



United Nations
Educational, Scientific and
Cultural Organization

Sustainable island living



THE MAURITIUS STRATEGY IN ACTION

Contents

1 Prologue	2
2 Cross-cutting themes	6
3 Culture and society	14
4 Environment and natural resources	22
5 Communication and information	30
6 Education and capacity building	34
7 UNESCO in the island regions	38
8 Looking forward	47

Project directors: Dirk G. Troost and Douglas Nakashima
 Compiled and edited by Malcolm Hadley and Fathimath Ghina
 Art and design: Micheline Turner

Published in August 2007 by the
 United Nations Educational, Scientific and Cultural Organization (UNESCO)
 7 place de Fontenoy, 75352 Paris 07 SP, France
 © UNESCO 2007

Cover: Jamaican toddler featured in a UNESCO Courier issue on 'Early Childhood Care and Education', the theme of the 2007 Education For All (EFA) Global Monitoring Report. © UNESCO/Gary Masters. Malé, capital of Maldives, more than 80,000 residents on Kaafu Atoll (1.7 km long, 1.0 km wide, maximum elevation 2.4 m). © Yann Arthus Bertrand/Earth from Above/UNESCO.

Suggested citation: UNESCO. 2007. *Sustainable island living. The Mauritius Strategy in action*. UNESCO, Paris.

Printed by UNESCO
 (SC-2007/WS/36)

This booklet represents a collective effort of specialists and colleagues in many UNESCO sectors, programmes, units and field offices, as well as collaborating institutions and organizations, who have been and continue to be involved in the small islands domain. Thanks are due to all those who have contributed ideas and suggestions, text and graphics.

The designations employed and the presentation of material throughout this publication do not imply the expression of any opinion whatsoever on the part of UNESCO concerning the legal status of any country, territory, city or area or of its authorities or concerning the delimitation of its frontiers or boundaries.

Contact address:
 UNESCO Focal Point for SIDS/Mauritius Strategy Implementation
 c/o Coasts and Small Islands (CSI) Platform
 Division of Science Policy and Sustainable Development
 UNESCO, 1 rue Miollis
 75732 Paris Cedex 15, France
 fax: +33 1 45 68 58 08
 email: sids@unesco.org
 www.unesco.org/en/sids

The digital version of this booklet can be viewed at:
<http://www.unesco.org/csi/B10/mim2007.htm>

Small islands have long held a special place in the human psyche – Homer's Odyssey, the Elysian Fields in the Isles of the Blessed in ancient Greek mythology, Saint Brendan's 'Promised Land of the Saints', Isle de Gorée, Ellis Island, Galápagos archipelago, Robinson Crusoe, Lord of the Flies, Robben Island, ...

Paradise or Purgatory, Heaven or Hell, islands leave no one indifferent – and least of all the world's poets and writers, scholars and scientists. But islands are much more than a writer's inspiration, a scientist's laboratory, a metaphor. They are home to islanders, who are both the same as ... yet different from everyone else, with special problems and opportunities, in terms of isolation and connectedness, economies of scale, high transportation and communication costs, the mixed blessings of tourism and 'seasonal sojourners', limited terrestrial resource base, sub-optimal use of exclusive economic zones, vulnerability to the hostilities of nature and events elsewhere.

Among the vulnerabilities is that relating to rising sea-levels – a vulnerability which was a principal motor for the United Nations to hold a conference in Barbados in 1994 on the issue of Sustainable Development of Small Island Developing States. A decade later, in January 2005 in Mauritius, the international community convened another high-level meeting, which reviewed the implementation of the Programme of Action that had been agreed upon in Barbados. The principal negotiated outcomes were a political declaration and a strategy document.

The Mauritius Strategy builds on and reassesses the original areas of concern adopted

137-page review, March 1994
<http://www.unesco.org/csi/intro/islandagenda.htm>

Earlier
 overviews



in Barbados, and highlights new priorities and emerging issues and perspectives, such as HIV and AIDS, culture, trade, security, the role of modern information and communication technologies.

On its part, like a number of other United Nations institutions, UNESCO has had projects specifically geared to small islands for several decades, in each of its programme sectors. The Organization has strived to respond to the calls of the Barbados and Mauritius conferences, in modifying existing programmes and in creating new ones, as well as in providing a focal point mechanism and platform for interdisciplinary and intersectoral cooperation relating to work on and in small island states.

Assessment of the Organization's work comes under the purview of the UNESCO General Conference, with the conclusions of an immediate post-Mauritius review in October 2005 addressing recommendations to Member States and Associate Members, to non-governmental organizations and to the Director-General (33 C/ Resolution 3, see right).

With the above as summary background, the present booklet provides an overview of the Organization's recent activities (particularly in 2006 and the first half of 2007) in support of the implementation of the Mauritius Strategy. Special attention is given to activities carried out and supported by Field Offices, usually in association with National Commissions for UNESCO. Additional insights and examples are given in several earlier brochures and booklets pictured below, as well as on the web pages for individual programmes and field offices accessible through <http://www.unesco.org>.

MAURITIUS STRATEGY CHAPTERS

I	Climate change and sea-level rise	XIII	Trade: globalization and trade liberalization
II	Natural and environmental disasters	XIV	Sustainable capacity development and education for sustainable development
III	Management of wastes	XV	Sustainable production and consumption
IV	Coastal and marine resources	XVI	National and regional enabling environments
V	Freshwater resources	XVII	Health
VI	Land resources	XVIII	Knowledge management and information for decision-making
VII	Energy resources	XIX	Culture
VIII	Tourism resources	XX	Implementation
IX	Biodiversity resources		
X	Transport and communication		
XI	Science and technology		
XII	Graduation from least developed country status		

UNESCO General Conference 33rd Session - October 2005

Resolution 3. Programme of action for the sustainable development of small island developing States (SIDS): further implementation

The General Conference,

...

1. Urges Member States and Associate Members to:

- (a) participate actively in the implementation of and the follow-up to the Mauritius Declaration and the Mauritius Strategy;
- (b) mobilize UNESCO's programmes and networks in their respective countries and regions to promote further the implementation of the Programme of Action for the Sustainable Development of Small Island Developing States by taking advantage of synergies of action across the Organization's programmes and programme sectors and the opportunities afforded by the Participation Programme and other sources of support;

2. Urges non-governmental organizations in official relations with UNESCO to:

- (a) work in close partnership with governments and other stakeholders in the follow-up to the Mauritius International Meeting;
- (b) strengthen cooperation with civil society in small island developing States in the implementation of the Mauritius Strategy;

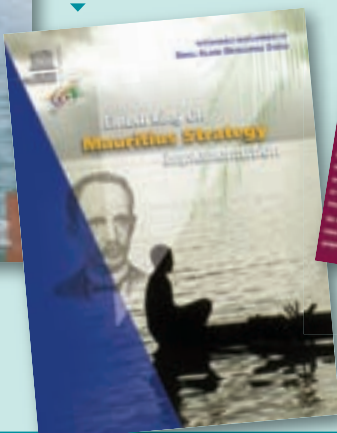
3. Invites the Director-General to:

- (a) continue to mainstream the Mauritius Strategy in the Organization's activities and work programmes;
- (b) continue, at the same time, to promote a holistic integrated approach to sustainable living and development in small island developing States and to nurture intersectoral cooperation with an intergenerational dimension, at the interregional level, by means of the proven platform approach;
- (c) collaborate fully with the United Nations family of institutions and other international and regional organizations in contributing to the timely follow-up to and effective implementation of the Mauritius Strategy;
- (d) include appropriate proposals for UNESCO's further contribution to the implementation of the Mauritius Strategy in the preparation of the Organization's Medium-Term Strategy for 2008–2013 (34 C/4).

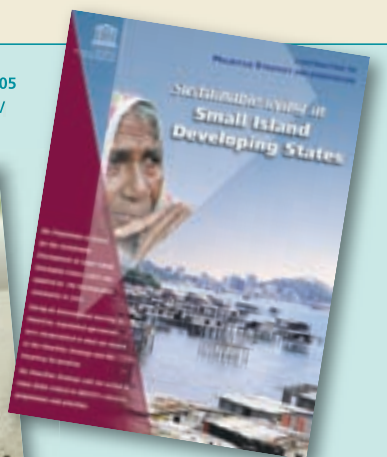


▲ 48-page booklet, October 2004
<http://www.unesco.org/csi/B10/mim.htm>

6-page brochure, September 2005
<http://www.unesco.org/csi/B10/msibroch.htm>



▲ 6-page brochure, March 2007
<http://www.unesco.org/csi/B10/msibroch2007.htm>







List of Small Island Developing States

	Population (est. 2007)	Terrain	Length of coastline (km)	Land area (km ²)		Population (est. 2007)	Terrain	Length of coastline (km)	Land area (km ²)
AFRICA					CARIBBEAN				
Cape Verde	423,613	rugged, rocky, volcanic	965	4,033	Antigua & Barbuda	69,481	low-lying limestone and coral islands	153	443
Comoros	711,417	volcanic islands	340	2,170	Aruba ^c	100,018	flat, some hills, scant vegetation	69	193
Mauritius	1,250,882	small coastal plain, central plateau	177	2,030	Bahamas	305,655	long, flat coral formations	3,542	10,070
Sao Tome & Principe	199,579	volcanic, mountainous	209	1,001	Barbados	280,946	flat, central highland	97	431
Seychelles	81,895	granitic (Mahe Group), coral reefs	491	455	Cuba	11,394,043	terraced plains, small hills, mountains	3,735	110,860
ASIA AND THE PACIFIC					DOMINICAN REPUBLIC				
Bahrain ^a	708,573	low desert plain, low central escarpment	161	665	Dominica	72,386	rugged mountains of volcanic origin	148	754
Cook Islands	21,750	low coral atolls, volcanic, hilly	120	240	Dominican Republic ^c	9,365,818	rugged highlands and mountains	1,288	48,380
Fiji	918,675	mountainous of volcanic origin, coral atolls	1,129	18,270	Grenada	89,971	volcanic in origin, central mountains	121	344
Kiribati	107,817	low-lying coral atolls	1,143	811	Haiti ^d	8,706,497	rugged, mountainous	360	27,560
Maldives	369,031	1,190 coral islands grouped into 26 atolls	644	300	Jamaica	2,780,132	narrow coastal plains, mountains	1,022	10,831
Marshall Islands	61,815	low coral limestone and sand islands	370	181	Netherlands Antilles ^{a, b}	223,652	hilly, volcanic interiors	364	960
Micronesia	107,862	geologically varied, volcanic, coral atolls	6,112	702	St Kitts & Nevis	39,349	volcanic, mountainous interiors	135	261
Nauru	13,528	sandy beach, coral reefs, phosphate plateau	30	21	St Lucia	170,649	volcanic, mountainous with broad valleys	158	606
Niue	1,492	limestone cliffs, central plateau	64	260	St Vincent & Grenadines	118,149	volcanic, mountainous	84	389
Palau	20,842	low coral islands, mountainous main island	1,519	458	Trinidad & Tobago	1,056,608	mostly plains, hills, low mountains	362	5,128
Papua New Guinea	5,795,887	coastal lowlands, mountains	5,152	452,860	US Virgin Islands ^{a, b}	108,448	hilly, rugged, mountainous	188	346
Samoa	214,265	narrow coastal plains, interior mountains	403	2,934	MEDITERRANEAN				
Singapore	4,533,009	lowland, undulating central plateau	193	692	Cyprus	788,457	coastal plains, mountains	648	9,240
Solomon Islands	566,842	mostly rugged mountains, low coral atolls	5,313	27,540	Malta	401,880	low, flat plains, coastal cliffs	253	316
Timor-Leste	1,084,971	mountainous	706	15,007					
Tokelau ^{a, b}	1,449	atolls	101	10					
Tonga	119,921	coral formation, volcanic	419	718					
Tuvalu	11,992	low-lying, narrow coral atolls	24	26					
Vanuatu	211,971	>80 islands, mostly mountains of volcanic origin, narrow coastal plains	2,528	12,200					

^a Not a member of the Alliance of Small Island States (AOSIS) (the Netherlands Antilles and US Virgin Islands are, however, observers)
^b Non-self governing
^c Part of the Kingdom of the Netherlands: Full autonomy in internal affairs
^d Population estimates for Haiti explicitly take into account the effects of excess mortality due to AIDS

Source: Adapted from www.un.org/esa/sustdev/sids/sidlist.htm (14 May 2007). Population data (estimated for July 2007) and land area data from CIA Factbook <http://www.cia.gov/cia/publications/factbook> (14 May 2007).

Cross-cutting themes

Alleviating poverty

UNESCO's ethical and intellectual mandate and its role in standard setting and policy advocacy – combined with on-the-ground action projects and capacity-building initiatives of various kinds – provide it with special responsibilities as well as opportunities in respect to the alleviation of poverty. And more particularly in contributing to the first of the UN's Millennium Development Goals (MDGs), that of eradicating poverty, especially the halving of extreme poverty by 2015.

From UNESCO's perspective, poverty is a violation and denial of human rights on a persistent, systematic and massive scale. Among the challenges is that of seeking greater common ground between human rights and development practices, with an overview of priority concerns and recent activities described in a late 2006 issue of the newsletter of the Social and Human Sciences Sector. Associated with that challenge is the



Like slavery and apartheid, poverty is not natural. It is people who have made poverty and tolerated poverty, and it is people who will overcome it. ... Overcoming poverty is not a gesture of charity. It is an act of justice. It is the protection of fundamental human rights. Everyone everywhere has the right to live with dignity; free from fear and oppression, free from hunger and thirst, and free to express themselves and associate at will. ... Yet in this new century, millions of people remain imprisoned, enslaved, and in chains. ... Massive poverty and inequality are such terrible scourges of our times – times in which the world also boasts breathtaking advances in science, technology, industry and wealth accumulation. ... While poverty persists, there is no true freedom.”

Nelson Mandela, on the occasion of him becoming an Amnesty International Ambassador of Conscience. Johannesburg, 3 November 2006. Earlier, on 12 July 2005, in a ceremony in Johannesburg, Nelson Mandela had become one of UNESCO's Goodwill Ambassadors.

need in programmes and projects to make explicit feedback links between the substance of the various MDGs, such as between poverty alleviation (Goal 1) and environmental sustainability (Goal 7): the one cannot be effectively addressed without the other.

In most small island developing countries the 'poverty situation' is perhaps less acute than in many other parts of the developing world, in both absolute and relative terms. Thus, in the Human Development Index of UNDP's Human Development Report 2006, there is just one 'small island nation' in the 31 countries listed under 'Low human development'. In the same report, in a table on human and income poverty, 12 small island nations figure in the 26 developing countries listed under 'High human development'.

This said, poverty and its consequences are of considerable concern in many small island nations, particularly in terms of marginalized and unemployed youth. In turn, against this backdrop, the Organization works to reduce poverty at national and regional levels by building capacities for research and policy analysis, and advancing specific initiatives across education, natural and social sciences, communication and culture. In many cases, individual field projects encompass a range of sectoral concerns and fields of action.

For example, in the Caribbean, heritage tourism is being used as the entry point for empowering young persons to achieve

economic advancement and self esteem, through an initiative known as YouthPATH (p. 40). Several poverty-reduction projects have been launched by local groups of young people within the framework of 'Youth Visioning for Island Living' (p. 11). In Papua New Guinea, the 'Youth for Sustainability' association is tackling the unemployment problem in the rural community of Kolgpeng through a fish farming project. A somewhat analogous project in Tuvalu encourages young people to set up sustainable home gardening schemes for generating income. In Seychelles, creating more youth employment is being approached through increased local investment.



© Titus Kumaran

Preparing the water inlet from the main river for the fish ponds, as part of the fish-farming project in Kolgpeng, Papua New Guinea.

The media have a key role to play in addressing poverty, as reflected in two training workshops for media professionals organized in Sao Tome in December 2006 and April 2007 by the UNESCO-Libreville Office in cooperation with the Ministry of Social Communication of Sao Tome & Principe. The underlying aim was to harness the power of communication in 'leveraging' development actions in the fight against poverty, including the elaboration of a national strategic plan for the communication sector aligned to the national 'Poverty Reduction Strategy Paper'.

In the Pacific, the Tonga Broadcasting Corporation, supported by the International Programme for the Development of Communication (p. 30), has completed a series of hard-hitting radio and television programmes on

poverty and possible solutions, reporting on living standards and well-being in all five Tongan island groups. A particular focus was on the outlying Ha'apai island group, which has been adversely affected by outward migration to the capital Tongapatu and overseas. The programmes were structured on the UN Millennium Development Goals. Ten 30-minute programmes in the Tongan language advised the public of the current state of each goal, with villagers voicing their concerns about issues such as food security, education, health, environment, shelter, youth and children. The broadcasts were designed to help government and non-governmental organizations to better plan poverty alleviation programmes and a more comprehensive blueprint for achieving the MDGs by 2015.

Knowledge societies

If knowledge can be a powerful lever in the fight against poverty, the idea of 'knowledge societies' is one that has taken on new dimensions since its use in the late 1960s, in proposing that the wealth of a nation depends more on its ability to produce, exchange and transform knowledge than on its natural resources or industrial production.

More than most, islanders are very conscious that the future of any institution, country or region depends in large part on the depth and quality of its human capital. More than any time in history, the 'success' of an individual, corporation or nation is based on knowledge, connections, creativity and engagement, and on how a country manages its workforce. Many different dimensions and directions are involved, with some of the challenges and approaches described in 'Towards Knowledge Societies', released in 2006. The report puts forward several key ideas:

- Knowledge societies cannot be reduced to the information society. Unlike information, knowledge cannot be considered as just merchandise.
- Diminishing the digital divide is crucial, but not sufficient, because it is most often coupled with a much older and deeper knowledge divide.
- The expansion of knowledge societies – as long as it does not lead to the creation of guaranteed income for the profit of countries in the North – therefore constitutes a new development opportunity for countries in the South.
- There is no single model for a knowledge society. Knowledge societies must be pluralistic and take into account the diversity of knowledge cultures. It is up to each society to promote the local and indigenous forms of knowledge it possesses.
- Knowledge societies will accomplish their mission only if they succeed in fostering an ethic of collaboration and become knowledge-sharing societies.

And in turn, four principles underpin the concept of knowledge societies: (i) freedom of expression; (ii) universal access to information and knowledge; (iii) promotion of cultural diversity; and (iv) equal access to quality education. Promoting these principles is a key part of the Organization's contribution to implementing the outcomes of the World Summit on the Information Society.

Boosting knowledge societies in small island states: Some challenges and activities

Using information and communication technologies (ICTs) for knowledge sharing and for community empowerment, in the fields of education, science and culture

- Reinforcing distance education in five Caribbean universities (p. 37)
- Combining community broadcasting with internet and related technologies in Community Multimedia Centres (p. 32)
- Providing sources of information through electronic portals and clearinghouses, in such fields as educational planning, education and HIV & AIDS, ocean science, ...
- Encouraging 'real islander blogs' in small island regions (p. 33)
- Building capacity in e-governance, as a means of encouraging citizen participation in national and local decision-making and making government more accountable, transparent and effective (p. 32)

Promoting cultural diversity in all its forms

- Protecting and maintaining endangered languages, e.g. in Melanesia (p.15)
- Safeguarding the intangible cultural heritage (p.15)
- Preserving documentary heritage (p. 30)
- Using knowledge-intensive cultural assets and creativity (e.g. music) for improving livelihoods and creating income and wealth. Strengthening cultural industries through public-private partnerships and the Global Alliance for Cultural Diversity (p. 21)

Preserving local and indigenous knowledge, and promoting its transmission (between generations, within and between regions)

- Recording and diffusing traditional knowledge, e.g. on navigational knowledge in the Pacific, on medicinal plants and traditional medicine in Mascarene islands (p. 9)
- Incorporating local knowledge in school curricula, e.g. in Palau, Solomon Islands, Vanuatu (p. 9)

Underpinning educational development and sustained capacity building

- Highlighting the crucial role that teachers play in society, such as through annual observance of World Teachers' Day (p. 34)
- Targetting key dimensions in educational processes and systems, such as inclusive education and early childhood care and education (p. 35)
- Promoting quality education and cooperation between schools in different regions, e.g. through the Associated Schools Project Network (p. 35)

Strengthening the science and technology base of island economies

- Supporting such regional initiatives as harnessing S&T for Caribbean development (Cariscience) and the Pacific Science Net (p. 8)
- Developing guidance materials and toolkits for building scientific capacity (e.g. solar photovoltaic systems, microscience learning kits) (p. 8)
- Individual and group training in such technical fields as integrated water management (p. 22), harmful algal blooms (p. 27)
- Training schoolchildren in basic scientific observations and measurements, as in beach monitoring within Sandwatch (p. 27)

Encouraging disaster preparedness and mitigation

- Developing early-warning systems for tsunamis and other ocean-related hazards (p. 24)
- Community-based disaster preparedness and response plans, e.g. in Ambae (Vanuatu), Niuafu'ou (Tonga) (p. 8)

Exploring the ethical dimensions of knowledge production and knowledge societies

- Pacific 'Ethics of Knowledge Production' conference followed by national bioethics consultations and regional workshop (p. 21)

Science and technology

UNESCO has a long-standing commitment to supporting SIDS in strengthening the science and technology base of their economies and in building resilience in island societies. With science and technology explicitly recognized in the Mauritius Strategy as a cross-cutting issue for sustainable development in all sectors, many technical fields are involved, ranging from renewable energy and natural disaster mitigation to coastal area management and biodiversity conservation. Activities too are wide ranging – from individual study grants and group training to the strengthening of institutions and the testing and diffusion of educational and learning materials. As part of the international scientific community, UNESCO also contributes to efforts to inform policy makers and the general public of the implications of the findings of scientific research, in such fields as global warming, nanotechnology and genetically modified organisms.

In the Caribbean, developing a framework for science education policy, which could be adapted to the various needs and cultures of the countries of the region, was among the recommendations of a forum held in Trinidad & Tobago in February 2005. Later in the year, in December, UNESCO and the Cuban government jointly organized a major international conference in Havana on 'Science, Technology and Innovation for Sustainable Development'. As part of the lead-up to that conference 'Caribbean science under the microscope' was featured in the quarterly bulletin *A World of Science*, based on a chapter in the *UNESCO Science Report 2005*. Cooperation with the Caribbean Community and the Cariscience initiative includes support to a meeting in Port of Spain in May 2006 on 'Harnessing Science and Technology for Caribbean Development' and follow-up consultations and consultancy mission. Ongoing work includes a science-media project with the University of the West Indies, including the production of DVDs on such issues as the science of HIV and AIDS ('Sick to Death'), the science of violence ('Seeing Red') and risk assessment and disaster mitigation ('Danger Zone').

In the area of science communication, work in the Pacific is undertaken through a partnership with the Centre for Public Awareness of Science of the Australian National University. Activities include the launch of a Register of Pacific Scientists and the preparation of a 'Pacific Science

Net' (PacSciNet) website with an expected launch date in late 2007. PacSciNet aims at strengthening the transmission and flow of science-related information to, from and between Pacific Island countries. Other activities under the partnership include workshops and training events on science communication for scientists, journalists and educators.

Learning materials include a technical training toolkit on solar photovoltaic systems, based on experience gained over several decades in introducing rural electrification in small, scattered communities in the Pacific. A project in Papua New Guinea on field trials of solar powered water treatment for remote communities was among the prize winners in May 2005 of the Mondialogo Engineering Awards, a joint initiative of DaimlerChrysler and UNESCO. Small islands feature in several chapters of the virtual *Encyclopedia of Life Support Systems*. Centres in Cape Verde, Comoros and Mauritius are among those participating in a worldwide programme on the use of microscience kits as a means for putting experimentation back into the school curriculum.

Joining scientific with traditional knowledge in volcanic hazard management

Since 2000, a collaborative project – involving Massey University (New Zealand), the UNESCO Office in Apia and government and local communities in Vanuatu – has aimed at documenting and reinforcing local and traditional techniques in disaster management, and complementing them with information and approaches derived from the realm of volcanological science.

Using a strategy developed from case studies in Fiji and the Solomon Islands, a series of participatory community workshops were held on Ambae Island (home of the largest and arguably the most hazardous of Vanuatu's volcanoes), with a view to developing trust in scientific warnings and volcanic monitoring tools so that these could eventually be installed on the island. A second purpose was to help preserve the traditional knowledge of community hazard preparedness and volcano-influenced cultural practices and incorporate these into modern



disaster management plans and volcanic hazard maps (right). While the resulting community-based disaster-preparedness strategies are highly specific to the local context, the approach employed – through which scientists work on-site in the community and employ existing and traditional knowledge as a point of departure for the development of the plan – is highly relevant across the Pacific and in diverse hazard settings.

