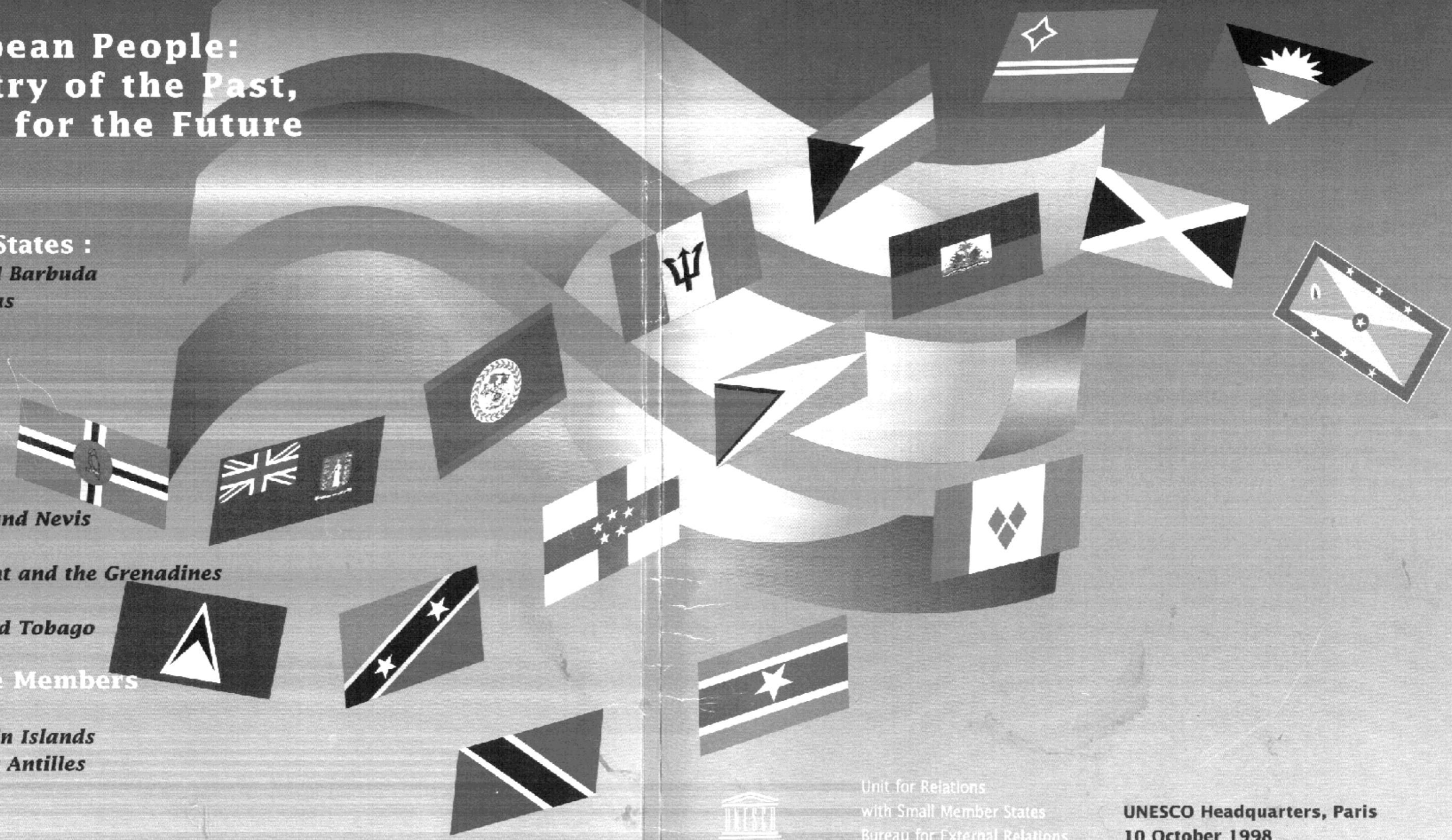# Focus on the Caribbean

Caribbean People: Tapestry of the Past, Fabric for the Future

Member States :
Antigua and Barbuda
The Bahamas
Barbados
Belize
Dominica
Grenada
Guyana
Haiti
Jamaica
Saint Kitts and Nevis
Saint Lucia
Saint Vincent and the Grenadines
Suriname
Trinidad and Tobago

Associate Members
Aruba
British Virgin Islands
Netherlands Antilles

Unit for Relations
with Small Member States
Bureau for External Relations

UNESCO Headquarters, Paris
10 October 1998

FOCUS ON THE CARIBBEAN

Caribbean People:

Tapestry of the Past, Fabric for the Future

UNESCO Headquarters
10 October 1998
Room X

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SPECIAL PROJECT:
HUMAN DEVELOPMENT FOR SUSTAINABLE LIVING
IN THE CARIBBEAN

This proposed intersectoral project is part of a sub-regional strategy being developed under the "Focus on the. Caribbean" initiative. This is intended to address issues of youth, community participation, fostering creativity, managing diversity and making the Caribbean a zone of peace and democracy for sustainable living.

It will seek to integrate activities directed at developing youth leadership, upgrading technical and vocational education, improving living conditions in rural areas, building awareness on population and environment issues, promoting community participation in heritage management, revitalizing indigenous scientific knowledge accessing appropriate information and communication technologies and promoting intercultural awareness.

Extract from Report of Sub-groups on Agenda Item 1: Preparation of the Draft 30 C15- Regional Consultation of Secretaries General of Latin America and the Caribbean. June 1998, Barbados. Paras 41,42; Pg 8

FOCUS ON THE CARIBBEAN – HUMAN DEVELOPMENT FOR SUSTAINABLE LIVING

Specific Projects

The specific projects under the special project *Human Development for Sustainable Living in the Caribbean* have been grouped into three broad focal areas:-

Focal Area 1   Enhancing development through Lifelong Learning

- *Changing the Culture of the Classroom*
- *Enhancing Student Learning by treating with Multiple Intelligences*
- *Enhancing the Educational Experiences and Improving the Performance of Young Males*
- *Improving Literacy Performance*
- *Educating for Entrepreneurship*
- *Strengthening Tertiary Level Institutions and Networks*
- *Enhancing Community through Continuing Education*
- *Expanding the Use of Technology as an Instructional Tool*

Focal Area 2 Fashioning the new Caribbean: respecting and maximising our Natural, Human and Cultural resources

- *Interactive Instruction for Strengthening and Popularising Science and Technology*
- *Managing Diversity*
- *Creating and Sustaining Peace Spaces*
- *Promoting Cultural Industries*

Focal Area 3 Involving communities in recognising achievements and building on them

- *Identification/ Endorsement/ Increasing Centres of Excellence*
- *Travelling Exhibition*
- *Establishment/ Extension of Community Information Centres in the Caribbean*
- *Creative Thinking and Innovation*

RATIONALE FOR THE SPECIAL PROJECT

1. The people of the Caribbean are descended from almost all the peoples of the world. Communities of indigenous people exist together with the communities that have grown out of slavery, indenture and migration. Within the tapestry of the history of this unique part of the world can be found images and retentions of these myriad cultures. Of greater significance is the fact that the formation of this society was an event unlike any other in that it created the foundation for the development of the modern world. Economic activity in the Caribbean fuelled the growth of industrial society in Europe.

2. It is recognised that the culture of the region has impacted on world culture in many ways. The celebration of Carnival in metropolitan centres and the popularity of Caribbean music are but a few examples of the spread of Caribbean culture internationally. Indeed, Caribbean achievements world wide far exceed what would normally be expected of a sub region of such limited geographical size and population.

3. However it is also recognised that the creativity, strength, vibrancy and culture of Caribbean people as well as their environment are becoming more fragile. Forces both within and outside of the region impact on their lives and their communities affecting the youth and threatening the relative peace of the islands. It is therefore imperative to address the many complex issues that threaten the fabric of the society by preserving the past and building for the future Focus on the Caribbean is intended to focus UNESCO's attention on the strategic directions and actions of the Caribbean sub-region comprising the following:

Member States

- Antigua and Barbuda
- The Bahamas
- Barbados
- Belize
- Dominica

- Grenada
- Guyana
- Haiti
- Jamaica
- St. Kitts and Nevis

- St. Lucia
- St. Vincent and the Grenadines
- Suriname
- Trinidad and Tobag

Associate Members

Aruba
British Virgin Islands
Netherlands Antilles

1. *Focus on the Caribbean* is intended to be an on-going dialogue between the countries of the region and UNESCO. Through a process of consultation the focus will be on programmes and projects that address changing needs. As a result, the programmes and projects identified in the document entitled Caribbean People - *Tapestry of the Past, Fabric of the Future* are designed to put this process of consultation in motion.

2. In order for these projects to be effectively implemented it is agreed that the processes that give rise to sustainable human development are considered to be of the greatest importance. Further, that cultural heritage both physical and non-physical, the natural environment and harmonious interaction , on which sustainable human development depends, require:-
   - interdisciplinary research
   - integrated planning
   - creative thinking and innovation
   - continuous public education and development
   - effective implementation and management of change
   - mastery of multilingualism and new/appropriate technologies
   - evaluation of all efforts

   For effective implementation there must be full community participation including the involvement of the private sector, public sector and non-governmental agencies. To sustain the involvement and dialogue there is also need for continuous public information on the role of UNESCO.

3. It is agreed that at the heart of development of the region are its people. The young people are a major target group regardless of the nature of the project. Reaching people in communities, be these physical or virtual, is also a major concern. The theme selected for Focus on the Caribbean "*CARIBBEAN PEOPLE – Tapestry of the Past – Fabric of the Future* " is therefore appropriate as the 21st Century dawns, and the time is opportune to seek to implement projects which help to strengthen the fabric of Caribbean society in the context of an understanding of the rich tapestry of the cultural and natural heritage of these islands. These projects of special focus are intersectoral and intended to be sub-regional in scope in addition to the on–going sectoral projects within the regular programme.

1. The specific projects proposed in this document, have been derived from common themes emanating from discussions at the preparatory meeting for the Focus on the Caribbean, held in April 1998, in St.Kitts/Nevis, together with agreements reached at the Regional Consultation of Secretaries General in Barbados in June 1998, and the Ministers of Education meeting in Brasilia, in late July 1998.

2. The main common themes indicating priority concerns are:-

    ♦ Strengthening community participation
    ♦ Concern for and preservation of the environment
    ♦ Access to and the use of the new technologies
    ♦ The use of transdisciplinary, intersectoral collaborative approaches to the development and execution of projects

3. These common themes infuse all the focal areas.

FOCAL AREA 1: *Enhancing Development through Lifelong Learning*

Rationale

1. Quality and relevance of education, its content and methods of delivery, are considered major priorities essential to improving the quality of life of Caribbean people. There is need for increased attention to post-basic education, to the strengthening of Caribbean tertiary level educational institutions, as well as to early childhood education and educational strategies for the twenty-first century.

2. Improvement in the quality of education requires informed and visionary planning which address issues of literacy, teacher education, continuing education, the needs of marginalised youth, particularly young men and other underserved groups, the reduction of violence in the school and the wider community.

3. The role of the teacher is a pivotal one in the learning process, in the preparation of a "learning society" and in fostering learning to live together. Provision needs to be made to enable teachers to become proficient in the use of appropriate technology as a tool of instructional delivery. Teachers need to understand how to recognise multiple intelligences and channel these effectively. Teachers also need to understand, through a process of research the psychological, psycho-linguistic, sociolinguistic and pedagogical ramifications of language acquisition and the vital importance of differentiated methods of teaching the language of instruction, when that language differs from the first language of the student.

4. Special attention needs to be paid to the establishment / strengthening of mechanisms that enable Caribbean people, especially youth, to develop work-related competencies /skills which lead to entrepreneurial activity and to pursue lifelong learning.

SPECIFIC PROJECTS UNDER FOCAL AREA 1

FOCAL AREA 2 : *Fashioning the new Caribbean:*
-respecting and maximising our natural, human and cultural resources

Rationale

1. The fragility of the environment of small island states and coastal regions requires developmental policies to be grounded in appropriate technologies. There exists the need for support for renewable energy programmes including training, for preservation of indigenous knowledge and for focus on the use of natural products. In light of the foregoing knowledge and skills in the exact and natural sciences should be strengthened and popularised in a manner that enables Caribbean people to understand and institute disaster preparedness measures. Such an approach is expected to lead to a reduction in the vulnerability of the people of the islands to natural disasters and to the impact of the hazards when they occur.

2. Support is needed for the development / strengthening of science centres, fairs and camps, so that the teaching/learning of science is connected with daily reality. In addition, the UNESCO Associated Schools Caribbean Sea Project should be strengthened as it seeks to sensitize young people of the region to the value of the marine environment and the need to preserve and protect it.

3. Particular attention needs to be paid to promoting biological diversity, understanding more about oceans and coastal zones, and intensifying the work done to date on coastal regions and Small Island States. Work done on the marine environment, drawing on the SIDS Plan of Action, should be strengthened and supported. There should also be a focus on the planning and management of coastal regions.

4. A challenge exists to manage the diversity among the various cultures and ethnicities found in the Caribbean. The diversity between rural/urban, old/young, male/female also needs to be considered. A focus on diversity should be used to foster harmony, strengthen identity and nurture national pride, thereby contributing to sustainable development.

5. Sustainable development requires, among other things, encouraging the development of people in their communities. Community participation is an important input to integrated planning. Attention needs to be paid to the infrastructural development of within communities, especially rural communities, to stem the rural/urban drift. Special attention also needs to be given to alleviating the rapidly growing urban malaise.

1   The managing of diversity recognises the fragility of the fabric of Caribbean society, and the threats to it by drugs, sexually transmitted diseases, and increased crime. The region needs to be vigilant and study the threats to peace that exist. The year 2000 provides an opportunity for dialogue on human rights, as well as for highlighting activities that contribute to peace.

2   Cultural industries are seen to be an important and necessary extension of the tangible and intangible cultural heritage. Awareness needs to be raised in communities in order to have them engage in inventory and collecting activities; restoration projects; the identification, creation and preservation of cultural heritage. However, beyond this there is need for people to develop the capacity to market and manage cultural activities.

3   Priority needs identified are the training of:-
- Heritage site managers
- Crafts production, management and marketing
- Managers of cultural programmes and institutions
- Copyright and neighbouring rights

SPECIFIC PROJECTS UNDER FOCAL AREA 2

FOCAL AREA 3: *Involving communities in recognising achievements and building on them*

Rationale

1 It is recognised that within the region, many excellent initiatives are successfully undertaken in the fields of Science, The Arts, Language development, Communication and Information. Yet insufficient attention is paid to the institutions/ individuals who contribute to these efforts. There is need therefore to increase, strengthen/establish, support and endorse Centres of Excellence.

