See Chapter 1, of the GBO-4 technical report.

⁸ Greenwave.cbd.int.

⁹ <http://yunga-youth.weebly.com/>.

IV. CAPACITY-BUILDING ACTIVITIES AND TOOLS DEVELOPED BY THE EXECUTIVE SECRETARY IN COLLABORATION WITH PARTNERS IN SUPPORT OF CEPA AND AICHI BIODIVERSITY TARGET 1

20. The Executive Secretary has created tools for integrating CEPA into the work of the Convention, including in the period before the implementation of the Strategic Plan for Biodiversity 2011-2020. These tools range from toolkits developed with specific audiences in mind, to outreach campaigns and specific information products.

21. In 2007, the Secretariat developed the CEPA toolkit, in collaboration with the Commission for Education and Communication (CEC) of the International Union for Conservation of Nature (IUCN). The toolkit provides facts, examples and checklists drawing upon the experience of actors from different parts of the world. It aims to help National Focal Points and NBSAP coordinators to plan, develop and implement effective communication and education interventions that make the conservation and sustainable use of biological diversity relevant for a range of stakeholders.¹⁰

22. Local and subnational governments represent an emerging and important partner for implementation of the Convention on Biological Diversity in general, and for CEPA in particular. In support of capacity development for awareness-raising, ICLEI Local Governments for Sustainability and the City of Cape Town, South Africa collaborated to produce a toolkit that will assist CEPA managers, practitioners and partners in planning the evaluation of their biodiversity communication, education and public awareness programmes. Four local governments - Cape Town, Edmonton, Nagoya and São Paulo - contributed case studies in 2012.¹¹

23. The celebrations of the International Year of Biodiversity in 2010 represented an important opportunity for the mobilization of awareness. As reported on the website of the International Year (<http://www.cbd.int/2011-2020/iyb/>), celebrations were organized in virtually all countries of the world, and an impressive number of information products were created by Parties. The slogan and marketing campaign for the year were awarded a prize as the best international campaign by the Green Awards.¹² Key to the success of the International Year of Biodiversity was the development of a campaign that led with messages of hope which focused on the value of biodiversity, to which messages about the urgency of action were added. This messaging framework was also deployed in a flexible manner that allowed partners to build on a core message, and then add their own institutional elements.

24. As part of the messaging campaigns for the International Year of Biodiversity, the Secretariat developed, in collaboration with the Commission on Education and Communication (CEC) of IUCN, Wildscreen/Arkive, and Futerra Communications, the film "Love not Loss," which presented a new approach to biodiversity messaging. This approach was also inspired and influenced by the work of the organization Rare Conservation, a nongovernmental organization devoted to behavioural change campaigns,¹³ and further developed and integrated into social marketing approaches.

25. The Access and Benefit-Sharing Capacity-Development Initiative for Africa produced a toolkit on strategic communication in 2012, which seeks to offer advice about the role, relevance and use of communication for implementing access and benefit-sharing (ABS) systems at the national level, not just for Africa, but in other regions. It provides an overview of communication considerations, approaches and methods for the different phases of ABS implementation. The Guide is primarily aimed at people who are formally in

¹⁰ <http://www.cbd.int/cepa/toolkit/2008/cepa/index.htm>.

¹¹ <http://cbc.iclei.org/cepa-toolkit>.

¹² The International Green Awards is an independent platform for sustainability intelligence, leadership and innovation (<http://www.greenawards.com/>). The awards judging panel comprises professionals from the fields of communications, business and sustainability, representing government, business and third sector initiatives aimed at promoting sustainability in the global arena.