The work undertaken in Vanuatu is a key activity in efforts to bridge the gap between the world of science and the diverse communities of the Pacific islands. By supporting science undertaken with local communities as equal partners – as contributors and beneficiaries – the aim is to contribute to the advancement of 'science for a sustainable Pacific' in which scientific information and local and traditional knowledge of the environment interact on an equal footing.

Elsewhere in the Pacific, educational materials on volcanic hazards in the island of Niuafu'ou (Tonga) have been produced and tested, and are currently being prepared for national distribution.

Traditional knowledge and know-how

Local and indigenous knowledge has gained widespread international recognition as a critical factor for the preservation of both cultural and biological diversity as well as in other fields, for example preparedness for natural disasters. But what use is recognition, if traditional knowledge does not remain alive and vibrant within local communities?

In the southwestern Pacific, traditional systems of land and sea tenure, and the knowledge and practices that sustain these social institutions, have been recognized by state authorities as central to environmental conservation. However, recognition in the state education system has tended to lag behind. Children continue to leave their homes and villages to attend schools where they learn from books written in distant countries and foreign languages. Whence, the rationale for pilot schemes in Palau, Solomon Islands and Vanuatu to redesign curricula in primary and secondary schools to incorporate key elements of the vast body of indigenous knowledge that continues to thrive in those archipelagos. By presenting indigenous and



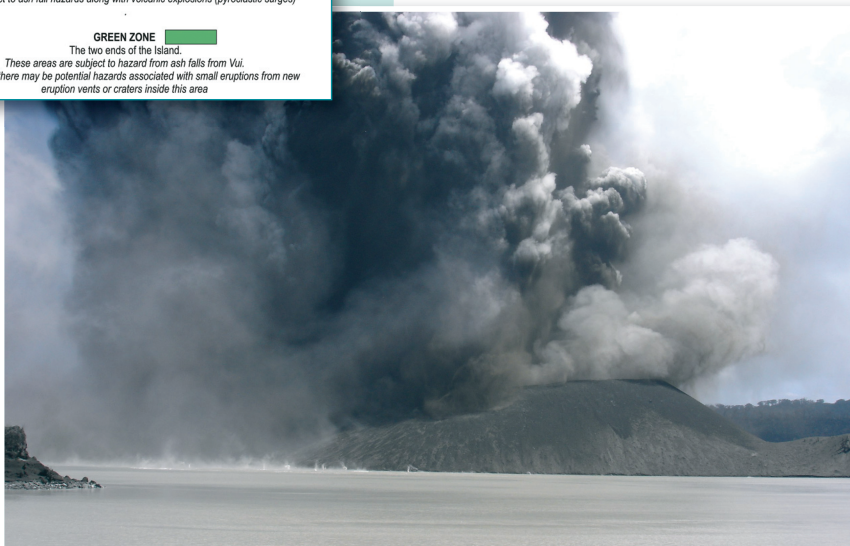
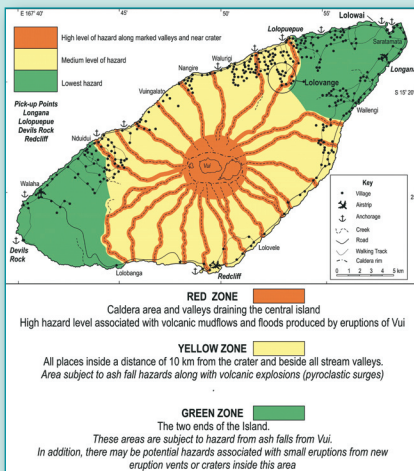
scientific knowledge systems side-by-side, it is hoped that young people will feel pride in their indigenous cultural heritage, creating the space for them to grasp the complexity and sophistication of their own traditional understanding of the environment. As well as empowering them to make their own choices for a sustainable future using both local and scientific knowledge as they think fit.

A CD-ROM on exploring and sharing traditional navigational knowledge in the Pacific (*The Canoe Is the People*) has been widely diffused in the region, with a Maori version (*He Waka He Tangata*) prepared through a joint initiative with the New Zealand National Commission and Waikato University. The CD-ROM primarily serves as an educational tool illustrating the vitality of indigenous knowledge, know-how and identity in meaningful ways for Pacific communities. It has also been designed as part of an educational package for integration into Pacific curricula and contributes to one of the main goals of the intersectoral programme on Local and Indigenous Knowledge Systems (LINKS, www.unesco.org/links) – that of revitalizing the transmission of indigenous knowledge by reinforcing the dialogue between elders and youth. It includes 77 video clips,

In June 2007, a 'Pasifika' evening on the occasion of the World Heritage Committee Meeting at Christchurch in New Zealand served as the launch of the Maori version of an information-rich learning package that honours and explores Pacific Islander knowledge of navigation and the ocean environment.

41 stories and accounts and 40 illustrations (11 of which are animated), in addition to numerous maps, photos and texts.

Traditional marine resource management in Vanuatu is among the case studies in a book on *Fishers' Knowledge in Fisheries Science and Management*, published in 2007 as Coastal Management Sourcebooks 4. Nearing finalization is a study on women's knowledge of nature, medicinal plants and traditional medicine in the Mascarene islands of Mauritius, Rodrigues and Réunion in the southwestern Indian Ocean. Also nearing completion is a project on Jarawa Tribal Reserve in the South and Middle Andaman Islands. In the Caribbean, a Youth Visioning for Island Living project on 'Folkways of Bequia, St Vincent & the Grenadines' includes filming and recording of such traditional food processing methods as cassava flour production, corn grinding and salting and drying fish and whale-meat.



© M. Harrison

On 26 November 2005, the tranquility of Ambae Island in Vanuatu was shattered as a plume of steam and black 'smoke' was seen arising from the crater lake of the island's volcano, Manaro. Apart from small 'hiccups' with steam plumes in 1991 and 1995, the island's 10,000 inhabitants had not seen a large eruption for more than 100 years. Though the Ambaeans were understandably tense, there was no panic. Rather, by 28 November, a local disaster committee had formed and evacuation had begun. Within eight days, more than 3,300 people had been relocated from high-risk areas to refuge centres in other parts of the island. This 'mini-success story' was not without its problems or minor controversies. But the locally based emergency response was well planned, rapidly executed and involved minimal expense and outside assistance. Further background is included in an article ('The day Mount Manaro stirred') in the Natural Sciences Sector's bulletin *A World of Science* (October–December 2007).

Civil society

If forging new partnerships with civil society is a challenge for all intergovernmental bodies, UNESCO can bring to that challenge 60 years of contacts with civil society and a long history of civil society involvement in the Organization's programmes.

Since the early days of the Organization in the late 1940s, one of the functions of National Commissions has been to incorporate civil society in the amalgam of expertise and perceptions that can make the Organization's programmes a reality. An early example was the second US National Conference on UNESCO organized in Cleveland (Ohio) in March 1949, which brought together over 3,000 delegates to discuss the Organization's work.

The world movement of UNESCO Clubs, Centres and Associations (numbering some 3,700 in more than 90 countries) includes people of all ages and nationalities and every walk of life, who promote the Organization's ideals and efforts at the grassroots level.

As well, over 330 international non-governmental organizations maintain official relations with UNESCO, with many others cooperating on an occasional basis with the Organization's sectors, institutes and field offices. The role of NGOs in small island states is one of two issues examined in 2007 by the NGO-UNESCO Liaison Committee.

With frameworks and networks such as these providing a backcloth, civil society-UNESCO linkages take many forms and dimensions:

Small Islands Voice: Discussion threads 2005-2007

- Communities planning their future in a post-tsunami world
- Freshwater supplies and conservation
- Saving for the future
- Alternatives to rising oil prices
- Are tiny islands viable in the 21st century?
- Is the water clean?
- Commercial whaling: sustainable development or an insupportable practice
- Controlling the world's food supply
- Tourism: for whose benefit?
- Colonialism in the 21st century
- Disputed islands

- Promoting measures for the safeguarding of the intangible cultural heritage and the diversity of cultural expressions and artistic content, customarily held by local people, community groups and individual citizens (p. 15);
- Supporting initiatives to describe, record and maintain endangered languages (p. 15);
- Emphasizing the role of local populations as the driving forces for conservation in the individual sites contributing to the World Network of Biosphere Reserves (p. 29);
- Pioneering Community Multimedia Centres as a means for promoting community empowerment and opening new gateways to knowledge (p. 32);
- Nurturing civil society participation in major international debates and processes, such as those associated with the World Summit on the Information Society (p. 30);
- Encouraging cooperation between grassroots telecentre projects (p. 32);
- Involving communities centrally in the identification and conservation of World Heritage sites (p. 42);
- Contributing to implementation of the Mauritius Strategy through joint activities with civil society associations (e.g. Centre for Documentation, Research and Training on the South West Indian Ocean).

Recording community involvement in traditional food production and processing. Here, preparing cassava flour in Bequia, St Vincent & the Grenadines (p. 9).



© Kenora Bynoe

Islanders' perspectives on sustainable living: Small Islands Voice

Among UNESCO's cross-cutting activities, the Small Islands Voice Global Internet Forum (www.sivglobal.org) provides the general public in islands with 'a space to speak', to share problems and propose solutions, to put forward controversial views without fears of retribution, and most of all to learn from other islands.

The discussion forum was launched in 2002, building on the experience gained in an earlier e-forum on Wise Coastal Practices for Sustainable Human Development. Every two weeks, islanders, diaspora and other people concerned with island affairs share their experiences about issues spanning environment, development, society, economy and culture. Generally, a discussion thread is started by a newspaper article or non-technical review, generated through local media in a small island setting. Readers are invited to express their views on the issues raised. A small team of moderators edits selected feedback before it is posted on the forum site, and in addition sent as email

(thanks to the collaboration of Scotland On Line) to around 40,000 individuals connected with the forum.

With the island community the main audience for the forum, a special effort has been made to include the ordinary person on the street – the office manager and watersports operator, the mechanic and the health care worker, the tourist guide and school teacher, to name but a few examples. Reader groups include the private sector, non-governmental and community-based organizations, island governments, the media and the international community interested in small island affairs. Particular attention is being paid to the e-forum messages reaching journalists in the press, radio and television, as this helps to bridge the digital divide.

A wide range of topics have been addressed in discussion threads, with renewable energy, crime and violence, freshwater supplies and tourism among the most popular issues addressed over the last few years, in terms of numbers of responses.

Youth

*Young people are a resource, not a problem
Young people are partners, not a target group
Young people have concrete concerns and needs,
and they have skills that they are ready to contribute*

UNESCO's involvement with young people dates back to early days of the Organization, with young volunteers contributing to reconstruction and renewal projects in the aftermath of the Second World War. Six decades later, young people are a priority group and integrated across a wide range of programmes and networks.

The biennial Youth Forum provides an opportunity for young people from all over the world to compare viewpoints and share experiences. Twenty-one young islanders from SIDS were among the 237 young people who participated in the Fourth Youth Forum (Paris, October 2005), bringing island perceptions and perspectives to the forum theme of 'Young people and the dialogue among cultures and civilizations – ideas for action in education, the sciences, culture and communication.'

Subsequent meetings for young people have included the first Pacific Youth Festival

in Tahiti in July 2006, which brought together over 1,000 young people from all over the Pacific region. UNESCO inputs focused on education for sustainable development, and on the mobilization of networks and enhancement of ownership in the region. In November 2006, Cyprus was the host nation of a Euro-Mediterranean Youth Forum on young people and the dialogue among civilizations, cultures and peoples, with a focus on interfaith and intercultural dialogue for promoting peace.

And in June 2007, secondary school students from several Pacific Island countries participated in the Asia Pacific World Heritage Youth Forum, visiting heritage sites in the South Island of New Zealand and contributing to a 12-minute film on young people's perception of natural and cultural heritage. This film was shown the following week at the World Heritage Committee meeting in Christchurch.

Youth Visioning for Island Living

is an intersectoral, inter-regional activity led jointly by the Coasts and Small Islands (CSI) Platform and the Section for Youth and involving the Lighthouse Foundation and many other partners.

In January 2005 in Mauritius, a special Youth Visioning for Island Living event had been organized, as a means for young people to articulate how they wanted their islands to develop in the future and how they intended to help make this happen.

Following the Mauritius meeting, youth in more than 40 SIDS and other island territories have been implementing follow-up activities. Projects are wide-ranging. They include small-business training in Antigua & Barbuda, plant-nursery management and tree-planting in Haiti, reawakening the significance and practice of local handicrafts on different atolls in the Marshall Islands, preserving the traditional fire-dance in Samoa, helping to create more employment through local investment in Seychelles, and

weekly radio programmes informing the public about the Millennium Development Goals in Tonga. Accounts on project activities and impacts are given in a bimonthly electronic newsletter, which was launched in May-June 2006.

As an ensemble, these projects relate to many parts of the Mauritius Strategy, which includes several calls on the need to involve youth in working for the sustainable development of SIDS (e.g. paras 14, 15, 72, in addition to para 74h). These calls are also reflected in successive reports of the UN Secretary-General on small island states to the General Assembly.



© June Marie Mow

In San Andrés, in the southwestern Caribbean, young people have created a role-playing game to raise awareness among native islanders of the various non-monetary values of their island and community.

'School Rap'

A recent initiative of the radio station Roots 96.1 FM (p. 32) aims at showcasing the talent and achievements of students attending high schools located in urban inner-city communities in Kingston, St Andrew and St Catherine, Jamaica. The 'School Rap' programme series is part of the community radio's mission as a social development tool to empower inner-city residents to take responsibility for their own destinies by pursuing talents, building entrepreneurial skills and developing a spirit of cooperation within communities.

The focus on students comes as a result of recent statistics that consistently show an abnormally high percentage of youth involved in risky and hazardous behaviour including drug abuse and various forms of violence including murder.

The programme format includes motivational talks from corporate personalities who have successfully fought the odds despite humble beginnings; presentations on career opportunities through the Heart Trust and various professional bodies; self expressions during which students display their talents in the performing arts; as well as interviews with students who have excelled in different areas of school life.

According to Roots General Manager, Rosamond Brown, the pilot is an important first step in developing the programme. School Rap 'has been an eye opener. We don't talk enough about the phenomenon of the Haile Selassie badminton team and the school's ground-breaking tilapia rearing project or about the Vauxhall School Band and the impressive discipline and orderliness of the students there in spite of the school's vulnerability to acts of violence. Excellent things are happening in our schools and Roots wants to be at the forefront in portraying positive images of the inner-city.'

Towards Gender Equality +

At a time when gender issues figure prominently in discussions on the reform of the United Nations, UNESCO's work on mainstreaming gender in sustainable development encourages all ministries and departments of government to incorporate a gender perspective into the various phases of their planning processes and cycles and management practices.

In focusing on what can be called 'Gender Equality +', the Organization promotes both gender equality and the empowerment of women. This entails identifying and redressing power imbalances and giving women more autonomy to manage their own lives because women's empowerment is vital to sustainable development and the realization of human rights for all. In this, a number of initiatives seek to advance women's interests in small island regions.

HIV and AIDS

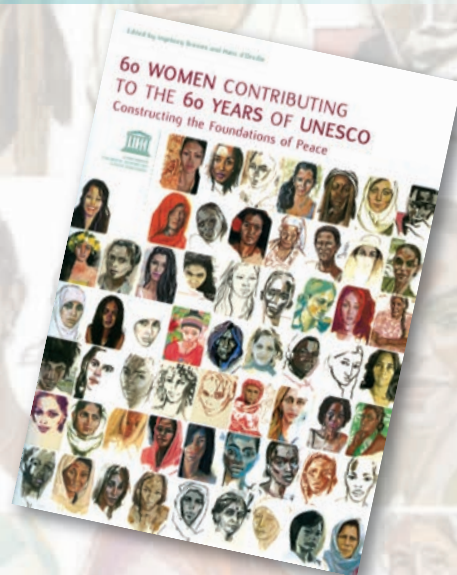
UNESCO's special combination of experience and expertise in culture, natural and social sciences, communications and education marks its distinctive contribution to combatting HIV and AIDS. The principal focus is on preventive education, and in working in partnership with ministries of education and other government bodies, the various institutions contributing to the joint United Nations initiative UNAIDS, multilateral and bilateral agencies, civil society and the private sector. The Organization plays a leading role in the Global Initiative on Education and HIV & AIDS (EDUCAIDS) and the Inter-Agency Task Team on Education, which are considered to be key mechanisms in strengthening the combined UNAIDS effort to achieve universal access to prevention, treatment, care and support.

In the Caribbean, the Kingston Office has focused on achieving consensus among governments and other stakeholders, developing a blueprint for the region on how the educational sector should respond to the epidemic, establishing partnerships for action in this field, and building capacity in Member States (p. 41).

In the Asia-Pacific Region, the HIV & AIDS Coordination and School Health Unit in the Bangkok Office provides technical and financial assistance to support country- and regional-level projects on HIV & AIDS and education, culture and social science.

An example relates to gender equality and the powerful and influential role of the media in shaping people's attitudes and behaviour. In cooperation with the Secretariat of the Pacific Community and other groups, a Pacific Women in the Media Action Plan is being promoted, through such events as a symposium in Nadi (Fiji) in September 2006 and a regional workshop in Honiara (Solomon Islands) in May 2007. A complementary long-term association is support to femTalk – a women's community radio project in Fiji which uses a low power (100 watt) transmitter to broadcast within local communities. Recent programmes have featured such issues as policies underpinning the activities of a foundation that promotes integrated rural enterprises.

Working for gender equality featured in several activities contributing to events in 2006 to mark the 60th anniversary of the founding of the Organization. One of these activities concerned a volume



(60 Women Contributing to the 60 Years of UNESCO) grouping a panoply of women's visions and suggestions for the Organization's future work. Four personalities from small island developing states figured among the contributors to the volume: Allisandra Cummins of the Barbados Museum and Historical Society, currently Chair of the National Commission; Flame Naomi Mata'afa, Minister of Education of Samoa 1991–2005; Delia Vera Medina, national coordinator of Associated Schools in Cuba; Sheilah Solomon, Trinidad & Tobago diplomat, first Director of the Organization's Bureau for Field Coordination.

In February 2007, Ameenah Gurib-Fakim – Professor of Organic Chemistry and Pro-Vice-Chancellor at the University of Mauritius – was one of the five laureates of the 2007 UNESCO/L'Oréal Awards for Women in Science.

A month later, in March, among a dozen events marking International Women's Day at UNESCO House in Paris was the launch of the 'Group of Women Ambassadors to UNESCO for Gender Equality', whose President is H.Exc. Mrs Indira Thacoorsidaya, Ambassador of Mauritius to the Organization. A Round Table on 'Women and Diaspora, Creativity and Intercultural Dialogue' was organized in collaboration with the Permanent Delegation of the Dominican Republic, with several eminent personalities from that country taking part – Ambassador Laura Faxas, sociologist Cristina Sanchez and artist Charo Oquet. Associated with the round table, an art exhibition featured eight female artists from the contemporary Dominican art scene.

Cooperation with the University of the West Indies includes publication in 2007 of an annotated bibliography (345 reference sources) on gender and education in the Caribbean Commonwealth.

Tourism

Promoting improved tourism practices is a concern at many World Heritage sites as well as biosphere reserves (pp. 18, 28, 29). Recent work on the effects of tourism development projects on the inscribed values of individual sites includes a project on the impact of tourism on the wildlife of the Galápagos Islands, and the preparation of a practical manual on managing tourism at World Heritage sites. Tourism has featured in a number of national strategy workshops and various regional activities within the World Heritage Programme for SIDS, for example the prospects for ecotourism in Pacific island countries and training in tourism management for Caribbean heritage professionals. The World Heritage Centre is involved in technical projects related to tourism in Dominica and St Lucia.

A number of individual World Heritage sites and biosphere reserves are using the International Guidelines on Sustainable Tourism – prepared under the aegis of the United Nations Environment Programme (UNEP) and the Convention on Biological Diversity (CBD) – to promote sustainable tourism projects at the field level. The Tour Operators' Initiative for Sustainable Tourism Development – a joint initiative of UNEP,

UNESCO, the World Tourism Organization (WTO) and tour operators – aims to create synergy between tour operators who share a common goal to develop and implement tools and practices that improve the environmental, social and cultural sustainability of tourism.

Tourism is a recurrent concern in assessments of indicators – environmental, socio-economic and governance – for integrated coastal management, as part of the IOC programme on Integrated Coastal Area Management. Tourism features prominently in several sources of ocean information, such as the OceanPortal

directory of ocean data and information.

Cross-cutting projects linking tourism with environmental issues include an assessment of the impact of the Indian Ocean tsunami of December 2004 on the tourism industry and ecosystems of the Andaman and Nicobar islands (India), with the findings published in Working Paper 36 of the South-South Cooperation Programme. Among 'pipeline projects' is that on promoting sustainable rural tourism on the island of San Antao in the Cape Verde archipelago. And heritage tourism lies at the heart of the YouthPATH initiative in the Caribbean (p. 40).

Tourism – For whose benefit?

Over the last few years, tourism in small island situations has featured in several of the discussion threads in the internet-based Small Islands Voice forum (p. 10), with contributors addressing such diverse issues as the qualitative differences between local and foreign investments in tourism infrastructures, the 'self-destruct theory of tourism', the social effects of tourism, viewing tourism as a cultural experience, conservation and tourism, and mass-market versus up-scale tourism.

One overall consensus emerging from the discussions is that islanders feel that infrastructure development is of benefit to their islands. They welcome the economic and social benefits of new roads and airports. However, when it comes to tourism development, they favour a smaller scale hotel rather than a large resort, and they want to take things slowly, keeping overall control in their own hands. Furthermore, with all developments, they are very conscious of environmental issues (such as escalating demands on scarce water resources and problems of waste disposal) and wish to see the necessary safeguards taken to maintain healthy environments.

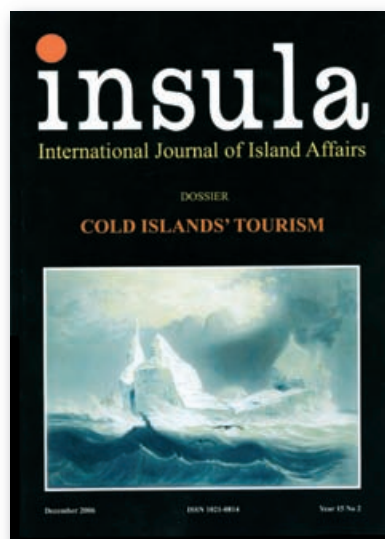
Being denied access (to beaches and whole islands/islets/atolls) is a very prickly subject in several island nations and archipelagos, and this was among the issues raised in a discussion thread on 'Tourism – For Whose Benefit?', which generated much interest during the first few months of 2007. Starting with scrutiny of the tourism industry in the Caribbean islands, the debate ranged widely, with experiences and opinions covering all

oceanic regions and subjects ranging from racial and income divide to ownership and policy issues.

A flavour is given by two final views which closed this global discussion.

'Your articles in the past couple of months have glued me to the monitor due to the interest and also the reality and emphasis on concerns relating to small island groups', wrote Guy Esparon. 'I am a Seychellois and, as the Caribbean, we see ourselves in the same boat with outside interest for all the good of the country. Unfortunately, the Government sees it as progress but with a cost. Seychellois will no longer be able to enjoy the beach in the near future as most of the nice picnic beaches have been taken up by a large hotel chain and access will be denied due to strict security. Most of the islands are leased or owned by foreigners and access denied again. This is not a complaint – just my hurt seeing this unique culture of ours which visitors come to see, but instead are disappointed as they could have gone back to the Caribbean once more.'

'The point I wish to make is that for twelve or more years "talk has not been turned into action" and that Caribbean tourism was – and is – unsustainable in its present form,' commented Eva Hansen. 'Tourism growth has given rise to fierce competition for revenue in which industry and governments fight for market share. In the process the resource base, the destination, often undergoes transformation from what was intended to be a non-consumptive renewable resource industry into yet another boom-and-bust enterprise.'



Island tourism in temperate and polar zones is an issue that has received increased attention in recent years, with one multi-authored (2006) volume compiled and edited by the Canada Research Chair in Island Studies at the University of Prince Edward Island (Canada's smallest and only fully island province). 'Cold water tourism' – including a comparison of the 'hot' and 'cold' versions of island tourism – is also the focus of a special dossier of the journal of the International Scientific Council for Island Development (INSULA), an international non-governmental organization in working relationship with UNESCO.

