



United Nations  
Educational, Scientific and  
Cultural Organization

# **UNESCO IN THE PACIFIC**

**A STRATEGIC PLAN FOR UNESCO IN THE  
PACIFIC STATES**

**2008 – 2013**

**Australia, Cook Islands, Federated States of Micronesia, Fiji Islands,  
Kiribati, Nauru, Niue, New Zealand, Palau, Papua New Guinea,  
Republic of Marshall Islands, Samoa, Solomon Islands, Tokelau,  
Tonga, Tuvalu, Vanuatu**

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## Director's Foreword



With its broad and diverse global mandate, one of the biggest challenges the UNESCO Apia Office faces is trying to be faithful to its mandate, yet remain relevant to the needs and aspirations of its Member States.

The call for greater harmonization among development agencies and greater ownership by countries of the development process has highlighted the need for the Apia Office to look at more innovative ways of providing support to Member States.

The UNESCO Apia Office 2008-2013 Strategic Plan, the first such plan for the office, is an attempt to move the office and the delivery of its programmes in a direction that is in line with the strategic focus currently being developed for the region such as the Pacific Plan, the UN delivering as one, the Paris Declaration, and the Pacific Aid Effectiveness Strategy.

While this Strategic Plan will guide the Apia Office in the delivery of its programmes throughout the 2008-2013 mid-term period, it is expected to be a rolling document so as to accommodate changes in the foreseeable future.

As Director of UNESCO Apia Office and Representative of UNESCO in the Pacific, I am happy to present this plan to you all.

A handwritten signature in black ink, appearing to be 'V. Pongi', written on a white background.

Visessio Pongi  
Director



# Introduction to UNESCO in the Pacific

## What is UNESCO and where does the Office for the Pacific States operate?

The United Nations Educational, Scientific and Cultural Organization was founded in 1946 in the aftermath of World War II as a global institution to build peace through promoting education, the sciences and culture. UNESCO is working to create the conditions for genuine dialogue based upon respect for shared values and the dignity of each civilization and culture.

As a specialized agency of the United Nations, UNESCO is governed by its own General Conference of delegates from each of its 193\* member states. The General Conference meets every second year at the UNESCO headquarters in Paris and sets the strategic agenda for all UNESCO activities.

The UNESCO Office for the Pacific States based in Apia, Samoa covers 16 independent countries and one territory in the Pacific: Australia, Cook Islands, Federated States of Micronesia, Fiji, Kiribati, Nauru, New Zealand, Niue, Palau, Papua New Guinea, Republic of the Marshall Islands, Samoa, Tokelau, Tonga, Tuvalu, Solomon Islands and Vanuatu. In line with UNESCO's global priorities, the UNESCO Office for the Pacific States sets a local programme of action in consultation with the 17 member states and territories.

\*As of October 2007

## UNESCO's Mission

As a specialized agency of the UN, UNESCO contributes to the building of peace, the eradication of poverty, sustainable development and intercultural dialogue through education, the sciences, culture, communication and information.

## UNESCO Pacific Goal

UNESCO will contribute to the construction of peace, human development and intercultural dialogue for a sustainable Pacific through education, the sciences, culture, communication and information.



Figure 1: Map of the main island countries and territories in the Pacific Ocean

## Achieving UNESCO's Global Priorities

### Gender Equality

In the 34/C4 UNESCO has identified two priority areas. Of the two priority areas, UNESCO in the Pacific will focus on gender equality<sup>1</sup>. The Pacific countries have the lowest rate of women parliamentarians in the world, are experiencing a decline in boys' achievement in schools, suffer from a high incidence of violence against women, and represent a high proportion of the region's poor, especially single mothers, the disabled and widows.

Most Pacific countries have ratified the Convention for the Elimination of Discrimination Against Women and have established government ministries to respond to women's needs. However there has to date been limited reporting on progress in implementing the Convention and the progress reports on Pacific achievement of the Millennium Development Goals indicate that gender equality is one area where a number of Pacific countries will not meet the targets set out for 2015.

UNESCO is committed to a series of actions supportive of women's empowerment, women's rights and gender equality. Key activities for gender mainstreaming will be delivered through all 12 Pacific Programmes. An appendix has been developed outlining gender mainstreaming and gender equality activities in each Biennial Work Plan, as well as setting specific targets.

Examples of activities to be undertaken include:

- ◆ Working towards equal access and supporting learning achievement for boys and girls in schooling at all levels
- ◆ Providing gender training and developing gender mainstreaming plans for Pacific media institutions
- ◆ Working with Pacific Governments to improve community participation in policy development, particularly for women and marginalised groups
- ◆ Working with youth organisations and Pacific Governments to ensure that youth policies provide for the needs and aspirations of young men and young women
- ◆ Developing partnerships with national women's group to strengthen their management and ability to represent women's needs, particularly in the areas of education, the sciences and culture

#### Key results:

- ◆ All UNESCO Pacific Programs include at least one gender dimension
- ◆ Opportunities for women's participation in UNESCO activities are expanded



Three targeted interventions are also high priorities for UNESCO in the Pacific. These are: youth, least developed countries and small island developing states.

<sup>1</sup> The second priority area is Africa.



## Youth

UNESCO in the Pacific is working as part of a regional partnership to provide support to Pacific young people and improve social, environmental and economic development involving and for the benefit of youth. The Social and Human Sciences programme is taking the lead role in this through the establishment of a Youth Officer (sponsored by Australian Youth Ambassadors for Development) to coordinate UNESCO youth activities across all sectors. Priorities for UNESCO are increasing empowerment and participation of young people, especially through strengthening national and regional youth organisations and networks.

