

# Island Agenda 2004+

**Coping with change and sustaining  
diversities in small islands**



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**T**his booklet provides a glimpse into the United Nations Educational, Scientific and Cultural Organization's concerns and activities in small island developing states. Emphasis is on recent and ongoing activities, but with mentions of activities from decades past as well as indications on some future directions of work.

Between top and tail, the booklet has six main sections: New and emerging themes; Culture and society; Environment and natural resources; Communication and information; Education; and UNESCO in the island regions.

More extensive and referenced information – including a substantial bibliography and many URL-links – is accessible through the dedicated website ([portal.unesco.org/islandsBplus10](http://portal.unesco.org/islandsBplus10)) that has been set-up as part of UNESCO's contribution to the Barbados+10 review and forward-planning process, as well as through the web pages of the Organization's sectors, programmes, services and field offices.

### **UNESCO's focus on islands**

UNESCO was established in 1945, with the overall purpose of contributing "to peace and security by promoting collaboration among nations through education, science and culture in order to further universal respect for justice, for the rule of law and for the human rights and fundamental freedoms which are affirmed for the peoples of the world, without distinction of race, sex, language or religion, by the Charter of the United Nations."

Like a number of other UN institutions, UNESCO has had projects specifically focused on small islands for several decades. An account of many of these projects was compiled as part of UNESCO's own preparations for the Barbados Conference of May 1994 on Sustainable Development of Small Island Developing States (SIDS), and published in the 131-page *Island Agenda: An overview of UNESCO's work on island environments, territories and societies*.

Subsequent to the Barbados Conference, UNESCO reviewed its programme of work relating to SIDS, in an effort to contribute to the implementation of the Barbados Programme of Action (BPOA). Relevant activities and projects have spanned a wide range of technical subjects and areas of concern in UNESCO's fields of competence: culture, natural and basic sciences, social and human sciences, communication and education.

## **Sustainable development in small island developing states: taking stock, looking forward**

**S**mall island developing states (SIDS) face many challenges – some intrinsic and timeless, others extrinsic and new – arising from small land size, large exclusive economic zone, geographical dispersion, vulnerability to natural hazards and disasters, limited terrestrial natural resources, rich cultural resources and creativity, heavy dependence on imports, limited commodities, isolation from markets, tourism potentials and pressures, and many other characteristics and processes.

In September 2002 in Johannesburg, in reaffirming the special case for SIDS, the World Summit on Sustainable Development called for a full and comprehensive review of the SIDS Programme of Action adopted in Barbados in 1994. This review is being carried out under the aegis of the UN Commission on Sustainable Development (CSD) and the UN Department of Economic and Social Affairs (UNDESA), leading to an international meeting with high-level representation in Mauritius in January 2005 and follow-up implementation.

***The world's small island developing states are front-line zones where, in concentrated form, many of the main problems of environment and development are unfolding. As such, they are the big tests for the commitments made at the 1992 World Summit.***

**Kofi Annan, Secretary-General of the United Nations, at 'Barbados +5', September 1999.**

Since the Barbados conference of 1994, there has been progress towards sustainable living and sustainable development in many small island countries. At the same time, new concerns have emerged and sharpened, as reflected in the debates and strategy documents associated with the lead-up to the Mauritius meeting.

***In the 21st century, the agendas of peace and sustainable development will be inseparable.***

**Koïchiro Matsuura, Director-General of UNESCO.**

### ***Building capacities, bridges and networks***

UNESCO functions thanks to the synergy between diverse community actors that together form an international community. These communities include governments, National Commissions, Parliamentarians, Non-Governmental Organizations (NGOs) and Associations. Among them are also found the media, schools, cultural and scientific institutions, private sector partners and the United Nations family of institutions. Together, they give life to UNESCO's ideals and values around the world, at local, national and international levels.

In contributing towards a new vision and commitment for small islands, UNESCO's own action will continue to be rooted in its fields of competence: culture, basic and natural sciences, social and human sciences, communication and education. The underlying challenge is that of building capacities, bridges and networks, in promoting problem-solving actions that mobilize key actors and constituencies, that generate effective momentum and impact, that are culturally sensitive and scientifically sound. Addressing this challenge calls for meaningful collaboration between societal and organizational sectors (intersectoral cooperation), between regions and between islands of different affiliations (interregional cooperation) and between generations (intergenerational cooperation).

***Cooperation between sectors, disciplines, specialties and institutions.*** Many of the issues and challenges of sustainable development lie at the intersection of sectoral boundaries and institutional responsibilities. Whence the importance of pursuing innovative approaches for fostering interactions at the interfaces between societal/organizational sectors and academic disciplines. Also the need to place activities in a particular domain or institution within a broader institutional context, emphasizing partnership activities

at the interface of two or more sectors or institutional responsibilities.

This seeking of intersectoral connections and cooperation is somewhat analogous to the inter-relatedness between Water, Energy, Health, Agriculture, and Biodiversity - the five WEHAB thematic areas proposed by the UN Secretary-General as a contribution to the Johannesburg Summit on Sustainable Development. It is also consistent with the emphasis of the World Summit on Sustainable Development on developing innovative partnerships of various kinds.

***Cooperation between regions and between islands of different affiliations.*** UNESCO's work on small islands has a primary focus on small island developing states, and more particularly on those smaller states with limited land area and terrestrial resources. But attention is also given to small islands belonging to continental and archipelago countries, especially developing countries.

Though there are important differences between islands in different oceanic regions and between islands having different geopolitical affiliations, there are also many shared problems and issues. As such, there is much to gain from the exchange of experience and knowledge between and among small islands in different regions and small islands of different affiliations.

***Synergies between generations.*** Central to the concept of sustainable development is the notion of meeting the needs of present generations without compromising the ability of future generations to satisfy their own needs. The importance of encouraging links between generations is reflected in various initiatives to provide young people from small-island nations with opportunities to play their full part in discussions and actions on environment and development issues.

***In today's global environment, any worthwhile education is an education for uncertainty – preparing people who are flexible, adaptable, and multi-skilled.***

**Dame Pearlette Louisy, Governor General, St Lucia (September 2004).**







### List of Small Island Developing States

|                             | Population (2004) | Terrain   | Length of coastline (km) | Land area (km <sup>2</sup> ) |                      | Population (2004) | Terrain                                 | Length of coastline (km) | Land area (km <sup>2</sup> ) |
|-----------------------------|-------------------|---|--------------------------|------------------------------|----------------------|-------------------|---|--------------------------|------------------------------|
| <b>Africa</b>               |                   |   |                          |                              | <b>Caribbean</b>     |                   |   |                          |                              |
| Cape Verde                  | 414,294           | rugged, rocky, volcanic                             | 965                      | 4,033                        | Antigua & Barbuda    | 68,320            | low-lying limestone and coral islands   | 153                      | 443                          |
| Comoros                     | 651,901           | volcanic islands                                    | 340                      | 2,170                        | Aruba <sup>a</sup>   | 71,218            | flat, some hills, scant vegetation      | 68                       | 193                          |
| Mauritius                   | 1,220,481         | small coastal plain, central plateau                | 177                      | 2,030                        | Bahamas              | 299,697           | long, flat coral formations             | 3,542                    | 10,070                       |
| Sao Tome & Principe         | 181,565           | volcanic, mountainous                               | 209                      | 1,001                        | Barbados             | 278,289           | flat, central highland                  | 97                       | 431                          |
| Seychelles                  | 80,832            | narrow coastal strip, coral, flat                   | 491                      | 455                          | Cuba                 | 11,308,764        | terraced plains, small hills, mountains | 5,746                    | 110,860                      |
| <b>Asia and the Pacific</b> |                   |   |                          |                              | <b>Mediterranean</b> |                   |   |                          |                              |
| Bahrain <sup>a</sup>        | 667,238           | low desert plain, low central escarpment            | 161                      | 665                          | Cyprus               | 775,927           | plains, mountains                       | 648                      | 9,240                        |
| Cook Islands                | 21,200            | low coral atolls, volcanic, hilly                   | 120                      | 240                          | Malta                | 396,851           | low, flat plains, coastal cliffs        | 140                      | 316                          |
| Fiji                        | 880,874           | mountainous of volcanic origin, coral atolls        | 1,129                    | 18,270                       |                      |                   |   |                          |                              |
| Kiribati                    | 100,798           | low-lying coral atolls                              | 1,143                    | 811                          |                      |                   |   |                          |                              |
| Maldives                    | 339,330           | flat  | 644                      | 300                          |                      |                   |   |                          |                              |
| Marshall Islands            | 57,738            | low coral limestone and sand islands                | 370                      | 181                          |                      |                   |   |                          |                              |
| Micronesia                  | 108,155           | low coral atolls, volcanic, mountainous             | 6,112                    | 702                          |                      |                   |   |                          |                              |
| Nauru                       | 12,809            | sandy beach, coral reefs, phosphate plateau         | 30                       | 21                           |                      |                   |   |                          |                              |
| Niue                        | 2,156             | limestone cliffs, central plateau                   | 64                       | 260                          |                      |                   |   |                          |                              |
| Palau                       | 20,016            | low coral islands, mountainous main island          | 1,519                    | 458                          |                      |                   |   |                          |                              |
| Papua New Guinea            | 5,420,280         | coastal lowlands, mountains                         | 5,152                    | 452,860                      |                      |                   |   |                          |                              |
| Samoa                       | 177,714           | narrow coastal plains, interior: mountains          | 403                      | 2,934                        |                      |                   |   |                          |                              |
| Singapore                   | 4,353,893         | lowland, undulating central plateau                 | 193                      | 692                          |                      |                   |   |                          |                              |
| Solomon Islands             | 523,617           | low coral atolls, rugged mountains                  | 5,313                    | 27,540                       |                      |                   |   |                          |                              |
| Timor-Leste                 | 1,019,252         | mountainous   | 706                      | 15,007                       |                      |                   |   |                          |                              |
| Tokelau <sup>a, b</sup>     | 1,405             | atolls  | 101                      | 10                           |                      |                   |   |                          |                              |
| Tonga                       | 110,237           | coral formation, volcanic                           | 419                      | 718                          |                      |                   |   |                          |                              |
| Tuvalu                      | 11,468            | low-lying and narrow coral atolls                   | 24                       | 26                           |                      |                   |   |                          |                              |
| Vanuatu                     | 202,609           | narrow coastal plains, mountains of volcanic origin | 2,528                    | 12,200                       |                      |                   |   |                          |                              |

<sup>a</sup> Not a member of the Alliance of Small Island States (AOSIS) (the Netherlands Antilles and US Virgin Islands are however observers).

<sup>b</sup> Non-self governing.

<sup>c</sup> Part of the Kingdom of the Netherlands: Full autonomy in internal affairs.

<sup>d</sup> Population estimates for Haiti explicitly take into account the effects of excess mortality due to AIDS.

Source: Adapted from [www.un.org/esa/sustdev/sids/sidslst.htm](http://www.un.org/esa/sustdev/sids/sidslst.htm) (2 September 2004). Population data for July 2004 and land area data from: CIA Factbook <http://www.cia.gov/cia/publications/factbook> (2 September 2004).

## Alleviating poverty

There is widespread recognition that poverty is both a denial of human rights and the very antithesis of development. Reducing extreme poverty has become an overriding priority in international development objectives, reflected in the UN Millennium Development Goals. Yet despite all efforts in past years, poverty and exclusion have deepened and become more pervasive. Almost half of the world's population is trying to survive on less than US\$2 a day, and a quarter lives on the margins of life on less than US\$1. Seven out of ten poor people are women, and two-thirds are under 15 years of age. The income ratio of the richest one fifth to the poorest one fifth in the



**Basic education** forms a key part of poverty alleviation in many countries, as in this literacy class for women in the rural area of Fogo, Cape Verde.

### *The most toxic element in the world is poverty.*

Klaus Töpfer, Executive Director of the United Nations Environment Programme (UNEP). Cited by environment correspondent Geoffrey Lean in an article (It's the poor that do the suffering...while the rich do all the protesting') in the *New Statesman*, 16 October 1998.

world increased from 30:1 in 1960 to 75:1 forty years later.

In both absolute and relative terms, the situation in most small island developing countries is perhaps less acute than in many other parts of the developing world. For example, no small-island nations figure in the list of 21 countries that saw a drop in UNDP's Human Development Index in the 1990s. Inversely, many small-island nations rank prominently in national HDI listings. In UNDP's Human Development Report 2004, for instance, Seychelles is 35th and Mauritius 64th in the HDI rankings, the two highest in Sub-Saharan Africa.

Notwithstanding these indications, poverty and its consequences are of considerable concern in many small-island nations, particularly in terms of marginalized and unemployed youth. In turn, against this backdrop, UNESCO works to reduce poverty at national and regional levels by building capacities for research and policy analysis, and advancing specific initiatives across education, natural and social sciences, communication and culture.

This work includes long-term UNESCO concerns such as basic education and literacy and such initiatives as Education for All described elsewhere in this booklet. The work entails contributing effectively and with imagination to the UN Millennium Development Goals of September 2000, and more especially those relating to the reduction of extreme poverty, universal primary education and gender equality. And it also builds on the cultures and environmental possibilities of different regions.

Thus, in small-island regions, the cultural strengths and interests of young people provide multiple opportunities for relieving people from periods of economic hardship. These interests include various forms of arts and crafts, music, songs and dances, as well as skills in using natural resources through traditional knowledge. In light of this, an increasing number of Pacific countries, for example, have been seeking to advance arts and craft education, as a means of addressing such issues as poverty reduction, youth employment and human resources development.

In responding to this need, a series of training workshops has been launched by the UNESCO Office for the Pacific States in Apia, in conjunction with national partners. One subregional workshop at Port Vila (Vanuatu) focused on skills development in such fields as woodblock making and printing press operation, as well as supporting skills such as accounting and marketing. Another workshop in Port Moresby (Papua New Guinea, PNG) culminated in an exhibition by young design artists at the National Museum and Arts Gallery, and the setting up by a group of young people of an association ('Out-Of-School-Arts'), aimed at helping young people learn skills for making a living. The PNG National Commission for UNESCO has been facilitating this initiative.

The idea of using heritage tourism to empower young persons to achieve economic advancement and self esteem is the underlying approach of YouthPATH - Youth Poverty Alleviation through Tourism and Heritage. Launched as a regional initiative in 2003 by the UNESCO Office in Kingston, Jamaica, YouthPATH's goal is to train young people in poor rural communities in the development and documentation of cultural and natural heritage sites. The initial focus is on sites in five countries (Bahamas, Barbados, Jamaica, St Lucia and St Vincent & the Grenadines), with the intention that these sites become centres of national and international tourism and in doing so, generate income, reduce poverty and contribute to community development. Among the YouthPATH sites are villages settled by freed Africans rescued from ships engaged in 'illegal slave trading', an area demonstrating the history of estate life, and the nesting grounds of endangered leatherback turtles.

Also in the Caribbean, a joint initiative with the Inter-American Institute for Cooperation on Agriculture (IICA) seeks to break the cycle of poverty among marginalized youth in the Eastern Caribbean States. The project combines analysis of national mechanisms for poverty eradication from a human rights perspective with a practical needs approach to empowering youth through capacity building and skills training and though enhancing their participation in the development process.



## Taking advantage of new technologies and opportunities

Today's processes of globalization are, in part, driven by information and communications technologies (ICTs). Readily available new knowledge and information increasingly determine patterns of growth and wealth creation and open up possibilities for more effective poverty reduction and sustainable development. As reflected in the debates associated with the World Summit on the Information Society, ICTs have a crucial role to play in changing perceptions across all sectors of society, and in sharing experience and insights from one geographic setting to another. ICTs also provide opportunities for taking advantage of the cultural strengths of island sub-regions, which were created through the forg-

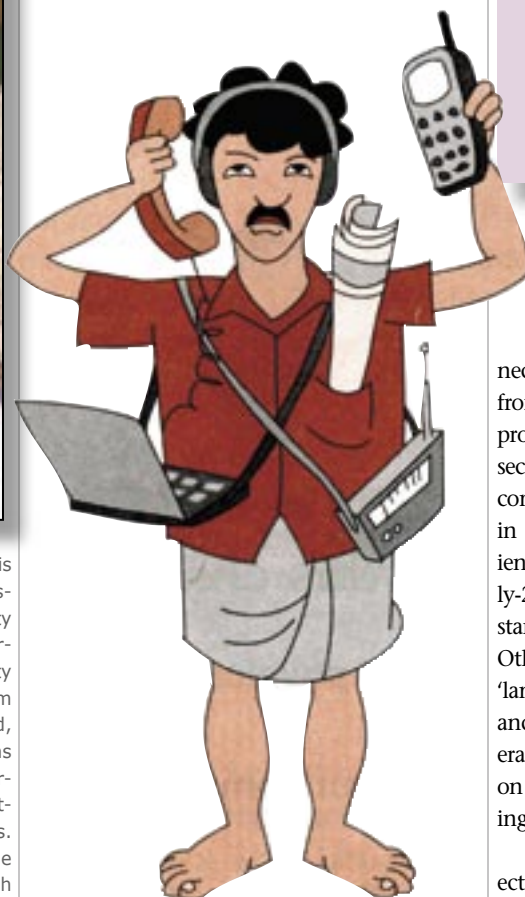


**The People First Network Project (Pfnnet)** is an ICT development project in the Solomon Islands that supports peace building and poverty reduction through an improved access to information and increased communication capacity in rural areas. Its rural communications system consists of a growing network of solar-powered, community-owned and managed e-mail stations in remote and rural areas connected to the Internet gateway in the capital Honiara, disseminating local content dedicated to basic rural needs. Since January 2001, Pfnnet has addressed the poor and vulnerable rural communities through distance education, fostering of indigenous business development and encouragement of the participation of women in the 'information society'. And in April 2004, Pfnnet was one of the four runners-up of the IPDC (International Programme for the Development of Communication)-UNESCO Rural Communication Prize. Pictured here, open day at Pfnnet.

ing of some of the world's most sophisticated pre-modern communications networks.

