

COMMUNITIES IN ACTION: SHARING THE EXPERIENCES

**Report on 'Mauritius Strategy Implementation: Small Islands Voice Planning Meeting,'
Bequia, St. Vincent and the Grenadines, 11-16 July 2005**



**Report prepared by Gillian Cambers
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1. SUMMARY

Launched in 2002, Small Islands Voice, an inter-regional initiative supported by the United Nations Educational, Scientific and Cultural Organization (UNESCO) focuses on (i) sustainable development activities at the local level through 'Communities in Action', and (ii) sharing these experiences via direct exchanges and the media (print, radio, video, television, internet).

As a follow-up to the January 2005 United Nations meeting in Mauritius, to review the implementation of the Programme of Action for the sustainable development of Small Island Developing States, a second Small Islands Voice inter-regional planning meeting was convened to share experiences and to plan future activities.

The Mauritius (2005) Strategy reaffirmed the continued validity of the 1994 Barbados Programme of Action as the framework for sustainable development of Small Island Developing States whilst also taking into account the Johannesburg Plan of Implementation and the Millennium Development Goals. However, implementing the Programme of Action/Mauritius Strategy is a major challenge for small islands and the international community. Small Islands Voice is already contributing in a practical and meaningful way to all but two of the 20 chapters of the Mauritius Strategy (as yet there are no Small Islands Voice activities relating to Chapter 12 Graduation from least developed country status or Chapter 13 Trade: globalization and trade liberalization). Many of the specific Small Islands Voice activities address several different chapter themes at the same time; this is a reflection of the comprehensive, integrated way in which islanders view issues and their solution, and the holistic nature of the sustainable development concept.

Rather than concentrating on sustainable development as an end-product or goal, many of the presentations focused on a concept of sustainable island living, whereby an island or community displays a way of thinking and caring about their island and how they want to see it develop in the future. One of the main objectives of the meeting was to share, discuss and analyse the various Small Islands Voice activities as well as related activities. There were four main themes: (i) Community issues, activities and outreach; (ii) Outer islands; (iii) Youth and communities; (iv) Inter-island exchanges. Many participants gave powerpoint presentations and these are available for further reference, listed in the Table of Contents, and hotlinked throughout the text.

In this first year of the Decade of Education for Sustainable Development, education was an important theme at the meeting. Presentations and discussions provided background on the decade, the Small Island Developing States Universities Consortium, Sandwatch and the Small Islands Voice Youth Internet Forum. The newly established Universities Consortium aims to enhance the capacity of tertiary institutions in small islands to share programmes, research and expertise so that they can better address the sustainable development need of small islands. Sandwatch is an educational tool for sustainable development, supported by UNESCO, whereby school-aged youth scientifically monitor their environment and then, with the help of their teachers, parents and communities, undertake activities to enhance their environment and promote sustainable island living. The Small Islands Voice Youth Internet Forum represents a non-formal approach to education whereby school-aged youth discuss amongst themselves their experiences of island living. Meeting participants determined ways to make the forum more attractive to students, while still maintaining its educational focus.

Ways of getting the word out were also discussed; these include the Small Islands Voice Global Internet Forum as well as other media forms, in particular radio. Participatory radio, school radio stations and community radio stations were among the initiatives discussed.

Meeting participants recommended the inclusion of additional islands¹ in Small Islands Voice. This was viewed as a way of further sharing the benefits and enriching the experiences.

Building on discussions during and after the meeting, a future framework for Small Islands Voice emerged: (i) Fostering sustainable island living through specific activities on the ground; and (ii) Spreading the word so that the impact of the collective effort becomes more than just the sum of individual work. (It is anticipated that many of the ongoing activities will also continue).

Sustainable island living activities include:

- Helping communities cope with climate change and other natural disasters
- Expanding the content and geographical coverage of Sandwatch to include other environmental systems and additional islands
- Testing, applying and sharing eco-friendly practices covering environmental conservation, waste management and beach monitoring
- Strengthening communities to plan their future development and to implement their own plans (community visioning)
- Helping youth envision how they want their islands to change and then supporting youth-led initiatives to make this happen on the ground (youth visioning)
- Preserving island heritage and culture, especially language, traditions and festivals, and promoting religious tolerance
- Involving all the major groups (trade unions, women, fishers, civil rights groups, NGOs etc) of civil society in follow-up to the 2005 United Nations meeting in Mauritius

Activities relating to 'Spreading the word' include:

- Regional and inter-regional youth exchanges
- Revising and revitalising the Small Islands Voice Youth Internet Forum
- Continuing and expanding the Small Islands Voice Global Internet Forum
- Fully utilising community and national radio
- Expanding Small Islands Voice to include other islands
- Small Islands Voice to investigate a partnership arrangement with the Small Island Developing States Universities Consortium
- Capturing the inspiration (successes and lessons learnt) of Small Islands Voice in written and video format

Whilst UNESCO's regular programme, participation programme, and cross cutting projects may provide partial financial and in-kind support for the above activities, participants recognised that co-financing mechanisms would be required in the longer term for full implementation.

¹ At present there are 13 partner islands involved in Small Islands Voice (Bahamas, Cook Islands, Cuba, Dominica, Fiji, Maldives, Mauritius, Palau, San Andres Archipelago, Seychelles, St. Kitts and Nevis, St. Vincent and the Grenadines, Zanzibar). This is besides the other islands from all around the world that receive and contribute to the Small Islands Voice Global Internet Forum.

2. INTRODUCTION

*'Small Islands Voice is all about reducing the distances between the small islands in the world, understanding the differences, and helping people build for the future'
Elizabeth Taylor, San Andres Archipelago (Colombia)*



Meeting participants, 15 July 2005

Background

Small Islands Voice is an inter-regional initiative, launched in 2002, and supported by the United Nations Educational, Scientific and Cultural Organization (UNESCO). Focusing on (i) sustainable development activities at the local level through 'Communities in Action', and (ii) sharing of these experiences via direct exchanges and the media (print, radio, video, television and the internet), Small Islands Voice seeks to strengthen cooperation and partnerships among small islands so they can actively contribute to the implementation of the Programme of Action for the sustainable development of Small Island Developing States.

Many writers have described the beauties and unique nature of small islands; similarly others have written at length about the limitations facing people living in small islands. Both viewpoints have their merits. However, there is one point on which most islanders agree: that there have been enough studies and assessments and the time has come for action.

Action to promote sustainable development or sustainable island living can take place at many different levels. Small Islands Voice starts with action at the local level, and then moves to facilitate the sharing of experiences. In this way, one small activity can have a much greater impact and can furthermore have an influence at the international level.

At the first inter-regional Small Islands Voice meeting, held in Palau in 2002, participants discussed key elements of concern and they proposed a framework for Small Islands Voice that would turn the talk into action ([UNESCO 2003](#)). This framework, with a few additions, remains valid today:

Present a unified front for all islands: small islands need to present a strong unified front with a shared voice, while also respecting differences and diversity

Implement good governance: this requires a shared vision and a framework for collaborative decision-making for government and the general public, and should include educating and empowering women, youth and children as part of the process

Promote greater self-sufficiency: in a world undergoing globalization, promote an overall ethic for greater self-sufficiency in relation to population growth, economic consumption and energy use

Strengthen social responsibilities and ethical codes: halt the decline in the moral and social fabric of society by developing, strengthening and enforcing social responsibilities, codes of conduct and codes of ethics

Preserve traditions and culture: Maintain, and in some cases, restore identity, dignity and self-esteem, by ensuring traditions and culture are upheld and citizenship is respected

Improve education systems: improve and strengthen job training modules, job placement programmes, mentoring, career guidance programmes, and school curricula

Address environmental issues at a local level: solid waste management and climate change were identified as issues common to all islands; island populations need to be empowered to reduce these problems

Islands often find themselves at the forefront of sustainable development issues and many of the solutions they develop are relevant to communities in larger countries. In this way, small islands provide examples for the rest of the world.

Island solidarity is important in the international arena as has been seen in the Climate Change Convention and its protocols. In 1994, the Global Conference on the Sustainable Development of Small Island Developing States, held in Barbados, developed a Programme of Action. Ten years later (January 2005), during an international meeting to review the implementation of this Programme of Action, it was reiterated that this document remains the fundamental framework for the sustainable development of small islands, although it was also recognized that new issues, such as graduation from least developed country status, had emerged (Mauritius [Declaration](#) and [Strategy](#)).

Implementing the Programme of Action is a major challenge for islands around the world and the international community. Small Islands Voice is one of many programmes and activities that can contribute to this process. Thus it was especially timely, as a follow-up to the Mauritius Declaration and the Mauritius Strategy, for Small Islands Voice partners to meet to review goals and strategies for the coming years to the end of 2007.

Meeting Arrangements

The [first Small Islands Voice inter-regional meeting](#) was held in Palau in the Pacific in 2002. Since the 2005 International Meeting to review the implementation of the Programme of Action for the sustainable development of Small Island Developing States was held in Mauritius in the Indian Ocean, it was appropriate to hold the second inter-regional Small Islands Voice Meeting in the Caribbean. Bequia, a small island in St. Vincent and the Grenadines, offered to host the meeting; this invitation was welcomed, especially in view of the fact that outer islands are a special area of focus for Small Islands Voice.

The meeting was held from 11-16 July 2005 and the objectives were as follows:

- Small Islands Voice work planning 2005 -7 within the framework of Mauritius Strategy implementation
- Exchange of information about ongoing Small Islands Voice activities
- Exchanges with related UNESCO programmes and projects and those of other organizations
- Interaction between Small Islands Voice partners and UNESCO staff from field offices and headquarters
- Exchange and interaction with communities concerning sustainable development issues in St. Vincent and the Grenadines

One representative from each of the island countries/territories involved in Small Islands Voice was invited to the meeting, with the understanding that they would share the experiences with other partners on their return home. In addition, several persons from St. Vincent and the Grenadines – members of the Small Islands Voice team and other interested persons - attended the meeting. Representatives from UNESCO (headquarters and field offices) and other organizations also participated. Annex 1 contains the list of participants.

The programme, Annex 2, was carefully designed to provide sufficient time for discussions, sharing of experiences, and planning sessions over the six-day period. Time was allocated for two separate field trips focusing on different sustainable issues in the host country and interaction with local communities. However, the programme for 13-14 July had to be modified due to the passage of Tropical Storm Emily, an 'early' Caribbean storm. As a result, the field trip to the Marine Park in the Tobago Cays was cancelled and other sessions had to be re-arranged. As could be expected, participants showed a willingness to adapt to the changed circumstances. The programme in Annex 2 shows the original programme.