2 Criteria need to be developed to guide the recognition of these initiatives and appropriate steps taken to endorse them. Such action is expected to set in motion a process whereby other organisations/individuals are motivated to achieve greater heights.

3 There is also an urgent need to promote knowledge that strengthens the capacity of Caribbean people to continue to live together in harmonious relationship. It is recognised that many factors impede opportunities for Caribbean people to meet and have meaningful experiences together on a regular basis - the scattered nature of the islands, the current explosion of knowledge, and the evidence of disorientation among dislocated persons in urban centres. However more critical and disturbing is the rapidly escalating disorientation among the young people of the Caribbean. The need therefore exists to create a *mixed media exhibition* that can easily be taken from island to island and also from community to community within the islands.

4 The nucleus of this exhibition will be the displays presented at the launch of Focus which will address the theme **"Caribbean People - *Tapestry of the Past, Fabric for the Future"*.** The private sector and non-governmental organisations are expected to collaborate in the creation and management of the exhibition. The exhibition should reflect the development of Man on the planet and the relationship and contribution of Caribbean society to this development to include an enabling environment for future development.

5 Other components should include lectures, discussion seminars and cultural performances especially for young people, in order to empower them and reduce feelings of alienation and despair among them. Technical assistance and the training of museum personnel is required to continually improve the exhibition.

6 One of the areas of high priority for the Caribbean includes the use of information technologies. Wider access to new technologies needs to be promoted for use in all areas of education to include literacy, distance education and the training of teachers, training including technical vocational training, communication including the strengthening of community radio and television initiatives in the Caribbean, and the development of local media productions.

7 In addition, the Community Information Centres are to be used for the development of programmes to address multilingualism and foreign language training and should serve as focal points for innovative and culturally sensitive ways of communicating information programmes. The introduction of the new technologies at community level will create a forum for reflection on the ethical and societal aspects of the information age. They will also serve to collect and disseminate data related to communities as well as on-going projects.

8 These Community Information centres will serve to reduce the gap between the information technology "haves" and "have-nots". Linked to the establishment of such centres will be training for various levels of library and archive personnel as well as women in the media and end users. The development of data bases, of virtual libraries and virtual communities (e.g rural women, farmers, artists and artisans) across the sub region is also anticipated.

9 The nurturing of creativity and creative thinking is recognised as a critical area in the process of achieving sustainable human development. Creativity, at all levels of the intellectual spectrum, should permeate all aspects of Caribbean life which must be based in that cultural reality. A module to foster creative thinking needs to be designed and introduced at all levels of the formal and non-formal education system. This module will also be used as an integral part of all projects supported by UNESCO.

10 This module should be designed to enable Caribbean people to develop strategies for novel forms of distributing indigenous material as well as for the development and use of new technologies that recognize inherent cultural capacities.

11 It is envisaged that individual territories will seek the collaboration of the private sector and non-governmental organisations in the development of these centres.

SPECIFIC PROJECTS UNDER FOCAL AREA 3

APPENDICES

DETAILS OF THE PROJECTS

Objectives and Target Groups	Proposed Action	Performance Criteria	Time Frame	Resources Required	
				Regular Prog.	Extra Budg
To train all classroom teachers in counselling and listening skills so that the classroom can become a peaceful, nurturing and validating environment. Teacher Educators Principals Teachers Parents Students	Extend existing programme	By 2001 all teacher educators and principals exposed to new culture of classroom programme. By 2003, School Boards , PTA's and all teachers exposed to how to effect the new culture of the classroom. By 2000, implementation of methods using electronic technology to disseminate information on effecting the new culture of the classroom	2000 to 2003	200,000 (2000 to 2001)	400,000 (2000 to 2001)

PROJECT 1.2 Enhancing Student Learning by Treating with Multiple Intelligence.

Objectives and Target Groups	Proposed Action	Performance Criteria	Time Frame	Resource Required	
				Regular Prog	Extra Budg.
To enhance learning of students at primary and secondary levels by catering for multiple forms of intelligence	Production of more integrated and broad based school curricula including student and teacher materials. Workshops and consultancies to devise and test curricula. Workshops and consultancies for training in the use of the curricula Research to test effectiveness of measures	1. Evidence of relevant curricula. 2. Production of relevant reports etc. 3. Evidence of awareness of the existence of multiple intelligences in planning, implementing and evaluating instruction. 4. Evidence of improved performance of students. 5. Evidence of enhancement of the process of schooling for a wider cross-section of students.	2000 and beyond	200,000 2000 to 2001	400,000 2000 to 2001

FOCAL AREA 1
PROJECT: #1..3- Enhancing the Educational Experiences
And Imroving The Performance of Young Males

Objectives and Target Groups	Proposed Action	Performance Criteria	Time Frame	Resources Required	
				Regular Prog.	Extra Budg
Improve performance and educational experience of young males.	1. Identify reasons for male under-achievement through (a) Identify and collating findings of existing research on male performance and educational experience. (b) Conducting research where none exists on male performance 2. Use research findings to address the problem	Completed research with specific actionable recommendations by 2001	end by 2001	50,000	100,000
		Design, implementation and evaluation of projects to address problem as indicated by the research	Initiate 2001 and beyond	25,000 (2001) and cost other projects for other biennia	50,000

FOCAL AREA 1

PROJECT: # 1.4 - Improving Literacy Performance

Objectives and Target Groups	Proposed Action	Performance Criteria	Time Frame	Resources Required	
				Regular Prog.	Extra Budg
To ensure that all Caribbean citizens are functionally literate (especially young adults and school children) are functionally literate.	1. Revitalize Adult Literacy programmes with a focus on younger adults and the use of appropriate technologies e.g use of Community Information Centres for literacy programmes.

2. Adequate preparation of teachers as teachers of literacy.

3. Development of appropriate methodologies and materials with due regard for linguistic diversity, i.e teaching of English or other official languages in the Caribbean setting | New programmes and improved literacy rates among young adults.

Evidence of appropriate preparation of teachers of litercay.

Evidence of enhanced literacy performance of students in school.

Demonstrated competence of teachers.

Existence of appropriate materials. | Begin 2000

Begin 2000 | 200,000 (2000 to 2001)

50,000

50,000 | 400,000

100,000

100,000 |

FOCAL AREA 1
PROJECT: #1..5 Educating for Entrepreneurship

Objectives and Target Groups	Proposed Action	Performance Criteria	Time Frame	Resources Required	
				Regular Prog	Extra Budg
To provide Caribbean youth with the requisite knowledge, skill and attitudes to function effectively in the world of work (self or otherwise employed) To foster in Caribbean youth the attitude and ability to identify and explore emerging opportunities for work. To enhance linkages between classroom experiences and work experiences.	Develop and extend apprenticeship systems building on models existing in sub-region and elsewhere, for example: - Extending business orientation programmes such as Junior Achievement and 4-H Clubs, Schools and community groups. - Introducing a focus on entreprenurship in ASP schools. - Sponsorship and piloting, documenting and dissemination of youth generated solutions to existing community economic problems e.g filling trade gaps.	By 2001, existence of at least 5 instances of UNESCO supported intra-regional apprenticeship/business exchange/orientation programmes. By 2001, existence of at least 1 UNESCO sponsored/piloted youth project to address existing economic problems in each target country (co-ordinated by the NATCOM'S)	2000 to 2001	50,000 50,000	100,000 100,000

Objectives and Target Groups	Proposed Action	Performance Criteria	Time Frame	Resources Required	
				Regular Prog.	Extra Budg
To increase the enrolment of the age cohort in tertiary education to 15% by 2005 To strengthen tertiary level institutions in the Caribbean through collaborative work with one another and with international institutions especially in Latin America. To collaborate effectively with IESALC	Increase the reach of existing institutions by developing and piloting a regional mechanism for accreditation, articulation and equivalency, under the auspices of ACTI LAND facilitated by IESALC. Facilitation of TLI staff development in foreign language acquisition. Mentorship programmes and facilitating exchange within and outside the Caribbean facilitated by IESALC. Co-operative development of interdisciplinary post graduate programmes facilitated by IESALC.	A functioning mechanism by the year 2001 By 2001 a 10% increase in number of staff proficient in a second language and rising to 50% by 2005. Establish staff development mechanisms by 2003. Inter-disciplinary programmes in areas of need by 2005	By 2001 2000 beyond 2000 and beyond 2000 and beyond	30,000 20,000 20,000 20,000	60,000 40,000 40,000 40,000

FOCAL AREA 1
PROJECT:#1.7: Enhancing Communities through Continuing Education

Objectives and Target Groups	Proposed Action	Performance Criteria	Time Frame	Resources Required	
				Regular Prog.	Extra Budg
To prepare communities for physical and mental well being through adult education programmes in parenting, conflict management, literacy, environmental protection, environmental health and preventive education against drug abuse and STD's	In collaboration with the NGO - CARCAE, training of community, adult educators via a precertificate programme.

Mounting of seminars, short courses and media programmes for adults in all the targeted spheres of activity.

Use of face to face and distance methodologies in above programmes including the use of the community information centres | Evidence that more adult educators have been certified.

Evidence of adults trained in programmes in all countries.

Impact: more aware and involved citizens with enhanced well-being.

More public debate, involvement and inputs on policy and action at community and national levels | 2000 to 2001 and continuing each biennium | 10,000

30,000 | 20,000

60,000 |

NAME OF PROJECT: #1.8- Expanding the Use of Information Technology
As an Instructional Tool

Objectives and Target Groups	Proposed Action	Performance Criteria	Time Frame	Resources Required	
				Regular Prog.	Extra Budg
Expand the use of Information Technology as an Instructional tool.	1. Equip schools with relevant hardware and software.	Better equipped schools in educational technology.	2001		
	2. Train teachers and administrators in the use of hardware and software.	Teachers trained in the use of educational technology for instruction	2001	100,000	2 million
	3. Enhance schooling by increased use of distance methodology or technology in education.	Increased use of distance methodologies.	2001		

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FOCAL AREA: 2
NAME OF PROJECT: #2.1 Interactive Instruction for Strengthening and Popularisation of Science and Technology

Objectives and Target Groups	Proposed Action	Performance Criteria	Time Frame	Resource Required	
				Regular Prog	Extra Budg.
All sections of the Community. To promote the strengthening of science and technology in the development of the region	- Continued support for national/regional science fairs and science camps.	Science fairs and camps organised at regional and national levels.		34,000	68,000
	- Establishment of science centres and strengthening of existing science centres.	New centres established, more effective functioning of existing centres.		100,000	200,000
	- Developing more interactive approaches in the teaching of science.	Improved teaching methodology and increase among students /teachers.		170,000	340,000
	- Develop projects to promote utilisation and application of renewable and alternative sources of energy.	Increased use of renewable/alternative sources of energy.		85,000	170,000
	- Identify/Create/seek endorsement of centres of excellence in science and technology in the Caribbean.				
	- Continue work on the marine environment drawing upon the SIDS Plan of Action.	Increase in the numbers and use of centres of excellence Cleaner and safer environment		300,000	600,000

FOCAL AREA 2

NAME OF PROJECT: Interactive Instruction for Strengthen and Popularisation of Science and Technology (Con't)

Objectives and Target Groups	Proposed Action	Performance Criteria	Time Frame	Resource Required	
				Regular Prog	Extra Budg.
	- Support/intensify projects for the planning and manpower of coastal regions. Support/strengthening of the UNESCO Associated Schools Project and Caribbean Sea Project Conduct scientific research for product development.	Research data available.		10,000 40,000	20,000 80,000

Objective and Target Groups	Proposed Action	Performance Criteria	Time Frame	Resources Required	
				Regular Prog.	Extra Budg.
To extend and maintain the Caribbean as a zone of peace and democracy for sustainable living	Promoting programmes to facilitate:- - conflict resolution - inter-cultural dialogue - cultural exchange - tolerance	Creation and sustaining of peace spaces.	2002	30,000	60,000
	Development of community based projects to encourage the development of people in their respective communities(control of rural/urban drift)	Sustainable development projects established in rural communities	2001	340,000	340,000
	Training of media owners and workers in use of media for promotion of peace and human rights.	Training projects developed			

FOCAL AREA 2
PROJECT: #2.3 - Creating and Sustaining Peace Spaces

Objectives and Target Groups	Proposed Action	Performance Criteria	Time Frame	Resources Required	
				Regular Prog.	Extra Budg
Generating an understanding of and respect for human rights and peace promotion among:- 1. Power exerters (media leaders, police, armed forces, staff of correctional institutions and custodial homes, parliamentarians) 2. The Powerless (youth at risk, children in custodial homes, wards of correctional institutions0 3. Community groups (PTA0– youth groups, women's and men's groups) 4. Promoting a culture of peace in all schools.	- Seminars, dramatizations, media debates. - The dissemination and implementation of models piloted in '97-'99. - Seminars, dramatization, media debates, awards to groups designing and implementing innovative projects to promote harmonious communities. - Development of a series of graded texts and teacher manuals to be used in regular classroom activity to foster a culture of peace. - Training of teachers in the use of these materials.	Mounting of programmes as outlined for each target group in each country. NATCOMS to award at least 3 groups per biennium in each country. (Trophy and Monetary award) Existence and use of graded texts Teachers at various levels trained in the use of the texts in Caribbean Schools	2001	100,000 100,000 100,000 70,000 40,000	200,000 200,000 200,000 150,000 80,000

FOCAL AREA 3

PROJECT: 2.4 Promoting Cultural Industries and Cultural Heritage

Objectives and Target Groups	Proposed Action	Performance Criteria	Time Frame	Resources Required	
				Regular Prog.	Extra Budg.
To encourage the establishment , strengthening and preparing cultural industries and traditions and promotion of national heritage as an economic resource.	Production of high quality cultural artifacts, products at reasonable cost (to include food, herbs, music etc)		2001		
	- Training of personnel in crafts production, management and marketing.	- More persons involved in manufacturing of local artifacts.	2001	340,000	340,000
	- Development/preservation of heritage sites.	- Well-preserved heritage sites	2001	100,000	200,000
	- Public Education Programme to raise the awareness of local communities for the appreciation of cultural and natural heritage.	Creation of cultural villages Persons living in harmony.	2001	255,000	255,000
	- Support the continuation/use of indegineous languages to oral traditions.		2000	85,000	170,000
	- Support for national/regional festivals		2000	85,000	170,000
	- Enhancement/strengthening of copyright/patent legislation.		2001	340,000	340,000
	- Develop programes to foster integration, tolerance and understanding.		2001	385,000	385,000

FOCAL AREA 3
PROJECT: #3.1   Identification/Endorsement/Increasing Centres of Excellence