### Key results:

- ◆ Activities targeting youth empowerment incorporated within all Pacific Programs
- ◆ Active participation of Pacific youth in regional and global youth activities including the biannual UNESCO Global Youth Forum supported

## Least Developed Countries

Of the 17 member states and territories in the Pacific, five were identified as least developed countries (LDCs) in 2007: Kiribati, Samoa, Solomon Islands, Tuvalu and Vanuatu. In addition PNG and Nauru have been given special status as “vulnerable countries”. Other countries are also struggling to meet key development targets such as the Millennium Development Goals. The UNESCO Office for the Pacific States will make a priority for working with the five LDCs and any other countries with significant development needs.

### Key results:

- ◆ UCPDs completed for all LDCs and vulnerable countries
- ◆ More than 50% of UNESCO's activities targeted at LDCs and vulnerable countries

## Small Island Developing States

The Pacific is one of the three main small island developing states (SIDS) regions and all countries other than Australia and New Zealand fall within the Pacific SIDS group. Hence UNESCO's work in the Pacific is uniquely focused on the needs of SIDS. UNESCO will work with the SIDS members to expand both intra-regional and inter-regional SIDS dialogue on key issues of sustainable development and implementation of the Mauritius Programme of Action (BPOA+10).

### Key results:

- ◆ Support provided for all SIDS to implement the Mauritius Programme of Action in areas within UNESCO's mandate
- ◆ Mid-term progress report on implementation of the Mauritius Programme of Action completed
- ◆ Support provided to Pacific countries in their preparations for BPOA+20 (2014)



## Pacific Priorities

At the 11th Consultation of Pacific National Commissions held in Apia in June 2007, the Pacific member states identified the following as high priorities for UNESCO's work in the Pacific:

1. Linking local and indigenous knowledge of the environment with western science, reinvigorating the transmission of local and indigenous knowledge, and incorporating local and indigenous knowledge of the environment to national school curricula
2. Strengthening science education, science communication and science and technology planning and development
3. Research the impact of climate change, climate variability and sea level rise on freshwater resources of Pacific island atoll and small island environments; and in the management of coastal areas and island biodiversity
4. Youth, including opportunities for youth dialogue on HIV/AIDS and drug abuse; youth's role in conflict resolution, and promoting healthier living
5. Achieving Gender Equality through mainstreaming gender equality in all aspects of UNESCO's work, but also in specific programs aimed at increasing women's participation in development as equal partners with men
6. Identifying and responding to emerging ethical issues in a Pacific context, particularly through dialogue exploring the application of bioethical concepts in the Pacific
7. Promoting the Convention Against Doping in Sports and assisting the signatory countries to implement programs to meet their obligations under the Convention
8. Strengthening the capacities of teachers, head teachers and principles in delivery of quality educational services in primary and secondary schools
9. Promoting evidence based policy and planning and monitoring and evaluation
10. enhancing the quality of teaching and learning content through relevant curriculum and innovative practices materials
11. Accelerating PNG's national effort in achieving quality education for all through the Literacy Initiative for Empowerment (LIFE)
12. Developing ICTs in education
13. Promoting the Conventions on World Heritage and Intangible Cultural Heritage
14. Interfaith and inter-cultural dialogue

## Working with Pacific Government and Communities

Developing strong partnerships with Pacific Governments, community organisations and regional organisations is essential to building technical and managerial capacity in the region and ensuring a firm sense of local direction and ownership in UNESCO's Pacific programs. Key partners in this are the UNESCO National Commissions in each of the 16 Pacific countries.

This will be achieved through involving National Commissions in UNESCO's program development and delivery, providing more opportunities for consultation with Governments and community groups and undertaking targeted capacity building to strengthening the National Commissions to participate more actively.

As National Commissions, Pacific Governments and civil society groups become more informed and involved in programs, their ability to advocate and replicate UNESCO's programs at the national level will also increase.

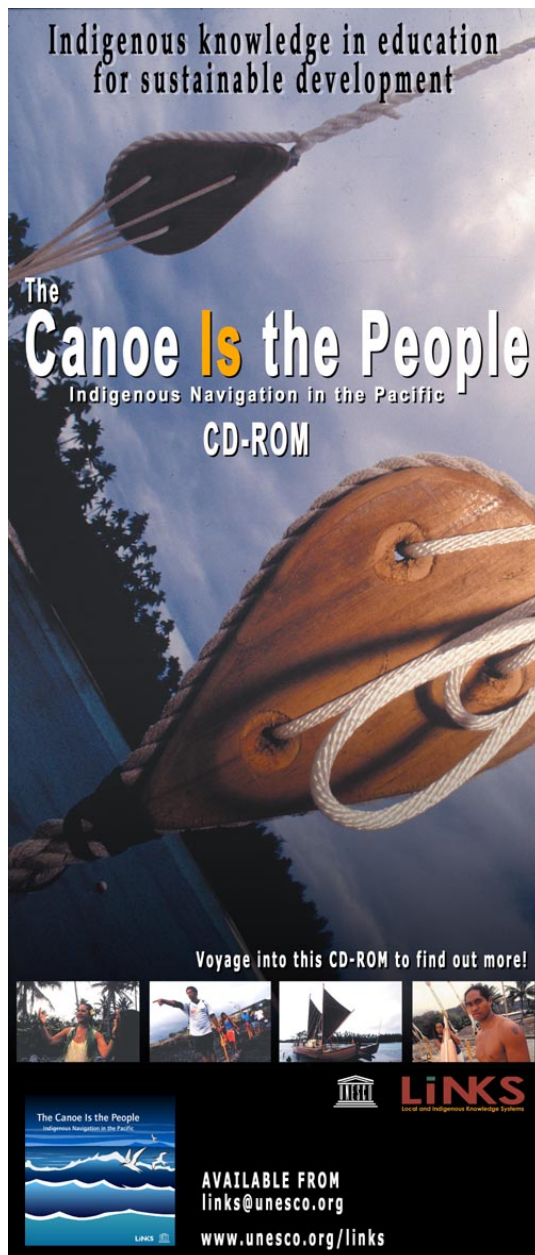
### Key results:

