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Item 13 of the provisional agenda*

Communication, education and public awareness

Progress report on actions towards aligning the programme of work on communication, education and public awareness with the Kunming-Montreal Global Biodiversity Framework and draft global plan of action for education on biodiversity**

Note by the Secretariat

I. Introduction

1. In decision [16/10](#), the Conference of the Parties recognized the importance of aligning the communication, education and public awareness programme of work with the Kunming-Montreal Global Biodiversity Framework. In this context, the Conference of the Parties requested the Executive Secretary: (a) to develop a global plan of action for education on biodiversity, encompassing formal and informal education; (b) to submit a progress report on the implementation of the suggested actions for consideration by the Subsidiary Body on Implementation at a meeting to be held before the seventeenth meeting of the Conference of the Parties; and (c) to keep the topic under review at the eighteenth and nineteenth meetings of the Conference of the Parties. In addition, in the same decision, Parties and relevant organizations were invited to provide resources for communication, education and public awareness activities at all levels and support, including financial support, to the Executive Secretary and to Parties for the continued implementation of the communication strategy.

2. Accordingly, section II of the present note provides a progress report on implementing decision [16/10](#). Section III contains a draft recommendation for consideration by the Subsidiary Body, including wording for a draft decision for consideration by the Conference of the Parties related to advancing work on communication, education and public awareness. A draft global plan of action for education on biodiversity, developed pursuant to decision [16/10](#) and encompassing formal, non-formal and informal education, is contained in the annex to the draft decision.

II. Progress report

A. Background and structure

3. The information provided in the present section covers the period from November 2024 to the end of May 2026.

* CBD/SBI/7/1.

** The present document is being issued without formal editing, with the exception of the draft recommendation in section III.

4. Subsection B presents activities taken by the Secretariat, subsection C provides an overview of actions taken by Parties, and subsection D provides an overview of actions taken by actors other than national Governments.

5. Each subsection is structured largely on the basis of section K of the Framework. The seven actions contained in subparagraphs 22 (a) to (g) of section K have been grouped into three categories: conducting awareness-raising activities (subparagraphs 22 (a) and (b)), fostering whole-of-society engagement and participation (subparagraphs 22 (c) and (d)), and promoting platforms, partnerships and knowledge exchange (subparagraphs 22 (e) to (g)).

B. Actions taken by the Secretariat

1. Conducting awareness-raising activities

6. The Secretariat made concerted efforts to promote awareness-raising across the clearing-house mechanism as well as through its website and social media, as evidenced by a 20% increase of followers on its most active social media networks, LinkedIn and Instagram. These efforts ensured the alignment of its communication products with the Framework, including the promotion of diverse value and knowledge systems and traditional knowledge held by indigenous peoples and local communities. Such products include nearly 50 statements from the Executive Secretary that were published on the website and disseminated on social media covering key observances, including World Health Day, International Mother Earth Day, World Environment Day, World Oceans Day, and International Day for Biological Diversity.¹

7. A centrepiece of the communication strategy laid out in decision [15/14](#) is the International Day for Biological Diversity, which, in 2025, was celebrated under the theme of “Harmony with nature and sustainable development” in order to highlight the linkages between the Sustainable Development Goals and the Framework. The Secretariat coordinated the announcement of the theme, the creation of the logo and the development, production and dissemination of communication assets, including for social media, to raise awareness about the centrality of biodiversity to sustainable development. Those efforts, among others, resulted in 47 statements and messages (video and written) by Parties, including former Presidencies of the Convention of the Parties, and other stakeholders. This collective outreach contributed to generating a global conversation around the importance of the implementation of the Framework and catalysing public actions in support of the Framework, the Convention and its Protocols.

8. In 2026, the theme was “Acting locally for global impact”, which was aligned with the theme and the campaign of the 2026 UN Biodiversity Conference, “Taking action for nature”, and highlighted whole-of-society approaches needed to implement the Framework. The Secretariat produced a similar scope of assets as in 2025, and the campaign saw a record level of outreach, with potentially 641 million viewers reached on social media and websites, 194,000 engagements on social media and more than 18,000 unique mentions of the content. 49 video and written messages were received, including from Presidencies of the Conference of the Parties, the Secretary-General and 33 partner organizations.² Compared with the previous year, the number of celebrations worldwide increased by more than 100%, the number of countries engaged increased by more than 30% and the Secretariat was able to highlight 75% more stories, marking a significant increase in activity and uptake. South Africa held a successful and well-received global flagship event for the Day, which was the first time that a Party was asked to host a flagship event.