Objectives and Target Groups	Proposed Action	Performance Criteria	Time Frame	Resources Required	
				Regular Prog.	Extra Budg
To provide UNESCO endorsement for Centres of Excellence that would reflect Caribbean achievement and lead Caribbean peoples to aspire and work towards attaining similar heights.	1. Identify criteria (including on-going collaboration with and promoting the ideas of UNESCO) for centres of excellence in UNESCO's fields of competence. 2. Appoint committees to identify centres 3. Make awards and accompany awards with financial contributions to expand, enhance etc centres, provide fellowship, and make centres accessible to Caribbean citizens 4. Monitor centres to ensure that standards of excellence are maintained (designation as a centre of excellence can be maintained or lost)	- Identification of no more than two centres of excellence per biennium periodically rotated across fields of competence periodically. - Provision of periodic information to committee and public, on existing centres e.g number of visits, on-going contribution to Caribbean development.	On-going	12,000	25,000

FOCAL AREA 3

PROJECT: #3.2 Travelling Exhibition – Tapestry of Past, Fabric of the Future

Objectives and Target Groups	Proposed Action	Performance Criteria	Time Frame	Resources Required	
				Regular Prog	Extra Budg
To promote understanding of the difficulties/histories of major races in the Caribbean. Indigeneous people, African Indian European Chinese, Syrian, Lebanese. - To encourage discussions and debate especially among young people on the similarities/commonalities in values, beliefs e.g religions, way of life, food dress ets. To present up to date scientific information on the development of man 2. To develop intenet cafes libraries in remote communities. - To enable persons in rural communities to access educational opportunities and other services related to their needs	To create a series of exhibits which can be part of a travelling exhibition and to collaborate with local and regional bodies to host the presentation of the show. Encourage the participation of students of the Associated Schools in the creation of the activities. Preparation of different aspects of the project in different islands. The installation of computers in existing libraries. Training of personnel and uses in the community	Complete research and develop the concept. Mobilize partners among government and NGO's Complete for launching	2000	510,000	510,000

FOCAL AREA 3

PROJECT: #3.3 Community Information Centres in the Caribbean

Objectives and Target Groups	Proposed Action	Performance Criteria	Time Frame	Resources Required	
				Regular Prog.	Extra Budg
To develop equityby facilitating access to information using appropriate technology.	Consultation to determine modalities of operationalisational of centres (NATCOM)

Establishment of Centres.

Procurement of appropriate resources.
Training of management information, specialists, technicians.
Sensitization and training of users.
Development and updating of appropriate material, software, hardware, texts.
Developing and networking capabilities in territories. | Dissemination of information on developments of centres.

Provision and utilisation of relevant equipment.

A cadre of trained personnel in relevant fields.

Efficient use of facilities by persons in the community.

Availability of appropriate and up to date information.

Exchanging and utilizing of information in the region. | 2001

2003

2003

2002

2003

2003 | 20,000

85,000

20,000

25,000

170,000

70,000 | 40,000

170,000

40,000

50,000

340,000

140,000 |

PROJECT:#3.4 Creative Thinking and Innovation

Objectives and Target Groups	Proposed Action	Performance Criteria	Time Frame	Resource Required	
				Regular Prog	Extra Budg.
All sectors of population. To facilitate the meaning of creativity and creative thinking in the population.	Develop community based initiatives for the production and distribution of indigenous material. Develop jobs at formal and informal levels of the education system, to stimulate creativity creative thinking and innovation	- Application of innovative methods and activities. - Development and use of new technologies that recognize inherent cultural capacities (e.g. Making of indigenous musical instruments). Introduction of innovative methods/activities in the execution of national and regional events.		119,000 150,000	238,000 300,000

Strengthening ...

In order to facilitate the implementation of the special project the management infrastructure should be strengthened

Bridgetown:
-        Deputy Co-ordinator
-        Programme Specialist
-        Documentalist
-        2 General Service staff

Kingston:
-        1 Programme specialist in Education
-        1 Project Officer (to serve all areas)
-        1 Finance Clerk

Port-of-Spain:
-        1 Programme Specialist, Science and Environment
-        1 Project Officer
-        1 General Service staff

viii.   Adequate funding would be required to permit advisors to perform their functions e.g. visiting countries of their responsibility

ix.   Adequate funding would be required to permit advisors to perform their functions e.g. visiting countries of their responsibility.

x.   Areas proposed to strengthen the National Commissions include:
-    Submission of a Participation Programme project to request language training for Secretaries General e.g. Spanish
-    Training in approaches and mechanisms for fundraising and project planning

xi.   It was proposed that the CDB could be approached for assistance in .the latter. Additionally, St. Kitts and Nevis will prepare an agenda by the end of September for a possible meeting with the Director-General, during the World Conference on Higher Education to address issues of concern. Other National Commissions will provide their input for inclusion in the agenda.

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FOCUS ON THE CARIBBEAN

Caribbean People:

Tapestry of the past,

Fabric for the future

UNESCO BACKGROUND PAPER

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PART I.

OVERVIEW OF THE CARIBBEAN SUB-REGION

Introduction

Our focus here is on the Caribbean sub-region. It is important to state this clearly since the Caribbean is today increasingly being grouped around different levels or circles of partnership, a development propelled by the realities of globalisation and the emergence of regional groupings world wide. Our Caribbean focus group here centers around fourteen countries, the majority English speaking which have emerged in the last thirty six years from five hundred years of colonialism. The other two, Haiti, with a much longer history of Independence and a colonial history dominated by French control, and Suriname which broke its colonial status in 1975. The majority of countries are island states, with the exception of Belize in Central America, and Guyana and Suriname on the South American continent, Suriname itself adding to the diversity and complexity of the grouping with its Dutch colonial background and multi-ethnic composition. The countries range from the Bahamas to the north, at the top of the arc of islands and Jamaica and Haiti in the north west, to Guyana and Suriname in the south. Populations vary too, from Haiti with seven million people to St. Kitts and Nevis with about 43, 000. There is also, a diversity in land space, from Guyana's 214,970 km^2 to St. Kitts/Nevis' 269 km^2, many of them, small island states with limited forest reserves, among continental enclaves with much larger areas of arable land and forest reserves.

Among the Caribbean family and with different levels of relationship to current regional networks are a number of dependent territories. Their heart beat lies in the Caribbean, but they also respond to the tempo of mechanisms that are in place to coordinate their existence as dependent countries. Within the English- speaking sphere and thus relating to Britain are Anguilla, 35 square miles, Montserrat 39.5 sq. miles and the British Virgin Islands (BVI) 59 sq. miles, with populations ranging from Anguilla's 9,000 to the BVI's 18,000. With Montserrat's recent volcanic crisis its population is difficult to estimate, since some of its citizens are in temporary residence elsewhere. In close geographic location, too, to our main focus countries are Martinique and Guadeloupe, departments of France and among the largest of the Eastern Caribbean family tree; and the Dutch-speaking Antilles. The challenges are similar to those of our focus group although the dynamics of their dependent status allows for a different kind of intervention. One of the severest challenges which exposes the reality of the vulnerability or the Caribbean chain, is exemplified by the recent history of Montserrat where its social and economic life have been put under severe strain, and in fact, disrupted, since 1995 when volcanic activity begun.

With the exception of pockets of indigenous peoples and mixed descendants of these, the people are largely migrant ones, forced in most cases -into the area by the propulsions of slavery, the plantation and colonialism. It is this that adds to the region's diversity and uniqueness and gives it its character. The different societies which emerged throughout the region were ones formed around the cultural traits of its main bodies of African and Indian peoples, and others who came as indentured labourers and the dominant European groupings with their institutional baggage and values. The plural societies that were set in plant, merged into creole ones that witnessed a blending of characteristics, with large African and Indian bases. These, even while in the process of formulation, were being denied and undermined by the mindset of the colonisers which became increasingly internalised by the elites. As the report, *Time for Action*, prepared by the CARICOM Heads of Government established West Indian Commission puts it, Caribbean people have assimilated each other's history.

Issues of Vulnerability

Location in areas subjected to annual hurricanes has created a large measure of vulnerability, particularly given the continuing narrow economic base and despite efforts at diversification. Many of the region's economics and societies have over the years been afflicted by hurricanes that have seriously setback economic advances and disrupted the societies. This is compounded by their volcanic formation, with dormant volcanoes in existence that have 'in recent years erupted in St. Vincent and the Grenadines and in Montserrat, destroying the economy and leading to an exodus of citizens. With the exception of bauxite in countries such as Suriname, Jamaica and Guyana, petroleum in Trinidad and Tobago and traces of hydrocarbon deposits in some countries, they are devoid of natural resources, except for the acknowledged agricultural potential and the existence of the sea and sun, which are major attractions for the growing numbers of tourists that flock to their shores. Their geographical location at the crossroads of the Americas, so to speak, has also produced a vulnerability to the threats by drugs and crime.

Despite United Nations World Development indices, which have Caribbean countries in fairly high positions, poverty is becoming a marked reality in the region. World Bank reports suggest that some 38 percent of its citizenry are on the poverty line, a percentage reduced to 25 with the exclusion of Some of the poorer areas. The poor are listed as being primarily among the elderly, children, the disabled, small scale farmers, unskilled workers, indigenous peoples and in some situations and countries, female headed households. Most poor people live in rural areas but approximately half of the region's population live in rural areas. Along with poverty is the other major issue of environmental degradation. Then, of course, is the relationship between poverty and the environment. The poor in their bid for survival often carry out acts which threaten the environment while environmental degradation itself impacts on the lives and activities of the poor. Environmental issues are common throughout the region, among them, waste management, land use, water pollution, coastal zone management, and in many agricultural areas the overuse of chemicals, which sometimes get into rivers and water catchment areas. In those countries with mineral and petroleum resources, the signs of environmental damage are seen in the removal of topsoils, the prevalence of toxic by-products and land deterioration from oil drilling.

The Imperative of Independence

The realities and challenges of post-emancipation societies that witnessed the decline of plantations and the slow emergence of new and different opportunities, encouraged the migration of large segments of the population, to the extent that over a third of the population of the region is reported to be living in the United States of America, with other large sections elsewhere, particularly in Canada and the United Kingdom. These segments have largely maintained close connections with their homeland and are contributors to large remittances that have impacted on the countries' resources. With these members of the Caribbean Diaspora being in societies with greater opportunities for further education, skill development and skilled employment, they now constitute an important resource for the Caribbean. It is now the opinion of many in the Caribbean that the resources harnessed by these people must be included among those of the region and efforts be made to attract them for investment purposes, and also that their individual skills be tapped to boost the demand for advanced human resources. The West Indian Commission, which in the early nineties was established to draw up a plan of action for the forward movement of Caribbean peoples, found it necessary to convene hearings in some of the metropolitan centers where peoples of Caribbean descent live.

The Caribbean stands today at the dawn of the new millennium, with societies that in the words of Franklin Knight, "represent a unique and challenging experience in the history of mankind". They face, however, grave challenges. Haiti, after many years of external control that handicapped its ability to work out the logic of its independence, is still at pains to form the new instruments and framework that would give it the space and allow it to develop the vision and means to move on. The end of the Cold War and changes elsewhere, have overturned the region's geopolitical position. Technological changes and developments, the movement towards globalisation with its free market orientation and liberalised markets, have given rise to a new reality and pose enormous challenges. Lingering colonial economic linkages that were providing the region with some space to reset its development agenda are being dismantled by external pressures. The formation of regional economic groupings elsewhere and the small markets of the region based on traditional economic and post-colonial groupings, have forced efforts to move beyond partnerships based on linguistic and historical groupings, and to reach out to the larger Caribbean family. The emergence of the Association of Caribbean States, as well as efforts to embrace countries separated by linguistic and political barriers and moves toward the Free Trade of the Americas are part of this new approaching day.

Human Resources – Education, the Arts, Sciences

The thrust toward human resources development is on, but there is a stark awareness that it lags behind in the priority to the development of science. The proportion of students in post-secondary institutions of learning is still unacceptably small and is far behind other developing countries. Along with this are obvious signs of a deterioration in the quality of education that are now at the centre of the education dialogue. It is essential that there be a focus on continuing education in ensuring that our professionals keep up to date with the rapid changes taking place. Pre-School education is still not as organised as it could be and does not in many cases get the attention given to other forms of education. It is still to a large extent in private hands and not within the reach of the poor. It is now increasingly being realised how important this phase is in preparing pre-schoolers for later educational

involvement. Primary education is virtually universal, but the whole system is recognised as being plagued by inequalities in resources and teacher training.

It is being more commonly recognised, too, that the development of the arts and humanities is critical in the quest for holism. The region has made a tremendous contribution in these and related areas. Saint Lucia, one of the smallest countries of the region, has within decades produced two Nobel Laureates. The steel pan has the distinction of being the only new musical instrument invented in the 20th century, and the formation of steel band music has spread internationally. Caribbean music, including calypsos and reggae, have become popular worldwide, along with the region's carnival which, with the migration of its peoples, have become among the biggest cultural festivals in their new homes. Caribbean writers, intellectuals and artists have made an impact in North America, Africa and Europe. The same applies to its sportsmen, swimmers., cricketers, footballers, athletes and netballers who have forcefully emerged on the international sporting scene.

The region's location in the belly of North America has made it open to the influences, particularly, of its television, radio and newspapers. This is compounded, too, by the march of globalisation, which presents a serious challenge to the region's culture and discourse. The much talked about cultural penetration presents alternative visions of life often not in keeping with the region's resources and traditions, and often contrary to designs for new development thrusts. The media that produces the contending visions and views are foreign owned and divorce from the hopes and aspirations of the region. The region's diverse cultural infrastructure provides a base on which to carve out a Caribbean identity and vision. It has, moreover, to be a centre-piece for the region's educational reorientation and to form the path to new economic directions based on regional imperatives. Certain countries have some of the greatest assets in terms of cultural heritage and living cultural diversity, and should use them as the basis for sustainable development. Strategically linking culture and development policies could serve as a new endogenous engine for economic growth. Cultural heritage rehabilitation should be integrated with social participation in decision-making, in order to reduce poverty and exclusion; and raise economic growth and maintain stability.

As the region tries to meet the growing problem of unemployment, the emergence of cultural industries assumes importance, especially in the context of the rapid growth of tourism. In this respect, there is an urgent need to define or redefine the region's strategic approach with regard to cultural tourism in terms of the use of cultural resources, and the acknowledgement of the importance of culture for social and economic development. The issue of safeguarding and dynamizing cultural identities through cultural heritage within the context of a steady growth of tourism, should be particularly addressed. The enhancement and safeguarding of the rich historical and cultural heritage linked to sugar plantation through the creation of cultural itineraries, is a means to offering the memory of the past to present and future generations while contributing to development. With regard to the intangible heritage, particular attention should be drawn to strategies aimed at reinforcing the transmission of know-how and artistic skills to the next generation. The process of creating the awareness and developing the skills of the people in communities throughout the region is obvious. It has to go beyond this in educating people for entrepreneurship roles in these and in opening up other economic thrusts and directions. In fact, the informal Sector has developed by leaps and bounds and the energies, visions, and skills utilised in these ventures by ordinary people must be tapped, brought into the mainstream, and assisted in their further development.