Culture and society

'What role for culture in sustainable island development?'

This was the focus of one of five Plenary Panels in a week-long programme of activities in a high-level meeting in Mauritius in January 2005, organized by the United Nations to take stock of the Programme of Action for the Sustainable Development of SIDS.

In the lead-up to the Mauritius International Meeting, UNESCO had been active through its Focal Point for SIDS in advocating that more explicit and increased attention be given to cultural dimensions and perspectives in the discussions about sustainable development and sustainable living in small island developing states.

In this vein, the Organization was invited by the United Nations in New York to take the lead in the planning of a Plenary Panel that would be held as part of the Mauritius International Meeting. As part of the preparations for the Plenary Panel, in late 2004 an internet discussion on 'What role for culture in sustainable island development?' was organized within the 'Wise Coastal Practices for Sustainable Human Development' Forum (p. 10). A digest of the contributions to the forum was prepared as one of the inputs for the Plenary Panel in Mauritius.

Under the leadership of the Culture Sector, the panel on the 'Role of Culture

in the Sustainable Development of SIDS' was planned with a view to examining the broad, holistic definition of culture embraced by the Organization. The Plenary Panel took place on 11 January 2005. It featured experts in small island cultural development, who were invited to provide incisive viewpoints from their specific fields and propose concrete actions for follow-up.

With Rachmat Witoelar (then State Minister for Environment of Indonesia) as Chair, an introductory presentation by the Moderator (Dame Pearlette Louisy, Governor-General of St Lucia) was followed by contributions from five panellists:

- Philippe la Hausse de Lalouvière, President of the Société de l'Histoire de l'Ile Maurice and chairperson of the National Heritage Fund Board;
- Adi Meretui Ratunabuabua, Principal Cultural Development Officer with the Ministry of Fijian Affairs, Culture and Heritage and Regional Development;
- Ralph Regenvanu, Director of Vanuatu Cultural Centre;
- Keith Nurse, Institute of International Relations, University of the West Indies, Trinidad & Tobago;
- Sydney Bartley, Director of Culture at the Ministry of Education, Youth and Culture in Jamaica.

As an ensemble, the panellists provided an overview of the importance of culture for the sustainable development of SIDS, emphasizing the issues of cultural identity and diversity, the protection of the tangible and intangible heritage, the incorporation of local languages and traditional knowledge in formal education, as well as the economic opportunities provided by culture, in particular through cultural industries.

Ten speakers from the floor took part in the ensuing debate, from Barbados, Cook Islands, Fiji, France, Jamaica, Mauritius and Morocco as well as the Caribbean Development Bank and non-governmental groups representing youth and women. All expressed strong and enthusiastic support for the recognition of culture as an indispensable and all-pervading component of human living and development. Mention was also made of 'Culture' as a fourth pillar of sustainable development. Several speakers expressed support for an international normative approach to

protect cultural diversity, endorsing the drafting process (underway at the time) of a Convention on the Protection of the Diversity of Cultural Expressions and Artistic Content. The webcast of the two-hour panel presentations and discussions is available (via www.unesco.org/en/sids).

Later in the week in Mauritius, the conclusions and recommendations of the Plenary Panel were taken up during a series of ministerial round tables, and were reflected in 'Chapter XIX. Culture' of the Mauritius Strategy.

On its part, in contributing to the 'Culture' chapter of the Mauritius Strategy, the Organization draws on a set of standard-setting instruments in the cultural field, in promoting cultural pluralism and intercultural dialogue, the protection of the world's tangible and intangible heritage, and the development of cultural enterprises.

Islands as crossroads

One follow-up of the discussions during the Plenary Panel on Culture at the Mauritius International Meeting was an interregional expert workshop in Seychelles in April 2007 on 'Islands as Crossroads: Cultural Diversities in Small Islands'. The underlying question which triggered and shaped the event was the extent to which small islands have indeed served as cultural crossroads – plural or hybrid sites for identity formation, intangible heritage and global interconnectivity from pre-colonial times to contemporary globalization. Among the issues and processes discussed were those of ethnic plurality, mobile populations, global diasporas, global tourism, global media, cultural industries and so on, that affect and impact on cultural diversities. One outcome of the Seychelles workshop is an account on the history and future of SIDS from a transdisciplinary standpoint, focused on how sustainable living and development can be further catalysed through the promotion and management of cultural diversities. A book of selected presentations is also envisaged.

“

Let me also highlight that UNESCO is, among others, committed to promoting the inclusion of cultural components in One UN Plans, new UNDAFs (United Nations Development Assistance Frameworks) and revised versions of ongoing UNDAFs. While its significance has not always been recognized by our partners, culture is integral to human development, conflict prevention and humanitarian relief, as well as achieving a sustainable approach to the environment.”

Koïchiro Matsuura, Director-General of UNESCO, on the occasion of an Information Meeting with the Permanent Delegates on the UN Reform. UNESCO, 9 March 2007.

Intangible cultural heritage

The Convention for the Safeguarding of the Intangible Cultural Heritage, adopted by the UNESCO General Conference in 2003, is the first international instrument to provide a legal, administrative and financial framework to protect this heritage.

Meetings in different regions of the world have been organized as part of the process to encourage Member States to ratify the convention, with two such meetings (both in February 2005) for Pacific States (Suva, Fiji) and Caribbean States (Roseau, Dominica). Four small island countries – Cyprus, Dominica, Mauritius and Seychelles – were among the 45 full-fledged States Parties which took part in the first session of the Convention's General Assembly in Paris in June 2006.

Prior to the entry into force of the Convention in April 2006, the Organization had proclaimed 90 Masterpieces of the

Oral and Intangible Heritage of Humanity, including six Masterpieces in five SIDS – Cuba, Dominican Republic, Jamaica, Tonga and Vanuatu. These Masterpieces are included in the Representative List of the Intangible Heritage of Humanity called for by the Convention.

Through funds-in-trust arrangements, support is being provided to a range of projects. They include work on safeguarding a traditional cultural expression 'La Tumba Francesa' in Cuba, revitalizing the cultural space of the Holy Spirit Brotherhood of the Villa Mella's Congos in the Dominican Republic, and safeguarding the Maroon Heritage of Moore Town in Jamaica. In Fiji, in collaboration with the Fiji Arts Council, a national Living Human Treasures system is being established. Two projects in Vanuatu seek to safeguard traditional knowledge and know-how, as encapsulated in the practices of sand drawings and traditional money banks.

Endangered languages

Language is much more than syntax and morphology. It supports the whole richness of a people's culture and civilization. It reflects a unique world-view of persons and communities, mirroring the manner in which they perceive, understand and relate to the world.

The Organization's work on endangered languages includes support to initiatives to describe, record and maintain these languages, as well as to highlight their role in the preservation of cultural heritage and cultural identity. More specific activities include continued sponsorship and updating of 'The Atlas of the World's Languages in Danger of Disappearing' (including preparation of an enhanced online version of the atlas) and the inclusion of traditional knowledge and vernacular languages within the formal schooling process.

Over 2,000 languages are found in the Greater Pacific area, most of them non-written. Between 2000 and 2003, the first phase of a language revitalization project was carried out in Fiji, Papua New Guinea, the Solomon Islands and Vanuatu on documenting unwritten languages such as Zia, Sare, Tape, Naman and Nese. The research activities focused on creating basic documentation and language materials to facilitate wider use of these community languages, especially in formal and non-formal education. The project received enthusiastic support from all speaker communities who actively engaged in the language documentation work. Building on the initial encouraging results, a second phase project is focusing on 13 languages of Papua New Guinea, the Solomon Islands and Vanuatu. The project concentrates on local capacity building, with native-speaker students and field workers being trained in language recording and documentation.

In the Caribbean, among recent progress is the setting up of the Caribbean Indigenous and Endangered Languages Portal. This first authoritative website on indigenous languages and their cultures in the Caribbean showcases and promotes the preservation of more than 20 indigenous languages in the region. The website is operated by the Jamaica Language Unit of the Department of Language, Linguistics and Philosophy of the University of the West Indies, with the sponsorship of UNESCO.



© UNESCO/Havana



© Museo de Hombre Dominicano



© UNESCO/Havana

Two of the Masterpieces of the Oral and Intangible Heritage of Humanity: 'La Tumba Francesa' in Cuba (upper and right) and the cultural space of the Holy Spirit Brotherhood of the Villa Mella's Congos in the Dominican Republic (lower left).

Promoting cultural diversity and intercultural dialogue

By adopting the Universal Declaration on Cultural Diversity and its Action Plan in 2001, UNESCO Member States reaffirmed their conviction that cultural diversity is part of the 'common heritage of humanity' and one of the roots of development and dialogue.

In 2005, a new step in this direction was taken with the adoption of the Convention on the Protection and Promotion of the Diversity of Cultural Expressions, which completes the Organization's set of normative instruments in favour of cultural diversity in all of its heritage-related and contemporary forms. Mauritius, Malta, Cyprus, St Lucia, Jamaica and Cuba were among the first 60 or so countries to deposit their instruments of ratification, acceptance, approval or accession.

The first session of the Conference of Parties to the Convention was held in Paris in June 2007. At that session, Mauritius and St Lucia were elected among the 24 members of the Intergovernmental Committee responsible for promoting the objectives of the Convention, encouraging and ensuring its implementation and preparing operational directives.

With the international conventions as normative frameworks, the Organization is working on several fronts to promote cultural diversity and dialogue among cultures and civilizations. From the six-volume *General History of the Caribbean* to the Slave Route initiative, several programmes and projects shed light on positive and negative forces shaping cultural diversity in the past and the present.

The Slave Route Project

Among UNESCO's intersectoral and transdisciplinary projects, involving all of the Organization's fields of competence, is the Slave Route Project. Officially launched in 1994, contributing activities have included the 'Breaking the Silence' educational project under the Associated Schools Project Network (p. 35), the Slave Trade Archives initiative (aimed at preserving original documentation relating to the transatlantic slave trade, improving public access to these materials and building up databases) and a project on 'Forgotten Slaves' in the southwestern Indian Ocean (p. 45).

Many small island countries took an active role in the observance of 2004 as International Year for the Commemoration of the Struggle Against Slavery and its Abolition, and over the longer term the annual observance of 23 August as International Day for the Remembrance of the Slave Trade and its Abolition.

Launched in 2004, the travelling exhibition 'Lest We Forget: The Triumph over Slavery' has been displayed in more than 30 countries, including Bahamas, Barbados, Cape Verde, Jamaica, Mauritius, Sao Tome & Principe.

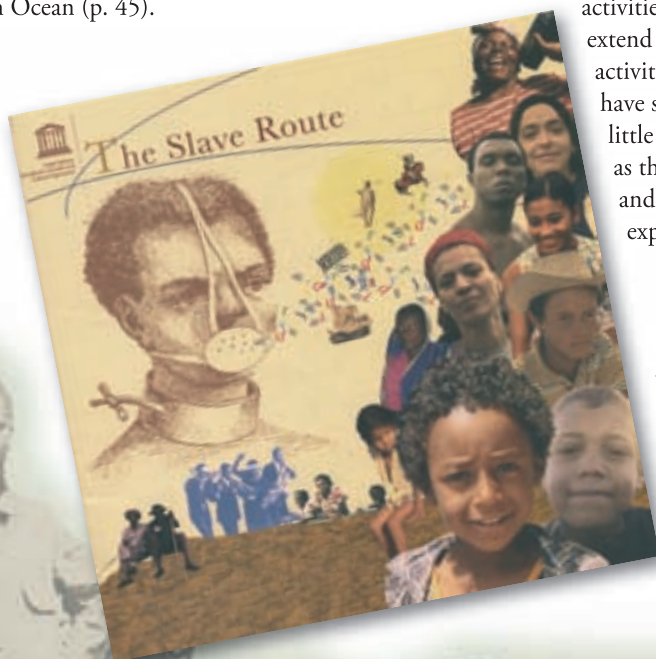
In 2006, following external evaluation, the project entered a new phase of activities. The aim is to extend and strengthen activities in regions that have so far received little coverage (such as the Indian Ocean) and to develop little-explored topics (such

The Pacific Asia Observatory for Cultural Diversity in Human Development

is a direct response to the strategic directions of the Stockholm Action Plan (1998), which itself represented the intergovernmental response to the final report of the World Commission for Culture and Development entitled *Our Creative Diversity* (1996). The Observatory was established at the Organization's request and is hosted by the Australian National University. Among more recent events, a second 'Transformations Conference' was held in November 2006, around the theme of global and local trends in cultural diversity and sustainable development.

as the transfer of knowledge, know-how and techniques from Africa to the rest of the world). An International Scientific Committee has been revamped, with Professor Rex Nettleford of the University of the West Indies as Chair. And in June 2006, 'Remembering slavery' was the special dossier in the *International Social Science Journal*.

More recently, 2007 marks the bicentenary of the abolition of the British slave trade. Among the commemorative events was the inauguration in Liverpool on 23 August of the International Slavery Museum. Touring in Barbados and other countries is a travelling exhibit on the leading abolitionists, accompanied by a play by John Matsikiza on the abolition of slavery and the contemporary themes of human rights and freedom. Among information materials is an interactive educational resource ('African Passages') about the legacy of the transatlantic slave trade.



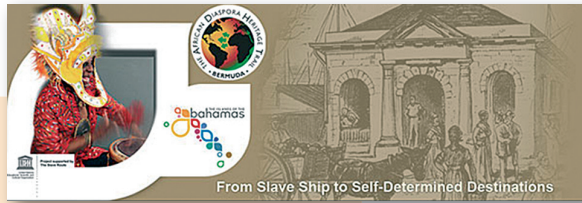
A new illustrated brochure released in 2006 describes the origins of the project and its objectives, structure, achievements, publications and future directions.

Afro-Caribbean Cultural Links

Several regional gatherings have served to share experiences and plan future collaboration on issues relating cultural heritage and the links between Africa and the Caribbean.

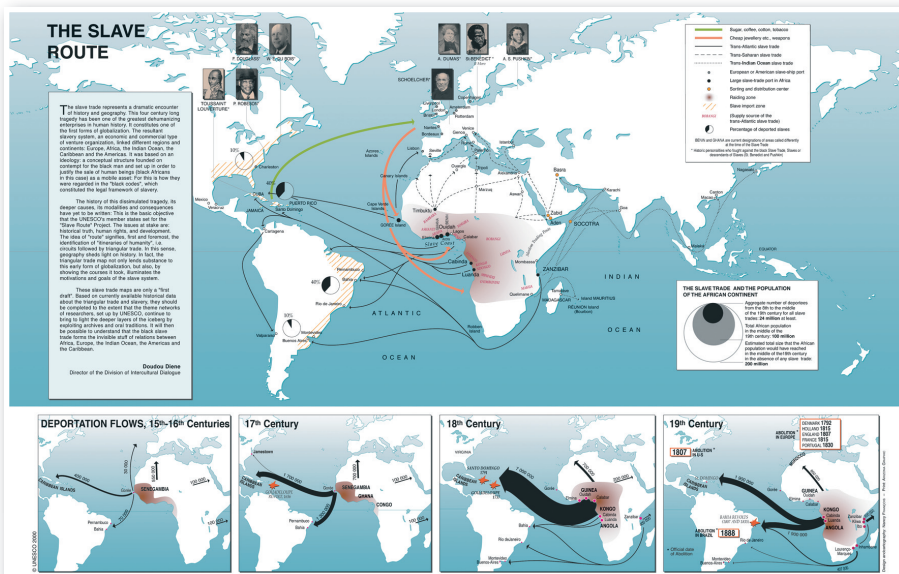
In 2006, Bermuda hosted the Second African Diaspora Heritage Trail Conference, aimed at the promotion and protection of the cultural heritage and at the further development of sustainable tourism. Through its Slave Route project, the Organization's contribution included panel discussions on 'Our Cultural Heritage along the Trail'. The theme of the third conference in the series (Nassau, Bahamas, October 2007) is 'From Slave Ship to Self-Determined Destinations'.

In January 2007 in Havana (Cuba), the Regional Office for Culture in Latin America and the Caribbean, and the Port-au-Prince Office, were centrally involved in the eleventh scientific workshop on Social Anthropology and Afro-American Culture. With over 100 specialists taking part, the workshop featured lectures, three art exhibitions, homages to African poetry, several discussion panels (e.g. on Cuban and African music, the role of museums in anthropological work), a book launch and a religious procession through different squares of colonial Havana on the occasion of the twenty-first anniversary of the creation of Africa House (under the aegis of the Office of the Historian of the City of Havana).



First Caribbean Travelling Film Festival

Recent films by Caribbean film and video directors working in various genres (fiction, documentary and animation) were among those selected by an international jury meeting in Havana in November 2006. Representing a total projection time of 14 to 16 hours of images and narratives, the selected films came from various parts of the wider Caribbean: Antigua & Barbuda, Aruba, Barbados, Belize, Curaçao, Dominican Republic, French Guyana, Guadeloupe, Martinique, Haiti, Jamaica, Puerto Rico, St Lucia, St Vincent & the Grenadines, Suriname, Trinidad & Tobago. With the support and collaboration of UNESCO, the festival took place simultaneously in several Caribbean countries beginning in February 2007. The project is an initiative of the Cuban National Film Institute (Instituto Cubano de Arte e Industria Cinematográficos), with technical, logistic and financial support from the Offices in Havana, Kingston and Port-au-Prince.



Among the information and teaching materials generated by the Slave Route project are maps illustrating the main slave routes and the changes in deportation flows from the 15-16th centuries to the 19th century. This composite graphic was included as a double-page spread (39 x 24.5 cm) in an earlier booklet 'Island Agenda 2004+' (p. 3) and is also accessible on the project's web site (<http://www.unesco.org/culture/slaveroute>).



Protecting the tangible cultural heritage

In the field of tangible heritage, UNESCO's actions focus on the identification, protection and preservation of the cultural and natural heritage considered to be of outstanding and universal value to humanity. This is embodied in an international treaty called the Convention Concerning the Protection of the World Cultural and Natural Heritage. Adopted by UNESCO in 1972, the Convention now has 184 States Parties (Sao Tome & Principe was the 184th country to ratify the convention, in July 2006). The World Heritage List, which was created under this Convention, today (in August 2007) includes 851 properties – 660 cultural, 166 natural and 25 mixed – in

141 countries, including 23 sites in 11 SIDS. New sites added to the World Heritage List in 2005 and 2006 included Qal'at al-Bahrain Archaeological Site (Bahrain), the Urban Centre of Cienfuegos (Cuba) and Aapravasi Ghat (Mauritius).

In terms of both cultural as well as natural sites, the World Heritage List contains relatively few sites in small island developing nations, and several measures are being taken to redress this imbalance, including the elaboration and development of regional initiatives such as the Caribbean Action Plan in World

Heritage and the World Heritage Pacific Programme 2009.

In line with the recognized need to give further attention to the World Heritage in small island states, at its 29th session in Durban (South Africa) in July 2005, the World Heritage Committee officially approved the SIDS Programme on World Heritage, including measures for the coordination of all matters pertaining to World Heritage conservation management and the initiation of projects thereto.

As part of this programme, a series of World Heritage National Strategy Workshops have been held, in Federated States of Micronesia, Palau, Papua New Guinea, Solomon Islands and Trinidad & Tobago.

At the regional level, a workshop in Port Vila (Vanuatu) in September 2005 examined serial and transboundary cultural heritage themes and sites in the Pacific. Exploring the theme of 'indigeneity' as it applies to 'Outstanding Universal Value of World Heritage in the Pacific' was among the objectives of a Pacific Islands World Heritage Workshop held in Tongariro National Park, New Zealand, in February 2007. Other challenges included the elaboration of a Pacific position paper (The Pacific Appeal) for the 31st session of the World Heritage Committee meeting in Christchurch, New Zealand, later in

the year (p. 43). Prior to the workshop, Tongariro National Park (the first 'cultural landscape' inscribed on the World Heritage List) played host to a study tour of traditional and elected leaders from the Marshall Islands, the Federated States of Micronesia and Palau.

Preparatory assistance is being provided for the development of a potential transboundary site among Indian Ocean Islands linked to the Slave Route. 'Authenticity and Integrity in a Caribbean Context' was the focus of a subregional conference in Barbados in May 2006. And topics addressed in recent technical reports have included Caribbean archaeology (World Heritage Paper 14) and the wooden urban heritage in the Caribbean region (Paper 15).



Aapravasi Ghat (Mauritius) was among the new sites inscribed on the World Heritage List by the World Heritage Committee at its thirtieth session in Vilnius (Lithuania) in July 2006. The property is a set of buildings in Port Louis where the modern indentured labour diaspora began. It was at Aapravasi Ghat (formerly known as Coolie Ghat) that almost half a million indentured labourers arrived between 1834 and 1920 from India to work in the sugar plantations of Mauritius, or to be transferred to Réunion Island, Australia, southern and eastern Africa or the Caribbean. Mauritius had been selected by the British government to be the first site for what it called 'the great experiment' in the use of 'free' labour to replace slaves. The buildings of Aapravasi Ghat are thus among the earliest explicit manifestations of what was to become a global economic system and one of the greatest migrations in history.



Protecting the underwater cultural heritage

Recognition of the cultural and historical significance of the underwater cultural heritage is reflected in a Convention adopted by the UNESCO General Conference in 2001. Adoption and ratification of this Convention has been slower than its proponents had hoped (just 15 states had ratified or accepted as of August 2007). Efforts to draw attention to the increasing threats to this vulnerable heritage include the preparation by the International Council on Monuments and Sites of a special edition in 2006 of the magazine *Heritage at Risk*, devoted to 'Underwater

Cultural Heritage at Risk: Managing Natural and Human Impacts'. Some 30 contributing articles include accounts of underwater cultural heritage in such island settings as the Cayman Islands, Port Royal (Jamaica), the Molasses Reef wreck in Turks & Caicos, and French Polynesia.



© Alexander Mustard

Shipwrecks, popularized by the quest for Spanish gold, are among the most troubled Caribbean heritage sites. Treasure-hunters have lured Caribbean countries into non-beneficial salvage agreements, resulting in legal battles and the destruction or public loss of heritage resources. While treasure-hunting remains an active problem in the region, some countries are experimenting with the notion that there is more long-term value, profit and public benefit in heritage protection, management and interpretation than in entering into compromising agreements with salvors. This is the course embarked upon in the Cayman Islands, where an anchor on the Glamis site (shown here) is one of the attractions of the planned first Cayman Islands Shipwreck Preserve. A related initiative is the Cayman Islands Maritime Heritage Trail – a land-based driving tour around the three Cayman Islands with 36 stops marked by signs at historically significant maritime sites.



© Alexander Mustard



The sea which surrounds all the SIDS is frequently littered with historic wrecks – how many of these states have signed the Underwater Cultural Heritage International Convention? This UNESCO Convention provides excellent guidelines and methodologies on how to investigate and valorize underwater heritage sites. The alignment of national legislation of SIDS to the international convention would align underwater exploration practices. The dangers of ‘treasure-hunters’ who prey on the maritime cultural resources of many small island states, would be better countered through adherence to this Convention and collaboration with other countries facilitated.

Many SIDS are in the position of controlling historic shipwreck sites without the capacity to monitor the site let alone research the site. This requires trained historians, archivists, divers and archaeologists – there is nothing new in the suggestion in calling for collaborative training programmes to build capacity, and disinterested international institutions providing the initial skills for States to put order in the underwater cultural heritage domain. The shared heritage nature of most underwater heritage sites provides an incentive for bilateral agreements between governments.”

Philippe la Hausse de Lalouvière,
Chair of the National Heritage Fund
Board, Mauritius. Plenary Panel on
Culture. Mauritius. 11 January 2005.

Museums play multiple roles – in illuminating the cultural diversity of societies, in conserving collections of ancient artefacts and ethnographic objects, in providing a focus for education and mutual understanding, and so on. In early 2006, ‘Pacific Museums in Sustainable Heritage Development’ was the focus of the annual Asia-Pacific Week Heritage Workshop at the Australian National University, and represented the largest ever meeting of Pacific Islander museum and cultural centre directors, heritage specialists and researchers.

In late 2006, a dossier on ‘Island Museums’ featured in the quarterly newsletter of the International Council of Museums. And in April 2007, an

issue of the *UNESCO Courier* devoted to ‘A Guided Tour of Museums’ included an account of the National Museum of Samoa, which shares many of the problems faced by museums in other small island nations, in lacking the conditions and resources necessary for housing its collections properly.