9. Further examples of awareness-raising activities can be evidenced in websites created during this period. In addition to the websites for the campaigns for the International Day of Biological Diversity, a new website for the Rio conventions and dedicated websites and pages for Convention meetings were created. Secretariat official meeting sites include general information, registration

¹ Available at www.cbd.int/information/statements.shtml.

² Available at www.cbd.int/biodiversity-day/2026/statements.

links, relevant documents, contact information, information for media and press, communications assets for sharing information on social media and other related resources.

2. Fostering whole-of-society engagement and participation

10. A social media campaign aimed at accelerating understanding and uptake of the 23 targets of the Framework was developed and launched in January 2026. This campaign highlights the importance of the targets and how they can be achieved through whole-of-government and whole-of-society approaches. Case studies are being used to showcase which types of actions have been taken for each of the Framework targets and how the actions contribute to the overall implementation of the Framework. The campaign is being rolled out in collaboration with United Nations entities, civil society organizations and academic institutions and is expected to run up to the 2026 UN Biodiversity Conference.

11. As part of ongoing efforts to expand outreach to the public, media briefings and press conferences were held in a hybrid online format to enhance public participation and increase awareness. Examples include the media briefing on biodiversity and climate change, held jointly with the Belem Desk ahead of the thirtieth session of the Conference of the Parties to the United Nations Framework Convention on Climate Change, on the margins of the twenty-seventh meeting of the Subsidiary Body on Scientific, Technical and Technological Advice and the first meeting of the Subsidiary Body on Article 8(j) and Other Provisions of the Convention on Biological Diversity Related to Indigenous Peoples and Local Communities.

3. Promoting platforms, partnerships and knowledge exchange

12. The Secretariat continued to develop and support platforms to promote knowledge exchange on biodiversity information, including, for example, the strengthening of the flotilla network of biodiversity communicators, which brings together more than 300 communicators from non-governmental organizations, academia, United Nations agencies, and other organizations to exchange information and support campaigns. The Secretariat organized biweekly meetings of the flotilla group, in which each organization was invited to share information on events, meetings, international days, and other relevant updates. The Secretariat also takes part and shares information regularly with the United Nations Communications Group and the communications focal points of the Rio conventions, strengthening these platforms among other information-sharing networks for biodiversity topics.

13. An important example of partnerships is the recent reconstitution of the Informal Advisory Committee on Communication, Education and Public Awareness. This network of experts, representing Parties and observer organizations, held its first meeting in April 2026. The members of the Committee were appointed for a two-year period from 2026 to 2027 and will review, monitor and provide advice to the Secretariat on the implementation of the communication, education and public awareness programme of work, in line with the relevant decisions of the Conference of the Parties.

14. Through these platforms and partnerships for knowledge exchange on biodiversity information, the Secretariat developed communication actions to identify key science and technology developments contributing to better biodiversity outcomes and dedicated communication campaigns promoting those developments.

4. Global plan of action for education on biodiversity

15. Pursuant to subparagraph 6 (a) of decision [16/10](#), the Executive Secretary has drafted a global plan of action for education on biodiversity through a collaborative and participatory process involving consultations with the recently re-established Informal Advisory Committee on Communication, Education and Public Awareness, relevant organizations, indigenous peoples and local communities, and representatives of women and youth, including the Global Youth Biodiversity Network, with the United Nations Educational, Scientific and Cultural Organization playing a leading facilitation role. A total of six meetings took place with this drafting group between

June 2025 and February 2026, to produce the draft plan for review by the Informal Advisory Committee for Communication, Education and Public Awareness at its first online meeting at the end of April 2026. Further inputs were gathered from the Informal Advisory Committee before the Secretariat prepared a final draft for consideration by the Subsidiary Body on Implementation at the present meeting.