Responding to the Challenges of the New Millennium:
Governance and Partnership

There has been a history of democratic traditions centered around most of the region's political institutions. Adult suffrage for most of the countries, has, however, been in existence for less than fifty years. Independence has brought in its train serious challenges to the political process, with the fallout being more severe in some than in others. But as the region prepares itself for the challenges of the new millennium with the threat of the rigours of open competition in situations where the playing fields are not level, the question of the greater involvement of the people in issues and the machinery of governance, begs itself. This has to involve governments, the private sector, non-governmental and community organisations and civil society generally. There has to be greater empowerment in the communities to stem the tide of decisions being increasingly taken in urban centres, without the involvement very often of the people who are affected. A greater thrust, therefore, is needed too, in widening public involvement through the extension of public discussion. The spread of talk shows and FM radio stations provide opportunities for expanding public discourse and getting the population attuned to the very complex issues impacting on our societies and the sometimes difficult decisions that have to be made.

Gender imbalances continue with women - despite the gains made in occupying top positions in the public and sometimes, the private sector - still not being able to contribute in keeping with their skills and numbers. With limited natural and physical resources, the region has to make full use of its human resources. Thus the involvement and empowerment of women and the removal of structures that inhibit their participation are necessary. They have an important role too in helping to rebuild and reconstruct communities and in allowing them to play a vital role in creating new societies. Women are still not emerging in any great numbers as major political forces, and it is obvious that the political culture is worse because of this. The structures, attitudes and pressures that prevent their greater involvement have to be removed or transformed to allow their full participation. A similar situation applies to youths who constitute the majority of the population.

The reality of Caribbeanness and the option open to its peoples is best summed up in the words of the Martiniquan Edouard Glissant, from another part of the Caribbean family. This fragment is taken from his *Antillean Discourse*:

> "We cannot deny the reality: cultures derived from plantations, insular civilizations, social pyramids with an African or East Indian base in the European peak: Languages of compromise, general cultural phenomenon of creolisation, pattern of encounter and synthesis, persistence of the African presence, cultivation of sugar cane, corn and pepper sight - where rhythms are combined, people formed by orality. There is potential in this reality. What is missing from the notion of Caribbeanness is the transition from the shared experience to conscious expression; the need to transcend the intellectual pretensions dominated by the learned elite, and to be grounded in collective affirmation. Our Caribbean reality is an option open to us. It springs from our natural experience, but in our history has been an ability to survive. Its present isolation is postponed in each island, the awareness of a Caribbean identity and, at the same time, separates each community on its own true identity."**

** Quoted by George Lamming in *In Search for Great Truths; CARICOM Perspectives No.66.June 1996.*

International competition, new regional economic groupings and political power shifts represent the major challenges to the Caribbean as the region enters the next century. These developments will require new modes of governance the optimal exploitation of all resources, both human and natural. To realize their development goals, Caribbean countries must seek the cooperatio of others, especially international bodies. UNESCO has a critical role to play, particularly within the light of its holistic approach to development. It can contribute to any efforts to strengthen the region's human resource base and to any attempts to uproot poverty and overturn centuries of gender imbalance. UNESCO has a role to play, too, in programmes to revitalize the region's cultural heritage. The Focus ont he Caribbean is essential in preparing UNESCO to marshal its resources in collaboration with partners and in keeping with priorities identified by the Caribbean region, as it searches for appropriate means to improve the quality of life of its people.

PART TWO

UNESCO / CARIBBEAN COLLABORATION:
ACHIEVEMENTS, CHALLENGES AND THE WAY FORWARD

Regional Caribbean institutions have largely determined the direction and development paradigm. Key among these Institutions is CARICOM and its associate members who identify and agree on policies and actions to meet the development needs in the region while not ignoring the individual island concerns. The new approach adopted by the Governments is essentially inter-sectoral and focuses on sustainable human development. UNESCO assistance has therefore tended towards conformity with this approach. Technical and financial contributions have been made in projects concerning the importance of the environment, the quality of education, the cultural heritage and a culture of peace. The activities within these broad areas were identified in consultation with the region and in view of the resources available to UNESCO.

In implementing the programme of activities, UNESCO Offices in the region and the regional Network CARNEID collaborated with regional NGOs such as the University of the West Indies, the private and public sectors and the UN Country Teams. Intersectorality in the planning and implementation of projects was achieved under broad themes such as, "reaching the unreached" and "youth and fostering a culture of peace».

This approach to the projects resulted in closer working relationships across sectors and the UN system, as was the case in Jamaica, and with governments and non-governmental agencies. Within UNESCO spheres, it strengthened inter-office collaboration and encouraged the staff to work across sectors, thus bringing a broadened perspective to the projects.

The inter-sectoral approach has its challenges as the structure, organization and methods of functioning of UNESCO and the Public Service are sectorial. Funds are provided by sector and the process of dividing the project into components in order to facilitate the preparation of separate contracts, undermines effective collaboration and inter-sectorality.

Projects of an inter-sectorial nature, in general, demands a larger budget. There are also occasions when choices must be made between giving assistance to a small NGO that can provide some immediate temporary relief for groups in desperate need or at risk, as against engaging in major projects that will influence policy and development.

Major areas addressed by the Sectors included:

Preservation of the Environment

Preservation of the Caribbean environment is at the root of its very existence. Its natural environment contributes to the attraction of visitors to the islands. Environmental education is designed to help young people to recognize the importance of the environment and their role in its protection. In this context UNESCO supports the environment education initiatives through the Associated Schools Project. The strategy includes workshops, advocacy programmes and the production of a Caribbean Sea Teachers' Resource Book in collaboration with other partners. The resource book initiative is providing experience, which will eventually benefit many more schools.

CSI was launched in 1996 as an intersectoral UNESCO endeavour for environmentally sound, socially equitable and culturally appropriate development in coastal regions and in small islands. It served as a platform for projects grounded in the local environment and social contexts which are linked to the global scientific community through a network of UNESCO chairs in Sustainable Coastal development.

Coastal erosion, hurricanes, accelerated beach development, and continued growth and economic dependence on the tourism industry have created an urgent need to strengthen the capacity of Caribbean islands to effectively manage their beach resources. For these reasons the "Coast and Beach Stability in the Caribbean Islands" project (COSALC) was expanded in 1996 to integrate natural and social science issues. Jointly sponsored by UNESCO and the University of Puerto Rico Sea Grant College programme, the project's three main programme areas include: institutional strengthening, public awareness and education, and socio-economic application. In 1998 the beach monitoring programmes were established in several islands, and beach change databases have been applied in coastal planning through COSALC Planning for Coastline Change Component. A sub-regional video production and broadcast workshop to enhance public awareness is being held in Grenada in November in collaboration with the UNESCO Regional Communication Adviser. Support to this programme will include field-training exercises in Anguilla, Antigua and Barbuda, Montserrat, St Kitts and Nevis, St Lucia and the US Virgin Islands. In co-operation with national planning agencies, a method to determine coastal development setbacks that protect beaches, as well as coastal infrastructure, is being devised as a contribution to wise management practice. New coastal development setback guidelines were designed and implemented in Antigua, Nevis and St Lucia. The recent extension of the project to the US Virgin Islands has led to the production of an assessment report and beach monitoring manuals for two islands of this archipelago.

UNESCO has supported projects to assist people in protected areas to preserve the environment while having a sustainable lifestyle. The activities covered pilot projects mainly in fishing areas. They have adopted strategies to strengthen local fishermen associations and ensure that the local people can access ethno-ecological knowledge relating to the coastal environment. An environmental database anchored in local language and local concepts is an essential foundation for a management programme that is community based.

Quality Education

The emphasis on human resources development underscores the need for good quality education at all levels. Various meetings of Caribbean groups have given high priority to improving education. UNESCO agreed to collaborate with the Governments of

the Caribbean through the CARICOM Secretariat in the implementation of their education policies. In order to focus the attention of primary and secondary school teachers on the affective needs of students and to improve the experience of schooling, a special project entitled "Changing the Culture of the Classroom" is being implemented. Other initiatives to support the quality of education include a project on the development of multiple intelligences, and sub-regional consultations to identify educational priorities. Emerging out of the activities in the region is the need for articulation across tertiary level institutions, staff development, including a thrust towards bilingualism and actions to increase tertiary enrolment target to fifteen percent of the age cohort as set by the governments. Recognizing the importance of adult education in a changing environment, and as a follow-up to the Fifth International Conference on Adult Education (CONTINTEA). UNESCO is collaborating with the Caribbean Regional Council for Adult Education in a number of initiatives.

In preparation for the World Conference on Higher Education, UNESCO collaborated with the CARICOM Secretariat and the University of the West Indies in mounting a sub-regional consultation on higher education. Out of this consultation have emerged several areas for further collaboration in increasing access to higher education and enhancing the relevance of programmes offered in the sub-region. The proceedings of the consultation have been recorded in the book: *Higher Education in the Caribbean.* UNESCO. 1998.

The International Institute for Educational Planning (IIEP) has been actively involved in supporting capacity-building in educational planning and management in Caribbean Member States. Beyond its contribution to small states studies in its field of competence, the Institute has made a sustained effort to contribute to strengthening strategic planning and management capabilities. This mandate has materialized in a number of training activities, policy seminars and technical assistance programmes, particularly in the Eastern Caribbean States, Haiti and Jamaica. Further to this, Ministries of Education in the Caribbean have continuously taken advantage of the Annual training Programme in Educational Planning and Management offered by the Institute.

Considering the crucial role played in the Caribbean by institutions for regional co-operation, the Institute organized activities jointly with the Organization of Caribbean States Secretariat, the University of the West Indies and the Commonwealth Secretariat. Recent activities have concerned textbook policy and planning (CARICOM countries), school mapping and micro-planning (OECS countries), and the management and financing of vocational training in Jamaica. A sub-regional workshop on project management has been conducted in St Lucia, technical assistance and training are being provided to Haiti and an activity is being prepared on Educational Management Information Systems (EMIS) for CARICOM countries.

Cultural Pluralism

Cultural pluralism is, by definition, an enduring and central feature of UNESCO. Nevertheless, the way in which cultural differences have been conceived in theory (ideas) and handled in practice (projects) has varied substantially over the Organization's history. There has been continuity, however, in the mandate and mission of the Organization and the significant role played by intercultural relations in all regions of the world as an important international peace and security issue.

In this respect, the need for concerted and consistent efforts to minimize the potential dangers posed by misunderstanding due to cultural differences, and to prevent the social tension which may result, must not be under-estimated. The recently established Division of Cultural Pluralism was created specifically to build a new ethos of a benign cultural pluralism and help put in place mechanisms geared towards innovative negotiation and compromise, in order to satisfy conflictual demands.

With regard to the Caribbean, UNESCO recognizes their unique socio-economic and cultural situation as well as the many challenges currently faced by these countries. The Division envisages significant future cooperation with the Caribbean as a laboratory of pacific cohabitation of diverses cultures, centred on:

- promoting intercultural dialogue among various groups and indigenous peoples so as to destroy prejudices and stereotypes as well as the image of all those who are different as being aliens and enemies

- establishing a balance between the preservation of cultural identity and the demands of a civic culture through careful management of the diversity of these societies, especially in the urban areas where different cultures interact closely on a daily basis

- emphasizing the importance of recognition, respect, appreciation, understanding and tolerance in order to promote and maintain a culture of peace, uphold the principles of human rights and democracy and create citizens of tomorrow who are equipped to face local and global challenges.

An illustration of such initiatives is the UNESCO Cities for Peace Prize, which is an instrument for municipalities to work towards fostering greater social cohesion, respect for cultural diversity and active citizenship. Cities – the epicentre of ethnic, culture and behavioural traits – must be viewed as a space where the local and the global interact in a positive manner and therefore, recognized as having a leading role in overall development and in counter-acting the negative consequences of globalization. Additionally, the project M.U.S.I.C (Music, Urbanism, Social Integration and Culture) constitutes a means by which the Division seeks to promote multicultural understanding and urban conviviality through artistic expression with the aim of encouraging social integration. It constitutes, in parallel with the project "Culture in neighborhood", a contribution to developing new capacities to deal with the new multicultural urban landscapes.The Simón Bolívar Prize is another award that honours activities contributing to the freedom and dignity of peoples as well as the solidarity among nations. It celebrates democracy, freedom and peaceful coexistence among all individuals of society. Following the United Nations International Year for Indigenous Peoples in 1992 and the World Decade spanning the years 1998-1997, UNESCO is renewing its concern for the most endangered of all cultural groups: the world's indigenous peoples, an issue which directly involves the Carribean.

These and other activities which will be further developed in due course, reflect the Division's holistic strategic approach to addressing the present-day cultural realities of most societies, particularly, those of the Caribbean; and aim at preserving and strengthening the multicultural texture of these societies as an agent of progress and enrichment.

Intercultural Projects

"Slave Route" Project

Considering the importance of this region in the implementation and involvement in the project, it should be mentioned that the activities under this heading are important elements of this international and multidisciplinary project.

1. Participation in the International Scientific Committee for the "Slave Route" Project:

   Mrs Marie-Denise Jean and Mr Laënnec Hurbon (Haiti)
   Professor Rex Nettleford (Jamaica)
   Dr Hugo Tolentino Dipp (Dominican Republic)

2. Caribbean Network of scientific research institutions has a mandate to implement the activities related to the two major elements of the Project on a regional and multidisciplinary basis:
   - the historical study of the deep causes and modalities of the Transatlantic slave trade
   - the analysis and study of the consequences and interactions slave trade has generated.

The co-ordinators of this Network are prof. Rex Nettleford (Jamaica) and dr. Hugo Tolentino Dipp (Dominican Republic).

1. UNESCO Chair on the slave trade and its consequences is to be created in Haiti in 1999 under the Regular Programme. A seminar on "African Diaspora: languages, religions and artistic expressions" is scheduled to take place at Kingston (Jamaica) in February 1999, organized under the Regular Programme. The aim of the seminar will be to discuss the activities related to the African Diaspora, with a view to emphasizing the cultural interactions generated by the slave trade - in particular the building of the Atlantic cultures - and to energize the intercultural dialogue that resulted from it. Following the Havana Declaration on the Joint UNESCO-WTO Progamme of Cultural Tourism on the "Slave Route", the objective is to develop tourist programmes and itineraries around places of memory linked to slavery. Between 1998 and 2001, activities funded by NORAD (Norwegian Agency for Development Co-operation) will be implemented within the framework of annual agreements between UNESCO and NORAD, and will include missions to identify sites and contributions to the publishing of tourist brochures.

