

Small Island Developing States

UNESCO'S ACTION PLAN



United Nations
Educational, Scientific and
Cultural Organization



Sustainable
Development
Goals

This booklet is a collective effort of all five UNESCO programme sectors (Education, Natural Sciences, Social and Human Sciences, Culture, Communication and Information) in headquarters and a number of field offices, namely Apia, Bangkok, Dakar, Havana, Jakarta, Kingston, Montevideo, Nairobi, New Delhi, Port-au-Prince and Yaoundé. Sincere thanks to colleagues, partner institutions and organizations who contributed with information, ideas, text and illustrations. We also would like to extend our thanks to Y. Andria, S. Fadina, L. Freitas, S. Kang, C. Hauke, E. Knopova, A. G. Rodriguez and P. Sethi, for their assistance during the compilation process.

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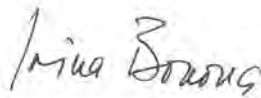
Foreword

20 years after the first global conference in Barbados and 10 years after the Mauritius Strategy, the international conference in Samoa in 2014 set new goals for the sustainable development of Small Island Developing States (SIDS).

UNESCO's Action Plan for SIDS, adopted in 2016, embraces the "Samoa Pathway" and integrates its priorities across all of our programmes. This Action Plan embodies and guides UNESCO in its efforts to build capacities through education and training; to promote scientific research and conservation of the environment, in particular the oceans; to safeguard cultural heritage; to uphold the cultural diversity of SIDS as a motor for innovation and sustainable development; to improve information management and knowledge sharing; and to ensure the fullest participation of youth and social inclusion. This Plan also encompasses UNESCO's response to combatting climate change through the strengthening of capacities in SIDS to deal with emergencies triggered by natural disasters.

Small Island Developing States are in actual fact vast oceanic States. The future of the planet depends, to a large extent, on their future. They are on the frontlines of observations and actions to alleviate poverty, and to build more harmonious relationships between nature and culture. Indigenous knowledge offers a wellspring of understandings for the future. We need to learn to listen and share the benefits that it can bring to all humanity. By mobilizing this potential, the SIDS have effectively guided the discussions and decisions of the Paris Agreement and the 2030 Agenda for Sustainable Development. They have also proven themselves to be essential partners for an efficient and effective implementation.

Here is UNESCO's road map to achieve these global objectives.

A handwritten signature in black ink, reading "Irina Bokova". The signature is fluid and cursive, with the first name "Irina" and the last name "Bokova" clearly distinguishable.

Irina Bokova



**Erosion of a protective stone wall
in the Seychelles**

Contents

Introduction	4
SIDS Action Plan: 2016–2021	9
Priority 1	11
• Enhancing island capacities to achieve sustainable development through education and the reinforcement of human and institutional capacities	
Priority 2	15
• Enhancing SIDS resilience and the sustainability of human interactions with ecological, freshwater and ocean systems	
Priority 3	21
• Supporting SIDS in the management of social transformations and the promotion of social inclusion and social justice	
Priority 4	25
• Preserving tangible and intangible cultural heritage and promoting culture for island sustainable development	
Priority 5	29
• Increasing connectivity, information management and knowledge-sharing	

Introduction

“...small island developing States remain a special case for sustainable development. We recognize the ownership and leadership of small island developing States in overcoming some of these challenges, but stress that, in the absence of international cooperation, success will remain difficult.”

From the preamble of the SAMOA Pathway.

UNESCO has been among the pioneers in the UN system supporting SIDS in their efforts to achieve sustainable development and carrying their challenges to the forefront of the global agenda. Assisting SIDS in the implementation of the 1994 Barbados Programme of Action, the 2005 Mauritius Strategy and the SAMOA Pathway (in effect since 2014) has been a priority for the Organization.

As a follow-up to the Organization’s commitment to implement the outcomes of the Third International Conference on SIDS in Samoa, UNESCO has developed, in consultation with its SIDS Member States, a long-term SIDS Action Plan (2016-2021), unanimously adopted by its Member States during the Organization’s Executive Board in April 2016.