Tropical Storm Emily tore part of the roof off the Rotary Centre, (the meeting venue) 13 July 2005

3. SETTING THE FRAMEWORK

'The power of inter-regional exchange is indeed great – people's minds are expanded when they are taken out of their comfort zone. In the Pacific, communities still own their resources, land and sea, up to the reefs. There is challenge, though, since Pacific islanders aspire to be like Americans and Singaporeans wanting big cars, air conditioners and water heaters. Such aspirations can drive communities to do things that are detrimental to the environment. We learned long ago that individually we are weak, but in combination we can be strong. This has led to a strong tradition of regional cooperation in the Pacific'. Joeli Veitayaki, Fiji



Opening Ceremony Themes

During the opening ceremony, several themes were voiced by the different speakers which were further developed during the subsequent discussions:

- With the recent terrorist attacks in London (07.07.2005), and the 32 deaths in the Caribbean from Hurricane Dennis, all islands must recognise and take stock of their vulnerability. Furthermore we all live in a global village with global warming, global trade, global travel, global TV channels, all of which impact on the local scene, sometimes to a disproportional extent in small islands
- Small islands must continue to have a loud voice, and that voice must be coherent and united in order to be noticed around the world
- Islanders all want to protect the natural environment for future generations, and the challenge facing everyone is how to balance new technology and infrastructural development with environmental concerns
- It is not possible to claim that St. Vincent and the Grenadines is still the beautiful unspoilt 'Island of Clouds' as named by its earliest inhabitants. Nor is it possible to say that the country has achieved the goal of sustainable development. However, a form of sustainable island living is evolving, particularly in Bequia, such that the community

- exhibits a level of thinking and caring about their island and how they want to see it develop in the future. This is an inspiration for other islands
- The involvement of young people in sustainable development is very important. Bequia, through its Sandwatch and Small Islands Voice activities, has led the way in showing how young people can influence their communities about environmental matters. Education is a very important part of poverty alleviation and the promotion of sustainable development. In September 2005 there will be universal access to secondary education in St. Vincent and the Grenadines
 - Many people in St. Vincent and the Grenadines are waiting to see practical outcomes from this meeting, possibly small steps, but hopefully strong positions

Programme of Action for the Sustainable Development of Small Island Developing States

Agreed to in 1994, the Programme of Action for Small Island Developing States translates Agenda 21 into specific policies, actions and measures. The 15 chapters are listed in Table 1.

The [Mauritius \(2005\) Strategy](#) reaffirmed the continued validity of the Programme of Action as the framework for sustainable development in Small Island Developing States whilst also taking into account the Johannesburg Plan of Implementation and the Millennium Development Goals. There are 20 chapters, many of which further develop those of the 1994 Programme of Action. New areas are also developed, namely graduation from least developed country status, and knowledge management and information for decision-making (although this latter area is also mentioned in the 1994 Programme of Action). These 20 chapters are also listed in Table 1.

Table 1 Chapters in the 1994 Programme of Action for Small Island Developing States and the 2005 Mauritius Strategy

Chapters in the Programme of Action for Small Island Developing States (1994)	Chapters in the Mauritius Strategy (2005)
<ol style="list-style-type: none"> 1. Climate change and sea level rise 2. Natural and environmental disasters 3. Management of wastes 4. Coastal and marine resources 5. Freshwater resources 6. Land resources 7. Energy resources 8. Tourism resources 9. Biodiversity resources 10. National institutions and administrative capacity 11. Regional institutions and technical cooperation 12. Transport and communication 13. Science and technology 14. Human resource development 15. Implementation, monitoring and review 	<ol style="list-style-type: none"> 1. Climate change and sea-level rise 2. Natural and environmental disasters 3. Management of wastes 4. Coastal and marine resources 5. Freshwater resources 6. Land resources 7. Energy resources 8. Tourism resources 9. Biodiversity resources 10. Transport and communication 11. Science and technology 12. Graduation from least developed country status 13. Trade: globalization and trade liberalization 14. Sustainable capacity development and education for sustainable development 15. Sustainable production and consumption 16. National and regional enabling environments 17. Health 18. Knowledge management and information for decision-making 19. Culture 20. Implementation

As was mentioned in the Introduction (Chapter 2) implementing the Programme of Action/Mauritius Strategy is a major challenge for small islands. Table 2 shows how Small Islands Voice is already contributing in a practical and meaningful way to all but two of the main chapters (as yet there are no Small Islands Voice activities relating to Chapter 12 Graduation from least developed country status or Chapter 13 Trade: globalization and trade liberalization, although these are certainly topics that could be discussed on the Small Islands Voice internet forum in the future). It should be noted that Table 2 includes only a selection of Small Islands Voice activities; it is by no means a comprehensive listing. Also specific activities sometimes address several different chapter themes; this is a reflection of the comprehensive, integrated way in which islanders view issues and their solution, and of the holistic nature of the sustainable development concept.

Table 2 Small Islands Voice Contributions to the Mauritius Strategy

Mauritius Strategy Chapter	Selected Small Islands Voice On-going and Proposed Activities (list not totally comprehensive for reasons of space)
1. Climate change and sea level rise	<ul style="list-style-type: none"> - building capacity in beach monitoring and management to cope with climate change and sea level rise through Sandwatch and related activities (several islands) - assist communities to cope with climate change and natural disasters (San Andres, Seychelles, Cook Islands, St. Vincent and the Grenadines) - climate change and traditional knowledge (Cook Islands) - communities responding to climate change (Mauritius and other islands) - sharing the experiences through SIV Global (theme issue) and SIV Youth* internet forums
2. Natural and environmental disasters	<ul style="list-style-type: none"> - assist communities to cope with climate change and natural disasters (San Andres, Seychelles, Cook Islands) - sharing the experiences through SIV Global (theme issue) and SIV youth* internet forums
3. Management of wastes	<ul style="list-style-type: none"> - zero tolerance for litter project in schools (Seychelles, Maldives) - glass recycling (St. Vincent & the Grenadines) - Clean X in communities (Fiji, Dominica) - recycling initiatives (several islands) - sharing the experiences through SIV Global (theme issue) and SIV Youth* internet forums
4. Coastal and marine resources	<ul style="list-style-type: none"> - building capacity in beach monitoring and management through Sandwatch and related activities (several islands) - training young fishers in conservation (Zanzibar), youth in reef monitoring (Maldives and St. Vincent and the Grenadines), youth in marine conservation (Bahamas) - community beautification (St. Kitts and Nevis, Dominica, San Andres) - sharing the experiences through SIV Global (theme issue) and SIV Youth* internet forums

5. Freshwater resources	<ul style="list-style-type: none"> - proposed linkage Sandwatch and River Care activities – linking river monitoring and sustainable development issues - rainwater harvesting (San Andres) - sharing the experiences through SIV Global (2 theme issues – bottling water for export and water supply) and SIV Youth* internet forums
6. Land resources	<ul style="list-style-type: none"> - involving students in sustainable development issues relating to farming and quarrying (Dominica) - land use planning and community visioning/ planning (Palau, San Andres) - sharing the experiences through SIV Global (theme issue) and SIV Youth* internet forums
7. Energy resources	<ul style="list-style-type: none"> - conserving energy at the community level (Mauritius and other islands) sharing the experiences through SIV Global (theme issue) internet forum
8. Tourism resources	<ul style="list-style-type: none"> - involving tourism operators in beach conservation (Seychelles) - Community Sandwatch competition entries (Bahamas, St. Lucia, Cook Islands) - sharing experiences through SIV Global (2 theme issues – Seychelles and Cook Islands) and the SIV Youth* internet forum
9. Biodiversity resources	<ul style="list-style-type: none"> - furthering existing and planned biosphere reserves (San Andres, Cook Islands) - sharing experiences through SIV global (theme issue) and the SIV Youth* internet forums
10. Transport and communication	<ul style="list-style-type: none"> - provision of computer hardware for internet exchanges and training (Cook Islands, Fiji, Maldives, Dominica, St. Kitts and Nevis, San Andres) - provision of communications equipment (Cook Islands) - support for local radio (Maldives, San Andres, St. Vincent and the Grenadines) - support for community television (Cook Islands) - support for video production (Cook Islands, all islands) - support for newsletters (San Andres, St. Vincent and the Grenadines, Seychelles, St. Kitts and Nevis) - support for internet forums and training in their use – SIV Global and SIV Youth* and e-discussion groups - support for exchanges (Seychelles/Maldives) and inter-regional meetings - support for websites www.smallislandsvoice.org www.islandyouth.org

11. Science and technology	<ul style="list-style-type: none"> - strengthening scientific basis in primary and secondary schools and in communities through Sandwatch (several islands) - sharing of experiences regarding wise practices through SIV Global (theme issues) and SIV Youth* internet forum - establishing links between SIV Global discussions and other websites e.g. SIDSNet - sharing SIV experiences as part of the SIDS Universities Consortium (planned) - exchanges and south-south cooperation
12. Graduation from least developed country status	<ul style="list-style-type: none"> - no present SIV activities although this is an issue that could become a topic for SIV Global internet forum
13. Trade: Globalization and liberalization	<ul style="list-style-type: none"> - no present SIV activities although this is an issue that could become a topic for SIV Global internet forum
14. Sustainable capacity development and education for sustainable development	<ul style="list-style-type: none"> - all the SIV activities, particularly through the sharing of experiences, develop human capacity within small islands - Sandwatch and its future links with River Care are working tools for ESD (several islands) - Youth Visioning provides for developing capacity amongst youth to plan and implement sustainable development activities (all SIDS) - mentoring and the establishment of youth groups e.g. Back Chat (St. Kitts and Nevis) - proposed involvement with SIDS Universities Consortium - sharing experiences about education through the SIV Global Forum and the SIV Youth* internet forum
15. Sustainable production and consumption	<ul style="list-style-type: none"> - sharing of experiences on the SIV Global internet forum and on the SIV Youth* forum
16. National and regional enabling environments	<ul style="list-style-type: none"> - facilitate communities getting involved in planning their future development through community visioning (Palau, San Andres) and through civil society follow-up to the 2005 Mauritius International Meeting (Mauritius) - facilitate youth contributions to sustainable development through youth visioning
17. Health	<ul style="list-style-type: none"> - assisting youth with heightening awareness about HIV/AIDS especially among disadvantaged groups through Youth Visioning (Turks and Caicos, Bahamas, St. Lucia, Cape Verde Islands) - heightening awareness about HIV/AIDS, among young fishers (Zanzibar) - addressing water quality issues through the Sandwatch project - environmental clean-up activities and campaigns (several islands) - sharing of experiences on the SIV Global and SIV Youth* internet forums

18. Knowledge management and information for decision making	- sharing of experiences through Small islands Voice programme and especially through the SIV Global and SIV Youth internet* forums
19. Culture	<ul style="list-style-type: none"> - recording on video island traditions, lifestyles and practices – island memories (Cook Islands, San Andres) - inter-island exchanges which include cultural exchanges (Seychelles, Maldives, St. Kitts and Nevis); also Youth Visioning event in Mauritius (January 2005) - activities to strengthen the use of local languages (Dominica) - inter-generational exchanges (Singapore) - sharing experiences on SIV Global and SIV Youth* internet forums

*Note that all the hotlinks to articles on the SIV Youth Internet forum will require use of the password *view* and username *only*

Perspectives on the Mauritius Meeting to Review the Programme of Action for Small Island Developing States

This international meeting, held from 9-13 January 2005, reviewed the implementation of the Programme of Action for the sustainable development of Small Island Developing States.

Government Perspective

In his presentation, *Hon. Douglas Slater, Minister of Health and the Environment in St. Vincent and the Grenadines*, outlined how his country was following up on some of the chapters contained in the Mauritius Strategy. He made mention of a recently established and fully equipped national emergency management office; improvements in solid waste management on mainland St. Vincent and an ongoing waste management project in the Grenadines; liquid waste remains a problem and hazardous waste has not yet been fully addressed; the establishment of a marine park is in progress; energy resources are especially challenging and more attention needs to be devoted to renewable sources of energy; the serious impact of HIV/AIDS on development. He concluded by saying that he looked forward to seeing Sandwatch expanded throughout the country and that furthermore this could be a catalyst for other environmental watches.

Civil Society Perspective

Mr. Pynee Chellapermal, Centre for Documentation, Research and Training on the South West Indian Ocean (CEDREFI) Mauritius, in his [presentation](#), described the [civil society forum](#) during the Review of the Implementation of the Programme of Action for the Sustainable Development of Small Island Developing States (7-9th January 2005, Mauritius). He stressed that civil society included not just non-governmental organizations (NGOs), but also major groups such as trade unions. At the civil society forum in Mauritius, they shared their experiences and concluded that implementation of the Programme of Action in the first ten years had not been satisfactory, largely due to the fact that the international community did not respect their commitments. Their plan of action (see also the [Civil Society Declaration](#)) calls for specific tasks at both the community and formal United Nations levels.