2. Contribution to the creation of museums on slavery: establishment of feasibility studies in 1998 in Guadeloupe and the Virgin Islands and later on, in other countries of the region - to be funded by NORAD.

3. UNESCO's financial contribution to Haiti for the celebration of the *International Day for the Remembrance of the Slave Trade and its Abolition* on 23 August 1998. This was the first commemoration of that Day, proclaimed by the General Conference at its 29th session. On this occasion, the Associated Schools Project Co-ordination Unit organised a workshop, funded by NORAD, in order to study the launching and implementation of a pilot project aimed at including in school programmes the teaching on a large scale of the slave trade and its impact.

The cultural heritage

General History of the Caribbean

Recognition and promotion of the cultural heritage is particularly important in new societies living on the borders of those with very powerful cultural influences. To that extent, the preparation of the General History of the Caribbean has been very important in tracing the development of the forces shaping that heritage. The first volume has been released and every effort is being made to generate additional funds to prepare the remaining volumes and to make the books more accessible to a general audience.

Other Projects

In the expressive arts, UNESCO has supported various festivals. This biennium UNESCO is contributing to the upcoming Caribbean Festival of Arts (CARIFESTA). Emphasis is also been placed on documenting such technologies of indigenous peoples that may be relevant to on-going economic activities in the region.

The number of Caribbean heritage sites included on the World Heritage List has increased, including a number of under-represented types of properties such as marine site (Belize Barrier Reef) and tropical forests (Monts Trois Pitons National Park in Dominica). However, major bio-geographical regions and realms are not represented, such as the Pine forests of the Greater Antilles. With the increased awareness of the World Heritage Convention in the region, it is expected that several new sites will be nominated shortly.

Activities initiated by or in close Co-operation with the World heritage Centre have focussed on the Caribbean because of the urgent need to preserve the natural heritage. An expert meeting held in Martinique on the "Cultural Heritage of the Caribbean and the World Heritage Convention" identified specific themes to be explored further. These areas included rock art, vernacular, architecture, industrial heritage and cultural landscapes.

Communication for effective democratic participation

In an effort to support the democratic process, the Communication Division has engaged in several projects in capacity-building with the mainstream media, largely through the support of the International Programme for the Development of Communication (IPDC).

Emphasis has also been placed in the development of community media and particularly community radio to deepen community-building and participation efforts.

To mark World Press Freedom Day, UNESCO collaborated with the key stakeholders in the media to analyse its role within a changing environment, regional objectives for sustainable development and promotion of a culture of peace.

Community media projects are being implemented in several States in urban marginalized rural and remote areas. Extensive training for practising and potential media personnel have been undertaken, in collaboration with regional institutions such as the

Caribbean Institute of Media and Commuication (CARIMAC), the Caribbean Broadcasting Union (CBU) as well as other sectors.

Progress in the Communication Sector will have to address several issues:

a) training in media as a lifelong, collaborative exercise with training institutions and the industry in all fields, to include assertiveness for middle-level women media professionals;

b) community media with emphasis on access to information, dialogue and exchange

c) the sensitization of decisions-makers and media professionals to the essentials of Press Freedom, formulation and application of national policies and the framework of operation of the media;

d) exploitation of new communication and information technologies for development

e) demonstration of the benefits of media partnership and on-line networks on both micro and macro levels, intra-regionally and inter-regionally

f) continued strengthening of institutions, both public and private for news and information dissemination in their efforts at independence and sustainability

g) strategy to foster a culture of local production, co-production programming and marketing, in conformity with Caribean orientations and development.

The modalities for the implementation of projects have been essentially through national and regional workshops/seminars, preparation and dissemination of documents on examples of best effective practices and advocacy. From time to time UNESCO is called upon to draw attention to the global issues and to focus on international occasions such as the Year of a Culture of Peace.

Fostering a Culture of Peace by Reaching Disadvantaged Inner-city Youths

UNESCO has supported development projects, which help them to recognize and value the potential of youth. Such projects include: a) development of community media, b) enhancing offerings of custodial homes, c) studies on how inner-city schools have helped children who have been exposed to violence and crime, d) education while in the prison and e) computer and arts training.

Science and Technology

The Caribbean has taken a keen interest in science and technology, not only to preserve its environment but also to make better use of its natural resources. Its programmes have been diverse covering several key areas. The Microbial Resources Centre (MIRCEN), established at the St Augustine Campus in Trinidad, now maintains an information Centre and houses the MIRCEN Library. Research has been conducted in various areas of biotechnology, including biological control, in vitro propagation and crop improvement, the latter through mutagenesis and selection from among somaclonal variants. Of more interest to the MIRCEN was the work conducted on rhizobia and yeast.

In an effort to build the capabilities in aquatic, environmental and plant technologies, UNESCO has supported 15 short term fellowships to researchers, seven of which were women.

Countries of the Caribbean are engaged in the International Decade for Natural Disaster Reduction (IDNR). As a follow-up to the Yokohama Strategy and Plan of Action for a Safer World, which was adopted in May 1994, activities are continuing towards the assessment of natural hazards and the mitigation of their effects in the islands. UNESCO contribution to natural disaster reduction is intended to a) promote a better scientific understanding of the distribution in time and space of natural hazards and their intensity, b) to help set up reliable observatory and early warning networks and systems, c) to adopt of suitable building design, d) to contribute to the protection of educational buildings and cultural monuments, e) to strengthen environmental protection for the prevention of natural disasters, e) to enhance preparedness and public awareness through information and education, and f) to foster post-disaster investigation

UNESCO therefore has a role to play in ensuring that the user can benefit from the services concerned, through creating conditions needed for minimum levels of "digital literacy" and through appropriately adapted interfaces. In keeping with its intellectual and moral mandate, the Organization concentrates on two key aspects: on the "content" aspects of the Information Society, including information access, training and ethical issues; and on building the "Infrastructure" (policies, networking and applications).

It has adopted a strategy of:

- co-operation among the users in order to consolidate their demand for telematics services,

- partnership between telecommunication operators and users to develop and expand services based on market principles

- enlightened public policies to promote the building and use of telematics infrastructure in development-related sectors.

Communities need information for their continual development. In the Caribbean, community information centres can be instrumental in enabling the civil society to receive, generate and disseminate information and to facilitate feedback on policies and services of the local and national authorities. The main challenges are not only technological, but also political and societal concerning the key issue of access to information and the price to be paid for such access.

As UNESCO moves towards strengthening its support to the region, it needs to adopt ways and means that will optimize the benefits of its inputs. This includes modalities for working in collaboration with other UN bodies. There is tension between the mandate of UNESCO offices and that of the UN Country team. The former is responsible for country level activity while the latter has a regional responsibility. There is a proposal for UN reform. If, however, UN reform is to be effected as envisioned, then it may be necessary to align the country responsibilities of the representatives of different UN agencies more closely to allow for greater coherence. For example, if the Caribbean were divided into three administrative groupings, then each agency would arrange its geographical assignments with respect to these groupings.

Above all, the countries should be helped to recognize the comparative advantage of UNESCO and benefit from it. UNESCO provides the technical support and the intellectual fora to assist countries building national capabilities and attracts world attention to their developmental needs.

The way forward

It is agreed that at the heart of the development of the region are its people. In this context the strategies will include, interdisciplinary research, integrated planning, creative thinking and innovation, continuous public education and development, effective implementation and management of change, mastery of multi-lingualism and new/appropriate technologies and evaluation of all efforts. In the project development, special attention will be given to a) Strengthening community participation, b) Concern for and preservation of the environment, c) Access to and the use of the new technologies, d) The use of transdisciplinary, inter-sectorial collaborative approaches to the development and execution of projects.

The main areas presented are consistent with the mandate of UNESCO. The challenge will be its implementation, as this will require changes in some of UNESCO procedures in order to improve the effectiveness and efficiency of the initiative. Experiences in implementing the present programmes have revealed that there is need for UNESCO to consider the allocation of funds under a global code. This will facilitate inter-sectorial approaches, and strengthen its partnership with other funding sources through common policies and programmes within the framework of Focus on the Caribbean.

UNESCO recognizes the impact of global changes on the social, economic and cultural development of the Caribbean region and welcomes the Caribbean focus as a timely initiative. While Europe seeks to strengthen its cultural and economic ties through its united community, the economies of the Caribbean are becoming more fragile as they are being pushed into competition in a global market in which the field is not level. As indicated before, its people are its greatest resource and UNESCO is prepared to give all the support it can to the region, not only to manage the impact of global changes, but to benefit from them.

PART III.

SUMMARY OF PROJECTS OPERATING THROUGH THE CARIBBEAN OFFICES FOR THE BIENNIUM 1998-1999

Introduction

UNESCO has maintained a field presence in the Caribbean since the late seventies. These services are now offered through four offices serving the Dutch- and English-speaking Caribbean and Haiti. The Port au Prince Office is a country office serving the needs of Haiti. Three other offices serve the Dutch- and English- speaking Caribbean. The Bridgetown Office represents UNESCO to countries in the Eastern Caribbean and houses the Caribbean Network for Educational Innovation for Development (CARNEID) and in this capacity serves twenty-two countries. The Kingston Office represents UNESCO to the Northern Caribbean and provides advisory services in the fields of Education, Culture and Communication to a total of twenty-two countries. The Port of Spain Office represents UNESCO to the Southern Caribbean and provides advisory services in Science and Technology and houses the Associated Schools and Caribbean Sea projects.

As part of the Latin American and Caribbean region, the regional offices in Caracas (higher education, social sciences and information and informatics); Lima (communications); Montevideo (science and technology); and Santiago (education) also collaborate with the Caribbean Offices in providing advisory services. The Havana Office is in charge, among other things, of the co-ordination of inter-sectoral projects in the Caribbean, in particular the "Slave Route" project. Additionally, UNESCO provides support to the sub-region through the Participation Programme, and in some cases through direct linkages between units at Headquarters and agencies in the sub-region.

Policy directions to the Caribbean field offices are provided directly through the main policy making bodies of the Organisation. These are influenced from the field by the major policy directions of the Member States as conveyed directly or through the National Commissions. For fourteen of these states, policy directions are frequently formalised through agreements in the inter-governmental organisation of Member States, the Caribbean Community (CARICOM). Consequently, the UNESCO Caribbean Offices work in close collaboration with the CARICOM Secretariat. Additionally, biennially, UNESCO/CARNEID hosts a consultative meeting with Chief Education Officers and other educators of the region to formulate priorities for education for the up-coming biennium.

From these several fora, emerging as priorities for UNESCO action through the field offices for the 1998-1999 biennium encompassed the following areas: environmental education; the improvement of quality in all sectors of the education system including enhancing the participation of males; preservation and enhancement of the tangible and

intangible cultural heritage; extending facilities for communication to previously isolated communities, thus fostering the development of democracy through the free media; fostering a culture of peace and reaching the unreached though various mechanisms in all of UNESCO's spheres of competence.

The Caribbean countries have consulted extensively and deliberated in some depth in formulating proposals for the 2000-2001 biennium and in discussions in preparation of the Special Project: Human Development for Sustainable Living in the Caribbean. Proposals arising from these deliberations must of necessity inform the priorities of the field offices for the next biennium.

Areas identified as being of particular importance include enhancing educational experiences and improving educational performance especially of young males, improving literacy, strengthening tertiary education networks and generally increasing opportunity for lifelong education. It is noteworthy that one area of continuous learning stressed is in the area of foreign language proficiency to increase the number of Caribbean citizens who are bi- or multilingual. The strengthening and popularising of science, managing diversity, fostering a culture of peace, the promotion of cultural industries and the increase in community participation through the use of the established and community media are also seen to be of critical importance to the continuing viability of the sub-region.

SUMMARY OF PROJECTS

THE EDUCATION SECTOR

Education Sector activities in the English and Dutch-speaking Caribbean take place out of three offices: Bridgetown, Kingston and Port of Spain. The activities are presented here under main educational functions or major sub-sectors of the educational system, the office with the lead role being identified for each activity.

Publications

Two CARNEID publications, last published in 1994, have been revived. The new edition of the *Caribbean Educational Annual* was circulated at the Eighth Regional Consultation Meeting, the *Caribbean Teacher* will be available in December 1998.

The *CARNEID website* will also become available on the UNESCO Home Page at that time.

Early Childhood and Primary Education

Textbook Publishing Project: UNESCO/CARNEID is the executing agency for a UNESCO/CARICOM. Textbook Publishing Project. It will provide a multi-cultural textbook for primary level students which will promote the UNESCO ideals of peace, tolerance and justice. It is proposed that this project which is co-sponsored by the

Transdisciplinary Project, the Culture of Peace, will also provide the impetus for the expansion of the textbook publishing capacity in the region.

Support given to primary and secondary education from the Kingston office included: the McCam Educational Centre in the preparation of a planner with significant days, including UN days, for use in schools; the "Children's Ministry" in the preparation of a magazine for children; a basic school in the improvement of its equipment and facilities; books and UNESCO materials including parent support materials to a number of schools

Secondary Education

To support the reform of the secondary school curriculum such that it will recognise and help students apply multiple intelligences in learning, in June, CARNEID will host a symposium of all educational stakeholders to devise a new curriculum. Measures will be put in place to monitor implementation and evaluate the impact of the new curriculum. It is expected that this will also address the improvement of male performance in schools.

In support of the implementation of the CARICOM Human Resource Development Strategy, the Kingston Office is collaborating with the CARICOM Secretariat in an upstream project to identify and eventually address factors that affect quality secondary education in the Caribbean.

To encourage youth participation in developmental activities and in the formulation of policy, support has been given to the National Secondary Students' Association of Jamaica as they address themes of democracy and human rights.

Teacher Education

Changing the Culture of the Classroom: UNESCO/CARNEID has begun this innovative programme to train teachers in new techniques and approaches on counselling and listening. It is intended to give teachers a new concept of their role and a new appreciation of the scope of their influence. A total of 114 persons in teacher education, educational administration and classroom teachers have been introduced to the concept.

The Facilitation of Teacher Education by Distance Methodologies: UNESCO, Kingston has collaborated in a Commonwealth of Learning funded project with consultants and technical support from the UWI in the conceptualisation, design and implementation of this survey to examine needs in teacher education and the availability, in the Caribbean, of relevant distance teacher education programmes and materials. The findings of the project will be used to assist ministries of education in decision making in teacher education.

Continuing support has been given by UNESCO Kingston to *a mathematics, science and computer training summer institute* in collaboration with the University of Connecticut.