- ◆ Capacity developed in Pacific UNESCO National Commissions
- ◆ Pacific UNESCO National Commissions involved in UNESCO's strategic planning activities, including UNESS and UCPD
- ◆ UNESCO's profile raised at the country level

## UNESCO Programme 2008 – 2013

Whilst UNESCO in the Pacific will be responsible for implementing elements of all UNESCO's programmes in the Pacific, for the period 2008 – 2013 UNESCO's key programs objectives in the Pacific will have an overarching focus on:

- Intersectoral programme delivery, especially for Education for Sustainable Development, Adapting to Climate Change and Sharing Pacific Knowledge and Values
- Quality Education for All
- Sustainable Management of Natural Resources in SIDS
- Science Communication
- Disaster Management Preparedness
- Social Change Management incorporating Pacific Values
- Promotion and Preservation of Cultural Diversity
- Quality Information and Infostructures



The UNESCO Apia programme is shown in the context of the 34/C4 in Figure 2.

UNESCO's activities will focus on working with governments to improve policy and management; working with civil society including the private sector to strengthen their role in policy development and programme delivery; and developing partnerships with other UN agencies, Council of Regional Organizations of the Pacific agencies and others working to promote sustainable development and achieve the Millennium Development Goals. In line with the more flexible approach to the 34/C4 at the global level, UNESCO Apia's Strategy will also be considered a rolling plan. The UNESCO Office for the Pacific States has also developed stronger intersectoral approaches through its own programmatic approach. This approach will be spear-headed by the Our Pacific Heritage flagship for UNESCO, which encapsulates three key foci for intersectoral activities. The Education for Sustainable Development flagship activities, initially established in 2007 but running through 2008 and onwards, is the first of these to commence. A number of additional UNESCO programmes will increasingly have a stronger focus on intersectorality under UNESCO's Mid-term Strategy for 2008-2013.

In addition a number of global intersectoral platforms have been developed in the context of the 34/C5. Though centrally coordinated from UNESCO Headquarters, UNESCO Apia will work to include a range of Pacific activities within the platforms, especially Education for Sustainable Development; implementation of the Mauritius Programme of Action for the Development of SIDS; science education; HIV/AIDS; fostering ICT-enhanced learning; and dialogue among cultures and a culture of peace.



Working with the other UN agencies based in the Pacific, regional agencies, member country governments and civil society, UNESCO is reorienting its programmes to complement and coordinate with the priorities of Pacific Governments. Development of UNESCO National Education Support Strategies (UNESS) is a first step in identifying national priorities to guide education programs over the coming six years. UNESCO will continue to work with the national governments of the Pacific Member States to identify priorities relevant to the sciences, culture and communication and information, particularly through the development of UNESCO Country Programme Documents (UCPD) in 2008 and 2009.