In the last few years, considerable progress has been made in using ICTs within a small-island context. Among other activities for encouraging community empowerment and addressing the digital divide, Community Multimedia Centres (CMCs) combine community broadcasting with Internet and related technologies. Pilot projects include a regional initiative in the Caribbean, where the aim is to transform existing community radio stations into CMCs, complete with added facilities such as PCs and a combination of fax, telephone, e-mail and Internet services. Initial participants include radio stations in Barbados, Cuba, Jamaica, and Trinidad & Tobago.

ICTs have also provided the means for organizing Internet discussion forums of various kinds, such as that launched in May 1999 on Wise Coastal Practices for Sustainable Human Development (WiCoP; [www.wisepractices.org](http://www.wisepractices.org)). A small team of moderators edit contributions before they are posted (in English,



### Community Multimedia Centres. How to Get Started and Keep Going

Graphic introducing a chapter on 'Choosing Appropriate Equipment and Technology', from a 2004 CMC Handbook Guide prepared by UNESCO's Communication Development Division.

*New information and communication technologies* have been warmly embraced by civil society and professional groups in many island regions, as they provide a means for helping to overcome difficulties associated with dispersed populations, lack of resources and isolation. Already, ICTs actively contribute to:

- Opening up government, making it more transparent and accountable, and thereby increasing public trust in government, reducing overall corruption and promoting core democratic values;
- Facilitating the creation of community networks and reinforcing participatory approaches and good governance;
- Strengthening cooperation between stakeholders to ensure good governance, to develop the private sector and to improve service delivery;
- Developing new forms of citizen participation, with online forums, user net-groups and web-based chat sites facilitating open political discussion that would be difficult to sustain in print media.

French and Spanish) on the forum site and in addition sent as e-mail (thanks to the collaboration of Scotland On-Line) to over 19,000 individuals connected with the forum. Issues addressed range from conflict prevention and resolution to approaches on coastal stewardship, from private sector investment in marine conservation to combining traditional and modern practices in coastal fisheries. Vulnerability and resilience in small islands was the focus of one early-2004 discussion thread, which elicited substantial comment, reaction and controversy. Other lively debates have included those on 'land purchase as an option for conservation' and 'Aid has failed the Pacific'. And more generally, the case studies and insights presented on the forum have proved valuable for learning, teaching and research purposes.

ICTs are contributing to many other projects relating to education, science, culture and the development of knowledge societies. Examples are featured throughout this booklet.

## Small Islands Voice. Survey of public concerns (2002-2003)

*Issues common to all sampled islands in the Caribbean, Indian Ocean and Pacific regions*

1. **Economy:** high cost of living, high taxes, less spending power, increased poverty, sluggish economy, economic stress, national debt, economic stability, economic downturns, shortage of foreign exchange, foreign investment, need for banking services
2. **Employment:** lack of jobs, job security, low wages/salaries, unfair hiring practices, increased number of foreign workers
3. **Health care:** public health facilities, mental health, health care services, HIV/AIDS
4. **Education:** schools and facilities, educational opportunities, tertiary education, vocational training, education for special groups such as teenage mothers, loss of qualified people (brain drain)
5. **New infrastructure:** houses, roads, hospitals, airport/seaport, telecommunications, solid and liquid waste disposal systems
6. **Environment:** waste management, pollution, deforestation, drainage, beach erosion, global warming

*Issues common to some of the sampled islands in the Caribbean, Indian Ocean and Pacific regions*

7. **Tourism:** new tourism development, improvement of tourism facilities, control of tourism, over-dependence on tourism
8. **Decline in moral and/or traditional values:** breakdown in moral fibre of society, decline in moral values, bad behaviour among young people, lack of respect for elders, eroding traditional values and customs, decline in traditional leadership, lack of community spirit and collaboration – in part due to people being resettled from adjacent islands
9. **Increased crime and violence:** increased crime rates especially violent crime, public safety, revised penalties for criminals, more crime as a result of increased drug abuse
10. **Good governance:** political corruption, political greed, political victimization, international peace

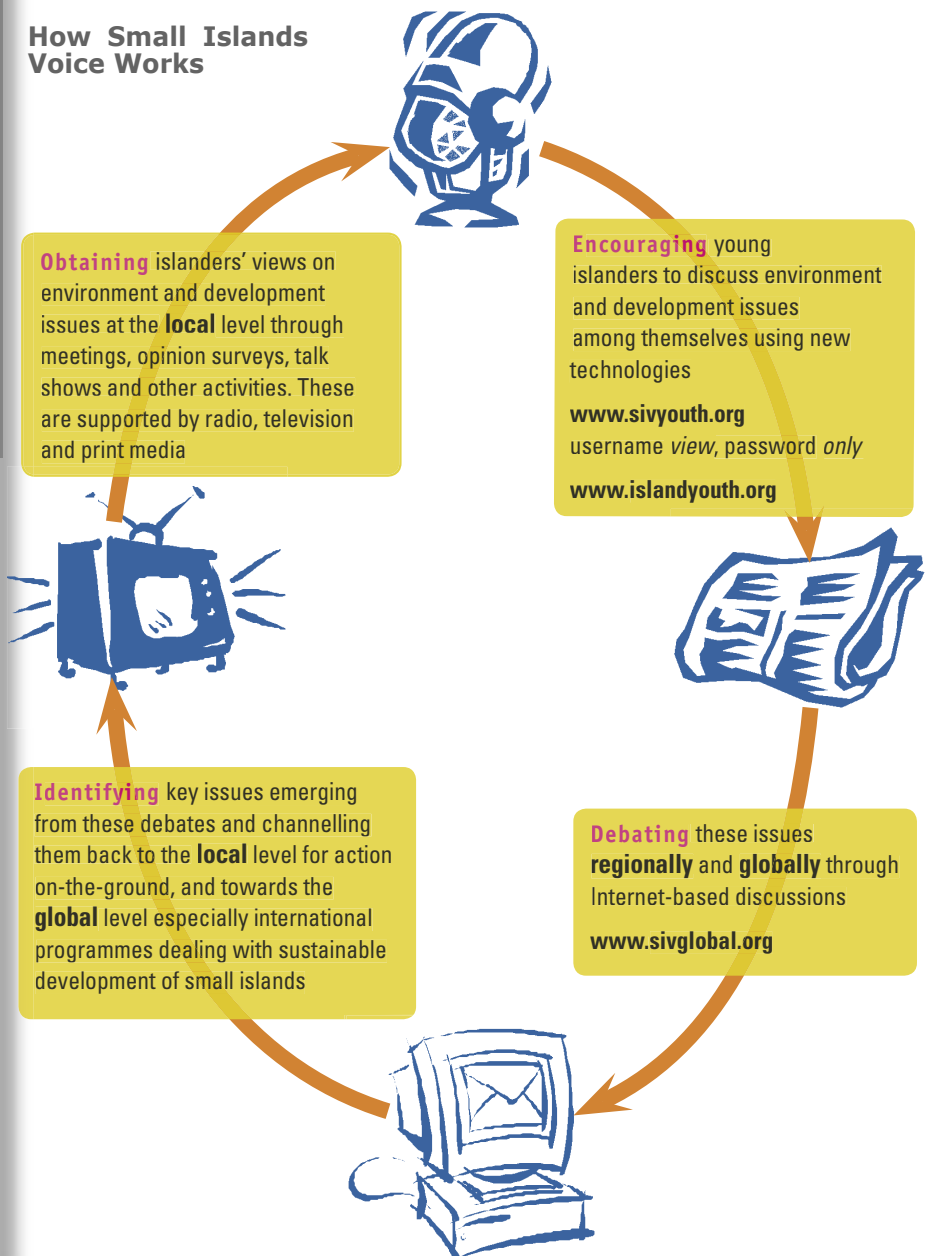
## Civil society – Voicing islander's concerns

Empowerment, governance and social participation are issues relating to community life and civil society that have received a fair amount of attention in events associated with the Barbados+10 review process. For example, a civil society consultation was held in Trinidad and Tobago in October 2003, with a statement then presented to the regional preparatory meeting for the Caribbean. In the same month, a civil society consultation for the AIMS region (see page 44) was held in Mauritius, organized by the Centre for Docu-

mentation, Training and Research in the Southwest Indian Ocean, with conclusions and recommendations encapsulated in the Declaration of Calodyne Sur Mer.

Among UNESCO's cross-sectoral activities, the Small Islands Voice (SIV) initiative seeks to provide the general public in islands with a 'space to speak and act'. From early 2002, when the initiative was launched, considerable effort was made to identify the key issues of concern to the general public in the Caribbean, Indian Ocean and Pacific regions, through opinion surveys, Internet discussions, meetings and workshops, all facilitated by newspaper, radio and television coverage.

### How Small Islands Voice Works





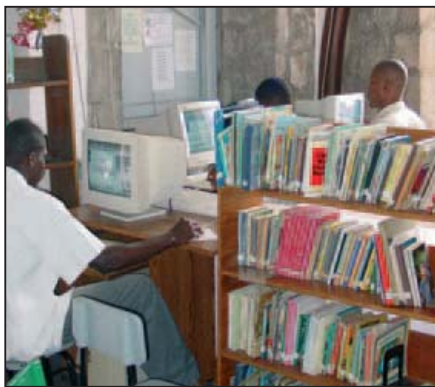
Islanders across the regions have common concerns, and this was particularly reflected in the opinion surveys where the issues were prioritized based on the quantitative responses. In order of priority, these issues were as follows:

1. Economy
2. Employment
3. Health care
4. Education
5. New infrastructure
6. Environment

Other important issues identified, which were not common to all sampled islands in the three regions, but may have been at the top of the priority list for specific islands were:

7. Tourism
8. Decline in moral and/or traditional values
9. Increased crime and violence
10. Need for good governance

In a related fashion, the SIV global forum is serving as a 'small islands heartbeat' by promoting and profiling the opinions of ordinary people living in islands. Every two weeks or so, over 17,000 islanders and people concerned with islands are exposed to a range of topical issues spanning environment, development, society, economy and culture via SIV global e-mail postings. Topics profiled range from rethinking an archipelago's tourism strategy (initial posting from Seychelles) and exporting an island's spring water (St Vincent & the Grenadines) to road construction and its effects on people's lives (Palau), piracy of fishery resources in the South Atlantic (Ascension Island) and problems of solid-waste disposal (San Andrés archipelago).



**Nevis public library:** free access for research and education. At neighbouring St Kitts, Small Islands Voice and the National Commission for UNESCO are setting up a computer laboratory for the general public and students, again with free access for research and education purposes.

## Creating space for young islanders

Representing a high proportion of the population in many SIDS, young people have a crucial role to play in determining the future of their islands, and UNESCO supports a range of activities designed to empower young people and encourage their full participation in society. Examples include projects on beach monitoring and stewardship in the Caribbean, waste management in the Maldives and Seychelles, and natural-disaster preparedness in Tonga and Vanuatu

In fact, the inclusion of the needs and interests of young people is prevalent throughout all UNESCO's programmes. In September 2003, this was reflected in discussions within the Third UNESCO Youth Forum, associated with the most recent session of the UNESCO General Conference. A dozen young persons from small-island countries – dubbed the 'SIDS Kids' – played a vibrant and engaging role in the forum discussions, contributing small-island perspectives to the debate on such topics as education for sustainable development and prevention education for HIV/AIDS.

### Youth visioning for island living

Throughout 2004, as part of its contribution to the Barbados+10 review process, UNESCO is facilitating a means for young people to articulate how they want their islands to develop in the future and how they plan to help make this happen. Discussion is taking place around three main themes:

- 'Life and love in islands' – Island lifestyles and cultures;
- 'My island home' – Safeguarding island environments;
- 'Money in my pocket' – Economic and employment opportunities.

Three stages are envisaged. First, during the twelve-month period starting January 2004, preparatory activities among island youth include local meetings and discussions, fund-raising activities, media promotion of the visioning activity, and web-based discussions through a special site operated by the international youth NGO TakingITGlobal.

*The young suffer less from their own errors than from the cautiousness of the old.*

Davidson L. Hepburn, Chair, Bahamas National Commission for UNESCO, in a message to the Youth Focus Bahamas (Nassau, January 2004), recalling "a very old maxim", unattributed or unattributable to source.



**Youth representatives** Geneva Noel (left) and Akiero Lloyd present the perspectives of young people to delegates at the Barbados+10 inter-regional preparatory meeting in the Bahamas in January 2004, following a national forum of Bahamas youth supported by UNESCO.

Second, youth participants from island countries will meet in Mauritius in January 2005, to discuss concerns, share information about activities, and shape their vision. They will then present their vision and proposals to the main United Nations meeting.

Third, and most importantly, after the UN meeting young delegates will report back to their local groups about the results of the Mauritius youth forum. Youth groups will give priorities to actions at a national and local level, and begin implementation. Mini-grants will be made available to youth groups, based on a competitive selection process, in support of implementing their projects. A major challenge is that of involving poor, marginalized, disaffected youth in the overall process and in individual projects.

*Time present and time past  
Are both perhaps present in  
time future  
And time future contained in  
time past.*

T.S. Eliot. *Four quartets*, 'Burnt Norton' (1936) pt 1.

## Responding to HIV/AIDS

There is increasing evidence of the special vulnerability of SIDS to HIV/AIDS, as reflected in a recent IIEP-UWI (International Institute of Educational Planning–University of the West Indies) study in the Caribbean and in a regional strategy on Education and HIV/AIDS for the Caribbean spearheaded by the UNESCO Office in Kingston and UWI. Also in the UNAIDS 2004 Report of the Global AIDS Epidemic.

In the Caribbean, around 430,000 people are living with HIV. In 2003, around 35,000 people died of AIDS, and 52,000 were newly infected. Among young people 15–24 years of age, 2.9% of women and 1.2% of men were living with HIV by the end of 2003. Three Caribbean counties have national HIV prevalence rates of at least 3%. The worst affected country is Haiti, where national prevalence is around 5.6%, the highest outside Africa. The Caribbean epidemic is predominantly heterosexual. It is concentrated among sex workers in many places, though the virus is also spreading in the general population.

But HIV/AIDS is a concern not just in the Caribbean. It is very much an emerging issue



**Banner from an HIV/AIDS campaign in the Maldives**, downloaded from 'Confessions of a discriminated HIV positive person' – a contribution by Television Maldives and producer Ms Shafeenaz Moosa to a DVD-series of ten mini-documentaries on HIV/AIDS in South Asia. The DVD was produced in 2003 within the framework of the Young Television Producers Network on HIV/AIDS, a joint initiative of UNESCO and the Asian-Pacific Institute for Broadcasting Development (AIBD). The aim of the project was to develop a network of young television broadcasters in South Asia specializing on HIV/AIDS issues, and provide them with the required skills and expertise to produce high quality television items to be included in various television magazines presented by broadcasting organizations.

in other island regions, even though HIV prevalence levels remain low. In the Pacific, for example, the stage is set for an expanding and widespread HIV epidemic due to a dramatic increase in sexually transmitted infections and risky sexual behaviour among young people aged 15–25.

UNESCO's response to the HIV/AIDS pandemic seeks to combat complacency, challenge stigmatization, overcome the tyranny of silence, and promote more caring attitudes. The focus is on integrating prevention education into the global development agenda and national policies, adapting prevention education to the diversity of needs and contexts, and encouraging responsible behaviour and reducing vulnerability.

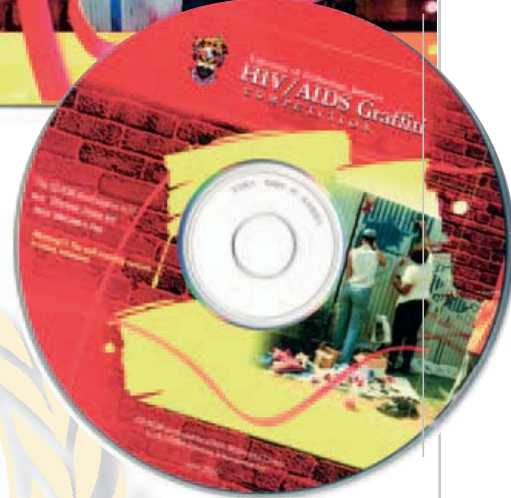
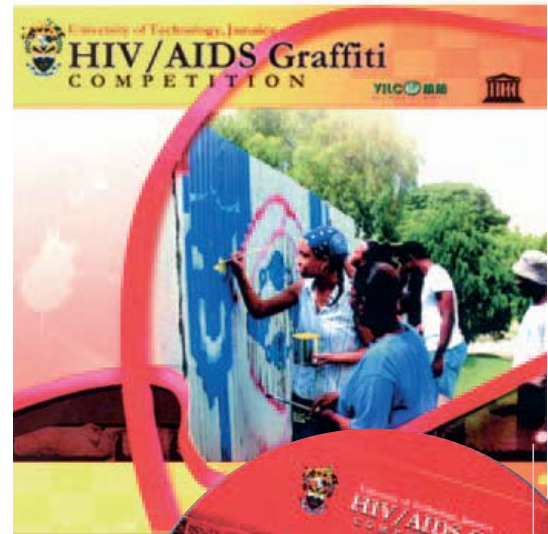
Prevention is not only the most economical response – it is the most patent and potent response, which seeks to change behaviour by providing knowledge, fostering attitudes and conferring skills through culturally sensitive and effective communication. An approach based on human rights is fundamental for both providing prevention education and

### UNAIDS

The Joint United Nations Programme on HIV/AIDS is an innovative joint venture of the United Nations family. The Programme brings together the efforts and resources of nine UN system organizations to help the world prevent new HIV infections, care for those already infected, and mitigate the impact of the epidemic.

treatment as well as in combating stigma and improving living conditions of the infected and the affected.