The Action Plan benefits from an intersectoral engagement across all of UNESCO’s programmes, and its implementation mobilizes networks of sites and a wide range of partners and stakeholders in SIDS and other countries worldwide, including inter-regional, inter-institutional and inter-agency collaboration.

The SIDS Action Plan consists of five priority areas within UNESCO's mandate. These areas echo the articles of the SAMOA Pathway related to:

- Education (paragraphs 87–88),
- Capacity Building (paragraphs 108–109),
- Technology (paragraphs 110–111),
- Water and Sanitation (paragraphs 64–65),
- Biodiversity (paragraphs 89–91),
- Climate Change (paragraphs 31–46),
- Sustainable Energy (paragraphs 47–50),
- Disaster Risk Reduction (paragraphs 51–52),
- Oceans and Seas (paragraphs 53–58),
- Promoting Peaceful Societies and Safe Communities (paragraphs 83–86),
- Culture and Sport (paragraphs 80–82),
- Sustainable Tourism (paragraph 30),
- Gender Equality and Women's Empowerment (paragraphs 76–77),
- Partnerships (paragraphs 97–101),
- And to some extent Data and Statistics (paragraphs 112–115).

The SIDS Action Plan reflects some SAMOA Pathway articles



SIDS Action Platform, Division for Sustainable Development, UN-DESA/ <http://sids2014.org>

The Action Plan addresses most of the SDGs:



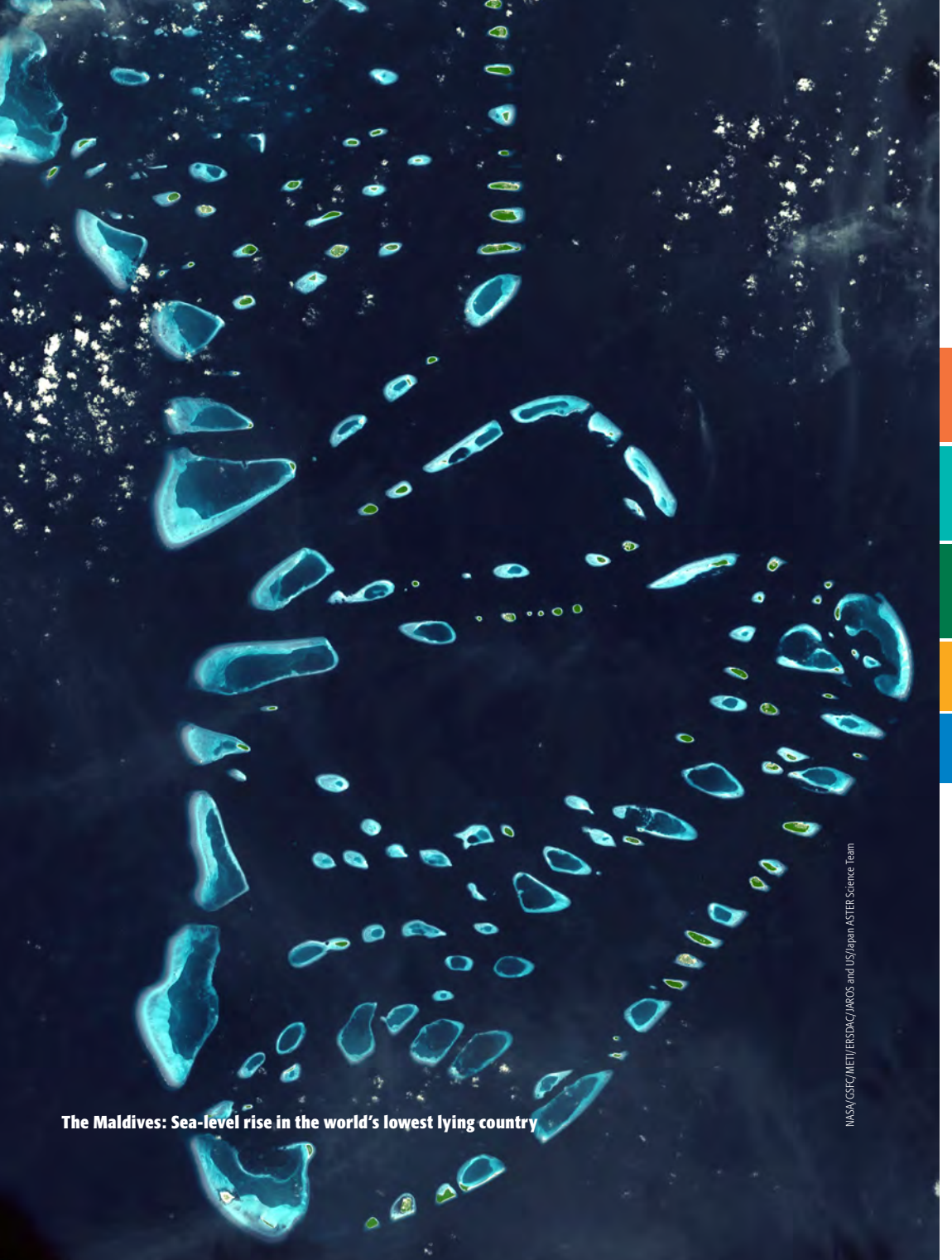
The Action Plan equally addresses most of the SDGs and some of their specific targets such as:

- SDG 2 on Zero Hunger,
- SDG 4 on Quality Education,
- SDG 5 on Gender Equality,
- SDG 6 on Clean Water and Sanitation,
- SDG 7 on Affordable and Clean Energy,
- SDG 10 on Reduced Inequalities,
- SDG 11 on Sustainable Cities and Communities,
- SDG 12 on Responsible Consumption and Production,
- SDG 13 on Climate Action,
- SDG 14 on Life below Water,
- SDG 15 on Life on Land,
- SDG 16 on Peace, Justice and Strong Institutions,
- SDG 17 on Partnerships for the Goals.

The issue of climate change is addressed in the SIDS Action Plan through various actions, taking into account the scale of climate change impacts on island residents and ecosystems: rising sea levels resulting in increased beach erosion and coastal inundation; rising sea surface temperatures and increasing ocean acidification heightening stress on coral reefs and leading to an increased frequency of coral bleaching and intrusion and contamination of water supply. Therefore, the Action Plan addresses also articles of the Paris Agreement, the outcome of the *twenty-first session of the Conference of the Parties (COP 21) to the United Nations Framework Convention on Climate Change*, in particular:

- Article 7 on adaptation;
- Article 8 on averting, minimizing and addressing loss and damage associated with the adverse effects of climate change;
- Article 10 on technology development and transfer;
- Article 11 on capacity building;
- Article 12 on climate change education, training, public awareness, public participation and public access to information.





The Maldives: Sea-level rise in the world's lowest lying country

NASA/GSFC/METI/BIRDAC/JAROS and US/Japan/ASTER Science Team

UNESCO SIDS Action Plan

2016–2021

The Action Plan addresses the following five priority areas within UNESCO's mandate:

1. Enhancing island capacities to achieve sustainable development through education and the reinforcement of human and institutional capacities;
2. Enhancing SIDS resilience and the sustainability of human interactions with ecological, freshwater and ocean systems;
3. Supporting SIDS in the management of social transformations and the promotion of social inclusion and social justice;
4. Preserving tangible and intangible cultural heritage and promoting culture for island sustainable development;
5. Increasing connectivity, information management and knowledge-sharing



**Fundamental education is key to sustainable development:
Demonstrating a math problem in class, Old Havana, Cuba**

Priority 1

Enhancing island capacities to achieve sustainable development through education and the reinforcement of human and institutional capacities

As highlighted in the SAMOA Pathway, the focus on quality education is essential to achieve sustainable development in SIDS. Reflection and action that is innovative and transformative requires a better understanding, in contexts specific to SIDS, of the complex interplay between the social, cultural, political, economic and environmental dimensions of sustainable development.

Four priority areas in education are particularly relevant to address sustainable development in SIDS:

1. policy development, including equity measures;
2. integrate education for sustainable development (ESD) in formal and non-formal education;
3. teacher education and professional development;
4. transforming and marketing of technical and vocational education and training (TVET).