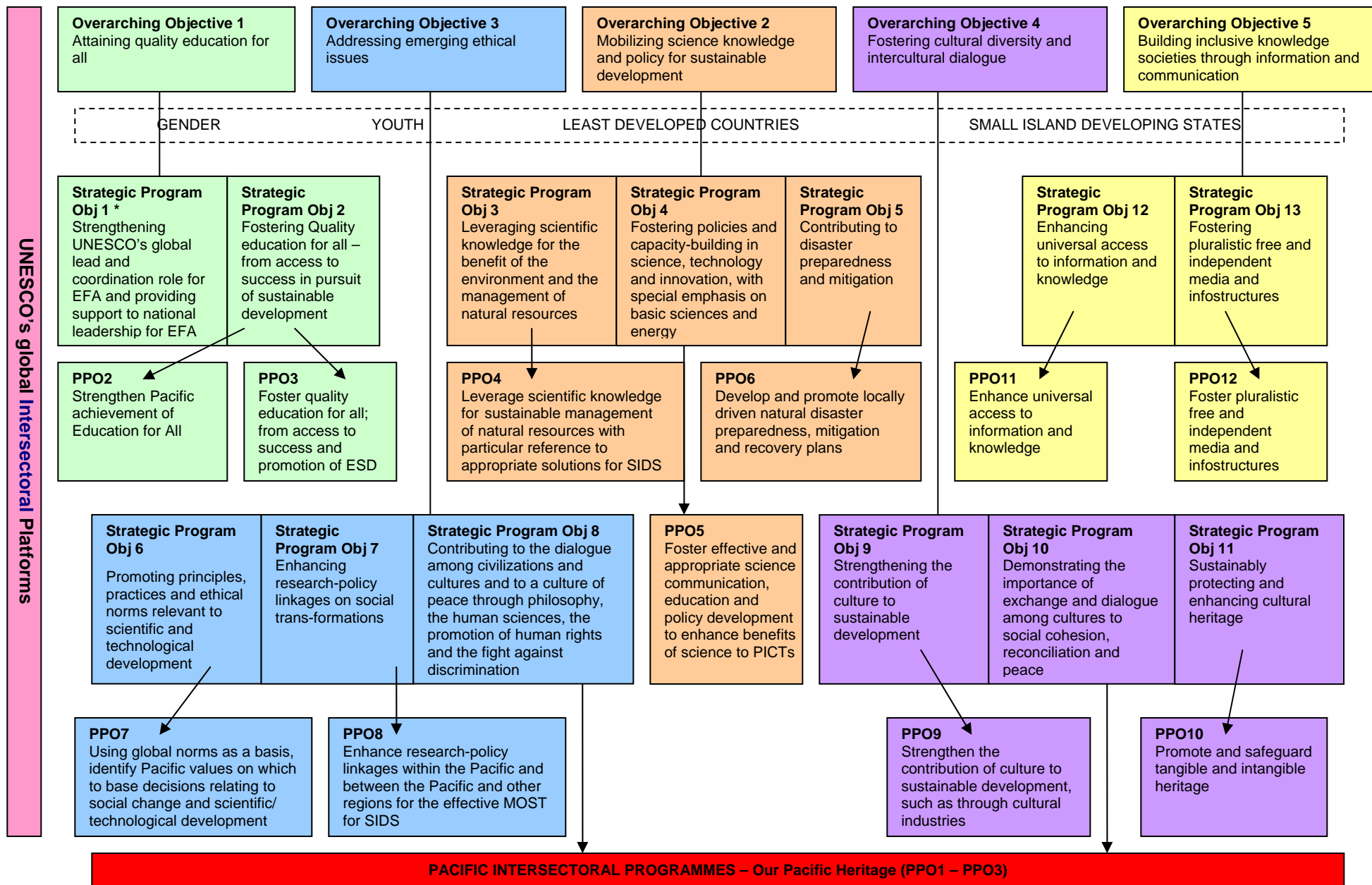
UNESCO will also work with the other UN agencies to deliver a coordinated package of activities across the Pacific sub-region. Under the Pacific Development Assistance Framework 2008-2012 covering 14 of the Pacific countries and territories, joint delivery of programmes and cooperative approaches with other UN agencies as well as regional organisations and civil society and the private sector are being developed. Joint programming is being developed in a number of thematic areas including achieving the Millennium development Goals, addressing HIV/AIDS and youth development.

In Papua New Guinea, the UN agencies have developed a country-based program. Whilst a wide range of education activities have been incorporated in this plan, other activities are being linked to the coordinated approach through key priority programs on human rights, gender, HIV/AIDS and good governance. UNESCO's activities will be integrated within these programs through the steering committees responsible for each of the programs. A UCPD has been prepared to provide detail of all UNESCO's planned activities in Papua New Guinea for 2008-2012, and once endorsed will be appended to the UN Papua New Guinea Country Programming Document.

In addition to the UCPDs, biennial work plans will be prepared each two years linking the global results and long term outcomes for the Pacific to activities to be completed in each two year period. These work plans will identify target countries where activities are to be conducted, partnerships being developed and resource mobilisation targets, in addition to specific performance indicators.

Post conflict and disaster situations are coordinated by UNESCO at the global level and decentralised to field offices as required.





**Figure 2: Mapping of Global UNESCO priorities to UNESCO Pacific Programme Objectives**

\* SPO 1 will be the responsibility of Headquarters and the Asia and Pacific Regional Bureau for Education

## OUR PACIFIC HERITAGE INTERSECTORAL PROGRAMS

In line with UNESCO's global intersectoral platforms, intersectoral and interdisciplinary engagement is an integral part of UNESCO's programming approach under the 34/C4. All sectors in the UNESCO Pacific office have targeted intersectoral (or multi-sectoral) activities with each other sector.

The focus of the intersectoral activities is building peace through approaches embodied in sustainable development and intercultural dialogue. UNESCO's role in promoting global peace targets activities that build national capacity and skills, and sharing knowledge and information.

Three key focal intersectoral programs have been identified as the main avenues for intersectoral cooperation under the current planning cycle: Education for Sustainable Development, Adapting to Climate Change and Sharing Pacific Knowledge and Values. Activities from all five sectors will contribute to the achievement of the goals set within these programs.



### Education for Sustainable Development

*Pacific Programme Objective I – Empower Pacific peoples through all forms of locally relevant and culturally appropriate education and learning to make decisions and take actions to meet current and future social, cultural, environmental and economic needs and aspirations (Pacific ESD Framework)*

As the lead UN agency for the Decade for Education for Sustainable Development (ESD), UNESCO has worked with Pacific Governments, regional agencies, and non-government organisations to develop a Pacific ESD Framework. This Framework was endorsed by Pacific Forum Education Ministers in September 2006 and sets out a path for developing strategic partnership approaches to ESD addressing three priority areas: formal education and training; community-based education, and policy and innovation.

UNESCO's focus in ESD will be on building national level responses to ESD and providing assistance for Pacific countries to integrate ESD within formal and non-formal education programs.