In the Caribbean, the UNESCO Office in Kingston has, since mid-2002, played a leadership role in promoting a stronger response by the region's educational sector to the epidemic, in close partnership with the University of the West Indies and other regional bodies. As part of the Joint United Nations Programme on HIV/AIDS (UNAIDS), work has focused on achieving consensus among governments and other stakeholders, developing a blueprint for the region on how the educational sector should respond, establishing partnerships for action in this field, and building capacity in ministries of education

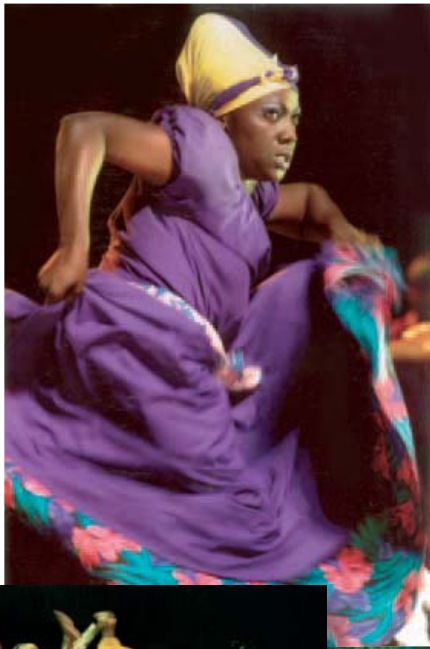


**Twenty teams of students**, from various departments and institutions of higher education in Jamaica, took part in an HIV/AIDS Graffiti Competition organized by the University of Technology, with the support of UNESCO.

and other educational institutions in respect to responses to the pandemic (e.g. pilot project in Jamaica).

Recent and ongoing projects include a preliminary assessment of the implications of HIV/AIDS for early childhood schooling, developing a methodology for estimating and projecting the prevalence of HIV/AIDS within the national educational sector, reinforcing cultural and communication dimensions in programmes and projects to combat the pandemic, preparing and testing a handbook for use by health workers (a group at the forefront of advocating changes needed for effectively tackling issues related to drug abuse as well as HIV/AIDS).





**The Ashe Caribbean Performing Arts Ensemble** is a highly acclaimed professional company specialized in 'edutainment' (education while entertaining) musicals and a diverse repertoire of Afro-Caribbean songs and dances. Ashe was set up in Jamaica in 1993, with a view to developing two of the Caribbean's richest resources – its young people and its vibrant performing arts culture. And in July 2004, with the support of UNESCO, Ashe featured prominently in the cultural programme associated with the XV International AIDS Conference held in Bangkok. The troupe performed two productions that have substantial HIV/AIDS prevention messages for young people and their families: 'Vibes in a World of Sexuality' and 'Parenting Vibes in a World of Sexuality'. These productions have been performed in over 300 training sessions for schools and other educational institutions over the past five years. Following the Bangkok Conference, UNESCO is supporting the production of a CD-ROM on Ashe's HIV/AIDS edutainment methodology that includes material videotaped in Bangkok.



## Towards gender equality

**S**ustainable development requires the full involvement of men and women in ensuring economic, cultural and ecological vitality. For UNESCO, the inclusion of 'gender' in sustainable development means committing to gender equality and human security – a concept that encompasses ecological, economic, social, cultural and personal security for women and men, girls and boys, alike.

UNESCO's priority activities in the gender domain include: Working for gender equal-

ity in education at all levels, in all its forms and in all fields, throughout life; Women and men having equal access to science and technology; Upholding cultural diversity and pluralism with emphasis on women's human rights; Equal access to and representation in the media and information and communication technologies; Engendering participatory democracies by providing for real equality between women and men.

In small-island states, the primary gender issues are the same as when looking at gender and sustainable development generally: unequal access to educational and economic

opportunities, unequal sharing of domestic responsibilities and burdens, inequalities between men and women as regards decision making, differential impact on men and women of environmental degradation.

In addition, there may be particular gender issues that take on special importance in small-island states, including differences in educational performance, the differential effects of tourism, the implications of limited land area and terrestrial resources, and resource management in near-shore marine ecosystems.

## Gender differences in educational performance

In Jamaica, as in many other Caribbean island countries, for a number of years, girls' academic achievement has surpassed that of boys in nearly every subject and curricular area. In addition, more girls than boys continue with tertiary education. Against this background, the Jamaican Ministry of Education and Culture commissioned a study of gender differences in academic achievement, participation, and opportunity to learn, in order to determine why boys are achieving

less than girls and to discover what part, if any, the school plays in this disparity. Results were reported as part of the 2000 Assessment of Education for All (see page 35).

Over a nine-month period, a survey of secondary students and qualitative studies sought answers to 12 broad research questions which were formulated as a result of the theoretical perspectives and the research evidence on absenteeism and school-related factors. The results showed that boys and girls exist in a gender-coded school environment and differ on almost every measure examined

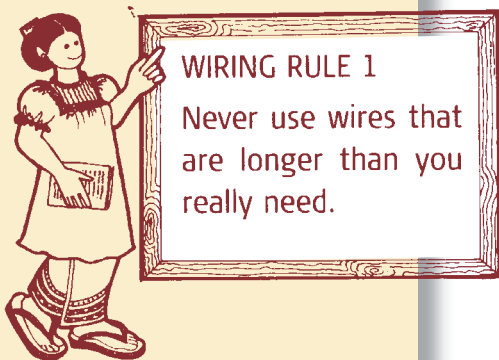
in the study. Many factors contribute to gender differences in academic performance and offer explanations for what is now frequently referred to as boys' under-achievement. Among the observations is that boys actively and continuously construct a definition of themselves as irresponsible, unreliable, and uninterested in academic work. Among issues addressed in the project's recommendations are the effects of school practices such as corporal punishment and teaching methods and the role of teachers in constructing and in changing gender stereotypes.



## Science and technology

As recognized in the SIDS Programme of Action, science and technology is a cross-cutting issue for all sectors for sustainable development. UNESCO has a long-standing commitment to supporting SIDS in strengthening the science and technology base of their economies and in building resilience in island societies. Many technical fields are involved, as reflected in examples and entries elsewhere in this booklet, ranging from renewable energy and natural disaster mitigation to coastal area management and biodiversity conservation.

Activities too are wide ranging – from individual study grants and group training to the strengthening of institutions and the testing and diffusion of educational and learning materials. An example of recent learning materials is a technical training toolkit on solar photovoltaic systems, based on experience gained over several decades in introducing rural electrification in small, scattered communities in the Pacific. The toolkit is designed for persons with modest technical background, whose mother-tongue is not English.



Among the graphics is that on solar panels, which are made-up of many individual cells connected in series. A panel of 34 cells (insert) is for 12-volt systems. The larger the panel, the greater the electrical energy produced. For best results, there should be no shade on a solar panel between 09.00 and 15.00 hours. Even if only one cell is shaded, the output can be cut by half or more.



## Local and indigenous knowledge and small islands

In many small-island countries, there are local communities who have long histories of interaction with the natural environment. Associated with many of these communities is a cumulative body of knowledge, know-how, practices and representations. These sophisticated sets of understandings, interpretations and meanings are part and parcel of a cultural complex that encompasses language, naming and classification systems, resource use practices, ritual, spirituality and worldview. This local and indigenous knowledge is a key resource for empowering communities to combat marginalization, poverty and impoverishment. And for the emerging knowledge societies, the judicious management of knowledge generated within local communities and knowledge entering from outside is one of the major challenges posed by globalization, and an essential step towards translating commitments to respect cultural diversity into meaningful action on the ground.

Within such a context, what may be known as traditional or local or indigenous knowledge in island situations is being addressed in a range of UNESCO activities in the fields of education, science, culture and communication. These activities include research on traditional resource use strategies and practices in land and water (including marine) ecosystems, initiatives to nurture new kinds of partnerships between indigenous peoples and multi-use protected areas, cultural dimensions of traditional knowledge, relationships between cultural diversity and biological diversity, ethnobotany and the equitable and sustainable use of plant resources, and the role of traditional knowledge in the contemporary world.

Some of this work, for example on traditional management in coastal marine areas, dates back two decades and more. More recently, discussions on different knowledge systems at the UNESCO-ICSU (International Council for Science) World Conference on Science (Budapest, June 1999) contributed to the launching in 2002 of an intersectoral project on Local and Indigenous Knowledge Systems in a Global Society (LINKS). The LINKS project focuses on the interface between local and indigenous knowledge and

the Millennium Development Goals of poverty eradication and environmental sustainability, stressing the importance of long-tested traditional knowledge systems that can enable communities to survive and sustain themselves in a changing world while maintaining environmental integrity.

Among contributing field studies, an assessment in Vanuatu has demonstrated how continuing community-based management of marine resources, rooted in traditional knowledge and practice, can inform both national and regional policy. Also in Vanuatu, a pilot scheme is underway to incorporate traditional knowledge in primary and secondary school curricula. A project in the Trobriand Islands in Milne Bay Province in Papua New Guinea seeks to reintroduce some traditional practices of community self-reliance that have been eroded in recent generations, such as the cultivation of fruit trees as a means to enhancing community resilience to natural disasters such as drought. And at the regional level, a CD-ROM has been prepared on traditional ocean voyaging and navigation in the Pacific (see page 43).

## Cultural diversity and biological diversity

Diversity is one key foundation for social and economic development – an insurance against uncertainty and surprise and a promoter of resilience. Diversity ranges from genes to species to landscapes and seascapes, but also includes diversity within and between cultures and diversity in knowledge and learning environments.

Links between cultural and biological diversity formed the focus of a high-level round table during the Johannesburg Summit, with several informal UNESCO-UNEP planning meetings being held on the issue since the World Summit. In terms of future work, several small-island field activities are envisaged within a project for 'Enhancing the linkages between biological and cultural diversity as a key basis for sustainable development' – a newly launched joint action of UNESCO's Natural Sciences and Culture sectors.

And among recent publications is a booklet on *Sharing a World of Difference – The Earth's Linguistic, Cultural and Biological Diversity*, prepared jointly by UNESCO, WWF (World Wildlife Fund for Nature) and the NGO Terralingua.

## Towards more responsible tourism

Nearly three decades ago, in 1976, UNESCO and the World Bank were joint organizers of a seminar on the social and cultural effects of tourism in developing countries. Tendentiously entitled *Tourism – Passport to Development?*, the resulting book incorporates case study experience from island situations such as Bali, Bermuda, Cyprus, Malta and the Seychelles.

Since the 1970s, tourism has continued to develop apace worldwide, to the extent that it is now the world's largest industry. For a number of small-island economies, tourism represents an important part of annual revenue. Being a people-oriented industry, it provides many jobs which have helped revitalize local economies. Yet by its very nature tourism is ambivalent, generating well-known problems as well as well-known benefits. As an economic sector, tourism is considered by some commentators as essentially passive, particularly vulnerable to threats and events that may be uncontrollable by the host country.

Within UNESCO, several initiatives seek to promote a new tourism culture, based on common sense and the responsible use of the environmental resources and cultural assets of each destination, as well as the creativity of island people. As described in presentations to the World Ecotourism Summit (Quebec City, Canada, May 2002), activities include intellectual contributions, the promotion of ethical

**Eco-tourism** is an important component of the tourism trade in many small islands. In the Seychelles, protected natural areas comprise more than half of the total land area as well as some additional 23,000 hectares of surrounding reefs and marine areas. The 'Subsea Viewers' enable tourists to appreciate the beauty of the marine parks, while the Vallée de Mai World Heritage site on the island of Praslin is the home of the Coco-de-Mer, the largest seed in the plant kingdom.



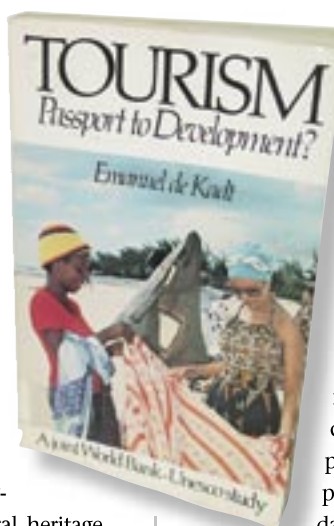
© Mason Travel

principles and the concrete testing of approaches to sustainable tourism at the field level. The role includes both normative and standard-setting functions. The work also entails cooperation and partnerships with a wide range of other bodies.

With tourism representing both an opportunity and a threat to culture, UNESCO's work on cultural tourism seeks to help its Member States in devising strategies for the long-term preservation of the cultural heritage.

Promoting improved tourism practices is a concern at many World Heritage sites. Recent work includes a project on the impact of tourism on the wildlife of the Galápagos Islands, and the preparation of a practical manual on managing tourism at World Heritage sites. A number of World Heritage sites as well as biosphere reserves are using the Draft International Guidelines on Sustainable Tourism – prepared under the aegis of UNEP and the Convention on Biological Diversity (CBD) – to promote sustainable tourism projects at the field level.

Tourism in coastal regions features in the web-based forum on wise coastal practices ([www.csiwisepracticities.org](http://www.csiwisepracticities.org)), with contributors addressing such issues as the 'self-destruct theory of tourism', the social effects of tourism, viewing tourism as a cultural experience, conservation and tourism, and mass market versus up-scale tourism. Exchanges of experi-



ence and opinion within the Small Islands Voice initiative have addressed diverse aspects of tourism development in small-island settings, including qualitative differences between local and foreign investments in tourism infrastructures. 'Tourism' is also addressed in over 7,000 documents accessible through the ocean portal (<http://www.oceanportal.org>) directory of ocean data and information related websites, which contains more

than 4,000 URLs.

In terms of links with the tourism industry, the Tour Operators' Initiative for Sustainable Tourism Development is a joint initiative of UNEP, UNESCO, the World Tourism Organization (WTO) and tour operators. The aim is to create synergy between tour operators who share a common goal to develop and implement tools and practices that improve the environmental, social and cultural sustainability of tourism.

Tourism-related activities of the International Scientific Council for Island Development (INSULA) include the servicing of a 'Sustainable Tourism Web Ring' and international conferences on such topics as renewable energy, desalination and the tourism sector, and sustainable hotels for sustainable tourism.



© UNESCO/IFoY



## Culture as a lens

Worldwide, there is increasing recognition of the intrinsic importance of culture to all aspects of the development process, reflected for example in the debates of the World Commission on Culture and Development and its report *Our Creative Diversity*. This report begins with the following statement by Marshall Sahlins, a renowned anthropologist who has spent a lifetime writing about the cultures and histories of the Pacific Islands:

*A great deal of confusion arises in both academic and political discourse when culture in the humanistic sense is not distinguished from 'culture' in its anthropological senses, notably culture as the total and distinctive way of life of a people or society. From the latter point of view it is meaningless to talk of 'the relation between culture and the economy', since the economy is part of a people's culture... Indeed the ambiguities in this phrase pose the great ideological issue confronted by the Commission: is 'culture' an aspect or a means of 'development', the latter understood as material progress; or is 'culture' the end and aim of 'development', the latter understood as the flourishing of human existence in its several forms and as a whole?*

Since its founding over fifty years ago, UNESCO has strived to emphasize the cultural foundations of the human endeavour. This work includes the drafting and implementation of a set of standard-setting instruments in the cultural field, the promotion of cultural pluralism and intercultural dialogue, the protection of the world's tangible and intangible heritage, and the development of cultural enterprises.

Central to these various activities is the perception of the overwhelming importance and all-pervasiveness of culture and cultural identity in respect to sustainable living and sustainable development. This is apparent if we understand culture as the lens through which one looks at the world.

## 'Culture' in the SIDS Programme of Action

Increasing emphasis is being given to cultural dimensions and perspectives in the discussions about sustainable development in small island developing nations. 'Culture' did not perhaps receive the attention it deserved in the 1994 Barbados Programme of Action (BPoA). However, ten years on, the picture is different, and in at least some of the regional preparatory meetings organized in August-October 2003 as part of the process to review the implementation of the BPoA, culture emerged as a significant component of island living.

'Promoting cultural diversity, cultural industries and empowering youth' was one of six discussion panels organized as part of the inter-regional preparatory meeting held in the Bahamas in January 2004. Furthermore the youth of the Bahamas in their declaration to the inter-regional preparatory meeting "Recognized that culture and lifestyle identify us as Bahamians and keep us unified." And in the draft AOSIS (Alliance of Small Island States) Strategy Paper adopted in Nassau, SIDS explicitly affirmed "the importance of culture in their sustainable development, as it represents the expression and identity of the people and the foundation of the richness of our cultural diversity, traditions and customs."

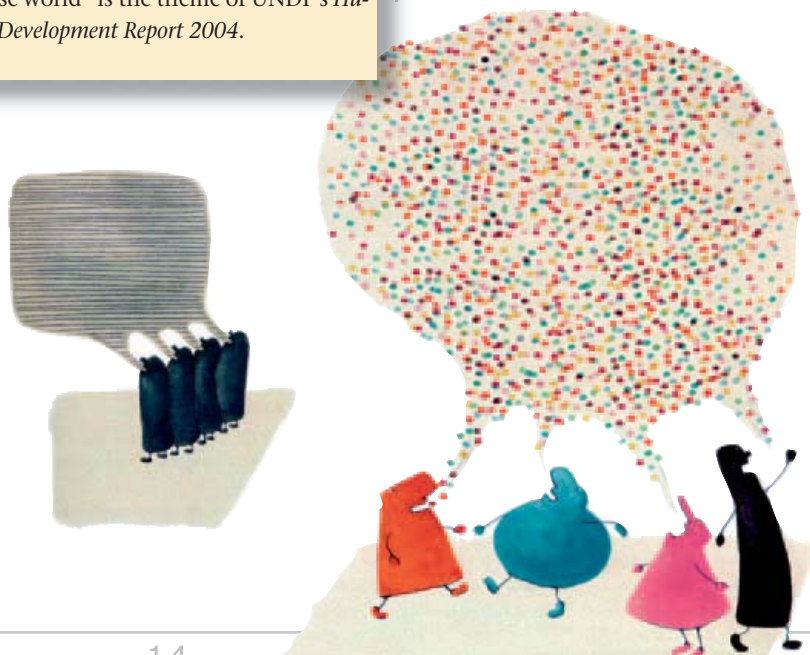
Moreover, "Cultural liberty in today's diverse world" is the theme of UNDP's *Human Development Report 2004*.

