

# Islands of the Future

## Building resilience in a changing world



United Nations  
Educational, Scientific and  
Cultural Organization

# UNESCO's Intersectoral Platform for Small Island Developing States

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# Taking Stock, Looking Forward

Twenty years down the road from the *Barbados Programme of Action* (BPoA) and ten years after the *Mauritius Strategy*, Small Island Developing States (SIDS) are taking stock and looking forward.

Over the years, SIDS have made significant advances towards sustainable island living. But faced with a future whose only certainty is change, they continue to have before them many challenges – some intrinsic and timeless, others extrinsic and new. This said, small island societies have a record of thriving in challenging times. Their long histories are characterized by innovative approaches, societal mobilization and adaptation rooted in tradition and continuity.

Contributing towards a new vision and commitment for small islands, UNESCO action in support of its 47 Member States and Associate Members is anchored in its mandated fields of education, basic and natural sciences, social and human sciences, culture, communication and information. The overriding goals are to build capacities and networks; promote problem-solving actions; mobilize key actors and constituencies; and generate momentum and impact that are culturally-sensitive and scientifically-sound. Addressing this challenge calls for meaningful collaboration between societal and institutional sectors (intersectoral collaboration), among islands and regions (intra- and inter-regional cooperation) and across generations (intergenerational solidarity).

Together with governments, civil society, regional bodies and other international actors, UNESCO continues its efforts to ensure the effective implementation of the BPoA and the *Mauritius Strategy* in a multidisciplinary and participatory manner. The Organization will actively engage in follow-up to the Third International Conference on SIDS in Samoa in 2014, while contributing to the elaboration of the post-2015 Goals.

Building on the achievements of its dedicated SIDS intersectoral platform, UNESCO will keep SIDS at the center of its agenda in the forthcoming Medium-term Strategy for the period 2014 to 2021, as one of the Organization's Overarching Objectives (alongside Youth, Least Developed Countries, Countries in Transition and Indigenous Peoples).

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# Promoting Quality Education in Islands



**With many SIDS having achieved Education for All as we approach 2015, UNESCO Member States are increasingly concerned with the quality of education. More and more countries, as well as development partners, have started to focus on the idea of Learning for All, as opposed to Education for All.**

**In addition to promoting quality teaching at all levels of education, UNESCO is assisting countries in building their capacity for policy-making, planning, monitoring and evaluation.**

## Assessing progress towards Education for All

Since 2002, UNESCO has been monitoring progress towards achieving the Millennium Development Goal of Education for All by 2015, via regular editions of its *Education for All Global Monitoring Report*, which contains data from the UNESCO Institute for Statistics.

Although most SIDS have now achieved Education for All (see table p.10), access to education still poses a challenge in the South Pacific, where islands within the same country can be separated by hundreds of kilometres. In remote areas and among people with a low income, access poses a particular problem for preschoolers, children with disabilities, secondary school pupils and those studying vocational education. All but Papua New Guinea and the Solomon Islands have achieved gender parity in basic education.

In some SIDS, the net primary enrolment rate is still below 90%, including in Antigua and Barbuda, Comoros, Dominican Republic, Grenada, Samoa and the Solomon Islands. Timor-Leste deserves special mention, as primary enrollment has climbed from 67% in 2005 to 90% in just six years (see table p.10).

A plan of action was prepared for the Caribbean by a regional technical advisory group as part of preparations for the World Education Conference in Dakar in 2000. To determine the sub-region's needs, an assessment was prepared which included 14 case studies. This assessment served as a catalyst for the development of an *Education for All in the Caribbean: Plan of Action 2000–2015*, with specified goals and targets.

## Improving teaching in the Pacific

UNESCO's priorities for improving basic education in the Pacific reflect those of the Pacific Education Development Framework for 2009–2015, adopted by the Pacific Heads of Education Systems and the Pacific Islands Forum Education Ministers' Meetings. *The Pacific Professional Standards for School Principals* were approved by the latter in 2012. They had been prepared by UNESCO and the Secretariat of the Pacific Board for Educational Assessment, part of the Secretariat of the Pacific Community (SPC), in collaboration with Pacific island countries. They are currently being adapted to meet national needs in Kiribati, Tuvalu and Vanuatu with technical and financial support from UNESCO.

Since 2006, about 400 teachers, principals, teacher trainers and education planners have benefitted from capacity-building workshops run by UNESCO on education planning, monitoring, evaluation and statistics. These have taken place in the Cook Islands, the Federated States of Micronesia, Kiribati, the Marshall Islands, Nauru, Palau, Papua New Guinea, the Solomon Islands, Tonga, Tuvalu and Vanuatu. Materials from the competency modules developed by UNESCO with partners are being progressively incorporated into teacher training and in-service programmes in the region using Japanese Funds in Trust.

In 2012, UNESCO supported the Pacific Islands Literacy and Numeracy Assessment for children in years four and six from 14 SIDS, in order to establish regional benchmarks for literacy and numeracy. Regional and country reports on the findings were published in 2013. UNESCO has provided similar support for assessing and monitoring adult literacy levels in several provinces of Papua New Guinea. Partners include the Secretariat of the Pacific Board for Educational Assessment and AusAID.

## Giving Samoan children a say in their future

With Samoa hosting the International Conference on Small Island Developing States in 2014, the Samoan community considers it important to build awareness of the *Barbados Programme of Action* and other ways in which the UN is supporting small islands.

In partnership with Vaiala Beach Primary School in Apia, UNESCO is running a school-based pilot on the *My World, My SIDS* initiative and a mini-UN conference on SIDS to increase awareness among schoolchildren of the post-2015 sustainable development goals.

The pilot will be used to design a series of school-based activities on SIDS and the sustainable development goals during 2014. It will also provide opportunities for Samoan schoolchildren to be involved in the Third International Conference on SIDS (see also p.32).

## Removing barriers to quality sexuality education in the Pacific

UNESCO organized a regional consultation in Fiji in May 2011 at a workshop on HIV and AIDS Education and Reproductive Health Education, in collaboration with the Secretariat of the Pacific Community, UNAIDS and UNFPA. As a result of this workshop, UNESCO and its partners commissioned an attitudinal survey in Nauru, Niue, Palau and Samoa. The findings of this survey, released in 2013, contradict the view that schools are not the place to talk about HIV and AIDS, sexually transmitted infections and communicable diseases. Rather, they show overwhelmingly that students, parents and teachers alike think that sexual and reproductive health should be part of the school curriculum. Many teachers however feel ill-equipped to teach this topic.

In 2009, UNESCO established an antenna office at the Department of Education in Papua New Guinea to support the country's literacy and HIV education programmes.

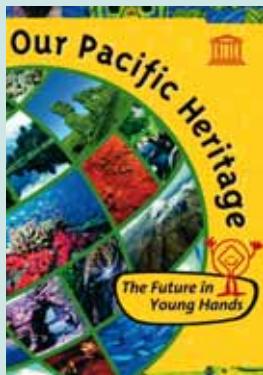
## Research on school experiences of children affected by HIV

In 2009 and 2010, UNESCO supported research by the University of the West Indies on the effects of HIV- and AIDS-related stigma and discrimination on children's performance and experience at school in two Caribbean countries (St Lucia and Guyana). The impact of stigma on children in formal education settings had not previously been examined in the Caribbean. The findings are expected to guide education policies and practices regarding children living with, or otherwise affected by, HIV across the region.

# Promoting education for sustainable development in the Caribbean

UNESCO is lead agency for the Decade of Education for Sustainable Development (2005–2014). In June 2008, UNESCO gathered 28 representatives from various Caribbean countries in Kingston, Jamaica, to discuss challenges and share success stories regarding implementation of education for sustainable development in their region. Participating countries recommended that the post-2014 programmatic framework pay special attention to climate change education, teacher education and the non-formal education of youth and adults. They also recommended partnering with the media to build awareness of the importance of education for sustainable development.

## Placing the future of Pacific heritage in young hands



In 2004, the New Zealand National Commission for UNESCO published a World Heritage Education Kit, *Our Pacific Heritage: the Future in Young Hands*.

To expand the Pacific content and the concept of heritage to include both tangible and intangible aspects of heritage, UNESCO has helped to

develop a number of additional modules for the kit.

The first unit concerns the Chief Roi Mata's Domain in Vanuatu, which incorporates aspects of both tangible and intangible heritage. A listed World Heritage property since 2008, the site has archaeological value as the resting place of Chief Roi Mata and his retinue. It also sports cave paintings and unusual geological formations. The site also reflects cultural values, through Roi Mata's role in uniting the tribal groups of Vanuatu under a peaceful system of governance.

The kit has been tested in schools in Vanuatu and is currently being further developed for integration into the new national curriculum.

## Teaching children traditional Pacific navigation

Indigenous knowledge is also a focus of education for sustainable development. *The Canoe Is the People* is an interactive educational resource, developed by UNESCO in 2005 to honour islander knowledge of the oceans and navigation. The resource is available in English and New Zealand Maori at [www.canoeisthepeople.org](http://www.canoeisthepeople.org).

Pacific countries have since adapted this material to suit their needs. The Fijian Voyaging Society has developed a database of navigational terminology and star maps in the various dialects of Fijian and Rotuman, a Polynesian language from an outlying Fijian island. In the Cook Islands, the Ministry of Education is revising an educational resource pack to accompany classroom use of

## Promoting education for sustainable development in the Pacific

A coordinating mechanism for implementing education for sustainable development in the Pacific was endorsed by the Pacific Education Ministers Meeting in Nadi, Fiji, in September 2006. This framework puts the '*think global, act local*' adage into practice by translating the international vision into focused priority areas and objectives for action at local, national and regional levels in the Pacific.

Niue, for instance, is focusing on the integration of Niuean culture and language in the national curriculum. As a micro-state with a population of less than 2,000, Niue's schools utilize the New Zealand school curriculum.

With climate change already impacting daily lives on the low-lying atolls of Kiribati and Tuvalu, these countries have chosen to focus on integrating climate change and disaster risk reduction into their education system at all levels.



the interactive resource. Meanwhile, the Samoan Voyaging Society has started a schools outreach programme. Members visit schools and talk about their ocean voyages; they also offer schoolchildren an opportunity to sail on Samoa's traditional vessel, or *vaka*, the *Gaualofo*.

Tonga is developing an annual programme with a focus on key issues related to sustainable development. Each week will be devoted to a specific theme. For example, during the week focusing on non-communicable diseases, pupils will be encouraged to bring only healthy foods to school, play sport and learn more about nutrition. This programme is currently being piloted in five schools in the Nukualofa area.

## Integrating climate change into education for sustainable development

Launched in 2009, UNESCO's Climate Change Education for Sustainable Development programme helps Member States strengthen their educational response to climate change in Africa and SIDS, in particular. The programme facilitates dialogue through regional and international expert meetings, develops national programmes in pilot countries and provides technical guidance. It also develops teaching and learning resources and acts as a clearing house for information and resources on climate change education.

National programmes are currently being implemented in the Dominican Republic (see box below), Guyana, Mauritius and Tuvalu. These country-level programmes are working with policy-makers, curriculum developers and educators. In the first phase of implementation, a national survey on the status of climate change education has been conducted. Its findings will inform the establishment of a Team of National Partners, capacity-building of key education personnel and the development of a national strategy.

## Developing regional cooperation to strengthen climate change education

UNESCO ran a regional workshop in Jamaica in May 2013, in collaboration with the University of the West Indies (UWI), to help teacher education institutions in the region incorporate climate change in teacher training on sustainable development. At the workshop, the Caribbean Network of Teacher Educators for Sustainability was relaunched as a strand within the Mainstreaming Environment and Sustainability in the Caribbean Universities network.

The UNESCO global experts meeting on Climate Change Education for Sustainable Development and Adaptation in SIDS was held in Nassau, the Bahamas, in September 2011. This meeting gathered around 100 experts, primarily from SIDS in the Caribbean and the Pacific and Indian Oceans. The group called for education policies and programmes in SIDS to 'take into account the interdisciplinary nature of climate change education for sustainable development; to link local and global perspectives; to involve learners and communities in the planning and design of educational programmes and to learn from local and indigenous knowledge and respect other systems of knowledge and values.'



### Training teachers in climate change education in the Dominican Republic

More than 400 primary and secondary teachers received training between March and September 2013. They learned new methodologies for helping young people understand the causes and consequences of climate change and the need for attitudes and behaviour patterns to change, in order to facilitate mitigation of, and adaptation to, climate change. The teachers used UNESCO course materials which had been translated into Spanish and adapted to the Dominican context.

The training was part of a project coordinated by the National Council for Climate Change and the Clean Development Mechanism, in partnership with the Ministry of Education and the National Teacher Training Institute (INAFOCAM). UNITAR and UNESCO are providing technical assistance and financial resources. INAFOCAM will be pursuing the training in other provinces into 2014.

The project is part of the National Climate Change Learning Strategy, which is in turn directly linked to the National Development Strategy (Vision 2030) and other policy instruments which promote a new model of low greenhouse gas emissions and climate resilience. The vision is that, by 2030, Dominican society 'has an education system and implements public policies that generate institutional capacities and human resources to address the challenges of climate change adaptation and mitigation.'

## Using ocean science to teach children about climate change

Scientific Educational Resources and Experience Associated with the Deployment of Argo profiling floats in the South Pacific Ocean (SEREAD) is an educational programme that adapts data from these floats to the existing curricula of Pacific island schools. There are currently 3000 Argo floats patrolling the planet's oceans. These floats record ocean temperature, salinity and changes in ocean heat content; they are thus a vital tool for monitoring climate change.

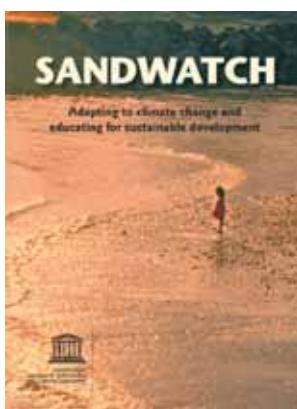
SEREAD teaches basic scientific fundamentals in a hands-on approach, using examples that build on Pacific pupils' everyday observations and experiences. So far, SEREAD has developed three out of four units for inclusion in primary and secondary school curricula: What is Weather? (for lower primary schools), What is Climate? (for upper primary schools) and Oceans Rising,

a unit on sea-level rise for lower secondary schools. The fourth unit will focus on climate change. Topics will include the role of the oceans in the climate system and ocean-related hazards: storm surges, tsunamis, the reasons for the intensification of tropical cyclones, etc.