¹³ <http://www.rare.org/>.

charge of national ABS implementation, such as focal points or National Competent Authorities, as well as people who are otherwise involved in ABS implementation, such as officers in ministries that are concerned with ABS, as well as industry, the science community, interested NGOs and other civil society groups. However, it can be used by anyone else who has a need to communicate about ABS. The purpose of this Guide is to help ABS experts and practitioners understand the relevance of strategic communication, assist people in charge of ABS with guidance and communication tools that support implementation of ABS and the Nagoya Protocol, and support people and organizations involved in ABS to communicate their interests.¹⁴

26. The NBSAP Forum, a partnership hosted by the Secretariat of the Convention on Biological Diversity, the United Nations Development Programme (UNDP) and the United Nations Environment Programme World Conservation Monitoring Centre (UNEP-WCMC), has developed an online portal¹⁵ which is intended to be a demand-driven platform for sharing data, information, case studies, queries and services for improving the quality of NBSAPs. The NBSAP Forum portal will provide a number of support functions, including: (a) a repository of useful resources for NBSAP practitioners which can be explored by Aichi Biodiversity Target or key themes; (b) online forums where members can ask for advice, and share experiences with, fellow practitioners and technical experts; and (c) a help desk facility and a list of Frequently Asked Questions to support NBSAP practitioners.¹⁶

27. Since 2008, the Secretariat has also convened, in the margins of the meetings of the Conference of the Parties to the Convention, an interactive fair on communication, education and public awareness. The “CEPA Fair” has provided a forum for Parties and stakeholder to the Convention to demonstrate their work in support of CEPA and Target 1. Activities at the fair have subsequently played a role in the further development of communication activities.¹⁷ The CEPA fair has also been held during the meetings of the Parties to the Cartagena Protocol on Biosafety in 2008, 2010 and 2012, where a series of presentations were made by Parties to the Cartagena Protocol which showcased their national experiences, good practices and lessons learned with regard to different issues related to communication education and public awareness.

28. It is important to stress that in the development of communication campaigns for the work of the Convention, as well as for its Protocols, common approaches to CEPA and Target 1 have been used. Therefore, there have been important lessons learned and cross-fertilization with regard to the development of messaging, approaches to strategic communication, and delivery of information products. The result has been increased effectiveness in messaging.

V. EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

29. Education and learning have always been an important part of the work in support of Article 13 of the Convention and of the programme of work on CEPA. Implementation of Aichi Biodiversity Target 1 and realization of the goals of the United Nations Decade on Biodiversity also requires addressing the matters of education and learning.

30. UNESCO and its Member States have recognized that biodiversity is a key issue that needs to be part of awareness-raising, learning and education for a sustainable future. Through supporting the development of quality education in the area of biodiversity, the Decade of Education for Sustainable Development (DESD) aims at reorienting educational programmes in order to develop new educational content and materials; and formulate new learning paths that would take into account the meaning and importance of biodiversity, the

¹⁴ http://www.abs-initiative.info/uploads/media/ABS_Guide_Strategic_Communications_English.pdf.

¹⁵ nbsapforum.net

¹⁶ <http://nbsapforum.net/>

¹⁷ <http://www.cbd.int/cepa/fair/>

drivers affecting its status and trends, and the effect of prevailing consumption patterns on the values, attitudes and behaviours that are needed in order to promote biodiversity.

31. These actions are central to the contribution and involvement of UNESCO's education sector in the UNESCO-wide Biodiversity Initiative, as well as in the United Nations Decade on Biodiversity. Specific actions that strengthen formal and informal education on biodiversity have included:

- (a) Development of the UNESCO-CBD Biodiversity Learning Kit;
- (b) Promoting the identification, compilation and exchanges of information, good practices and teaching materials on biodiversity issues, including those of relevance to indigenous and local communities, through various UNESCO networks and in cooperation with other agencies and stakeholders;
- (c) Addressing the role of biodiversity in sustainable consumption and lifestyles, in particular through the joint UNEP/UNESCO YouthXchange initiative on Sustainable Lifestyles;
- (d) Strengthening the educational programmes and outreach of Biosphere Reserves and relevant World Heritage natural sites;
- (e) Using the media and a variety of means such as teaching materials, Information and Communication Technology (ICT) and art to address the environmental, social, economic and cultural dimensions of sustainable development in a coherent and comprehensive manner in schools, within families and communities.