Youth Perspective

Ms. Nekishair Gordon, St. Vincent and the Grenadines, in her presentation on [Youth Visioning for Island Living](#), described how 96 youth representatives from 37 island nations and territories met to discuss the themes: Life and love in islands, My island home, and Money in my pocket, and to

plan youth-led actions to address some of the issues. Preparing their [Youth Declaration](#) was a huge challenge, and time and time again they had to return to the planning table. The process showed how all the islands faced similar problems; and the youth representatives were proud to be a part of the international process.

International Organization's Perspective

Mr. Dirk Troost, Environment and Development in Coastal Regions and Small Islands, UNESCO-Paris, in his [presentation](#) outlined several activities supported by UNESCO at the international meeting in Mauritius, among them, the [Plenary Panel on the Role of Culture](#) in the Sustainable Development of Small Island Developing States, and the Youth Visioning for Island Living event. As regards the United Nations follow-up process, it is anticipated that a resolution on the international meeting will shortly be adopted by the United Nations General Assembly. This resolution will include support at the inter-regional and regional levels. UNESCO's follow-up will focus on profiling SIDS needs in all of the Organization's programmes and on stepping up the holistic and integrated approach to sustainable island living and development; in addition a dedicated [website](#) will be maintained.

4. SHARING SMALL ISLANDS VOICE EXPERIENCES

'I spoke about how we can change the mindset of communities using participatory approaches and the value of existing traditional knowledge in the community. We also need to work on providing the scientific community with the skills to communicate with the public about amending behaviour patterns. We must find out the interests of communities and ways to motivate them, and take on the diversity of their cultural practices. It is also important to build autonomy as a process at the outset of the project to avoid a dependency syndrome between the community and the NGO, and so to replicate and expand successes.' Pynee Chellapermal, Mauritius



Sharing conservation experiences at the Oldhegg Turtle Sanctuary, Park Bay, Bequia, 12 July 2005

Community Issues, Activities and Outreach

Caribbean - San Andres Archipelago: Ms. Elizabeth Taylor, Corporation for the Sustainable Development of San Andres, Old Providence and Santa Catalina (CORALINA), outlined a variety of Small Islands Voice activities in her [presentation](#). These included [school radio programmes](#), the strengthening of [documentation centres](#), development of a [marine curriculum for schools](#), and [beach management activities](#). Future actions will focus on involving the wider community in the SIV Global internet forum, [documenting island memories](#), strengthening youth activities and raising awareness about the [Seaflower Biosphere Reserve](#).

Discussion:

- A 53% unemployment rate, mainly among immigrants from the Colombian mainland, creates many social problems. One effort focuses on sustainable livelihoods (ecotourism, fishing, farming) e.g. an effort is underway to process wasted fruit under a 'green label'
- Ecotourism has been established in Old Providence where the community has requested that some [proposed development projects be denied](#) because of perceived negative impacts
- Seychelles has seen a recent boom in large hotel development and the government is trying to ensure that community concerns are incorporated into these proposals
- A land use plan approved in 2003 in San Andres includes a policy to release the foreshore through the non-renewal of beach licenses for large hotels, Now these resorts will have to make significant changes before having their licenses renewed
- CORALINA has an environmental outreach programme directed towards schools and communities

Caribbean - Cuba: Ms Ileana Saborit Izaguirre, Ministry of Science, Technology and Environment (CITMA), outlined in her [presentation](#) Cuba's national environmental strategy, which addresses problems such as soil degradation, deteriorating sanitation in human settlements, pollution, deforestation and loss of biological diversity. While Cuba is fairly new to Small Islands Voice, it is hoped that the project will help to provide a framework for strengthening public participation in environmental initiatives.

Discussion:

- Cuba has one of the best educational systems in the world and the inclusion of an environmental dimension in all plans and programmes has helped to shape attitudes so that children and youth are heavily involved in community programmes
- With the help of an inter-departmental committee, legislation such as the coastal management law, and local level environmental strategies, hotels have a good record of preserving the local ecosystem.

Indian Ocean - Mauritius: Mr. Pynee Chellapermal, Centre for Documentation, Research and Training on the South West Indian Ocean (CEDREFI), in his [presentation](#), focused on involving [major groups](#): trade unions, farmers, fishermen, women, human rights groups, in the follow-up to Mauritius. Over the coming two years, representatives from these groups will be invited to select a particular issue from the Mauritius Strategy and to begin dialogue and action relating to the particular issue. The groups will share their experiences at regular intervals and the entire process will be coordinated by CEDREFI. It is hoped that the process can be replicated at the regional level in the AIMS region.

Discussion:

- In Seychelles the main action since the Mauritius International Meeting has been to put in place infrastructure to respond to extreme events, such as the December 2004 tsunami, however, this has yet to reach the community level. Community response is one of the most important aspects of disaster management, and the Caribbean has considerable experience in this area, which can be shared with islands in other regions. For example the National Emergency Management Agency in St. Vincent and the Grenadines established offices in different communities – thus establishing communities within communities
- In the Maldives a lack of communication was one of the main problems after the December 2004 tsunami
- Many islands, in aspiring to western ideals, discard traditional ways of living. Many of the communities were located inland, while now most of the tourism development is on the coast and therefore especially vulnerable to natural disasters such as tsunamis

- Another issue facing many islands is the large number of cars, insufficient parking, and lack of attention to energy conservation and renewable energy

Indian Ocean - Mauritius: In a second [presentation](#), *Pynee Chellapermal* focused on communities and climate change. Using participatory approaches, CEDREFI had worked with one community in Mauritius to build on traditional and tacit knowledge, and to show the linkage between climate change and natural resource conservation. Through the project activities, the community discovered for themselves that wise conservation practices in the use of electricity and water, and in the management of household waste, resulted in significant financial savings for families, as well as benefit for the environment.

Discussion:

- Topics such as climate change used to be perceived as relating only to abstract science. Now the signs are visible for all to see and it is important to link solutions to activities in people's daily lives
- In San Andres, energy conservation among hotels has been promoted but has had only limited success because of the way energy is priced. The power generation capacity of the private electricity company is more than the island needs, and the cost of under-utilised power is passed onto the consumer, thereby creating a disincentive to electricity conservation
- In St. Vincent and the Grenadines, rainwater harvesting is carried out by many households, and many people feel that water is a free resource. A water bottling business started by an international company resulted in considerable controversy when a local community felt their resources were threatened. (This issue was also discussed on the [SIV Global Forum](#))

Pacific - Palau: *Ms Bernie Keldermens, Palau Conservation Society*, described the [community visioning process](#) that has been underway in Palau since 2001. Community visioning is essentially a long term planning process whereby communities lay out a blueprint for changes they want to see within their communities; they then implement the plan and evaluate their progress on an ongoing basis. Palau, a small country with approximately 20,000 people, has been undergoing rapid changes in recent years, e.g. villagers used to grow their own food and now they are dependent on imported food products. Within the framework of community visioning, villagers are being challenged to think for themselves and to come up with a roadmap for how they want to develop. At the beginning, communities felt they were being burdened with new responsibilities, however, after several visits they began to see the potential benefits of the visioning process. Now eight communities (called states in Palau) are working on community visioning. At the beginning, government showed some reluctance to support the process, however, now they are seeing that it is important for those who own the resources to decide for themselves how to develop those resources. The Palau Conservation Society is well positioned to facilitate the community visioning process since it is outside the decision-making sphere. The process is also providing an opportunity for women to get involved in planning the future of their communities.

Discussion:

- The national government was not involved in the process at the beginning. The idea was to get people to think about the issues first and they are now telling the national government what they want done
- The local language (Palauan) is used throughout the consultative process
- Women leaders are the key to the process since they perceive the need to grow as a community, rather than having their community run by a few businessmen
- While the [Compact road in Babeldaob](#) is not yet completed, communities recognise the need to include this new infrastructural development in their planning

- Since community visioning is still at the early stages, it is difficult to specify tangible benefits, but the fact that communities are already making decisions for themselves is an intangible benefit
- Palauan villages traditionally had some degree of self governance, but this was lost during their history of colonisation and occupation

Pacific - Fiji: Mr. Christian Nielsen, Live and Learn Environmental Education Inc., in his [presentation](#) on Mobilising Communities: Education through Participation,' described an MAIA model (Mobilization, Anticipation, Innovation, Action) which attempts to develop critical thinking skills and link knowledge to change. This model has been applied in the Solomon Islands to address the issue of widespread logging such that communities had been empowered to participate in forest management through a process combining dialogue, identification of community assets, awareness raising, participation and managing conflict.

Discussion:

- The difference between understanding and feeling culture was much debated. Culture is constantly changing, and when there are negative aspects they should not necessarily be maintained
- Identification of community assets by the community is a time-consuming process and differentiating between physical assets e.g. fishing plots, land lots, and value assets e.g. cultural and faith-based beliefs, is often helpful
- Focusing on community assets also allows for identification of gaps or needs; and it is very important to avoid creating expectations within the community that are beyond the scope of a particular project or initiative
- Instances were discussed relating to the difficulty of identifying a community's needs, they may request help with one need, but in essence want help with something completely different

Pacific - Fiji: Mr. Joeli Veitayaki, Marine Studies Programme, University of the South Pacific, in his [presentation](#) focused on the importance of community outreach and stressed that the management of resources is about the management of human beings and their activities. He described the collaborative community efforts in Fiji being conducted by the [Chemistry Outreach for Schools/Ocean Futures Society/Small Islands Voice](#) and showed how the activities could be spread to other Pacific islands through the University of the South Pacific Student Association. During one of the evening sessions, Mr. Joeli Veitayaki gave another [presentation](#) on the Mositi Vanuaso project, a locally managed marine area where various habitat rehabilitation initiatives have complemented marine resource management activities.

Discussion:

- NGOs have to engage communities and to take their perspectives into account and not to just follow their own (NGO) agenda

Focusing on Outer Islands

Caribbean - The Bahamas: Ms. Portia Sweeting, Ministry of Education, in her [presentation](#) stressed that one of the major challenges facing archipelagic states such as The Bahamas was to get people together and coordinate activities. In The Bahamas, education is perceived as the principal vehicle for achieving national development, and emphasis has been placed at the primary school level on the implementation and evaluation of sustainable development projects. Small Islands Voice activities included the [Youth Focus 2004](#), [Sandwatch](#) and the [Youth Internet forum](#). Other related activities were also described in the presentation.

Discussion:

- The concept of making learning fun, e.g. through activities such as camping, has shown considerable success in the Caribbean
- There is a need to emphasise activities at the primary school level, since by the time the students reach secondary school level, it may be too late especially with concentrated examination schedules

Indian Ocean - Maldives: Mr. Abdullah Shakir Mohammed of the Ministry of Fisheries, Agriculture and Marine Resources, outlined a variety of Small Islands Voice activities in his [presentation](#). The activities focused on several outer atolls and [waste management](#) was among the issues prioritised by the communities. [Waste characterization surveys](#) were conducted as well as school-based activities. Another activity, especially important in the Maldives where fishing is a major industry, was training communities in [reef management and monitoring](#).

Discussion:

- Fishermen react in different ways to the conservation versus harvesting aspect of reef management. In the Maldives fish are still plentiful, and the major problem relates to insufficient capacity to freeze and store the fish
- Comoros is another Indian Ocean island country with a similar culture which could benefit from collaboration with the Maldives, perhaps within the framework of Small Islands Voice

Pacific - Cook Islands: Ms Imogen Ingram, Taporoporoanga Ipukarea Society, described various Small Islands Voice activities including a [video training course](#), provision of [communications equipment](#) to outer islands, the [Island Memories project](#) and [Sandwatch activities](#). In her [presentation](#) she outlined several areas in which Cook Islands would like to get involved in the future. One such area is the creation of a Transnational World Heritage site that would include [Suvarrow Atoll](#), an uninhabited atoll especially important for bird breeding, and the Line Islands to the north. Other areas include coastal revegetation after the February 2005 cyclones, preservation of language and culture through the UNESCO Voices of the World project, draft legislation for the protection of intellectual property rights, renewable energy and waste management practices.