Experts from within and beyond the Pacific sit on the SEREAD Steering Committee, including experts from the UNESCO-IOC, Scripps Institute and the Applied Geoscience and Technology Division of the Secretariat of the Pacific Community (SOPAC).

SEREAD is being introduced into the Pacific Island school systems through cooperative arrangements with the local Ministries of Education. By 2011, SEREAD teacher training workshops had been run in the Cook Islands, Samoa and Tonga.

For details: [www.argo.ucsd.edu/SEREAD.html](http://www.argo.ucsd.edu/SEREAD.html)



## Fostering education for sustainable development through Sandwatch

### A primary school in the Bahamas stands by its beach

Since 2004, pupils at Hope Town Primary school in the Bahamas have been monitoring and protecting their beach with their teacher within the school's Sandwatch programme.

In 2005, the beach was badly damaged by several devastating hurricanes. The government used heavy equipment to scrape sand from the sea floor to restore the sand dunes on the beach. Assisted by the community, Hope Town Primary Sandwatchers worked tirelessly to plant the newly-constructed dunes with 'sea oats', a hardy dune grass.

In 2011, the area was again impacted by a hurricane but this time the dune stood firm, thanks to the roots of the sea oats, which did their job by holding the sand in place.

Sandwatch was launched in the Caribbean in 2001 during a UNESCO workshop on environmental education. The programme is spearheaded by UNESCO and the Sandwatch Foundation, and supported by various partners, including the Government of Denmark. In the past decade, it has spread to more than 30 countries worldwide. It has grown into a volunteer network of children, youth and adults who work together to monitor and analyse changes in their beach environment using a standardized approach, scientific method and low-cost equipment. For example, Sandwatch groups may monitor erosion and accretion, water quality or beach rubbish. They share their findings with the wider community and act to protect their beach environment and build resilience to climate change (see adjacent box). Sandwatch data have the

potential to inform global scientific and decision making processes. To this end, Sandwatchers have now started entering data from these field-based observations into the global Sandwatch database launched in March 2013.

Kiribati joined the Sandwatch programme in 2012. It is currently integrating Sandwatch into the national primary school curriculum and adapting the Sandwatch training manual for use in remote island schools. In 2013, UNESCO extended Sandwatch into Timor-Leste, where two schools are involved in monitoring beaches in the Liquica District. Pupils are also studying their region's local and indigenous knowledge in relation to coastal management and climate change adaptation.

The topic of climate change was added to the Sandwatch training manual in 2010. The manual is available in English, French, Spanish and

Portuguese. The manual is now complemented by tutorial videos that show step-by-step how to monitor, analyse, share data and take action. These videos, launched in November 2013, can be downloaded on the dedicated YouTube channel entitled Sandwatch Training Videos.

In 2013, UNESCO developed a training course on *Climate Change Inside and Outside the Classroom*, in collaboration with Rhodes University and the Sandwatch Foundation. The course targets teachers, teacher trainers and community educators, combining theory in the classroom with outdoor exercises. The first in a series of training workshops took place in Grahamstown, South Africa, in October 2013, for East and Southern Africa. The second workshop, in Cape Verde, Praia, in November 2013, involved participants from Western Africa. These two courses will be repeated in the Pacific and Caribbean regions in 2014.

## Supporting vocational education in the Caribbean

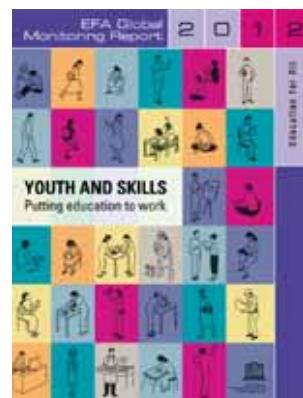
UNESCO addresses the challenges of giving graduates the requisite skills for the SIDS labour market, by strengthening technical and vocational education and training within its UNEVOC programme. Projects target mainly the significant percentage of out-of-school youth, with the aim of giving them the skills to contribute to the development of their society.

In September 2011, UNESCO and the International Labour Organization (ILO) ran a training workshop in Bridgetown, Barbados, on promoting effective skills, policies and systems in relation to technical and vocational education and training. The workshop was attended by representatives from all members of the Organisation of Eastern Caribbean States. Since the workshop, Belize, Guyana and Jamaica have completed their national policies and, in many other Caribbean countries, this work is under way.

The *Montego Bay Declaration* was adopted by the Caribbean Regional Conference on Technical and Vocational Education and Training in March 2012, which was organized by UNESCO and the UWI School of Education,

the Caribbean Development Bank and ILO. The *Montego Bay Declaration* urges all Caribbean countries to organize a regional conference every 3–4 years to ensure that technical and vocational education and training are placed at the top of the regional agenda. The next conference will be held in 2014.

A 14<sup>th</sup> UNEVOC centre in the Caribbean was established at the University of Technology in Kingston, Jamaica, in October 2012. The launch was twinned with that of the 2012 edition of UNESCO's Education for All Global Monitoring Report on *Youth and Skills: Putting Education to Work*.



A student doing practical work at one of the training centres of Heart Trust National Training Agency of Jamaica. Heart Trust/NTA Jamaica is a UNESCO UNEVOC centre.



© Marcia Rowe Amonde



## Assessing the status of tertiary education in SIDS

In 2009, UNESCO's International Institute for Educational Planning published a study on tertiary education in small states, defined as having a population of less than three million. *Tertiary Education in Small States: Planning in the Context of Globalization* underscored the specificity of cross-border universities in the South Pacific and Caribbean, where the University of the West Indies and the University of the South Pacific cover 16 and 12 countries respectively. The report acknowledged the foresight of the University of the South Pacific, which from the outset provided dual face-to-face and distance learning to reach the greatest number of students. This has helped the university cope with a growing social demand for tertiary education. This demand is equally strong in the Caribbean, where enrollment at the University of the West Indies doubled between 2001 and 2008 from 20,000 to 43,000 students. The report underscores the challenge universities face of finding the right balance between government and non-government sources to ensure sustainable funding, in a context of growing student rolls and strong competition for students. Jamaica, for instance, counts 23 public and 29 private tertiary institutions, including community colleges.

A report commissioned by UNESCO was presented to high-level government and CARICOM officials in 2007. Entitled *Using Science, Technology and Innovation to Change the Fortunes of the Caribbean Region*, the report observed that there were 'competent higher education institutions in CARICOM but virtually no full-time funding for postgraduate studies, with the possible exception of Trinidad.' The report observed that 'this situation was aggravated by the progressive loss of the regional character of the University of the West Indies by devolution of authority to national authorities.' The author argued that 'political devolution would undermine the impetus towards regional integration.' He also argued that academic research was best advanced in SIDS through regional collaboration and that 'territories without a University of the West Indies campus needed urgent attention'. The report recommended setting up a Research and Innovation Agency which would administer a fund to ensure full-time postgraduate study and postdoctoral fellowships. In April 2008, Grenada convened a high-level meeting involving ministers of science and technology and education, heads of tertiary institutions and captains of industry to discuss the report's findings. One of the report's main recommendations, the creation of a Caribbean Science Foundation to strengthen linkages between academia and the private sector, was launched at the Caribbean Science Forum in September 2010 (*UNESCO Science Report 2010*).

## Monitoring the gender balance at universities in SIDS

In most SIDS, university enrolment approaches gender equality (45–55%) or shows an imbalance in favour of women, according to recent data from the UNESCO Institute for Statistics (see graphs p.11). Data are unavailable for most of the Pacific but this trend is visible in Africa and the Caribbean, as well as in Bahrain and Singapore. Women make up more than 40% of science and engineering students in Antigua and Barbuda, Barbados and Grenada and more than 30% in most of the SIDS for which data are available.

However, women are less present than men in the higher echelons of the university system. The authors of the chapter on CARICOM<sup>1</sup> in the *UNESCO Science Report 2010* observed that, 'in the English-speaking Caribbean, women outnumber men at both undergraduate and postgraduate level. At the University of the West Indies' Mona campus in Jamaica, for example, about

1 see <http://unesdoc.unesco.org/images/0018/001899/189958e.pdf>

## Status of Education for All in SIDS

UN Region	Country	Population	Children per woman		Net enrolment rate for primary education (%)	
			2011	2005–2010	2005	2011
Africa	Cape Verde	500,585	...	96.52	93.50	
	Comoros	753,943	5.08	77.76	+2	...
	Mauritius	1,306,593	1.58	...	...	
	Sao Tome & Principe	168,526	4.45	96.19	98.39	-1
	Seychelles	86,879	2.30	95.14	...	
Asia Pacific	Bahrain	1,323,535	2.23	96.69	...	
	Cook Islands	15,779	...	96.77	+2	94.38
	Fiji	868,406	2.75	95.70	+1	96.53
	Kiribati	101,093	3.16	...	...	
	Maldives	320,081	2.42	97.54	94.58	
	Marshall Islands	54,816	...	...	99.40	
	Micronesia (Fed States of)	111,542	3.62	...	...	
	Nauru	10,185	...	...	...	
	Niue	1,446	...	...	...	
	Palau	20,643	...	...	...	
	Papua New Guinea	7,013,829	4.10	...	...	
	Samoa	183,874	4.47	91.44	+2	92.18
	Singapore	5,187,933	1.26	...	...	
	Solomon Islands	552,267	4.40	77.01	86.84	-1
	Timor-Leste	1,153,834	6.53	66.84	90.38	
Caribbean	Tokelau	1,162	...	...	...	
	Tonga	104,509	4.03	98.83	...	
	Tuvalu	11,206	...	...	...	
	Vanuatu	245,619	3.63	98.67	...	
	Antigua & Barbuda	89,612	2.17	90.15	+2	85.61
	Aruba	108,141	1.74	97.29	99.69	-1
	Bahamas	347,176	1.91	95.33	97.50	-1
	Barbados	273,925	1.83	91.00	95.05	-3
	Cuba	11,253,665	1.50	94.69	98.17	
	Dominica	67,675	...	91.12	94.10	-2
	Dominican Republic	10,056,181	2.67	82.68	89.43	
	Grenada	104,890	2.30	95.24	-1	87.03
	Haiti	10,123,787	3.55	...	...	
	Jamaica	2,751,273	2.40	88.27	82.04	-1
	St Kitts & Nevis	53,051	...	94.67	84.53	
	St Lucia	176,044	2.04	91.33	87.28	
	St Vincent & Grenadines	109,365	2.13	96.08	93.92	-1
	Trinidad & Tobago	1,346,350	1.80	86.40	93.94	-1

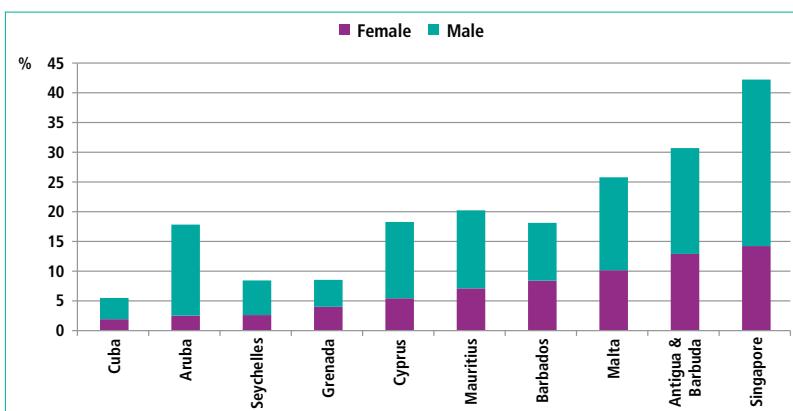
Notes

... data missing

+n/-n denotes that data refer to n years after/before the reference year

Source: UNESCO Institute for Statistics

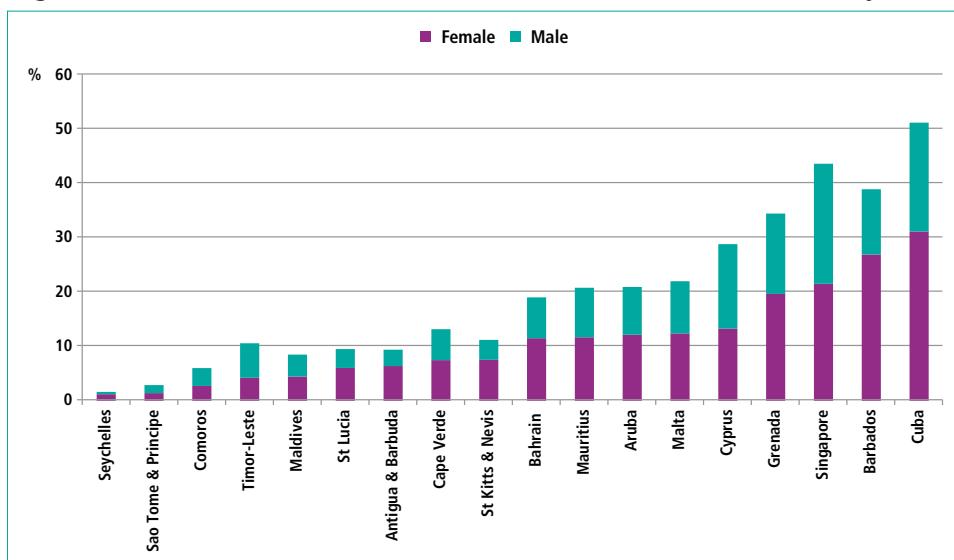
**Figure 1: Percentage of university students enrolled in science & technology fields in SIDS, 2011 or most recent year**



Note: Includes manufacturing, construction and agriculture; does not include medicine  
Source: UNESCO Institute for Statistics

73% of undergraduate students were women in 2006/2007. The authors go on to say that 'there is still a paucity of senior women at professorial level, however. The Faculty of Pure and Applied Sciences at the University of the West Indies counts just four women professors out of a staff of over 150.'