Within the Museum to Museum partnership, a seminar at the University of Melbourne in December 2006 has served to launch a programme of international technical cooperation with the Department of Culture and Education of Timor-Leste. The aim is to develop a museum-to-museum programme of international standing for the preservation of cultural material and the heritage of Timor-Leste.

On culture, policies and economic development Three perspectives from the Caribbean

At the Plenary Panel on culture at the Mauritius International Meeting in January 2005 (p. 14), many links were drawn between culture, cultural identity and creativity on the one hand and opportunities for socio-economic development on the other. Herewith, extracts from the presentations of three panellists from the Caribbean region.

“

The growing recognition of the nexus between culture and economics, between culture and tourism development, between culture and knowledge, between culture, education, language, identity formation and national development is beginning to inform some of the development policies and programmes of island communities. In that regard, SIDS need to be able to make the transition from policy to concrete action and to develop viable commercial initiatives out of their cultural products, both to maximize the benefits of the commodification of culture and to ensure the continuity of the role of culture in nurturing social cohesion, preservation of heritage and positive reinforcement of national identities. Besides, it is now well documented that cultural industries and the knowledge economy are among the fastest growth sectors in today's world economy. Through the exercise of the creative imagination of their people, SIDS are in a favourable position to take advantage of this new growth sector. As one economist/artist from my own country puts it:

'Where artists thrive, you will of course, find art, but you will also find excellence in design, photography, media, architecture, engineering, film, advertising, publishing, computer-programming, systems engineering, and a host of other high-end, high-tech, knowledge-based jobs.'

The concept of economic creativity is another of those challenges that we need to face head on, as it validates creative processes and elevates them to the level of other national assets."

Dame Pearlette Louisy,
Governor-General of St Lucia.

“

The Caribbean enjoys a competitive capability in cultural production.

However the problem is that the creativity of our artists has not been backed up by an entrepreneurial, managerial and marketing capability from within our business sector nor has there been strong state support, facilitation or leadership. This is the essence of the problem that plagues several sectors of the cultural industries in the region. ...

Governments and corporations in most SIDS have not fully appreciated the new directions in the global economy and the ways in which their economies can diversify to meet new challenges and take advantage of emerging opportunities. Often the cultural industries are not seriously regarded as an economic sector, the key stakeholders are poorly organized and the economic value remains largely undocumented. In this context policy measures have typically been absent. Changing this mindset is the first key recommendation.

In broad outline, the key policy interventions would entail a number of initiatives from a wide array of stakeholders: the state including various ministries and agencies along with industry associations, non-governmental development organizations and international development agencies."

Keith Nurse, University of the West Indies, Trinidad & Tobago.

“

In other words, cultural policies must be aligned to other policies. They must be the platform for trade policies, for education, tourism, industrial, labour and environmental policies, because when they are not, SIDS will continue to reflect growing alienation and intolerance among its population.

Education policy, for example must reflect the reality of the community.

It is not education that is a right, it is quality education. We need to identify what our people must learn. Many times we have been filled with a diet of stuff that we may not desire. Many of us know more Shakespeare and Wordsworth than we know Walcott or McKay.

Cultural diversity as a policy objective must be promoted at all levels of public policies. It must be the issue in trade policies so that the audiovisual sector for example does not continue to distort the identities of our people in the definitions and images they promote in the 'CNN-ization' of the world.



Bob Marley – his persona, his music, his influence – featured prominently in Sydney Bartley's presentation in Mauritius:

'... the epitome of what is possible in SIDS ... Jamaica's most renowned and revered son ... Bob Marley was accurate in his divinely conferred wisdom when he reflected that

sustainable development was really about people, about people who could simply feel alright, feel alright about themselves, feel alright about their environment, feel alright about their role in community. So, SIDS, in the words of Bob Marley:

*One Love, One Heart
Let's get together and feel alright.'*

You see, ultimately, cultural policy is about offering a better quality life for our people. That should be the principal objective of trade and other public policies. It is all about the creation of a better humanity. Sustainable development is about the human being. It is only possible through the human being, one who is conscious of self and is committed to his/her own development, one who sees him/herself as a part of a community to which s/he is responsible and responsive."

Sydney Bartley, Director of Culture,
Ministry of Education, Youth and
Culture, Jamaica.

Promoting cultural enterprises

Cultural industries such as cinema, music, handicrafts, publishing and audio-visual technology continue to grow apace worldwide, and present special challenges and opportunities for small island states. Encouraging the creation of new cultural industries, and the production of diversified cultural goods and services, is the main aim of the Global Alliance for Cultural Diversity, with its focus on promoting respect for intellectual property rights and strengthening public-private partnerships.

Among initiatives contributing to the Global Alliance is a four-year (2007–2010)

project aimed at strengthening the creative industries in the African, Caribbean and Pacific (ACP) Group of States through employment and trade expansion. This project is being carried out in cooperation with the United Nations Conference on Trade and Development and the International Labour Organization, with the support of the European Development Fund. It includes pilot schemes in five countries, including Fiji and Trinidad & Tobago, with plans presented and discussed at a meeting in Santo Domingo (Dominican Republic) in October 2006 of the Ministers of Culture of the ACP countries. Associated with the ministerial meeting was the first ACP festival promoting the cultural diversity of Africa, the Caribbean and the Pacific.

In the field of craft design, artisanal products from Aruba, Cuba, Dominican Republic and Haiti received UNESCO Seal of Excellence Awards at the International Crafts Fair in Havana in December 2006. Piloted in the Southeast Asian region, the Seal of Excellence Awards aim at raising the standards of quality of handicraft products and enhancing international market awareness of products coming from a given region.

Cape Verde Seminar on Regional Integration

Building on earlier discussions within the Management of Social Transformations (MOST) Programme, a seminar in Praia in April 2007 took as context the historical, economic, political and cultural relations of Cape Verde with West Africa. Specificities of the archipelago include the way it was populated, how its economy developed, the singularities of an island state, the problematic issue of national identity, the relation of Cape Verde with the Cape Verdean diaspora, and its exceptional geographic situation in the Atlantic (south of Europe, west of Africa and east of Latin America).

In spite of being a member of the Economic Community of West African States and a strong supporter of the New Partnership for African Development, the archipelago keeps coming up against obstructions with regard to transport, banking facilities and contacts with economic operators, which are restricting closer economic partnership with the countries of the West African mainland.

The Cape Verde seminar formed part of a MOST project on 'Nation-States facing the challenges of regional integration in West Africa', with studies already carried out on ten of the 15 Member States of the Economic Community. When studies have been completed on all of the states, there will be an international conference to present joint proposals to the 2008 Heads of State Summit.

'National and regional enabling environments'

provides the main focus for the contribution of UNESCO's Social and Human Sciences Sector to the Mauritius Strategy. In the Caribbean, the issue of coastal resources is being used as the entry point for research and dialogue on such social transformation themes as gender and youth equity, participation and decision-making, migration and poverty. Launched in Port of Spain in May 2006 (in cooperation with the Caribbean Studies Association), the programme includes both research and a policy-oriented outreach agenda. Further background is given in a volume *The Shadows of Blue*, which provides perspectives from the social and human sciences on the upgrading of coastal resources for the sustainable development of the Caribbean.

Bioethics and human rights: Pacific perspectives

The coexistence of diversity and unity, the meaning of human rights in collective societies and the respect of cultural diversity, understanding ourselves and others ... these are among the reflections and perceptions underpinning a series of discussions on bioethics as seen from a Pacific perspective.

As part of a broader bioethics programme in the Asia-Pacific region, a conference on 'Pacific Ethics of Knowledge Production' (Dunedin, New Zealand, February 2006) was followed by national consultations in Fiji and Samoa in April 2007, feeding into a regional consultation in Apia later in the year.

Among the themes and issues discussed and contested in this process has been that of human rights – and the issue of the Universal Declaration on Bioethics and Human Rights (adopted by the UNESCO General Conference in October 2005), that is perceived by many Pacific Islanders as privileging individual rights over more collectively oriented understanding of rights and responsibilities. For some, the rights framework used in the Declaration was based on individualized understanding of ethical practice and western notions of autonomy, individual responsibilities and freedom. This contrasts with Pacific notions of interrelationship, responsibility to others and decisions made with due consideration of the consequences for all (to whom one is connected).

Pacific peoples have a holistic understanding and approach to ethics, and this has been reflected in discussions on a wide range of issues. Who should be involved in dialogue about Pacific ethical standards and knowledge production? What is sacred and what is not sacred in approaches to systems of knowledge? To what extent are Christian and Pacific values compatible? Who is doing research in the Pacific and who benefits? What are the implications of the differences between biomedical and genealogical approaches to the human body?

In looking forward, it is hoped that ideas such as these will be further explored among wider audiences, leading to better articulated and more robustly debated understandings of 'what Pacific ethics are'.

Environment and natural resources

Freshwater resources

The development of integrated approaches for sound water management is a primary goal of the International Hydrological Programme (IHP), with particular emphasis on collaborative research and field operations, including training activities of various kinds. This includes work supported through the priority theme of 'water and associated ecosystems', a joint initiative of IHP and the Man and the Biosphere (MAB) Programme.

In the Pacific, in close partnership with regional bodies and donor agencies, activities are focused on engaging local and indigenous communities in water resources management and monitoring partnerships and on contributing to a three-year regional training programme for water resource managers. This work forms part of the IHP's Hydrology for the Environment, Life and Policy (HELP) initiative.

A key activity for 2005 was the organization, through a broad regional partnership, of the Pacific HELP Symposium, hosted jointly by UNESCO Apia Office and Landcare Research Ltd., and held in November 2005 in Nelson, New Zealand. One purpose of the Symposium – which included nine representatives of six Pacific high volcanic island countries – was to develop ways in which Pacific Island agencies and communities can better manage land uses, bearing in mind their impact on rivers and coasts. The Symposium produced a regional HELP Action Plan, as well as identifying potential pilot projects in several Pacific Island countries. The more formalized involvement of Pacific SIDS in the IHP is also being promoted, by rotational participation in the Regional Steering Committee for Southeast Asia and the Pacific.

UNESCO contributes actively to the 'Pacific Partnership for Sustainable Water Management', a broad regional initiative funded by multiple donors and designed to strengthen national capacities in water resources management and monitoring. One aim is to directly enhance the capacity of water resource managers in both high-island and atoll countries across the Pacific. This has been addressed through a three-year training programme with the World Meteorological Organization (WMO), the South Pacific Applied Geoscience Commission (SOPAC), and the National Institute of Water and Atmospheric Research of New Zealand.



© UNESCO-IHE

Pioneering integrated stormwater management for small tropical islands – combining both structural and non-structural measures – is the focus of a project in St Maarten (Netherlands Antilles), piloted by the UNESCO-IHE Centre for Water Education.

Consisting of yearly sessions of three to four weeks, training course activities have included sessions on surface and groundwater hydrology and an introduction to the use of climate information in integrated water resources management. Four training courses over three years benefitted 39 hydrological technicians from 13 Pacific island countries (plus one from Maldives).

Recent field projects include a joint UNESCO-SOPAC programme to provide groundwater monitoring capacity building through an action-oriented research programme for the island of Aitutaki in the Cook Islands, which faces rapid tourism infrastructure development with resulting water shortages. Further information on these and other water-related activities is given in the periodic newsletter and website of the Pacific Partnership Initiative on Sustainable Water Management, under the aegis of SOPAC.

Water resources assessment in the Caribbean is being approached through one of the regional projects contributing to the worldwide initiative on Flow Regimes from International Experimental and Network Data (FRIEND). Flow regimes in small island countries under climate change and climate variability was an important focus of the Fifth FRIEND World Conference (Havana, Cuba, 2006). Other activities included a project on three shared aquifers between the Dominican Republic and Haiti on the island of Hispaniola (including work with the Organization of American States and University of Quisqueya in Port-au-Prince on the aquifers of the Artibonito River), a Map of Arid and Semi-Arid Zones in the Caribbean, preparation of guidelines for teachers on extra-curricula

activities related to the environmentally sound and safe use of water resources in Caribbean island states, and support to the Fifth Inter-American Dialogue on Water Management (Montego Bay, Jamaica, October 2005). Workshops in 2007 include those on biological monitoring of rivers (including the use of bioindicators as a tool for monitoring the quality of freshwater resources) and on water harvesting. New initiatives in the Caribbean include that for encouraging community involvement, in particular youth, in managing freshwater resources and increasing their understanding on this issue. Support is being provided to a 'Youth Safeguarding Waters' programme in Dominica and to a project on 'Schools Halting Environmental Degradation' in the John Crow and Blue Mountain area in Jamaica, where students are taught in an interactive way about watersheds and freshwater management issues.

Elsewhere, among the Organization's flagship projects is that known as SIMDAS – Sustainable Integrated Management Development of Arid and Semi-Arid regions of Southern Africa. Taking part are all 14 Member States of the Southern African Development Community, including Mauritius and Seychelles. Project components include that on Headstreams, which provides support to postgraduate studentships, mainly in hydrology.

And in terms of the world's water resources, data on individual SIDS figure in many of the tabular compilations of the second interagency World Water Development Report ('Water – A Shared Responsibility'), released on the occasion of the Fourth World Water Forum in Mexico in March 2006.

Energy resources

Furthering renewable energy technologies as a tool for sustainable development provided the focus of UNESCO's contribution to the United Nations World Solar Programme (1996–2005), with follow-up activities including the Global Renewable Energy and Training Programme. Other actions include support to the development of 'solar villages' and other high priority national projects on renewable energies. Examples in Barbados have included the installation of solar photovoltaic systems for making ice at fishing villages, for lighting at governmental headquarters and at Harrison's Cave (the island's most popular tourist attraction), and for computer laboratories at local high schools. Regional workshops include that on renewable energy and prospects for the use of biofuels in the Caribbean (Tobago, September 2007).

At the regional level, support is provided to the promotion of sustainable energy in Pacific island countries, which focuses on training and research in engineering science and technology, in particular renewable energy applications and appropriate community technology. Joint activities with the United Nations Development Programme (UNDP) during recent years have involved cooperation with a range of national bodies and regional organizations, including SOPAC and the University of the South Pacific. Recent activities include support for the provision of grid-connected solar energy for the island of Fakaofu in Tokelau. Following a feasibility study on power options for Apolima Island (Samoa), the government completed and inaugurated (in January 2007) a project for providing

24-hour power from solar energy for all households on the island.

Experience in the Pacific has also been central in the elaboration and testing of a toolkit of learning and teaching materials on solar photovoltaics, comprising a technical training manual and a companion volume for teachers. Related training and information materials include a multi-authored technical guide on geothermal energy and geothermal exploitation, with each contributing author addressing a specific area relating to

the uses of geothermal energy, effects on communities, and economic and regulatory aspects. Among the materials for non-technical audiences is a set of videos with accompanying booklet on the history and prospects of renewable energy in the Pacific islands.

The Small Islands Voice Global Internet Forum (p. 10) ran a discussion on renewable energy in the second half of 2005, triggering considerable public debate on alternative sources of energy.

Waste management

UNESCO's contribution to waste management comes mainly through work on water resources within the framework of the International Hydrological Programme (IHP) and the UNESCO International Centre for Water Education (UNESCO-IHE) in Delft (Netherlands). A primary regional focus is in the Pacific region, through cooperative partnerships with a range of bilateral, regional and international bodies, including SOPAC, the Secretariat of the Pacific Regional Environment Programme (SPREP), the United Nations Environment Programme (UNEP) and WMO.

A training course for wastewater management in the Pacific has been jointly developed by UNEP's Global Programme for Action for the Protection of the Marine Environment from Land-based Sources of Pollution (GPA/UNEP), the United Nations Division of Ocean Affairs and Law of the Sea and UNESCO-IHE. The wastewater training course is addressing one of the Guiding Principles of the Pacific Wastewater Policy and Framework for Action and is being implemented by a consortium of organizations,

including SOPAC, SPREP, UNESCO-IHE, GPA/UNEP and the University of the South Pacific. Among available materials is a *Training Manual for Improving Municipal Wastewater Management in Coastal Cities* and a CD-ROM on Wastewater Technologies and Management for Pacific Islands. These materials have provided core guidance materials for regional and sub-regional courses held in Fiji (October 2005), Guam (June 2006) and Papua New Guinea (June 2006).

In the Caribbean, a video on the management of solid waste has been produced jointly with the University of the West Indies. Waste management also figures in on-the-ground projects linked to www.smallislandsvoice.org: for example, promoting 'zero tolerance to littering', the focus of a schools exchange programme between Maldives and Seychelles; providing creative uses for recycled glass in St Vincent & the Grenadines; and helping organize centralized waste disposal sites in villages in Vanuatu. And within Youth Visioning for Island Living (p. 11), field projects include those on curbing the use of waterways for waste disposal in Dominica and on pollution prevention and awareness raising in Haiti.

In Mauritius, a fifth of the total electricity supply comes from bagasse, the residue after extraction of juice from sugar cane. Field visits to processing and conversion plants formed part of an international field workshop on renewable energy for sustainable development in Africa (June 2007), organized by the International Council for Science (ICSU) and the Mauritius Sugar Industry Research Institute/University of Mauritius, in collaboration with UNESCO and other partners.



Natural hazards and environmental disasters

The focus of UNESCO's work on natural hazards, which dates back to the 1950s, includes scientific assessments of earthquakes, volcanic eruptions, landslides and various hydrological risks, as well as fostering measures for disaster prevention and preparedness.

Objectives and approaches include advocacy of the need for a shift in emphasis from relief and emergency response to preventive measures and increased preparedness and education of potentially affected populations. Activities include the strengthening of scientific infrastructures, the design and setting up of reliable early warning systems and dissemination of mitigation measures, and information-sharing and public awareness.

Recent and ongoing work includes contributing to the Hyogo Framework for Action (adopted in Kobe, Japan, in January 2005), responding to the Indian Ocean tsunami, continued support to tsunami preparedness in the Pacific, and the design of warning systems for tsunami and other coastal hazards for other regions and for the overall global system.

Considerable progress has been made in working towards an operational Indian Ocean Tsunami Warning and Mitigation System, with an initial system in place since July 2006. Several meetings of an Intergovernmental Coordination Group have been held, in working towards a fully autonomous system by 2009. Intersessional working groups have addressed such issues as Seismic measurements, Sea-level data, Risk assessment, Modelling and forecasting, and 'Interoperability'.

The system itself comprises an extensive network of seismic instruments, sea-level gauges and deep ocean pressure sensors that can register and measure an offshore earthquake and any tsunami triggered by the event. The Commission for the Nuclear-Test Ban Treaty Organization is contributing data from seismographic stations.

A new partnership between UNESCO's Intergovernmental Oceanographic Commission (IOC), which has coordinated the planning and implementation of this system, and the global satellite communications leader, Inmarsat, provides free satellite communication links to 50 sea-level sensors in the Indian Ocean, making this part of the tsunami warning system the most advanced real-time sea-level network in the world. The information, for the moment, is transmitted to the tsunami warning centre in the Pacific and the Japanese Meteorological

Agency, which then issue information bulletins to designated authorities in the Indian Ocean countries. However, accurate warnings can only be issued safely and surely when all necessary data beamed up from this impressive array of instruments are shared by all at the same time, without delay. This is still not happening, and it remains a major handicap.

Progress has also been made in the plans for other early-warning regional systems for tsunamis and other ocean-related hazards, with a series of planning meetings for the North-eastern Atlantic, the Mediterranean and Connected Seas, and for the Caribbean and Adjacent Regions.

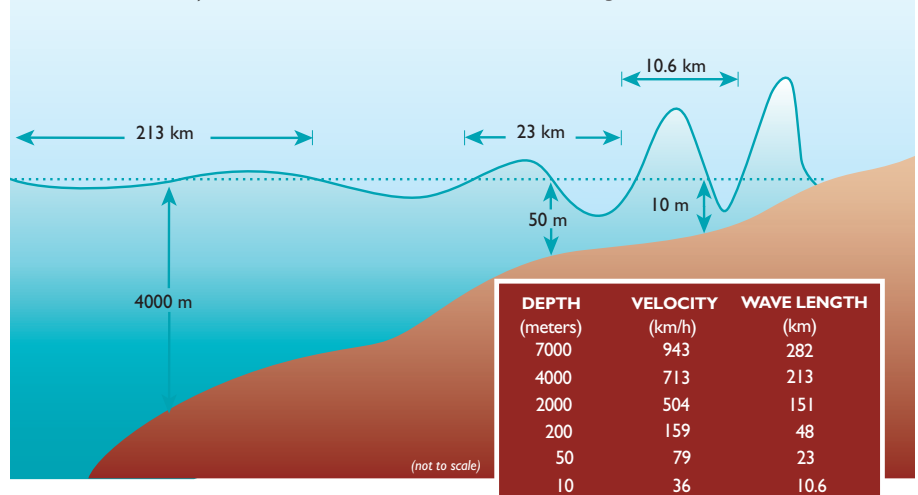
In planning these new regional systems, advantage has been taken of experience in the Pacific region, where IOC was centrally involved in the mid-1960s in the setting up of the International Tsunami Information Center in Hawaii. Among the more recent activities was the organization in May 2006 of the 'Exercise Pacific Wave 06'. The aim was to help tsunami warning systems in the region to maintain a high level of readiness in the face of fast-onset and rapidly evolving natural disasters such as tsunamis.

Over the last two years, the Pacific Tsunami Warning System has been upgraded and reinforced, with improved sea-level readings, additional deep ocean pressure sensors and expanded training and information activities. But much remains to be done to fully integrate the warning systems with effective emergency response in vulnerable island states. This was one of the conclusions drawn from the tsunami event that struck the western part of the Solomon Islands on 2 April 2007, killing more than 30 people and causing extensive damage. A few minutes after the 8.0 force earthquake had occurred, a tsunami warning bulletin was issued by centres in Hawaii and Tokyo. However, the earthquake's epicentre was only 43 km from the Solomon Islands' coast, leaving very little time for any official warnings to reach the residents of Gizo, the worst-hit town.

Assessing progress and future plans for these various regional networks, and for moving towards a global early-warning system for tsunamis and other ocean-related hazards, is among the current priority concerns, reflected in the debates and resolutions of the 24th IOC Assembly in June 2007. In promoting a multi-hazard approach to disasters (tsunamis, hurricanes, flooding, earthquakes, volcanoes and other natural disasters), outstanding challenges include the need to reinforce international coordination and to secure the 'downstream flow' of information from the warning centres to populations and communities at risk.

With disaster preparedness and mitigation taking on increasing importance in the Organization's programmes, a case study from Maldives was among those enriching a regional workshop on educational materials for disaster preparedness in the Asia-Pacific region, organized in June 2006 by the Bangkok Office and the Asian Disaster Preparedness Centre, within the context of Education for Sustainable Development. In the Caribbean, cooperation continues between the Kingston Office and the Caribbean Disaster Emergency Response Agency in respect to the updating and diffusion of such materials as the *Disaster Information Kit for the Caribbean Media* as well as earthquake-preparedness booklets for schools and teachers.

In the open ocean, a tsunami is less than a few tens of centimetres high at the surface, but its wave height increases rapidly in shallow water. Tsunami wave energy extends from the surface to the bottom in even the deepest waters. As the tsunami attacks the coastline, the wave energy is compressed into a much shorter distance and a much shallower depth, creating destructive, life-threatening waves. This graphic is among those featured in a 16-page brochure *Tsunami: The Great Waves*, prepared by the International Tsunami Information Center in Honolulu, revised and reprinted in June 2005. It is also among the materials accessible through the TsunamiTeacher Resource Kit.