16. While the creation of a draft plan is a significant development, the Secretariat is of the view that additional consultations with education experts and responsible persons and among Parties, partners and the Informal Advisory Committee are needed in order to increase understanding and ownership thereof. Accordingly, the Secretariat proposes to consider this draft as a living document, with a view to taking into consideration the results of additional consultations, through further engagement with the Informal Advisory Committee, Parties, indigenous peoples and local communities and relevant stakeholders, building on inputs provided by the Subsidiary Body on Implementation at the present meeting. Progress on this work can be included in the progress report on communication, education and public awareness for the eighteenth meeting of the Conference of the Parties, as mandated in decision [16/10](#).

C. Actions taken by Parties

1. Conducting awareness-raising activities

17. Many of the 51 national biodiversity strategies and action plans reviewed at the sixth meeting of the Subsidiary Body include references to relevant activities, with 22 (43%) containing a communication strategy and action plan or equivalent, and 26 (51%) containing initiatives relating to communication, education and public awareness. Analysis of national targets and seventh national reports further shows that 69% of Parties have set national targets that address the strengthening of communication, awareness-raising and education under Target 21 of the Framework. Based on the self-assessment of progress provided in seventh national reports, 43% of those national targets are reported as on track for achievement.

18. Parties have also developed guidebooks, brochures, information materials, educational books, videos, and games that promote understanding of biodiversity. Several have also recognized the role of indigenous peoples and local communities in the protection and conservation of biodiversity, as well as the importance of sharing biodiversity knowledge across different sectors. They also highlight that strengthening public awareness through education, updated curricula, and the integration of traditional knowledge helps to empower citizens to participate actively in conservation.

2. Fostering whole-of-society engagement and participation

19. Parties have engaged in a number of campaigns related to the Convention on Biological Diversity that deliberately target a wide range of sectors and actors, such as the 2025 and 2026 International Day for Biological Diversity, the Framework campaign, and the International Pollinators Initiative campaign, as well as in events, workshops, and webinars. In their national target submissions, Parties have also highlighted the development of citizen science initiatives and participatory programmes, such as pilot citizen science programmes in schools for biodiversity research and monitoring, aimed at enhancing conservation awareness and education.

3. Promoting platforms, partnerships and knowledge exchange

20. Parties have committed to strengthening their platforms, including websites and clearing-house mechanisms, to facilitate access to information and data, with the aim of supporting knowledge exchange among various stakeholders, such as researchers, practitioners, indigenous peoples and local communities, and policymakers. Many include clear links to the centrally managed Convention website and clearing-house mechanism. In addition, some Parties have also indicated that they will work to develop specific platforms for training specialists and building scientific capacity in environmental and climate-related fields.

21. Parties have explicitly committed to integrating biodiversity education as a key subject at all school levels, along with the development of environmental education policies and strategies, as well as training and educational initiatives targeting youth, educators, and local communities.

D. Actions taken by actors other than national Governments

1. Conducting awareness-raising activities

22. Many initiatives listed in the online reporting tool involve the creation of communication materials, including information kits, visual summaries and online resources that explain endangered species, ecosystem restoration efforts, and the risks associated with biodiversity loss. These materials are often designed to be accessible to non-experts, helping broader audiences understand how biodiversity contributes to human well-being and why urgent action is needed.

23. Several actors are also developing scientific communication tools, such as spatial maps, risk assessments, and biodiversity indicators, which make complex ecological information easier to interpret. These tools help illustrate where biodiversity is most at risk, how ecosystems are changing, and what actions can support recovery.

24. Some commitments reported made reference to actions undertaken to document traditional knowledge, particularly from indigenous peoples and local communities. This includes recognizing cultural relationships with ecosystems, showcasing community-based stewardship practices, and integrating indigenous knowledge into awareness activities.

2. Fostering whole-of-society engagement and participation

25. A number of commitments reported focused on actions taken to involve diverse groups in biodiversity action. These include initiatives that promote the engagement and collaboration with indigenous peoples and local communities, youth, and civil society organizations to support their participation in conservation initiatives, monitoring activities, and policy processes.

26. Several commitments reported the importance of engaging the private sector, both through regulatory frameworks and through tools to enhance the understanding of the private sector of its biodiversity impacts and dependencies. This includes working with value-chain actors, producer organizations, and financial institutions to promote nature-positive practices and reduce environmental harm.

27. Information received highlighted that actors are supporting youth-led initiatives, mentorship programmes, and opportunities for young people to participate in national biodiversity processes, such as the implementation of national biodiversity strategies and action plans.