**Figure 2: Overall enrolment ratio of 18–25 cohorts in SIDS, 2011 or most recent year**



Vocational Institute  
Ernesto Guevara, Cuba

Source: UNESCO Institute for Statistics

## Ensuring quality higher education in the Caribbean

The Caribbean Area Network for Quality Assurance in Tertiary Education (CANQATE) was established in 2004 as a subnetwork of the International Network for Quality Assurance Agencies in Higher Education established within a UNESCO-World Bank partnership. CANQATE promotes capacity-building among institutions of higher education and facilitates regional discourse on policy and research in the fields of quality assurance and quality enhancement. It also engages policy-makers, researchers, evaluators, administrators and faculty in professional development. UNESCO is collaborating with the University Council of Jamaica, the current Chair of CANQATE.

Within the framework of its Strategic Plan for 2011–2014, CANQATE is implementing the second phase of a project for a Global Initiative for Quality Assurance Capacity. The project is financed by the Government of Korea through funds in trust. UNESCO is supporting CANQATE in developing and enhancing country core groups which will act as branches of the network on the ground to foster collaboration in quality assurance across the Caribbean.



## Strengthening South–South–North cooperation

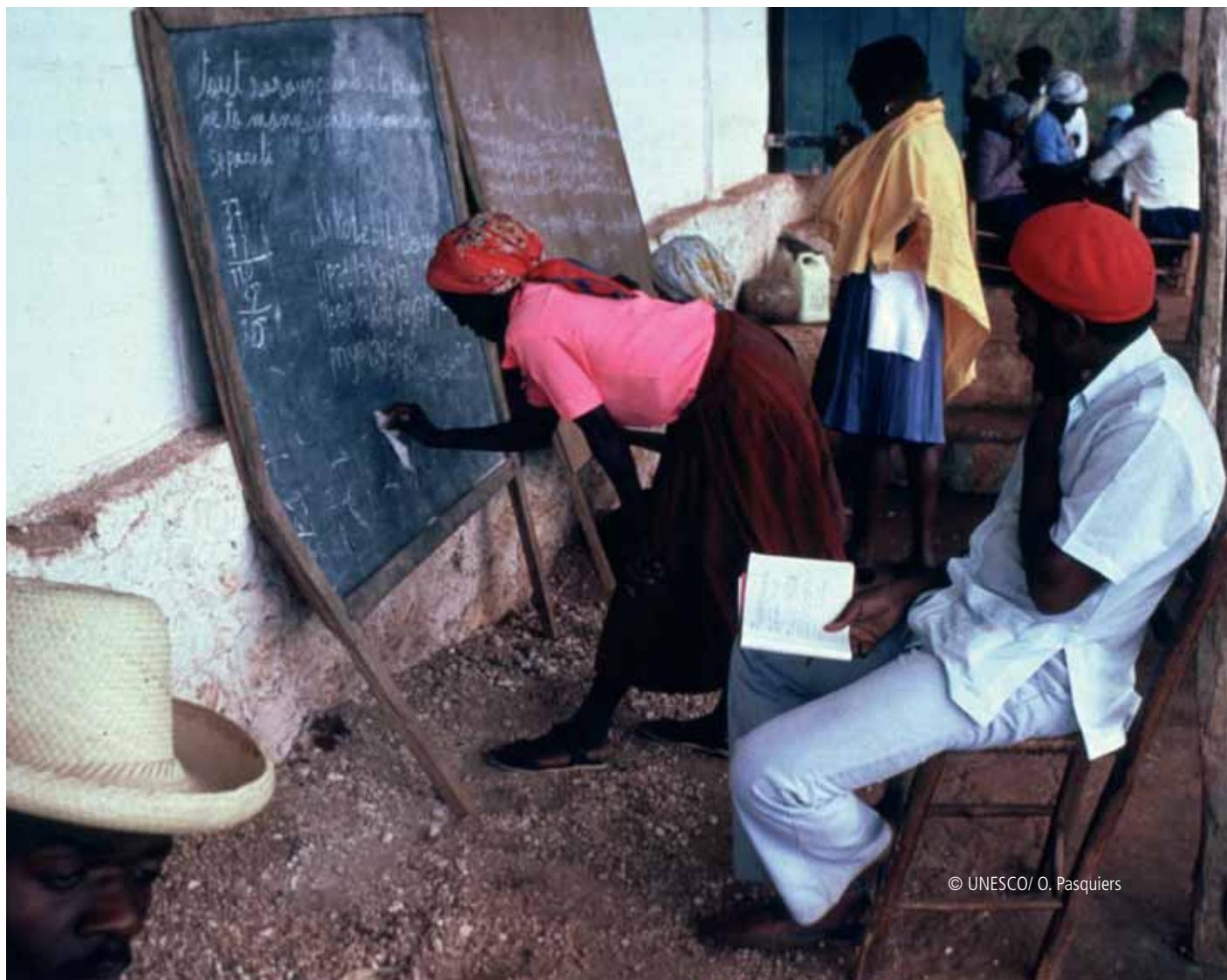
UNESCO has established more than 20 UNESCO Chairs in SIDS since the 1990s to foster South–South–North cooperation. The most recent Chairs have been established since 2010 in Cuba, Curaçao, the Dominican Republic and Jamaica (see table p.13).

The University Consortium of Small Island States (UCSIS) is part of the UNESCO university twinning (UNIWTIN) network. It was established in June 2006 within an agreement between UNESCO and the University of the West Indies, which hosts the consortium's Secretariat. The consortium's mission is to build the institutional capacity needed to implement the *Barbados Programme of Action*. The consortium groups the University of the West Indies, University of the South Pacific, Universidad de las Palmas de Gran Canaria, University of Malta, University of Mauritius, University of Seychelles and the University of the Virgin Islands.

In 2012, the consortium put the finishing touches to a joint master's programme on island sustainability. The universities are currently collaborating on integrating this online master's degree into their academic programmes.

In 2010, the UNESCO Institute for Statistics published *Measuring R&D: Challenges faced by Developing Countries*. In February 2011, UNESCO followed up with a regional workshop on science, technology and innovation (STI) indicators in St George's, Grenada, in collaboration with the National Commission for UNESCO. The workshop showed participants how to apply international standards and identified other problems encountered by Caribbean countries in responding to data surveys, in order to tailor capacity-building to national priorities.

**Literacy workshop organized by UNESCO for youth and adults in the street, Haiti**



© UNESCO/ O. Pasquier

## UNESCO Chairs in SIDS

Country	Title and host institution	Inscribed
Bahrain	UNESCO–Cousteau Ecotheorie chair in Environment and Sustainable Development, University of Bahrain, Manama	2001
	UNESCO Chair in Energy Conservation Plan in Buildings, University of Bahrain, Manama	1994
Barbados	UNESCO Chair in Educational Technologies, University of the West Indies	1999
Cuba	UNESCO Chair in Environment and Development, Higher Institute of Applied Science and Technology	2012
	UNESCO Chair in Culture and Development, Centro Nacional de Superación para la Cultura, Havana	2002
	UNESCO Chair Biomaterials, Universidad de La Habana, Havana	1998
	UNESCO Chair in Conservation of Cultural Goods, Havana	1995
	UNESCO Chair in Education Sciences, Instituto Pedagógico Latinoamericano y Caribeño, Havana	1994
	UNESCO Chair in Information Management in Organisations, Universidad de La Habana, Havana, and Universidad de Murcia, Spain	1993
	UNESCO Chair in University Management, Universidad de La Habana, Havana	1993
Curaçao	UNESCO Chair in Caribbean Small Island Development, University of the Netherlands Antilles	2010
Dominican Republic	UNESCO Chair in Teacher Training and Reading/Writing Research, Pontificia Universidad Católica Madre y Maestra	2012
	UNESCO Chair in Social Sciences, Public Policies and Democratic Governance, Instituto Global de Altos Estudios en Ciencias Sociales	2010
	UNESCO Chair in Communication, Democracy and Good Governance, Pontificia Universidad Católica Madre y Maestra, Santo Domingo	2003
	UNESCO Chair in Peace, Human Rights and Democracy, Universidad Autónoma de Santo Domingo, Santo Domingo	1999
Fiji	UNESCO Chair in Teacher Education and Culture, University of the South Pacific, Suva	1998
Guyana	UNESCO Chair in Freedom of Expression , University of Guyana, Georgetown	2003
	UNESCO Chair in Sustainable Utilization of Rain Forest Resources, University of Guyana, Georgetown	1995
Jamaica	UNESCO Chair in Tribology, University of the West Indies and University of Technology	2011
	UNESCO–Commonwealth Regional Chair in Education and HIV and AIDS	2004
Mauritius	UNESCO Chair in Higher Education, Mauritius Institute of Education, Le Réduit	1994

# Building Island Resilience

Surrounded by ocean, SIDS are particularly vulnerable to natural disasters of both hydro-meteorological and geological origin. Global climate change is expected to exacerbate natural disasters of hydro-meteorological origin, such as hurricanes, floods and drought. Rainfall within a 100 km radius of the eye of a cyclone, for example, is projected to increase globally by about 20%. In addition to climate change, population growth and urban development are increasing the vulnerability of SIDS to natural disasters, particularly in urban and coastal areas.

While geological hazards are unrelated to climate change and less frequent than hurricanes, floods or droughts, they nonetheless exact a terrible toll. Hundreds of thousands of people died in the Indian Ocean earthquake and tsunami in 2004 and in the earthquake which devastated Haiti in 2010.

Camp for internally displaced persons, Haiti

## Helping Haiti recover from the earthquake

In the three years since the 2010 Haiti earthquake, UNESCO has trained more than 350 masons in earthquake-resistant housing, reconstructed and equipped secondary schools and vocational colleges, provided psycho-social support for secondary schools and helped establish community radio stations. The Haitian coastal hazard warning services were also rapidly made operational again.

A seismologist from UNESCO's Abdus Salam International Centre for Theoretical Physics (ICTP) ran a seismology course at the State University of Haiti in 2012. The intensive two-week course covered the full spectrum of earthquake sciences, from physics to risk reduction and how to save lives in the event of an earthquake. After the workshop, students visited schools in Port-au-Prince to instruct young Haitians on what to do in the event of an earthquake. ICTP also recruited Haitian students for its Postgraduate Diploma Programme in Italy.



## Supporting policies which build resilience

UNESCO provides policy support to help SIDS move beyond a response-oriented approach to disaster prevention and preparedness. The Organization is encouraging a multihazards approach which involves the development of early warning systems and the mainstreaming of disaster risk reduction and climate change adaptation in SIDS' environmental, development and education policies.

Guidelines for community-based disaster risk reduction have been collected from several countries by different agencies and consolidated into a regional compendium for the Pacific. This work was completed by UNESCO, in collaboration with the Secretariat of the Pacific Community's Applied Geoscience and Technology Division (SOPAC), UN-OCHA, UNDP and other key stakeholders.



## Coping with floods and drought

In many SIDS, floods and drought have become a common occurrence. Since the 1970s, for instance, more intense and longer droughts have been observed over much of the Caribbean. Governments have become aware of the need for integrated water resources management. They are also contemplating ways of coping with water shortages, such as by establishing desalination plants or providing new subsidies to farmers and industry.

In 2010–2011, UNESCO produced several publications providing guidelines, tools and best practices for water-related disaster mitigation. Topics included flood and drought management in a context of climate change and climate variability. Launched by UNESCO in 2013, these publications were prepared through the International Flood Initiative, in cooperation with the International Centre for Water Hazards and Risk Management (ICHARM), which operates under the auspices of UNESCO.

Within the same International Flood Initiative, maximum rainfall events and floods are being studied in Latin America and the Caribbean. Courses were also run in 2012 in Antigua and Barbuda and in Haiti on Hydrological Regionalization and Water Balances.

## Ensuring water security in emergency situations

Floods, storms, tsunamis and other natural disasters often perturb the supply of drinking water to affected populations. The studies conducted since the 2004 tsunami in the Indian Ocean have identified specific aquifer systems that cannot be contaminated by either natural or human-induced disasters and can thus be used in an emergency.

Launched in 2010, the programme Quo Vadis Aquifers? (Where are you going, aquifers?) involves UNESCO and the United Nations University. It addresses the links between groundwater degradation and human security. One of the components implemented by UNESCO is Groundwater for Emergency Situations. The Maldives figures among the case studies.

In 2011, UNESCO's International Hydrological Programme (IHP) ran a seminar in the Dominican Republic on Groundwater, Climate Change and Human Activity: Assessment and Adaptation in Latin America and the Caribbean. The seminar was part of a global initiative led by UNESCO called Groundwater Resources Assessment under the Pressures of Humanity and Climate Change (GRAPHIC).

In 2010, in Cape Verde, UNESCO provided local officers with training on mapping flood risk zones and drafting emergency plans. UNESCO also installed two very high-frequency transmission stations, so that local communities could be made aware of disaster risk reduction via radio broadcasts.

## Improving disaster management and adaptation to climate change

After two Cuban biosphere reserves were severely affected by Hurricanes Ike, Gustav and Paloma in 2008, UNESCO implemented a project with the Cuban Man and the Biosphere Committee and the National Centre for Protected Areas to restore management capacities in these biosphere reserves (see also box on p.37). A broad multidisciplinary team assessed the damage to ecosystems, enhanced local communities' capacity to adapt to climate change and raised awareness of disaster prevention measures among decision-makers.



© UN Photo/Victoria Hazou

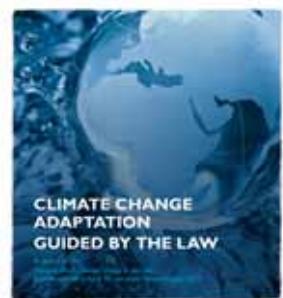
Tourism is an important source of revenue for SIDS. It also happens to be a collateral victim of natural disasters. UNESCO's Intergovernmental Oceanographic Commission (IOC) ran a regional workshop in Bridgetown, Barbados, in March 2011 for English-speaking Caribbean states that are heavily dependent on coastal tourism. The main objective was to assist countries in building resilience in coastal management, especially as regards adaptation to climate change, by introducing them to the knowledge and expertise of the Coastal Zone Management Unit in Barbados. Since that meeting, the Inter-American Development Bank has provided a grant of US\$750,000 to support the development of a regional monitoring, evaluation and reporting information system for disaster risk management and climate change adaptation in the Caribbean tourism sector.