Discussion:

- There is a considerable difference in the way activities in central islands and outer islands are perceived. In Bequia, it was not until a documentary about their Small Islands Voice/Sandwatch activities was aired on local television that the central government took notice. This documentary generated considerable awareness among the general public, e.g. fishermen started listening to their children and stopped unwise practices like throwing oil bottles in the sea. Usually activities and ideas start in the central island and move to outer islands, not the other way around
- Videos can have a considerable impact, especially among young people

Youth and Communities

Inter-regional - Ms. Fathimath Ghina, Environment and Development in Coastal Regions and Small Islands, UNESCO-Paris and Ms. Nekishair Gordon, Bequia Community High School, St. Vincent and the Grenadines, in their [presentation](#), described the [Youth Visioning for Island Living](#) process and focused particularly on the all-important follow-up projects being conducted by the youth in their home islands. Nekishair outlined her ideas for a Sandwatch fair for all school students in the country at which the different Sandwatch activities would be publicised through an activity-focused, fun-filled event.

Discussion:

- Youth Visioning focuses on capacity building among the youth, to provide them with skills to conceptualise, design, implement and evaluate sustainable development projects. As such it is a very time consuming activity administratively for UNESCO, and the assistance of Small Islands Voice partners, as well as other organizations, is essential
- The outcome of the different projects needs to be documented in a publication

Caribbean - St. Vincent and the Grenadines: Ms. Joanna Stowe and Mr. Herman Belmar, Bequia Community High School, described how they have combined the Small Islands Voice and Sandwatch activities. [Sandwatch](#) has been integrated across the school curriculum and expanded to other schools. Students have been involved in numerous activities including monitoring the [environmental impact of movie making](#), revegetation of eroded hillsides, beach clean-ups, [recycling](#), monitoring of [reefs](#) and [beaches](#). They described how community service certificates have been used by students for entry to higher education and in seeking jobs.

Discussion:

- Several government agencies are utilising the results of the environmental monitoring activities, and the Sandwatch/Small Islands Voice group is becoming known as an environmental watchdog
- Selling of land to foreigners is a major issue, leasing might be a preferred alternative
- Involving the media in promoting positive, non-sensational activities is difficult
- More and more citizens in Bequia are feeling that they have a right to protest against, and defend their islands from unwanted development

Caribbean - St. Vincent and the Grenadines: Ms. Julita Edwards, North Leeward Tourism Association, and Mr. Absolom Hooper, Youth Path Project, presented the activities of the Youth Poverty Alleviation through Tourism and Heritage ([Youth Path](#)) project in the Northern Leeward area of St. Vincent. The area is an isolated area with a high level of poverty and many social problems that are exacerbated by a high illiteracy rate. There are few employment opportunities for young people who sometimes turn to illegal (marijuana) farming. Through Youth Path, young people have been trained in leadership skills, communication and use of new technology, and tour guiding. They have also been involved in the preparation of natural resource inventories. A heritage village, including a museum is under construction, which will provide a foundation for the growing tourism industry.

Discussion:

- Illegal marijuana farming is a major problem which needs to be approached from all angles. Education and the provision of alternative employment opportunities are critical
- Youth Path's effort to empower young people is extremely encouraging

Caribbean - Dominica: Ms. Vernessa Hilton, Ministry of Education, described how they also had combined their Sandwatch and Small Islands Voice activities. [Computer equipment](#) provided to several schools to facilitate the students taking part in the [Youth Internet Forum](#) had been plagued with electrical and internet connection problems. Nevertheless youth-led activities to combat [beach pollution and carry out beautification initiatives](#) had been successful, and had inspired other initiatives on sustainable farming, fishing and quarrying.

Caribbean - St. Kitts and Nevis: Mr. Antonio Maynard, Ministry of Education, in his [presentation](#), outlined the varied Small Islands Voice activities in his country. These included media material such as a [booklet](#), jingle and [rap poem](#), public relations spots, [radio call-in programmes](#), and more recently a video, so that now Small Islands Voice is well known in the country. He also made mention of the establishment and equipping of two internet centres for the youth, one in [St. Kitts](#) and one in [Nevis](#). A Small Islands Voice [Back Chat group](#) had also been organised, where young people could meet and discuss current issues, publish a [newsletter](#) and take part in various [environmental activities](#). Future plans included closer cooperation and enhanced

information-sharing with other Caribbean islands and restructuring of the Small Islands Voice Youth Internet Forum.

Discussion:

- The Back Chat group is already functioning as an informal mechanism for education for sustainable development
- Other islands in the Caribbean have expressed an interest in getting involved in Small Islands Voice

Indian Ocean - Seychelles: Mr. Alain De Comarmond, Ministry of Environment and Natural Resources, in his [presentation](#) described the many different faces of Small Islands Voice in Seychelles. These included environmental management activities such as involving hotel managers in a [beach management programme](#), the publication of a regular newsletter [Enviro News](#), and the preparation of a waste management information package. Communities have also been involved through initiatives with the [Centre for Rights and Development](#) and discussions on the [Small Islands Voice Global Forum](#). Through [inter-island exchanges](#), [Youth Visioning](#), and a joint activity with the Maldives on '[Zero tolerance to litter](#)' youth have also been actively involved.

Discussion:

- Links could be established with Comoros which would be facilitated through a common language, French

Indian Ocean - Zanzibar: Mr. Ahmed Abdulrahman Rashid, Zanzibar Youth Education, Environment and Development Support Association (ZAYEDES), told participants that Zanzibar was a newcomer to Small Islands Voice, and that their main activity had been in partnership with the Chumbe Island Coral Park to work with young fishers [to raise awareness about environmental conservation measures and HIV/AIDS](#). Their first activity had been a pilot project and they were now evaluating its impact before expanding to other groups of young fishers. During the seminar there had been heated debate between the fishers and the Department of Fisheries about various fisheries regulations e.g. net size.

Discussion:

- Younger fishers are more receptive to new ideas about fisheries conservation than older fishers
- Marine protected areas were discussed at length; there is often a lack of human resources to manage them and fishers need to understand the opportunities they present. Examples were presented from San Andres, St. Vincent and the Grenadines, and Zanzibar

Inter-island Exchanges

Caribbean: San Andres Archipelago and Cuba Beach Monitoring Exchange - Elizabeth Taylor, San Andres Archipelago, [presented](#) details about an inter-island capacity building exchange. A professional from CORALINA in the San Andres Archipelago visited Cuba for one week in 2005 to work with colleagues in the Havana Province Planning Department and communities on the south coast of Havana Province, to provide training in community-based [beach monitoring and beach management activities](#). Besides the technical and cultural aspects of the exchange, San Andres gained international exposure, and they stand ready to share their skills with other island partners.

Discussion:

- Beach monitoring has been an important activity for Seychelles, and it is a relatively easy technique to transfer to hotel workers, fishermen, NGOs. After the December 2004 tsunami they had a data base on beach changes that was useful when assessment teams visited

- The beach monitoring technique used in San Andres and Seychelles is a simple method that can be used by non-professionals and is particularly useful for community-based beach management

Indian Ocean: Seychelles and Maldives Youth Exchange - Alain De Comarmond, Seychelles, and Abdullah Shakir Mohammed, Maldives, in a joint [presentation](#), described the [exchanges between Seychelles and Maldives students](#) in 2004. The exchanges on the Small Islands Voice Youth Internet Forum brought the two schools together, and the students wanted more than an internet exchange, they wanted to visit each other's islands. A group of Seychelles students visited the Maldives in January 2004, and after various environmental and cultural activities the two sets of students decided to undertake follow-up [projects concentrating on waste management](#) – these projects are still ongoing. In December 2004, students from the Maldives made a return visit to Seychelles.

Discussion:

- The exchanges involved only small groups of students, about five students and one teacher in each case; students were lodged with host families so the main cost was the airfare; while UNESCO-Small Islands Voice provided some assistance with airfare costs, the main financial cost was borne by parents
- Such exchanges help to bridge cultures and St. Vincent and the Grenadines is thinking of approaching the travel industry and other businesses to seek support for similar regional exchanges; exchanges could also be proposed as UNESCO Participation Programme projects
- Exchanges could be viewed as a way to motivate students
- The follow-up project is particularly important, so that besides the exchange, there is a specific activity that the students undertake

Pacific Exchanges - Joeli Veitayaki, Fiji, in a [presentation](#) on island exchanges in the Pacific region outlined the potential and the challenges. Exchanges can take place at all levels from regional organizations to student internships. It is necessary to be mindful that communities are very busy with a variety of activities thus failures must be minimized, especially when people's livelihoods are at stake.

Discussion:

- Land ownership: In the Pacific there is customary tenure with only small percentages of total land area in freehold possession
- In Bequia, the government has sold much of its land, and nowadays a significant percentage of the land is owned by foreign investors; this has been the subject of recent discussion on the [Small Islands Voice Youth Internet Forum](#)
- In San Andres land ownership is a major issue because of past practices, this has made the native community fearful of openly displaying land ownership documents; there is also an issue regarding land 50 m inland from high water mark – regulations state that this is government owned
- The issue of beach ownership was discussed on the Small Islands Voice [Global Internet Forum](#). Problems arise when beachfront property is eroded and land is lost

5. EDUCATION FOR SUSTAINABLE DEVELOPMENT

'I consider myself very fortunate in that I capitalize on my 34 years of experience as a teacher. Within this period I was able to build up a high level of confidence among parents and community. I discovered that children love getting out of the classroom and out in the open air. Students are a pool of manpower – we work together! I did this to a large extent as an individual, but now other teachers have come on board. The key is making people happy and comfortable with what they are doing. We are now receiving requests from other schools to get involved. We have begun a mentorship programme – I have taken on an environmental club on the other side of the island – helping write a constitution, designing programmes. They are now taking on the activities we initially did here.' Herman Belmar, Bequia, St. Vincent and the Grenadines



*Sandwatch students restoring a coastal waterway in Bequia, St. Vincent and the Grenadines
April 2005*

Education for sustainable development (ESD) is a dynamic concept that seeks to empower people of all ages to assume responsibility for creating and enjoying a sustainable future.

Background to Education for Sustainable Development

Ms. Aline Bory Adams, Education Sector, UNESCO, Paris, in her [presentation](#) described how the concept of sustainable development had emerged over the past two decades and how the decade of education for sustainable development (2005-2014) had come about. Among the [challenges facing islands](#) are how to capitalise and move beyond the lessons learnt from environmental education and how to reach all stakeholders.

Discussion:

- There is a need to integrate education for sustainable development concepts across the curriculum and not to have it as a separate subject
- Revising school curricula may be a difficult and lengthy process; while in some islands such as [San Andres, the curriculum has been revised](#) to include topics and subjects related to education for sustainable development, in other islands it may be sufficient to get the teachers to embrace the concepts of education for sustainable development
- While schools and teachers are very important in education for sustainable development, since they influence youth and through them their parents, civil society outreach is equally important
- Small Islands Voice may provide a structure and framework whereby civil society can help communities to develop sustainable practices
- [Live and Learn Environmental Education](#) is using environment and related issues as vehicles to promote education for sustainable development, e.g. in the Solomon Islands, teaching water issues to address the problems of downstream pollution
- Drama and theatre are also important ways to convey particular messages

Small Islands Developing States Universities Consortium

Mr. Joeli Veitayaki, Marine Studies Programme, University of the South Pacific, Fiji, in his [presentation](#) described the background and objectives of this newly established consortium, which aims to enhance the capacity of tertiary institutions in small islands so that by sharing programmes, research and expertise they can better address the sustainable development needs of small islands.