3. Promoting platforms, partnerships and knowledge exchange

28. Some of the commitments reported made reference to the development of platforms and partnerships that facilitate knowledge exchange, collaboration, and adaptive learning. These include digital platforms that compile biodiversity data, monitoring tools and decision-support resources, which enable users to access scientific information and apply it in conservation planning or policy development, including in conflict-sensitive areas.

29. Some other commitments reported also demonstrate that efforts were made towards promoting the integration of biodiversity into education systems, including formal, non-formal, and informal learning. This involves promoting biodiversity-related curricula, supporting environmental education programmes, and encouraging values and behaviours aligned with living in harmony with nature.

III. Recommendation

30. The Subsidiary Body may wish to adopt a recommendation along the following lines:

The Subsidiary Body on Implementation

Recommends that, at its seventeenth meeting, the Conference of the Parties adopt a decision³ along the following lines:

The Conference of the Parties,

Recalling its decision [16/10](#) of 1 November 2024,

1. *Takes note* of the progress report on the implementation of the suggested actions to align the programme of work on communication, education and public awareness for the Convention on Biological Diversity⁴ with the Kunming-Montreal Global Biodiversity Framework,⁵ as provided in document CBD/SBI/7/13;

2. *Reiterates* its request to the Executive Secretary to keep the implementation of the suggested actions under review at its eighteenth and nineteenth meetings;

3. *Endorses* the global plan of action for education on biodiversity contained in the annex to the present decision, noting that it is a living document that will be further developed;

4. *Urges* Parties to provide inputs for the further development of the global plan of action, as well as necessary technical and financial support for its uptake and implementation, and to continue to make efforts to consider biodiversity in their national educational plans;

5. *Requests* the Executive Secretary, in consultation with the Informal Advisory Committee on Communication, Education and Public Awareness, to gather and incorporate additional inputs from Parties, indigenous peoples and local communities and relevant stakeholders in order to strengthen the global plan of action;

6. *Also requests* the Executive Secretary to keep abreast of developments in other relevant processes, with a view to encouraging synergies in the development and promotion of communication, education and public awareness plans;

7. *Further requests* the Executive Secretary to report on the implementation of the global plan of action at the eighteenth and nineteenth meetings of the Conference of the Parties, in line with subparagraph 6 (c) of decision 16/10.

Annex

Global plan of action for education on biodiversity

I. Background and context

1. Pursuant to the request contained in decision [16/10](#) of the Conference of the Parties to the Convention on Biological Diversity,⁶ the Executive Secretary prepared the global plan of action for education on biodiversity through a collaborative and participatory process involving consultations with Parties, observers, relevant organizations, indigenous peoples and local communities, and women and youth representatives, including the Global Youth Biodiversity Network. The United Nations Educational, Scientific and Cultural Organization played a leading role in facilitating consultations and technical inputs, consistent with its mandate on education.

³ The estimated extrabudgetary resource requirements for the activities outlined in the draft decision are shown in the annex to the present document.

⁴ United Nations, *Treaty Series*, vol. 1760, No. 30619.

⁵ Decision [15/4](#), annex.

⁶ United Nations, *Treaty Series*, vol. 1760, No. 30619.

2. The global plan is intended to strengthen knowledge, values, behavioural change and collective action consistent with the 2050 vision of the Kunming-Montreal Global Biodiversity Framework⁷ of living in harmony with nature.

3. Inputs provided through consultations, including through the Informal Advisory Committee on Communication, Education and Public Awareness, have informed the structure, expected outcomes, priority areas and indicative actions of the global plan.

II. Purpose

4. The purpose of the global plan is to support the effective implementation of the Framework, including the actions related to communication, education, awareness and uptake contained in section K of the Framework, by strengthening education on biodiversity as a strategic enabling condition for transformative change.

5. The global plan provides a flexible framework with interconnected outcomes to advance education on biodiversity through formal, non-formal and informal learning, in support of the 2050 vision of living in harmony with nature. It is aimed at enabling informed decision-making, behavioural change and collective action by strengthening knowledge, values, skills and the relevance of biodiversity to people's daily life.

6. The global plan covers the period up to 2030, coinciding with the time frame of the targets of the Framework. Its implementation is to be reviewed at the eighteenth and nineteenth meetings of the Conference of the Parties.