Several international legal instruments have been adopted by UNESCO for protecting the world's cultural heritage:

- Convention for the Protection of Cultural Property in the Event of Armed Conflict (The Hague, 1954) and its two Protocols (1954 and 1999);
- 1970 Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property;
- 1972 Convention concerning the Protection of the World Cultural and Natural Heritage (the World Heritage Convention);
- 2001 Universal Declaration on Cultural Diversity;
- 2001 Convention on the Protection of the Underwater Cultural Heritage;
- 2003 Convention for the Safeguarding of the Intangible Cultural Heritage.

## All Different, All Unique

One of the graphics from a 2004 booklet on *Young People and the UNESCO Universal Declaration on Cultural Diversity*, a joint initiative of UNESCO and Oxfam International. This graphic illustrates the fifth of the Declaration's twelve articles; "Respect for cultural rights is necessary for cultural diversity to flourish. Enabling people to participate in cultural life of their choice opens the way to cultural diversity."





## Promoting cultural diversity and intercultural dialogue

As long ago as 1945, UNESCO's Constitution called for the defence of the "fruitful diversity of ... cultures". More recently, the UNESCO Declaration on Cultural Diversity, adopted by the General Conference in 2001, provides the international community with a wide-ranging standard-setting instrument for reinforcing respect for cultural diversity and intercultural dialogue.

Cultural diversity enriches our lives in countless ways every day. It is also an important source of identity and basic human rights. The cultural diversity around us today is the outcome of thousands of years of human interaction with nature and among people with different customs, beliefs and ways of life. Having inherited this priceless legacy, we need to ensure that it is passed down to future generations.

UNESCO is working on diverse fronts to implement the principles and action plan of the Declaration, which aims to promote dialogue among cultures and civilizations. A central tenet is that cultural diversity presupposes the existence of a series of exchanges, open to renewal and innovation but also committed to tradition, and does not aim at the preservation of a static set of behaviours, values and expressions. Within such a context, several research programmes have served to shed light on positive and negative forces shaping cultural diversity in the past and present.

### Retracing the slave routes

The slave trade, which lasted more than three centuries, is one of the darkest chapters of human history, which forged strong and ambivalent links between Europe, Africa and the Americas. Since 1994, the Slave Route project has been exploring this common past.

Among the information and teaching materials generated by

*Island societies offer a cultural crossroads. You don't find the 'fortress mentality' that often exists in big metropolises. Islanders are more open to outside influences that are absorbed and regurgitated as something new... Island peoples have an incredible interest in 'elsewhere', possibly the result of a need to escape a sense of physical confinement. Consequently they have an extraordinary capacity for change and adaptation.*

Rex Nettleford, University of the West Indies, in an interview in *UNESCO Sources* (1992)

the project are draft trade maps illustrating the main slave routes and the changes in deportation flows from the 15–16th centuries to the 19th century. Other educational materials and approaches have been developed as part of the Associated Schools Project Network (page 36), through the flagship project 'Breaking the Silence'.

Another initiative – the Slave Trade Archives project – enables participating countries to better preserve original documentation relating to the transatlantic slave trade, to improve public access to these materials and to build up databases.

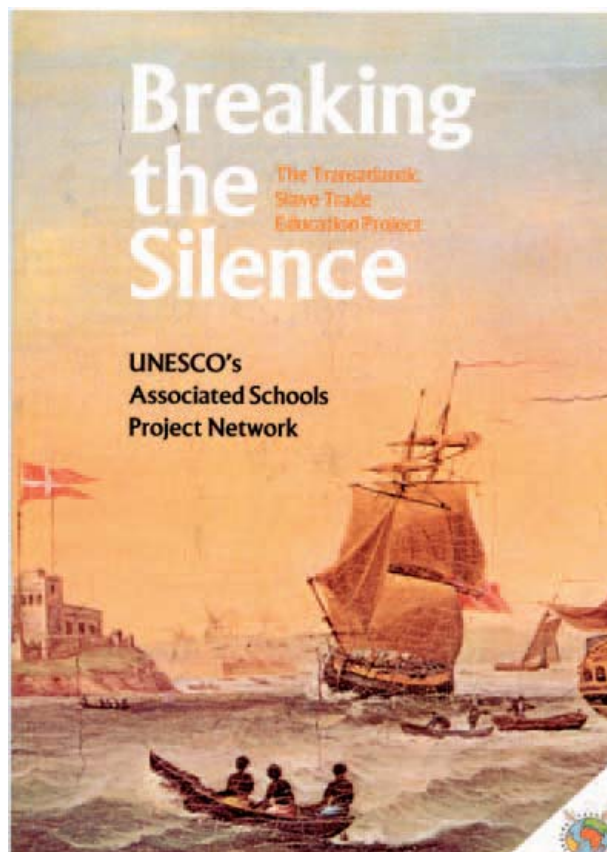
### Islands as cultural crossroads

The popular view of small islands as being remote and culturally isolated has always been in certain ways paradoxical. The histories of the islands of the Caribbean and the Mediterranean, and of the Atlantic, Pacific and Indian Oceans, testify to the rich and important economic, social and cultural exchanges that small islands have given the world. Indeed, it may be much more appropriate to consider small islands as great crossroads of human cultural interaction. This has been reflected through recent and ongoing UNESCO projects such as 'Vaka Moana – the Ocean Roads' in the Pacific, the six-volume *General History of the Caribbean* (which traces the historical experience of the peoples and societies of the Caribbean region from the earliest times to the present) and the 'Slave Route' initiative in the Caribbean and the Atlantic and Indian Oceans.

Many small-island countries are taking an active role in the observance of 2004 as International Year for the Commemoration of the Struggle Against Slavery and its Abolition, and over the longer term the annual observance of 23 August as International Day for the Remembrance of the Slave Trade and its Abolition. The day (23 August) and year (2004) mark the bicentenary of the uprising of Saint Domingue and the creation of the first Black Republic, Haiti.

Ongoing activities include the setting up in Haiti and other countries of museums on the slave trade and slavery and the display of a travelling exhibition *Lest We Forget: The Triumph over Slavery*, in cooperation with the Schomburg Center for Research in Black Culture in New York.

And in a more general context, plans are also taking shape for an International Institute for Intercultural Dialogue and Peace in Mauritius.



# THE SLAVE ROUTE

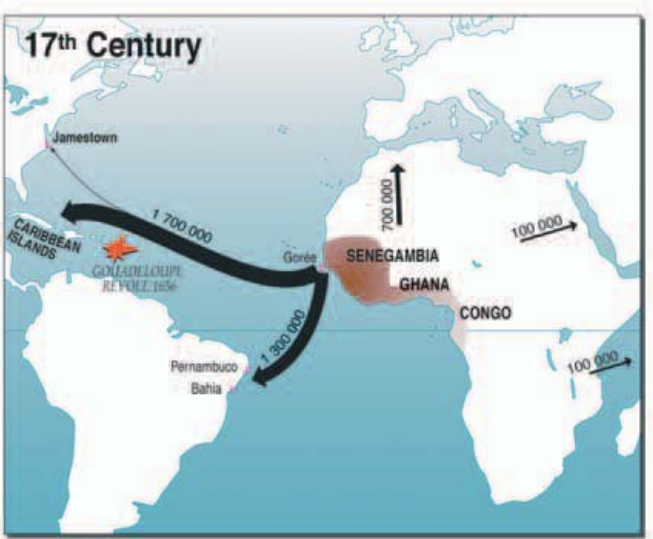
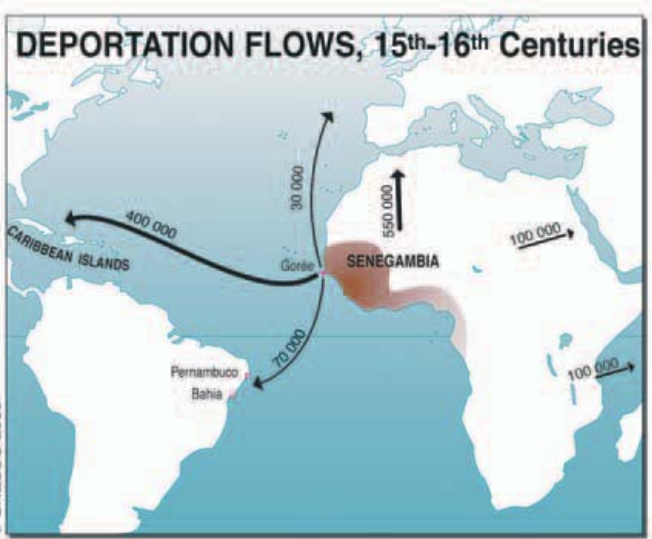
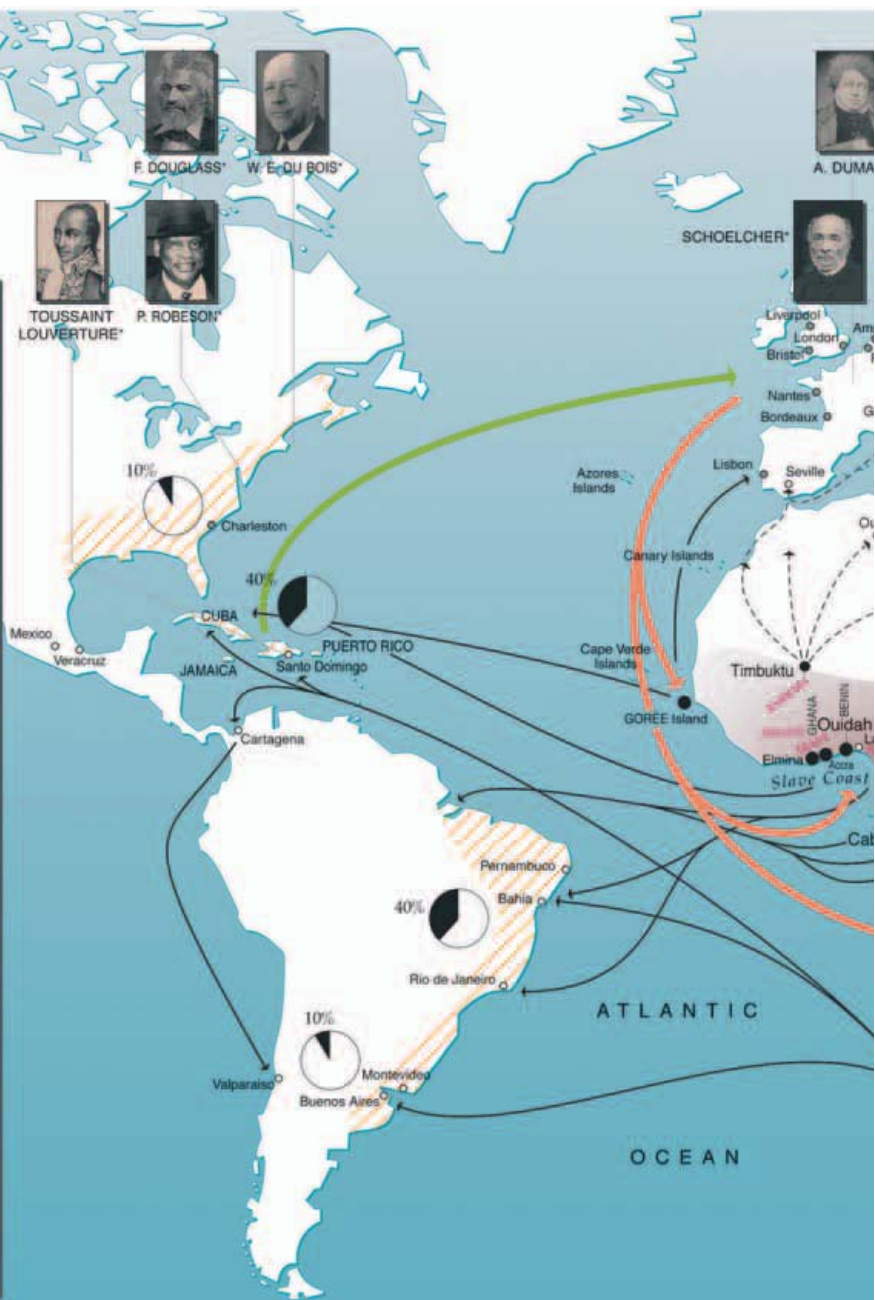
The slave trade represents a dramatic encounter of history and geography. This four century long tragedy has been one of the greatest dehumanizing enterprises in human history. It constitutes one of the first forms of globalization. The resultant slavery system, an economic and commercial type of venture organization, linked different regions and continents: Europe, Africa, the Indian Ocean, the Caribbean and the Americas. It was based on an ideology: a conceptual structure founded on contempt for the black man and set up in order to justify the sale of human beings (black Africans in this case) as a mobile asset: For this is how they were regarded in the "black codes", which constituted the legal framework of slavery.

The history of this dissimulated tragedy, its deeper causes, its modalities and consequences have yet to be written: This is the basic objective that the UNESCO's member states set for the "Slave Route" Project. The issues at stake are: historical truth, human rights, and development. The idea of "route" signifies, first and foremost, the identification of "itineraries of humanity", i.e. circuits followed by triangular trade. In this sense, geography sheds light on history. In fact, the triangular trade map not only lends substance to this early form of globalization, but also, by showing the courses it took, illuminates the motivations and goals of the slave system.

These slave trade maps are only a "first draft". Based on currently available historical data about the triangular trade and slavery, they should be completed to the extent that the theme networks of researchers, set up by UNESCO, continue to bring to light the deeper layers of the iceberg by exploiting archives and oral traditions. It will then be possible to understand that the black slave trade forms the invisible stuff of relations between Africa, Europe, the Indian Ocean, the Americas and the Caribbean.

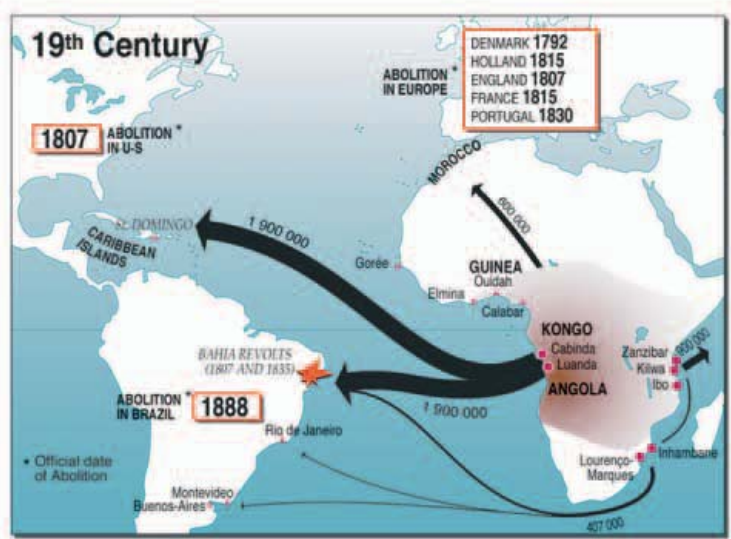
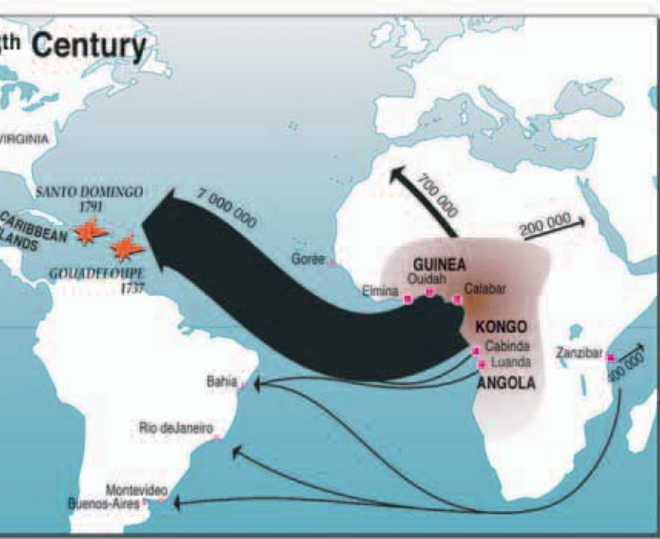
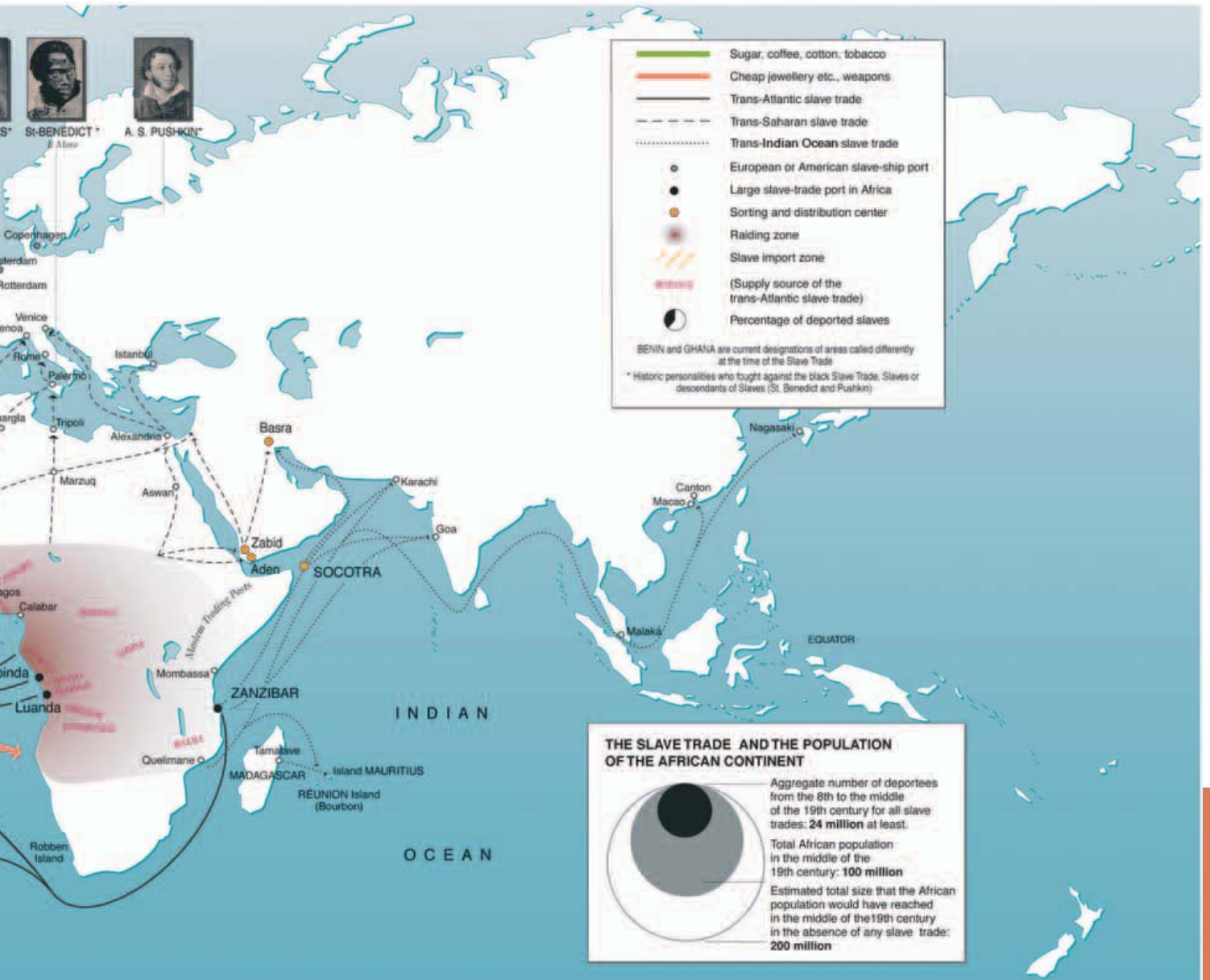
**Doudou Diene**

Director of the Division of Intercultural Dialogue



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## Island populations and demographics

If enforced migration explicit in the slave trade and slavery has indelibly marked the course of history of Caribbean islands in particular, other types of inward and outward population movement have long been a feature of small islands worldwide. The interaction of island populations and cultural identity has never been static, as underlined in a UNESCO seminar on islands' culture and development held in Mauritius nearly a decade-and-a-half ago. Topics addressed at that seminar included the relations among insularity, migration, inter-ethnic contacts and plural societies, and the effects of insularity as influenced by the relativities of scale and distance.