Objective 1

Enhance national policy and legal frameworks for lifelong learning opportunities relevant to sustainable development, and with consideration to equal learning opportunities for boys and girls, men and women, including gender-responsive measures against early-school leaving where appropriate

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| Action 1.1 | Provide technical support to SIDS to enhance policy and legal frameworks for lifelong learning for sustainable development. |
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| Action 1.2 | Support the development of flexible learning strategies including curricula, for formal, non-formal and informal learning pathways targeting the most marginalized populations, by building on existing promising practices and indigenous knowledge. |
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| Action 1.3 | Provide technical support to Member States to develop innovative curriculum, with a career and workforce readiness perspective, that promotes critical thinking, communication and literacy skills. |
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Objective 2

Improve the quality and relevance of education in SIDS so that every learner acquires the knowledge, skills, attitudes, competencies and values required for addressing both global and local contextual challenges of the present and future to contribute to sustainable development

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| Action 2.1 | Support SIDS in implementing the Global Action Programme (GAP) on ESD, the follow-up to the UN Decade of ESD. Ensure that SIDS are a key part of the global community of practice through which UNESCO facilitates the implementation of the GAP, including through exchange of experiences and knowledge transfer on ESD. |
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| Action 2.2 | Strengthen the capacities of SIDS Member States to integrate Disaster Risk Education and Climate Change Education into education policies, plans and programmes. |
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Objective 3

Support human and institutional capacity development to ensure equitable, quality education and lifelong learning opportunities in SIDS

- Action 3.1 Provide technical support to SIDS to reinforce teacher education and professional development to promote equity, inclusion and enabling learning environments.

Objective 4

Promote TVET and lifelong learning opportunities for all women and men, aligned with labour market needs and to facilitate mobility

- Action 4.1 Support the transformation of TVET in SIDS, through promoting TVET policy review and development, inter-ministerial and inter-sectoral policy dialogue, capacity-building, networking and partnerships based on the principles of inclusion, gender equality and sustainability, to support youth transitions and an integrated approach to lifelong learning.
- Action 4.2 Encourage the promotion of TVET to key stakeholders, including through marketing, as a means of supporting youth transitions and enhancing socio-economic mobility in the context of the increasingly service-oriented economies of SIDS, and as a central vehicle for sustainable development.
- Action 4.3 Promote regional and international recognition and accreditation of local TVET qualifications and facilitate knowledge-sharing through enhanced regional and inter-agency cooperation, including through the Third Conference on TVET in the Caribbean and its follow-up and by mobilizing the SIDS Partnership on 'Improving transitions from school to work through engaging youth in policy dialogue'.



Young girls from Loro, a sub-district of Suai, Timor Leste, use traditional nets to catch prawns and crabs in a nearby river

Priority 2

Enhancing SIDS resilience and the sustainability of human interactions with ecological, freshwater and ocean systems

SIDS are big ocean sustainable States (BOSS). Protecting their terrestrial, aquatic and marine biodiversity, as well as their heritage, and securing equitable access to land and ocean resources are essential for their sustainable development. In terms of natural resources, SIDS face numerous challenges due to their biophysical settings, which leave them vulnerable not only to extreme climatological and seismic events but also other adverse environmental impacts, including pollution of groundwater and surface water resources, sustainable energy access, saline intrusion, soil and coastal erosion, biodiversity loss and coral bleaching, among others. For instance, in many SIDS groundwater quality and quantity are threatened by population growth, urbanization and climate change. Supporting SIDS to overcome these challenges is a priority which can be advanced through capacity enhancement of biodiversity, marine, natural and social sciences, engineering education, as well as through research and technology transfer and the application of traditional and non-traditional knowledge, tools and approaches.