Key results:

- ◆ Pacific countries supported to adopt ESD within their educational and sustainable development strategies

### Adapting to Climate Change in Small Islands

*Pacific Programme Objective II – Contribute to small island responses to coping with climate change through the application of scientific and local knowledge in policy, education and awareness raising*

Climate change is a significant issue for all Pacific countries due to their specific vulnerabilities to sea level rise and environmental changes impacting freshwater, tropical storms and coastal erosion. In the small, low-lying atoll countries development of strategies to respond to these changes are particularly important as climate change has potential to affect all aspects of life from health, to food production to housing and infrastructure.

In the Pacific, UNESCO will focus on working with vulnerable countries and communities to raise awareness of climate change and develop adaptation strategies that consider local and traditional knowledge on coping with environmental change as well as education and community awareness.

Key results:

- ◆ Climate change policy and accompanying education and awareness raising activities implemented



## Sharing Pacific Knowledge and Values

*Pacific Programme Objective III – Pacific Islanders empowered to create, access, use, preserve and share knowledge*

Knowledge, both traditional and modern, is a fundamental resource for Pacific countries to guide their future directions and strive towards their development goals. Access to knowledge, the ability to apply knowledge and the availability of appropriate knowledge needed for solutions that work in the Pacific can however be problematic.

UNESCO programs are exploring the role and usage of knowledge in research and policy development, promoting dialogue on Pacific values and how these underpin the production and use of knowledge and providing support for Pacific countries to access and utilise new technologies for preserving, using and sharing information, particularly through the use on information and communication technologies.

The link between knowledge and learning is also important. Providing educational materials that incorporate Pacific knowledge and values for use in primary and second schools and community-based learning centres, and providing teachers with the skills to utilise these is a focus of this program, linked strongly with Education for Sustainable Development.

Key results:

- ◆ Increased use of traditional knowledge included in Pacific educational programs
- ◆ Significant historical and traditional information preserved and available for sharing in all Pacific countries



## PACIFIC ASPECTS OF UNESCO'S MAJOR PROGRAMS

### Quality Education for All

Under the global 34/C4 Strategy two Strategic Programme Objectives (SPOs) focus on education activities. The first SPO on strengthening UNESCO's global lead and coordination role for EFA will be the responsibility of Headquarters and the Asia and Pacific Regional Bureau for Education. Enhanced political and financial commitment and delivery through which to promote Pacific and national level policy dialogue and advocacy will increase Pacific and national EFA capacities.

While UNESCO will fulfil its overall education mandates as one Organization through delivery of technical services based on identified comparative advantage, UNESCO in the Pacific will focus on the second global Strategic Programme Objective on fostering quality education at the national level.

UNESCO's activities in the Pacific will be guided by UNESCO National Education Support Strategies, critical planning documents for more focused, strategic, intersectoral/interdisciplinary, results.



### *Pacific Programme Objective IV - Strengthen Pacific achievement of Education for All*

UNESCO supports improved Pacific coordination to achieve quality education for all in national educational development through increased harmonization and alignment of the EFA activities around country priorities identified through UNESCO National Education Support Strategy (UNESS). Capacity development, monitoring and evaluation, and national planning are the three major areas in which UNESCO provides national leadership. Educational reform and innovation at country level will be supported and major trends, challenges and progress in achieving the EFA goals will be analysed, documented and disseminated through Pacific reports using countries' data and the EFA Global Monitoring Report.

As the lead agency for United Nations Literacy Decade (2003-2012), United Nations Decade of Education for Sustainable Development (2005-2014) and EDUCAIDS (the UNESCO-led UNAIDS Global Initiative on Education and HIV & AIDS), UNESCO will engage governments and other stakeholders in fully integrating these critical issues in national policies, plans and actions conceived to achieve goals and targets set in national educational development. All of these efforts will be complemented by UNESCO's global leadership to progressively advocate for greater political and financial commitment in support of quality education for all at the national level.

#### Key results:

- ◆ Pacific Education Ministers engaged in policy dialogue on critical and emerging issues related to achievement of quality education for all, through annual participation in Forum Education Ministers' Meetings with support from UNESCO
- ◆ National capacities in policy planning, and educational data collection, analysis and interpretation in all Pacific Island member states strengthened for evidence-based policy and planning and annual EFA monitoring put in place by 2009 for Pacific EFA and annual EFA Global Monitoring Report
- ◆ By 2009, at least three countries incorporated literacy, ESD and HIV/AIDS prevention education into their national policies, plans and actions
- ◆ Papua New Guinea's literacy policy revised and necessary structures in place by 2009 for entry into the third phase of Literacy Initiative for Empowerment from 2010

### *Pacific Programme Objective V - Foster quality education for all; from access to success and promotion of Education for Sustainable Development*

Support will be provided to ensure that all learners are enabled to access quality education at all levels of the education system, through formal and non-formal approaches and drawing on innovative ICT-based approaches. UNESCO will also support Pacific Member States to improve educational quality through teacher education, school management and leadership, relevance of curriculum, and learning assessments. Monitoring the quality of education will be conducted using Pacific benchmarks on literacy, numeracy and lifeskills as endorsed by Pacific Education Ministers, and intervention strategies will be devised. Technical Vocational Education and Training in both formal and non-formal settings will be promoted to prepare students for the world of work.



UNESCO will exploit its multisectoral expertise to support Pacific Member States in developing credible policies in education for sustainable development and in strengthening the capacity and knowledge base of policy makers, curriculum planners, teacher trainers and teachers to improve the quality and relevance of education. Working with other UNESCO sectors, this will include improving the relevance of science education, increasing inclusion of all learners through the use of ICTs, promoting constructive intercultural dialogue and building competencies for global citizenship into all levels of formal and non-formal systems.