UNESCO was involved in the Post-Disaster Needs Assessment for Samoa following Cyclone Evan in December 2012. Cyclone Evan caused extensive damage in Fiji, Samoa and Wallis and Futuna. Local flooding and a storm surge in Samoa compounded the impact, destroying homes, crops and infrastructure around the main urban area of Apia. UNESCO led the disaster risk management assessment and the impact assessment for the education and social sectors; it also conducted the first assessment in the Pacific of the impact of a disaster on heritage sites.

UNESCO has developed a toolkit for Samoan village communities to assist in the implementation of the national Disaster Risk Management and Climate Change Adaptation programmes. The Samoa National Disaster Management Office is rolling out the toolkit nationally with the support of the Samoan Red Cross. It is expected that the toolkit on *Community-based Disaster Risk Management and Climate Change Adaptation* will be adapted to other countries in the Pacific.

## Training on climate change and the law

In 2013, UNESCO ran two Climate Change and The Law workshops with the world's biggest law firm, DLA Piper. The workshops targeted lawyers, legal researchers and government officers from Fiji and Samoa. Participants from Papua New Guinea and Tonga also attended and more training workshops are envisaged for other Pacific countries.



## Giving islanders a voice, integrating their knowledge

The UNESCO-led Climate Frontlines initiative seeks to strengthen the voices of small islanders, indigenous peoples and local communities in global debates on climate change. Climate Frontlines was launched in 2008, in partnership with the Secretariat of the Convention on Biological Diversity, Secretariat of the Permanent Forum on Indigenous Issues and the Office of the High Commission on Human Rights and with support from the Government of Denmark.

### Exploring perceptions of climate change

In 2013, UNESCO began investigating how three different groups – communities living near a conservation area, secondary-school teachers and media officers – perceive climate change, as well as their decision-making processes and adaptive capacities. The multicountry project on Sharing Perceptions of Adaptation, Resilience and Climate Knowledge (SPARCK) involves Vanuatu, Samoa and Fiji.

Innovative mobile surveys and focus group sessions in all three countries revealed a number of key differences between groups and countries.

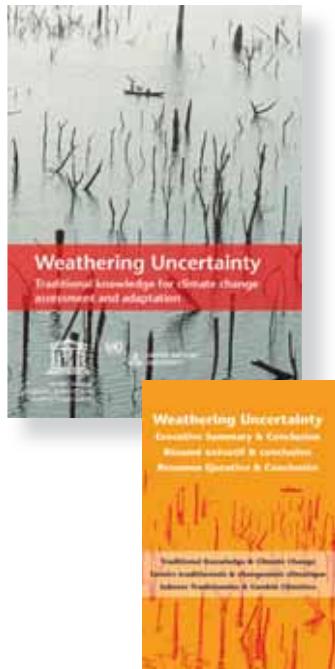
Teachers have requested more training workshops on climate change. They also feel they are hampered by inadequate resources for teaching the topic. Communities living near a conservation area see education as a key response to climate change.

SPARCK community focus group survey in Savaii, Samoa

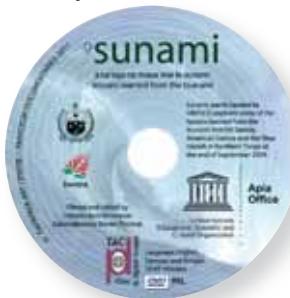


© Denis Chang Seng/ UNESCO 2013

Communities may understand the potential issues but not everyone believes they are threatened directly. As for the media, they perceive the use of technical terms and acronyms by climate change agencies as key problems in communicating on the issue. Improving information channels between agencies and media outlets is also seen as crucial.



**DVD: Lessons learned from the tsunami that hit Samoa, American Samoa and Niua Islands in Northern Tonga on 29 September 2009**



© UNESCO 2011/Steven Percival,  
Tiapapata Art Centre/



Climate Frontlines places a special emphasis on SIDS. It highlights not only their great vulnerability but also the need to take the sophisticated local knowledge into account in decision-making related to climate change. Nine community-based research projects in SIDS have received grants as of 2013. In 2013, a regional experts meeting was held in Auckland, New Zealand, on traditional calendars in the Pacific for informing climate adaptation policies.

A special chapter focusing on small islands was included in the UNESCO-UNU publication *Weathering Uncertainty: Traditional Knowledge for Climate Change Assessment and Adaptation*, published in 2012. The book was designed to provide key data and references to authors of the Fifth Assessment Report of the Intergovernmental Panel on Climate Change, on the impact of climate change, adaptation and vulnerability (2014).

In 2011, UNESCO prepared a video documentary on using traditional knowledge for early warning in the Cook Islands. The video examines how traditional knowledge can be used to foretell and prepare for cyclones. The video was prepared by the Emergency Management Services of the Cook Islands with support from UNESCO and has been screened on national television and made available to schools.

## Preparing for tsunamis

Following the strongest tsunami in living memory in the Indian Ocean in 2004, the UNESCO-IOC took the lead in coordinating the establishment of tsunami warning systems in oceans around the world. It organizes regular tsunami early warning exercises every two years or so in the Caribbean, Indian Ocean and the Pacific to test the efficacy of their early warning systems.

In the Pacific, the UNESCO-IOC is working with Fiji, Samoa, Tonga and Vanuatu, to develop National Tsunami Response Plans and standard operating procedures for key agencies, using a common format and structure to streamline such plans across the region. This project is being implemented in collaboration with the SOPAC Division of SPC. In 2013, the UNESCO-IOC extended support to Kiribati and Tuvalu, among its newest members, for capacity-building related to tsunamis. It also assisted the Solomon Islands in reviewing its Tsunami Support Plan through a national tsunami simulation exercise conducted in the wake of the tsunami that hit Santa Cruz Island in February 2013, resulting in the loss of 10 human lives.

UNESCO has developed and distributed a video documentary on the 2009 tsunami in Samoa, American Samoa and Tonga to the Disaster Management Office and other relevant institutions and organizations in Samoa and Tonga, in order to share communities' experiences and lessons learnt from this major disaster.

Whereas the Pacific early warning system has been in place since the 1960s, the Tsunami and Other Coastal Hazards Warning System for the Caribbean and Adjacent Regions was only established in 2005, despite years of advocacy by the UNESCO-IOC. It took the tragic tsunami in the Indian Ocean a year earlier to trigger the system in the region.

In 2005, there were just a dozen seismic stations in the Caribbean, a handful of sea-level stations, tsunami inundation maps in just one territory, no evacuation maps or communication tests, just one tsunami warning focal point and no warning centres or tsunami information centres in the region. Eight years later:

- Over 110 seismic stations permit the effective location of earthquakes;
- Over 50 coastal and oceanic stations monitor sea level and permit the detection and forecasting of tsunamis;

- The Pacific Tsunami Warning Center and West Coast and Alaska Tsunami Warning Center provide tsunami alerts;
- 30 of the 32 Member States have designated and engaged Tsunami Warning Focal Points and Tsunami National Contacts;
- Several countries have now conducted tsunami hazard assessments and devised evacuation maps;
- Communication tests are conducted monthly;
- More than half of the members have tsunami emergency response plans;
- Two Caribbean-wide tsunami exercises have been conducted, in 2011 and 2013.

The most recent Caribbean Tsunami Exercise was held on 20 March 2013. Some 94% of countries and territories participated in this exercise, which mobilized more than 50,000 people and broad media coverage.

The Indian Ocean Tsunami Warning System was put to the test in April 2012 when a strong earthquake off the west coast of Sumatra in Indonesia triggered waves of up to 1 m. The UNESCO-IOC reported that the system had performed well during this first real test and that the IOC would be conducting a full assessment report to identify potential improvements to the system.

## Giving children tools to cope when disaster strikes

In 2012, UNESCO and UNICEF published the findings of a study they had commissioned on *Disaster Risk Reduction in School Curricula*.<sup>2</sup> The case studies of 30 countries included Cuba, Fiji and the Maldives. The study found that, in both Cuba and Fiji, disaster risk reduction education was woven into various subjects at both primary and secondary levels, such as biology, geography and social studies, within a broad interdisciplinary approach to teaching children about the interrelation between society and nature. In the Maldives, the Ministry of Education began mainstreaming disaster risk reduction into primary and secondary curricula in 2009 within a project supported by UNDP.

Currently, five Caribbean countries are pilot-testing a technical guide on how to integrate disaster reduction education into school curricula. The guide has been developed by UNESCO and UNICEF as a follow-up to the aforementioned study.

UNESCO is also helping countries integrate disaster risk reduction and climate change adaptation into school curricula (see also p.6). For example, in the Pacific, an integrated Climate Change and Disaster Risk Management Education Framework is being developed to guide efforts by the education sector to integrate this more fully into school planning, curriculum and community outreach.

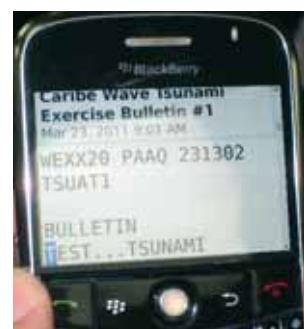
Since 2007, UNESCO has been working with schools in Cuba and the Dominican Republic on Risk Prevention and Education in Emergency Situations caused by Natural Phenomena in Caribbean Islands. Within this project, UNESCO published a book in Spanish in 2012 on *Education for Sustainable Development, Disaster Prevention and the Protection of Mental Health in Schools and Communities*. Designed for teachers and pupils, it was inspired by the particularly violent hurricane season of 2008. The 200-page book is accompanied by an interactive DVD, which includes documentaries and educational games. The package has since been distributed in Cuban schools. The same year, UNESCO prepared five posters to help schoolteachers in the Caribbean introduce new subjects. The posters cover: (1) environmental hygiene, (2) earthquakes, (3) hurricanes, (4) flooding, tornados and landslides, and (5) psychological and psychosocial support to persons in extreme situations.

<sup>2</sup> See <http://unesdoc.unesco.org/images/0021/002170/217036e.pdf>

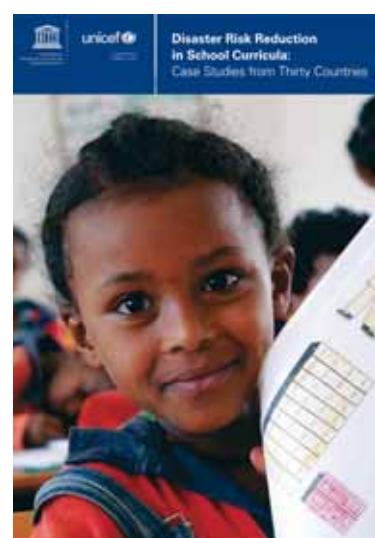


**Students of the Althea Scatcliffe Primary School in Tortola, British Virgin Islands, heed the call to evacuate low-lying areas and head to higher ground during the National Earthquake and Tsunami Full Scale Simulation Exercise dubbed Caribe Wave/Lantex 11. The exercise helped schools and emergency responders test their earthquake and tsunami preparedness.**

**Picture of a Blackberry during the 2011 CARIBE WAVE exercise**



© Marta Marin



# Valuing and Sharing Island Heritage and Identities

**UNESCO supports SIDS in designing and implementing innovative cultural policies to strengthen heritage and creativity. This involves protecting and safeguarding tangible and intangible heritage, promoting responsible tourism, boosting creative industries and transmitting traditional knowledge through cultural institutions such as museums, archives and cultural centres, with a special focus on indigenous and local communities and youth.**

**The safeguarding of the historical environment in SIDS enhances the resilience of communities to threats resulting from uncontrolled globalization, natural disasters and climate change. When peoples and communities are affected by disasters or challenged by rapid change, cultural programmes that support the rehabilitation of heritage, traditions and institutions can help restore a sense of continuity, self-esteem and confidence in the future. Consideration for culture should therefore be integrated into disaster-risk reduction and climate-change mitigation, as well as adaptation plans and policies (see p.14 – Building Island Resilience).**

## Reaffirming the importance of cultural identity for sustainable development

UNESCO's efforts to help SIDS strengthen their cultural capacity and resources for sustainable development are in line with Chapter XIX on Culture in the *Mauritius Strategy*, as well as with emerging regional initiatives. The Ministers of Culture of the Pacific islands and territories convened in Honiara in the Solomon Islands in 2012 to endorse the *Pacific Regional Cultural Strategy: Investing in the Pacific Cultures (2010–2020)* as a framework for regional cultural cooperation. UNESCO contributed substantially to the strategy, which cites UNESCO conventions on culture as guidelines for regional and national cultural policy.

In preparation for the Third International Conference on Small Island Developing States in 2014, UNESCO convened, at the request of Pacific SIDS, a Round Table on Culture and Sustainable Development in SIDS and the post-2015 agenda, in Nadi in July 2013. Participants acknowledged the importance of culture as the foundation for well-being in the Pacific and highlighted the need to put adequately funded national cultural policies in place to strengthen the culture sector and cultural industries, in particular. They also stressed the importance of integrating culture in sustainable development strategies and the need to strengthen the Pacific voice on culture in sustainable development at the international level.

The outcome document from the Caribbean Preparatory Conference in Kingston, Jamaica, in July 2013 recognized the importance of promoting cultural identity as a means of advancing sustainable development and called for a people-centred approach to poverty eradication. Furthermore, the interregional preparatory meeting held in Bridgetown, Barbados, in August 2013, reaffirmed the role of culture as a driver and enabler of sustainable development.

## Improving World Heritage management

Of the 29 World Heritage sites in SIDS, the majority are cultural properties, with the remainder being natural (7) and mixed (1) sites. Since 2008, 11 new sites have been added to the list (see table p.21).

Almost all Pacific SIDS are Parties to the 1972 World Heritage Convention. Since 2010, three countries from this region have seen their first site inscribed on the World Heritage List: Fiji, Kiribati and the Marshall Islands, through implementation of the *Pacific World Heritage Action Plan* (2010–2015). Workshops focusing on topics ranging from management plan development and database establishment to sustainable tourism have been held in several Pacific island countries since 2010, including Palau, Samoa and Fiji.