Issues such as these have been recurrent concerns in many UNESCO field activities at the interface of people, resources and development; for example, in the late 1970s within the Man and the Biosphere (MAB) Programme and its pilot projects in eastern Fiji and the eastern Caribbean, more recently within the programme on the Management of Social Transformations (MOST) and follow-up work on population and migration in the South Pacific. These studies have emphasized that migration is among the single most influential processes in the transformation (social, political, economic) of small island developing states. And bring to mind a phrase by economist J.K. Galbraith, who described migration as "the oldest action against poverty."

*The UNESCO Collection of Traditional Music of the World* forms part of the Organization's programme for the preservation and revitalization of intangible cultural heritage. It contributes to the dissemination of traditional popular and classical music, sacred music, music of rural and urban origin and festive or carnival music that involves singing, the playing of instruments and dancing. Launched in 1961 in collaboration with the International Music Council, the Collection includes several titles on the traditional and folk music of small islands: Bali, Cuba, Fiji, Solomon Islands (Fataleka and Baegu music of Malaita), Trinidad (music from the North India tradition) and Vanuatu (West Futuna).

## On Endangered Languages...

Language is one manifestation of cultural diversity. Each language reflects a unique world-view and culture complex, mirroring the manner in which a speech community has resolved its problems in dealing with the world, and has formulated its thinking, its system of philosophy and understanding of the world around it. With each vanishing language, an irreplaceable element of human thought in its multiform variations is lost forever.

There are about 6,000 languages spoken in the world today, most of them in several dialects. About a third of these are located in the Greater Pacific Area, comprising approximately 1,200 Austronesian languages (principally the Malayo-Polynesian group) and about 800 Papuan languages.

UNESCO's work on endangered languages includes support to initiatives to describe and record these languages, as well as to preserve and maintain them. One specific project in this field in the late 1990s was that on Melanesian languages. Among follow-up activities is support to the recording and revitalization of languages in the Melanesian islands of the southwestern Pacific, as described in a special small-islands dossier in the April 2004 issue of UNESCO's *New Courier* magazine. Much information on the status of threatened languages is given in the *Atlas of the World's Languages in Danger of Disappearing* (first published in 1996, with a new revised edition released in 2001).

## ...and Indigenous Peoples

Growing threats to endangered languages are particularly significant in relation to the world's indigenous and minority peoples. Along with the rest of the United Nations system, UNESCO contributes to efforts to implement partnerships in action for the International Decade of the World's Indigenous People (1995–2004).

Among priority concerns, indigenous communities across the world are today demanding educational provision that respects their diverse cultures and languages, while not excluding them from broader participation in national education systems. Current trends towards both decentralization and diversification of education provision are offering new possibilities for indigenous education, with innovative approaches being promoted in such fields as intercultural bilingual education and the setting-up of indigenous peoples' own educational programmes and institutions. Some of the key issues are addressed in a recent (2004) publication on *The Challenge of Indigenous Education: Practice and Perspectives*.

Another 2004-release is a CD-ROM on *Cultural Diversity and Indigenous Peoples*, which includes more than 130 texts, photographs, paintings, film extracts, video sequences and files presented in different languages from locations including New Caledonia, Reunion and the Solomon Islands.

### Linguistic diversity in an island context\*

- **Micronesia:** 22 Malayo-Polynesian Micronesian languages (three threatened, one extinct).
- **New Caledonia and Loyalty Islands:** 33 Malayo-Polynesian languages (13 threatened, two recently extinct, one being revived).
- **Papua New Guinea:** about 820 local languages, of which 240 Malayo-Polynesian (35 threatened, three extinct) and 580 Papuan (over 40 threatened, 13 extinct).
- **Solomon Islands** (including Santa Cruz Archipelago): 44 Malayo-Polynesian languages (12 threatened, two extinct), 10 Papuan (one threatened, three extinct).
- **Vanuatu:** 110 Malayo-Polynesian languages (33 threatened, three recently extinct).

\* Extracted from *Atlas of the World's Languages in Danger of Disappearing* (edited by Stephen Wurm, 2001)

## Profiling the oral and intangible heritage

Of special interest to many island cultures is the oral and intangible heritage – which can be defined as the ensemble of cultural and social expressions that characterizes communities and are mainly based on oral transmission. These intangible forms of heritage, passed from generation to generation, are modified through time by a process of collective re-creation. They are ephemeral and therefore in many cases particularly vulnerable. In order to safeguard, transmit and revitalize this precious asset of the human cultural treasury, in 1998 UNESCO created a new programme entitled 'Proclamation of Masterpieces of the Oral and Intangible Heritage of Humanity'.

The Proclamation programme recognizes cultural spaces and traditional forms of cultural expression that are of outstanding value. A cultural space is defined as a place that brings together a concentration of popular and traditional cultural activities and also as a time for a regularly occurring event. A traditional/popular form of cultural expression can mean oral expressions such as epics, music, dance, games, mythology, religious ceremonies and other rituals, costumes, craftwork, as well as traditional forms of communication.

The first two proclamations were made in May 2001 and November 2003, and included five masterpieces from small-island developing nations. Perhaps significantly, four of these five masterpieces have a major musical component, thus highlighting the central role that music plays in island communities, both in the past and in contemporary life. As an ensemble, they also underline the cultural fusion and the regional and interregional linkages that characterize many island situations.

These small-island masterpieces draw attention to some of the very real problems and challenges associated with maintaining the viability and vitality of the world's oral and intangible heritage. Problems and difficulties encountered by individual masterpieces include ethnic discrimination, lack of effective government support, deleterious effects of several decades of missionary work by competing evangelical churches, dwindling interest among younger generations, competition from contemporary types of entertainment, reduction of the

tradition's deeper symbolic significance and original social function.

On the other hand, these small-island examples also illustrate some of the steps that local and national communities are taking to boost the profile, status and viability of particular traditions: promoting the inclusion of local languages in primary schools, creating inventories of those cultural practices that are still alive and part of everyday culture of communities and individuals, setting-up community centres with craft museums and workshops, compiling written and audio-visual documentation, enhancing legal protection, encouraging educational and awareness-raising initiatives at school and in the media, and organizing various kinds of festivals and workshops.

### *The Convention for the Safeguarding of the Intangible Cultural Heritage*

was adopted by the UNESCO General Conference in October 2003. Among other purposes, it seeks to ensure respect for the intangible cultural heritage of the communities, groups and individuals concerned, to raise public awareness and mutual appreciation, and to provide international cooperation and assistance. In June 2004, Mauritius was the second Member State to ratify the Convention, and it is expected that other small-island nations will ratify the Convention in the coming months.

## Five Island Masterpieces of the Intangible Heritage

**Cuba.** La Tumba Francesa, Music of the Oriente Brotherhood, an eighteenth-century fusion of French popular dance traditions with music from the Dahomean region of West Africa, brought to Cuba by Haitian slaves who were resettled in the island's eastern regions following the Haitian uprisings of 1792.

**Dominican Republic.** The Cultural Space of the Brotherhood of the Holy Spirit of the Congos of Villa Mella, performed principally at religious festivals and funeral ceremonies, with the Brotherhood musicians playing hand-drums called 'congos'.

**Jamaica.** The Maroon Heritage of Moore Town, home to one of the island's few surviving communities of former runaway slaves known as Maroons, whose ancestors escaped in the early 1600s and established their own communities in the Blue and Johncrow Mountains of eastern Jamaica.

**Tonga.** Lakalaka Dances and Sung Speeches, widely considered as the national dance of Tonga, performed by entire communities to celebrate the coronation of the monarch, inauguration ceremonies and other significant events.

**Vanuatu.** Sand Drawings, not just a time-honoured artistic expression, but a veritable means of communication among the members of some 80 different language groups inhabiting the central and northern islands of this archipelagic country.



The Cultural Space of the Brotherhood of the Holy Spirit of the Congos of Villa Mella (Dominican Republic), one of first batch of Masterpieces of the Oral and Intangible Heritage of Humanity proclaimed by UNESCO in 2001.



## Protecting the tangible cultural heritage

In the field of tangible cultural heritage, UNESCO's actions focus on the identification, protection and preservation of the cultural and natural heritage considered to be of outstanding and universal value to humanity. This is embodied in an international treaty called the Convention Concerning the Protection of the World Cultural and Natural Heritage.

Adopted by UNESCO in 1972, the Convention now has 167 States Parties. The World Heritage List, which was created under this convention, today (in late 2004) includes 788 sites – 611 cultural, 154 natural and 23 mixed – in 134 countries, including 21 sites in ten small-island nations: Cuba, Cyprus, Dominica, Dominican Republic, Haiti, Malta, St Kitts & Nevis, St Lucia, Seychelles and Solomon Islands. Cultural properties on the list include: Old Havana and its Fortifications in Cuba; Paphos and Painted Churches in the Troodos region in Cyprus; the Colonial City of Santo Domingo in the Dominican Republic;

the Natural History Park and Citadel, Sans Souci and Ramiers in Haiti; the City of Valletta and the Megalithic Temples of Malta; and Brimstone Hill Fortress National Park in St Kitts & Nevis.

In terms of both cultural as well as natural sites, the World Heritage List contains relatively few sites in small island developing nations, and several measures are being taken to redress this imbalance. In February 2004, a conference was held in St Lucia on the development of a Caribbean Action Plan in World Heritage. This conference was both the culmination of a series of World Heritage expert meetings and training activities undertaken in the region from 1995 onwards, and the transition to a more comprehensive Caribbean Action Plan for the next ten years. Nearing completion is a Pacific region version of the *World Heritage in Young Hands Educational Resource Kit for Teachers*, which seeks to introduce World Heritage education into classroom teaching. Since 1998, the number of Pacific small-island States Parties to the Convention has risen from three to thirteen, with several countries actively preparing nominations for the inscription of sites as well as 'World Heri-

tage Tentative Lists'. Among other pipeline activities in small-island nations is the preparation of a serial nomination of sites important in the Slave Route.

Underpinning these 'in progress' initiatives are capacity building and training activities of various kinds, such as regional training programmes for the Caribbean, Pacific and western Indian Ocean. Intercultural exchanges are also being promoted using the logistic and cooperative frameworks provided by the World Heritage Convention. An example is a study tour by traditional leaders from Pohnpei in the Federated States of Micronesia to Tongariro National Park in New Zealand, the first property to be inscribed in 1993 on the World Heritage List under the cultural landscapes criteria.

**Restoration and consolidation** are important dimensions of the work programme at many World Heritage sites. An example is at the Natural History Park in Haiti, created by presidential decree in 1978 and containing three monuments which date from the beginning of the 19th century when Haiti proclaimed its independence: the Citadel, the palace of Sans Souci and the buildings at Ramiers.



## Promoting cultural enterprises

Recent years have seen increasing interest in the use of cultural assets for raising living standards at the same time as preserving cultural heritage and cultural diversity and promoting creativity and entrepreneurship. Among the fields offering opportunities for the development of cultural enterprises as agents of economic growth and national development are handicrafts, design, music, print and multimedia publishing, film and television production and heritage tourism.

UNESCO work in this field was boosted by the launching in January 2002 of the Global Alliance for Cultural Diversity. The Alliance brings together some 170 partners from public, private and non-governmental sectors and serves as a catalyst to reinforce local cultural industries and the protection of intellectual property rights. Among several pilot projects are two on music in the Caribbean.

Another promising domain for promoting cultural enterprises in small-island regions is through providing encouragement and support for networking among groups of 'black-collar' workers – designers, artists, photographers and other creators who typically dress in black, are self-employed and use the Internet as their infrastructure. The aim here is to link together creators in chains of production and marketing, in such fields as film animation that require small pieces of input from many people.

And at the international level, the International Labour Organization (ILO), the United Nations Conference on Trade and Development (UNCTAD) and UNESCO are jointly developing an integrated policy framework for the creative industry sector, aimed at poverty reduction, improvement of copyright regimes, employment creation and trade expansion. The specific role of the three organizations is set out in a Declaration on the Promotion of ACP (African, Caribbean and Pacific Group of States) Cultures and Cultural Industries, adopted by the first Conference of ACP Ministers of Culture held in June 2003.

**Creative industries** are among the fastest growing in the world economy today. They include the recording industry, music and theatre production, the motion picture industry, music, book and newspaper publishing, photography, the visual arts, radio, television and the broadcasting industry. These industries add value to contents and generate values for individuals and societies. They are knowledge and labour-intensive, create employment and wealth, nurture creativity – the 'raw' material they are made from – and foster innovation in production and commercialization processes.

During the 1990s, creative industries

have grown exponentially both in terms of employment creation and contribution to gross national products. Globally, creative industries are estimated to account for more than 7% of the world's gross domestic product, and are forecast to grow on average by 10% yearly.

However, there is a pronounced gap between North and South, which prevents most developing countries from reaping the benefits of this growth. How small island developing countries might respond to this challenge is perhaps one of the issues that warrants creative and concerted attention during the Barbados+10 review process and its follow-up.

**'Creating opportunities for Cuban musicians'** was launched in early 2004 in cooperation with the Instituto Superior de las Artes (ISA), an experienced group of Cuban musicians and other national associations. The aim is to train musicians in the fundamental principles of copyright and neighbouring rights, as well as in contractual practices applied both nationally and internationally in the field of music. An introductory seminar in February 2004 was designed to equip ISA students with practical tools and knowledge of their rights, and so assist them in the development of their careers.

Throughout the years, even though Cuban musicians have gained the reputation of being extremely gifted and well-trained professionals, they often lack the knowledge and tools to operate in a commercial environment and may take up engagements that run counter to their professional development. The aim of integrating, within the curricula of the ISA, a training module on the basics of copyright and contractual practices is to inform fledgling musicians about the realities of their future professional environment. This project, developed largely by the UNESCO Office in Havana, aims to systemize such knowledge for transmission to authors, composers and interpreters in other music schools in the Caribbean and Latin American region.

Also in the Caribbean, the Global Alliance is currently supporting the development of a national strategy for the music industry in Jamaica. The aim here is to build a more professional industry whose needs are better understood by the government, benefiting not only the creative actors engaged in it, but the Jamaican economy as a whole.



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## Freshwater resources

Because of their small size and particular geological, topographical and climatic conditions, many small island developing states face severe constraints in terms of both the quality and quantity of freshwater. This is particularly the case for low-lying coral-based islands, where groundwater supplies are limited and are protected only by a thin permeable layer of soil. Even where rainfall is abundant, access to clean water has been restricted by the lack of adequate storage facilities and effective delivery systems. In a somewhat analogous way, the management and disposal of wastes is a critical issue for many small-island countries, with acute problems associated with both sea- and land-based sources of pollution.

UNESCO's contribution to the development of approaches for sound water management is primarily through the International Hydrological Programme (IHP) and through the UN system-wide World Water Assessment Programme (WWAP), as well through the Man and the Biosphere (MAB) Programme.

At the regional level, in the Pacific, a series of studies have been carried out under the aegis of the IHP Pacific Working Group, including work on catchments and communities (Solomon Islands, Vanuatu),

groundwater pollution (Tonga) and atoll groundwater recharge (Kiribati).

Field work in Kiribati has focused on freshwater groundwater lens recharge at Bonriki, part of the coral island of South Tarawa, including assessment of groundwater recharge in the presence of coconut trees and salinization effects caused by over-pumping of groundwater. Work at South Tarawa has also served to highlight two very widespread problems in freshwater management in small island situations: those of drought (a frequent event in small coral island nations across the Indian and Pacific Oceans) and of conflicts in groundwater use and management.

Placing work on water resources within the local socio-cultural context has included strong community involvement in the monitoring of groundwater pollution on the island of Lifuka in Tonga and the use of performance theatre in communicating with local people on water quality issues in Vanuatu.