#### Key results:

- ◆ Pacific benchmarks on literacy, numeracy and lifeskills used to monitor the improvement of quality of education at the national level by 2008, and in at least 3 countries identified intervention strategies and reflected in policies by 2009
- ◆ Two handbooks on improvement of teacher effectiveness and school management and leadership developed and widely disseminated by 2009 and capacity building training workshops for curriculum senior education ministry staff at curriculum development, assessment, teacher training institutions and selected school principals conducted in at least five countries by 2008
- ◆ By 2009, ICT in Education policy developed in at least 3 countries to support innovative use of ICT tools for quality education
- ◆ Working in partnership with regional organizations, national governments and civil society, Pacific ESD Action Plan endorsed by 2009

## Sustainable Management of Natural Resources in SIDS

*Pacific Programme Objective VI - Leverage scientific knowledge for sustainable management of natural resources with particular reference to appropriate solutions for small island countries and communities*

An improved understanding of changes in Earth systems and their societal and environmental impacts is essential to improve the sustainable use of natural resources. UNESCO promotes the creation, dissemination and use of scientific data concerning global Earth systems and natural resources through knowledge in formats accessible to Pacific island decision makers.

Special emphasis is placed on freshwater, with major areas of focus on understanding water interdependencies in physical, biological and social environments; integrating interdependencies of water science and policy-making through research and education, underpinned by culture and communication; and promoting participatory decision-making in water-related security, health, food and energy systems in a changing world.

Under programmes such as Man and the Biosphere, challenges confronting exploitation of natural resources essential for economic growth and human well-being in the Pacific will be addressed. Strategic interventions will be made to build and support ecological and earth sciences networks for enabling policy, strengthening research and promoting learning for sustainable development.

#### Key results:

- ◆ UNESCO participating as a key partner agency for water science in all relevant freshwater-related projects and programmes in the region
- ◆ Four new Biosphere Reserves established in the Pacific island countries
- ◆ The impact and benefits of Pacific island Biosphere Reserves, HELP Basins and other pilot sites for sustainable local development clearly demonstrated, documented and widely disseminated

## Science Policy and Communication for Sustainable Development

*Pacific Programme Objective VII - Foster effective and appropriate science communication, education and policy development to enhance the benefits of science to the Pacific island countries*

Scientific knowledge is an essential driver for social and economic development in the Pacific. Research and development, innovation, capacity-building, education and training as well as continuous professional development in science and its applications are central components of knowledge societies and economies. They are vital in addressing basic human needs and the MDGs, especially poverty eradication and sustainable development. At the same time, Pacific peoples have developed unique and highly advanced indigenous knowledge systems and understandings of nature which are essential for the sustainable future of the region.

UNESCO will promote policies and human and institutional capacity-building in science, technology and innovation in the Pacific, acting as an initiator of new thinking on policy development, reforms and innovations and a promoter of international co-operation. Particular emphasis will be given to activities in support of the Pacific's rich heritage of local and indigenous knowledge systems, and the

articulation of these with the natural sciences.

Finally, UNESCO will support continue its support for inter-regional SIDS dialogues on science, environment and development in small islands.

**Key results:**

- ◆ Guidelines for the preparation of science policies for sustainable development in the Pacific published and endorsed and utilized by governments in the region
- ◆ Three new projects in support of local and indigenous knowledge of nature completed in the region.
- ◆ On-line forum for science communication in the Pacific Islands established and utilized by 50% of all Pacific island scientists

## Natural disaster preparedness, mitigation and recovery

*Pacific Programme Objective VIII - Develop and promote locally driven natural disaster preparedness, mitigation and recovery plans*



The Pacific faces frequent natural disasters resulting from earthquakes, floods, tsunamis, landslides, cyclones/typhoons, volcanic eruptions and drought. UNESCO will seek to harness knowledge and technology, including local and indigenous knowledge, for building effective capacities in disaster prevention and preparedness. At the global level UNESCO provides intergovernmental coordination and policy support on the establishment and operation of monitoring networks and early warning and risk mitigation systems for natural hazards, and promotes joint multi-stakeholder strategies for enhancing disaster education and awareness, especially in Pacific communities at risk.

**Key results:**

- ◆ Documented active use of UNESCO-supported local natural disaster preparedness model in at least three countries in the region
- ◆ Publication and global dissemination of guidelines for the development of Pacific natural disaster preparedness models in the Pacific island context

## Social Change Management incorporating Pacific Values

*Pacific Programme Objective IX - Using global norms as a basis, identify Pacific values on which to base decisions relating to social change and scientific/technological development*

UNESCO member countries have endorsed the Universal Declaration on Bioethics and Human Rights as a platform for setting standards relating to the impacts of science on humans. Programs in the Pacific focus on raising awareness of the Declaration and how to apply it in Pacific cultural contexts. Working with Pacific Governments, civil society, academics and religious organizations, UNESCO will explore key bioethical issues at national and sub-regional level, and options for policy responses that could be introduced to deal with these.

UNESCO Apia will also continue to promote and raise awareness of key ethical platforms such as the International Convention Against Doping in Sport.

**Key results:**

- ◆ National or sub-regional bioethics meetings held in at least seven PICs by 2013
- ◆ Active Pacific Bioethics Network by 2010
- ◆ Adopt International Convention Against Doping in Sport by at least 10 Pacific member states by 2013



*Pacific Programme Objective X - Enhance research-policy linkages within the Pacific and between the Pacific and other regions for the effective management of social transformations for small islands countries*

The Pacific focus for social policy development is oriented towards addressing poverty, particularly as it affects women and youth. Through utilizing research networks in government, universities and civil society, UNESCO will provide support to the identification of social issues facing the region and policy options for Governments to respond to these challenges.