Objective 1

Develop and implement policies, strategies and action plans that promote the use of science, technology and innovation (STI) as a driver for achieving sustainable development in SIDS

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| Action 1.1 | Assist decision-makers in designing transversal STI policies, institutional frameworks and policy instruments, and setting up monitoring and evaluation systems, with links to sustainable development processes. |
| Action 1.2 | Support the development of data-driven marine and freshwater (surface water and groundwater) assessment tools in SIDS regions to inform coastal and ocean policies. |
| Action 1.3 | Assist in developing engineering policies for SIDS to address the SDGs. |
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Objective 2

Mobilize the natural sciences, including ecological and earth sciences, hydrological sciences and technologies, and ocean sciences, alongside local and indigenous knowledge systems, to bolster knowledge of terrestrial, freshwater, renewable energy sources, coastal and ocean ecosystems and reinforce the sustainability of human-environment interactions

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| Action 2.1 | Upgrade scientific institutions, in the fields of the environmental, earth, ocean, hydrological and climate system sciences, as well as in the management of natural resources, through strengthening universities and research centres and mobilizing international science cooperation. |
| Action 2.2 | Support further assessment of SIDS water resources shortages and water supply systems and promote/develop Integrated Water Resource Management (IWRM) policies and strategies that address the multiple causes of the dearth of freshwater (surface water and in particular groundwater). Analyse threats of poor sanitation, water contamination (surface and groundwater), saltwater intrusion related to over-extraction, sea-level rise affecting groundwater quantity and quality, and ocean-spray (groundwater quality) while exploring possible solutions. |
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- Action 2.3 Study and disseminate island and coastal strategies to preserve biodiversity and heritage, promote sustainable development, and adapt to and mitigate the effects of climate change, in particular through the World Network of Island and Coastal Biosphere Reserves.
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- Action 2.4 Encourage the development of biosphere reserves across SIDS regions as learning sites for promoting and disseminating new socio-economic activities based on the conservation of biodiversity and sustainable use of natural resources.
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- Action 2.5 Support SIDS efforts to create an enabling environment for sustainable use and application of locally available renewable energy resources and energy efficient technologies by promoting related capacity development, knowledge management, as well as the development of related strategies and targeted measures.
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- Action 2.6 Strengthening SIDS capacities through promotion of the participation of SIDS in the Global Ocean Observing System (GOOS), and ensure access to data and information for supporting climate change adaptation and local decision measures.
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- Action 2.7 Broaden awareness of ocean acidification and its impacts on SIDS and increase cooperation and collaboration in order to detect local impacts on SIDS of ocean acidification via the Global Ocean Acidification Observing Network (GOA-ON).
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- Action 2.8 Assist in broadening the knowledge and creating capacity to protect and to manage coastal carbon ecosystems sustainably, such as mangroves, saltmarshes and seagrasses, through the Blue Carbon Initiative.
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- Action 2.9 Increase support to SIDS through the programmes and activities of the Intergovernmental Oceanographic Commission (IOC).
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Objective 3

Increase resilience and adaptation of SIDS in the face of environmental challenges, including those related to climate change, tsunami or other hazards

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| Action 3.1 | Integrate climate change knowledge and action in policies, development programmes and educational programmes through climate change ESD and the Sandwatch Programme. |
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| Action 3.2 | Improve understanding, knowledge-sharing and capacities for disaster risk reduction and the reduction of loss and damage. |
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| Action 3.3 | Monitor sea-level rise with both real-time applications, as in the case of tsunami early warning systems, and adaptation to coastal changes in the long-term through the sea level stations of the Global Sea Level Observing System (GLOSS). Mobilize efforts of ocean climate research community on developing methods for prediction and projection of future regional sea-level rise in the twenty-first century and creating corresponding scenarios to improve SIDS adaptation planning. |
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| Action 3.4 | Further develop and coordinate the establishment of early warning systems for tsunamis and other coastal hazards and support the reinforcement of human and institutional capacities, in particular Tsunami Information Centers (TICS), for improving tsunami and coastal hazard preparedness and enhancing strategic partnerships and resources. |
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| Action 3.5 | Provide a platform for the exchange of information among regional and global networks to improve freshwater (surface and groundwater) resource management considering projected climate change and linked human effects on SIDS freshwater. |
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Objective 4

Increase access to technical assistance, training and institutional and human capacity-building on the natural environment and sustainable development