Youth

The Associated Schools and Caribbean Sea Projects
These projects, managed out of UNESCO Port of Spain, are part of a world-wide UNESCO initiative operational over the past four decades. Their main focus is to introduce subjects of importance to humanity which are often omitted from the school curricula. It is believed that by implementing this approach students will be better prepared to deal with future world issues. Proof of the effectiveness of the programme in ASP schools is seen in the improvement of cultural, humanistic and international dimensions of education. It is hoped that in the long run the attitude of the student and the community will change, in order to improve the marine environment, the interaction between the school and community, and the strengthening of intercultural understanding.

In 1998, the year being observed as the International Year of the Oceans, UNESCO is seeking to increase the number of schools participating in the ASP and CSP projects. Specific ASP and CSP projects undertaken during the biennium include a series of national and sub-regional meetings for students and teachers to promote sensitive interaction with the natural and human created environment; the production of an ASP\CSP resource book for teachers entitled: *Glimpses of the Blue Caribbean: Oceans, Seas, Coasts and How They Shape Us;* as well as a meeting of the task force of experts to develop a conceptual framework for the ASP educational, intercultural "Slave Route" project.

Youth development through the Arts:
As a means of helping the development of inner city youth, the UNESCO Kingston Office has worked through its three sectors, in collaboration with the Area Youth Programme. The programme addresses inner city community development through the arts and education. Active support has also been given to various other youth groups pursuing community development programmes.

Internships

The UNESCO Kingston Office collaborated with the University of the West Indies in providing summer internship opportunities to four students. The aim of the internship was to familiarize students of international relations with the philosophy and operations of an international organization. The interns were assigned to the different sectors and given responsibility for various activities. The interns were given the opportunity to attend the International Reading Association Conference held in Ocho Rios, Jamaica. The interns' evaluation of the attachment and their on-going commitment to volunteer for the Organisation indicate that they considered the exercise to be a valuable learning experience.

UNESCO/Port of Spain provided a summer internship opportunity for one student in 1998. The aim of the intership was to familiarize the young person with the philosophy and operations of UNESCO as a Specialized Agency of the UN System. The intern was supervised by the Officer-in-Charge. She assisted in the preparations for the first ASPnet CSP Environmental Education Workshop and was given the opportunity to participate in the workshop in Tobago.

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Adult Education

The UNESCO Kingston Office collaborated in a number of conferences/seminars with respect to the development of policy and the implementation of programmes in adult education. These include:

i.   the Guyana National Consultation on Adult Education

ii.   Adult Education in Changing Times, held in Ocho Rios, Jamaica in March 1998;

iii. Lifelong Learning for All: The Role of Higher Education and Universities, held in Mumbai, India in April 1998.

iv.   The Caribbean Regional Council for Adult Education (CARCAE) General Assembly held in Barbados in May 1998, funded out of the Participation Programme to Barbados.
      This Assembly agreed to mount specialized courses in adult education methodologies for adult educators and training programmes in such areas as parenting and conflict management, literacy, prevention of drug abuse and sexually transmitted diseases such as HIV/AIDS. These latter programmes will be targeted at out-of-school youth, parents, migrants and prisoners among others.

v.   UNESCO Kingston is collaborating with CARCAE and the Jamaica Council for Adult Education in hosting the World Assembly of the International Council for Adult Educaion in Jamaica in May 1999.

vi.   Two publications are in preparation: *Adult Education in the Caribbean at the Turn of the Century*, in collaboration with CARCAE and *Adult Education in Caribbean Universities* in collaboration with the UWI.

Higher Education

One Hundred Young Leaders - Assessing Tertiary Education for the Next Millennium: The Kingston Office supported the St. Andrew Junior Chamber, a leadership training organization for young people in implementing this project. The outcomes of the seminar were presented at the sub-regional conference on higher education, thus giving voice to Caribbean youth in a major policy making forum for higher education.

The *UNESCO/CARICOM Sub-Regional Consultation on Higher Education* 29 June - 1 July 1998. In preparation for the World Conference on Higher Education, UNESCO funded this consultation under the Participation Programme to the CARICOM Secretariat. Organised by the Tertiary Level Institutions Unit of the University of the West Indies, with facilitation from the Kingston and Caracas Offices, the consultation attracted key policy makers and other stakeholders in higher education in the Caribbean.

From the consultation emerged two areas needing priority action: the articulation of offerings across institutions to increase access to tertiary level education in the region and staff development. The latter includes regional exchanges to promote bilingualism among staff of the tertiary level institutions and so facilitate cooperation within Latin America and with other regions. The projects will be facilitated by the UNESCO Caracas office.

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Gender Management Systems in Higher Education: This is a framework and kit designed for use in institutions of higher education seeking to institute or strengthen gender fair management, research and instruction. It is a project of the Commonwealth Secretariat and the Education Adviser is co-writer with Dr. Gwendoline Williams, Consultant to the Commonwealth Secretariat.

Telematics and Technology Training

A multi-agency pilot project on access to telematic facilities in the Eastern Caribbean, in particular Internet access, was initiated by ITU and UNESCO/CARNEID to improve access to such facilities of public concern in developing countries. The project was formulated in response to three major problems identified in a study carried out by ITU/UNESCO/COL/ICSTI. These were: the high cost of services offered by the Public Telecommunication Operators; low levels of training, awareness and appreciation of the values of information on the part of users; the lack of forceful government policies concerning telematics. The project targeted high-level professionals with technical and/or managerial backgrounds in the Health, Environment and Education sectors and provided access to, and training in the use of scientific, technical and managerial information available via internet. The final project document was signed by six international organisations, namely COL/ICSTI/ITU/PAHO/UNDP and UNESCO, the executing agency.

The UNESCO Kingston Office is facilitating two projects in technology in education formerly managed by the retired Science Adviser and funded by UNDP.

Special Projects:

Reaching the Unreached and Fostering a Culture of Peace

Literacies, Productivity and the Quality of Life is a project initiated by UNESCO Kingston. It initially involved key stakeholder groups including education ministry officials, training institutions, the private sector, key institutions like correctional services, and community groups in brainstorming on the related issues. The findings from the brainstorm session were presented to the meeting of National Commissions held on June 22, 1998 and are now being used as the basis for the formulation of proposals to address literacy and productivity issues in the sub-region.

Education in Prisons: In collaboration with the Government of Jamaica and other partners, UNESCO, Kingston has embarked on a programme: *"Fostering a Culture of Peace through Education, Rehabilitation and Empowerment"*. It seeks to address through a five module phased activity, areas of concern as they relate to the culture of prisons and the reintegration to society of former prisoners. Training modules have been prepared for pretesting in correctional institutions in Trinidad and Tobago, Jamaica and Barbados.

Fostering a Culture of Peace for Children in Residential Care: This project has been undertaken in collaboration with the National Commission in Trinidad and Tobago and the UNESCO Port of Spain Office. It is intended to orient wards, guardians and caregivers of children in residential care towards a culture of peace and positive living. It will employ methodologies similar to that of the "Changing the Culture of the Classroom" and "Arts in

Education" programmes. One home will be used as a pilot and others will be involved in a consultative mode for the duration of the project. At the end of the project, materials produced will be disseminated for use in similar homes throughout the Caribbean.

Database of Educational Consultants

A regional database of educational consultants has been prepared. It lists inter alia, experts in education administration; information technology and its application to curriculum and instruction at various levels of the system; management; testing and measurement; text book publishing and translation.

THE CULTURE SECTOR

General History of the Caribbean

The General History of the Caribbean continues to be the major project of the Culture Sector in the Kingston Office. As Regular Programme funding has ceased, the main task at hand is that of raising funds from other avenues within the Organization, extra budgetary sources and partnerships.

In 1997, Volume III, *The Slave Societies*, was published in collaboration with Macmillan and has been receiving favourable reviews and good sales. The next three volumes to appear by November 1999 will be Volume I, *The Autochthonous Societies*; Volume II, *The New Societies* (illustrations and references being completed) and Volume VI, *The Methodology and Historiography of the Caribbean.* Volume IV, *The Long Nineteenth Century* and Volume V, *The Caribbean in the 20th Century* are scheduled for the year 2000.

A fund raising programme is underway. The Caribbean Development Bank is interested but no firm commitment has been submitted as yet.

A regional request for financing, in the amount of $35.000, was submitted under the 1998-1999 Participation Programme spearheaded by Barbados (98BAR413) with the support of Jamaica, Surinam and Trinidad and Tobago.

Furthermore, since the 15 CARICOM Member States are eager to see this project finalised, one possibility would be, as proposed by the Director-General, that each one of the 15 CARICOM countries send in a request for its implementation.

The importance of this project, and follow up projects to make the history generally known, cannot be over emphasised in view of the region's need to strengthen its sense of identity and self worth in the globalised world of the 21st Century.

Preservation and Enhancement of the Cultural and Natural Heritage

Cultural tourism
Tourism in general, and cultural tourism in particular, are major activities in the Caribbean, and UNESCO may help in proposing a global approach to tourism - not only economic - that could better contribute to cultural development and creativity, to intercultural dialogue and to a culture of peace. An action on the theme "culture,

tourism and development" would have the objective of defining or re-defining strategies of sustainable tourism that would better contribute to preservation of cultural and natural heritage and to ensure economic development of the local communities.

Museum Development
Training and equipment provided for museums in projects undertaken previous to this biennium continue to serve the sub-region in good stead. A survey on the status of museums, a set of training manuals and a model cultural legislation were additional important outputs of those projects. Support for the work of the Museums Association of the Caribbean has been an important component of this process.

Intangible Cultural Heritage
A project for the presentation of the history and culture of the indigenous Island Carib people of the region was undertaken through collaboration with a historian and artist team in St. Lucia where a "comic book" for schools is being produced on the subject. The book is scheduled for publication at the end of the year. Other projects on indigenous technologies, communication and a bibliography on indigenous peoples are underway.

World Heritage Convention
The Culture Sector has been active in directing Caribbean governments to the need to preserve and enhance the heritage of their countries. This has been done mainly through the awareness building seminars on the relevant UNESCO conventions.

(i)   In 1998 the Culture Adviser participated in a conference on the World Heritage Convention in Martinique.

(ii)   In August 1998 the Culture Adviser was part of the UNESCO delegation to the conference on the same Convention which formed part of the Inscription ceremonies of the Morne Trois Piton National Park in Dominica.

Advisory missions connected with the Convention were undertaken to St. Kitts-Nevis, Antigua, Anguilia, Dominica, St. Lucia and Grenada.

At present several Caribbean countries are signatories to the World Heritage Convention. Cultural sites inscribed on the World Heritage List are: Old Havana; Trinidad City and Santiago de Cuba in Cuba; Old Santo Domingo in the Dominican Republic; the Citadel Sans Souci and Ranier in Haiti: Historic Willemstad in the Netherlands Antilles and Old San Juan in Puerto Rico. Natural Sites inscribed are the Great Barrier reef of Belize and the Morne Trois Pitons in Dominica.

A number of other sites have been nominated and are currently under consideration. Attention is now being turned towards the protection of the underwater heritage of the region and the need to control the activities of treasure hunters. The Convention on the Prevention of Illicit Trafficking in Cultural Property is gained increased recognition and application in the region following a workshop/seminar in Grenada in 1997.

Creation and Creativity

Creativity, particularly in music, plastic arts and handicrafts, but also in the field of literature, are among the strongest cultural potentials of the Caribbean sub-region. Focusing on these areas as well as on the development of the corresponding endogenous cultural industries (national policies/regional strategies on book development, handicrafts and design, and live music events) is proposed.

Adequate updating of copyright legislation, the legal basis to support creators and artists and to foster the growth of cultural industries, may be necessary in several countries of the sub-region. UNESCO is ready to provide legal and technical assistance on request.

Carifesta VII

The Culture Adviser is a member of the Carifesta Advisory Committee and over the years has given the festival his support in myriad ways. At most festivals UNESCO has provided seed grants for the implementation of new aspects of administration and presentation in an effort to develop Caribbean arts and artists and to promote regional integration through the arts.

Training

Short-term fellowships are provided each year for artists to attend summer schools in the arts particularly at the Edna Maniey School for the Visual and Performing Arts in Jamaica. Approximately six artists benefit annually.

Copyright

Support was provided for work in the updating of copyright legislation and the protection of artists' rights.

Cultural Exchange

In an effort to expose Caribbean art within the region and internationally, the Culture Sector has supported artistic exchanges among Caribbean countries, as well as in Europe and the Americas. This has allowed several artists to hold exhibitions in neighbouring countries and to participate in major regional biennials. Of significance was an exchange among Austrian and Dominican artists in 1998, and the University of the West Indies Travelling exhibition in observance of the 50th Anniversary. Video documentaries on Caribbean cultures such as the Maroon Societies have been supported.

Tertiary Education

Focus was placed on the development of the Arts and Culture programmes at the University of Technology in Jamaica.

Cultural Policy

The sector has set up national consultations in various Caribbean countries to examine the question of Cultural Policy and eventually to formulate governments' policy on the subject. Important work was done through the Caricom Culture desk, which was able to develop a model cultural policy for use by Caricom governments.

Media

Support has been provided for the development of television programming promoting the arts and culture. Pilots for proposed television serials have received seed grants.

Poverty Alleviation

An approach to poverty alleviation through artistic and cultural expression in the inner city is now in progress. The Area Youth Programme in Kingston has so far been a major success and can serve as a model for similar projects in inner cities in other Caribbean countries.

Intercultural Projects

"Slave Route" Project

Considering the importance of this region in the implementation and involvement in the project, it should be mentioned that the activities under this heading are important elements of this international and multidisciplinary project.

1. Participation in the International Scientific Committee for the "Slave Route" Project:
   Mrs Marie-Denise Jean and Mr Laënnec Hurbon (Haiti)
   Professor Rex Nettleford (Jamaica)
   Dr Hugo Tolentino Dipp (Dominican Republic)

2. Caribbean Network of scientific research institutions has a mandate to implement the activities related to the two major elements of the Project on a regional and multidisciplinary basis:

   - the historical study of the deep causes and modalities of the Transatlantic slave trade

   - the analysis and study of the consequences and interactions slave trade has generated.

   The co-ordinators of this Network are prof. Rex Nettleford (Jamaica) and Dr. Hugo Tolentino Dipp (Dominican Republic).

3. UNESCO Chair on the slave trade and its consequences is to be created in Haiti in 1999 under the Regular Programme.

A seminar on "African Diaspora: languages, religions and artistic expressions" is scheduled to take place at Kingston (Jamaica) in February 1999 organized under the Regular Programme. The aim of the seminar will be to discuss the problematic within the framework of the activities related to the African Diaspora, with a view to emphasize of the cultural interactions generated by the slave trade - in particular the building of the Atlantic cultures - and to energize the intercultural dialogue that resulted from it.