Discussion:

- While the Universities Consortium is a good initiative, there is a need to involve civil society in the process and perhaps Small Islands Voice could form a bridge between the community/general public and the academic community
- Proposals are being considered for a partnership between the Universities Consortium and the UNESCO-UNITWIN programme
- Within the framework of the Universities Consortium student exchange programmes are already underway

Sandwatch

Ms. Gillian Cambers, Sea Grant College Program, University of Puerto Rico, Puerto Rico, in her [presentation](#), outlined [Sandwatch](#) as an educational approach to sustainable development. For some years, school students in Caribbean islands had been monitoring their beaches and then undertaking small projects, with the help of their teachers, parents and communities, to address sustainable development issues and enhance the beach environment. In the future it is planned to expand the Sandwatch approach to include many schools in each island, to integrate the activities into the curriculum, and to link up with other environmental watches e.g. [River Care](#) in the Pacific.

Discussion:

- Sandwatch started in a 'pilot' mode and has been successful, and it has now reached the stage of expanding beyond one or two schools in each island
- In Bequia in St. Vincent and the Grenadines, Sandwatch has become well known within the community, partly as a result of a locally produced video that was aired several times on local television. Now the Sandwatch team are often called on to give advice on environmental problems
- The success of Sandwatch depends to a large extent on teacher interest
- Successful approaches such as Sandwatch have to be linked to educational policy and the curriculum

- Sandwatch may become a flagship project during the decade of education for sustainable development

Small Islands Voice – Youth Internet Forum

Ms. Gillian Cambers, Sea Grant College Program, University of Puerto Rico, Puerto Rico, in her [presentation](#), outlined the background to the [Small Islands Voice Youth Internet Forum](#), which has been running since 2002. A recent [assessment](#) of the forum by Ms. Darcy Nugent, a research student at San Jose University, USA, indicated that specific aspects of the forum needed addressing, namely: more interaction between teachers; a more structured approach to the forum in terms of timing, content and themes; separation of primary and secondary student discussions.

Mr. Hans Thulstrup, UNESCO Office for the Pacific States, Samoa, described a partnership between the United Nations Development Programme (UNDP) and UNESCO for the development of information and communication technology in Niue, a small Pacific island which has suffered significant depopulation in recent years. In his [presentation](#), he outlined how the Small Islands Voice Youth Internet Forum could provide a framework for youth in Niue to exchange ideas and information with other island youth and to become part of the global information age, as well as building confidence, and human and social capital in their island. Such partnerships as this one with UNDP are vital to ensure the sustainability of Small Islands Voice activities in the future.

Country feedback:

- Seychelles: The forum has been beneficial allowing students to learn about life in other islands; it was incorporated into information technology classes and English, usually as an extra activity; most of the responses have been class rather than individual efforts; disadvantages have included the long wait between postings especially during holiday and exam times; students presently involved are graduating, so new students would take part in the future; the forum motivated the exchange visits with students in the Maldives; Seychelles would like to see the forum continue and for UNESCO to provide a framework that can be discussed with the new group of students
- St. Kitts and Nevis: The forum should continue; needs to be restructured and made more user friendly; youth like to have access to instant messaging and to include photos and graphics; need to investigate incentives such as scholarships and exchanges; and the forum needs to have a specific time frame; many youth in St. Kitts and Nevis have internet in their homes
- St. Vincent and the Grenadines: The forum should continue but it needs to have a specific time framework; computers with internet connections will be set up in the school and students assigned different days to use them for educational purposes; certificates could act as an incentive for the students; making the forum more user-friendly and attractive to youth is important
- Mauritius: Not all islands are on an equal footing with new technology and it is necessary that the forum should be accessible to those with minimal technology and connections; the forum could be a mechanism to translate sustainable development to the youth level, since most 16-18 year olds know very little about such issues
- San Andres Archipelago: The forum should continue; most schools are Spanish speaking and many students felt shy about expressing themselves in English, however, now there is an initiative to revive English as a language; also it is planned to have native island schools participate; incentives such as certificates and prizes should be investigated
- Cook Islands: There is a significant difference between the Caribbean and Pacific regions in terms of information and communication technology; internet access costs are very high in the Pacific; there is also a need to teach computer maintenance; curriculum subjects need to be built into the forum

- Fiji: The forum should be promoted as a tool for teachers that furthers the curriculum work; the forum has the potential for developing critical thinking skills
- Palau: The forum is conducted mainly in English, this could be viewed as 'elitist' in Palau
- Maldives: The forum has been conducted mainly on a voluntary basis and through environmental clubs; the main problem has been with language; primary schools would not be able to cope with just English text
- Cuba: The forum needs to be more user friendly and with an annual agenda

6. GETTING THE WORD OUT

'An emailed response to my column posed the question: Do you live in a small island? If I did, I was urged to "tell us what you think". I thought: "spam". But something stayed my hand as it moved quickly to the delete key and I read the message through to the end. It was, in fact, an interesting discussion on a problem peculiar to the people of small island states scattered around the planet.' [New Zealand Herald, July 2004](#)



Recording the experiences in St. Vincent and the Grenadines on video – an effective way of getting the word out in small islands, 16 July 2005

Small Islands Voice Global Forum

Ms Fathimath Ghina, Environment and Development in Coastal Regions and Small Islands, UNESCO-Paris in her [presentation](#) highlighted the success of the forum and emphasised that input from meeting participants was needed to suggest new discussion themes and to provide lead articles, and also to assist with expanding the list of email addresses. Future approaches would include emphasis on solutions.

Mr. Hans Thulstrup, UNESCO Office for the Pacific States, Samoa in his [presentation](#) discussed ways to assess the impact of the forum in the Pacific. He noted how the articles are often posted in island newspapers, referred to in major events, and acknowledged by other organizations. He described how Pacific islanders used the forum to express controversial opinions without fear of repercussions, and outlined specific actions that had resulted from the forum.

Discussion:

- Branding of the forum: The UNESCO or Small Islands Voice logo does not appear on the forum e-mail messages - this allows for free and sometimes controversial discussions; however, without a label some readers may perceive it as spam and delete the messages
- English is the only language of the forum – for practical purposes – the posting of moderated messages every two weeks does not allow sufficient time for translation; and while the messages are edited, every attempt is made to retain the original style and wording provided by the writer
- In selecting responses to be posted, preference is given to those from the general public audience rather than those working professionally in the field of sustainable development
- The need for new addresses to add to the forum was emphasised
- Media addresses are particularly important since they can transmit the articles to a wider and different audience
- Participants' help is needed in providing issues and solutions coming from small islands for discussion on the forum
- Protection can be provided to authors in that articles can be ascribed to anonymous writers or pen names

Utilising the Power of Radio

Ms. Colleen Wint Smith, Caribbean Regional Radio Project, Barbados, was unable to get to the meeting because of the travel disruptions caused by Hurricane Emily. However her [presentation](#) is available in which she had planned to describe the Caribbean Regional Radio Project. This covers six Caribbean countries, including Dominica and St. Vincent and the Grenadines, and seeks to develop local capacity to produce and deliver radio programmes on parenting and early childhood development. Her presentation also covers UNESCO's multimedia centres in the Caribbean and their role in addressing poverty in isolated indigenous communities.

Mr. Abdullah Shakir Mohammed of the Ministry of Fisheries, Agriculture and Marine Resources, Maldives outlined an ongoing Small Islands Voice activity in the Maldives that involves [broadcasting participatory radio programmes](#) on selected development issues. Information packages will be circulated before the programmes are aired and people will be encouraged to call in with their views. Listener feedback will be used to assess the success of the programmes.

Ms. Elizabeth Taylor, Corporation for the Sustainable Development of San Andres, Old Providence and Santa Catalina (CORALINA), San Andres Archipelago described [school-based radio programmes](#) which are broadcast throughout the school. Programmes are prepared by a group of students and topics cover everything from peace to natural resources. Other programmes, prepared by students, are broadcast to a wider audience with the help of a local radio station.

Mr. Leomore McDonald, St. Vincent and the Grenadines, described the plans of the Bequia Community High School to start a community radio station in the school. The radio station would provide added motivation for young people at risk (in Bequia especially school-aged boys) to stay in school and develop technical and communication skills. Preliminary activities relating to licensing and preparing a location for the radio station are underway.

Involving Additional Islands in Small Islands Voice

Whilst most of the countries participating in Small Islands Voice are Small Island Developing States, this is not exclusively the case. Zanzibar and the San Andres Archipelago, two island groups involved in Small Islands Voice, are parts of larger continental countries, however, they share many of the problems of Small Island Developing States.

At present there are 13 partner islands involved in Small Islands Voice (Bahamas, Cook Islands, Cuba, Dominica, Fiji, Maldives, Mauritius, Palau, San Andres Archipelago, Seychelles, St. Kitts and Nevis, St. Vincent and the Grenadines, Zanzibar). This is besides the other islands from all around the world that receive and contribute to the Small Islands Voice Global Internet Forum. Niue in the Pacific is likely to become directly involved in Small Islands Voice in the coming months. Requests to join Small Islands Voice usually come directly from the countries themselves, sometimes from the UNESCO National Commission or from other organizations. Meeting participants were in favour of having additional islands join Small Islands Voice – this was viewed as a way of further sharing the benefits and enriching the experiences.

7. MOVING AHEAD

'Listening to the project presentations it was inspiring to see all the actions and outcomes taking place on-the-ground. We need to encourage the project personnel to catalogue the success stories from Small Islands Voice – describing the 'why' and 'how' - doing the activities is easy, making them successful requires a process. Documenting this would provide useful tools for other islands to follow.' Christian Nielsen, Fiji



Litter bin made from recycled materials, Lower Bay, Bequia, St. Vincent and the Grenadines, July 2005

Building on discussions during and after the meeting, a future framework for Small Islands Voice has emerged, this focuses on:

- Sustainable island living through specific activities on the ground
- Spreading the word so that the impact of the collective effort becomes more than just a sum of individual work

This framework is discussed below.