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| Action 4.1 | Promote science education and its role in development, enhance public interest (especially for youth) in science, and strengthen scientific capacity through science teachers' training, e-learning and updated science education curriculum material, in cooperation with partners well-established in open and distance learning. |
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| Action 4.2 | Strengthen and update SIDS water education and awareness at all levels, including a multidisciplinary and interdisciplinary approach to advance scientific knowledge through the training of scientists, as well as to strengthen and enhance the water sector through the training of water professionals and decision-makers. |
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| Action 4.3 | Support SIDS capacities to manage and sustainably use the oceans, seas and their marine resources through marine spatial planning, integrated coastal management and other decision support tools. |
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| Action 4.4 | Assist SIDS in developing a global network of training centres to increase national capacity in coastal and marine knowledge and management and to facilitate transfer of marine technology, based on local needs, in particular through the IOC Ocean Teacher Global Academy programme. |
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| Action 4.5 | Assisting SIDS in identifying the most vulnerable species and habitats in need of protection through the collection of marine biodiversity data, building on global databases such as the IOC's Ocean Biogeographic Information System (OBIS). |
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| Action 4.6 | Develop engineering education teaching methods for SIDS that directly address the effective application of engineering and innovation to poverty reduction, sustainable development, addressing the adverse effects of climate change and the elaboration of green technologies. |
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People moving from islands to the capital, South Tarawa, to avoid rising sea waters are causing overcrowding (Kiribati)

Priority 3

Supporting SIDS in the management of social transformations and the promotion of social inclusion and social justice

The SAMOA Pathway identifies the continuing challenges that SIDS face in achieving sustainable development. Their unique geographical, biological and historical legacies, as well as their social and economic characteristics, including their limited size, high levels of population displacement, vulnerability to natural and human-made disasters and high exposure to economic fluctuations and geopolitical circumstances results in severe capacity and resource constraints to implement national development goals. Providing support for the collective action of young people, women, civil society and vulnerable groups are critical to the attainment of productive and healthy livelihood outcomes for SIDS communities. Promoting social justice, empowerment and strengthening the capacity of all segments of society in SIDS to increase their level of participation in developing and implementing national social and other related policies is, thus, crucial in achieving sustainability and improved quality of life of SIDS communities.

Objective 1

Assist SIDS Member States in mobilizing knowledge – scientific and non-codified – that may be relevant to strengthen policy-making processes, including foresight capabilities and futures literacy, improved data collection systems and upgraded analytical skills

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| Action 1.1 | Support, in the framework of the Management of Social Transformations (MOST) Programme, “sustainability science” pilot projects in the three SIDS groupings: Caribbean, Pacific and AIMS, with emphasis on implementation at the level of local communities and with special attention to gender equality issues. |
| Action 1.2 | Strengthen national and regional capacities, through the MOST Programme, to assess and reform national policies and regulatory frameworks regarding social inclusion, gender equality, youth and science policy and addressing the needs of the most vulnerable. |
| Action 1.3 | Support research on the social implications and responses to climate change, including gender and youth dimensions, informed by ethical values. |
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Objective 2

Support youth development through the three axes of improved public policy, capacity development and civic engagement

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| Action 2.1 | Enhance the capacity and involvement of local communities, including youth, in contributing to plans and policies. |
| Action 2.2 | Reinforce UNESCO’s support for youth participation and capacity-building through addressing the challenges and needs of out-of-school youth violence in schools, enhancing livelihood skills of young people, responding to School-Related Gender-Based Violence (SRGBV), prevention of violence among youth through sports and physical education, and promote programmes that foster young people’s creative potential, taking into account the different needs of young men and women in SIDS. |
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- Action 2.3 Engage youth directly in implementing the SAMOA Pathway through a range of youth-friendly face-to-face, web and app-based technologies that provide opportunities to increase awareness of sustainability issues, build capacity to participate in sustainable development dialogues, and establish sustainable networks of youth organizations across SIDS.

Objective 3

Enhance the capabilities of SIDS Member States to address the social, cultural, legal and ethical implications of the progress of life sciences under the framework of the Universal Declaration of Bioethics and Human Rights, as well as to design and implement ethically-informed policies

- Action 3.1 Encourage the ratification and the promotion of the International Convention against Doping in Sport.
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- Action 3.2 Provide support to SIDS countries to enhance intercultural competencies and respond to cultural barriers to gender equality in appropriate ways.