7. The global plan is intended to support Parties, indigenous peoples and local communities, women and youth, and other relevant stakeholders and actors in advancing education on biodiversity-related actions through voluntary, nationally driven implementation. It may also inform related educational efforts, including those addressing climate change and sustainable development, while maintaining its primary focus under the Convention.

8. The implementation of the global plan should be adapted to diverse national contexts, circumstances and priorities and carried out through approaches that are specific to national educational systems, capacities and implementation pathways.

III. Guiding principles for implementation

9. The implementation of the global plan is to be guided by the following principles, which are aligned with the Convention and the Framework and support coherent, voluntary and nationally driven implementation across diverse contexts:

(a) Education on biodiversity, including strengthening biodiversity literacy, decision-making capacity and leadership in government, business, finance and society, enables transformative change and underpins the achievement of the goals and targets of the Framework and the 2050 vision of living in harmony with nature;

(b) Education on biodiversity is lifelong, takes place in formal, non-formal and informal contexts and involves a wide range of actors and locations, including institutions, sectors, communities and social spaces, in line with a whole-of-society approach;

(c) Approaches to education on biodiversity should be pluralistic, holistic and equitable, recognize and integrate diverse knowledge systems and world views, including those of indigenous peoples and local communities, and promote co-creation, intercultural learning and intergenerational knowledge exchange;

(d) Actions to advance education on biodiversity should be context-specific, inclusive and adaptive and reflect national priorities, educational systems, institutional

⁷ Decision [15/4](#), annex.

arrangements and diverse cultural, social, economic and ecological settings, including at the local, national and regional levels;

(e) Education on biodiversity should be grounded in empirical and place-based learning in order to foster direct engagement with natural, cultural and living environments, thereby strengthening connections between human beings and nature, as well as stewardship and responsibility;

(f) Actions to advance education on biodiversity should foster partnerships and collaboration among Parties, indigenous peoples and local communities, women and youth, the private sector and other relevant stakeholders and actors, in support of collective action;

(g) Implementation of the global plan should be gender-responsive, consistent with decision [15/11](#) and Target 23 of the Framework.

IV. Results framework

10. The results framework for the global plan comprises three interrelated expected outcomes that are supported by five priority areas for action and three cross-cutting enabling conditions for implementation, as shown in the figure below. Together, those elements form an integrated framework in which individual learning, educator and system capacity, and the broader enabling conditions required for sustained implementation are connected.

Results framework for the global plan of action for education on biodiversity

Expected outcomes				
1. Strengthened understanding of and connection with biodiversity		2. Strengthened educator and system capacity		3. Strengthened enabling conditions for implementation
Priority areas for action				
Fostering human-nature connectedness	Pluralistic, holistic and equitable education	Capacity-building for educators and learning systems	Enhancing coordination, platforms and knowledge exchange	Embedding education in policy and curriculum frameworks
Cross-cutting enabling conditions for implementation				
Lifelong, life-wide and life-deep learning		Whole-of-society engagement		Sustainable financing and incentives

11. The three cross-cutting enabling conditions support the implementation of actions under the priority areas and the achievement of the expected outcomes by strengthening the institutional, social and learning environments necessary for sustained progress. The enabling conditions relate to the broader systemic and societal foundations required to support implementation at scale and over time. They address lifelong, life-wide and life-deep learning; whole-of-society engagement; and sustainable financing and incentives.

12. The expected outcomes reflect the understanding that transformative change requires action across multiple dimensions, including relationships between people and biodiversity, the capacity of educators and learning systems to support learners across diverse contexts and the broader institutional, policy and financing conditions necessary to ensuring coherence, scale and long-term impact. The outcomes are mutually reinforcing and are not intended to be pursued in isolation.

13. Expected outcome 1, on strengthened understanding of and connection with biodiversity, follows from the recognition of the ability of education on biodiversity to strengthen knowledge, values and skills, as well as emotional and cultural relationships with

biodiversity, including through diverse knowledge systems and the knowledge of indigenous peoples and local communities. The aim is to help learners and communities to understand the relevance of biodiversity to their lives and to act in ways that contribute to sustaining biodiversity.