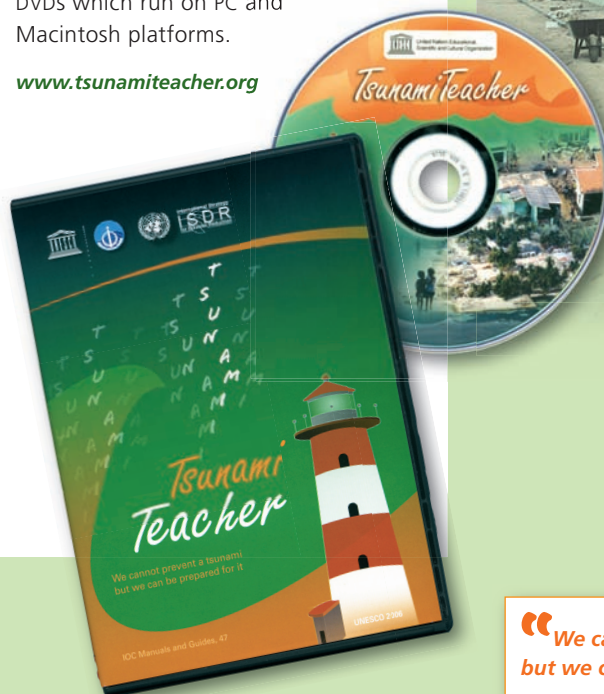
The TsunamiTeacher Information and Resource Toolkit

is a contribution to the process of communicating tsunami risk to the public. Training modules target the Media, Educational Systems and the Public and Private Sectors, including governments, non-governmental organizations, businesses and community groups. Topics include scientific understanding of earthquakes and tsunamis, hazard and risk assessment, warning and mitigation systems, emergency response, and education and outreach.

The *TsunamiTeacher* was prepared by the IOC and its International Tsunami Information Center, in cooperation with a wide range of collaborating institutions and specialists. It was designed as a dynamic, electronic,

on-line resource that will be continually reviewed, updated and added to by experts, and as an off-line set of DVDs which run on PC and Macintosh platforms.

www.tsunamiteacher.org

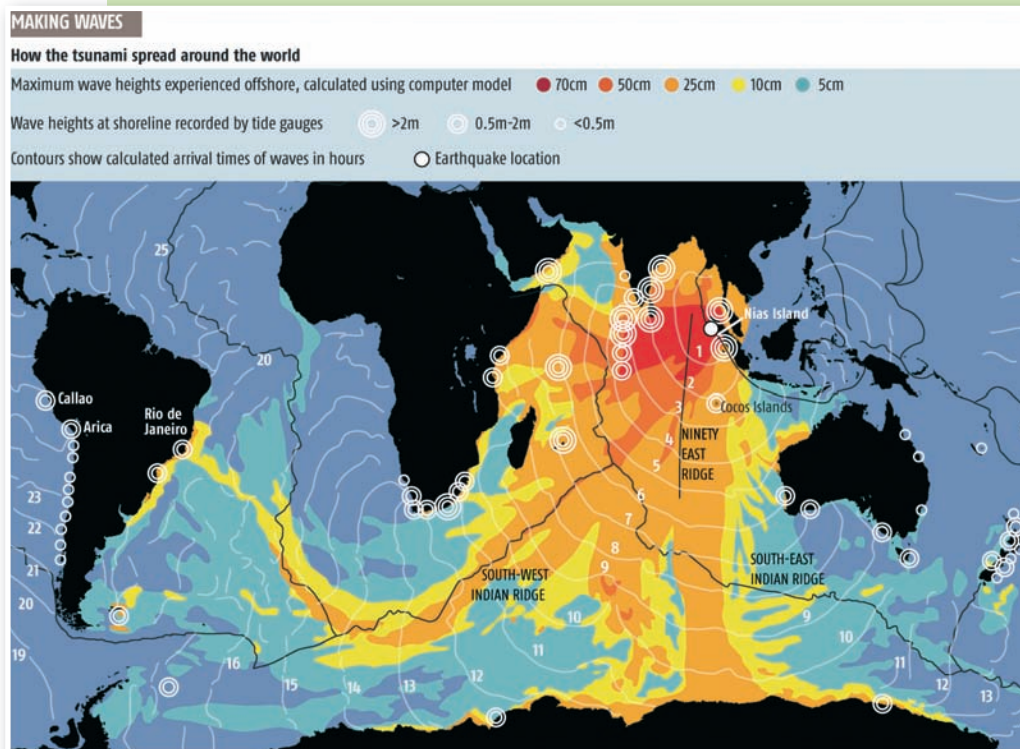


Maldives was one of the nations devastated by the December 2004 tsunami. While the loss of life was relatively small (83 dead, 25 missing), over 20,000 Maldivians were displaced and a third of its population (of 350,000) affected. Damage was estimated at US\$0.5 billion (62% of GDP). Under a United Nations programme, donors were invited to 'adopt an island' to support rebuilding work in one or more of the 22 worst-hit islands.

“We cannot prevent a tsunami but we can be prepared for it.”

Overview of the Indian Ocean earthquakes and tsunamis

In a special issue of the journal *Earthquake Spectra* (published in June 2006), 44 substantive contributions, totalling over 900 pages, provide a detailed account of the great Sumatran earthquakes and Indian Ocean tsunamis of December 2004 and March 2005. A co-publication with the Earthquake Engineering Research Institute, the special issue addresses such topics and dimensions as seismology, geology and geophysics, tsunami field surveys and analyses, performance of structures and lifelines, preparedness, societal impacts, and recovery and reconstruction. The volume includes an overview on tsunami 'run-up' measurements from all over the Indian Ocean, as well as individual field surveys from 12 countries, including Maldives and Mauritius and neighbouring islands.



The Sumatran tsunami of 26 December 2004 had a calamitous impact in many parts of the Indian Ocean. Less well known, the tsunami spread around the world, with beaches in Brazil being hit by larger waves than the shores of the Cocos Islands just 1,700 km from the underwater earthquake off Nias Island, northern Sumatra. The waves followed the mid-ocean ridge down the Indian Ocean to break on the ice walls of the Antarctic and also around South Africa, and along the Mid-Atlantic ridge to break on Rio de Janeiro.

This map from an article on tsunami waves in the *New Scientist* magazine (3 September 2005) is a good example of the educational impact of computer-generated graphics, in encapsulating an immense amount of scientific measurement, analysis and knowledge. Among subsequent uses, the map figured in an assessment of the *Status of Coral Reefs in Tsunami Affected Countries: 2005*, including Maldives and Mauritius, published by the Australian Institute of Marine Science on behalf of the multi-institutional Global Coral Reef Monitoring Network (p. 26).

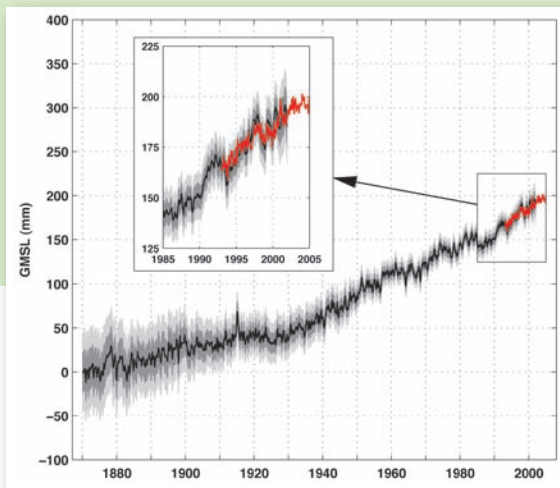
Climate change and sea-level rise

The principal contribution of UNESCO and its Intergovernmental Oceanographic Commission (IOC), to issues related to rising sea levels is through such initiatives as the Global Ocean Observing System and the Global Sea Level Observing System, with its worldwide network of 300 gauges, each with high frequency sampling and real-time data availability.

'Understanding sea-level rise and variability' was the focus of a workshop held at UNESCO in Paris in June 2006, under the aegis of the World Climate Research Programme. Half a year later, in January 2007, climate projections for different small island regions figured in other discussions at UNESCO House – those

associated with the tenth and final session of Working Group 1 of the Intergovernmental Panel on Climate Change and its Fourth Assessment Report. Sea levels will likely rise on average during the century around the small islands of the Caribbean Sea, Indian Ocean and Northern and Southern Pacific Oceans, with all the small islands in these regions being very likely to warm.

For rainfall, likely changes include decrease in summer rainfall in the Greater Antilles and increase in annual rainfall in the northern Indian Ocean and the equatorial Pacific.



Monthly averages of global mean sea level reconstructed from tide gauges (black, 1870–2001) and altimeters (red, 1993–2004) show an increase in the rate of sea-level rise. (Updated from Church and White, 2006)

Coral reefs have taken on the role of a sort of litmus paper of the state of health of coastal and marine resources. Since the mid-1980s, concerns about the decline in coral reefs have increased and have been reflected in various initiatives for their study and monitoring. One federating mechanism for many of these initiatives is the Global Coral Reef Monitoring Network, cosponsored by UNEP, the World Bank, IUCN and the IOC, which strives to improve management and conservation of coral reefs by providing manuals, equipment, databases, training, problem solving, and helps with finding funds for reef monitoring – all coordinated in a global network.

Among the outputs of the network is the biennial *Status of Coral Reefs of the World*, which documents how human activities continue to be the primary cause of the severe degradation of coral reefs worldwide. In the most recent worldwide report (launched in Mauritius in January

2005), 18 of the 21 chapters describe the status of coral reefs in different regions of the world, including trends in individual SIDS. Follow-up assessments include 'Status of Caribbean Coral Reefs after Bleaching and Hurricanes' (with expected publication in late 2007) and a worldwide assessment of coral reefs as well as mangrove and seagrass resources associated with coral reefs, and cold water corals (2008).

A related initiative is the IOC/World Bank Study Group on Coral Bleaching and Local Ecological Responses. This group was set up in 2000, with the purpose of integrating, synthesizing and developing global research on coral bleaching. Among the more specific objectives is to develop indicators of coral bleaching of various kinds (molecular, cellular, physiological, community), capable of detecting stress responses due to changes in variables such as sea surface temperature and UV radiation.

Coastal and marine resources

Within UNESCO, the IOC provides a primary focus for improving scientific knowledge and understanding of oceanic and coastal processes. Through the organization and coordination of major scientific programmes and projects, support is provided to Member States in building-up capacities and in the design and implementation of policies for the ocean and coastal zones.

Key activities include the development of an innovative programme on ocean sciences, with work in such fields as the ocean's role in climate, coastal research, science and modelling for mitigating the impacts of ocean-related natural hazards, contributing to global reporting and assessment of the state of the marine environment, and marine environmental modelling.

The Global Forum on Oceans, Coasts and Islands

was created by an informal coordinating group at the World Summit on Sustainable Development in Johannesburg in 2002. With IOC as UNESCO focal point, the Global Forum is comprised of individuals from governments, international governmental and non governmental organizations and the private sector, and aims to serve as a platform for cross-sectoral information sharing and dialogue on issues affecting oceans, coasts and islands, with the goal of attaining sustainable development in these areas.

In January 2006, UNESCO hosted the Forum's Third Global Conference, devoted to 'Moving the Global Oceans Agenda Forward'. Among twelve panel sessions, Panel 5 addressed 'Implementation of the Mauritius Strategy for Small Island Developing States'. Chaired by the outgoing Chair of the Alliance of Small Island States (AOSIS), discussants included panellists from the Cook Islands, Sao Tome & Principe and Seychelles, together with the vice-Chair of AOSIS and representatives of the Caribbean Environmental Health Institute, UNEP Caribbean Programme, SPREP and Atlantic-SIDS. Other sessions during the Global Forum included those on 'Island life – Island Biodiversity, Livelihoods and International Agreements', 'SIDS, with emphasis on Ocean and Coastal Management' and 'Next Steps in SIDS'.

Components of this ocean sciences programme include work on ocean carbon sequestration, benthic indicators, coral bleaching and monitoring, land-ocean-atmosphere biochemistry, harmful algal blooms, pelagic fish populations. For integrated coastal area management, a handbook of indicators has been elaborated based on field experience and testing. 'Sustainable Management of the Shared Living Marine Resources of the Caribbean Large Marine Ecosystem and Adjacent Regions' is among the Large Marine Ecosystem concept projects being implemented by IOC with the support of the Global Environment Facility.

In terms of capacity building, the Mona Campus of the University of the West Indies provided the venue in September 2006 for the First IOC Leadership Development Workshop for Heads of Marine Institutes in the Caribbean and Adjacent Regions.

In the South Pacific, work has continued on developing scientific educational resources and experience associated with the deployment of Argo profiling floats, a project known by the acronym SEREAD. With SOPAC as lead agency, Ocean Science Resource materials – on such topics as What is weather?, What is climate?, Oceans rising? – have been tested and tailored for the requirements of existing primary and secondary school curricula in Pacific Islands. Several interconnected training workshops for teachers have been held in the Cook Islands and Samoa, and plans made to introduce the programme in the school systems of other Pacific Island countries.

Youngsters from British Virgin Islands note current speed and direction on Savannah Bay beach, Virgin Gorda (right); beach erosion at Corral Point, southwest coast of Trinidad (below).

Sandwatch is a joint initiative of two UNESCO sectors (Natural Sciences and Education), with focal points provided by the Coasts and Small Islands Platform and the Associated Schools Project Network. Launched in 2001 with an initial focus on the Caribbean region, the project now involves participating groups in more than 20 territories and countries in the Indian Ocean and Pacific Ocean regions as well as the Caribbean.

Through a long-term beach monitoring and management programme, the aim is to draw on the enthusiasm and creativity of schoolchildren, and their teachers and communities, to care for their beaches and reduce pollution.

The project is student-centred in both its design and implementation. A central project strategy is training participating students in basic scientific observations and measurement, providing data which can then be analysed using mathematical, computing and language skills. This training is provided in the context of environmental management and sustainable development, as the students use the information in the implementation of projects to help solve specific environmental problems. The students are encouraged to involve their parents, families and communities in their projects in an effort to increase environmental awareness through action-oriented activities.



© Paul Diamond

Teachers from participating schools and colleges are given hands-on training in simple beach monitoring techniques. They are also provided with manuals and equipment. Each school or group selects a beach near their school. Students then visit the beach at least once a month to collect data. Specific activities include describing and photographing the beach, measuring beach debris and water quality, recording human activities and physical changes on the beach (such as the amount of erosion or accretion), collecting sand samples, measuring and recording wave characteristics and near-shore currents, observing turtle nesting activity, and recording plants. Graphs, histograms, pie charts, and statistics are prepared in the classroom to show changes at the particular beach and to identify its major problems, as a basis for ameliorative action.

Scientific underpinning of Sandwatch is provided through the University of Puerto Rico Sea Grant College Program and a range of collaborating bodies at the national level. In terms of more recent activities, *Introduction to Sandwatch: an educational tool for sustainable development* was published in late 2005 as CSI papers 19. During 2006, an interactive Sandwatch website and a newsletter (*The Sandwatcher*) were launched, designed to encourage participants to become involved in the programme and build a sense of community among all Sandwatch partners. In November 2006, a Regional Sandwatch Fair in Trinidad provided a platform to showcase and expand the project approach within Trinidad & Tobago and the wider Caribbean region. And in early 2007, the UNESCO Natural Sciences news bulletin *A World of Science* carried a feature article on Sandwatch and its recent field and classroom activities.

In the Pacific, Sandwatch activities have been carried out in the Cook Islands, Fiji and Palau, with Nikao Maori School in the Cook Islands winning the 2005 global Community Sandwatch Competition for work on landscaping, recycling and awareness-raising at Nikao Beach. In Fiji, Sandwatch is being undertaken jointly with RiverCare, a corresponding programme implemented by the international NGO Live & Learn Environmental Education.

www.sandwatch.org



© Charmaine O'Brien-Delph

Caring for island biodiversity

UNESCO's contribution to efforts for promoting the conservation and sustainable use of island biodiversity includes support to the participation of SIDS in two complementary international initiatives for the conservation of biological diversity (Convention for the Protection of the World's Natural and Cultural Heritage and the World Network of Biosphere Reserves) as well as studies on marine living resources within the IOC. In these and other fields, collaborative activities are carried out in partnership with the Convention on Biological Diversity and a range of international conventions, agreements and organizations.

World Heritage Convention

At its 29th session in July 2005, the World Heritage Committee approved the World Heritage Programme for Small Island Developing States and the World Heritage Marine Programme, with corresponding budgets financed through the World Heritage Fund.

For the Caribbean, in February 2004, a conference was held in St Lucia on the development of a Caribbean Action Plan in World Heritage. This conference was both the culmination of a series of World Heritage expert meetings and training activities undertaken in the region from 1995 onwards, and the transition to a more comprehensive Caribbean Action Plan for the next ten years. Among the key components is the Caribbean Capacity Building Programme, with an inaugural meeting in Cuba in March 2007. The overall aim is to increase the capacity and expertise of Caribbean States Parties to enable full protection and management of present World Heritage sites and to identify new potential sites and protected areas.

In the Pacific region, the Action Plan for the Implementation of the World Heritage-Pacific Programme ('Pacific 2009') provides the overall framework for development of field activities. Component activities have included support to World Heritage National Strategy Workshops (p. 18). In terms of capacity building, a workshop of cultural and natural heritage professionals from Niue, Samoa and Tonga (Apia, Samoa, April 2006) focused on the preparation of Tentative Lists and World Heritage nominations.

In early 2007, highlighting current and planned efforts to protect important marine areas and resources in the Pacific was among

the objectives of the 'Our Sea of Islands' Regional Forum on Marine Managed Areas and World Heritage, organized in Honolulu in collaboration with the US National Oceanic and Atmospheric Administration. The forum brought together more than 100 community and traditional leaders, practitioners, and managers from throughout Oceania with expertise in marine managed areas. The aim was to foster collaborative partnerships, learn from one another and share experiences across Oceania, with particular reference to the potential of the World Heritage Convention for the strengthening of marine conservation in the region.

The World Heritage Marine Programme includes three pilot projects each containing Marine Protected Areas and small islands: Central Pacific Islands and Atolls, Eastern Tropical Pacific Seascape and Southern Caribbean Islands Group. Among recent activities, a Caribbean Regional Training Workshop in St Lucia on Marine World Heritage aimed at training personnel from national authorities and intergovernmental and non-governmental organizations in recognizing and protecting marine World Heritage values in the Caribbean. Further background is provided in a listing of World Heritage sites with significant marine components.

Other pipeline activities include capacity building in heritage conservation (e.g. training workshops and study visits in different SIDS regions) and building knowledge of potential World Heritage through such activities as the mapping of biodiversity hotspots (e.g. in the Pacific).

Using biosphere reserves to promote biodiversity conservation

As part of the Programme on Man and the Biosphere (MAB), the World Network of Biosphere Reserves comprises (in mid-2007) 507 sites in 102 countries and territories, including Cuba, Dominica, Mauritius, Federated States of Micronesia,



© Wikimedia Foundation, Inc.



© Shell Foundation

Bringing business skills to biodiversity conservation has been the focus of a pilot programme in the Seychelles, involving the Seychelles Islands Foundation, the Shell Foundation and the World Heritage Centre and the World Heritage sites of Aldabra Atoll and the Vallée de Mai (shown here). The aim has been to share skills based on standard Shell business processes, in such fields as risk assessments, developing business plans and SWOT analysis (Strengths, Weaknesses, Opportunities and Threats).

Palau and US Virgin Islands. At best, biosphere reserves are sites of excellence to explore and demonstrate approaches to conservation and sustainable development on a regional scale, with associated research, monitoring, training and education and the involvement of local people as the driving force for conservation. Biosphere reserves can provide learning sites for implementing the UN Decade of Education for Sustainable Development. They can also contribute to national plans and strategies of various kinds, reflected in the convening in Praia (Cape Verde) of a workshop on biosphere reserves as a tool for biodiversity conservation, organized in association with the launch of the second national environmental action plan.

In June 2005, the first two biosphere reserves in Pacific island countries were approved by the MAB Bureau: Utwe (Federated States of Micronesia) and Ngaremeduu (Palau). The two sites are ground-breaking not only in being the first of their kind in the sub-region, but in their being entirely locally conceived and driven. In both sites, the emphasis is on community-level approaches to conservation and sustainable development of coastal marine ecosystems as well as land areas.

Support to both sites has been provided through the ASPACO initiative (Asia-Pacific Cooperation for the Sustainable Use of Renewable Natural Resources in Biosphere Reserves and Similar Managed Areas), while the Small Islands Voice internet discussion forum reportedly played a key role in initiating the process for the establishment of the Micronesia site. Follow-up was provided through a study tour in September 2006 of four local and traditional leaders as well as NGO representatives centrally involved in the work at Utwe to two biosphere reserves in Viet Nam.

In December 2006 in Pohnpei (Federated States of Micronesia), a gathering of representatives from Pacific Island countries with new and emerging biosphere reserves formally established the Pacific MAB network PacMAB. An illustrated 'discovery kit' educational resource on the island biosphere reserves of the Pacific (comprising an atlas, activity booklet and poster), published by the Apia Office in late 2006, is being widely diffused in the region. Intended for use in both formal and non-formal educational contexts, the kit contains descriptions of individual biosphere reserves in and around the Pacific, as well as interactive exercises designed to develop an understanding of MAB and its key principles.

During 2007, work is continuing on the development of new biosphere reserve proposals for the Federated States of Micronesia (Ant Atoll in Pohnpei State) and for Samoa (Salafai on the island of Savaii), as well as potential new sites in Dominica, Papua New Guinea and Tonga.

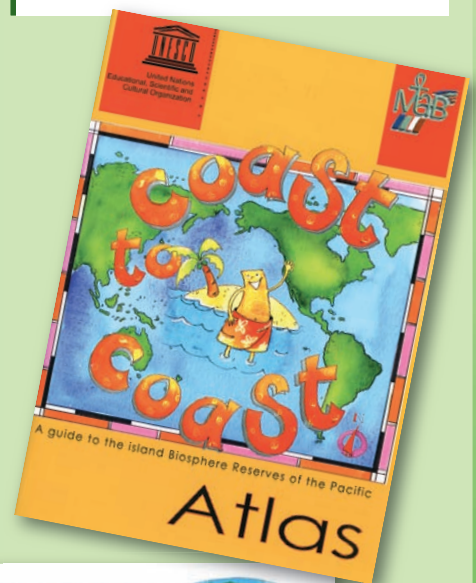
Marine biodiversity

Within the IOC, work on marine biota and marine biodiversity includes collaborative assessments of such communities and groups as coral reefs, benthic fauna and harmful marine algae.

Among other projects is one on 'Biodiversity and distribution of megafaunal assemblages in the abyssal nodule province of the eastern equatorial Pacific: management of the impacts of deep seabed mining' (overview of project findings published in the IOC Technical Notes series). The IOC is also cooperating with various partners in a European project on Hotspot Ecosystem Research on the Margins of European Seas. Also with the Census of Marine Life initiative, a growing global network of researchers in more than 80 nations engaged in a ten-year initiative to assess and explain the diversity, distribution, and abundance of marine life in the oceans – past, present, and future. And in August 2005, Mauritius hosted the second marine diversity training course organized within the Ocean Data and Information Network for Africa.

Organizational linkages and partnerships

Biodiversity resources in small island situations figure prominently in the programmes and projects of a number of non-governmental organizations and other bodies with formal links with UNESCO. Examples include the Charles Darwin Foundation for the Galapagos Islands, the international programme of biodiversity science Diversitas, and ETI (Expert Centre for Taxonomic Identification) Bioinformatics based at the University of Amsterdam. Another emerging network is the Global Island Partnership, which brings together a growing network of political leaders, international and regional organizations and donor agencies, with a view to supporting the implementation of the Island Biodiversity Programme of Work of the Convention on Biological Diversity.



Communication and information

Communication for development

Central to UNESCO's work for empowering people through access to information and knowledge are three principal strategic objectives:

- Promoting the free flow of ideas and universal access to information;
- Promoting the expression of pluralism and cultural diversity in the media and world information networks;
- Promoting access for all to information and communication technologies (ICTs).

Two intergovernmental programmes provide the main means for translating ideas into actions: the International Programme for the Development of Communication (IPDC), which works to improve the resources of independent and pluralistic media in developing countries and those in transition; and the Information for All Programme (IFAP), which fosters debate on the political, ethical and

societal challenges of the emerging knowledge societies and developing guidelines and projects to promote equitable access to information.

Experience gained in these and related programmes can play an important role in achieving the Millennium Development Goals, as detailed in a background paper prepared by UNESCO for the tenth UN Inter-Agency Round Table on Communication for Development (Addis Ababa, February 2007). The round table addressed challenges and opportunities related to advances in information technology as well as changes in media legislation worldwide: how to approach the economic and social divides accentuated in some areas by the ICT revolution; how to assess communication needs at the inception of any development initiative; how to demonstrate the added value and impact of communication in tackling development challenges; how to replicate and scale-up good practices emerging from pilot projects.

Contributing to media development

In seeking to improve the technical and human resources of independent and pluralistic media, technical and financial support is channelled to a range of projects – from training courses and support for community media to the modernization of news agencies and broadcasting organizations.