Youth (age 15-29 years) is the largest demographic group in the Pacific, yet faces many economic and social challenges. The needs of Pacific youth will be a particular focus of social policy development. Women's needs will also continue to be a high priority, particularly strengthening women's input to decision-making, public policy and in public office. Other areas where UNESCO can provide technical assistance in the development of responsive social policy include migration, urbanization and integrating social and biophysical responses, eg to prepare for climate change.

**Key results:**

- ◆ UNESCO Apia established as a key focal point for Pacific youth activities
- ◆ Participatory social policy development programs developed in as least 10 countries by 2013
- ◆ Two active social policy networks (the Pacific sub-region and the Asia-Pacific region) established and actively pursuing cutting edge social research on key Pacific sustainable development issues

## **Promotion and Preservation of Cultural Diversity**

*Pacific Programme Objective XI - Enhance capacities in developing national cultural policies and strategies, in particular, resource management for cultural heritage and cultural industries*

This activity focuses on the implementation of 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expression through awareness raising, policy and the development of cultural industries. It should also be noted that the Pacific has the one of the most linguistically diverse regions of the world. This Convention provides an excellent platform for multi-cultural and linguistic societies such as those in Melanesia and Micronesia, as well as the cultural, ethnic, racial, and linguistic groups living together in the cities of our region.

There is a need to recognize, facilitate support *“Learning to Live Together.”* One of the strengths of this diversity is in the area of cultural industries, which includes a wide range of arts and letters; cultural goods; performing arts; dance and songs; festivals i.e. Melanesian Festival of Arts and Pacific Festival of Arts; exhibitions; and sports.

**Key results:**

- ◆ Pacific countries ratify and apply the four cultural Conventions, covering World Heritage, the Diversity of Cultural Expression, Underwater Cultural Heritage and Intangible Cultural Heritage

*Pacific Programme Objective XII - Promote cultural diversity, incorporating the safeguarding of linguistic diversity, and interfaith dialogue*

As Pacific societies are based on oral traditions, many of their knowledge systems are passed down from one generation to another through word of mouth and with highly developed memory recollection schemes. Safeguarding living heritage, particularly through the promotion and implementation of the Convention on World Heritage and the Convention on Intangible Cultural Heritage 2003. UNESCO will work with all Member States in the Pacific to promote the ratification and implementation of these Conventions.





There are many threats posed by the improper use of traditional knowledge and potential impacts on the knowledge itself. Bio-piracy, commercial usage of transitional designs, and sale of traditional resources are a few examples. The safeguarding of the “living heritage” of the Pacific through actions such as preserving sacred sites, thus conserving humanity’s natural heritage, will assist Pacific countries to maintain their value systems, traditional knowledge and heritage. Additional benefits such as the use of appropriate cultural tourism will be promoted and consolidated.

**Key results:**

- ◆ At least four new cultural and natural properties from Pacific Island countries listed under the World Heritage Convention 2013
- ◆ Handbook for capacity-building activities in the area of training of World Heritage site management and cultural tourism published

**Building inclusive knowledge societies through information and communication**

UNESCO Apia will address the challenges and opportunities offered by advances in communication and information for knowledge creation, access, sharing, and preservation. These transformations have a significant potential for Pacific states to attain the MDGs and increase mutual understanding and peaceful Pacific societies. The strategic use of ICTs is essential to reach the EFA goals, broaden access to scientific knowledge and define Pacific cultural identity and self-expression.

*Pacific Programme Objective XIII – Enhance universal access to information and knowledge*

UNESCO will provide a Pacific platform to reflect on the ethical and societal aspects of building knowledge societies promoting national and sub-regional level policies for freedom of expression and the fundamental right to information. Partnerships for universal access will be developed to provide equitable, appropriate and affordable access to information and communication. Strong support will be given to media and information networks to function in democratic settings.

**Key results:**

- ◆ Develop five new National ICT Plans and provide support for the implementation of three existing Plans
- ◆ Develop viable and dynamic websites for up to six national libraries, four national archives, six Parliaments, and four Governments
- ◆ Develop Disaster Management Plans for two national libraries and archives for mitigation and rapid post-disaster restoration
- ◆ Inscribe four Pacific items in the global Memory of the World heritage program
- ◆ Achieve ratification of the Charter on the Preservation of Digital heritage by at least four Member States

*Pacific Programme Objective XIV - Foster pluralistic free and independent media and infostructures*

UNESCO will pursue efforts to create or consolidate enabling environments for sustainable, pluralistic and professional media and information networks. Free, independent and pluralistic media and information networks are essential for poverty reduction as they ensure transparency, accountability and participation – the fundamental elements of good governance.



Efforts will be made to develop a variety of media and information content including indigenous knowledge. Emphasis will be placed on public service broadcasting and the transformation of state broadcasters into editorially independent entities accountable to the public.

Special attention will be paid to protection of press freedom and free flow of information especially in cyberspace. In conflict and post-conflict areas, UNESCO will support the development of free media and information networks to contribute to conflict prevention and peace-building.