14. Expected outcome 2, on strengthened educator and system capacity, follows from the recognition that education on biodiversity requires both strengthened educator capacity and more coherent, system-wide approaches. The aim is to support the development of educators, including teachers, trainers, civil society educators, community knowledge holders, nature guides and other learning facilitators, while strengthening the institutions, platforms and learning systems for biodiversity education in order to reach learners in diverse settings.

15. Expected outcome 3, on strengthened enabling conditions for implementation, follows from the recognition that lasting impact depends on institutional arrangements, policy coherence and sustained resourcing that extend beyond individual programmes and political cycles. Achieving the outcome and the consistent and effective contribution of biodiversity education to biodiversity-related goals will require the enabling conditions to be strengthened across national contexts.

V. Priority areas for action: objectives and indicative actions

16. Objectives and indicative actions for each of the priority areas and cross-cutting enabling conditions provide pathways for implementing the global plan in support of the Framework.

17. Tables 1 to 4 below contain the objectives, indicative actions, possible deliverables and indicative actors associated with each priority area and cross-cutting enabling condition. The priority areas are organized under the three expected outcomes described above. The indicative actions are intended to support voluntary and nationally driven implementation consistent with national priorities and capacities. Their implementation may also contribute to adaptive learning, monitoring and knowledge exchange over time.

Table 1

Expected outcome 1: priority areas for action, objectives, indicative actions, possible deliverables and relevant stakeholders

<i>Priority area</i>	<i>Objective</i>	<i>Indicative actions</i>	<i>Possible deliverables</i>	<i>Indicative actors</i>
Fostering human-nature connectedness	To strengthen lifelong human-nature connectedness	• Expand experiential, outdoor and place-based learning across formal, non-formal and informal contexts • Support early childhood, family-based and intergenerational learning • Promote cultural, artistic and storytelling approaches that foster emotional connections with biodiversity and nature	Non-prescriptive guidance, illustrative case studies, community-based initiatives and learning resources, and examples of approaches that support behavioural change	Parties, indigenous peoples and local communities, women and youth, education authorities, civil society, the private sector, scientists and relevant organizations
Pluralistic, holistic and equitable education	To promote pluralistic, holistic and equitable approaches to education on biodiversity, including through gender-responsive implementation	• Integrate scientific knowledge with diverse knowledge systems, including those of indigenous peoples and local communities • Promote systems thinking that addresses links among biodiversity, climate, health and sustainable development • Support culturally relevant and context-specific learning approaches	Co-created learning resources, interdisciplinary and cross-sectoral learning modules, learning materials in indigenous and local languages, localized learning materials and examples of good practice	Parties, educational institutions, indigenous peoples and local communities, women and youth

Table 2

Expected outcome 2: priority areas for action, objectives, indicative actions, possible deliverables and relevant stakeholders

<i>Priority area</i>	<i>Objectives</i>	<i>Indicative actions</i>	<i>Possible deliverables</i>	<i>Indicative actors</i>
Capacity-building for educators and learning systems	To strengthen the capacity of educators and learning systems to support education on biodiversity	• Support pre-service and in-service professional development • Facilitate the creation and strengthening of communities of practice and peer-learning networks • Improve access to tools and resources for educators across learning contexts	Voluntary training opportunities, educator toolkits, and peer-learning networks and exchanges	Parties, teacher education institutions, civil society, including indigenous peoples and local communities, women and youth, and relevant organizations
	To strengthen the institutional integration of education on biodiversity within governance, standards and quality assurance frameworks	• Integrate biodiversity into teacher competency standards and accreditation processes • Align the objectives of education on biodiversity with curriculum review cycles and assessment frameworks • Incorporate education on biodiversity into institutional development plans	Illustrative competency frameworks, curriculum review references, and institutional self-assessment tools and guidance	Parties, educational authorities, accreditation bodies, indigenous peoples and local communities, and women and youth

Table 3

Expected outcome 3: priority areas for action, objectives, indicative actions, possible deliverables and relevant stakeholders