Sustainable Island Living

Climate change and communities: Helping communities relate to and cope with climate change and other types of natural disasters in their everyday lives; proposals include:

- Expand the existing project on empowering the Grand River South East community to understand and cope with climate change to other communities in Mauritius, and to other islands
- Assist communities in dealing with natural disasters (Seychelles, San Andres Archipelago)
- Explore the connection between climate change and beach erosion utilising community-based beach monitoring techniques and Sandwatch (Mauritius, Cook Islands)
- Expand the Chemistry Outreach to Schools (University of the South Pacific) seminars on climate change awareness building (Fiji, Samoa, Tonga, Kiribati, Vanuatu and Solomon Islands)

Sandwatch as an educational tool for sustainable development: Utilising the Sandwatch approach whereby school-aged youth scientifically monitor their environment and then, with the help of their teachers, parents and communities, undertake activities to enhance their environment and promote sustainable island living; proposals include:

- Consolidate the existing Sandwatch programme and expand it to include more schools (Bahamas, Dominica, Seychelles, St. Vincent and the Grenadines)
- Involve new countries in Sandwatch (Maldives, Mauritius, Fiji; and Hawaii through an existing Cook Islands/Hawaii exchange)
- Developing linkages with related programmes that focus on other ecosystems besides beaches, e.g. [River Care](#) – a Pacific programme supported by [Live and Learn Environmental Education Inc.](#)

Eco-friendly practices: Testing, applying and sharing environmentally friendly practices; proposals include:

- Spread marine conservation activities among youth and combining this with education and help lines about HIV/AIDS (Zanzibar); youth activities to address substance abuse (Cook Islands)
- Expand environmental conservation activities among youth and communities through clean-ups, community beautification competitions, art and poetry competitions, student mentoring, SCUBA, church groups, youth and sports, Clean X (where X is a village, market place, school, church, park) concept (Bahamas, Dominica, Fiji, St. Kitts and Nevis, St. Vincent and the Grenadines, San Andres Archipelago)
- Address waste management at the community level, through Zero tolerance for litter (Seychelles)
- Promote the Zero Emission Research Initiative (ZERI) as a waste recycling and income generation activity for communities (Fiji)
- Expand beach monitoring programmes to involve communities (Seychelles) and other groups, e.g. the Army (San Andres Archipelago)

Community visioning: Strengthening communities to plan their future development and to implement their own plans, proposals include:

- Strengthen existing community visioning activities and incorporating media such as radio (Palau)
- Assist communities to implement their plans (Fiji)

Youth visioning: Helping youth envision how they want their islands to change and then making this happen on the ground; all the Small Islands Voice islands are participating; the one exception is the San Andres Archipelago, where future proposed activities include involving youth in micro-business enterprises such as seaweed harvesting and vegetable farming

Culture: Culture is viewed as a very important part of island heritage and identity; proposals include:

- Preservation of languages (Cook Islands)
- Integrate Small Islands Voice activities into existing high profile cultural events (St. Kitts and Nevis, St. Vincent and the Grenadines)
- Use exchange visits to promote religious tolerance, particularly in the AIMS region where there is a great diversity in terms of ethnic backgrounds, cultural and religious affiliations

Involvement of all major groups comprising civil society: Following the Mauritius International Meeting, all the major groups of civil society need to be involved in follow-up to ensure sustainable island living becomes a reality:

- Encourage and assist islands to set up national civil society platforms to implement the Mauritius Strategy (Mauritius)
- Involve more NGOs in Small Islands Voice (Maldives)
- Hold a regional meeting in the AIMS region to strengthen linkages and joint activities

Spreading the Word

Regional and inter-regional exchanges: Island to island exchange activities have multiple benefits including the sharing of sustainable island lifestyles, education for sustainable development, and culture. Small Islands Voice along with other partners can help facilitate such exchanges. Proposals include:

- Regional and inter-regional youth exchanges within and between the AIMS, Caribbean and Pacific regions, focusing on culture (drama, arts, music), but also including education for sustainable development and sustainable island lifestyles, and possibly facilitated through a regional/inter-regional UNESCO Participation Programme project (St. Kitts and Nevis, St. Vincent and the Grenadines, Dominica, Bahamas, Cook Islands)
- Strengthening existing exchange mechanisms with new activities such as Sandwatch (Cook Islands/Hawaii)
- Scheduling exchanges so that they coincide with national cultural events, e.g. carnivals
- Focusing on the national level with exchanges between schools and communities (Dominica, Palau)

Small Islands Voice Youth Internet Forum: The meeting endorsed the continuation of the forum along the following lines:

- The objective of the forum would remain educational, and the themes to be discussed would be developed in conjunction with the teachers, possibly including sustainable development issues and topics relevant to school curricula
- The appearance of the forum will be more user and youth friendly
- Efforts will be made to facilitate instant dialogue at least within specific regions (time zones)
- The forum will have a specific time frame
- Separate forums will be developed for primary and secondary levels
- Incentives such as certificates and youth exchange visits will be explored
- A teachers e-group will be established to exchange experiences

Islands already involved in the forum expressed interest in continuing; in addition, Bahamas, Dominica, Maldives and San Andres Archipelago expressed interest in a forum for primary schools; while Zanzibar expressed interest in getting involved in the forum at the secondary school level and also in Youth Friendly Centres

Small Islands Voice Global Internet Forum: This important forum provides a place for the general public to discuss sustainable development issues and their solutions. The meeting agreed that it should continue and island coordinators will assist by providing lead articles for discussion, and email addresses to add to the distribution list.

Community and national radio: Radio is a very important communications media in small islands; proposals for increased utilisation of this media include:

- Facilitating communities to produce their own radio programmes (Maldives, St. Vincent and the Grenadines)
- Utilising existing radio programmes so that youth can discuss sustainable development issues (St. Vincent and the Grenadines)
- Expanding existing youth, school-based radio stations to involve communities and especially women (San Andres Archipelago)

Expansion of Small Islands Voice to include other islands: It was agreed that this should be considered favourably on a request basis – British Virgin Islands, Montserrat, Trinidad and Tobago, Niue have already expressed interest, and Comoros may also be interested

SIDS Universities Consortium: The newly formed SIDS Universities Consortium consists of a partnership between tertiary education institutions committed to assist small islands through research, education and outreach. The meeting endorsed the proposal for Small Islands Voice to investigate a partnership arrangement with the SIDS Universities Consortium. The facilitating agencies in each university (e.g. The Pacific Centre for Environment and Sustainable Development at the University of the South Pacific) will promote Small Islands Voice objectives in a mutually supportive manner.

Capturing the inspiration of Small Islands Voice: The meeting endorsed a proposal to document the Small Islands Voice success stories in such a way that the underlying processes and lessons learnt are analysed and explained. This would assist other island communities in understanding and replicating the successes and would take the form of a reader-friendly document supported by a video.

Activities in each Island

Table 3 itemizes this proposed framework on an island by island basis. It represents a **guide** for planning through to 2007. The table also lists the main completed and ongoing Small Islands Voice activities in specific islands, it is anticipated that many of the ongoing activities will continue.

Table 3 Small Islands Voice Activities: Past, Ongoing and Future

Island	Completed and Ongoing Small Islands Voice Activities	New Areas of Interest to be explored 2005-7
CARIBBEAN		
Bahamas	<p>Completed:</p> <ul style="list-style-type: none"> - Public opinion survey <p>Ongoing:</p> <ul style="list-style-type: none"> - SIV Youth Internet Forum - SIV Global Forum - Sandwatch - Youth Focus Bahamas: follow-up - Youth Visioning 	<ul style="list-style-type: none"> - Expansion of Sandwatch to more Family Islands - Expansion of the SIV Youth Internet Forum to primary schools - Regional and inter-regional exchanges
Cuba	<p>Ongoing:</p> <ul style="list-style-type: none"> - SIV Youth Internet forum - SIV Global Forum - Sandwatch - Youth Visioning 	<ul style="list-style-type: none"> - Discuss future focus of Small Islands Voice activities – either social or environmental themes - with colleagues
Dominica	<p>Completed:</p> <ul style="list-style-type: none"> - Providing computers and internet connections in schools <p>Ongoing:</p> <ul style="list-style-type: none"> - SIV Youth Internet forum - SIV Global Forum - Sandwatch - Youth Visioning 	<ul style="list-style-type: none"> - Expansion of Sandwatch to other schools and communities - Expand SIV Youth Forum to primary schools - School and community exchanges within Dominica
San Andres Archipelago	<p>Completed:</p> <ul style="list-style-type: none"> - Strengthening documentation centres <p>Ongoing:</p> <ul style="list-style-type: none"> - SIV Youth Internet Forum - SIV Global Forum - Youth environmental activities - School radio stations - Sandwatch - Biosphere Reserve awareness - Documentation of community visioning - Documenting island Memories 	<ul style="list-style-type: none"> - Expansion of SIV Youth Forum to native island and church schools, both primary and secondary - Participate in Youth Visioning - Involve youth in micro-businesses - Engage new partners, especially youth and the Army - Fully utilise radio for awareness - Explore linkage between climate change and natural disasters - regional exchanges
St. Kitts and Nevis	<p>Completed:</p> <ul style="list-style-type: none"> - Establishment of internet centres - Opinion survey <p>Ongoing:</p> <ul style="list-style-type: none"> - SIV Youth Internet Forum - SIV Global Forum - Environmental awareness activities + video 	<ul style="list-style-type: none"> - Regional and inter-regional exchange - SIV regional cultural concert, song competition - Highlight SIV at high profile events in St. Kitts and Nevis - Community beautification contest

Island	Completed and Ongoing Small Islands Voice Activities	New Areas of Interest to be explored 2005-7
	<ul style="list-style-type: none"> - Back Chat youth groups - Sandwatch - Youth Visioning 	
St. Vincent and the Grenadines	<p>Completed:</p> <ul style="list-style-type: none"> - Provision of computer hardware <p>Ongoing:</p> <ul style="list-style-type: none"> - SIV Youth Internet Forum - SIV Global Forum - Youth environmental activities - Youth newsletter - Sandwatch - Youth Visioning - Community radio station 	<ul style="list-style-type: none"> - Involve other schools in Small Islands Voice/ Sandwatch activities - Regional and inter-regional exchange activities - Establish community radio station - Encourage youth pen pals using e-mail - Seek private sector sponsorships - Underwater clean-ups - Create opportunities for youth to discuss issues on national radio
INDIAN OCEAN		
Maldives	<p>Completed:</p> <ul style="list-style-type: none"> - Provision of computers and internet connections in schools - Opinion Survey - Reef monitoring <p>Ongoing:</p> <ul style="list-style-type: none"> - SIV Youth Internet Forum - SIV Global forum - Solid waste management youth projects - Youth exchanges - Youth Visioning - Participatory radio Programmes 	<ul style="list-style-type: none"> - Start a Sandwatch programme - Expand the SIV Youth Forum to primary schools - Involve NGOs in SIV activities - Facilitate communities to produce their own radio programmes
Mauritius	<p>Completed:</p> <ul style="list-style-type: none"> - Civil society forums in lead-up to, and during UN meeting - Youth Visioning meeting <p>Ongoing:</p> <ul style="list-style-type: none"> - SIV Youth Internet Forum - SIV Global forum - Civil society follow-up to UN International Meeting - Youth Visioning 	<ul style="list-style-type: none"> - Explore the concept of community island living - Operationalise civil society follow-up to the 2005 UN meeting in Mauritius and other countries in the AIMS region - Integrate Sandwatch into climate change activities - Small Islands Voice meeting for AIMS region
Seychelles	<p>Completed:</p> <ul style="list-style-type: none"> - Opinion survey - Youth exchanges <p>Ongoing:</p> <ul style="list-style-type: none"> - SIV Youth Internet Forum - Enviro News newsletter - Solid waste management 	<ul style="list-style-type: none"> - Expand existing beach monitoring programmes to involve communities; improve data storage and management - Expand Sandwatch activities - Expand solid waste

Island	Completed and Ongoing Small Islands Voice Activities	New Areas of Interest to be explored 2005-7
	<p>projects</p> <ul style="list-style-type: none"> - Beach monitoring - Sandwatch - Youth Visioning 	<p>management project</p> <ul style="list-style-type: none"> - Community awareness and preparedness for disasters
Zanzibar	<p>Ongoing:</p> <ul style="list-style-type: none"> - SIV Global forum - Environmental and health awareness with young fishers - Youth Visioning 	<ul style="list-style-type: none"> - Expand environmental and health awareness activities to other communities - Set up free help lines for HIV/AIDS and substance abuse - Create awareness in remote areas using mobile cinema shows - SIV Youth Internet Forum in secondary schools (16-18 years) - Establish micro-enterprises in seaweed farming, specialised tailoring (training in designing/fashion) and marketing of spices and fruits for the local tourist market
PACIFIC		
Cook Islands	<p>Completed:</p> <ul style="list-style-type: none"> - Providing computers and internet connections in schools in outer islands - Public opinion survey - Video training <p>Ongoing:</p> <ul style="list-style-type: none"> - SIV Youth Forum - Documenting island memories (video) - Sandwatch - Youth Visioning - SIV Global Forum 	<ul style="list-style-type: none"> - Inter-regional exchange - Expand Sandwatch and build on existing linkages with colleges in Hawaii - Address substance abuse among youth - Start activities to explore linkages between climate change and beach erosion, start beach monitoring and establish beach change database
Fiji	<p>Completed:</p> <ul style="list-style-type: none"> - Providing internet connections in schools <p>Ongoing:</p> <ul style="list-style-type: none"> - SIV Youth Forum - Community activities – Clean X concept - SIV Global Forum - Youth Visioning 	<ul style="list-style-type: none"> - Start a Sandwatch programme - Implementation of community plans - Expand the COTS school seminars on climate change awareness building (Fiji, Samoa, Tonga, Kiribati, Vanuatu and Solomon Islands) - Expand the Clean X concept to other Pacific islands - Promote the Zero Emission Research Initiative (ZERI) as a waste recycling and income generation activity

Island	Completed and Ongoing Small Islands Voice Activities	New Areas of Interest to be explored 2005-7
		for communities - Promote education for sustainable development through the Regional Centre of Expertise (RCE) concept. (RCE Pacific is based at the University of the South Pacific-Pacific Centre for Environment and Sustainable Development)
Palau	Completed: - Opinion survey Ongoing: - SIV Youth Forum - SIV Global forum - Community visioning - Youth visioning	- Initiate national exchanges before regional exchanges - Encourage youth pen pals using e-mail - Continuation and expansion of community visioning - Community outreach (methods to be determined)

Implementing the Ideas

Dirk Troost in his [presentation](#) on UNESCO's Participation Programme described how this initiative provides assistance to Member States based on their requests for projects within UNESCO's fields of competence. Projects have to be submitted according to a specific format through the country's National Commission for UNESCO. Financial contributions range from US\$26,000 for national projects to US\$ 46,000 for regional projects. Project proposals are due February 2006 for funding in the 2006-2007 biennium.