The World Heritage Small Island Developing States Programme provides SIDS with support and assistance in managing their listed properties and preparing new nominations for the World Heritage List. As of July 2013, over 300 participants have benefitted from the workshops run within this programme. In the framework of this programme, a project aiming to develop regional capacity-building activities for Pacific and African SIDS and to strengthen the existing activities in Caribbean SIDS was approved in 2011 and supported by the Government of Japan with a total budget of US\$ 1 million.

The Caribbean Capacity-Building Programme focuses on long-term training for cultural heritage management, in response to the World Heritage Committee's call for greater local expertise to enable fuller protection of the current World Heritage sites and encourage new nominations. It features a network of heritage experts who share expertise on heritage management, in conformity with the World Heritage Convention. The programme's training module is a widely used online tool devoted to various aspects of management: tourism, historic centres, risks, cultural landscapes and natural heritage.

As a part of the *Pacific World Heritage Action Plan*, a Pacific Heritage Hub was established in Fiji at the University of the South Pacific in 2013. Encompassing 22 Pacific island countries and territories, the hub intends to strengthen the links between UNESCO, Pacific island governments, institutions, organizations and indigenous communities to enhance knowledge management, strengthen heritage management and facilitate sustainable funding and partnership-building. The hub organized several seminars and workshops on diverse topics related to Pacific heritage in 2013. It is currently developing an undergraduate course on heritage management at the University of the South Pacific, in cooperation with Australian universities, under an agreement with the Government of Australia.

Aerial view of the Marshall Islands



© UNESCO/Eric Hanauer

## Building cooperation among marine properties

UNESCO launched the World Heritage Marine Programme in 2005. A Memorandum of Understanding was signed with the French Marine Protected Area Agency in 2013 which provides a framework for developing cooperation among marine World Heritage properties in the Pacific. These include the sites of overseas territories, such as the Lagoons of New Caledonia: Reef Diversity and Associated Ecosystems (France) and Papahānaumokuākea (USA). A first meeting of regional stakeholders and the managers of existing and potential marine World Heritage sites is taking place in New Caledonia in 2014. In addition to strengthening cooperation, the meeting will foster the exchange of best practices among site managers in the Pacific and involve major NGOs in protection measures.

## World Heritage properties in SIDS

Country	Property	Category	Year of designation
Bahrain	Pearling, testimony of an island economy	Cultural	2012
	Qal'at al-Bahrain – Ancient Harbour and Capital of Dilmun, Bahrain	Cultural	2005
Barbados	Historic Bridgetown and its Garrison	Cultural	2011
Cuba	Historic Centre of Camagüey	Cultural	2008
	Urban Historic Centre of Cienfuegos	Cultural	2005
	Alejandro de Humboldt National Park	Natural	2001
	Archaeological Landscape of the First Coffee Plantations in the South-East of Cuba	Cultural	2000
	Desembarco del Granma National Park	Natural	1999
	Viñales Valley	Cultural	1999
	San Pedro de la Roca Castle, Santiago de Cuba	Cultural	1997
	Trinidad and the Valley de los Ingenios	Cultural	1988
Cape Verde	Old Havana and its Fortification System	Cultural	1982
	Cidade Velha, Historic Centre of Ribeira Grande	Cultural	2009
Dominica	Morne Trois Pitons National Park	Natural	1997
Dominican Republic	Colonial City of Santo Domingo	Cultural	1990
Fiji	Levuka Historical Port Town	Cultural	2013
Haiti	National History Park – Citadel, Sans Souci, Ramiers	Cultural	1982
Kiribati	Phoenix Islands Protected Area	Natural	2010
Marshall Islands	Bikini Atoll Nuclear Test Site	Cultural	2010
Mauritius	Le Morne Cultural Landscape	Cultural	2008
	Aapravasi Ghat	Cultural	2006
Palau	Rock Islands Southern Lagoon	Mixed	2012
Papua New Guinea	Kuk Early Agricultural Site	Cultural	2008
St Kitts and Nevis	Brimstone Hill Fortress National Park	Cultural	1999
St Lucia	Pitons Management Area	Natural	2004
Solomon Islands	East Rennell	Natural	1998*
Seychelles	Vallée de Mai Nature Reserve	Natural	1983
	Aldabra Atoll	Natural	1982
Vanuatu	Chief Roi Mata's Domain	Cultural	2008

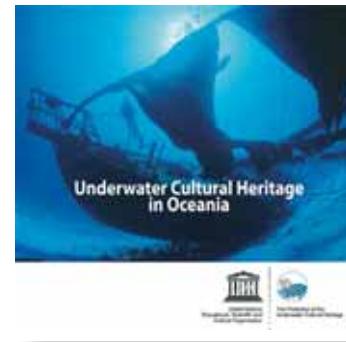
\* Inscribed on List of World Heritage in Danger in 2013

## Protecting underwater heritage

SIDS are particularly rich in underwater cultural heritage. This includes indigenous fish weirs in Micronesia, the numerous shipwrecks from the Second World War of Guadalcanal in the Solomon Islands, sunken cities like Port Royal in Jamaica, prehistoric and pre-Colombian sites and the site bearing witness to the Atomic Age in Bikini Atoll in the Marshall Islands.

There is a growing awareness of the tremendous potential of submerged sites for sustainable cultural tourism. Studies demonstrate that divers remain longer and spend more than other kinds of tourist, for instance. Given the importance of tourism in SIDS, as highlighted in Chapter VIII of the *Mauritius Strategy*, it is vital for SIDS to protect, study and enhance their submerged sites.

UNESCO supports SIDS in this endeavour through the 2001 Convention on the Protection of Underwater Cultural Heritage, which entered into force in 2009. There is no list under this convention. Rather, all underwater cultural heritage is considered *de facto* worthy of protection.



The first regional UNESCO workshop on Pacific underwater cultural heritage was organized in December 2009 in the Solomon Islands and resulted in the publication of *Underwater Cultural Heritage in Oceania*. This was followed in 2011 by a feasibility study for a Pacific underwater heritage capacity-building programme.

In 2013, UNESCO organized a workshop in St Kitts and Nevis to elaborate heritage laws protecting underwater heritage in Caribbean islands. Training workshops on diving and research were also run in Jamaica and Cuba in 2012.

The Bahamas is committed to hosting a regional meeting in 2014 for Latin America and the Caribbean (LAC) on underwater cultural heritage, as follow-up to the October 2013 Lima Ministerial Meeting on the Protection of Underwater Cultural Heritage which was attended by ministers and experts from 24 countries in the LAC region, 11 of which were Caribbean SIDS (Antigua and Barbuda, Barbados, The Bahamas, Belize, British Virgin Islands, Cuba, Dominican Republic, Guyana, Jamaica, St Maarten, Trinidad and Tobago).

## Safeguarding intangible heritage in the Caribbean and Pacific

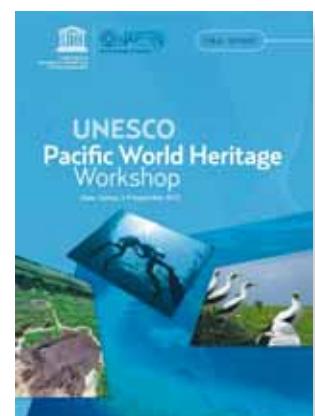
In many SIDS, there has been a shift away from a focus on subsistence, strong family units and community towards consumerism, individualism and a decline in traditional social systems. These trends hamper the transmission of traditional knowledge. Safeguarding this living heritage can only be done with the active engagement of the communities who are its custodians, creators and transmitters. That is the goal of the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage.

Half of the Pacific island states have become Parties to this convention. These are currently developing national policies and strategies, in order to better safeguard their intangible heritage at country level.

Belize, Jamaica and Trinidad and Tobago are the beneficiaries of a sub-regional project funded by Japan which is assessing the policy-making process in these countries and developing a framework for a community-based inventory of their living heritage. Within this project, national workshops were held in Belize City and Kingston in 2012 on implementing the convention and, in all three countries in 2013, on community-based inventorying. These were attended by government officials, NGOs and community practitioners.

Similar training sessions have been run throughout the Pacific, in particular in Samoa and Papua New Guinea. In addition, the following countries have received technical assistance: Cook Islands, Federated States of Micronesia, Fiji, Kiribati, Nauru, Palau, Solomon Islands, Timor-Leste, Tonga and Vanuatu.

At the Caribbean Youth Forum on Intangible Cultural Heritage in St George's, Grenada, in November 2012, 26 young people from 16 SIDS exchanged



information and developed their own national and sub-regional action plans for safeguarding intangible cultural heritage. Their participation was funded by Bulgaria and the Intangible Cultural Heritage Fund.

## Ensuring due regard for gender equality

A consultation on Women's Empowerment for a Culture of Peace and Non-Violence was held in Nadi, Fiji, in June 2013, in cooperation with UN Women and the UNDP Pacific Centre. It underscored the need to ensure that the Convention for the Safeguarding of Intangible Heritage is implemented with due regard for gender equality, by incorporating substantive gender components into capacity-building activities in the Pacific and sharing experiences through the periodic reports prepared by States Parties.

## Using intangible heritage to strengthen community resilience

**Kiribati community members**



© UN Photo/Eskinder Debebe

The contribution of intangible cultural heritage to strengthening community resilience to natural disasters and climate change has been attracting increasing attention. Examples include traditional knowledge relating to weather forecasting, vernacular buildings, village governance and the reciprocal exchange of items of traditional wealth for social networking and protection.

Heritage-related sites and cultural activities in Samoa were assessed in the Post-Disaster Needs Assessment following Cyclone Evan in December 2012. Published by the Samoan government with the assistance of the UN and the World Bank report, identified the critical role of community-based practices at the village level in building and maintaining community resilience.

## Backstopping museums

Museums are playing an increasingly crucial role in ensuring the transmission of knowledge about cultural heritage, at a time when the role of communities and extended families has been weakened by globalization.

UNESCO is supporting a number of museums in the Pacific. In 2010, it provided training in documenting and promoting cultural property to help Timor-Leste safeguard its movable cultural heritage. UNESCO assisted the Samoan authorities in producing a report on the *Museum in Samoa: Past, Present and Future* and contributed to improving the website of the National Museum of Samoa. UNESCO is also helping to preserve the Fiji Deed of Cession and other key items of documentary heritage in Fiji, through the Memory of the World programme (see also p.28).

In collaboration with the Pacific Islands Museum Association, UNESCO is developing a regional project to support documentation centres and museums in the vicinity of World Heritage sites in the Pacific. With the support of UNESCO and the participation of The International Council on Monuments and Sites (ICOMOS), the Association ran a Youth Speak Workshop in the Solomon Islands in July 2012 to raise awareness of the importance of culture as a source of identity and creativity.

## Combatting illicit trade in artefacts

In many SIDS, a growing number of artefacts of great value are leaving their country of origin without a proper record of the transaction, some of which are turning up later in museums outside the region. UNESCO has been partnering with the Pacific Islands Museum Association to provide policy assistance and regional workshops, in order to promote the 1970 Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property.

In 2010, UNESCO supported the publication of catalogues featuring cultural objects, and notably wooden artefacts, from national collections.

## Supporting the emergence of dynamic culture sectors

In recent years, there have been two main international mechanisms for implementing the UNESCO Convention on the Protection and Promotion of the Diversity of Cultural Expressions in SIDS.

The first is the International Fund for Cultural Diversity. Since 2010, over 10% of the fund has been devoted to projects in SIDS. Approximately US\$400,000 has been granted to six SIDS to foster the emergence of dynamic national cultural sectors. These projects cover areas ranging from the development and implementation of national cultural policies (Grenada, St Vincent and the Grenadines), the strengthening of cultural industries as a means of tackling youth unemployment in most deprived areas (Kiribati, Cuba, St Lucia), to improving access to international markets for creative industry professionals (Barbados).

The second mechanism is the UNESCO–EU funded project for an *Expert Facility to Strengthen the System of Governance for Culture in Developing Countries*. From 2011 to 2013, this project provided four SIDS with technical assistance: Barbados, Haiti, Mauritius and the Seychelles. These missions were designed to help countries establish legal and institutional frameworks for the development of national culture sectors and introduce policies that address the role of culture in social and economic development, particularly through cultural industries.

As a result, the Seychelles has adopted a new policy on creative industries and a strategy for the development of its music industry. An assessment has also been made of the state of Haiti's book industry. A series of comprehensive recommendations have been developed for making cultural industries one of the main contributors to the Barbadian economy. Among other examples, a strategy has also been adopted to support the development of cultural industries in Mauritius, along with clear action plans.

## Preserving the memory of the slave trade

Four of the 20 members of the International Scientific Committee of the Slave Route Project come from SIDS. In 2011, UNESCO commissioned two studies on topics that had been insufficiently researched until now: the slave trade and slavery around the Red Sea and in the Pacific (see also the Memory of the World programme on p.28).

Over the years, the project has contributed to inventorying, preserving and promoting sites and places of memory related to the slave trade and slavery on islands of the Caribbean and Indian Ocean. A methodological guide and



training modules on *Tourism of Memory* are currently being developed by a group of international experts. These materials will be especially useful for SIDS in the Caribbean and Indian Ocean engaged in cultural tourism, as they should help them to diversify their potential in this area.

In St Kitts and Nevis, the National Committee of the Slave Route project was introduced to the public in July 2011, through a series of lectures and consultations under the theme, Towards the Erection of a Monument in Remembrance of our Ancestors, the Abolition of Slavery and the Slave Trade.

In the Indian Ocean, a programme entitled Routes of Slavery and Endured Labour was launched in 2004 with the assistance of the Slave Route project. It aims to highlight the historical links that Mauritius, Seychelles, Madagascar and La Réunion have developed with Africa, India and China.

In Cape Verde, a cartoon on the slave trade in Cidade Velha was developed in 2010 to educate young people. In Guinea-Bissau, UNESCO supported the Festival de Cacheu on slavery and the slave trade on the island of Bissau in November 2011. The designation of a Cacheu Memorial, currently under consideration, will contribute to defining the touristic itineraries of places of memory in Guinea-Bissau, Cape Verde, Gambia and Senegal.