<i>Priority area</i>	<i>Objective</i>	<i>Indicative actions</i>	<i>Possible deliverables</i>	<i>Indicative actors</i>
Enhancing coordination, platforms and knowledge exchange	To strengthen coordination, collaboration and knowledge exchange across actors and systems	• Strengthen national and regional platforms for education on biodiversity • Facilitate the exchange of resources, knowledge and experiences • Support coordination among relevant actors and initiatives	Voluntary platforms or coordination mechanisms, shared repositories and knowledge exchange events	Parties, the Secretariat of the Convention, indigenous peoples and local communities, women and youth, and relevant organizations
Embedding education in policy and curriculum frameworks	To embed education on biodiversity within policy, planning and curriculum frameworks	• Integrate biodiversity into education policies, curricula and standards • Promote coherence between education and biodiversity-related policies and strategies • Align education with national biodiversity priorities and whole-of-government approaches	Illustrative policy guidance, curriculum references and examples of alignment with global initiatives	Parties, educational authorities, indigenous peoples and local communities, and women and youth

Table 4

Cross-cutting enabling conditions: objectives, indicative actions, possible deliverables and relevant stakeholders

<i>Cross-cutting enabling condition</i>	<i>Objective</i>	<i>Indicative actions</i>	<i>Possible deliverables</i>	<i>Indicative actors</i>
Lifelong, life-wide and life-deep learning	To promote continuous lifelong learning across formal, non-formal and informal contexts	• Support learning across early childhood, youth, adult and professional education • Promote intergenerational and community-based learning • Strengthen continuity across learning pathways	Age-appropriate learning outcomes, awareness initiatives and voluntary learning pathways	Parties, indigenous peoples and local communities, women and youth, civil society and education providers
Whole-of-society engagement	To foster inclusive engagement across sectors and stakeholders	• Engage indigenous peoples and local communities, women, young people, families, media and private sector • Strengthen partnerships and collaboration • Support public engagement and cross-sector participation	Partnership initiatives, and outreach and awareness programmes	Parties, indigenous peoples and local communities, women and youth, the private sector and civil society
Sustainable financing and incentives	To support sustainable, accessible and predictable financing for education on biodiversity	• Promote integration of education on biodiversity into national financing and budgeting processes • Support equitable access to funding for indigenous peoples and local communities, women and youth • Encourage alignment of incentives with biodiversity objectives	Illustrative financing approaches, resource mobilization examples and public-private partnerships	Parties, donors, indigenous peoples and local communities, and women and youth

VI. Monitoring, evaluation and reporting

31. Monitoring, evaluation and reporting can be strengthened at the international level by inviting Parties to provide information in their national communications, where possible, and in other reports on activities and policies involving the implementation of the global plan. Such information could cover accomplishments, lessons learned, experience and challenges and opportunities. The priority areas for action, objectives and indicative actions provide a useful guide for that purpose.

32. In addition, entities of the United Nations system, other intergovernmental organizations and other non-Party stakeholders could be invited to submit information to the Secretariat on the implementation of the global plan at all levels.

33. At the national level, Parties are encouraged to share with the public and all stakeholders the findings contained in their national communications and national biodiversity strategies and action plans or domestic programmes on biodiversity regarding the implementation of the global plan, using such tools as social media to reach and engage multiple stakeholders, as appropriate. Parties are also encouraged to involve non-Party stakeholders more closely in monitoring, evaluating and reporting on activities carried out under the global plan.

Annex

Estimated extrabudgetary resource requirements

The table below has been prepared to show the estimated extrabudgetary resource requirements for the activities requested of the Secretariat, as outlined in the draft decision, in support of its consideration. The present annex is not part of the draft decision submitted for consideration by the Subsidiary Body.

Extrabudgetary resource requirements

(United States dollars)

<i>OP</i>	<i>Activity</i>	<i>Meeting costs^a</i>	<i>Staff travel</i>	<i>Staff costs^b</i>	<i>Subtotal</i>	<i>PSC (13 per cent)</i>	<i>Total</i>
5	Convene a consultation meeting of the Informal Advisory Committee on Communication, Education and Public Awareness to gather and incorporate additional inputs to strengthen the global plan of action for education on biodiversity	85 000	15 000	100 000	200 000	26 000	226 000
6	Facilitate interactions and exchanges of information among experts in biodiversity and in education, including at meetings under the Convention and of relevant organizations	80 000	20 000	100 000	200 000	26 000	226 000
Total					400 000	52 000	452 000

Abbreviations: OP, operative paragraph of the draft decision; PSC, programme support costs.

^a Including participants' travel.

^b Consultants, partners and additional staff.