Future work proposals were elaborated at the IHP-SOPAC (South Pacific Applied Geoscience Commission) regional meeting in Fiji in October 2003. A multi-institutional partnership has been agreed for a long-term regional training programme for hydrological technicians and scientists.

## Water resources of small islands

Within the IHP, an early (1991) multi-authored practical guide was designed to assist technicians, hydrologists, engineers and managers in the identification, assessment, development, management and protection of water resources on small islands. Case studies included information from Anguilla, Antigua & Barbuda, Bermuda, Majuro atoll in the Marshall Islands, Mauritius and Seychelles. The water resources of small tropical islands have also featured in one of a series of illustrated non-technical IHP reports on water-related issues of the humid tropics and other warm humid regions.

During the last decade, IHP work related to freshwater resources in small islands has included both reviews in particular technical areas and support to field operations, including training activities of various kinds. Among the technical issues addressed is that of groundwater contamination by sewage and sanitation systems on tropical islands.

And at the inter-regional level, the freshwater resources of small islands will be featured in the second interagency World Water Development Report, to be published in 2006.

## Managing wastes

Waste management is an important and growing issue in many small-island situations. Some dimensions of the problem as perceived by local people have been discussed on the global Internet forum of Small Islands Voice (see page 8).



In an initial posting from San Andrés in the Caribbean, a respondent described some of the problems encountered in disposing of wastes in the archipelago, and wondered what the situation was like in other small island settings. Many thought-provoking responses were received, with examples of local actions from such islands as the Cook Islands and Palau in the Pacific, Chumbe Island and Mauritius in the Indian Ocean, and Bahamas, Cuba and St Lucia in the Caribbean.

Among points raised was the importance of encouraging islanders to see wastes as resources and not just as problems, and of finding ways to avoid making wastes. Economic tools for encouraging recycling include that under development in Kiribati on a 'Beverage container deposit system'. Specified bottles and aluminium drink cans have a 5 cent deposit paid on them at import, which is passed down through the commercial system to the consumer – at a fixed level of 5 cents. The consumer then returns the empty beverage container to a collection point, which buys it back at 4 cents per item, with one cent going to help finance the operation. In this way, these easily recyclable elements are removed from the waste stream by use of a simple economic tool.

## Facing up to natural hazards and disasters

Many small island developing countries are particularly vulnerable to various types of natural hazards and disasters: volcanic eruptions, earthquakes, tsunamis, landslides, floods, hurricanes and cyclones. To the extent that more than half of the 25 most disaster-prone countries are SIDS.

UNESCO's work focuses on efforts for identifying areas subject to natural hazards, improving risk assessment methods, and encouraging preparedness for hazardous events. Work in the Pacific has focused on support to community-driven natural disaster/hazard reduction and mitigation in Tonga, Vanuatu and elsewhere, in collaboration with Massey University in New Zealand and other partners. For many years, UNESCO's Intergovernmental Oceanographic Commission (IOC) has sponsored the International Coordination Group for the Tsunami Warning System in the Pacific (and its work of disseminating tsunami watches, warnings and advisory bulletins), and the International Tsunami Information Center, which collects data and maintains records on tsunamogenic events.

For the past decade-and-a-half in the Caribbean, within a project on coastal and beach stability in the Lesser Antilles, coastal planners, governments and NGOs have been monitoring beaches and coastlines to determine wise developmental practices, in the face of the effects of hurricanes and storm surges on coastal strips. This work is now being extended to other island regions. Also in the Caribbean, a number of collaborative activities have been undertaken on educational and communication aspects of disaster mitigation, such as the preparation of a disaster preparedness manual for Caribbean schools through a joint initiative with the Caribbean Disaster Emergency Response Agency.

## Preparing for the worst

For many small-island countries, one important issue at the interface of education, science, culture and communication is the following: How can scientific knowledge and understanding, local content and the use of local languages be woven together in the warp and the weft of the educational tissue of the country?

One example of a response to this generic challenge is a volcano-awareness programme for schools on Niufo'ou Island in the Kingdom of Tonga, undertaken as part of UNESCO's activities of natural disaster preparedness and prevention. Niufo'ou is a still active volcanic island, whose periodic eruptions (e.g. in 1867, 1886, 1912, 1929, 1935-1936, 1943, 1946, 1985) led to the destruction of many plantations

and individual villages. As a result of the 1946 eruption, Niufo'ou was evacuated, with the government finally allowing the islanders to return home in 1958.

Informing the young people of their volcanic heritage – and preparing for future hazards – has been approached through a project sponsored by UNESCO-Apia. A series of innovative learning materials have been prepared and tested, including a teacher/student resource booklet (below, page 8 of booklet) and four large format posters. These materials provide information on volcanoes in general and on Niufo'ou in particular, and suggest educational and learning activities such as an evacuation game, community mapping and discussions on response strategies in the event of future eruptions.

**Niufo'ou 'etau mo'ungaafi**

**Ko Niufo'ou ko e motu fa'u 'e he mo'ungaafi, na'e fo'u ia 'i he ta'u 'e laumilliona kuo hill'. Na'e toutou mapuna ia 'o fo'u ai 'a e motu ko eni'.**

**Ko e motu fo'u 'e he mo'ungaafi 'i he fukahi tahi' 'oku mo'ui 'a hono kelekele pe a ma'ui'ui foki ai 'a e 'akau mo e mohuku'.**

**A volcano erupts under the water on the sea-bed.**

**Many eruptions happen, lava cools around the vent and forms a lava shield.**

**With many eruptions the volcano grows until it rises above the sea.**

8



## Observing the Earth System

Over the last decade, progress has been made in advancing international political and scientific cooperation for monitoring and understanding what is happening to the planet's life-support systems, as reflected in this handful of vignettes and associated acronyms.

- **GEOSS** (Global Earth Observation System of Systems), approved by the second Earth Observation Summit (Tokyo, April 2004), representing a governmental initiative to put into place a comprehensive, coordinated and sustained observation of the Earth by the year 2015, building on the international and national observing systems that are in place or planned.
- **IGOS** (Integrated Global Observing Strategy), a 14-member partnership that includes global observing systems for atmosphere and weather, climate, terrestrial ecosystems and oceans, with UNESCO chair of the partnership in 2002-2003.
- **GOOS** (Global Ocean Observing System), part of IGOS, a collaborative international effort led by the Intergovernmental Oceanographic Commission (IOC) of UNESCO, together with WMO (World Meteorological Organization), UNEP (United Nations Environment Programme) and ICSU (International Council for Science).
- **GLOSS** (Global Sea Level Observing System), a major contributor to the Climate and Coastal Modules of GOOS, designed to establish high quality global and regional sea level networks for application to climate, oceanographic and coastal sea level research.

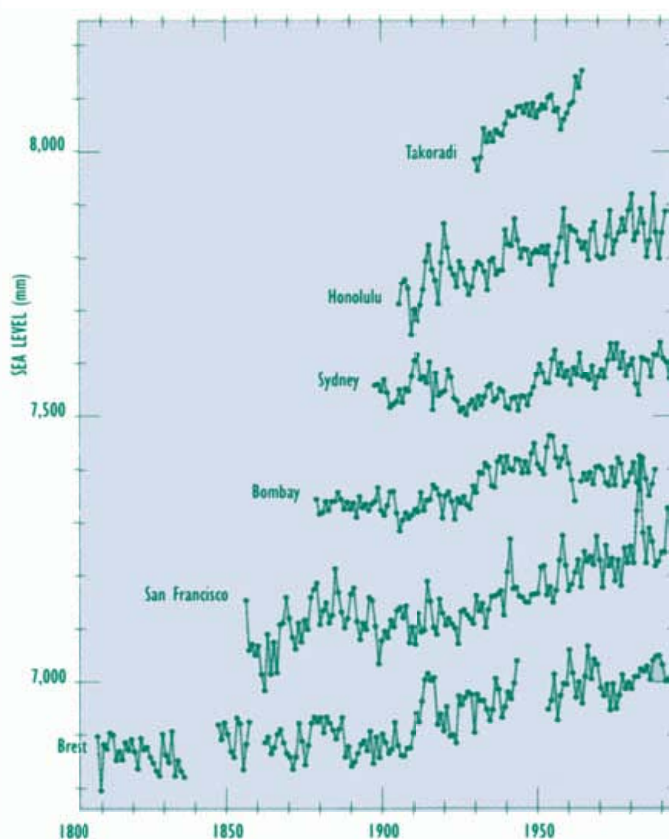
## Responding to sea-level change

In the late 1980s, the increasing evidence of sea-level rise was a major trigger in focusing worldwide attention on the implications of global climate change and on the special vulnerabilities of many small-island states to climate change. The Maldives took the initiative for developing the Alliance of Small Island States (AOSIS), which in 1989 adopted the Malé Declaration proclaiming that 'Sea-level rise threatens the very survival of some small island states' and pressing the international community to take immediate and effective measures to reduce the greenhouse effect.

A decade-and-a-half later, the adverse effects of climate change and sea-level rise

continue to threaten the sustainable development, livelihoods and existence of many small-island nations. Faced with the implications of available scenarios, many have drawn up plans to protect their coastlines, through such measures as the construction of dykes. The Maldives, with its densely populated main island of Malé, has constructed an artificial island for some of its citizens. And some Pacific islands, like Tuvalu and Kiribati, have been discussing plans for relocating their people to Australia, New Zealand and elsewhere within the next half century.

Meanwhile, the international scientific community has strived to advance the methods and procedures for the long-term monitoring and improved understanding of global environmental change, as a support to policy and management action.



From an article on 'Sea level Change: Meeting the Challenge' by current IOC President David Pugh in the quarterly UNESCO journal *Nature & Resource*. Each record has been offset vertically for presentation purposes.

## Gauging sea level rise

Since 1933, the Permanent Service for Mean Sea Level (PMSLM) has been responsible for the collection, publication, analysis and interpretation of sea-level data from the global network of tide gauges. As reflected in a sampling of stations with long-term records of annual mean sea levels, there is a general but by no means universal upward

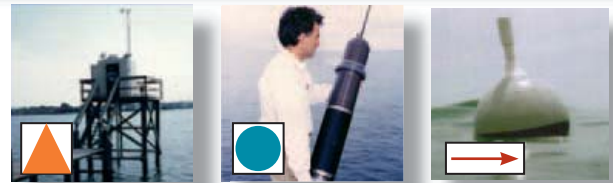
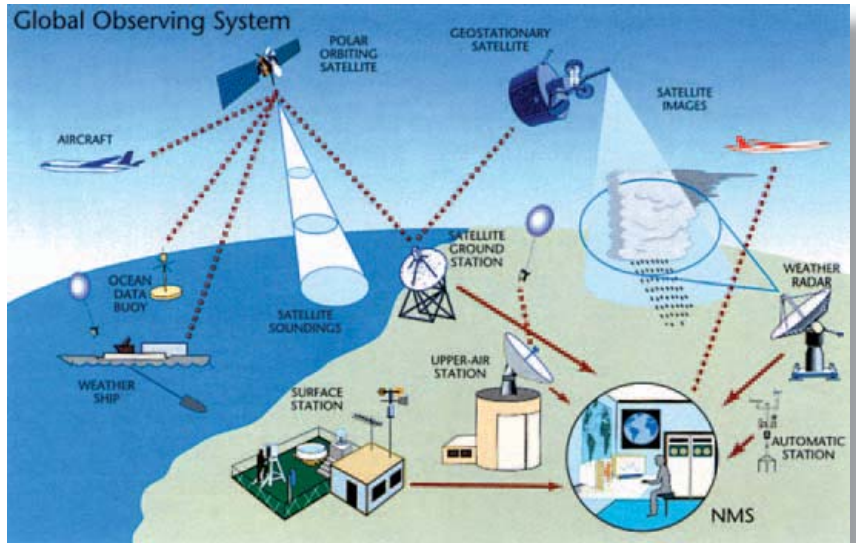
trend, but with considerable inter-annual (as well as seasonal) variability. The estimates of the Intergovernmental Panel on Climate Change (IPCC) suggest that the sea level rose globally during the twentieth century by about 10–20 cm, a rate of between 1–2 mm/year.

In its third assessment (2001), the IPCC projects global sea levels to change

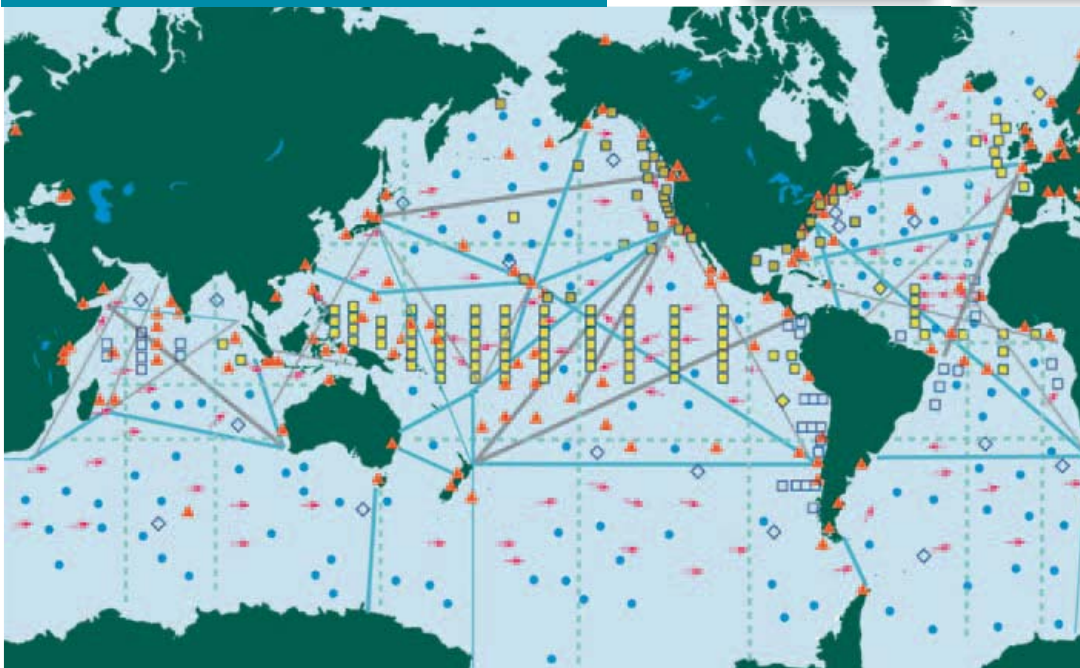
by 9 to 88 cm during the present century (i.e. between 0.9 and 8.8 mm/year). In terms of data sets, many of the island records are relatively short compared to those from continental coastlines. At least 20 years of data are required for even a crude determination of a long-term change, and few island stations possess such data as yet.

### The Global Ocean Observing System

is a global network of ships, buoys (fixed and drifting), subsurface floats, tide gauges and satellites that collect real time data on the physical state as well as the biogeochemical profile of the world's oceans. It comprises a measuring subsystem, a data and information management subsystem, and a subsystem for contributing to the production and diffusion of various kinds of products: measurements and forecasts of changes in water level, positions and strengths of currents, wave heights and forecasts of unusually high waves, sea ice measurements and coverage, rainfall measurements and forecasts (droughts and floods), maps and forecasts of harmful algal blooms, assessments of the vulnerability of fish stocks and farms, forecasts of likely weather or climate-related disease.



### Global Ocean Observing System for Climate



|                                     |  |                          |         |
|-------------------------------------|--|--------------------------|---------|
| Tide Gauge Network                  |  | 58% complete             |         |
| 3° x 3° Argo Profiling Float Array  |  | 35% complete             |         |
| 5° x 5° Surface Drifting Buoy Array |  | 45% complete             |         |
| Moored Buoy                         |  | Existing                 | Planned |
| Ocean Reference Station             |  | Existing                 | Planned |
| High Resolution XBT* and Flux Line  |  | Existing                 | Planned |
| Frequently Repeated XBT Line        |  | Existing                 | Planned |
| Carbon Inventory & Deep Ocean Line  |  | Global Survey @ 10 years |         |

\*XBT: Expendable Bathythermograph (instrument used to measure temperature as a function of water depth in the ocean)

Source of graphic: Courtesy of NOAA Office of Global Programs. See: <http://www.oco.noaa.gov>, under "observing system" -> "system design" (20 October 2004)

From Space: Sea Surface Temperature, Sea Surface Height, Surface Vector Wind, Sea Ice, and Ocean Colour



## Studying and stewarding coastal and marine resources

Small-island nations have a large coastal area to land mass ratio; they are largely coastal entities. Their coastal environment is therefore particularly important, both socio-economically and culturally. Typically, there are high levels of conflict in the demands for coastal space and its resources. High and increasing population densities along the coast, as well as the increased development of economic sectors such as tourism, often accentuate this conflict.

For the size of their land mass and population, small-island nations often have large marine exclusive economic zones, which have vastly extended the fisheries and other marine resources available to small island developing states. Potential benefits may be great. But so too are the obstacles and challenges faced by the countries concerned in seeking to grasp and optimize these potential benefits.

For both terrestrial and marine environments, difficulties in planning and implementing effective integrated approaches to resource management are reflected in over-exploitation of particular resources, pollution and degradation of land and water ecosystems, and acute conflicts between competing resource uses.

Within UNESCO, the IOC provides a main focus for improving scientific knowledge and understanding of oceanic and near-shore processes. Through the organization

and coordination of scientific programmes and projects, support is provided to Member States in building-up capacities and in the design and implementation of policies for the ocean and marine coastal zones. Activities include a programme on ocean sciences, with three main interactive lines of work: oceans and climate; science for ocean ecosystems and marine environmental protection; and marine science for integrated coastal area management. Among the topics addressed are ocean carbon sequestration, benthic indicators, coral bleaching and reef monitoring, land-ocean-atmosphere biochemistry, harmful algal blooms, pelagic fish populations. Other initiatives include the testing of indicators as a tool in integrated coastal area management, participation in the multi-institutional Global Coral Reef Monitoring Network, and co-patronage of the Global Forum on Oceans, Coasts and Islands, created to reinforce the implementation of commitments

made at the World Summit on Sustainable Development in 2002.