In March 2013, the bureau of the International Scientific Committee met in Barbados to discuss an action plan for the Slave Route Project for the UN Decade of People of African Descent (2013–2022), as well as events to mark the project's 20th anniversary in 2014 in the Caribbean, the Indian Ocean and other regions.

***Breaking the Silence,  
Beating the Drums,  
International Slave Day  
commemoration***



© UNESCO/ Dominique Roger

# Building Knowledge Societies in Islands

UNESCO contributes to Chapter XVIII of the *Mauritius Strategy on Knowledge Management and Information for Decision-making* by applying an interdisciplinary approach. In order to build inclusive knowledge societies, UNESCO fosters media pluralism and the freedom of the press, the preservation of documentary heritage, universal access to information in the public domain and a broader access to knowledge.

UNESCO assists SIDS in developing policies and cooperation mechanisms for the adoption of open education resources, open access, free and open source software. It also promotes policies related to information and communication technologies (ICTs) that are both gender-sensitive and gender-inclusive.

Timorese young journalists



© UNESCO

## Networking TV producers on HIV and AIDS

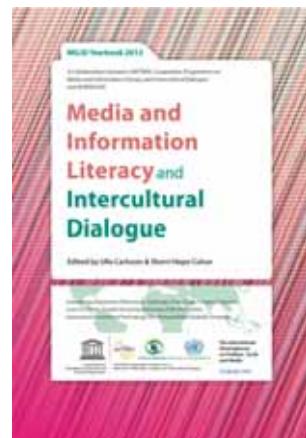
UNESCO's Network of Young TV Producers on HIV and AIDS is a UNAIDS-supported project that has strengthened the professional skills of more than 300 young television producers worldwide since 2002, including 40 participants from 18 SIDS. The trainees have taken part in awareness-building sessions about the challenges raised by the HIV and AIDS pandemic and the risks related to multiple concurrent partners, low levels of condom use, gender-based violence, homophobia, social stigma and drug abuse.

In 2002, 2008 and 2013, UNESCO ran training sessions for trainers and peer-review exercises in Asia-Pacific and the Caribbean, in close collaboration with the Regional Media Centre of the Secretariat of the Pacific Community, the Caribbean Broadcasting Association and other partners. The collaboration resulted in the coproduction of 14 short documentaries by young television producers, with free distribution rights to facilitate the exchange of programmes among broadcasters in Asia-Pacific, the Caribbean and beyond. UNESCO's handbook for TV producers on HIV and AIDS, *Getting the Story and Telling it Right*, was a key resource during project implementation.

Today, UNESCO's Network of Young TV Producers on HIV and AIDS is active in Anguilla, Antigua and Barbuda, Bahamas, Barbados, British Virgin Islands, Dominica, Fiji, Grenada, Guyana, Jamaica, Maldives, Montserrat, Solomon Islands, St Kitts and Nevis, St Lucia, St Martin and St Vincent and the Grenadines and Papua New Guinea.

## Improving media and information literacy

The University of the West Indies is part of a network of universities and libraries within UNESCO's University Twinning (UNITWIN) Cooperation Programme on Media and Information Literacy and Intercultural Dialogue. UNESCO established a partnership with the University of the West Indies in 2011 to conduct a study of media and information literacy levels among school teachers in Antigua and Barbuda, Guyana, Jamaica and Trinidad and Tobago. The Maldives was involved in a similar assessment among university students. The findings are available in the *Media and Information Literacy and Intercultural Dialogue Yearbook*.

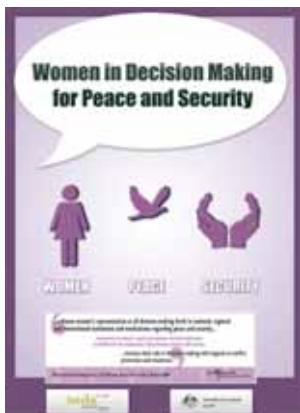


Another member of the UNITWIN network, the Association of Caribbean Universities and Institutional Libraries, sits on the steering committee of the recently formed Global Alliance for Partnerships on Media Information and Literacy.

Between 2007 and 2012, UNESCO worked with the Broadcasting Commission of Jamaica, Joint Board of Teacher Education and the Caribbean Institute of Media and Communication to improve media and information literacy in Jamaican primary and secondary schools. Phase 1 of the project (2007–2010) entailed creating and testing print and video materials which were then used to train Jamaican teachers; these materials were also tested on ten primary school children. During Phase 2 (2010–2012), the materials were expanded and 80 teachers of children in grades five to eight received training in five pilot schools.

UNESCO's Model Media and Information Literacy Curriculum has formed the basis of two national online courses developed by UNESCO in cooperation with the Media and Information Literacy and Intercultural Dialogue Network. After the first course was launched in February 2013, students enrolled from East Timor-Leste, Cook Islands, Haiti, Jamaica, St Lucia and Trinidad and Tobago. The second course was launched in November 2013.

In July 2013, policy-makers in St Lucia piloted the draft *Media and Information Literacy Policy and Strategy Guidelines* at a workshop supported by UNESCO for the members of the Organisation of Eastern Caribbean States.



## Fostering gender-sensitive media

In 2012, UNESCO finalized Gender-Sensitive Indicators for Media, in cooperation with the Caribbean Broadcasting Union, Asia-Pacific Broadcasting Union and other partners. These indicators have since been piloted in four media houses in Barbados, Jamaica, the Maldives and Trinidad and Tobago, which have carried out a self-assessment in partnership with UNESCO and the two regional broadcasting unions. The indicators have since informed gender-sensitive policies and strategies adopted by five broadcasters in Antigua, Barbados, Jamaica, the Maldives and Trinidad and Tobago.

## Rolling out open educational resources in the Caribbean

UNESCO is supporting the mainstreaming of ICTs in education policies in the Caribbean through a series of consultative workshops and by offering technical guidance to countries in the region.

In June 2013, the Ministry of Education, Sports, Youth and Gender Affairs of Antigua and Barbuda announced cabinet approval of an open educational resources policy. The policy is part of a broader policy on ICTs in education that has been developed in collaboration with UNESCO and the Commonwealth of Learning. The policy was announced at a regional workshop on open textbooks run by UNESCO and the Commonwealth of Learning which brought together representatives from seven eastern Caribbean countries, as well as the Organisation of Eastern Caribbean States itself, to explore options for regional collaboration in developing open textbooks for the school curriculum.

Meanwhile, draft policies on open educational resources have been developed by UNESCO and the Commonwealth of Learning for Grenada, St Kitts and Nevis and St Vincent and the Grenadines. The draft policies were submitted to the governments of these three countries between May and October 2013 and are currently being considered for adoption. A draft policy on open access was also submitted to the Government of St Vincent and the Grenadines in 2013.

## Building Caribbean knowledge societies

During 2012–2013, the intergovernmental Information for All programme worked closely with Caribbean States to implement the declaration and list of actions adopted at the programme's First Regional Meeting for the Dutch- and English-Speaking Caribbean in St George's, Grenada, in June 2011, on the theme of *Building Caribbean Knowledge Societies*. This resulted in the launch of a 17-country Caribbean study in December 2012 which has enabled Member States to assess national usage of free and open source software, open data and open educational resources in the region. The 17 case studies concern Antigua and Barbuda, Bahamas, Barbados, Belize, British Virgin Islands, Cayman Islands, Curaçao, Dominica, Grenada, Guyana, Jamaica, St Kitts and Nevis, St Lucia, St Vincent and the Grenadines, St Maarten, Suriname and Trinidad and Tobago. Since December 2012, UNESCO has been assisting countries in preparing national roadmaps to integrate these assessments into their development strategies.

To assist Caribbean countries and territories in updating their national policy frameworks, UNESCO has provided them with its *Policy Guidelines for the Development and Promotion of Open Access*<sup>3</sup>, published in English, French and Spanish in 2012. The policy guidelines have been distributed in the British Virgin Islands, Cuba, Dominica, Dominican Republic, Grenada, Jamaica, St Kitts and Nevis, St Maarten, St Vincent and the Grenadines, the Bahamas and Trinidad and Tobago. In the same countries, UNESCO has also provided training in how to develop open access and a related document produced by the Information for All programme, the *National Information Society Policy: a Template*.

In 2012 and 2013, educators and policy-makers from seven Eastern Caribbean countries and territories benefited from a regional media and information literacy capacity-building programme run from St Lucia. The programme has enabled Antigua and Barbuda, British Virgin Islands, Dominica, Grenada, St Kitts and Nevis, St Lucia and St Vincent and the Grenadines to assess their readiness to launch national statistical studies with UNESCO.

## Preserving documentary heritage

UNESCO's Memory of the World Programme was founded two decades ago. UNESCO intervenes not only at the policy level but also attempts to raise awareness of the value of preserving documentary heritage among governments, specialists and the general public. UNESCO also provides training and implements projects like the digitizing of the sound archives of the Broadcasting Corporations of Samoa and the Solomon Islands.

UNESCO provides training for librarians and national archivists in digital archiving and preservation of national heritage. Librarians and archivists learn how to convert existing print and audiovisual material into digital formats, as well as digital archiving methods. Libraries are also encouraged to enroll in UNESCO's World Digital Library project. In 2011 and 2012, archivists, librarians and information specialists from Fiji, Mauritius, Palau and the Solomon Islands were trained in knowledge preservation.

In 2011, UNESCO provided the Ministry of Education of the Seychelles with support in researching the history of slaving in the country, preserving and disseminating the findings of this research via CD-ROMs and in integrating the history of slaving into the curriculum of secondary schools.

A young Timorese reads  
a local daily, the *Suara  
Timor Lorosae*

<sup>3</sup> English version: <http://unesdoc.unesco.org/images/0021/002158/215863e.pdf>

In September 2012, UNESCO held an international conference in Vancouver, Canada, on *Memory of the World in the Digital Age: Digitization and Preservation*. The event attracted participants from Barbados, Fiji, Guyana, Jamaica, Madagascar, Papua New Guinea, St Kitts and Nevis, the Seychelles and Singapore.

## SIDS documentary heritage in the Memory of the World Register

Documentary heritage	Submitted by	Inscribed
On the Birth of a Nation: Turning Points	Timor-Leste	2013
Arthur Bernard Deacon (1903–1927) collection	Vanuatu, UK	2013
Records of the Indian Indentured Labourers	Fiji, Guyana, Suriname, Trinidad and Tobago	2011
Silver Men: West Indian Labourers at the Panama Canal	Barbados, Jamaica, Panama, St Lucia, UK and USA	2011
The Constantine Collection	Trinidad and Tobago	2011
Nita Barrow Collection	Barbados	2009
Documentary Heritage on the Resistance and Struggle for Human Rights in the Dominican Republic, 1930–1961	Dominican Republic	2009
Farquharson's Journal	Bahamas	2009
Original Negative of the Noticiero ICAIC Latinoamericano	Cuba	2009
Registry of Slaves of the British Caribbean 1817–1834	Bahamas, Belize, Bermuda, Dominica, Jamaica, St Kitts and Nevis, Trinidad and Tobago, UK	2009
Federal Archives Fonds	Barbados	2009
Catecismo Corticu, First Catechism Written in Papiamentu Language	Curaçao	2009
Book for the Baptism of Slaves 1636–1670	Dominican Republic	2009
Sir William Arthur Lewis Papers	St Lucia	2009
José Martí Pérez Fonds	Cuba	2005
The C.L.R. James Collection	Trinidad and Tobago	2005
Documentary Heritage of Enslaved Peoples of the Caribbean	Barbados	2003
The Eric Williams Collection	Trinidad and Tobago	1999
The Derek Walcott Collection	Trinidad and Tobago	1997

# Enabling Island Cohesion and Social Well-Being

At a time when SIDS are confronted with global phenomena that include climate change and social challenges such as migration and high youth unemployment rates, UNESCO has been supporting the design of public policies in the Pacific and Caribbean. These policies are grounded in evidence-based analyses and shaped by participatory approaches.

## Documenting 'climate refugees'

In 2008, the 2,500 inhabitants of the Carteret Islands in eastern Papua New Guinea made headlines as the world's first 'climate refugees'. Carteret is an atoll composed of six low-lying islets that have become progressively less habitable over the past decade. There is evidence that land subsidence and sea-level rise are exacerbating coastal erosion, saltwater inundation and the depletion of freshwater resources. Progressive waves of migrants have settled in nearby Bougainville, where they are confronted with new problems, including limited access to land for housing and vegetable-growing and high levels of crime and violence. These are some of the findings of a study undertaken by UNESCO, in partnership with the Asia-Pacific Migration Research Network and the University of Papua New Guinea.

At a regional workshop in Fiji in May 2009 on Climate Change and Migration in the Pacific, it became clear that the Carteret Islands are not an isolated case. Migration accelerated by the physical and economic impact of climate change is already occurring in a number of Pacific localities. The workshop was the first in the Pacific to tackle climate change-related migration. Hosted by the Asia-Pacific Migration Research Network, with the support of the UNESCO and the University of the South Pacific, it concluded that climate-related migration in the Pacific needs to be better documented and understood.

## Supporting better informed policies in the Caribbean

In 2012, UNESCO commissioned three studies to assess capacities in the Caribbean for effectively utilizing social data and analysis in the formulation and planning of sustainability policies. The first study reported on the data gaps which hinder social analysis and was prepared by the CARIBSAVE Barbados Office. The second focused on the interaction between the social sciences and civil society when policy formulation and planning tackle the social dimensions of environmental change; this study was prepared by the Caribbean Natural Resource Institute in Trinidad and Tobago. The third study proposed a roadmap for creating a regional environmental change clearing house cum knowledge management hub in the Caribbean; it was prepared by Conrad Douglas Associates in Jamaica.

All three reports were analysed and validated at a subregional meeting on Environmental Policy Formulation and Planning in the Caribbean Region, held in St Kitts and Nevis, in May 2013. The meeting was organized by UNESCO, in collaboration with the Government of St Kitts and Nevis. In addition to governmental officials, the meeting brought together regional experts and representatives of CARICOM and the Organization of the Eastern Caribbean States. A ministerial roundtable provided an opportunity to map out options



© UN Photo/Evan Schneider



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for utilizing social data and analysis more effectively in policy-making at the national, regional and international levels.

