



Information Note: Building Momentum for a Global Plan of Action on Education for Biodiversity

Information Note prepared by the IUCN Commission on Education and Communication (CEC), UNESCO, WWF, and Members of the IUCN Task Force on Nature-based Education
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BACKGROUND

Along with the activities of [Education Day \(October 23, 2024\) at the KM-GBF Pavilion](#), led by United Nations Educational, Scientific and Cultural Organization (UNESCO), the CBD Secretariat, and the International Union for Conservation of Nature (IUCN) Commission on Education and Communication (CEC), **this Note aims to support negotiators in successful advocacy to align their Parties' own NBSAPs and the CBD programme of work on t**



contribute to the development of [informal education], including goals, activities, timelines, indicative resource requirements and possible partners], in order to support the transformative changes needed to implement the Framework]. It is recommended that this global plan of action build on and support other frameworks so as to reduce duplication of effort, enable synergies and support collaboration. These frameworks include, for example: [UNESCO's Education for Sustainable Development](#), [UNFCCC Action for Climate Empowerment](#) (Article 6 of the Convention and Article 12 of the Paris Agreement), [UN Decade on Ecosystem Restoration's Education Challenge 6.1](#), and more.

CO-DESIGNING A GLOBAL PLAN OF ACTION ON EDUCATION FOR BIODIVERSITY

Once the COP decision on [Communication, education and public awareness](#) is adopted, UNESCO, the Intergovernmental Science-Policy Platform on Biodiversity and Ecosystem Services and IUCN will convene stakeholders to develop a global plan of action for education on biodiversity. **The global plan of action would set a common vision for 2030 in which people of all ages, abilities, and backgrounds are engaged, skilled, empowered, resourced, and mobilised to contribute to the successful implementation of the KM-GBF to “halt and reverse biodiversity loss by 2030.”** This will require a concerted and collaborative effort of governments, Indigenous communities, educational institutions (formal and non-formal), and communities, to ensure that learners are not only aware of the critical state