Following the Havana Declaration on the Joint UNESCO-WTO Progamme of Cultural Tourism on the "Slave Route", the objective of which is to develop tourist programmes and itineraries around places of memory linked to slavery, activities funded by NORAD (Norwegian Agency for Development Co-operation) will be implemented between 1998 and 2001, within the framework of annual agreements between UNESCO and NORAD, such as missions to identify sites, contributions to the publishing of tourist brochures.

4. Contribution to the creation of museums on slavery: establishment of feasibility studies in 1998 in Guadeloupe and the Virgin Islands and later on, in other countries of the region - to be funded by NORAD.

5. UNESCO's financial contribution to Haiti for the celebration of the 23rd of August 1998.

    This was the first commemoration of that Day, proclaimed by the General Conference at its 29th session as the *International Day for the Remembrance of the Slave Trade and its Abolition*. On this occasion, the Associated Schools Project Co-ordination Unit organised a workshop, funded by NORAD, in order to study the launching and implementation of a pilot project aimed at including in school programmes the teaching on a large scale of the slave trade and its impact.

THE COMMUNICATION SECTOR

The activities of the Communication Sector at UNESCO Kingston are distributed amongst the Caricom member countries, Suriname and the Netherlands Antilles, Cuba and to some extent, Haiti and cover a number of programme areas.

Free Flow of Information

The launch of 1998-1999 biennium activities focussed on the organisation of a Caribbean Media Seminar, to coincide with 3 May World Press Freedom Day (1998) in collaboration with the Media Association of Jamaica, Caribbean News Agency, and the Caribbean Broadcasting Union. A first such encounter for ten years, the Seminar brought together 76 key persons from 18 countries concerned with policy, practice and philosophy of the media profession in the region. The seminar stressed the need for such activities to be on-going; the role of the media in fostering an informed citizenry able and willing to engage

in addressing social problems; and the need for the media to take on board the several challenges and opportunities of the new information technologies.

Assistance to the Jamaica Broadcasting Commission for studies into new programming standards for the development of a new National Public Service Broadcasting system in that country, and exposure of the media professionals and institutions to the Canada-based global alert system, IFEX, are other activities undertaken in this programme area.

Development of Communication

In response to the call for more local content to counteract the deluge of foreign fare, the sector provided support to small independent and public mainstream media houses for productions geared largely towards young children, youth, women and the environment. Given the deterrent of production costs in the region, institutions are further being encouraged in their efforts at co-productions and other strategies to cope with this problem.

Other activities in this programme area include a planned consultation on concrete methods of cooperation in the development and expansion of broadcasting and other programmes and products; continued support to the Merit Awards scheme for excellence in broadcasting; and a sub-regional workshop on production and broadcast of environmental videos.

Women

A major emphasis is placed on women media practitioners in the CII/COM activities and particularly under the "*women-speaking-to-women*" community radio project. The training manual entitled "*Whose perspective? A guide to gender-sensitive analysis of the media*" was produced early 1998 by the Women Media Watch of Jamaica, and on-line networking of WMW activities in the region is being pursued by the same institution under an IPDC project.

Training

In response to the rapidly falling standards and the apparent retreat in professionalism in the media, the Development of Communication programme continues to focus considerable attention on the education and training of all professionals - from media managers to sub-editors and reporters.

A large portion of the programme resources went to assist 6 practitioners from CBU member systems, as well as 10 community radio practitioners to take part in the hands-on summer broadcast training sessions at CARIMAC. One outstanding result of this course is the eagerness of the participating stations to deepen their media activities in the community and begin to network by electronic means for the exchange of news and materials, and to experiment with virtual radio. An IPDC project proposal for the 19th Session of the Council in 1999 has emerged from this interest.

Contributions are also foreseen for the development of multi-media language training packages for journalists in collaboration with CARIMAC and the publication of a regional manual of principles and ethics for practitioners. In-house radio training workshops also, are envisaged for CBU members beginning late 1998 under the IPDC project to Upgrade radio broadcasting skills in the region.

Community Media

The third issue of the *Eastern Voice*, a community newspaper set up in Sangre Grande Trinidad and Tobago, is now at press, following a desktop publishing workshop for a cadre of young community workers, and on-going journalism and marketing training under an IPDC project.

The Organisation provided additional materials to the regional Centre for Cartoon and Animation Production in Trinidad and Tobago, newly operational and outfitted with state-of-the-art technology, and benefiting from on-going hands-on training, with IPDC assistance.

A contribution was made to Radio Toco (*Women-speaking-women*) in Trinidad and Tobago, and Roots FM (Jamaica inner-city radio) for the reinforcement of their technical and operational activities. Roots FM has been charged with initiating an on-line discussion service in Jamaica before the end of 1998. Radio Muye (*Women-speaking-to-women*) Suriname, is also to benefit from further training and technical assistance.

Within the context of the Jamaica Area Youth Intersectoral Project for Irban Marginalised Young People, supported on an intersectoral basis by UNESCO/KNG, technical support is being provided to deepen workshop publishing skills and help to ensure regular production and dissemination of a community newspaper by this group. Two Area Youth members, also participated in the CARIMAC 1998 Community Radio Summer programme and are now in an apprenticeship training programme with Roots FM. With regard to community television, a contract is under execution in collaboration with Baha'i International for a feasibility study on the establishment of a community television station in Trinidad and Tobago.

International Programme for the Development of Communication (IPDC)

The IPDC projects remain a major source of funding in the reinforcement of the technical and human resource infrastructures of Caribbean media houses and institutions. Under the IPDC in 1998, nearly US$1.5m were approved for projects. Four projects with a total request of US$ 0.5m, have been submitted for consideration by the 1999 IPDC Council. The Communication Sector, Unesco Kingston is presently executing a total of approximately $1.5M of IPDC and FIT projects in the region.

Culture of Peace

As a contribution to fostering a Culture of Peace, on-the-job journalism training has been provided leading to the regular production of the newspaper, Guyana Hinterland News and the inclusion of articles promoting peace and harmony amongst all Guyana's peoples.

Intra-CII Activities

Following repeated requests for assistance for the preservation of audio-visual archives in the region, a preliminary contract was drawn up to develop a database on the audio-visual holdings of media houses and institutions in member states. This action is in anticipation of a joint UNESCO/CBU-Lomé IV expert study on the state of audio visual archives in the region with a view to preparation of a regional project for extra-budgetary funding assistance in this field.

Assistance is being provided for the training in the use and application of the computer at a Community Telecentre site in Suriname. Within the framework of NETDAYS, assistance is provided for the production and broadcast of a 13-part television series on the computer with special focus on the virtual radio service, and on-line public radio networking to be set up under contract with Roots FM community radio

Other ongoing activities include:

- Workshop for development of a strategy to mobilise youth for AIDS/HIV-STD prevention - using the media, scheduled for St Kitts and Nevis, November 1998;

- Contribution of radio broadcasting materials to Indigenous Peoples in Guyana.

Major problems encountered

Problems encountered in the work of the Communications Sector include:

- lack of national public policy and political will to support the rhetoric of a free press

- Indecision with regard to delivery of necessary licences for broadcast

- Telecommunications and electricity problems in the region

CONCLUDING COMMENTS

In all the sectors close working relationships are maintained and projects undertaken with the CARICOM Secretariat, the National Commissions, relevant ministries and other agencies of governments, institutions of higher education, non-governmental, community organisations and relevant private sector agencies. Within recent times, the relationship with other UN agencies is being strengthened through UN country teams. There is much potential for increasing collaborative projects with these agencies, following coordination activities supported by the various headquarters.

Tight budgets, lean staff complements, wide geographical and technical responsibilities and, at times, a mismatch between articulated mandates and actual operating procedures continue to pose challenges. However, responses from target groups in the field suggest that the work of the Organisation continues to make a positive difference in the Caribbean.

The Caribbean

International Hydrological Programme (IHP)

October 1998

Scope: - Fifth Phase of IHP (1996-2001): Hydrology and water resources development in a vulnerable environment
- Hydrology and water resources 1998-1999 (29 C/5)

Objective: Water resources assessment, management and conservation using a holistic approach

Area: Caribbean islands - 28 countries and territories (see attached list)

Work strategy: Countries and territories identify the needs for technical-scientific assistance from UNESCO-IHP via their National IHP Committees

Priorities: - Regional activities in the Caribbean
- Least developed countries (LDC): Haiti (CFD)
- Joint activities and projects with other cooperation institutions (CFD+FITOCA)

Ongoing projects: - Hydrogeological maps and explanatory notes
- Surface water balances
- Extrabudgetary projects: Water is Blue (Haiti)
- Hydrology of the humid tropics: CATHALAC, Cuba, Jamaica
- Postgraduate courses and activities
- Publications on hydrology and water resources in the Caribbean
- National activities: specific themes

Foreseen projects: - Water resources assessment - Review of national capabilities in the Caribbean
- Development of water resources information systems in the Caribbean
- Strengthening of the water sector in Cuba, Dominican Republic, Haiti, Trinidad and Tobago
- Research projects on specific themes in the Caribbean
- Horizontal cooperation projects in Cuba and Haiti
- Establishment of a Master Plan for water resources management in Haiti
- Postgraduate courses in karst hydrology in Jamaica and Cuba
- Workshops and conferences in the Caribbean (in line with the Sixth Phase of the IHP)
- Working groups of the Fifth Phase of the IHP
- Meetings of the CATHALAC Governing Board (one delegate from the Caribbean)

Some IHP statistics for the Caribbean

- Ratio of mobilized extrabudgetary funds to UNESCO Regular Budget: **1 : 27**
- Regional projects: All countries participate in at least two regional projects (surface and ground water)
  Women´s participation: 14%
- Research projects at national level: 87% of total Caribbean area
  Women´s participation: 25%
- Development projects at national level: Haiti, Cuba, Jamaica
  Women´s participation: 67%
- Postgraduate courses: an average of 7 courses
  Women´s participation: 38%
- National IHP Committees: 21 men and 2 women
  Women´s participation: 10%

HEAD OF GOVERNMENT:

Dr. the Hon. Kenny D. Anthony
Prime Minister, Saint Lucia

DATE OF BIRTH:

8 January 1951

MARITAL STATUS:

Married

EDUCATION:

Attorney at Law, Middle Temple, England; B.SC.. in Government and History, UWI; LL.B. University of the West Indies (UWI), Masters in Law, UWI; and Doctorate in Law University of Birmingham.

PROFESSIONAL/POLITICAL CAREER:

1978 -1979: Part time tutor, Faculty of Social Sciences, St. Augustine, UWI
1979: Special Advisor to the St. Lucia Ministry of Education and Culture;
1980: Minister of Education;
1981: Part-time tutor, temporary assistant lecturer, assistant lecturer and lecturer in the teaching Department of Law, Cave Hill, UWI.

1983: Head of the teaching Department of Law, Cave Hill, UWI.
1993: Assistant General Counsel Caribbean Community Secretariat. He served as General Counsel until his resignation, to contest the election for the position of Political Leader of the St. Lucia Labour Party at the party's convention in April 1996.
1996 (April): elected Political Leader of the Saint. Lucia Labour Party.
Kenny Anthony also served as consultant to draft an education ordinance for Anguilla; advisor to the Regional Constituent Assembly of the Windward Islands; OECS consultant to draft a model Education Bill for the OECS states; UNDP Consultant to draft a Public Service Employment Bill for the Government of St. Kitts and Nevis.
1997 (June): Prime Minister

HEAD OF STATE:

H.E. Dr. Perlette Louisy,
Governor General

LOCATION: One of the Windward

islands, between Martinique [21 miles to the north] and St. Vincent [26 miles south], it is 110 miles northwest of Barbados.

HISTORY: Amerindians were the first

settlers. French colonisation began in 1650 and the struggle for possession between the French and the English ended in 1803 with the island becoming an English colony. It gained independence in 1979.

ELECTIONS: Last election - 1997

Next election due 2001

RULING PARTY:

Saint. Lucia Labour Party

MAJOR POLITICAL PARTIES: United

Workers Party [UWP], Saint. Lucia Labour Party [SLP]

ECONOMIC SUMMARY: The growth

rate in 1991 decreased to an estimated 2.5% compared to 4% in 1990. The economy is based on agriculture, tourism and light manufacturing. Saint. Lucia has been focussing on economic diversification and the provision of infra-structural support.

AIRPORT: Hewanorra and George F.

Charles International.

STATUS:

Independent(22 February 1979.

CAPITAL: Castries

AREA: 616 km2 238 sq mi.

OFFICIAL LANGUAGE: English

POPULATION: 145 325 (1995)

CURRENCY: Eastern Caribbean Dollar

(EC$)

GDP PER CAPITA (at current prices):

EC$ 10,325 (1995)

TOTAL IMPORTS: EC$ 886.7 m (1997)

TOTAL EXPORTS: EC$165.5 m (1997)

INTRA REGIONAL IMPORTS:

EC$ 187.8 m (1997)

INTRA REGIONAL EXPORTS:

EC$ 26.6 m (1997)

BUSINESS HOURS: Commercial: 8:00

a.m. to 4:00 p.m. Monday to Friday. Government: 8:30 a.m. to 12:30 noon, 1:30 p.m. to 4:30 p.m. Monday to Friday

NATIONAL HOLIDAYS: New Years

Day January 1, New Years holiday January 2, Carnival February 10-11, Independence Day February 22, Good Friday, Easter Monday, Labor Day May 1, Whit Monday, Corpus Christ May 29, Emancipation Day August 4, Thanksgiving October 6, National Day December 13, Christmas Day December 25, Boxing Day December 26. Holidays that fall on Sunday are celebrated on Monday following.

DATE OF CARICOM MEMBERSHIP:

Admitted to CARICOM on 26 July 1974.

NATIONAL ANTHEM:

Sons and Daughters of St. Lucia
Love the Land that gave us birth
Land of beaches, hills and valleys
Fairest isle of all earth
Wheresoever you may roam
Love, oh Love your island home.
Gone the time when nations battled
For this "Helen of the West"!
Gone the days when strife and discord
Dimmed her children's toil and rest
Dawns at last a brighter day
Stretches out a glad, new way.
May the Good Lord Bless our Island
Guard her Sons from woe and harm!
May our People live united
Strong in soul and strong in arm
Justice, Truth and Charity
our ideal forever be!

HIGHEST NATIONAL AWARD:

Grand Cross of St Lucia

NATIONAL DISH: Green fig

and Saltfish.

THE SOCIAL SCIENCE SECTOR

MOST Programme

The main 1999 objective of the MOST Programme's research, analytical advocacy and mobilization work, heavily reliant on factual and scientific information as well as strong technical inputs is to enable Caribbean countries to strengthen their own social policy assessment and development, and help expand their involvement in actions in favour of marginalised community groups.