Objective 4

Enhance the role of cultural institutions and intercultural dialogue in the context of public policy debates and as a vehicle to facilitate the contribution of SIDS to the International Decade for the Rapprochement of Cultures and in accordance to the United Nations Declaration on the Rights of Indigenous Peoples

- Action 4.1 Organize bioethics training activities in the three SIDS groupings.
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Cultural heritage:
A Huli Wigman dressed
for a tribal festival in Tari,
Papua New Guinea

UN Photo/W Stone

Priority 4

Preserving tangible and intangible cultural heritage and promoting culture for island sustainable development

The SAMOA Pathway outcome document calls upon the international community to support SIDS in designing and implementing their own innovative cultural policies to strengthen heritage and creativity and leverage the economic, social and natural benefits of culture. It further reaffirmed that “indigenous bio-cultural heritage recognizes the deep connections among people, culture, knowledge and the natural environment, and can meaningfully advance sustainable development”. In this context, protecting tangible cultural heritage, safeguarding intangible cultural heritage, promoting responsible sustainable tourism, boosting creative industries and transmitting traditional knowledge are crucial. This also implies adopting a holistic approach to the cultural heritage of SIDS in the specific context of the relationship of these human settlements to the land and the sea that takes into account their especially rich marine and underwater cultural heritage, which requires high levels of protection and whose potential for driving sustainable development is as yet relatively underexplored. The Action Plan aims to support SIDS in addressing these challenges.

Objective 1

Support the development of a dynamic culture sector that harnesses the power of culture for sustainable development through the implementation of normative instruments

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| Action 1.1 | Encourage the ratification by SIDS of all six UNESCO culture conventions and provide training and institutional capacity-building for their implementation. |
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| Action 1.2 | Support SIDS in the elaboration, revision and adoption of national laws and policies reflecting the principles and provisions of the culture conventions and recommendations, and share best practices in this regard. |
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| Action 1.3 | Encourage SIDS to apply for international assistance through the conventions, particularly in the case of natural disasters, and provide support to that effect. |
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Objective 2

Enhance the capacities of SIDS to safeguard their cultural and natural heritage, including marine and underwater cultural heritage

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| Action 2.1 | Assist SIDS in identifying, inventorying and proposing potential heritage sites to the World Heritage Tentative List and in fulfilling compliance requirements associated with World Heritage inscription including assessing and reporting. |
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| Action 2.2 | Enhance cooperation in the sustainable management and conservation of World Heritage cultural, natural and mixed sites in SIDS, paying particular attention to risk management and the protection of biodiversity and ecosystems. |
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| Action 2.3 | Integrate the holistic approach to cultural heritage preservation, carried by the UNESCO Recommendation on the Historic Urban Landscape (2011), into the development policies and planning strategies. |
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| Action 2.4 | Strengthen capacities for protecting, managing and inventorying marine and underwater cultural heritage taking into account SIDS specific conservation challenges, including through sharing best management practices, and promote responsible public access. |
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- Action 2.5 Support SIDS in the preservation, management and promotion of moveable heritage and museum collections and associated knowledge, promote the use of legal and practical tools to fight against the commercial exploitation, illicit removal and trafficking of land and underwater cultural heritage and encourage restitution of stolen or illicitly exported cultural objects.

Objective 3

Promote living heritage, creative and cultural industries and harness their potential for sustainable development

- Action 3.1 Strengthen the capacities of SIDS to safeguard and transmit their intangible cultural heritage and traditional knowledge through capacity-building and policy advice.
- Action 3.2 Support the development of cultural and creative industries and foster enhanced access to international markets for creative industry professionals, local artists and creators, cultural goods and services from SIDS through capacity development and policy support.