Often, IPDC is the only source for media development in small island developing states. Since the early 1980s, support has been provided to more than 150 media development projects in small island regions, amounting to over US\$3 million. Of these, some 100 national projects have been carried out in 32 SIDS – 40 projects in the Caribbean, 39 in the Pacific and 21 in other regions. In addition, more than 60 regional projects have been carried out in the Caribbean and the Pacific.

Preserving documentary heritage

The memory of the peoples of the world is of vital importance in preserving cultural identities, in linking past and present and in shaping the future. The documentary heritage in libraries and archives constitutes a major part of that memory and reflects the diversity of peoples, languages and cultures. But that memory is fragile and important documentary material is lost every day.

Recent examples of UNESCO work to help preserve the documentary heritage include the digitization of 300 documents in the Bibliothèque des Pères du St Esprit in Port-au-Prince (Haiti), of the sound archives of Samoa's history and heritage held by the Samoa Broadcasting Corporation and of the archive at the Solomon Islands Broadcasting Corporation. Group training on digital needs and digitalization has included workshops on the cultural heritage in the Caribbean (Kingston), on Pacific Island museums and cultural centres (Apia), and on Caribbean digital libraries and digital repositories (Port of Spain).

The Memory of the World Programme

and associated Register was set up to preserve and raise awareness of documentary heritage. Early additions to the Register included collections from Mauritius (Records of the French Occupation) and from Trinidad & Tobago (Derek Walcott Collection and Eric Williams Collection).

In June 2005, inscriptions from Cuba and Trinidad & Tobago were among 29 documentary collections in 24 countries added to the Register, following recommendations made by an international advisory committee.



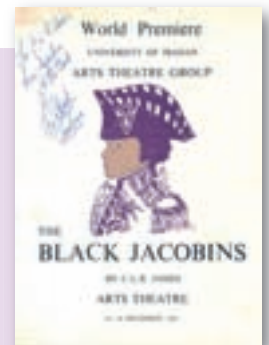
The 'Fondo José Martí Pérez' inscription includes 2,435 documents corresponding to the period of literary, journalistic, revolutionary, diplomatic, biographical and personal work of José Martí (1853–1895), the Cuban poet and social

activist whose influence has had an enduring influence on Latin American culture.

The C.L.R. James Collection, at the University of the West Indies at St Augustine in Trinidad, consists of original documents including correspondence,

manuscripts, pamphlets, personal and literary papers of Cyril Lionel Robert James (1901–1989). James was a leading theoretician of the Trotskyite wing of American communism and the main ideologue and leftist thinker of the nationalist movement in Trinidad & Tobago during its most radical phase from 1958 to 1960. Among his books are an influential historical study of the Haitian Revolution (*The Black Jacobins*) and a seminal work on the sport of cricket ('Beyond a Boundary').

In terms of further development, a regional meeting in Barbados in October 2006 explored approaches for boosting the preservation of analogue and digital documentary heritage. Among the projects showcased in Barbados were those on a 'Caribbean Inventory of Documentary Heritage' and on the preservation of the documentary heritage in the event of disasters, as well as a case study on Jamaica's Audio-Visual Information Network. Progress has also been made in initiating a Pacific Memory of the World Register.





In 2005-2006, 19 new IPDC national projects were approved in SIDS, totalling US\$497,000. They include support to media law reform in Cape Verde, setting up community multimedia centres in Haiti, building mobile, multimedia capacity for rural youth in Jamaica, reinforcing community broadcasting at atoll media centres in the Maldives, training for the digital newsroom at Radio St Lucia, enhancing broadcast and production capacity at the National Broadcasting Corporation radio in St Vincent & the Grenadines, and contributing through media to alleviation of poverty in the outlying islands of Tonga.

In addition, a number of regional projects involve the participation of SIDS, as well as regional bodies such as the Asia-Pacific Broadcasting Union and the Caribbean Media Corporation. Two regional projects involving Pacific Island countries relate to training in low-cost digital TV studio facilities and improving the technical quality of 'The Pacific Way'. One Caribbean project is concerned with ethical practices, journalism training and management of freedom of the press. Television companies in Comoros, Mauritius and Seychelles are among those taking part in a project on the supply and installation of production and post-production equipment, being implemented by the Mauritius-based International Council of French-Speaking Radio and Television Companies.

And more recently, at its meeting in Paris in March 2007, the IPDC Bureau approved 74 projects for financing, including 13 new projects in 11 SIDS. These projects span a range of media concerns: reinforcing community radio and other media in Cape Verde, Fiji, Jamaica, Papua New Guinea, St Lucia and Trinidad & Tobago, digitalization of broadcasting archives in Cape Verde and St Kitts & Nevis, training of media professionals in Barbados and Niue, strengthening freedom of expression in radio, television and schools of journalism in the Dominican Republic, development of a prison radio network in Jamaica, and the setting up of an audiovisual training centre at the University of Mauritius. Approved regional projects include one for the training of journalists in hurricane coverage in the Caribbean.

Press freedom

In keeping with its Constitution, UNESCO is a trenchant advocate of the basic human right of freedom of expression, enshrined in the Universal Declaration of Human Rights, and its corollary, press freedom. Among activities to 'promote the free flow of ideas by word and image' is the annual observance of World Press Freedom Day. This event serves as an occasion to stress the importance of press freedom for democracy and development, to raise awareness of violations against the right to freedom of expression and to draw attention to the work of the all too many journalists who brave death or imprisonment or other punishment to bring people their news.

It was in 1993 that the United Nations General Assembly proclaimed 3 May as World Press Freedom Day. In 2007, events were organized throughout the world around the theme of 'Press freedom, safety of journalists and impunity', with UNESCO cooperating with a range of media associations in organizing and supporting events to mark the day.

In the Caribbean, 'Media Democracy, Media Laws and Access to Information: Challenges for Caribbean Journalists and Media Organizations' was the theme of a conference held in St Lucia – the sixth year that the regional media have come together to discuss professional issues as part of regional

Information materials and training for journalists

Providing background information to help reporters has included materials for the Caribbean media in such fields as natural disasters (p. 24) and crime and violence. Resource kits for media training in such fields as Education for All have been widely distributed in oceanic regions, sometimes associated with seminars and training workshops for media professionals.

National and regional group training courses and professional meetings have addressed such topics as: freedom of the press and human development in the Caribbean (Barbados); media practices ahead of elections (Fiji); documentary films on HIV and AIDS (Fiji); ethical practices, journalism training and management of press freedom (Granada); television news production (Maldives); transparency and governance in government radio (Marshall Islands); 'leveraging' development actions in the fight against poverty (Sao Tome & Principe); and producing documentary programmes for community radio (Timor-Leste).



Poster prepared by the UNESCO Office for the Pacific States in Apia for World Press Freedom Day (3 May 2007). Among other uses, it was displayed at a UN Learning Day organized by the Apia Office for the staff of all Samoa-based UN agencies and invited guests.

observance of World Press Freedom Day.

In the Pacific, activities in Fiji, Papua New Guinea, Samoa and Vanuatu focused on the rising challenges and specific dangers to Pacific journalists, as well as exploring measures that can be adopted to improve safety.

Elsewhere, Maldives hosted a regional conference on 'Press Freedom and Development in South Asia', organized by the Asian Media and Communication Centre in cooperation with the Maldives Ministry of Information, Arts and Culture, the Haveeru Daily newspaper and UNESCO.

Taking shape is a partnership initiative on new approaches to teaching and learning in media and journalism in the Pacific. Partners include institutes of technology and higher and community education in Fiji, Solomon Islands, Tonga and Vanuatu, the media community and the media industry, the AusAID-funded Pacific Media and Communications Facility and UNESCO. And developing a Caribbean Network of Young Journalists is the aim of a project piloted by the Association of Caribbean Media Workers, in collaboration with the Organization and a consortium of other institutions. Activities have included three two-day workshops in May-June 2007 in Antigua & Barbuda, Dominica and Grenada. June 2007 also saw an initial presentation at the World Journalism Education Congress in Singapore of a compendium of model curricula aimed at improving the quality of journalism education worldwide. Follow-up regional meetings are planned to adapt the curricula and syllabuses to Caribbean and Pacific island contexts.

Putting information and communication technologies to work

In applying ICTs to development needs, there is a big gap between the most and least advanced countries. Much remains to be done, notably in terms of affordable and accessible connectivity and local content. But significant progress is being made in several domains.

Improving information literacy skills lies at the heart of a number of recent initiatives supported by the Organization. In Trinidad & Tobago, the National Library and Information Systems Authority has targeted upper primary school students and community residents within the area of Tunapuna Public Library, in a programme that includes the use of the personal computer, computer applications, use of the internet and search engines, email, web browsing, information needs,

information retrieval. Bahamas Library Services has launched a library cadet training programme, designed to equip primary and high school students with literacy skills enabling them to access, retrieve, use and evaluate information effectively and efficiently. Media literacy is the focus of a programme launched in January 2007 by the Broadcasting Commission of Jamaica, with a video and teaching guide on how to make informed choices about radio and television content being tested in selected primary schools.

UNESCO is also among the partner organizations in a self-paced e-learning initiative on information management spearheaded by the Food and Agriculture Organization. As of mid-2007, more than 45,000 Information Management Resource Kits (known as IMARKs) have been distributed worldwide. Learning materials are being developed as a series of modules (available online and on CD-ROM). Topics addressed include: Management of electronic documents; Building electronic

communities and networks; Investing in information for development; Digitization and digital libraries.

Encouraging collaboration between telecentre initiatives is among the challenges being addressed in the development of knowledge societies in the Pacific. One follow-up to a workshop held in Brisbane concerns the launching of the Pacific Telecentre Online Community (PacTOC). The aim is to give a voice to grassroots telecentre projects, so they can share experience and expertise with each other and the world.

Also in the Pacific, the People First Network Project (Pfnnet) in the Solomon Islands is an ICT development project that supports peace building and poverty reduction through an improved access to information and increased communication capacity in rural areas.

E-governance is the public sector's use of ICTs with the aim of improving information and service delivery, encouraging citizen participation in the decision-making process and making government more accountable, transparent and effective.

The principal on-going UNESCO activity is a cross-cutting project on capacity building, which aims at promoting the use of ICT tools in municipalities to enhance good governance through the development of training modules for local decision-makers in Africa and in Latin America and the Caribbean. Among the needs is to improve the knowledge, skills and capacities of people in governmental and non-governmental agencies and organizations in the use of ICTs in governance and government.

A specialized course on local e-governance in the Caribbean was initiated in 2005 by the University of the West Indies Distance Education Centre and the Kingston Office. The third such course (September–December 2007) comprises three modules: The Information Society; e-Governance, e-Government and e-Democracy – Understanding the Relationship; Topical Issues in e-Governance.

And at the national level, UNESCO seeks to provide support to Member States in the use of ICTs to enhance government services and promote transparent and effective government. An example was the launching in 2006 of the official website of the Solomon Islands government.

Community Multimedia Centres

UNESCO's International Initiative for Community Multimedia Centres (CMCs) has been widely acknowledged and taken up by UN system agencies. More than 130 CMCs, including pilots, have been created and supported worldwide, combining community broadcasting with internet and related technologies, with initial experience and lessons learned described in a CMC Handbook Guide on 'How to Get Started and Keep Going'.

Pilot projects include a regional initiative in the Caribbean, where the aim is to transform existing community radio stations into CMCs, complete with added

facilities such as PCs and a combination of fax, telephone, email and other web services. Initial participants included radio stations in Barbados, Cuba, Jamaica, and Trinidad & Tobago, with information on the four facilities included in a global directory of CMCs around the world. These centres also took part in an independent evaluation of the CMC initiative that was released in May 2006. In the same month, a workshop was organized on the use of integrated community media for isolated indigenous communities in the Caribbean. During 2006, support was provided to the establishment of new CMCs (e.g. in Bequia, St Vincent & the Grenadines), while a project in Haiti seeks to improve the access to information of rural poor.

Among recent progress, support has been provided to the creation of the Caribbean Internet Radio Portal, as a means of increasing local content development and sharing, expanding the reach of community media and providing a common space for self-expression and creativity. In a first stage, three or four stations with greatest capacity are streaming their broadcasts live. Until the other stations can do the same, they are providing content by email or regular mail to Roots FM community radio in Jamaica, which is responsible for receiving and scheduling content.



Roots FM community radio in Jamaica

© UNESCO/Kingston

FOSS is the acronym of Free and Open Source Software technologies and applications. Some of the benefits obtained by users in several regions are described in a compilation of 14 case studies published in 2006 by the UNDP Asia-Pacific Development Information Programme, in cooperation with the International Open Source Network, the International Development Research Centre of Canada and UNESCO. Among the case studies in 'Breaking Barriers' is that on vulnerability reduction in the Pacific, a project piloted by the South Pacific Applied Geoscience

Commission. As for the other case studies, the development, implementation and impact of the software applications are discussed. The benefits gained, challenges encountered and lessons learned are also highlighted.



Training workshops and technical seminars on ICTs: A sampling

- Evolution of information technology and cultural heritage. International conference. Cyprus. October 2006.
- Encouraging the emergence of 'real' Pacific blogs (as distinct from accounts written by transient tourists). Workshop during 2006 Pacific Internet Conference. Apia, Samoa. August 2006.
- Empowering communities through information, including ICTs for development, freedom of expression, freedom of communication and media. FemLINK Pacific Community Media Centre, Suva, Fiji. July 2006.
- ICTs for empowering persons with disabilities in the Pacific. Regional workshop. Nadi, Fiji. June 2006.
- Developing community radio. National orientation workshop. Malé, Maldives. June 2007.

Boosting livelihoods: ICTs for income generation

ICTs provide opportunities and open access, as in the marketing and selling of goods and services. They are cheap, easy to use and fast, as illustrated by two on-the-ground case studies involving UNESCO's Regional Adviser in Communication and Information for the Pacific States.

The E-Chutney project in Fiji is a pilot scheme launched by the government's Information Technology & Communications (ITC) Department as part of a programme to open telecentres for promoting rural economic development. The project is designed to empower women in Navua, a small agricultural centre in Fiji, who have for years made a few extra dollars on the weekends producing and selling tamarind chutney on the local market. By enabling these women to use ICTs to reach customers in the country's largest market (the capital, Suva), this initiative aims to increase their income – and their self-esteem. This programme draws on the networking power of these technologies to increase rural women's access to contacts so that they might market and sell goods – thereby hopefully fostering economic opportunity and a broader sense of empowerment.

To support this process, the ITC telecentre, located at the local Ministry of Women office, provided the Navua Rural Women's Group with free use of a computer and printer, office supplies, and one year of internet access. The women were given basic training in word processing, spreadsheets, and email, so that they could collect and collate orders and send high-impact HTML-format emails. To facilitate the finding of customers, the ITC Department provided its own email list of some 4,000 government civil servants working in Suva. The marketing strategy is linked to the Fiji government's payroll schedule, whereby civil servants are paid every two weeks. The women send emails for three days in the week before pay-day, collect orders, and then drive their van the 50 km to Suva to make deliveries on pay-day.

The Navua Rural Women's Group was selected for this project because – unlike other women's groups that relied largely on government support – it already had a commercial track record in producing and selling on a local market. Its members have reinvested some of their profits into the business; six months into the project, they were able to buy a van and a laptop computer, and to pay for supplies and internet access.

In the first week of the project, the women delivered over 400 bottles of chutney. Sales rapidly rose to an average of 800 to 1,000 bottles every two weeks.

The extra income has allowed the women to pay off farm debts and purchase farm supplies. More are sending their children to school because they can pay for school fees, uniforms and books. Other women's groups in Fiji are also reaping the benefits: the Navua women cannot grow enough mangoes to meet current demand, so they are buying from other cooperatives.

The Piu Youth Group Masoa project in Samoa is designed to increase youth-related ICT activities, especially for generating income and encouraging entrepreneurship. Underpinning the project is increasing recognition of the importance of information literacy skills, in addition to traditional literacy and numeracy skills. Young people are the fastest adopters and adapters of ICTs, often self-teaching their information literacy.

In a joint project of the Department of Youth and the Apia Office, the Piu Village Youth Group (in the South Upolu rural district of Fagali) was selected in late 2006 for the Youth-ICT project. The Piu Village Youth Group make and sell masoa, which is a powdered starch from the Polynesian arrowroot plant used for cooking traditional Samoan dishes. There are only a very small number of groups around Samoa who make masoa, and the Pui masoa is generally regarded as superior.

As initial input, the sponsors contributed one PC, printer and consumerables, one year's internet connectivity and extensive documentation, training and support (on MS Windows, Word, Excel, email merge). They also compiled a database of 1,200+ email addresses of urban Samoans in the capital city of Apia and designed an attractive, high-impact HTML-based email template.

A unique, customized message was sent to the 1,200+ contacts promoting the Piu (a play on the word 'pure') Masoa. There were 280+ orders for the first month of operations, and it is expected that through a combination of savvy media marketing and word-of-mouth that steady orders should exceed 500 packets.

Once initial teething problems have been ironed out, it is intended to extend the project to include other youth groups and products. The project was also promoted at the 2007 Pacific Internet Conference in Honiara (Solomon Islands) in August, with a view to encouraging other Pacific youth groups to identify products and income generation projects that could be best promoted using ICTs.

Education and capacity building

World Teachers' Day serves to highlight the contribution of the teaching profession to education and development worldwide, and each year UNESCO joins with the global teaching organization Education International to draw public attention to the crucial role that teachers play in society. In 2006, there was extra reason to mark the day: 5 October commemorated the 40th anniversary of the adoption of the UNESCO/ILO (International Labour Organization) Recommendation on the Status of Teachers.



Within this context, National Commissions for UNESCO, educational institutions and teachers' associations in a number of SIDS organized special events to commemorate World Teachers' Day 2006. With an overall theme of 'every child needs a teacher', Seychelles launched a week of activities ranging from marketing and recruitment to a teachers' talent contest. In the Netherlands Antilles, students composed an essay, poem or rap on teachers who have made an impact on their life. In Trinidad & Tobago, media attention focused on seven teachers who received national awards for outstanding service.

With education and capacity building forming the core of UNESCO's work, there are multiple strands to the Organization's substantive contribution to work on sustainable capacity development and education for sustainable development in the Mauritius Strategy. In addition to capacity-building activities mentioned on practically every page of this booklet, these strands include the Organization's priority concern with basic education and Education For All (EFA) and its lead role in the UN-wide, decade-long initiative of education for sustainable development. Also, work in such fields as promoting technical and vocational education, improving the quality of education, taking advantage of the opportunities offered by new information and communication technologies, and tailoring education and training to the special needs of particular groups within society. Crucial to these diverse contributions are the Organization's Field Offices in the different SIDS regions, as well as specialized centres and institutes and several networks of cooperation (some well-established, others new).

Priority to basic education: Education for All

Consistent with the substance of para. 72(b) of the Mauritius Strategy, basic education is an absolute priority in UNESCO's programme. Each year, the EFA Global Monitoring Report assesses where the world stands on its commitment to provide a basic education to all children, youth and adults by 2015.

Topics addressed in the series of annual assessments of progress at national, regional and international levels include 'The Quality Imperative' (2005), 'Literacy for Life' (2006) and 'Early Childhood Care and Education' (2007). Data from individual SIDS (e.g. Comoros, Dominican Republic, Maldives, Mauritius, Sao Tome & Principe, Seychelles) are incorporated in composite (multi-country) figures and tables addressing such issues as public education as a percentage of total government expenditure and gender disparities at the end of primary education.

Extensive data on Education for All in SIDS are also accessible through a search tool on the Global Monitoring Report website. Within these overarching

international frameworks and data sources, strategies and plans have been developed for implementing EFA at national, subregional and regional levels.

For the Pacific region, with the support of the Asia and Pacific Regional Bureau for Education in Bangkok, the Office for the Pacific States in Apia is spearheading programmes and coordinating responses towards the achievement of the goals of Education for All, in partnership with national governments, regional and international organizations and civil society associations. More finely focused initiatives include: education statistical capacity building for systematic monitoring of national education systems (Education for All Mid-Decade Assessment and Japanese Funds-in-Trust Statistical Capacity Building project); quality improvement through capacity development of teachers (improving teacher effectiveness) and school leadership and management; monitoring of quality improvement using regional benchmarks for literacy, numeracy and lifeskills; support to mainstreaming inclusive education and promoting early childhood learning; non-formal education in the Pacific. A Pacific EFA Discussion



Photos on this page:
© UNESCO/Rocky Roe

Paper Series has been launched, together with a set of UNESCO National Education Support Strategy papers (for the period 2008-2013).

For Maldives, a regional EFA workshop (Colombo, Sri Lanka, April 2006) provided a springboard for the country to launch and organize the Mid-Decade Assessment, being organized globally in 2006-2007. More generally, the Offices in Bangkok and New Delhi have been supporting the Maldives' post-tsunami recovery efforts in education, including activities in such fields as inclusive education (in cooperation with UNICEF) and community learning centres. Elsewhere, fields of technical support include the training of trainers for the university in Comoros (through a Japanese Funds-in-Trust project) and distance education and evaluation of educational reform in the Seychelles. In Timor-Leste, a project is underway for establishing three model Community Learning Centres, as part of work on capacity building in non-formal education.

The Office in Kingston acts as a catalyst for resource mobilization for EFA in the Caribbean. Activities have included a seminar on 'Building EFA Capacities among Jamaican Media Practitioners' (Kingston, December 2005), a regional EFA media training workshop (St Lucia, February 2006) and a Caribbean policy forum on early childhood (with the Caribbean Community). In December 2006, Jamaica's Minister of Education and Youth, the

Director of the Office for the Caribbean, and representatives of the Caribbean Community Secretariat and UNICEF, were among the speakers at the regional launch in Kingston of the Education for All Global Monitoring Report 2007, focused on Early Childhood Care and Education.

In working towards greater gender equality in EFA, research has been carried out on drop-outs from the educational system in Trinidad & Tobago and other countries in the Caribbean region, in cooperation with the Centre for Gender and Development Studies of the University of the West Indies, as a part of a larger Caribbean Community project. In Haiti, support to national capacity building on EFA has been provided through Japanese Funds-in-Trust and the World Bank.



Feature stories from Jamaica and Papua New Guinea were among those in the October 2006 issue of the *UNESCO Courier* devoted to 'Early childhood care and education' – the theme of the 2007 EFA Global Monitoring Report. In Papua New Guinea (a country with over 800 languages), pre-primary school classes provide children with two years of basic education in their mother tongue – Motu in Hagara Elementary School in Hanuabada, a village in the Port Moresby conurbation (bottom left). In Jamaica, the Roving Caregivers Programme concentrates on reaching toddlers from the most disadvantaged and rural areas.

Photos on this page:
© UNESCO/Gary Masters

Educational development in small island countries

A key part of the work of UNESCO Field Offices is in providing support to national authorities in the various fields of the Organization's competence and expertise. In education, support to Ministries of Education and various types of educational institutes covers a wide range of subjects and issues. Recent examples include:

- training of trainers in Braille in Dominica;
- strengthening the capacity of school principals in Palau;
- literacy for empowerment in Papua New Guinea;
- education sector reform in St Lucia;
- national literacy programme in St Vincent & the Grenadines;
- functional literacy for women working at home in Sao Tome & Principe;
- evaluation of educational reform in Seychelles;
- supporting early childhood learning in Solomon Islands;
- teacher training – and regional benchmarks for literacy, numeracy and life skills – in Vanuatu.

The Associated Schools Project Network

created in 1953, now links more than 7,900 schools and other education institutions in 176 countries. The network provides a major focus for cooperation between schools in different regions to promote quality education in practice, in addressing such issues as education for sustainable development. Participating schools in SIDS are also involved in putting to use a young person's guide to the World Heritage, including an educational resource kit for Pacific teachers (*Our Pacific Heritage: The Future in Young Hands*) prepared as a joint initiative with the World Heritage Centre and the New Zealand National Commission. Other network activities involving small island schools include the Transatlantic Slave Trade Education Project (p. 16) and Sandwatch (p. 27).

Education for sustainable development

Early 2005 saw the formal launching of the UN Decade of Education for Sustainable Development (DESD), with UNESCO (as lead agency) and a suite of partners and collaborators working together to put into action the International Implementation Scheme for the Decade. SIDS have a special role in the Decade, as reflected in one of the information briefs released as part of the preparations for the DESD.

In terms of implementation, a process of preparing and implementing regional strategies for the DESD is underway.