Meeting participants discussed using the Participation Programme as a way to fund regional/inter-regional exchanges, and it was agreed that representatives from St. Kitts and Nevis, Dominica, St. Vincent and the Grenadines and Cook Islands would take the lead in this process.

The important role played by the UNESCO regional offices in programming, accessing support and linking with other institutions and partners was stressed.

Meeting participants recognised that co-financing was among the most promising approaches to getting the necessary support for implementation. Several countries gave examples, e.g. BP supporting River Care activities in Fiji, Lighthouse Foundation supporting Youth Visioning project implementation, hotels providing competition prizes in Bequia. Partnerships with other organizations are also likely to be productive, e.g. the partnership between UNDP and UNESCO to involve Niue in Small Islands Voice. The key is to be innovative and to recognise that every contribution of support - whether financial or in-kind, large or small - helps in making things happen at the local level.

'What I will take away from this meeting is inspiration and motivation. To meet and hear what others are doing in Small Islands Voice makes you realise that you don't need thousands of Euros or huge resources to do important things'. Fathimath, Ghina, Maldives, Caribbean Compass, August 2005

Annex 1
Participants List
Mauritius Strategy Implementation – Small Islands Voice Planning Meeting
Bequia, St. Vincent and the Grenadines, 11-16th July 2005

BAHAMAS

Ms. Portia Sweeting
Ministry of Education
P.O. Box CR55611, Nassau
BAHAMAS
Tel: +1 242 326 3253, +1 242 502 2703
Fax: +1 242 322 5719
Email: Portiasweeting@yahoo.com

COOK ISLANDS

Ms. Imogen Ingram
Taporoporoanga Ipukarea Society Inc.
P.O. Box 649, Rarotonga
COOK ISLANDS
Tel: +682 21144, +682 22128
Fax: +682 22128
Email: imogen@oyster.net.ck 2tis@oyster.net.ck

CUBA

Ms. Ileana Saborit Izaguirre
Ministry of Science, Technology and Environment (CITMA)
Havana
CUBA
Tel: +537 867 0598
Fax: +537 867 0615
Email: saborit@citma.cu

DOMINICA

Ms. Vernessa Hilton
Ministry of Education
Bioche Village
DOMINICA
Tel: +1 767 446 6810
Email: unique-4ever@hotmail.com

FIJI

Mr. Christian Nielsen
Live and Learn Environmental Education
Private Mail Bag, Suva
FIJI
Tel: + 679 331 5868
Fax: +679 330 5808
Email: livelearn@is.com.fj livelearn@optusnet.com.au
Website: <http://liveandlearn.org.au>

Mr. Joeli Veitayaki
Marine Studies Programme, Laucala Bay Road
Lower Campus, University of the South Pacific, Suva
FIJI
Tel: +679 323 2930
Fax: +679 323 1526

Email: veitayaki_j@usp.ac.fj

FRANCE

Ms. Aline Bory Adams
UNESCO Education for Sustainable Development
Division for the Promotion of Quality Education
7 Place de Fontenoy, 75352 Paris 07 SP
FRANCE
Tel: +331 4568 0868
Fax: +331 4568 5635
Email: a.bory-adams@unesco.org

Ms. Fathimath Ghina
UNESCO Environment and Development in Coastal Regions and Small Islands (CSI)
1 rue Miollis, Paris, Cédex 15, 75015
FRANCE
Tel: +331 4568 4043
Fax: +331 4568 5808
Email: f.ghina@unesco.org
Website: www.unesco.org/csi

Mr. Dirk Troost
UNESCO Environment and Development in Coastal Regions and Small Islands (CSI)
1 rue Miollis, Paris, Cédex 15, 75015
FRANCE
Tel: +331 4568 3971
Fax: +331 4568 5808
Email: d.troost@unesco.org
Website: www.unesco.org/csi

MALDIVES

Mr. Abdulla Shakir Mohamed
Ministry of Fisheries, Agriculture and Marine Resources
Ghaazee Building, Ameer Ahmed Magu, Male
MALDIVES
Tel: +960 332 2625, +960 770 6883
Fax: +960 332 6558
Email: fidex@fishagri.gov.mv abdullashakir@hotmail.com
Website: www.fishagri.gov.mv

MAURITIUS

Mr. Pynee Chellapermal
CEDREFI
P.O. Box 91, Rose Hill
MAURITIUS
Tel: +230 465 5036
Fax: +230 465 1422
Email: pynee@mu.refer.org

PALAU

Ms. Bernie Keldermans
Palau Conservation Society
P.O. Box 1405, Koror, 96940
PALAU
Tel: +680 488 3993 (w), +680 488 4716 (w), +680 488 1797 (h)
Fax: +680 488 3990

Email: pcs@palaunet.com bremkel@palaunet.com

PUERTO RICO

Ms. Gillian Cambers
University of Puerto Rico Sea Grant College Program
P.O. Box 783, Rincón
PUERTO RICO 00677
Tel: +1 787 823 1756, +1 787 832 4040 Ext 5301
Fax: +1 787 823 1774
Email: gilliancambers@aol.com g_cambers@hotmail.com

SAMOA

Mr. Hans Thulstrup
UNESCO Apia
Cluster Office for the Pacific Island States
P.O. Box 615, Apia
SAMOA
Tel: +685 24276
Fax: +685 26593
Email: h.thulstrup@unesco.org
Website: www.unesco.org

SAN ANDRES ARCHIPELAGO (COLOMBIA)

Ms. Elizabeth Taylor
Corporation for the Sustainable Development of San Andres, Old providence and Santa Catalina
(CORALINA)
San Luis Bight,
SAN ANDRES ISLAND, COLOMBIA
Tel: +578 512 0080, +578 512 6853, +578 512 8272, +578 512 0081, +578 512 8272
Fax: +578 512 0081 Ext 108
Email: coralsai@telecom.com.co
Website: www.coralina.gov.co

SEYCHELLES

Mr. Alain De Comarmond
Ministry of Environment and Natural Resources, Principal Secretary's Secretariat, Environmental
Engineering Section
P.O. Box 445, Botanical Gardens, Mont Fleuri
SEYCHELLES
Tel: +248 670 440
Fax: +248 610 647
Email: a.deco@pps.gov.sc
Website: www.env.gov.sc

ST KITTS AND NEVIS

Mr. Antonio Maynard
St. Kitts and Nevis National Commission for UNESCO
Ministry of Education, Church Street, Basseterre
ST. KITTS AND NEVIS
Tel: +1 869 466 8581 (w), +1 869 662 4320
Fax: +1 869 465 9069
Email: unesconatcom@caribsurf.com

ST. VINCENT AND THE GRENADINES

Mr. Herman Belmar
Bequia Community High School

Port Elizabeth P.O., Bequia
ST. VINCENT AND THE GRENADINES
Tel: +1 784 458 3514
Fax: +1 784 458 3514, +1 784 457 3134
Email: humpback_1952@yahoo.com

Ms. Leah Belmar
Caribbean Neighbours
Port Elizabeth P.O., Bequia
ST. VINCENT AND THE GRENADINES
Tel: +1 784 458 3514, +1 784 457 3134
Fax: +1 784 458 3514
Email: carineighbours@yahoo.com belmars@yahoo.com

Ms. Yonnette Belmar
Port Elizabeth P.O., Bequia
ST. VINCENT AND THE GRENADINES
Tel: +1 784 458 3514
Fax: +1 784 458 3514
Email: minty_75@hotmail.com

Mr. Giovanni Bunyan
Bequia Community High School
P.O. Box 85 BQ, Port Elizabeth, Bequia
ST. VINCENT AND THE GRENADINES
Tel: +1 784 458 3416, +1 784 458 3284
Email: Brominc@hotmail.com

Ms. Julita Edwards
North Leeward Tourism Association
Municipal Building, Chateaubelair P.O.
ST. VINCENT AND THE GRENADINES
Tel: +1 784 485 7870, +1 784 485 7401
Fax: +1 784 485 7871
Email: jedwards@vincysurf.com, derrickjill@hotmail.com

Mr. Ekhard Ebert,
Aquarius Video
P.O. Box 143 BQ, Bequia
ST. VINCENT AND THE GRENADINES
Tel: +1 784 458 3508
Email: aquarius@vincysurf.com

Ms. Sally Erdle
Compass Publishing Ltd.
P.O. Box 175 BQ, Bequia
ST. VINCENT AND THE GRENADINES
Tel: +1 784 457 3409 (w), +1 784 458 3682 (h)
Fax: +1 784 457 3410
Email: sally@caribbeancompass.com

Ms. Sheron Garraway
Searchlight Newspaper
Kingstown P.O.
ST. VINCENT AND THE GRENADINES
Tel: +1 784 456 1558

Email: sherongarraway@yahoo.com search@caribsurf.vc
Website: search@caribsurf.com

Ms. Nekishair Gordon
Bequia Community High School
Belmont, Bequia
ST. VINCENT AND THE GRENADINES
Tel: +1 784 458 3503 (h), +1 784 529 9135 (m)
Email: shwab69@hotmail.com

Mr. Garfield Gurley
Bequia Seventh Day Adventist Secondary School,
Port Elizabeth, Bequia
ST. VINCENT AND THE GRENADINES
Tel: +1 784 455 3008
Email: garfscool@hotmail.com

Mr. Absolom Hooper
YOUTH PATH
Petit Bordel Post Office, Petit Bordel
ST. VINCENT AND THE GRENADINES
Tel: +1 784 458 2782, +1 784 455 5977 (m)

Ms. La Fleur John
UNESCO National Commission for St. Vincent and the Grenadines
Ministry of Education, Youth and Sports
Kingstown
ST. VINCENT AND THE GRENADINES
Tel: +1 784 451 2755 (w), +1 784 456 1254 (h)
Fax: +1 784 457 1114
Email: unescosvg@vincysurf.com

Ms. Arla Jolly
Bequia Seventh Day Adventist Secondary School
Port Elizabeth, Bequia,
ST. VINCENT AND THE GRENADINES
Tel: +1 784 495 4373
Email: yexenic24@yahoo.com queyjosh@hotmail.com