Also within the IOC, the International Data and Information Exchange programme facilitates and promotes the free exchange of oceanographic data and information amongst Member States, and also assists countries in capacity building for the purpose of managing and applying available data. Capacity enhancement through partnerships with the global community is not only a cross-cutting theme within IOC, but is central to the Training, Education and Mutual Assistance (TEMA) programme with its aim of developing local expertise and capacity at all levels in the areas of marine science and resource management. Major success stories have been the 'Training Through Research' programmes conducted at sea on board research vessels, and the 'distance-hands on' training activities on harmful algal blooms.



Divers using the intercept line transect technique, one of the basic methods used to assess the status of coral reefs.

© Jos Hill

## Sustainable livelihoods and coral reef resources

While most people tend to agree that coral reefs need to be protected, the complex relationships between coastal people and the reefs they often depend on – and the value of reefs in reducing coastal poverty – is only just beginning to be understood. Consequently, although much attention has been paid to coral reef conservation, otherwise well-meaning efforts have sometimes failed to fully involve the local population in such initiatives.

There is a growing recognition that coral reef conservation cannot meet its objectives without better consideration of poverty issues and the sustainable livelihoods of the poor reef-dependent communities. One

of the policy drivers behind understanding these relationships has been the recognition that coral reef management is unlikely to be successful if it is done in isolation from the needs and aspirations of the people who depend on those reefs to survive. Management measures that ignore such relationships are in danger of either being circumvented or of driving the poor into greater hardship.

These are among the findings of a Reef Livelihoods Assessment project on the complex relations between coastal communities and coral reefs, including the values of reefs to the coastal poor, funded by the UK Department for International Development. Results and recommendations have been presented in a two-volume report released by the IOC in late 2003. The report provides an overview

of reef-related benefit flows to poor coastal communities, supported by four case-studies and experience from various reef locations in the Indian Ocean region.

The IOC is also centrally involved in the multi-institutional Global Coral Reef Monitoring Network (GCRMN), which seeks to build capacity of reef users and stakeholders to collect and use ecological and socio-economic data on the status and trends in coral reefs and to raise awareness and support management interventions reversing the declining state of coral reefs. Among the outputs of the network is the biennial assessment *Status of the Coral Reefs of the World* and manuals for ecological and socio-economic reef monitoring.

## Coping with beach erosion

Coastline changes due to natural processes and human intervention represent a major concern to coastal planners in small islands the world over, and indeed of ordinary citizens who have real or potential interests in beaches and seaside property. In the Caribbean region, one collaborative research activity has focused since the mid-1980s on issues related to coast and beach stability. Methods have been developed for the measurement of shoreline changes, and practical guidelines prepared and tested on what can be done in response to disappearing and degrading beaches.

Among the products of this work is a series of ten illustrated booklets on shoreline change in Caribbean islands. The booklets represent the dedicated work of government agencies, non-governmental organi-

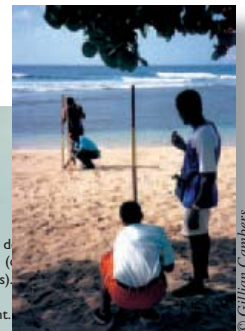
zations, teachers, students and individuals. Together, they have carefully measured the changes in their beaches over a number of years, and have combined scientific research and monitoring with educational and environmental stewardship activities of various kinds. Each booklet combines generic and island-specific information, on such issues as natural and human forces that affect beach areas, national initiatives to monitor and manage changes, recommendations on wise practices for a healthy beach. In addition to Antigua & Barbuda (front and back cover reproduced below), individual booklets have been prepared for Anguilla, Dominica, Grenada, Montserrat, Nevis, St Kitts, St Lucia, St Vincent & the Grenadines, and Turks & Caicos Islands.

And more recently, this work of monitoring and measuring beaches has been extended to small islands in other regions, including the Cook Islands, Palau and the Seychelles.

## Intersectoral Cooperation and the CSI Platform

The Environment and Development in Coastal Regions and Small Islands (CSI) initiative was established in 1995–1996, with a principal aim of catalysing joint action among five programme sectors in headquarters and field offices in the various regions of the world. Conceived as a platform, it serves as a test bed to explore options, overcome barriers and demonstrate solutions. Its three main areas of activity are field projects addressing complementary facets of a single shared problem; UNESCO chairs and university twinning arrangements that pool cross-disciplinary expertise; and multilingual Internet-based forums (see pages 7 and 8).

Beach monitoring at Woodford Hill on the northeastern coast of Dominica.



© Gillian Cambers

Wise practices for coping with  
**BEACH EROSION**

**Barbuda**

**Antigua**

Fisheries Division, Antigua and Barbuda  
Development Control Authority, Antigua and Barbuda  
University of Puerto Rico, Sea Grant College Program  
Caribbean Development Bank

UNESCO Environment and Development in Coastal Regions and in Small Islands

## WISE PRACTICES CHECKLIST

- ✓ **Plan for existing and future coastline change** by positioning all new development (large and small) a 'safe' distance landward of the vegetation line (see the Development Control Authority for information on 'safe' distances).
- ✓ **Ensure the physical planning process** is fair, equitable and transparent.
- ✓ **Review and carefully consider ALL options** when planning ways to slow down the rate of coastline change, these should include planning, ecological and engineering measures.
- ✓ **Continue to monitor the rate of coastline change** and share the findings with all other stakeholders.
- ✓ **Coordinate an integrated approach to beach management**, by ensuring that individuals, groups and agencies work together.
- ✓ **Promote the concept** of coastal stewardship and civic pride.
- ✓ **Respect the rights** of all beach users.
- ✓ **Provide for public access to all beaches**, and where appropriate provide facilities for beach users (e.g. parking, safety measures, sanitary facilities).
- ✓ **Stop the mining of sand from beaches and dunes**, ensure that inland mining sites are restored after use, and investigate alternative building practices.
- ✓ **Conserve and restore vegetative cover**, both adjacent to the beach in order to stabilise the sand, and further inland to reduce sediment reaching the reefs and sea grass beds.

For more information on shoreline change in **ANTIGUA AND BARBUDA** consult:

Fisheries Division  
Perry Bay, St Johns  
Antigua and Barbuda  
T: +1 268 462 1372, F: +1 268 462 1372  
E: fisheries@candw.ag

Development Control Authority  
Cross Street, St Johns  
Antigua and Barbuda  
T: +1 268 462 6427, F: +1 268 462 6427  
E: authority@candw.ag

For more information on shoreline change in the **CARIBBEAN** consult:

*Coping with Beach Erosion*  
by Gillian Cambers  
UNESCO Publishing, 1998  
ISBN 93-3-103561-4

This booklet is a result of co-operation between UNESCO, the Caribbean Development Bank and Antigua and Barbuda's Governmental agencies

To view this booklet on-line, please see:  
[www.unesco.org/csi/act/cosal/brochant.htm](http://www.unesco.org/csi/act/cosal/brochant.htm)

Illustrations: Barbara Navi — Photographs: Gillian Cambers — Design: Eric Loddé

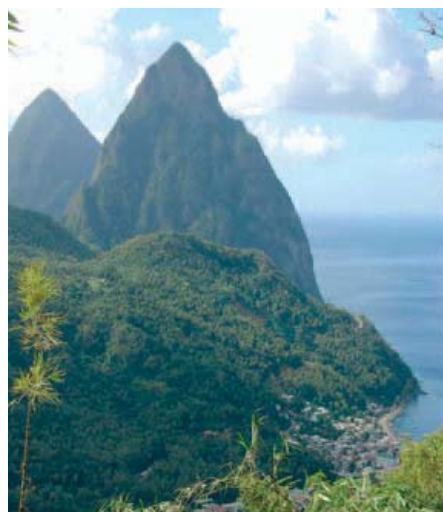


## Caring for island biodiversity

UNESCO's interest in biological diversity dates back to the early days of the Organization, under its first Director General, biologist Julian Huxley. Among the early activities was joining with the French Government and the Swiss League for Nature in the founding of IUCN, the World Conservation Union, in 1948.

In terms of island biodiversity, UNESCO's continuing concern is rooted in two complementary international initiatives for the conservation of biological diversity.

The Convention for the Protection of the World's Natural and Cultural Heritage is a binding legal instrument, which provides a permanent legal, financial and administrative framework for international cooperation in contributing to the protection of the world's natural and cultural heritage. The focus is on unique sites of outstanding and universal value. The World Heritage List includes sites listed specifically for their biological processes and biodiversity values such as two sites in Cuba, Mornes Trois Pitons National Park (Dominica), Galápagos National Park and Marine Reserve (Ecuador), Pitons Manage-



**Pitons Management Area in St Lucia** is among the new natural sites inscribed on the World Heritage List by the World Heritage Committee at its twenty-eighth session held in Suzhou (China) in July 2004. The 2,909-ha site near the town of Soufriere, includes the Pitons, two volcanic spires rising side by side from the sea (770-m and 743-m high), linked by the Piton Mitan ridge. The volcanic complex includes a geothermal field with sulphurous fumaroles and hot springs. Coral reefs cover almost 60% of the site's marine area.

ment Area (St Lucia), Aldabra Atoll and the Vallée de Mai (Seychelles) and East Rennell (Solomon Islands).

The World Network of Biosphere Reserves, within the Man and the Biosphere (MAB) Programme, currently comprises 459 sites in 97 countries and territories, including Cuba, Dominican Republic, Mauritius, US Virgin Islands. At best, biosphere reserves are sites of excellence to explore and demonstrate approaches to conservation and sustainable development, with associated research, monitoring, training and education and the involvement of local people as the driving force for conservation.

In addition to these two concepts and tools for promoting the in situ conservation of biological diversity, other activities include studies on marine living resources within the IOC (e.g. coral reefs, benthic fauna, harmful marine algae), work related to the educational and ethical dimensions of biodiversity, and issues at the interface of biological diversity and cultural diversity.

Biodiversity conservation in small islands has also been addressed in a range of activities within the Coastal Regions and Small Islands (CSI) Platform. These include contributions to the discussion forum on wise coastal practices and field experience in such locations as Portland Bight in Jamaica, Trobriand Islands in Papua New Guinea, Saanapu-Sataoa in Samoa, Cousin Island in Seychelles, Chumbe Island in Tanzania and Surin Islands in the Andaman Sea, Thailand.



© S. Engelmann

**The Galápagos Islands in Ecuador** hold an emblematic place in island biodiversity, having played a key role in the development of Charles Darwin's Theory of Natural Selection. The archipelago was designated as a biosphere reserve in 1984 and is also one of the most renowned sites on the World Heritage list. Among recent research initiatives is a UNESCO World Heritage Centre-United Nations Foundation project on the control of alien species in the archipelago. In terms of endemic species, the Galápagos Islands harbour the world's only species of marine iguana, *Amblyrhynchus cristatus*, shown here.

### Biodiversity conservation: Current and planned activities

- Further development of the World Heritage marine programme, including three pilot projects each containing Marine Protected Areas (MPAs) and small islands: Central Pacific Islands and Atolls, Eastern Tropical Pacific Seascape, and Southern Caribbean Islands Group. Capacity building in heritage conservation (e.g. in western Indian Ocean region) and the mapping of biodiversity hotspots (e.g. in the Pacific), to build knowledge of potential World Heritage.
- Promoting the use of biosphere reserves to demonstrate approaches to sustainable development and biodiversity conservation in small-island settings, including setting-up of core protected areas in both marine and terrestrial Ecosystems. Providing support to potential biosphere reserves in small-island countries, including community-based conservation areas (e.g. through the ASPACO project: Asia-Pacific Cooperation for the Sustainable Use of Renewable Resources in Biosphere Reserves and Similarly Managed Areas) and follow-up to regional MAB planning meetings (e.g. in Dominica in December 2003).
- Contributing to field projects on the eradication of invasive species and on the effectiveness of protected area management in small islands (e.g. World Heritage supported work on Aldabra Atoll, Seychelles).
- Strengthening collaborative activities on island biodiversity with the Convention on Biological Diversity and a range of other international conventions, agreements and organizations.

## Renewable energy

The development of alternative energy systems is a crucial issue for many small islands. UNESCO's long-standing work on harnessing clean energy sources was boosted in the 1990s by the World Solar Summit process (1993–1995) and subsequently through the Organization's contribution to the UN World Solar Programme (1996–2005). Capacity building aspects include the Global Renewable Energy and Training Programme (GREET) and a series of learning materials on new and renewable energies.

An ongoing initiative of UNESCO and UNDP – through their respective Apia offices, and in collaboration with SOPAC, USP and other bodies – provides support to a range of regional and national Pacific sustainable energy projects, such as a national energy policy and strategic action plan for Tokelau, options for uninterrupted power for Apolima Island (Samoa), increased use of renewable energies in the Cook Islands and training in photovoltaic solar home systems.

Toolkits have recently been published on such topics as solar voltaic systems and geothermal energy. A video and associated booklet (*Rays of Hope*) highlights the importance of renewable energy in the Pacific, with interviews and project insights from several countries.



© Madanjeet Singh

**Thermal water heaters** have been installed on the rooftops of many houses in Cyprus. From *Renewable Energy of the Sun* (UNESCO Publishing, 1996).

## INSULA and insular energy

Among the international NGOs that work closely with UNESCO, the International Scientific Council for Island Development (INSULA) has a strong programme on renewable energy, in Europe and the eastern Atlantic in particular. This work includes the organization of international conferences and the diffusion of conference publications and other information materials, such as those related to an Island Solar Summit and an associated Island Solar Agenda (Tenerife, May 1999), a Euro-Caribbean conference on sustainable energies (St Lucia, May 2002) and follow-up discussion forum, and an international conference on renewable energy systems for islands, tourism and water desalination (Crete, May 2003).

Several issues of INSULA's *International Journal of Island Affairs* have been focused on renewable energy, such as policies and strategies for desalination and renewable energies (January 2001) and biosciences and biotechnologies (February 2003).

Other INSULA-sponsored activities include technical support to renewable energy projects at the field level. An ongoing example is that on promoting energy self-sufficiency for El Hierro in the Canary Islands (designated as a biosphere reserve in 2002). This involves a three-pronged programme of energy saving, electricity production and transport, with support from the European Commission and a consortium of partners coordinated by the Instituto Tecnológico de Canarias.

- In Kiribati, solar panels power rural health centres and remote radio-telephone sites.
- In Fiji, a village cooperative runs a small-scale hydro-electric project providing electricity for over 200 homes in a settlement deep in the interior of the main island.
- In Papua New Guinea, a hybrid renewable energy system (involving wind turbines and solar panels) provides an independent supply of power to a highlands school.
- In Samoa, a medium-scale hydro-project in Afalilo on the main island of Upolu has resulted in a switch in the energy supply feeding a hydro-electric power plant, from 20% hydro and 80% diesel to 80% hydro and 20% diesel.
- In the Cook Islands, coconut oil is being used as fuel in a normal diesel engine, and has been used in Vanuatu to fuel buses, taxis and other vehicles, as well as generators that power a hydroponics project (growing plants in a medium other than soil). Given that nearly every Pacific island country has a large supply of coconuts, the fact that diesel engines and generators can be run on coconut oil holds exciting possibilities for the future of renewable energy in the region.

Future UNESCO work on renewable energy includes support to a capacity building programme in the Caribbean.



© Peter Coles



## SIDS at WSIS

Not surprisingly, modern information and communications technologies figure prominently in continuing discussions associated with the World Summit on the Information Society (WSIS) and its two summit meetings in Geneva (December 2003) and Tunis (November 2005). UNESCO's principal concerns during the WSIS process (access to content, cultural diversity, freedom of expression, knowledge societies, investments in science and technology, etc) are all of special interest to small-island nations. In turn, UNESCO provided support to island countries and organizations in regions such as the Pacific, in raising the profile of their regions in the lead-up to the Geneva summit (including the Asia-Pacific preparatory conference held in Tokyo in January 2003). And among the sources of information, *Towards Knowledge Societies* provides an Action Directory of UNESCO activities related to the WSIS ([www.unesco.org/wsisdirectory](http://www.unesco.org/wsisdirectory)).

In terms of the Geneva summit itself, some of the small-island states succeeded in using the WSIS as platform to generate visibility for their cultural, socio-economic and geographic specificity, which requires special ICT solutions. For UNESCO and others partners in the island regions, the WSIS offered an opportunity to raise awareness and stress the importance of:

- ICT policies and strategies for national development;
- Access to relevant content alongside access to technology and infrastructure;
- Political will and awareness for underpinning cultural diversity and locally relevant content in cyberspace, which do not happen by themselves;
- The free flow of information, and freedom of expression and information, as essential conditions to access;
- The use of ICTs for teacher education in SIDS.

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

## Communicating and linking

Information and communication have become major issues for most of the peoples and nations of our planet, not only as they affect development and security but also as they contribute to the construction of a more just society with stronger ties of solidarity. If our present era is indeed one of a revolution in information technology and networks, then communication systems are of special importance to island societies – for informing and educating, for catalysing and monitoring, for generating income and reinforcing self-reliance. Indeed, new information and communication technologies (ICTs), with their potential to break through social and geographic obstacles, have considerably increased people's capacity to access information and to share experience and practices with others in almost any part of the world.

The potential of new technologies to foster economic growth, facilitate capacity building and knowledge sharing is par-

ticularly important to those small-island countries where development is hampered by dispersed populations, lack of resources and isolation. Furthermore, in respect to one of the core problems in many small islands (that of migration and brain drain), these technologies can play a major role in binding the transnational diaspora communities with their countries of origin, facilitating new and efficient economic networks in both host and home countries and increasing the sense of identity and belonging to a greater 'transnational' community. However, to use technologies wisely, communication infrastructures must be adapted to the needs and aspirations of the islanders and to the objectives as defined by them.