For the Asia-Pacific region, the UNESCO-Bangkok Office has facilitated the elaboration of a regional implementation strategy, which was launched at Nagoya (Japan). A situational analysis includes entries on 15 Pacific Island countries, and provides a snapshot view of the extent to which ESD has been integrated across various educational settings, including issues involved in moving from environmental education to ESD. A working paper 'Asia-Pacific Regional Strategy for Education for Sustainable Development' serves to guide implementation throughout the region. In terms of follow-up, a Pacific Consultative Meeting on Education for Sustainable Development (Apia, March 2006) provided an occasion for Pacific ESD practitioners and experts to develop a collaborative mechanism for the decade in the region. Subsequently, in September 2006, the Pacific ESD Strategy was endorsed by the Pacific Forum Education Ministers. One follow-up is the preparation of a regional action plan.

Later in the year, the University of the South Pacific was endorsed as a Centre of Excellence for Education for Sustainable Development by the Asia-Pacific Cultural Centre for UNESCO. Among the tangible reflections of that recognition was the launching of a five-year (2006–2010) project to enhance education-based capacity building for sustainable development in Pacific Island countries. The project has three main components: teacher education, sustainability education and community empowerment. Also in the Pacific, a pilot project on ESD mapping has been started in Palau, Solomon Islands and Tonga.

In the Caribbean, in October 2005, Kingston (Jamaica) was the venue for a Regional Conference on 'Education for Sustainable Development – New Approaches for the Future'. The conference was organized by the Kingston Office and the University of the West Indies, in association with other agencies. Objectives and challenges included

The Mondialogo School Contest,

initiated by DaimlerChrysler and UNESCO in 2003, encourages dialogue between students from different cultures, paired with each other to work across continents on a joint project. Some 2,537 teams – totalling 35,000 students – took part in the 2005–2006 event. Schools from Cyprus, Dominican Republic and Fiji were among the 25 partner teams representing 50 schools from 37 countries, selected as finalists for the contest by a panel of experts and confirmed by an international jury, meeting in Paris in September 2006.

the nurturing of partnerships among formal and non-formal educators within the region, and the integration of social, cultural and economic aspects into existing environmental education activities and contexts. Among the follow-up activities was a two-day meeting in June 2006 on ESD in the northern Caribbean, involving principals and lecturers of teacher education institutions in Belize, Jamaica and the Turks & Caicos Islands.

In the southwestern Indian Ocean region, the Decade provided an overall umbrella for a regional symposium at the University of Mauritius in May 2006, organized by the Indian Ocean Commission and the project ARPEGE ('Appui Régional pour la Promotion de l'Éducation et de la Gestion de l'Environnement'). The symposium aimed at sharing the practices, reflections and research in education relating to the environment for sustainable development, resulting in particular from the experiences of the ARPEGE project.

Among other regional initiatives involving SIDS, in September 2005, Bahrain hosted the regional launch of the DESD for the Arab region. Participants from individual SIDS in the AIMS region also figured at launches for

An interactive game on water resources (from past to present) was a joint project of technical schools in Lemesos (Cyprus) and Tehran (Iran). 'Living a Year Peacefully', with a monthly Peace Values Calendar, was the project of Colegio Santa Rosa de Lima, Santo Domingo (Dominican Republic) and a Russian gymnasium. Penang Sangam High School (Pakirake, Fiji) partnered an Argentinian school in a project on 'Bringing Cultures Together Through Food', with a well documented joint recipe book including explanations on special holidays and celebrations in the two countries.

the Mediterranean region (Athens, Greece) and Africa (Libreville, Gabon). And at the interregional level, in February 2006 in Paris, researchers from Fiji, Jamaica and Mauritius were among participants at a joint UNU-UNESCO workshop on 'Setting the Stage for a Strategic Research Agenda for the UNDES'.

These various activities build on the long-standing interest and involvement of the Organization in promoting environmental education and education for sustainable development – a synopsis of which is posted on the websection on 'UNESCO implementing Mauritius Strategy'.

Specific tools are being developed for ESD. Through collaboration between the Natural Sciences and Education sectors, approaches focusing on positive environmental action based on sound science are being developed for youth and communities. One such interregional project, Sandwatch (p. 27), aims at encouraging the effective response of young people to their coastal and marine environment, with field training workshops held in Cuba, Fiji, Jamaica and elsewhere. A related initiative, RiverCare, focuses on rivers and has been tested in Dominica.

'Going into the mangroves' provides the focus for this colouring book and associated field study booklet.

The first of their kind in Samoa, they were created by a team of educators, the Curricula Development Unit of the Ministry of Education, Sports and Culture and UNESCO, with advice and revisions by SPREP and the Ministry of Natural Resources, Environment and Meteorology and the support of UNEP.



Higher education

Launched in 1992, the UNITWIN/UNESCO Chairs Programme serves as a prime means of capacity building through the transfer of knowledge and sharing in a spirit of solidarity with and between developing countries. Of the 613 Chairs established as of mid-2007, the 16 Chairs in nine individual SIDS span such subjects as environment and sustainable development (Bahrain, joint UNESCO/Cousteau Ecotechnie Chair), educational technologies (Barbados), information management in

organizations (Cuba), cultural diversity and intercultural dialogue for a culture of peace (Cyprus), communication, democracy and good governance (Dominican Republic), teacher education and culture (Fiji), education and HIV & AIDS (Jamaica, joint UNESCO/Commonwealth Regional Chair), higher education (Mauritius) and freedom of expression (Papua New Guinea). Research and higher education policies for transforming societies was the focus of a regional seminar in Port of Spain (Trinidad & Tobago) in July 2007.

On UCSIS...

Among emerging activities within the 67 UNITWIN Networks is that for providing support to the University Consortium of Small Island States – in particular through a cooperative programme with the University of the West Indies (as Secretariat to the Consortium). One specific activity is the setting up of a Master's Degree in Sustainable Development. Following an agreement signed in April 2007, arrangements for the degree (designed for distance delivery) were further examined at a June meeting of representatives of the five initial members of the consortium – the Universities of Malta, Mauritius, South Pacific, West Indies and Virgin Islands.

Distance education

is of particular interest to those concerned with education and capacity building in small island situations – expanding educational provision to an extent otherwise impossible for a small nation if it were to rely solely on traditional delivery systems.

One recent initiative with Japan Funds-in-Trust support is the relaunching of the Caribbean Universities Project for Integrated Distance Education (CUPIDE), with a view to enabling five participating universities in the Caribbean to better develop and deliver quality distance education programmes using ICTs. Also in the Caribbean, through a joint initiative with the University of the West Indies Distance Education Centre, an eleven-week specialized course on local e-governance has been started, with the third such course in late 2007 (p. 32).

Support is being provided to capacity-building projects involving distance education and ICTs in Cape Verde, Mauritius, St Vincent & the Grenadines, Sao Tome & Principe and other small island nations. Higher education institutions in Cyprus and Malta are among those taking part in the Avicenna virtual campus to promote open distance learning in the Mediterranean region.

Distance education and e-learning also figure prominently in a new workplan agreement signed in mid-2007 by UNESCO and the Commonwealth of Learning. Areas of special attention include the development of open source software and facilitating higher education opportunities for small states. Among future activities is joint work with the Virtual University of the Commonwealth, which the Commonwealth of Learning is coordinating on behalf of 28 small states.

Technical and Vocational Education and Training (TVET)

is among the challenges receiving considerable and increased attention in many SIDS, in view of the difficulties faced by many young people on leaving school in finding employment. One recent initiative of UNESCO and the Commonwealth of Learning is to promote entrepreneurship among those involved in the informal economy. Country-based projects to revitalize TVET include those on the revision of Bahrain's commercial education curriculum, reform of TVET in St Kitts & Nevis and integrating skills development in Education for All in Samoa. In the Pacific, other recent and ongoing activities include a training module on 'Learning about Small Business', a regional forum on improving the quality of technical and vocational education and training, and support to the Pacific Association of Technical and Vocational Education and Training.

UNESCO Institutes and Centres for Education

provide an important means for cooperating with SIDS in tackling education problems of particular concern.

The International Institute for Educational Planning (IIEP) has a long history of activities relating to education in small states, with one 1993 monograph specifically addressing educational strategies for small island states. More recent monographs include a review and analysis of student loan schemes in Mauritius, and an account of education in emergency and transition in Timor-Leste. The reform and governance of technical and vocational education and training was the focus of intensive group training organized by IIEP in September 2005 in St Lucia. 'Managing university-enterprise relationships in the Caribbean region' was the topic of a distance education course from November 2005 to February 2006.

In November 2005, the University of the West Indies in Mona (Jamaica) hosted a sub-regional meeting on higher education in the Caribbean, organized by the International Institute for Higher Education in Latin America and the Caribbean (IESALC).

LIFE is the acronym of the Literacy Initiative for Empowerment, with the UNESCO Institute for Lifelong Learning (UIL) taking on a prominent role in the launch in Haiti in 2007 of a pilot programme in the municipality of Jacmel. The Institute is also assisting the authorities in the preparation of a national plan of action for LIFE aimed at eliminating illiteracy in Haiti.

The International Centre for Technical and Vocational Education and Training (UNEVOC), based in Bonn (Germany), was among the collaborating institutions involved in a regional workshop in Palau in November 2006, designed to explore new visions and pathways for TVET in Pacific secondary schools. Thirty-six senior educators took part, in a workshop piloted by the Institute of Education at the University of the South Pacific and its Pacific Regional Initiatives for the Delivery of Basic Education (PRIDE).

Projects of the Montreal-based UNESCO Institute for Statistics include that for building capacity for statistics collecting and reporting in the Pacific region.

UNESCO in the island regions

Island kaleidoscope

1. Volcano-awareness programme for schools on Niuafo'ou Island in the Kingdom of Tonga (p. 8).
2. Adult literacy class, Cape Verde (p. 34).
3. The Cocolo Dance Drama Tradition (Dominican Republic). One of more than 100 photos of traditional cultural expressions contributing to an outdoor exhibition on 'Living Heritage: Exploring the Intangible', displayed outside UNESCO Headquarters, Paris, 12 April to 30 November 2007 (p. 15).
4. Wooden streetscape in Castries, capital of St Lucia, opposite the central square named after one of St Lucia's most famous sons – Nobel laureate poet Derek Walcott. From a World Heritage Centre publication on Wooden Urban Heritage in the Caribbean region (p. 18).
5. Preserving and promoting the Samoan art of the fire-knife dance. Young people learning the basic moves on the outer island of Savai'i, within a Youth Visioning for Island Living project (p. 11).
6. Materials compiled as part of a 'Zero Tolerance to Litter' project in Maldives (p. 23).
7. Winning poster in a Sea Turtle Poster Competition organized by the UNESCO Small Islands Voice project and the St Kitts Sea Turtle Monitoring Network (p. 10).
8. In Jamaica, a 40 ft (13 m) container has been converted into a 14-unit computer laboratory, for training marginalized rural youth in multimedia skills (p. 31).
9. Qal'at al-Bahrain Archaeological Site (Bahrain), inscribed on the World Heritage List in 2005 (p. 18).
10. Raising public awareness on HIV and AIDS in Zanzibar, as part of a project of UNAIDS and Youth Visioning for Island Living (p. 12).
11. In Timor-Leste, member of the Maliana Women's group speaking about her expectations for the Maliana community radio, within a programme for community radio stations (p. 31).
12. Fijian Education Minister and Fijian Teachers Association (FTA) President signing a Memorandum of Understanding on 8 August 2007 concerning support through UNESCO's Participation Programme – specifically for a project on FTA's Information Technology Resource Centre (p. 42).
13. Governor's authorization in 1818 for a slave named William to travel in Barbados. Among the materials compiled within the Caribbean Slave Trade Archives project (p. 16) and the Memory of the World Programme (p. 30), and included in a CD-ROM produced in collaboration with the Barbados Museum and Historical Society.
14. Pupils in an environmental class in Haiti with copies of a UNESCO-CSI publication which presents a translation into Creole (the working language of most of the population) of laws and regulations relating to coastal resources, formulated in French.
15. *Kiwa hirsute*, the Yeti Crab, one of the recent discoveries highlighted through the Census of Marine Life initiative (p. 29). The species was discovered by researchers at 2,300 m depth south of Easter Island. It is so distinct from other species that scientists have created a new family and genus for it – from *Kiwa*, the goddess of shellfish in Polynesian mythology.

Photo/Graphic credits:

1. © UNESCO/Apia; 2. © UNESCO/Dominique Roger; 3. © UNESCO/CSI; 4. © Duane Marquis; 5. © Claire Leote; 6. © UNICEF/Maldives; 7. © St Kitts & Nevis National Commission for UNESCO; 8. © UNESCO/Kingston; 9. © Bahrain. Ministry of Information; 10. © JUKEJIMA/Ameir M. Ussi; 11. © UNESCO/Jakarta; 12. © Fiji Times; 13. © UNESCO/CSI; 14. © Jean W. Wiener; 15. © Ifremer/IA. Fifis.





BARBADOS.
By His Excellency The Governor
THESE are to License a Slave named William-
Henry a Domestic Servant to
depart this Island to go to Demerara the
said Slave properly belonging to Joseph Whitehead, Esq. as by
a Certificate under the Hand of Robert Beckman, Esq. appeareth
Given under my Hand this 11th day of March 1815
To all concerned.
W. Whitehead *W. Beckman*



6

PLEASE REDUCE WASTE PRODUCTION!
LET'S MAKE MALDIVES - A COUNTRY WHICH HANDLES AND DISPOSES WASTES "SAFELY"

7 YOUR EXTREME CO-OPERATION IS NEEDED IN DISPOSING THE WASTES IN AN "ENVIRONMENT FRIENDLY" WAY

8 MALE' DOMESTIC WASTE COLLECTION YARD



7 Making Turtles a part of Our Past... Present... and future...

Let's make the Turtles' Egg safe!

Keep the beaches clean!

Don't touch lights!

My picture shows that the general public both in St. Kitts, Nevis and Antigua can be encouraged to protect sea turtles. We can use the electronic media as well as notices on the beach. That was when the turtle lay the egg, their vision what they must do to protect the egg so that they may lay eggs successfully for a very long time in the future. - Mrs. Lorraine, St. Christopher's Sea Turtle School, Nevis

Please report all sea turtle related activity to the St. Kitts Sea Turtle Hotline at 764-6964. Visit www.stkittsturtles.com for more

WIRECAST Digital



UNESCO in the island regions

7

Participation Programme

Providing direct assistance to initiatives undertaken by Member States in the Organization's fields of competence is the immediate goal of the Participation Programme. The funds are modest – up to US\$26,000 for national project requests, with about six projects per country in each biennium. But importantly, priorities are determined by the countries themselves, with proposals submitted via National Commissions for UNESCO. And such levels of funding may prove especially important and useful in small countries. During the 2006-2007 biennium, as of mid-2007, over US\$2.6 million has been made available to 131 national projects in 31 SIDS and Associate Member States in oceanic regions worldwide. Herewith a sampling of recent projects in the Caribbean islands:

- Antigua & Barbuda.** Advanced training in information technology.
- Aruba.** 'Getting rich through education' project.
- Barbados.** Digitization programme for archival material. Designation of marine conservation area.
- Cuba.** Improving the quality of education in rural areas.
- Dominica.** Public speaking contest. Kalinine heritage preservation.
- Dominican Republic.** Information technologies for accessing scientific knowledge for coastal marine studies.
- Grenada.** Training in laboratory safety for science teachers. Craft training project for persons with disabilities.
- Haiti.** Installation of school library and 'médiathèque' in Petionville.
- Jamaica.** Multimedia materials on Jamaica folk religions.
- Netherlands Antilles.** After-school sports project.
- St Kitts & Nevis.** Bicentenary of end of slave trade in British West Indies.
- St Lucia.** Training in educational planning and management.
- St Vincent & the Grenadines.** Building institutional capacity for monitoring the quality of education.
- Trinidad & Tobago.** Travelling science exhibit on disaster awareness. School media project.
- Regional.** Crafts and cultural tourism in the Caribbean region.

Caribbean connections

The Office for the Caribbean in Kingston, Jamaica, was first opened in 1979. With responsibilities for some 20 countries and territories in the English- and Dutch-speaking Caribbean, the Kingston Office is multidisciplinary, in keeping with the different areas of the Organization's competence. Special attention is given to activities to help improve the condition of women and young people, as well as to major regional initiatives in such fields as prevention education to combat HIV and AIDS, using heritage tourism for alleviating poverty among rural youth, distance education and community multi-media centres.

Additional offices in the Caribbean are in Port-au-Prince (Haiti) and Havana (Cuba). The latter serves as the Regional Bureau for Culture for Latin America and the Caribbean. Responsibilities include the Caribbean Capacity Building Programme for World Heritage.

As in other regions, representatives of National Commissions customarily meet every two years to take stock and advise the Organization on future activities. The most recent consultations took place in Curaçao (Netherlands Antilles) in July 2007, combined with training for Secretaries General of Caribbean National Commissions.

Heritage tourism and youth empowerment

'Youth Poverty Alleviation through Tourism and Heritage' (YouthPATH) was launched as a regional cross-cutting initiative in 2003 by the Kingston Office. The goal is to train young people in poor rural communities in the development and documentation of cultural and natural heritage sites. Since the start of the project, over 150 young people have received training aimed at improving livelihoods, in fields ranging from information technology and cash-flow management to site preparation and development, identification of birds and other wildlife, and the design and marketing of quality tourism products.

The project now includes sites in eight island countries – Bahamas, Barbados, Grenada, Jamaica, St Kitts & Nevis, St Lucia, St Vincent & the Grenadines, and Trinidad & Tobago – with recent progress and future activities described in an online newsletter *Pathsetter* launched in February 2007. Among the sites are villages that had been settled by freed Africans rescued from ships engaged in 'illegal slave trading', an upland recreational area set in a national park, an area demonstrating the history of plantation and estate life, and the nesting grounds of endangered leatherback turtles. The intention is that these sites become centres of national and international tourism and in doing so, generate income, reduce poverty and contribute to community development.

Under preparation within YouthPATH is a 'lessons learned' manual and guide. Among the ingredients for success are the partnership arrangements that have been developed at the various sites, with such groups as national and local tourist boards, business development centres, private sector enterprises, educational and research institutes, and conservation associations. Partners at the international level include the Small Grants Programme of the Global Environment Facility, the International Labour Organization and the United Nations Development Programme.

© Des Barras Turtle Watch Group



YouthPATH field projects have many facets, as reflected in a DVD designed to increase and promote the awareness of a turtle watch project in the Grand Anse area of St Lucia, piloted by the Debarras youth group. To borrow the words of Nigel Mitchell, project manager of heritage tourism, 'the turtle watch project is an example of so many things: management of a coastal resource, community-based tourism, public/private partnership in the conservation of wildlife, nature heritage tourism, wildlife viewing,...

Responding to HIV and AIDS

With the Caribbean having the second highest HIV incidence in the world behind Sub-Saharan Africa, the Office in Kingston has focused on supporting the education sector's response to the pandemic.

UNESCO and its partners in the Caribbean support countries to implement comprehensive, scaled-up educational programmes on HIV and AIDS that cover: policy and planning; content, curriculum and learning materials; and educator training and support, through both formal and non-formal education. The Organization plays a major leadership and coordination role in mobilizing the education sector response in four areas: (i) Sharing and creating knowledge, such as a seminal work on *Education and HIV & AIDS in the Caribbean*, and a forthcoming collection of articles on the challenges posed by the epidemic to the Caribbean education system (joint publication with the World Bank and CARICOM); (ii) Supporting innovative action at the country level, such as facilitating a model response team in Jamaica's education sector within EDUCAIDS, and ongoing support to strategic planning and policy in Jamaica, St Lucia and Trinidad & Tobago;



© UNESCO Havana

In May 2007, the Havana Office organized a regional workshop on the role of theatre and other arts-based approaches in addressing the prevention and care of HIV and AIDS.



© UNESCO Havana

(iii) Promoting harmonization and dialogue, including maintaining a yearly inter-agency regional consultation on education and the epidemic; and (iv) Supporting research. Information on these and other initiatives are disseminated through a quarterly electronic bulletin. The Caribbean programme has also taken on board the principle of Greater Involvement of Persons Living with HIV and AIDS (GIPA), and as part of the dialogue hosted a consultation in Jamaica on how this should be enhanced.

Activities in 2007 have included a sub-regional advocacy and leadership meeting in Roseau (Dominica) for OECS Ministers of Education and ministry staff from nine countries of the eastern Caribbean. The dialogue focused on the importance of developing a comprehensive response to HIV and AIDS in the education sector through policy development, including addressing issues of stigma and discrimination.

Among the key issues and areas of action are the following:

- Prevention of HIV through workplace prevention, education and training programmes;
- Reduction of vulnerability arising from unequal gender and staff/student (or learner) relationships;
- Elimination of stigma and discrimination on the basis of real or perceived HIV status and adherence to the rights of infected or affected staff and students;
- Care, treatment and support of staff and students who are infected and/or affected by HIV and AIDS;
- Management and mitigation of the impact of HIV and AIDS in education institutions;
- Safe, healthy and non-violent work and study environments.

In terms of follow-up, the two United Nations agencies are working closely with governmental bodies, employment organizations, teacher unions, civil society associations, and other partners, through support to the dissemination, adaptation and implementation of these policies.

Workplace policies for the education sector

Through a collaborative project set up in 2005, UNESCO and the International Labour Organization (ILO) have been supporting Member States in the adaptation and/or development of specific workplace policies on HIV and AIDS for the education sector, with a view to ensuring supportive and safe learning environments that meet the needs of students and educators.

Initially, the project has focused on two regions, southern Africa and the Caribbean. For the Caribbean, a sub-regional workshop in Jamaica brought together representatives of government (Ministries of Education and Labour and National AIDS Commissions), labour (unions representing teachers and other education sector workers) and private sector employers. Outputs included a workplace policy on HIV and AIDS for the education sector in the region, implementation guidelines and national action plans or strategy outlines for each country.

Working in tandem

In all regions, UNESCO's programmes are carried out in cooperation with a suite of collaborating institutions and associations of various kinds (governmental, non-governmental, private, civil society), themselves working at various geographic scales (international, regional, sub-regional, national, local). Herewith a sampling of cooperating regional and sub-regional institutions in the Caribbean, with examples of recent cooperation and activities.

Association of Caribbean Media Workers (ACMW). Developing a Caribbean network of young journalists (p. 31)

Caribbean Community (CARICOM). Harnessing science and technology for Caribbean development (p. 8). Caribbean policy forum on early childhood (p. 35)

Caribbean Disaster Emergency Response Agency (CDERA). Disaster Information Kit for the Caribbean Media (p. 24).

Caribbean Institute of Media and Communication (CARIMAC). Online media courses. Educational videos on crime and violence (p. 31).

Caribbean Media Corporation (CMC). Project on ethical practices, journalism training and press freedom (p. 31).

Caribbean Studies Association (CSA). Social sciences perspectives on coastal resources (p. 21).

Organisation of Eastern Caribbean States (OECS). Advocacy and leadership in HIV and AIDS (p. 41).

University of the West Indies (UWI). Science-media project (p. 8). Caribbean Indigenous and Endangered Languages Portal (p. 15). Biological monitoring of rivers (p. 22). Leadership development workshop for heads of marine institutes (p. 27). Regional Chair in Education and AIDS (p. 37). Distance education (p. 37). University Consortium of Small Island States (p. 37).

Participation Programme in the Pacific Islands

As an ensemble, Participation Programme projects touch on many of the technical fields and areas of concern addressed earlier in this booklet, as reflected in some 2006-2007 activities in the Pacific.

Cook Islands. Preservation of cultural and historical heritage. Youth leadership training workshop. Upgrading of Cook Islands Library and Museum Project.

Fiji. Installation of an information system at Fijian Teachers Association headquarters. Strengthening the Pacific Heritage Network.

Marshall Islands. Developing trainee workbooks, teacher training manuals and training videos for woodwork and carpentry. Preserving and promoting traditional Marshallese music.

Niue. Legislation for the establishment of Toga Niue, Niue Language Commission and protection of intellectual property rights.

Palau. Website development of Natural History section of Belau National Museum. 'Ridge to Reef Roadshow' – Watershed and island ecosystems education for primary school pupils.

PNG. Support to language and literacy centre in Madang Province. Emergency assistance to flood victims of Wau-Bulolo, Morobe Province.

Tokelau. Support to Lalaga project of Nukunonu Women's Group.

Tonga. Travelling science exhibition. Contributing to UN Decade of Education for Sustainable Development.