1.   The Family and Youth

A workshop was held with the support of the UK contribution to UNESCO, in Paramaribo, Suriname, June 1998, on *New Initiatives for Children and Youth: Building Partnerships*. The three-day event had as its main goal to contribute to the healthy development of children and youth in Suriname and adjacent Caribbean countries. It sought to achieve this primarily by bringing together local, regional and international specialists.

The following conclusions of the workshop session will guide the MOST programme's activities for 1999:

- Little factual information about the situation of children and youth in Suriname is available, and concerted efforts should be made to collect data, qualitative and quantitative, to raise awareness, to guide practice and to inform policy;
- Increased regional exchange within and between countries in the Caribbean on good practices for involving children and youth in decisions affecting them;
- In efforts to improve the situation of children and youth, the needs of the parents must be addressed since parents have a pivotal role in the healthy development of their children;
- Family policies and policies for children and youth in Suriname must reflect the rich cultural differences that exist in the country. To be effective, regional networking within the Caribbean should be sensitive to the differences and similarities between Caribbean youth, and seek to promote social and cultural exchange;
- More efforts need to be directed toward raising awareness within families of how parent's violent behaviour has a direct bearing on the potential for violence in their children;
- Efforts must be made toward developing a language policy within Suriname, that respects the country's diversity of cultures and peoples.

2.   Multi-culturalism and Multi-ethnicity: Strengthening of democratic governance in the multicultural and multi-ethnic societies of the Caribbean.

Following on the Regional Caribbean Consultative meeting, organized by MOST in 1997, the major objective of this project is to introduce an improved legal and

social political framework for pluralistic democracy in the different countries of the region that are characterized by their multicultural and multi-ethnic society.

In 199, the project will involve high-level policy makers, as well as academic experts in the field of law, human rights and democratic governance, in activities will including the creation of a network of scholars and policy-makers to facilitate the development and the exchange of information in successful policies, the opening of a rotating UNESCO chair on democratic governance, a series of training seminars for representatives of central and local government (including mayors of the cities in the region) on issues related to multi-ethnicity, ethnic violence, language policies and religious diversity.

3.   Urban Development: Rehabilitation of historic Caribbean cities

Within the framework of the MOST project on cities and in particular within the existing projects on « Small historical Coastal Cities » and « Revitalisation of inner cities areas », contacts were established in 1998 in view of launching a feasibility study on Social and Architectural Rehabilitation of some central districts in the « Old Havana » included in the World Heritage List. Various activities will try to tackle problems relating to the preservation of social life and activities, participation of youth and women in the urban redevelopment of their urban neighbourhood and the enhancement of technical partnerships between historical coastal cities in the Caribbean areas affected by coastal erosion, salt water intrusion and social and architectural decay in inner city areas.

4.   Research-Action Project: Integrated Urban Development in a poor urban area - Jalousie in Port au Prince, Haiti

Jalousie is one of the three case studies of the cities project: « Cities: Management of Social and Environmental Transformations ». The objective of the project is to upgrade collective infrastructures: public space, small streets, stairways, small squares through the participation of local inhabitants. the project is implemented in collaboration with the UNESCO Haiti office and in partnership with NGOs, neighbourhood associations, and the Petionville municipality. It involves intersectoral co-operation with ED/EFA/YTH in training disadvantaged young people in building processes.

FOCUS ON THE CARIBBEAN

The General Conference,

Bearing in mind the Organization's policy with regard to its small member states and its efforts to help them to become fully integrated as full members of the international community,

Noting that this policy has been inspired by the fact that these countries, apart from being small, are vulnerable, underdeveloped and often relatively isolated,

Recalling The Programme of Action adopted by the forty-ninth session of the United Nations General Assembly, arising out of the Global Conference on the Sustainable Development of Small Island Developing States, held in Barbados, in 1994,

Recalling also 27 C/Resolution 13.11 calling for "cooperation with Small Member States,"

Recognizing the commitment in paragraph 216 of the Medium-Term Strategy for 1996-2001 to devising and applying specific strategies to meet the special and urgent needs of certain groups of countries with common characteristics such as, interalia, small developing member states,

Recalling the recommendation of the Consultation of National Commissions of Latin America and the Caribbean held in Barbados 22-26 June, 1998 to strengthen the UNESCO Field Offices with financial and technical resources so that they can effectively carry out their functions, and to strengthen decentralization.

Recognizing also that the growth in UNESCO membership in the Caribbean within the last 30 years to 15 Member States is remarkable and strengthens the Latin America/Caribbean Group.

Acknowledging That development is a process in which a country or a region continually increases its capacity to identify and solve its own problems, while enhancing the harmonious interaction of all the people and promoting their social, economic, cultural and spiritual well-being, paying special attention to the quality of the natural environment

Bearing in mind the need for closer interaction among the National Commissions of the region and the need to devise mechanisms for joint strategies to be implemented by the National Commissions if the desired human development is to be realised,

Noting that the result of such human development would be reflected, interalia, in the preservation of the physical cultural heritage; the enhancement of the non physical heritage, harmonious social interaction and respect for and sustainable use of the natural environment,

Recognizing that the people of the Caribbean are descended from almost all the peoples of the world;

That our communities of indigenous peoples exist together with the other groups that have grown out of slavery, indenture and immigration, and that within the tapestry of the history of the Caribbean can be found images and retentions of these myriad cultures,

Conscious that the countries of the non-Spanish-speaking Caribbean share a number of specific characteristics, among them being:-

- a rich cultural and natural heritage
- a certain level of functional illiteracy
- a shortage of skilled human resources
- constant vulnerability to natural disasters such as hurricanes and volcanic eruptions
- weak economies due to lack of diversification in their agricultural programmes.
- A growing failure on the part of a large number of young male citizens to perform at their best in academic and social spheres
- Limited infrastructural development in the area of informatics
- The imposition of external cultural values on the citizenry through the electronic media

Recognizing that the small states of the Caribbean, the majority of which are island states are extremely vulnerable to the effects of globalization as well as to social, economic presures.

Stressing especially at this time the extreme vulnerability of many of our states to environmental and natural disasters such as hurricanes and floods

Noting that as we approach the third millenium, fundamental developments that are taking place at the global level, particularly in the economic and

technological spheres, are presenting special
challenges for us as small states,

Further noting that preparing our citizens to operate in this new
environment requires concerted, committed and
sustained effort on our part to ensure the total
well-being of our communities

Recognizing that important components of all human development
activity in the Caribbean have to be youth
empowerment, community participation, the
fostering of creativity, the management of
diversity and fostering democracy and peace

Recognizing also that the result of such human development would
be reflected inter alia in the preservation of the
physical cultural heritage; the enhancement of the
non physical heritage; harmonious social
interaction and respect for and sustainable use of
the natural environment

Noting with deep satisfaction the close cooperation of member
states of the Caribbean within UNESCO and the
strong support given them by other Member
States

Acknowledging UNESCO's past contributions to the development of
the Caribbean States in the sectors of its
competence- Education, Science and Technology,
Culture, Communication and Information

Acknowledging also the allocations made to the region for the
Biennium 1998/1999 as well as allocations made to
the Caribbean Community Secretariat for regional
projects.

Welcoming the extension of the Associated Schools Project within
Members States of the region and the increasing
interest and participation in the Caribbean Sea

Project in view of the important influence these two projects will have on the minds and behaviours of our youth, promoting as they do a Culture of Peace and the proper care of the environment with special reference to the sea.

Conscious of the vital importance of the thrust towards Environment and Development within our region and the work which must yet be done to sensitize citizens.

Recognizing however, that there continue to be areas of urgent need within the Caribbean region, areas that have not yet been adequately addressed by the Organisation; in these areas the strategic activities should include the following:-

- *creative thinking and innovation*
- *inter-disciplinary research*
- *policy- making*
- *integrated planning*
- *strengthening of implementation and change management capacity*
- *evaluation of all efforts*
- *mastery of new technologies*
- *mastery of multilingualism and appropriate language policy with respect to instruction*
- *continuous public education on development*
- *continuous public information on the role of UNESCO.*

Also recognizing that all UNESCO sectoral and transdisciplinary activities for the Caribbean should be informed by the following:

- *UNESCO policy positions for the twenty-first century, for example those drawn from "Learning The Treasure within"*

- *Caribbean Community (CARICOM) initiatives for the region, such as the Human Resource Development Strategy agreed on by the Heads of Government in July, 1997*
- *Other initiatives for the region, such as the Small Islands Development States (SIDS) Plan of Action.*

Requests the Director-General:

1.

    (a)   *To incorporate into document 30C/5, action to address the areas of urgent need in the Caribbean as addressed specifically within special Project entitled "Focus on the Caribbean" Human Development for Sustainable living."*

    (b)   *To assist with the mounting of a travelling Exhibition "Caribbean People: Tapestry of the Past: Fabric for the Future," to be displayed at Carifesta VII in August 1999, and at the UNESCO General Conference in November 1999 and thereafter to travel around the Caribbean.*

    (c)   *To support the strengthening of tertiary level Education Institutions and networks as proposed by the Heads of Governments of the Caribbean Community and adopted as an urgent Project by the UNESCO – supported Sub-Regional Consultation on Higher Education held in Saint Lucia in July, 1998.*

(iii)   *to assist financially with the initiation of preparatory work for the establishment/expansion of information centres.*

2. *Express appreciation to the Director-General for initiating the Focus on the Caribbean process in 1998.*

"*Focus on the Caribbean*" *and agreed on 10th October, 1998 as the date on which it would be held at UNESCO Headquarters in Paris.*

4. *Invites the Director-General to take measures:*

(a) *to establish a Caribbean - UNESCO Joint Committee, and in full consultation and cooperation with Caribbean Member states and their National Commissions, to develop a Special Project for an improved and sustainable future for the small states of the Caribbean, in the areas of the mandate of the Organization along the lines of the Focus on the Caribbean meeting held on 10th October, 1998 at Headquarters.*

(b) *To mobilize resources for the implementation of the Special Project and to ensure that UNESCO, as the lead agency implements the Project in cooperation with other development partners.*

(c) *To ensure the full implementation of the Special Project which will address issues that will eventually lead to the alleviation of situations of extreme poverty and exclusion from society and will give high priority to the guarantee of a better quality of life and full enjoyment of human rights within the Caribean.*

(d) *To emphasise the important role played by culture, education, information and communication and by the various social sciences to combat extreme poverty,*

(e) *To give maximum support to the specific projects under the Special Project, "Human Development for Sustainable Living in the Caribbean, which have been grouped into three broad focal areas as follows:-*

Focal Area 1 – Enhancing development through Lifelong Learning.

Focal Area 2- Fashioning the new Caribbean: respecting and maximising our Natural, Human and Cultural Resources.

Focal Area 3 – Involving communities in recognising achievements and building on them.

(f) to strengthen the human and financial resources at the UNESCO Offices in Jamaica, Barbados and Trinidad and Tobago

(g) to strengthen existing Caribbean National Commissions in terms of training, equipment.

(h) To ensure that National Commissions play a key role in the implementation of the Project.

(i) To seek to ensure the removal of language barriers within the wider Latin America/Caribbean region.

(j) To ensure that the high status of the Secretary-General of the National Commission is assured and is comparable to that of Officers performing similar functions in other United Nations Agencies bearing in mind that the National Commissions are key partners of UNESCO.

(k) To accede to the proposal put forward at the 11ᵗʰ Regional Meeting of National Commissions of Latin America and the Caribbean and at the 29ᵗʰ General Conference in Paris that if only five Projects are granted under the Participation Programme, a sum of US$25,000 be granted additionally to be disbursed at the discretion of the National Commission and the field Offices, to meet the needs of NGO's that apply for small grants.

(l) To report on progress in the implementation of the plan of action to the Executive Board at its 154ᵗʰ and 155ᵗʰ Sessions and to the 30ᵗʰ Session of the General Conference.

FOCUS ON THE CARIBBEAN

Caribbean People: Tapestry of the past, Fabric for the future

UNESCO Headquarters
10 October 1998
Room X

Provisional Agenda

9.30 - 9.40 — Entrance and Invocation

9.40 - 9.50 — Adoption of the Agenda and Election of the Chairman, Vice-Chairman and Rapporteurs

9.50 - 10.10 — Welcome address by the Director-General of UNESCO

10.10 - 10.20 — A Visual Landscape: Audio-visual presentation of the Caribbean

10.20 - 10.35 — Thematic presentation by the Chairman of CARICOM, Dr. The Honourable Kenny Anthony
"Caribbean People: Tapestry of the Past, Fabric for the Future"

10.35 - 10.50 — Presentation by the Minister of Education of Jamaica, Senator The Honourable Burchell Whiteman, M.P.
"Knitting the Strands: From Conceptualization to Actualization"

10.50 - 11.00 — Cultural Interlude: Dance presentation

11.00 - 11.20 — Presentation by the Minister of Education, Sports and Youth Affairs of Dominica, The Honourable Ronald Green
"Blending the Colours to Enrich the Pattern: Community Participation for Strengthening Democracy"

11.20 - 11.50 — Coffee break

11.50 - 12.10	Presentation by the Ambassador for the Environment of The Bahamas, Mrs Lynn Holowesko *"Preservation the Intricate Weave of the Caribbean Environment"*
12.10 - 12.30	Presentation by the Minister of Education, Youth Affairs and Culture of Barbados, The Honourable Mia Amor Mottley, M.P. *"Crafting the Fabric of the Future: The Use of New Technologies"*
12.30 - 13.00	Presentation by the Permanent Delegate of Haïti at UNESCO, His Excellency Mr Etzer Charles *"Enriching the Texture: Development through International Co-operation"*
13.00 - 15.00	Lunch
15.00 - 16.00	Responses by the Assistant Directors-General
16.00 - 16.10	Cultural Interlude
16.10 - 16.25	Presentation by Professor Lawrence Carrington from the University of West Indies *"Weaving the Tapestry: The Use of an Inter-sectoral Approach"*
16.25 - 17.25	Responses by the Assistant Directors-General
17.25 - 17.30	Cultural Interlude: Poem
17.30 - 17.35	Presentation of Declaration by The Honourable Rupert E. Herbert, Minister of Education, Labour and Social Security of Saint Kitts and Nevis
17.35 - 18.00	Vote of thanks by The Honourable Rupert E. Herbert, Minister of Education, Labour and Social Security of Saint Kitts and Nevis

FOCUS ON THE CARIBBEAN

Caribbean People: Tapestry of the past, Fabric for the future

UNESCO Headquarters
10 October 1998

REGISTRATION FORM

Name: _____

Title/Function: _____

Country/Organization/Sector represented:_____

_____

Mailing Address: _____

_____

_____

Telephone: _____

_____

Facsimile: _____

E-Mail: _____