Objective 4

Encourage the development and management of culturally sensitive and responsible sustainable tourism

- Action 4.1 Facilitate the development and management of sustainable tourism at heritage sites, and support the design and implementation of participatory measures harnessing the potential of SIDS cultures, cultural and natural heritage, traditional knowledge and cultural expressions to generate employment opportunities and revenues, in particular for youth.
- Action 4.2 Support the adoption of appropriate policies and measures to ensure that communities, groups and individuals concerned are the primary beneficiaries of tourism associated with their culture while promoting their lead role in developing and managing such tourism.
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Jake Levenson/Marine PhotoBank

Sharing knowledge about satellite tagging and data collection from bycaught turtles, Dominica

Priority 5

Increasing connectivity, information management and knowledge-sharing

Freedom of expression and democracy have been recognized in the SAMOA Pathway outcome document as fundamental conditions in reducing inequalities and the development of just democratic societies. As the United Nations agency with a specific mandate to promote “the free flow of ideas by word and image” UNESCO will work to foster free, independent and pluralistic media off and online in the SIDS. As a means to induce the transformative changes needed to address the complex and inter-related challenges that SIDS are encountering to access information and greater knowledge-sharing, UNESCO will work to promote policies for media development, press freedom and the safety of journalists through its International Programme for the Development of Communication (IPDC). IPDC will not only provide support for media projects – it will also work to secure healthy environments for the growth of free and pluralistic media in SIDS.

The free sharing of knowledge and information plays a pivotal role in the lives of SIDS inhabitants. The rapidly accelerating development of Information and Communication Technologies (ICTs) has the power to positively transform SIDS to create inclusive knowledge societies and empower communities to access, create, share, and preserve knowledge and information for sustainable development. As a key to building peace and sustainable economic development in the SIDS, the Organization, with the support

of its intergovernmental Information for All Programme (IFAP), will promote 'openness' in content, technology, and processes through awareness-raising, policy formulation and capacity-building. UNESCO will also support, and promote local content production in SIDS, by preserving their documentary heritage and encouraging multilingualism and respect for cultural diversity in cyberspace.

Objective 1

Enhanced pluralistic media and empowered audiences and local actors in Member States have fostered media development, including through International Programme for the Development of Communication (IPDC)

Action 1.1	Support SIDS in fostering free, independent and pluralistic media systems, including community radio, through journalism education and targeted support to media development.
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Action 1.2	Support SIDS in establishing media and information literacy as a means for intercultural dialogue, peace, and sustainable development among various stakeholders, including young journalists, journalism educators, as well as media and information specialists.
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Objective 2

SIDS supported to advance universal access to information through Open Solutions and the Information for All Programme (IFAP)

Action 2.1	Foster the use of open solutions and Open Access by actively participating in implementing UNESCO's global strategy for Open Access to scientific research and scholarly communication.
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Action 2.2	Enable access by learners to relevant, high-quality educational opportunities such as Open Educational Resources (OERs) and Massive Open Online Courses (MOOCs).
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| Action 2.3 | Use ICTs as a tool of empowerment, namely for strengthening capacity-building opportunities, improving accessibility to information, preserving as well as for promoting local content, freedom of expression, multilingualism and the ethical dimension in the knowledge societies. |
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| Action 2.4 | Assist SIDS with the integration of ICT in education, to ensure that education remains relevant, responsive and effective for all and ensure greater access to ICTs platforms to enable higher education opportunities for those living in remote places and build the capacity of teachers through ICT-CFT. |
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| Action 2.5 | Develop comprehensive localized training programmes for effective skills transfer in mobile apps development, to build a vibrant, inclusive community of practice to ensure young people from all communities and all abilities are fully involved. |
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| Action 2.6 | Enhance inter-regional and international collaboration between academic research institutions (universities, centres, ...) particularly relevant in the context of SIDS, including the potential for establishment of new research chairs. |
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Objective 3

Preserve documentary heritage in SIDS, including through the Memory of the World Programme

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| Action 3.1 | Undertake measures for the protection of, and access to, documentary heritage in SIDS through the Memory of the World Programme, while fostering capacities and the contribution of heritage institutions and professionals to knowledge societies to constantly meet evolving trends and developments in this field. |
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| Action 3.2 | Use ICTs as a tool of empowerment, namely for strengthening capacity-building opportunities, improving accessibility, preserving and protecting documentary heritage. |
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| Action 3.3 | Develop documentary heritage education and its importance for memory and identity. |
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