32. In addition, the global network of Regional Centres of Expertise (RCEs) represents concrete examples of work being done in support of education for sustainable development and biodiversity. An RCE is a network of existing formal, non-formal and informal education organizations, mobilized to deliver education for sustainable development to local and regional communities. A network of RCEs worldwide will constitute the Global Learning Space for Sustainable Development. RCEs aspire to achieve the goals of the United Nations Decade of Education for Sustainable Development (DESD, 2005-2014), by translating its global objectives into the context of the local communities in which they operate.

33. There is also scope for inclusion of ESD in implementation of all the Aichi Biodiversity targets. A proposal being advanced by the Centre for Environmental Education (CEE) of India, as commissioned by UNESCO, seeks to find ways to develop approaches and curriculum for learning by different groups in the context of each of the Aichi Biodiversity Targets. Further exploration of how this could be incorporated into NBSAPs should be an important project for the NBSAP forum, and for other capacity-development activities in the final years of UNDB.

34. The outcomes of the forthcoming UNESCO World Conference on Education for Sustainable Development, particularly those relating to the role of biodiversity education in the overall implementation of Education for Sustainable Development, are expected to provide useful tools and experiences to inform future work in support of Target 1 and CEPA. Parties could increase efforts to work with their Ministries of Education to make use of the findings and conclusions of the Conference.

VI. CONCLUSIONS

35. To achieve Aichi Biodiversity Target 1, action will be needed by Parties, stakeholders, and other actors at the global, regional and national levels. As expressed by the Conference of the Parties in decisions X/18 and XI/2 D, there is an important role for the Executive Secretary in facilitating cooperation and capacity development to support achievement of this target.

36. For all actors, a better understanding is needed of the relationship between awareness and action, and in particular the relationship between awareness, values and behaviour change, in order to design better policy tools and interventions. Better coordination in the collection and compilation of existing information combined with enhanced efforts to assess trends in awareness of biodiversity would increase the ability to assess the effectiveness of the types of actions taken. More work with the social science community on the role of awareness and values in promoting change and on how to motivate actors would provide a stronger footing for additional work on this issue. Periodic monitoring of awareness of the values of biodiversity would also allow for baselines and trends in awareness to be assessed.

37. Existing networks should be mobilized to support communication efforts at all levels. A number of strong and active networks exist at global, regional and national levels, such as those involving natural history museums, botanical gardens, zoos and aquariums, cities and research institutes. These should be a priority, but other networks should also be created involving civil society, youth and other stakeholders that can strengthen outreach efforts.

38. Aichi Biodiversity Target 1 relates to the need to increase awareness of biodiversity and its value, and the steps that entities and individuals can take to conserve and use it sustainably. However, raising awareness of the value of biodiversity runs throughout all of the Targets. For instance, in order to successfully achieve Aichi Biodiversity Target 2, governmental entities and other key players need to be convinced of the value of biodiversity. Awareness represents an important enabling condition for achieving the kinds of behaviour change that are needed for the targets. Raising awareness is an activity that needs strategic implementation and a clear vision of the target audience, with messages and sound arguments crafted and communicated accordingly. Moreover, the relationship between awareness-raising strategies and the accompanying actions to encourage behaviour change can vary between different contexts.

39. Governments at all levels could better connect policy goals and behaviour-change goals with awareness-raising strategies. Awareness-raising should become a key part of policy development and implementation, rather than only a standalone, separate effort. Coherent and strategic communication, education and public awareness efforts, alone and in partnership with other actors, should be developed, using a variety of communication and outreach vehicles. These efforts could be integrated into national biodiversity strategies and action plans (NBSAPs), and fully combined with any mainstreaming initiatives. In general, awareness-raising activities need to be more targeted interventions. Based on national-level priorities under the NBSAPs, key demographic groups can be identified for such actions. For example, those groups that set consumption trends or make important decisions affecting biodiversity for strategic biomes or areas of action could be a focus of such interventions.