Mr. Gaynor Kydd
Paget Farm, Bequia
ST. VINCENT AND THE GRENADINES
Tel: +1 784 458 3468 (h), +1 784 532 7698 (m)
Email: kydd45@hotmail.com

Ms. Joanna Stowe
Bequia Community High School
P.O. Box 47 BQ, Friendship, Bequia
ST. VINCENT AND THE GRENADINES
Tel: +1 784 458 3454 (h), +1 784 526 7378 (m), +1 784 458 3385 (w)
Email: divepros@bequiadiveadventures.com

Mr. Jamain Tannis
Bequia Community High School
Port Elizabeth, Bequia
ST. VINCENT AND THE GRENADINES

Tel: +1 784 458 3540
Email: dupri_21@hotmail.com

Ms. Orinella Telemaque
Hamilton, Bequia
ST. VINCENT AND THE GRENADINES
Tel: +1 784 457 3023, +1 784 532 7680
Email: orinellat@yahoo.com

Ms. Tamara Williams
Bequia Seventh Day Adventist Secondary School
Port Elizabeth P.O., Bequia
ST. VINCENT AND THE GRENADINES
Tel: +1 784 495 7709, +1 784 457 3593
Email: tam-wil2@yahoo.com tam-wil2@hotmail.com

TANZANIA

Mr. Marcel Tchaou
UNESCO Dar-es-Salaam
Cluster Office for Comoros, Madagascar, Mauritius, Seychelles and Tanzania
P.O.Box 31473, Dar-es-Salaam
TANZANIA
Tel: +255 222 666 623 Ext 111, +255 744 780 185
Email: m.tchaou@unesco.org
Website: www.unesco.org

ZANZIBAR (TANZANIA)

Mr. Ahmed Abdulrahman Rashid
UNDP/ZAYEDES
P.O. Box 79
ZANZIBAR, TANZANIA
Tel: +255 747 418 480, +255 242 231 450
Fax: +255 242 231 550
Email: edirashid@yahoo.co.uk zayedesa@zanzinet.com

Persons unable to attend because of Tropical Storm Emily and other reasons

JAMAICA

Ms. Colleen Wint-Smith
Regional Radio Project/Parenting Partners Caribbean
17 St. Lucia Way,
Kingston 5
JAMAICA
Tel: +1 876 968 2375
Tel: +1 246 266 5300 (m)
Email: regionalradioproject@yahoo.com

Representative
UNESCO Office for the Caribbean
The Towers
26 Dominica Drive
Kingston 5
JAMAICA
Tel: 1 876 929 7087
Fax: 1 876 929 9468
Email: Kingston@unesco.org

**Annex 2
Meeting Programme**

Mauritius Strategy Implementation



**Small Islands Voice Planning Meeting
Bequia, St. Vincent and the Grenadines
11-16th July 2005**

PROGRAMME

Meeting Objectives

1. Small Islands Voice work planning 2005 -7 within the framework of Mauritius Strategy implementation
2. Exchange of information about ongoing Small Islands Voice activities
3. Exchanges with related UNESCO programmes and projects and those of other organizations
4. Interaction between Small Islands Voice partners and UNESCO staff from field offices and headquarters
5. Exchange and interaction with communities concerning sustainable development issues in St. Vincent and the Grenadines

Sunday 10th July 2005

Arrivals

2000 Informal get-together, Rotary Centre

Monday 11th July 2005: Opening Ceremony, Mauritius Outcome, Small Islands Voice Activities

- 0900-1000 *Opening Ceremony*
National Anthem played by Pannist
Invocation
Welcome remarks by Co-chairpersons: Ms. La Fleur John, Secretary General, St. Vincent and the Grenadines National Commission for UNESCO, and Mr. Herman Belmar, Small Islands Voice National Coordinator
Remarks by Hon. Clayton Burgin, Minister of Education Youth and Sports and Chairman UNESCO National Commission
Sustainable small island living – from local to global by Dr. Dirk Troost, Chief, Coasts and Small Islands Platform, UNESCO, Paris, and Dr. Gillian Cambers, Small Islands Voice Global Coordinator
Cultural Items
Remarks by Hon. Dr. Douglas Slater Minister of Health and the Environment
Vote of thanks by Ms. Nekishair Gordon
- 1000-1030 Break

Chairperson: Mr. Hans Thulstrup
- 1030-1200 *Mauritius Outcome*
1030-1045 Mauritius Declaration and Strategy by Dr. D. Slater, Minister of Health and Environment, St. Vincent and the Grenadines
1045-1100 Civil Society Declaration by Mr. Pynee Chellapermal
1100-1115 Youth Declaration and 'Youth Visioning for Island Living' by Ms. Nekishair Gordon
1115-1130 UN/UNESCO Mauritius follow-up by Mr. Dirk Troost
1130-1200 Discussion
- 1200-1300 Lunch
- 1300-1330 *General discussion – organisational/housekeeping matters*
- 1330-1430 *Small Islands Voice: Focusing on Community Issues*
Presentations and discussions:
1330-1400 SIV activities in Palau by Ms. Bernie Keldermens
1400-1430 SIV activities in Mauritius by Mr. Pynee Chellapermal
- 1430-1445 Break
- 1445-1615 *Small Islands Voice: Outer Islands need Special Attention*
Presentations and discussions:
1445-1515 SIV activities in Cook Islands by Ms. Imogen Ingram
1515-1545 SIV activities in Maldives by Mr. Abdullah Shakir
1545-1615 SIV activities in The Bahamas by Ms. Portia Sweeting
- 1615-1630 *Wrap-up of day's session*

Visit to Oldhegg Turtle Sanctuary, Park Bay, and adjacent conservation area (optional)

Tuesday July 12th 2005: Education for Sustainable Development, Small Island Voice Activities

Chairperson: Mr. Dirk Troost

0900-1000 *Education for Sustainable Development:*
Presentations and discussions:
0900-0930 The Decade of Education for Sustainable Development in the small island context by Ms Aline Bory-Adams
0930-1000 The SIDS Universities Consortium by Mr. Joeli Veitayaki

Break

1030-1200 *Small Islands Voice: Community Outreach*
Presentations and discussions:
1030-1100 SIV activities in Fiji by Mr. Joeli Veitayaki
1100-1130 SIV activities in the San Andres Archipelago by Ms. Elizabeth Taylor
1130-1200 SIV activities in St. Vincent and the Grenadines by Mr. Herman Belmar and Ms. Joanna Stowe

1200-1300 Lunch

1300-1500 *Small Islands Voice: Youth and Communities*
Presentations and discussions:
1300-1330 SIV activities in Dominica by Ms Vernessa Hilton
1330-1400 SIV activities in St. Kitts and Nevis by Mr. Antonio Maynard
1400-1430 SIV activities in Cuba by Ms. Ileana Saborit Izaguirre
1430-1500 Youth Path in St. Vincent and the Grenadines by Mr. Absolom

Hooper

1500-1515 Break

1515-1615 *Small Islands Voice: Promoting Eco-friendly Practices*
Presentations and discussions:
1515-1545 SIV activities in Seychelles by Mr. Alain De Comarmond
1545-1615 SIV activities in Zanzibar by Mr. Ahmed Rashid

1615-1630 *Wrap-up of day's session*
Outline of next day's field trip by Mr. Herman Belmar

Informal Sharing Session: presentations, viewing of videos, video clips, as wanted by meeting participants (optional)

Wednesday 13th July 2005: Field Trip focusing on Marine Park Management in the Grenadines

0900-1800 *Sustainable Development Issues in St. Vincent and the Grenadines*
1. Marine Park Management in the Grenadines
The Tobago Cays are the site of St. Vincent and the Grenadines' first Marine Park. The trip to the Tobago Cays will be on board the M.V. Friendship Rose, a large sailing schooner. There will be an opportunity to see the park and discuss with various stakeholders the various forms of management proposed for the park

Thursday 14th July 2005: SIV Internet Forums, Mobilising Communities, Community Radio

Planning Sessions

- 0900-0930 *Small Islands Voice work planning*
Review of objectives by Ms. Gillian Cambers
Discussion
- 0930-1030 *Small Islands Voice Global Internet Forum*
0930-0945 Logistics and Potential of SIV Global by Ms. Fathimath Ghina
0945-1000 Impact of SIV Global in the Pacific, by Mr. Hans Thulstrup
1000-1030 Discussion on future strategy
- 1030-1045 Break
- 1045-1200 *Small Islands Voice Youth Internet Forum*
1045-1100 Overview and Results of 2005 Assessment of SIV Youth Forum by Ms. Gillian Cambers
1100-1115 Expansion of Small Islands Voice Youth Internet Forum in the Pacific by Mr. Hans Thulstrup
1115-1200 Discussion on future strategy
- Lunch
- 1300-1500 *Mobilising Communities*
Presentations and discussions
1300-1330 Education through participation by Mr. Christian Nielsen
1330-1400 Community Sandwatch: from science to community action by Ms. Gillian Cambers
1400-1430 Communities and climate change by Mr. Pynee Chellapermal
1430-1500 Youth visioning: from talk to action by Ms Fathimath Ghina and Ms Nekishair Gordon
- 1500-1515 Break
- 1515-1615 *Utilising the Power of Radio*
1515-1530 Caribbean Regional Radio Project by Ms. Colleen Wint Smith
1530-1545 SIV and radio – short contributions from Mr. Abdullah Shakir, Ms. Elizabeth Taylor and Mr. Leomore McDonald
1545-1615 Discussion
- 1615-1630 Wrap-up of day's sessions
- Visit to Moon Hole, an architectural experience (optional)
- Informal Sharing Session:* presentations, viewing of videos, video clips, as wanted by meeting participants (optional), followed by:
Regional consultations

Friday 15th July 2005: Sharing Experiences between Islands, Planning Small Islands Voice Activities

Chairperson: Ms. Gillian Cambers

- 0900-1030 *Panel Discussion on Sharing Activities and Wise Practices between Islands*
0900-0945 Panel contributions from:
Mr. Abdulla Shakir and Mr. Alain De Comarmond - 2004-5 Seychelles/Maldives exchange activities
Ms. Elizabeth Taylor - Exchanging beach management practices San Andres/Cuba 2005
Mr Joeli Veitayaki - Expanding community outreach activities from Fiji to Samoa 2004-5
0945-1030 Discussion on future strategies for sharing activities and wise practices
- 1030-1045 Break
- 1045-1115 *UNESCO's Participation Programme*
1045-1100 Description of the Participation Programme by Mr. Dirk Troost
1100-1115 Discussion
- 1115-1200 *Future Planning for Small Islands Voice within the context of the Mauritius Strategy – immediate steps and medium term (2006-2007) activities*
- 1200-1300 Lunch
- 1300-1600 *Future Planning for Small Islands Voice within the context of the Mauritius Strategy – immediate steps and medium term (2006-2007) activities*
- 1600 *Closure of Meeting*

Saturday 16th July 2005: Field Trip focusing on Sources of Construction Material and Disaster Mitigation in St. Vincent

- Sustainable Development Issues in St. Vincent and the Grenadines*
2. Sources of Construction Material and Disaster Mitigation in St. Vincent
- 0630 Depart Bequia by ferry
- 0730 Transfer to Cobblestone Hotel in Kingstown, St. Vincent
- 0800-1030 Free time
- 1030-1630 Visit to Brighton/Diamond and Rabacca Dry River for discussion about sustainable mining activities from dunes and rivers; to Colonarie to see firsthand post-Hurricane Ivan relocation issues; and to the Black Point Tunnel, a historical access route for sugar export constructed with the help of slave labour (Lunch at Georgetown)
- 1900 Reception at the Cruise Ship berth

Sunday 17th July 2005

Departures