**Key results:**

- ◆ Develop viable and dynamic websites for up to 10 media organisations
- ◆ Develop Disaster Management Plans for 10 media organisations
- ◆ Develop Gender Enhancement Plans for five media organisations

## Implementation

For each biennium, a work plan outlining the actions to be supported will be developed in consultation with UNESCO National Commissions from the Pacific states and territories, UNESCO sectors at Headquarters and other development partners. The work plan will provide specific details of project activities, countries where activities will be implemented, modalities for implementation and the objectives, outcomes and outputs sought through these activities. The biennial work plan will be appended to the Strategic Plan.

## Communication and Pacific information Networks

In conjunction with the UNESCO Pacific Strategic Plan, a Communication Strategy has been developed to promote and raise awareness of UNESCO in the Pacific and UNESCO's mission and programs in the Pacific, increase outreach to Pacific Governments and communities and provide a vehicle for sharing the learnings from UNESCO's work.

Key activities include a regular newsletter, database of reports and materials from UNESCO's activities in the Pacific, website, promotional materials and the Apia website, as well as contributions to the joint UN Learning Centre and joint UN awareness raising activities.

## Monitoring and Evaluation

Implementation targets, indicators and monitoring plans will be prepared on a biennial basis. In line with UNESCO-wide practice, reporting on all activities will be primarily through the computerized "SISTER" project planning and management tool.

In addition, the UNESCO Office for the Pacific States will prepare a biennial report providing specific details on the activities undertaken, the achievement of the outcomes and outputs set for these activities and the achievements of UNESCO's programmes in the sub-region. Member Governments and National Commissions will have the opportunity to contribute to the report and highlight any projects in which they were involved. The biennial report will be provided to National Commissions for UNESCO, member governments, regional and national organizations with which UNESCO works as well as publicly available on the UNESCO Apia website and library.

In addition to the biennial reports, assessment of success of the Apia Strategic Plan will include a review of achievement against the key results outlined in the body of this document. A preliminary review will be conducted in late 2010 and the final evaluation in December 2013.

## Glossary

34/C4 – UNESCO's 6-year Mid Term Strategy for 2008-2013

BPOA+10 – Mauritius Implementation Plan (Barbados Programme of Action + 10 years)

CLT – UNESCO Culture Sector

EDUCAIDS – UNESCO-led UN program on HIV/AIDS education

ESD – Education for Sustainable Development

ICT – Information & Communication Technology

MDG – Millennium development Goal

PIC(T)s – Pacific Island (& Territories) Countries

SC – UNESCO Natural Sciences Sector

SIDS – Small Island Developing States

UCPD – UNESCO country programming document

UNESCO – United Nations Educational, Scientific & Cultural Organization

34/C5 – UNESCO's 2-year Work Plan for 2008-2009

CI – UNESCO Communication & Information Sector

ED – UNESCO Education Sector

EFA – Education for All

HELP – Hydrology for the Environment, Life and Policy

LDC – least developed countries

LiNKs – Local and Indigenous Knowledge Systems

PPO – Pacific Programme Objective

SHS – UNESCO Social & Human Sciences Sector

SPO – Strategic Programme Objective

UN – United Nations

UNESS – UNESCO National Education Support Strategy



## Printing Information

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- p. 3 Coral reef scene, 2006, Alinginae Atoll, RMI – Jim Maragos
- p. 3 Primary School Cultural Performance, 2006, Apia Samoa – James Tavita Elise
- p. 5 Canoe building project, 2007, Tonga – photographer unknown
- p. 5 UNESCO Culture Adviser with children, North Malaita, Solomon Islands, 2005 – Emily Waterman
- p. 5 Utwe Lagoon, 2006, Kosrae, FSM – Katrina Adams
- p. 6 His Highness Tui Atua Tupua Tamasese Efi, Head of State at the Pacific regional Ethics of Knowledge Production Workshop, 2007 Apia, Samoa – Anna Clare
- p. 6 Stream Gauging, 2004 Vanuatu – Marc Overmars
- p. 6 Green Road Show, 2005, Pohnpei, FSM – Conservation Society of Pohnpei
- p. 8 “Canoe is the People” poster -
- p. 9 Artists workshop, 2006, Port Vila, Vanuatu – Edward Lai
- p. 9 Savaii, Samoa, 2006 – photographer unknown
- p. 11 Beach Fales, Saleapaga, Upolu Island, Samoa, 2006 – Pacific-Pictures
- p. 11 Pacific Youth Festival Cultural Performance, Tahiti 2006 – Sue Vize
- p. 12 Community disaster management planning, 2005, Niuafuou, Tonga – Paul Taylor
- p. 12 Renewable energy systems, 2006, Apolima, Samoa – Thomas Jensen
- p. 13 UNESCO Inclusive Education, 2005 – Rebekah McCullough & Olof Sandkull
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- p. 16 Pacific World Heritage Workshop, 2007 – Dave Bamford
- p. 17 Samoa Observer journalist, Jasmine Netzler – Samoa Observer
- p. 19 Fala Design, 2006 – James Tavita Elise
- p. 20 Eleventh sub-regional National Commissions Consultation, 2007, Apia, Samoa – Sue Rasmussen, Photo Centre
- p. 20 Traditional sand drawing, 2008, Port Vila, Vanuatu – Visiesio Pongi
- p. 20 St Mary’s Primary School, 2006, Apia, Samoa – Laura Berdejo



**For further information...**

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(Source: Eleventh Consultation of the Pacific National Commissions for UNESCO, Group Photograph, Apia, Samoa, June 2007)



# UNITED NATIONS EDUCATIONAL, SCIENTIFIC & CULTURAL ORGANIZATION