## Disseminating environmental ethics



Faces of tsunami disaster, Maldives

In Cuba in January 2013, UNESCO's Jose Marti Project of World Solidarity appealed 'for a culture of nature' at a symposium organized by the project during an international conference entitled *For Equilibrium in the World*. Social scientists speaking different languages from around the Caribbean used this opportunity to draft a series of recommendations for ethically grounded responses to environmental challenges in the Caribbean. The same year, the Centro de Estudios Martianos in Cuba developed a web-based toolkit consisting of a compilation of the critical thought of José Marti regarding environmental ethics.

## Networking researchers across the Pacific

In November 2012, UNESCO sponsored the creation of the Pacific Islands Universities Research Network. The network was the outcome of a meeting in Fiji which brought together more than 30 senior researchers and representatives of intergovernmental technical agencies. UNESCO's partners in this endeavour were the Technical Centre for Agricultural and Rural Cooperation of the African, the Caribbean and Pacific Group of States/European Union, the University of the South Pacific, the University of Papua New Guinea, the Secretariat of the Pacific Community and the Australian National University.

The meeting identified specific gaps in science, technology and innovation policy, in relation to national and regional development plans and frameworks. One recommendation called for greater acknowledgment of the relationship between science and local and indigenous systems of knowledge. UNESCO has run awareness-building campaigns in recent years in the Cook Islands, Kiribati, Samoa, Tokelau and elsewhere to encourage people to document their local and traditional knowledge, so that it can help shape science policies.

## Fostering greater social inclusion in the Caribbean



Rebuilding schools after the 2010 earthquake, Haiti

The *Port of Spain Declaration* was adopted in Trinidad and Tobago in May 2012 by the second Management of Social Transformations programme (MOST) forum of ministers of social and sustainable development from the Caribbean. Under the theme of Promoting Equity and Social Inclusion, the forum highlighted the challenges facing youth with disabilities, during exchanges between representatives of civil society and public authorities.

UNESCO followed up the forum's recommendations with four separate activities in 2012–2013. A report published in June 2013 compared public policies for the social inclusion of youth in the different CARICOM countries. The study was carried out by the National Centre for Youth Development of the Jamaican Ministry of Youth and Culture and Youth Crime Watch at the University of the West Indies Mona Campus in Jamaica. The final report was coordinated by the Jamaica National Commission for UNESCO.

The second activity concerned the development of a curriculum on public policies for social inclusion for the Henri Christophe Campus of the State University of Haiti. The curriculum was prepared by Haitian scholars,

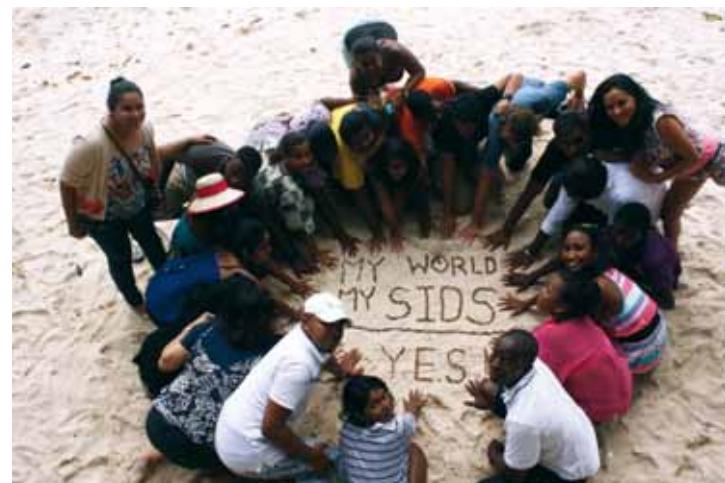
in partnership with the Institute of the Americas. The new Henri Christophe Campus was established as part of post-disaster reconstruction, following the 2010 earthquake.

A third activity consisted in policy-oriented research intended to help the Haitian Ministry of the Female Condition and Women's Rights design and implement policies in favour of the social inclusion of women.

The study was prepared by Haitian scholars, in partnership with the Institute of the Americas.

Lastly, the Interuniversity Institute for Relations between the European Union, Latin America and the Caribbean (IRELAC) conducted a comparative review of the inclusiveness of policy instruments for the development of youth, in the context of international cooperation with Haiti.

© UNESCO/T. Mousbe



Youth representatives in the Seychelles in July 2013, at a regional preparatory meeting for the International Conference on SIDS in 2014

## Developing national youth policies in the Pacific

In the Pacific, investment in the young is largely channelled through education systems which are struggling to provide access and improve quality. UNESCO has worked with several Pacific countries to develop national youth policies which fix realistic targets for addressing priority issues. Revised policies have been adopted in Nauru and the Marshall Islands, in partnership with the Secretariat of the Pacific Community, in Tuvalu, with the Commonwealth Youth programme, as well as in Tokelau.

## Giving young people a voice

Youth Visioning for Island Living gives young people an opportunity to design and implement projects that voice their concerns and break their isolation. This may entail producing feature films or organizing island-wide public discussion forums and competitions. Between 2005 and 2013, some 40 young people from Dominica, Grenada, Guinea-Bissau, Haiti, Jamaica, Mauritius, Niue, Papua New Guinea, Samoa, Seychelles and Tanzania (Zanzibar) developed and managed their own projects. Topics included HIV/AIDS, fish farming, the documentation of climate change and documentaries on the lives of young Pacific women.

## Involving youth in defining the post-2015 development agenda

In 2013, UNESCO, UNICEF and UNFPA launched an invitation to young people to voice their views on what the priorities should be for their region over the next decade. The *My World, My SIDS* campaign attracted over 200 applicants. Of these, 70 young people between the ages of 12 and 30 were selected from the Atlantic, Caribbean, Indian and Pacific Oceans to bring forward their perspectives through three regional and one inter-regional preparatory meetings for the International Conference on SIDS in 2014. The young ambassadors who gathered in Fiji, Jamaica and the Seychelles agreed on the priorities for their island homes: improving access and quality of education, taking action on climate change, and including young people as partners in sustainable development. Their voice has already been heard through their concrete proposals for the post-2015 development agenda and the 2014 review of the SIDS Programme of Action.

## Learning MovieMaker in Barbados



© Cha Boyce

## Training Caribbean youth in tourism and film

In 2012, communities in Jamaica, St Lucia, St Vincent and the Grenadines and Trinidad and Tobago participated in UNESCO's programme for Youth Poverty Alleviation through Tourism and Heritage (Youth PATH). In Jamaica, young people from the mountainous Sligoville Great House area received training as tour guides, in collaboration with the Jamaica Cultural Development Trust. To help visually impaired youngsters participate in UNESCO activities, sections of the document *Clubs for UNESCO: a Practical Guide* were translated into Braille and printed.

Pupils from various secondary schools and other institutions in Trinidad and Tobago were introduced to film-making through another Youth PATH project called *My Town, My Country, My World*. The pupils received training in movie direction, acting, script writing, lighting, audio effects, graphics and brochure preparation. The project was implemented by the Save Our Society Foundation, in coordination with the Trinidad and Tobago National Commission for UNESCO. The trainees learned how to establish a company and were introduced to financial planning. They also produced a short film entitled *My Town, My Country, My World, Island Lights*, the launch of which was reported on by national media.

Entrepreneurship was also the theme of the Youth PATH project implemented in Marriaqua in St Vincent and the Grenadines, known for its mineral waters. The trainees explored the region's potential for the development of spas.

The project was implemented by the Highlanders Community Group, in partnership with the Grenadines Hoteliers Association and the Ministry of Tourism, among others. In St Lucia, trainees from Anse-La-Raye and Canaries were offered a wide range of courses: tourism hospitality, production and commercialization of local crafts, entrepreneurship, small business management and dance and theatre production.

## Urban Youth in the Pacific

Increasing resilience and reducing risk for involvement in crime and violence



## Attacking the roots of youth crime and violence in the Pacific

Violence and crime involving young people is a growing problem across the Pacific, notably in Papua New Guinea. Inter-school violence has escalated to the point where injuries have been serious and property damage extensive. This disturbing phenomenon is associated with a lack of job opportunities. Where jobs are limited, social and cultural activities can build skills and offer youth a sense of community. These are some of the findings of an interagency study on *Urban Youth in the Pacific: Increasing Resilience and Reducing Risk of Involvement in Crime and Violence*<sup>4</sup>, published jointly in 2011 by UNESCO, UNDP, Pacific Centre, PIFS, UNICEF, ILO, UNFPA, Pacific Youth Council and SPC, with financial support from AusAID.

<sup>4</sup> [www.undppc.org.fj/\\_resources/article/files/UrbanYouth\\_in\\_the\\_Pacific.pdf](http://www.undppc.org.fj/_resources/article/files/UrbanYouth_in_the_Pacific.pdf)

## An involuntary return to Paradise

When UNESCO began consulting different stakeholders about revising the *National Youth Policy* in Tonga, concerns were raised about the growing number of young people being returned involuntarily to their country of birth. Many of them lost residency status in their adopted home because they had committed crimes.

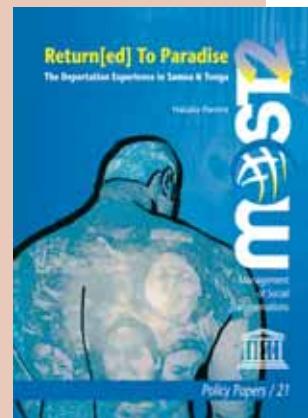
The problem was common to several Pacific countries, particularly those with high levels of migration to the USA. Many young people deported to the Pacific no longer had family, social or cultural ties to their country of birth, leaving them isolated and estranged.

In 2011, UNESCO published the study *Return[ed] to Paradise: the Deportation Experience in Samoa and Tonga*<sup>5</sup>. It documented the average length of time incarcerated, types of offence, transportation and treatment at the border, reintegration and issues of marginalization and discrimination. Consultations conducted in Samoa and Tonga with deported individuals, in partnership with UNEP and the Pacific

Islands Forum Secretariat, identified three primary areas where programmes were urgently needed to assist youth: employment; job training and educational courses; and counselling or therapy.

The study informed the National Workshop on Deportees to Samoa run by UNESCO in 2010, which in turn led to the development of a comprehensive government reintegration programme for returnees under the auspices of the Samoan Charitable Trust for Returnees.

In 2012, UNEP used this experience to publish guidelines on *Working with Deported Individuals in the Pacific: Legal and Ethical Issues*<sup>6</sup>.

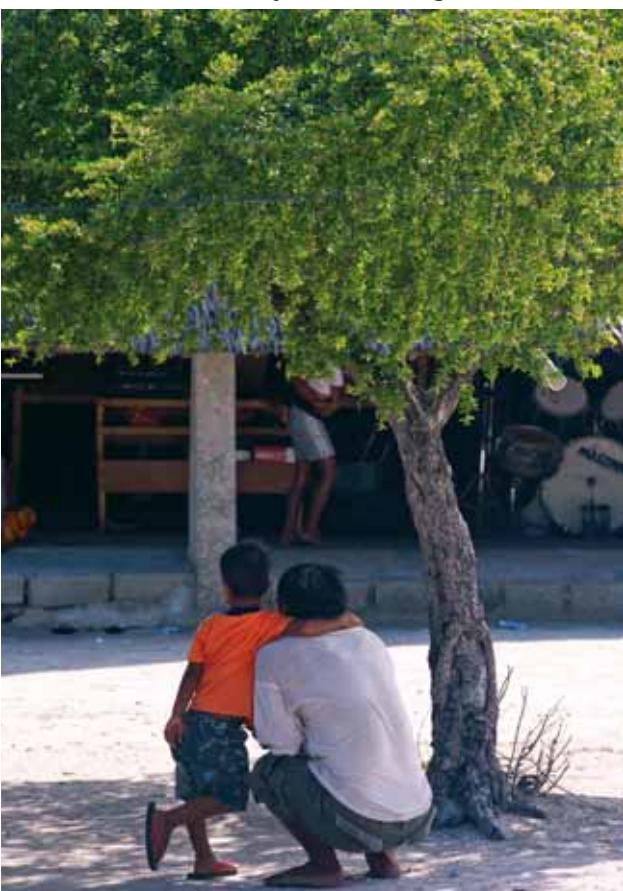


## Developing creative industries for youth in Kiribati

In 2009, UNESCO conducted a study of opportunities in Kiribati for the development of creative industries, to generate job opportunities and broaden social skills. The study looked at creative industries in the widest sense, from traditional crafts through to modern artistic forms like graphic design. The key finding was that opportunities did exist but young people lacked both the technical artistic skills and the financial knowledge needed to embark on starting up and managing such enterprises.

The study recommended reviewing school curricula to ensure that pupils left school with both artistic and financial literacy. UNESCO partnered with the International Labour Organization to adapt to Kiribati schools an existing financial literacy tool called *Know About Business*. This material is now available in i-Kiribati and is being integrated through the national curriculum review process into primary and secondary school curriculum.