40. There are multiple avenues for increasing awareness of biodiversity in the general public. These include formal learning through schools and universities, informal and non-formal learning both at home, at the local community level, at museums, botanical gardens, zoos, aquariums, and parks, as well as awareness that is generated from exposure to material on biodiversity featured on television and radio, in print publications, and on the internet and social media. Awareness and learning also occurs through participation in events and other opportunities for information exchange between stakeholders. More should be done to further develop synergy with the work underway by UNESCO and its associated partners in the context of the Decade of Education for Sustainable Development (DESD). Parties could also take advantage of other expertise in communication and awareness-raising currently held by civil society organizations, NGOs, regional and other United Nations agencies, as they design their strategies.

41. Given the importance of Target 1 to the achievement of all the Aichi Biodiversity Targets, the Executive Secretary plans to develop a more strategic communications approach, identifying key target audiences and developing materials and outreach campaigns aimed at them. There are also considerable opportunities for the Executive Secretary to provide support for capacity-development for CEPA and Aichi Biodiversity Target 1.

Realizing these opportunities will require the strategic deployment of increased levels of human and financial resources. Such actions would include the activities listed below.

42. Similar to what was done for the International Year of Biodiversity, the Executive Secretary would develop a global communications campaign to unfold over the final half of the United Nations Decade for Biodiversity. The campaign would incorporate a strategic partnership with communication firms, and the development of an extensive messaging kit and approach which would provide a strategic communications framework for the implementation of the Aichi Biodiversity Targets. The kit would be intended for use by Parties, and other partners.

43. Building upon this campaign, the Executive Secretary would conduct a series of workshops to develop messaging approaches for specific target groups in the context of the different Aichi Biodiversity Targets. Such workshops would involve behavioural analysis of the target groups in the context of desired behaviour change, with the design of campaigns influenced by the results of these campaigns. Each workshop would be co-organized with representatives of different stakeholder groups.

44. The Executive Secretary would explore the development of new publications and communication products, aimed at specific audiences, in order to assist Parties in implementing other Aichi Biodiversity Targets. As part of this, existing toolkits, such as the CEPA toolkit, would be updated to ensure that the communication tools and approaches listed therein continue to be relevant for the Strategic Plan for Biodiversity 2011-2020, and are also updated to take into account new research on communication, marketing and social marketing perspectives.

45. In the context of the above activities, and taking into account SBSTTA recommendation XVII/1, the Executive Secretary would commission research and guidance for Parties and stakeholders on the best ways to deploy behavioural change methodologies and approaches to the work on communication and awareness-raising. An important point of focus will be the engagement with the business community, including associations devoted to sustainable production and consumption such as the Union for Ethical Biotrade.

46. As the Executive Secretary develops products and strategies, interaction and the sharing of experience with Parties, partners and stakeholders will be crucial. The lessons learned from key groups, such as local and subnational authorities, indigenous and local communities, youth, women, as well as key actors in the United Nations system, such as UNEP, FAO, UNCTAD, UNDP, UNESCO and others, will be of particular relevance. Experience engaging with other international actors such as IUCN, Bioversity International and other associations, such as the World Association of Zoos and Aquariums, is also key. It will be important to identify opportunities to create constellations of actors, organized around common goals and challenges. In this regard, it may be useful to pay particular attention to the creation of networks involving cities and their network of partners such as natural history museums, botanical gardens, zoos and aquariums, as well as the network of citizen groups that encompass youth, women and others. As places where government interacts very directly with citizens, and as the global population will becoming increasingly urban in the decades to come, this may be a priority area for work.