Tuvalu. Environmental youth workshop. Revival conferences for Scouts and Guides Associations for each of the seven outer islands of Tuvalu. Computer lab equipment for Fetuvalu Secondary School.

Vanuatu. Special needs training at primary schools in Malampa Province. Support to community resource and information network ('Tugeta Yumi Toktok'), Port Vila.

Regional. Planning meeting (Suva, Fiji) for Decade of Education for Sustainable Development. Digital archiving in the Pacific.

Pacific perceptions and perspectives

With an initial focus on education, the UNESCO Office for the Pacific States was set up in Apia (Samoa) in 1984. The office has since expanded its fields of competence with the addition of staff for culture (1985), communication (1990), natural sciences (1991) and social and human sciences (2004). Consultations among Pacific Member States are held on a regular basis, with one recent consultation in Apia in June 2007.

Building on earlier regional projects such as that in the 1990s on Vaka Moana ('The Ocean Roads'), among the long-term concerns infusing UNESCO's work in the Pacific is the place of community and tradition in sustainable island living and developing a Pacific norm for communally based intellectual property rights. These concerns have been prominent in several recent activities in such fields as bioethics (p. 21), sustainable development and World Heritage.

Pacific views on heritage

If the notion of 'outstanding universal value' has been a central part of the World Heritage Convention and concept since the 1970s, there is no 'set-in-stone', 'same-size-for-all' definition of what constitutes 'outstanding universal value'. Perceptions of the concept continue to evolve, as reflected in the discussions and outcomes of a meeting of representatives of Pacific Islands States Parties to the Convention, held in Tongariro National Park in New Zealand in February 2007.

Unique features of the Pacific that underpin the region's contribution to the World Heritage include:

- The region having one of the highest proportions of indigenous peoples within national populations in any region of the world;
- Having amongst the highest proportion of people living within traditional governance systems of any region of the world;
- Having amongst the highest proportion of land and sea remaining under traditional management of any region of the world;
- One of the lowest population densities of any inhabited region of the world;
- Close and continuing genealogical connections between peoples across vast areas and between many countries and territories;
- Traditional heritage management practices that reinforce the inseparable relationship between communities, cultures and environment that underpin sustainable development;
- An enormous wealth of cultural diversity, as well as island and marine biodiversity, much of which is endemic, covering one third of the Earth's surface.

'Indigeneity' is a notion inseparable from heritage. Quoting from the Tongariro text, indigeneity has the following characteristics for Pacific peoples:

- Heritage in the Pacific defines our cultural identity and remains inseparable from our social, economic and environmental well-being, now and for future generations;
- Our heritage is holistic, embracing all life, both tangible and intangible, and is understood through our cultural traditions;
- There is an inseparable connection between the outstanding seascapes and landscapes in the Pacific Islands region, which are woven together by the rich cultural, historical and genealogical relationships of Pacific Island peoples;
- The region contains a series of spectacular and highly powerful spiritually valued natural features and cultural places. These places are related to the origins of peoples, the land and sea, and other sacred stories;

'Sustainable Development – A Pacific Islands Perspective'

is the focus of an in-depth study by the Pacific Centre for Environment and Sustainable Development (PACE-SD) of the University of the South Pacific. Commissioned by UNESCO, the review has three main parts: Pacific perceptions of sustainable development at local, national and regional levels; Ongoing activities – Pacific island responses to sustainable development challenges at all levels; Potential role of UNESCO in addressing these challenges. The study is due to be published before the end of 2007.

- The Pacific is a region of distinct and diverse responses to oceanic environments;
- Protection of our heritage must be based on respect for and understanding and maintenance of the traditional cultural practices, indigenous knowledge and systems of land and sea tenure in the Pacific.

Communities play an integral role in the protection of heritage, both tangible and intangible, in the Pacific. This is particularly important given the intangible values, the unique Pacific culture and the fact that most land and resources are under customary ownership and control.

In this vein, the Tongariro workshop proposed to add a 'fifth C', Community, to the existing four strategic objectives – Credibility, Capacity Building, Conservation, Communication – identified in the Action Plan Pacific-2009 (which had been launched in 2004). Without

Mainstreaming culture in Vanuatu*

In Vanuatu, the government declared 2007 as the Year of the Traditional Economy. This declaration reflects a concerted effort to influence macro-level development policies – and in fact the whole approach to national development in Vanuatu – towards a recognition and utilization of cultural heritage as the very basis of sustainable living and development. In this dispersed archipelago country, the widely expressed desire of communities to continue to lead lifestyles based on traditional customs and linguistic diversity is confronted by policy decisions made on the basis of 'economic rationalism' – decisions which may often be destructive of popular cultural expressions and which do not reflect shared community values.

Over the last few decades, several processes have led to increasing recognition of the concrete benefits of the traditional economy. A community field-workers programme – set up in the mid-1970s and piloted by the Vanuatu Cultural Centre – has bolstered the efforts of communities to maintain the many aspects of traditional culture in their day-to-day lives. A UNESCO-supported project on traditional money banks (including pigs), launched in 2004, has aimed at revitalizing living cultural practices whilst stimulating traditional income and wealth. An action plan has been drawn up to promote the traditional economy, with a national summit for self-

community involvement and commitment, heritage protection may not succeed. People need to be at the heart of conservation.

In practice this means that relevant communities need to be actively involved in the identification, management and conservation of all World Heritage sites.

'*The Pacific Appeal*' was the principal written output of the Tongariro workshop that some months later was presented to the World Heritage Committee at its 31st session in Christchurch, New Zealand. The Committee took note of and welcomed 'the Appeal presented by the States Parties of the Pacific and their renewed determination to identify and protect the outstanding heritage of their region including by establishing a Pacific World Heritage Fund.' The Committee further encouraged 'States Parties including small island territories located in the Pacific to facilitate the participation of their communities in the implementation of the Action Plan Pacific-2009.'



The President, H.E. Kalkot Matas Kelekele and the First Lady, Mrs Matas Kelekele, in traditional dress lead the march to officially launch the 'Year of the Traditional Economy' on the National Day of Culture, 17 November 2006.

reliance and sustainability in 2005 producing recommendations for the 'Vanuatu National Self-Reliance Strategy 2020'. Issues addressed in these recommendations include reform of the national curriculum to incorporate traditional knowledge and custom as its basis, promotion of the production and consumption of traditional foods, and development of 'home-grown' statistical indicators to measure and quantify economic activities (which include activities in the traditional economy) as well as contentment, well-being, quality of life.

* Distilled from 'Making Policy to Support Living Cultures: A Case Study in "Mainstreaming Culture" from Vanuatu', by Ralph Regenvanu, Director, National Cultural Council. Paper presented at UNESCO Expert Meeting on 'Islands as Crossroads: Cultural Diversities in Small Islands', Seychelles, April 2007 (p. 14).

Working together

UNESCO's programmes in the Pacific Island countries involve cooperation and partnership with a range of regional and subregional bodies, working in a variety of fields.

Asia-Pacific Broadcasting Union

(APBU). Training in low-cost digital TV studio facilities (p. 31)

Pacific Islands Forum Secretariat (PIFS).

Training workshops in support of Education for All (p. 34)

Pacific Islands Museum Association

(PIMA). Adoption of professional code of conduct, workshop on conservation of material objects (p. 19)

Pacific Islands News Association (PINA).

Supporting Pacific-wide activities to mark World Press Freedom Day (p. 31)

Pacific Telecentre Online Community

(PacTOC). Linking grassroots telecentre projects (p. 32)

Secretariat of the Pacific Community

(SPC). First Pacific Youth Festival in Tahiti (p. 11). Promotion of 'Pacific Women in the Media' Action Plan (p. 12)

Secretariat of the Pacific Regional

Environment Programme (SPREP).

Wastewater management (p. 23).

South Pacific Applied Geoscience

Commission (SOPAC). Strengthening national capacities in water resources management and monitoring (p. 22)

South Pacific Board for Educational

Assessment (SPBEA). Group training in support of Education for All (p. 34)

University of the South Pacific (USP).

Training in waste water management (p. 23). Centre of Excellence for Education for Sustainable Development (p. 36). New visions for technical and vocational education and training (p. 37).

In addition, there are many linkages with National Commissions for UNESCO and other bodies in the broader Pacific region. Examples include work with the Australian National University on science communication (p. 8) and on cultural diversity (p. 16), with the Asia-Pacific Cultural Centre in Japan on education for sustainable development (p. 36), with Massey University (New Zealand) on volcanic risk assessment (p. 8), with the International Tsunami Information Center in Hawaii on tsunami warning (p. 24).

Participation Programme

Some 2006–2007 Participation Programme projects in the AIMS region include:

Bahrain. Occupational development of teachers and educationalists. Reform strategy for improving secondary education. Upgrading information and communication technology for intermediate and secondary education.

Cape Verde. Reinforcement of training centre for the visually handicapped. Creation of national network of public libraries. Enlargement of classes of interactive instruction by radio.

Cyprus. Euro-Mediterranean Youth Forum. Upgrading of State Gallery of Cypriot Contemporary Art. Guidebook on world heritage sites in Cyprus.

Maldives. Strengthening the capacity of Ministry of Education in policy formulation, planning and research. Equipment for water quality monitoring and surveying. Literacy enhancement project to be carried out in all schools. Expanding the education and awareness programme of the Marine Research Centre.

Malta. New museum display and conservation of historical artifacts. Digitization of manuscript poetry of romantic poet Ruzar Briffa.

Seychelles. National policy for science, technology and innovation. Comprehensive restoration and binding workshop for national archives. Advanced training in educational planning and management.

Since its creation in January 1991, the Cape Verdean newspaper *A Semana* ('The Week' in English) has played the role of 'watch-dog' in a changing society. The importance of the collaboration over the years with the International Programme for the Development of Communication (IPDC) is among the points addressed by the newspaper's director in an interview with a representative of the UNESCO Office in Dakar, posted in January 2007 on WebWorld (the Organization's website on Communication and Information Resources). Among recent progress is the setting up of satellite offices on Cape Verde's several islands, the launch of an online version of the newspaper and the transformation of *A Semana* to a multimedia company.



© UNESCO/Dakar

From eastern Atlantic to South China Sea

AIMS' is a term grouping the small island developing states of regions other than the Caribbean and Pacific, specifically the Atlantic, Indian Ocean, Mediterranean and South China Sea. The term was developed during one of the three regional preparatory meetings organized by the United Nations in 2003 as part of the Barbados +10 review process. This meeting was held in Cape Verde in September 2003, and served to highlight problems and perceptions that are shared by small island countries and small island communities in different regions.

Within UNESCO's own regional and subregional groupings, small island countries in the eastern Atlantic and southwestern Indian Ocean are linked primarily with their continental neighbours, with the different subregional groupings of countries serviced by the Organization's Offices in Dakar (for Cape Verde), Libreville (for Sao Tome & Principe) and Dar es Salaam (for Comoros, Mauritius and Seychelles). Bahrain's participation in UNESCO's programmes is serviced by the Organization's Office in Doha, Maldives by the New Delhi Office, Singapore and Timor-Leste by the Jakarta Office, and so on.

Development of communication in Cape Verde

Cape Verde became independent in 1975, and it was just a few years later (in 1986) that the first project supported by the International Programme for the Development of Communication (IPDC) was carried out in that country, under the very generalized project-title of 'Development of communication'.

Since then, a further half-dozen IPDC projects have included support to the computerization of the newsroom of the national radio, the setting-up of an information database to serve the national public and private media, the installation of an internal communication network at the Infopress news agency, the development of the magazine *Artiletra* and the strengthening of the weekly independent newspaper *A Semana*. More recently, through a cooperation agreement between IPDC and Cape Verde's Directorate for Social Communication, a process is underway

for the preparation and revision of media laws and legislation as well as for the publication of a new social communication code for the country. And in March 2007, the IPDC Bureau approved proposals for two new projects in Cape Verde, for the digitization of television archives and the development of a Community Multimedia Centre on the island of Fogo.

The total direct support made available through these various IPDC projects is in the order of US\$240,000 – modest by most international standards. But that support stretches over more than two decades. And such long-term involvement in the development of the country's pluralistic media might in some small way have contributed to Cape Verde being ranked 47th out of 167 countries in a 2006 assessment of press freedom published by the NGO Reporters Without Borders.

Looking to the future, Cape Verde is the focus of one of the eight 'country pilots' being carried out in 2007 within the 'One UN' plan, itself part of the UN Reform process. The pilot represents an opportunity to showcase the role of media development – past, present and future – in moving towards sustainable living and well-being in small island societies, and indeed elsewhere. The pilot also represents an opportunity for the family of UN institutions to demonstrate that they can indeed work together with partners on Communication for Development, within the broader contexts of 'One UN' and 'One Country Framework'.

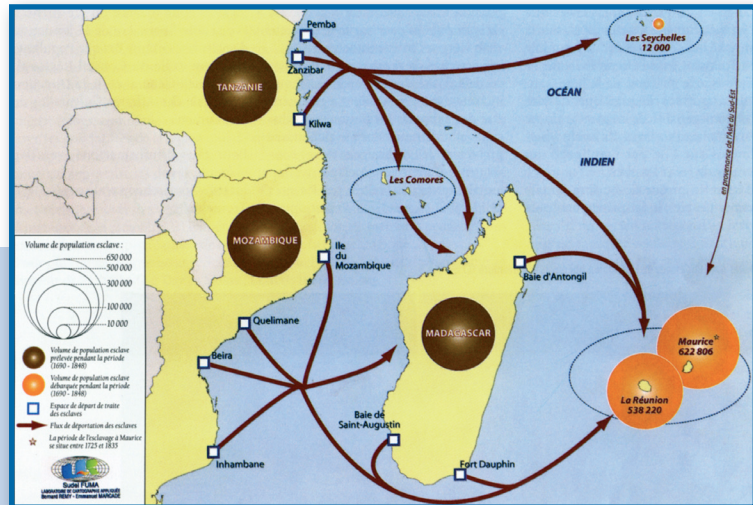
Slave routes in the Southwestern Indian Ocean

As part of the Slave Route Project (p. 16), an inventory was launched in 2006 on slavery-related sites and places of memory on Comoros, Madagascar, Mauritius, Réunion, Rodrigues and Seychelles. The inventory follows an earlier project to compile oral traditions linked to the slave trade in the southwestern Indian Ocean. The UNESCO Chair in intercultural studies and cartographic specialists at the University of Réunion have produced a map showing the flows of more than 1.16 million slaves shipped from the African mainland to the individual Creole islands between 1690 and 1848. The map is included in a 'Spotlight on Activities in the Indian Ocean' section

in the *Slave Route Project Newsletter 4*. Also featured is an account on a four-week underwater archaeological expedition of the 'Forgotten Slaves' Store Ship (that sunk off the deserts island of Tromelin in 1761, with eight surviving slaves being found 15 years later).

Collaboration with the annual Zanzibar International Film Festival has included the organization in July 2006 of a round table on 'Images and Memory of Slavery:

Can Cinema Fathom the Tragedy of the Slave Trade?'. A year later, in July 2007, the Slave Route Project, in partnership with the Film Festival and the British Council, created the 'Breaking the Chains Prize' for the best film shedding new light on slavery and its legacy. Eighteen recent films and documentaries were selected for the competition, with a five-member jury awarding the prize to Owen Alik Shahadah's '500 Years Later'.



Lusophone linkages

Managers of television channels from Cape Verde, Sao Tome & Principe and Timor-Leste are among those taking part in a project to establish an exchange platform for Portuguese-language public television broadcasters, in an environment conducive to freedom of the press and pluralism, in close cooperation with local media and journalists. The long-term objective is to create propitious conditions for the launch of a global Lusophone television respectful of cultural diversity in the Portuguese-speaking sphere. In working towards this objective, a round table was held in Lisbon in March 2007, designed to promote the production, co-production and exchange of quality content (news, documentaries, sports, educational and youth programmes, etc.) via satellite and internet. The round table was organized jointly by the Community of Portuguese-Speaking Countries, UNESCO and Portugal's National Commission for UNESCO, in collaboration with a suite of other partners.

In another collaborative project, – between Cape Verde and Sao Tome & Principe, and the Offices in Dakar and Libreville respectively – a 'local-context adaptation' is being prepared in Portuguese of 'Teaching and Learning for a Sustainable Future', produced some years ago by UNESCO as a 25-module multimedia training and awareness-raising programme.

Islands of other affiliations

UNESCO's work on small islands has a primary focus on small island developing states, and more especially on those smaller states with limited land area and terrestrial resources. But attention is also given to small islands belonging to continental and archipelago countries. Though there are important differences between islands having different geopolitical affiliations, there are also many shared problems and issues and there is much to gain from the exchange of experience and knowledge. Two recent (2007) examples from the Indian Ocean region relate to islands in Indonesia and Thailand, through projects piloted by the Jakarta and Bangkok Offices respectively.

'Community-based disaster risk reduction' is the focus of a documentary on the key steps involved in establishing a forum of facilitators for village-based disaster risk preparedness and mitigation on Nias Island off northern Sumatra (Indonesia), following the tsunami of December 2004 and the disastrous earthquake on Nias in March 2005. Part of a multi-institutional effort on Nias, the DVD on *The Prepared*

Ones – Mereka Yang Siaga was launched at the Third National Symposium for Community-Based Disaster Risk Management held in Jakarta in June 2007.

The Thai example is concerned with bridging the gap between the rights and needs of indigenous 'sea gypsy' communities and the management of protected areas on islands off the west coast of Thailand – the Moken of Surin Islands National Marine Park, and the Urak Lawoi of Tarutao National Marine Park in the Adang archipelago – with findings and recommendations published in *Coastal region and small island papers 22*.





Catalysing change: Parting thoughts of a Field Office Director

Within the various constituencies that make up UNESCO (including its decision-making bodies and its Secretariat), there is an almost unending debate about what the implementation role of the Organization can and should be at the field level. One recent contribution has been that of the retiring Director of the Jakarta Office. In his last Report after ten years as Director of the Office, Stephen Hill has reflected on the challenges and opportunities faced by a United Nations specialized agency in the field.

UNESCO is not a major funding donor and cannot provide substantial financial development assistance. What it can do is to work with governments and the people through the unique mechanism of country-based National Commissions that bring together official bodies and civil society in a consultative relationship with the Organization.

Innovation and the testing of new ideas and ways of working is perhaps easier for an agency that does not have access to substantial financial resources. There has been a need to find advantage in 'smallness', and therefore the more voluntary engagement of experts, non-governmental organizations and local communities in a collective enterprise rather than as mere recipients of financial

and technical aid. Necessity has led to new principles and has developed some very important lessons about working with people in the communities that the agency serves.

Among the lessons learned is that large-scale funding can actually be a problem. Small communities may find it difficult to absorb the funds without major distortion of ongoing relationships and expectations.

One example is in Timor-Leste, where a system of community radio support that had been successfully initiated by UNESCO shortly after the country's independence was subsequently absorbed by a large international funding agency (without inter-agency consultation, it might be added). The funding agency immediately paid the community radio announcers and technicians substantial salaries to ensure that they had a source of income and commitment to the job. However, when the outside funding came to an end, the people were no longer interested. Meanwhile no attention had been paid to building up a supportive financial base within the local economy and community for the continued operations of the radio stations. As a consequence, a previous low-scale successful community-based resource simply disappeared. Partnership with the people is what matters.

Looking forward

UNESCO's contribution to the implementation of the Programme of Action for the Sustainable Development of Small Island Developing States and its updated Mauritius Strategy is based on its role as a knowledge, learning and capacity-building organization, with its thematic roots spanning culture, basic and natural sciences, social and human sciences, communication and education. There are two strategic approaches.

Mainstreaming

For several decades, small island states have been involved in at least some of UNESCO's programmes, in such fields as basic literacy and nature conservation. What has perhaps changed over the last few years is that small island states now figure in the mainstream of a wide variety of programmes. Witness the examples dotted throughout this booklet.

Where small island states are still under-represented, then steps are being taken to address those shortcomings. And the fact that the full complement of the Organization's five sectors are represented in the Field Offices for the Caribbean and Pacific regions can only reinforce this process of mainstreaming.

Thus said, there remain gaps to be filled, resources to be sought, new partnerships to be forged, successful pilot schemes to be adapted, replicated and expanded. All over, a continuing challenge is to support small island states in building up their capacities and capabilities to respond to an ever-changing world. Another challenge is to work with the small island countries in mainstreaming the spirit and the substance of the Mauritius Strategy in the work of their own ministries, departments, institutions and associations.



The status of sustainable development should be elevated within the UN institutional architecture and in country activities. The UN system must strive for greater integration, efficiency and coordination of the economic, social and environmental dimensions of sustainable development."

Delivering as One. Report of the Secretary-General's High Level Panel. United Nations, New York. 9 November 2006. para. 40.

UNESCO-SIDS Delegates Group

The profile of small island states in the Organization's programmes, priorities as perceived in different national and regional contexts and potential areas of tangible intervention ... these are among the topics discussed at informal meetings of Ambassadors and Permanent Delegates of SIDS to UNESCO. Starting in May 2006, meetings have been held in association with the biannual Executive Board sessions. The informal group is convened and chaired jointly by the Permanent Delegates of Mauritius and St Kitts & Nevis.

Joining-up

A second major challenge is that of promoting joined-up thinking and action between the different issues and entities contributing to sustainable island living. Too often issues are addressed separately, with the important linkages and feedbacks between them receiving inadequate attention.

'Joining up' takes various forms. In working towards that elusive goal of integrated holistic approaches, there is the bridging of the fault lines that separate different specialities and disciplines, technical fields and knowledge systems. Alliances, partnerships and joint programmes need to be expanded between institutions having compatible goals and complementary functions. Links beyond the public sector need to be broadened and deepened. Seeking connections between oceanic regions and between small islands of different affiliations, as well as synergies between generations, are among the other avenues to be encouraged.

In terms of UNESCO's programmes, there is need to draw lessons from recent cross-cutting initiatives in such fields as local and indigenous knowledge. For the United Nations system as a whole, working closely with small island states could contribute distinctively to the priority concerns of overcoming systemic fragmentation and 'Delivering as One'. And for the whole problem area of 'sustainability', small islands could – through innovation and exemplary practice – take a lead in signposting global solutions. To borrow the words of the editor of the recently launched *Island Studies Journal*, islands are the first, the harbingers, the pioneers, the miner's canary.

Cast-net fishing in the sandy shallows off Santo, the largest of Vanuatu's islands. Source: *Evolution of village-based resource management in Vanuatu between 1993 and 2001*, by R. E. Johannes and F. R. Hickey. Coastal region and small island papers 15.



Sustainable island living

The Mauritius Strategy, adopted by the international community in 2005, provides an updated framework for working towards sustainable living and development in small island developing states. UNESCO's own contribution to this challenge is based on its role as a knowledge, learning and capacity-building organization, with its thematic roots spanning culture, basic and natural sciences, social and human sciences, communication and education. This booklet provides a contextualized overview of the Organization's recent activities in support of the implementation of the Mauritius Strategy, with special attention given to activities carried out and supported by Field Offices in the various oceanic regions. Challenges include the continued embedding of the needs of small island states in the substance of the Organization's programmes, and the necessity for more 'joined-up' thinking and action in addressing those needs.

Subject to the availability of stock, extra copies of this booklet can be obtained from the UNESCO Focal Point for SIDS/Mauritius Strategy Implementation (see p. 2) or from UNESCO Field Offices for the principal island regions:

UNESCO Office for the Caribbean Islands
The Towers, PO Box 8203,
Kingston 5, Jamaica.
fax: +1 876 9298468
email: kingston@unesco.org
website: www.unesco.org/kingston

UNESCO Office for the Pacific Islands
PO Box 615,
Apia, Samoa.
fax: +685 26593/22253
email: apia@unesco.org
website: www.unesco.org/apia

UNESCO Office for the western Indian Ocean Islands
Oyster Bay, Uganda Avenue Plot No 197 A
Dar es Salaam, Tanzania.
fax: +255 22 26 66 927
email: dar-es-salaam@unesco.org
website: www.unesco.org/daressalaam

Or contact the relevant UNESCO Field Office(s) for your country and region, such as those in Dakar (for Cape Verde), Doha (for Bahrain), Havana, Jakarta (for Singapore and Timor-Leste), Libreville (for Sao Tome & Principe), New Delhi (for Maldives), Port au Prince, Venice (for Cyprus and Malta). Addresses and contact details for all UNESCO Field Offices can be accessed through <http://www.unesco.org>