Locals in Tebikenikora, a village in Kiribati, a Pacific island nation affected by climate change



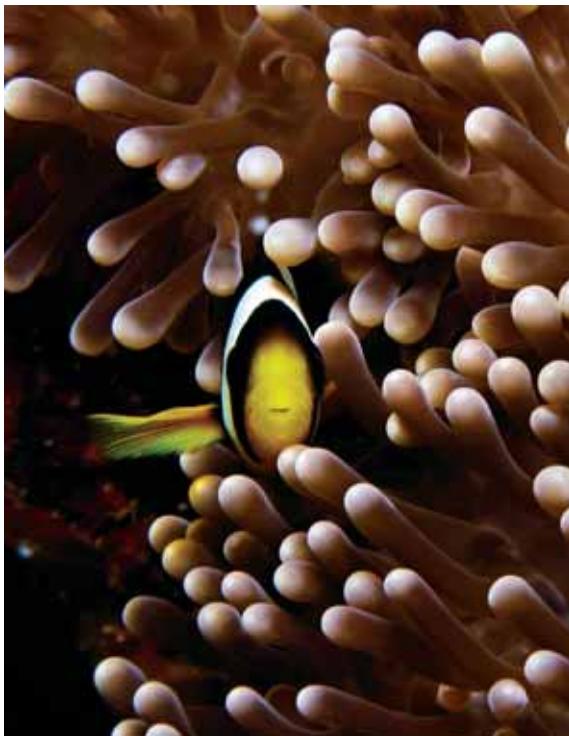
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5 <http://unesdoc.unesco.org/images/0019/001928/192858e.pdf>

6 [www.undppc.org.fj/\\_resources/article/files/Working\\_with\\_Deported\\_Individuals\\_in\\_the\\_Pacific-web.pdf](http://www.undppc.org.fj/_resources/article/files/Working_with_Deported_Individuals_in_the_Pacific-web.pdf)

# Managing Natural Resources for a Sustainable Future

Baa Atoll, Maldives



© Atoll Ecosystem Project/Ministry of Housing & Environment

**Island nations have a lot in common. They are endowed with both land-based and ocean resources and, thanks to their isolation, host biodiversity that tends to be both endemic and unique. They also face environmental challenges. Low-lying atolls in the Pacific are particularly vulnerable to sea-level rise, for instance, and Caribbean islands are experiencing more frequent hurricanes. Most island nations are experiencing increasingly erratic rainfall, even as their populations are growing.**

**How can island nations best manage their natural resources in order to sustain life and livelihoods? Making the right decision requires good governance. Good governance springs from rational management practices which in turn rely on sound knowledge of the state of natural resources and the ability to predict future trends. UNESCO is helping SIDS to assess their natural resources, manage them sustainably and put good governance practices in place. It is also encouraging SIDS to cooperate with one another. As they often face similar environmental challenges, it makes sense for them to share solutions.**

## Managing natural resources through biosphere reserves

The flagship achievement of UNESCO's Man and the Biosphere (MAB) Programme over the past four decades has been the constitution of a vast network of 621 biosphere reserves in 117 countries. Of these, 15 are situated in nine SIDS in the Atlantic, Indian and Pacific Oceans and in the Caribbean.

Each biosphere reserve counts core zones reserved strictly for conservation, surrounded by larger buffer zones and transition areas where local inhabitants are encouraged to experiment with different approaches to sustainable development, such as ecotourism, sustainable agriculture and aquaculture or renewable energy. In addition to fostering conservation and development, each biosphere reserve provides the local population with logistic support through training, education and scientific research.

Four biosphere reserves in SIDS have been established recently. In Africa, the Island of Principe became São Tomé and Príncipe's first-ever biosphere reserve in 2011. The same year, Baa Atoll in the Indian Ocean became the Maldives' first biosphere reserve; the country has subsequently begun implementing the biodiversity conservation project, Atoll Ecosystem-based Conservation of Globally Significant Diversity in Baa Atoll.

In the Caribbean, two countries have recently joined the World Network of Biosphere Reserves: St Kitts & Nevis in 2011, with the designation of St Mary's Biosphere Reserve, and Haiti in 2012, with the designation of La Selle Biosphere Reserve (see table p.36).

## Expanding the network

UNESCO is currently assisting the Government of Timor-Leste in adopting the biosphere reserve concept. The National Commission of Timor-Leste to UNESCO is working with the Environmental Sciences Unit and the Department of Forestry to improve management of Timor-Leste's only natural reserve, Nino Konis Santana National Park. The project is being supported by the Governments of Spain and Japan.

UNESCO ran a workshop in Curaçao in November 2012 to consider potential sites for new coastal and marine biosphere reserves in the Caribbean. This was followed up by an interministerial and expert conference on the same theme in St Kitts and Nevis in March 2013. A preliminary inventory of Caribbean marine biodiversity was presented to both meetings. This inventory was the first in the region to combine information and data on biodiversity with information on the impact of human activities. The meetings resulted in the adoption by the beneficiary countries of a declaration and an action plan, *Biosphere Reserves as Tools for Socio-economic Development in the Caribbean Small Islands States*. These countries include Antigua and Barbuda, Bahamas, Barbados, Curaçao, Dominica, Grenada, Jamaica, St Kitts and Nevis, St Lucia, St Maarten, St Vincent and the Grenadines and Trinidad and Tobago.

In the Pacific, the MAB Programme and the Apia Office are embarking on an initiative to revitalize the Pacific Biosphere Reserve Network (PacMAB), which serves as a vehicle for exchanges and cooperation among new and emerging biosphere reserves and national MAB focal points. The 4th PacMAB meeting is to be held in late April 2014 in Fiji.

## Biosphere reserves in SIDS

Country	Biosphere reserve	Year of designation
Cuba	Ciénaga de Zapata	2000
	Buenavista	2000
	Peninsula de Guanahabibes	1987
	Cuchillas del Toa	1987
	Baconao	1987
	Sierra del Rosario	1984
Dominican Republic	Jaragua-Bahoruco-Enriquillo	2002
Haiti	La Selle	2012
Maldives	Baa Atoll	2011
Mauritius	Macchabee/Bel Ombre	1977
Micronesia (Federated States of)	And Atoll	2007
	Utwe	2005
Palau	Ngaremeduu	2005
Sao Tome & Principe	Island of Principe	2011
St Kitts & Nevis	St Mary's	2011

## Experimenting sustainable development in Cuba

In Cuba, a five-year project launched in May 2013 is reinvigorating traditional farming methods that are compatible with biodiversity conservation. The aim is to foster the sustainable use of agricultural biodiversity, while improving the livelihoods of communities. The project is currently under way in the Cuchillas del Toa and Sierra del Rosario Biosphere Reserves and will ultimately involve all six Cuban biosphere reserves. The endeavour brings together Biodiversity International, UNESCO, the Cuban Institute for Basic Research in Tropical Agriculture (INIFAT), Cuban National System of Protected Areas (CNAP) and UNEP.

With the Caribbean experiencing more frequent hurricanes and tropical storms, UNESCO is using remote sensing in a second project to analyse the impact of recent hurricanes on Cuban biosphere reserves and World Heritage sites. The aim is to devise a strategy for protecting them and helping local communities adapt to climate change. The case studies are targeting sites that have been affected by hurricanes since 2008: the Baconao, Cuchillas del Toa and Sierra del Rosario Biosphere Reserves and the Humboldt Park and Valle de Viñales World Heritage sites.

to policy makers in each small island state. The project will also provide practitioners of the Sandwatch project with historic satellite images of beaches, as a complementary tool to the Sandwatch international database (see p.7).

The project benefits from the support of the Belgian Science Policy Office and is being implemented in partnership with the International Society of Photogrammetry and Remote Sensing.

## Embracing energy independence in Tokelau

In 2012, Tokelau went from being completely dependent on imported diesel fuel for its electricity supply to 100% renewable energy-based. Today, the three atolls have some of the largest stand-alone solar photovoltaic systems in the world.

This achievement is the outcome of a process which began back in 2001, when UNESCO launched a pilot solar photovoltaic project for Fakafo Atoll, with UNDP funding. A feasibility study followed, which in turn led to the design of the system then an environmental impact assessment and tender. In parallel, Tokelau prepared and endorsed its first National Energy Policy and Strategic Action Plan in 2004.

## Transmitting island ecological knowledge

A sub-regional network of traditional healers was formed in the Seychelles in February 2013, at a meeting organized by UNESCO and attended by NGOs and researchers from the region. Practitioners from Comores, La Reunión (France), Madagascar, the Maldives, Mauritius and the Seychelles plan to develop ethical

## Monitoring the environment through remote sensing

In Kingston on 3–5 December 2013, UNESCO and the University of Ghent (Belgium) are running a workshop on remote sensing for government officials and academics from Barbados, Dominican Republic, Haiti, Jamaica, St Lucia and Barbados. This will be the first phase of a new project designed to establish collaboration between Caribbean governments and universities with space agencies to promote remote-sensing for environmental management.

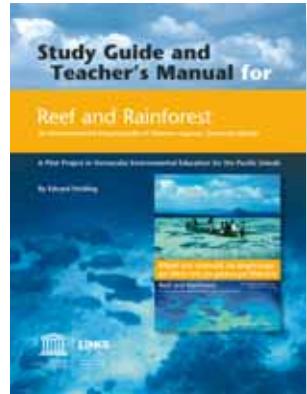
The European Space Agency (ESA) and French Space Agency (CNES) have donated high-resolution imagery for the participants' use. The University of Ghent will be processing this imagery to illustrate the ravages in these island nations of climate change, sea-level rise, coral bleaching, uncontrolled urban and tourism development, severe deforestation and selected natural hazards such as earthquakes, hurricanes, flooding and landslides.

The project is initiating an online database to enable all the images and analyses to be shared with partners. Finances permitting, the next step will be to expand this work to other regions of the world, eventually establishing a global database for all SIDS. Products from the project will be communicated

codes and exchange best practices concerning the sustainable use of medicinal plant resources. They will also dialogue with policy-makers and scientists and develop appropriate education programmes. Special emphasis will be placed on traditional women's knowledge and knowledge for women.

In 2011, approximately 115 East Timorese benefited from training in environmental education based on local and indigenous knowledge related to plants. The training was organized by UNESCO, in close collaboration with the Timor-Leste National Commission for UNESCO and local NGOs.

In the Solomon Islands, UNESCO has worked with teachers and local communities in Marovo Lagoon, as well as with the Ministry of Education and Bergen University in Norway, to develop a locally accessible, Wiki-based online educational resource that supports classroom use of UNESCO's *Reef and Rainforest* encyclopedia of Marovo's indigenous knowledge (2005). Using the 'Marovo Wiki' and associated lesson plans, teachers and their pupils worked in their own language to moderate, improve and expand the educational content relating to local knowledge of local environments. The result is a series of Marovo-language lesson plans, available since 2012, that promote indigenous language and knowledge in the classroom.



## Improving groundwater governance

UNESCO is acting upstream to improve the governance of groundwater worldwide, via the development of a *Global Framework for Action*, which will consider the specificity of SIDS. The GEF-funded Groundwater Governance Project was launched in September 2011 by UNESCO in partnership with FAO, the World Bank and the International Association of Hydrogeologists. Five regional diagnoses have been prepared after a series of consultations. These will serve as the basis for the *Global Framework for Action* due out in 2014.

## Assessing the quality and quantity of groundwater

In many SIDS, the quality and quantity of groundwater are now threatened by population growth, urbanization and climate change. Groundwater is already suffering from saltwater intrusion as a corollary of rising sea levels. Rainfall is also becoming increasingly erratic, raising the spectre of periodic drought.

For the low-lying atoll nations of the Pacific, securing safe and sufficient freshwater is a constant challenge. Unreliable rainfall patterns and the absence of lakes or rivers mean that many atoll communities rely almost exclusively on groundwater. In the face of these problems, some governments are contemplating expensive alternatives to groundwater like desalination technologies. There are other solutions, however.

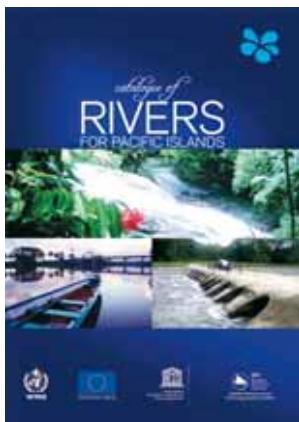
UNESCO's International Hydrological Programme (IHP) began compiling information on the aquifers of 43 SIDS in 2013. Information and data are being collected for a wide set of hydrogeological and socio-economic indicators, via questionnaires submitted to national experts and governments in each of the participating SIDS. The data will then be integrated into indices to facilitate priority-setting within water management strategies. To qualify for the project, a country must have a maximum surface area of 50 000 km<sup>2</sup> and a population not exceeding 5 million.



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The aim is to provide an estimation of how the quantity and quality of water in these underground systems may change over the next 15–20 years. A parallel goal is to shine a spotlight on aquifers of particular concern, in order to catalyse international support for remedial measures. UNESCO is implementing this two-year project (component on the aquifers of SIDS) within the wider Transboundary Waters Assessment Programme financed by the Global Environmental Facility (GEF).

## Cataloguing and comparing river basins in the Pacific



In 2012, UNESCO's Apia Office published the first-ever *Catalogue of Rivers for Pacific Islands*. The book documents the principal characteristics of the main rivers in eight Pacific island countries. Rivers are not found in all Pacific countries and are generally confined to larger, more elevated islands. Those islands fortunate enough to have permanent rivers rely on them greatly for their water supply, agriculture and fishing, transportation and power generation, as well as for recreation.

The *Catalogue of Rivers for Pacific Islands* reviewed the available data sets and compiled them into a consistent style and format. Current data sets are often patchy, highlighting the difficulties that countries face in maintaining consistent and long-term data sets. The catalogue was produced with the support of the UNESCO-IHP, the European Union, WMO and the Secretariat of the Pacific Community Applied Geoscience and Technology Division (SOPAC).

Flow Regimes from International Experimental and Network Data (FRIEND) is an international research programme run by the UNESCO-IHP which helps to set up regional networks to analyse hydrological data on river flow. The Asian–Pacific FRIEND network is coordinated by UNESCO's Jakarta Office. In 2011, the office published *Flood Design Hydrograph information supplied for the Asia Pacific Region*, with a case study from Papua New Guinea. FRIEND is coupled with the regional Flood Forecasting and Warning System assessment project, which undertakes comparative studies in Asia–Pacific.

Lagoon in Kiribati



# The UNESCO Participation Programme in SIDS

In addition to its regular programme, UNESCO supports initiatives undertaken by Member States in the Organization's fields of competence through the Participation Programme (PP). The PP gives priority to least developed countries, developing countries, post-conflict and post-disaster countries, countries in transition and small island developing states (SIDS). SIDS have participated actively in the Participation Programme, implementing projects across the full range of UNESCO's programme areas. For the 10-year period from 2004 to 2013, UNESCO awarded more than US\$16.4 million to its 47 SIDS and Associate Member States for the implementation of 845 national and regional projects. This support testifies to the ongoing healthy cooperation and strong synergies between UNESCO's priorities and those of SIDS.

Biennium	2004–2005	2006–2007	2008–2009	2010–2011	2012–2013
Assistance to SIDS in US\$	4.3 million	2.9 million	3.8 million	3.3 million	2.1 million
Number of SIDS beneficiaries	37	33	34	28	26
Number of projects supported in SIDS	240	165	183	149	108

# UNESCO's Intersectoral Platform for Small Island Developing States

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