VII. DRAFT DECISION

The Conference of the Parties may wish to adopt a decision along the following lines:

The Conference of the Parties,

Recalling decision X/8, which called upon the United Nations General Assembly to declare the period 2011-2020 as the United Nations Decade on Biodiversity (UNDB), and the subsequent United Nations General Assembly resolution 65/161 which established it,

Recalling also decision XI/2, section D, and its calls for action in support of the United Nations Decade on Biodiversity by the Executive Secretary and Parties,

Recalling further decision XI/14 B, paragraph 5, and its specific calls for actions related to indigenous and local communities,

Recalling recommendation XVII/1, paragraph 3 (a), in which the Subsidiary Body on Scientific, Technical and Technological Advice identified the need for better ways to draw on social sciences to motivate choices consistent with the objectives of the Strategic Plan for Biodiversity 2011-2020 and to develop new approaches as key scientific and technical need related to the implementation of the Strategic Plan for Biodiversity 2011-2020,

Taking into account the conclusions of the fourth edition of the Global Biodiversity Outlook with regard to the status of implementation of Aichi Biodiversity Target 1, and the importance of this target as the basis for implementation of many of the other Targets,

Also taking into account the accomplishments and lessons learned from the Decade of Education for Sustainable Development of the United Nations Educational, Scientific and Cultural Organization including the work of Regional Centres of Expertise;

1. *Calls upon* Parties:

(a) To conduct surveys at the level of the general public, as well as for key target groups, on the level of public awareness of biodiversity, its value and the steps that can be taken to conserve and sustainably use it and share the results through the clearing house-mechanism prior to the thirteenth meeting of the Conference of the Parties;

(b) To establish, if they have not already done so, national committees for the United Nations Decade on Biodiversity with the participation of the major stakeholders for the implementation of the Strategic Plan for Biodiversity 2011-2020, with a view to developing outreach and communication strategies that support implementation of the Strategic Plan for Biodiversity 2011-2020, and make reports on related activities available to the Executive Secretary;

(c) On the basis of surveys conducted, and using the national committees, develop and begin implementation of the United Nations Decade on Biodiversity communication strategies that support the implementation of the Strategic Plan for Biodiversity 2011-2020, and in particular the achievement of Aichi Biodiversity Target 1;

(d) Make full use of the International Day for Biological Diversity, celebrated on 22 May of every year, following the themes established by the Executive Secretary to raise awareness of the implementation of the Strategic Plan for Biodiversity 2011-2020;

(e) Work with subnational authorities and their network of partners to achieve Target 1 and to communicate implementation of the goals and targets of the Strategic Plan for Biodiversity 2011-2020;

(f) Ensure coordination with relevant actors in the context of the integration of biodiversity into actions for Education for Sustainable Development (ESD).

2. *Requests* the Executive Secretary, subject to the availability of budgetary resources, to further promote awareness-raising, through the following activities, in particular:

(a) Develop a global communication campaign, to be implemented over the final half of the United Nations Decade, incorporating messaging approaches to be used as a framework for Parties and other partners, and including, as appropriate, strategic partnerships with communications firms, Parties and others;

(b) Commission research and guidance for Parties and stakeholders on behavioural change methodologies and approaches to support communication and awareness-raising for the achievement of the Aichi Biodiversity Targets;

(c) Develop or update toolkits for communication, education and public awareness, ensuring that the tools and approaches listed therein are relevant for the Strategic Plan for Biodiversity 2011-2020 and take into account new research on communication, marketing and social marketing perspectives;

(d) Conduct a series of workshops, in collaboration with representatives of different stakeholder groups and drawing upon behavioural analysis, to develop and apply messaging approaches for the specific target groups in the context of the different Aichi Biodiversity Targets.

3. *Also requests* the Executive Secretary, in carrying out the tasks outlined in paragraph 2 above, to promote the full and effective participation of relevant stakeholder groups, including, inter alia, indigenous and local communities, youth, women, business, and local and subnational authorities, taking into account the particular needs of developing country Parties, in particular the least developed countries and small island developing States, and Parties with economies in transition, and with this in mind, to continue to work in cooperation with established partners and initiatives, including the Commission for Education and Communication (CEC) of the International Union for Conservation of Nature, the World Association of Zoos and Aquariums (WAZA), the United Nations Educational, Scientific and Cultural Organization, other relevant agencies of the United Nations system and others, and to also work with networks involving cities and their associated networks of partners such as natural history museums, botanical gardens, zoos and aquariums, as well as networks of citizen groups that encompass the aforementioned stakeholder groups.