Within UNESCO, the Information for All Programme provides a platform for international policy discussions and guidelines for action on the preservation of information and universal access to it, and the International Programme for the Development of Communication (IPDC) assists the development of communication infrastructure and professional training.



© Arnaldo Choy, UNESCO

**Radio Toco** is the first community-based radio station in Trinidad & Tobago, and is one of 12 community radio stations supported by the International Programme for the Development of Communication (IPDC) to promote independent media and pluralism for democracy in the Caribbean. Radio Toco was established in 1997 under the UNESCO Women-Speaking-to-Women Programme in collaboration with a local NGO (Trinidad & Tobago's Citizens' Agenda Network) and the Toco Foundation. It has blossomed into a veritable laboratory for community mobilization and community broadcast training in the fight against poverty and

promotion of sustainable human development. Radio Toco is widely perceived as an outstanding FM medium for information sharing and exchange amongst the rural communities of northeastern Trinidad. It has spearheaded a strong Caribbean grouping of grassroots organizations committed to empowerment through community radio and has positioned itself as the pivot around which sustainable development is taking place in the Toco community. In recognition of these multiple accomplishments, in April 2004, Radio Toco was awarded the IPDC-UNESCO Prize for Rural Communication.

## Fostering the free flow of information, knowledge and data

Promoting the “free flow of ideas by word and image” is one of UNESCO’s constitutional responsibilities, and that charge has been reflected in UNESCO’s programmes since the early days of the Organization in the late 1940s. More recent negotiated texts that shape policies on communication and information are the ECOSOC resolution (2000) on the role of information technology in the context of a knowledge-based global economy and the UN Millennium Development Goals, as well as outputs and outcomes of the World Summit on the Information Society.

Recent and ongoing efforts have sought to uphold the freedom of expression and the freedom of the press, including promoting independent and pluralistic media and fostering in cyberspace respect for the principles enshrined in the Universal Declaration of Human Rights. Promoting and extending the public domain of information offers a priceless though still poorly exploited reservoir of data, information, knowledge and documentation resulting from research financed by public funds or made available in the public domain.

As part of the Memory of the World Programme, support has been provided for a number of years to small-island countries in the collection, preservation and dissemination of national and regional documentary heritage. Examples include a regional project for the digitization of audio-visual collections of broadcasting institutions in the Caribbean.

In terms of future activities, efforts will be extended for incorporating information concerning SIDS in the UNESCO knowledge portal, the aims of which include demonstrating how access to a content-rich public domain may be an important asset in the development of knowledge societies. The portal provides a means for awareness raising on ethical, legal and societal challenges of information society issues. It includes a daily news review, ‘in focus’ articles on information society topics and a ‘watch’ database with multilingual entries.



The Pacific Women’s Television Programme Exchange project has strengthened women’s position as professional journalists. Through this project, female producers have highlighted social issues from women’s perspectives and established lasting links by exchanging television items between media houses in small-island states in the Pacific. Often, IPDC is the only source of support for media development in small-island states. Since the early 1980s, support totalling some US\$3.8 million has been made available to over 80 projects in 30 small-island nations, with support to most of the individual projects ranging from about US\$10,000 to \$90,000.

### Audiovisual archiving and the ‘Vinegar Syndrome’

In most small-island regions, hot and humid climatic conditions severely affect work on the conservation and preservation of audiovisual archives. UNESCO’s actions seek to support the preservation of film, television and sound recordings as an integral part of the cultural heritage, in the same way as textual information has been regarded for years.

An example is in the Caribbean, where the Caribbean Audiovisual Information Network (CAVIN) has been formed as a result of a conference held in Jamaica in November 2003, as a joint initiative of a grouping of national, regional and international institutions, including UNESCO. Its aims include assessment of the possibilities of establishing a formal audiovisual archiving body for the region. Among recent activities, a three-day UNESCO-CAVIN workshop held in Bridgetown (Barbados) in July 2004 focussed on the management of the so-called ‘vinegar syndrome’ -- a term used to describe the autocatalytic deterioration of cellulose acetate, which releases acetic acid, typically smelling like vinegar. In Bridgetown, archivists and other specialists from 11 Caribbean countries explored a range of issues relating to general conservation/preservation -- manufacture, structure and decomposition of audiovisual materials; appropriate handling and storage techniques, occupational health and safety needs in relation to audiovisual archiving.

Preceding the workshop was a mission of a film preservation expert to the Caribbean Broadcasting Corporation, to propose concrete remedial action as well as medium- and long-term recommendations to preserve and protect the audiovisual archives of the station.





## Promoting the expression of pluralism and cultural diversity

Activities for encouraging cultural and linguistic pluralism and the vitality of the various forms of cultural expression include support to the production and dissemination of media and information products (including audio-visual materials) at the local, national and regional levels. Other components include media education and promoting the diversity of content in information networks.

In the Caribbean, for example, support is being provided to a website providing information on the Caribbean film and television industry. A programme on computer networking for women media practitioners seeks to generate awareness about gender issues amongst women media professionals in the region. An initiative to develop an Internet newspaper in the smaller states of the eastern Caribbean is designed to fill the gap in circulation of up-to-the-minute news and information in the region, and includes training in on-line journalism skills and the management and marketing of journalistic and media products and services. A regional project approved by the IPDC Council in 2003 provides in-service training to upgrade the professional skills of practising journalists.

In the Pacific, a project in the Cook Islands has upgraded television broadcasting production capability through the provision of basic equipment and the development of production capacities in the outer islands. Regional activities include an exchange programme for Pacific women television producers and the preparation of teaching materials for media education.

Activities in the Indian Ocean include the development of atoll media production centres in the Maldives. The project involves setting up of three pilot centres (in Gaafu Dhaalu, Gnaviyani and Haa Dhaavulu), extending such centres to other atolls over a six-year period, and providing training in community-based radio programme production. A project for the reinforcement of the information services of the Seychelles Broadcasting Corporation entails improving communication between TV and radio newsrooms and reducing difficulties of working simultaneously in three languages.

And in April 2004, one of the 62 media projects awarded IPDC grants totalling more than US\$1.5, is a training programme for community radio in Timor-Leste. The programme will provide training in current affairs reporting and documentary production to 12 radio journalists a year, with the purpose of producing independent and balanced programming.

Extracts from a 50-page cartoon presentation of UNESCO's programmes and projects, commissioned for an issue of *The UNESCO Courier*. Cartoons by Alteau, text by Doxuan





## Promoting access for all to ICTs

In responding to the challenges of the digital divide, support is being provided for building up institutional and human carrying capacities, including training in ICTs using both the formal school system as well as libraries, community multi-media centres (page 7) and other informal outlets and methods.

A number of studies have focused on ways of addressing obstacles to electronic communication. A world-wide study of e-governance has explored the interaction between access, empowerment and governance in 62 countries. In one of the publications resulting from this study, Jamaica and Mauritius are two among 15 countries with country profiles for e-governance, representing different situations in each of UNESCO's principal regions. Overall, the on-line study – prepared by the Commonwealth Network of Information Technology for Development – concludes that key features of e-governance are the public pressure for increased accountability and the great opportunity it offers to small states and islands.

At the regional level, a study on electronic connectedness in Pacific Island countries has included a survey on the use of computers, e-mail and the Internet in education, culture and communication. In another study commissioned by UNESCO-Apia, a survey on Internet infrastructure and e-governance in Pacific Islands has identified 11 major barriers inhibiting e-governance (see Box)

An example of specialized activities includes training on the use of new technologies for museums in the Caribbean, held in Curaçao (Netherlands Antilles) in August 2001, organized jointly by the International Council of Museums and the Museums Association of the Caribbean.

Among future directions of work is support to the creation of a Caribbean Centre of Excellence in ICT training at the University of the West Indies. Initiatives to increase the accessibility to ICTs in small-island countries are also being promoted.

Some 20 educators from 16 Pacific island nations met in Nadi (Fiji) in June 2003 to launch *Media Education in the Pacific: A Guide for Secondary School Teachers*, a joint initiative of UNESCO-Apia and the network of Associated Schools in the Pacific aimed at introducing media education through various school subjects in the countries of the region. Shown here, the introductory page of one of the four principal teaching sections of the 100-page guidebook.

### Barriers to e-governance in Pacific island countries\*

- High cost of Internet services
- Slow Internet connections
- Unreliable Internet connections
- Lack of digitized government information
- Cost of computers and other equipment
- Ownership and monopoly of telecom services
- Lack of availability of technical support
- Insufficient training opportunities for government officials
- Lack of political awareness of the opportunities
- Poor staff knowledge of equipment
- Poor staff understanding of the value and use of the Internet

\* Source: From a survey on Internet infrastructure and e-governance in Pacific Island countries. Commissioned by the UNESCO Office in Apia. Report prepared by Zwimpfer Communications Ltd (March 2002).

### UNESCO's Information Portals\*

- Archives Portal
- Free Software Portal
- Libraries Portal
- Information Society Observatory Portal

\* Accessible via [www.unesco.org/webworld](http://www.unesco.org/webworld)

## SECTION 2: Media History and Ownership

### Where Does the Media Come From?

Since time began, people have always communicated with each other – talking, telling stories, singing, etc.

To communicate, people can:

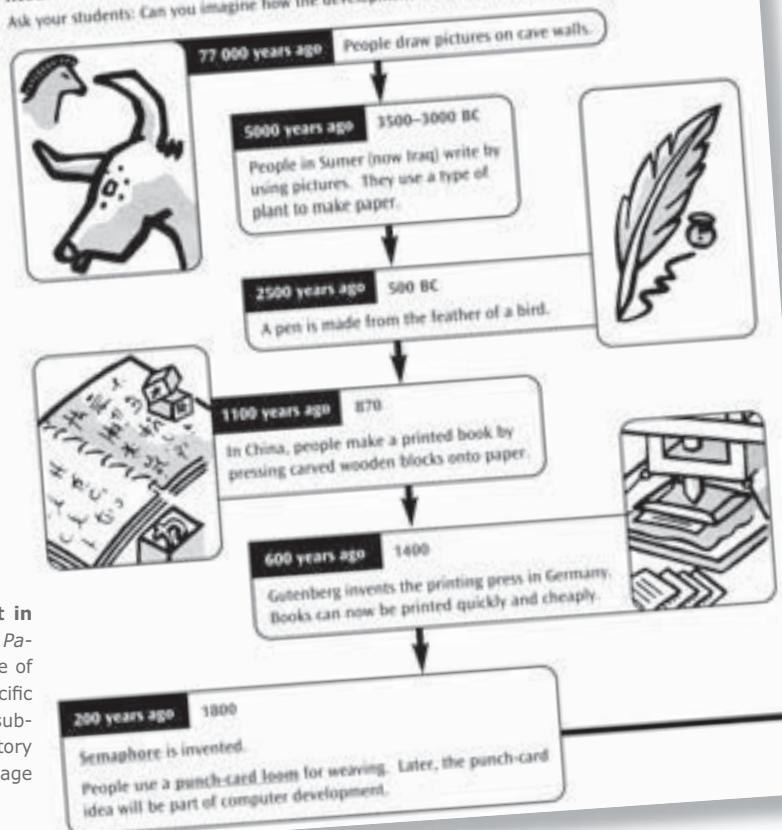
- be face-to-face with another person
- send a message through a medium\* (e.g. writing, drawings, or another person/thing that can speak their words).

\*This is where we get the word "media". It is the plural of "medium".

The history of the media began when people first learned ways to send messages through a medium.

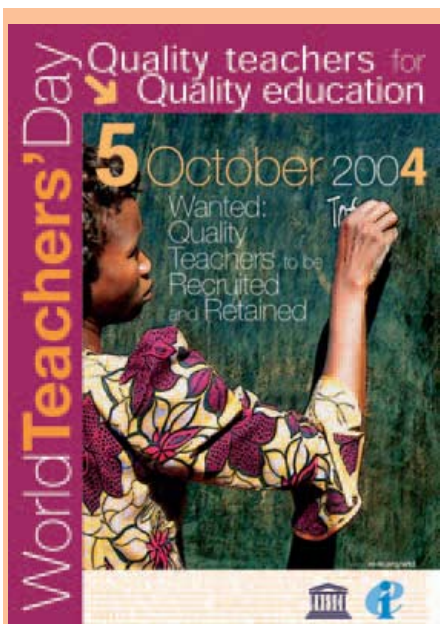
#### Media Timeline

Ask your students: Can you imagine how the development of the media below changed people's lives?





# Education



**World Teachers' Day** was inaugurated by UNESCO in 1994 to commemorate the signing (on 5 October 1966) of the UNESCO/ILO Recommendation concerning the Status of Teachers. The day serves to highlight the contributions of the teaching profession to education and development world-wide, and each year UNESCO joins with the global teacher organization Education International to draw public attention to the crucial role that teachers play in society.

Over 100 countries observe World Teachers' Day, with intentions and plans flagged on the special WTA website operated by Education International. In 2004, contributing events were organized in a fair number of small-island countries, including Anguilla, Barbados, Cape Verde, Cyprus, Dominica, Papua New Guinea, St Lucia, St Vincent & the Grenadines and Samoa. Activities included mobilizing media coverage, lobbying political leaders, and organizing special events such as television programmes, debates and public-speaking competitions, national seminars, and awards for individual teachers.

Among the publicity and resource materials posted on the WTA website — a compilation of some 150 quotations, sayings and aphorisms (each in three languages — English, French and Spanish) celebrating teachers and teaching, learning and education.

## Educational conundrums: continuing needs, evolving challenges

*"We always keep building capacity but we never have enough – why?"*

This comment by a SIDS delegate at the third UN regional preparatory meeting for the Barbados+10 review meeting (Trinidad & Tobago, October 2003) encapsulates many of the educational concerns of small-island nations. Re-assessment of education and capacity building in a small-island context has need to incorporate emerging opportunities and innovations (e.g. new partnerships, distance education) as well as long-standing issues such as capacity building for a multitude of purposes and to mitigate the effects of migration.

A familiar conundrum for education planners and policy-makers in small islands is the need to improve local relevance whilst maintaining regional and international recognition. A high level of mobility for education and work is a feature of many small islands.

For historical reasons, education in many small islands has been in the languages and cultures of the former colonial powers. One of the unfortunate consequences has been the alienation of large sections of the population, often young Creole-speak-

ing men. In view of rising social problems, it might be necessary to reconsider what kinds of education and training can best prepare these societies for the future.

There are close links between education and social status in many small island societies. Sometimes as much emphasis is placed on examination scores as citizenship, life skills or employability. To achieve sustainable development, education may need to be more inclusive, in order to enhance learners' confidence and self-esteem. In multilingual, multicultural societies with strong oral traditions, language issues in education are important for addressing social alienation and promoting cultural development. One approach might be to integrate informal and formal modes of learning, to legitimize the expressions of creativity that are so abundant in many small islands.

Many small island countries have achieved, or are close to achieving, Universal Primary Education (UPE). Improving the quality of primary education and access to secondary, vocational and tertiary education remain a challenge. In most cases, research capacity in education and other fields is limited.

In some islands there may be need to address certain current trends, which in some cases produce individuals with limited skills and unattainable aspirations, and favour one gender group to the detriment of the other, by improving and refocusing school curricula, job placement schemes, mentoring and career guidance programmes.

## Small-island fellows

The aim of the UNESCO Fellowships Programme is to contribute to the enhancement of human resources and national capacity building in areas that are closely aligned to the Organization's strategic objectives and programme priorities. The programme works mainly through the award and administration of fellowships, study grants and travel support. A wide range of technical fields are involved, as reflected in the following sampling of recent awards to grantees from small-island nations.

- **Bahamas:** Counselling and personnel services (9 months)
- **Bahrain:** Production of educational programmes for television (32 days)
- **Cape Verde:** Irrigation methods (6 weeks); in-service teacher training (4 months)
- **Dominica:** Television documentary programme production (25 days)
- **Jamaica:** Molecular biology (4 months); museum studies (6 months)
- **Mauritius:** Plant ecology and bioinformatics (4 months)
- **Vanuatu:** Public policy and management (6 months)

## Promoting access to basic education



n absolute priority in UNESCO's overall programme is that of promoting access to basic education, through the realization by 2015 of what are known as the six Dakar goals for Education for All (EFA). In SIDS regions, critical issues identified in EFA reports include early drop-out from basic education, particularly by males. The preparation of EFA National Plans of Action was a key task for countries during the 2002–2003 period. Now, one of the central challenges facing UNESCO and its international education institutes and other partners is to mobilize human and financial resources to support Member States in their efforts to fulfil EFA commitments and to address disparities in access to education, including those related to special needs, poverty, language, minority status, gender. Another challenge is to facilitate sharing among small-island nations of regional and international innovative experience, particularly strategies for achieving EFA.

### Education for All. The Six Dakar Goals\*

- Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children;
- Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality;
- Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes;
- Achieving a 50% improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults;
- Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality;
- Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

\* Adopted by the World Education Forum, Dakar, Senegal, April 2000.

### Education for All Assessments – Worldwide

**EFA 2000 Assessment.** Most in-depth evaluation of basic education ever undertaken, taking stock of the status of basic education in more than 180 countries and evaluating progress achieved during the 1990s since the World Conference on Education for All.

**EFA Global Monitoring Report 2002:** *Is the World on Track* (2003). Assessing the extent to which countries are meeting their commitment to ensure a basic level of education to all children, young people and adults by 2015.

**EFA Global Monitoring Report 2003/4.** *Gender and Education for All: The Leap to Equality* (2003). Reports on where countries stand in their effort to achieve gender equality within and through education. Highlights innovative and best practices, and suggests priorities for national strategies.

### Education for All – Caribbean

A number of assessments have been carried out in particular SIDS and individual island regions, particularly in respect to the EFA 2000 Assessment process. Some Caribbean examples:

**Antigua & Barbuda.** Focus on qualitative and quantitative changes in education since independence in 1981.

**Bahamas.** Special emphasis on early childhood care and development, primary education, and learning achievement and outcomes.

**St Kitts & Nevis.** Includes examples of commercial sector inputs to basic education services provided by government, in the form of donations of televisions and computers, provision of free internet services, training camps for young footballers, scholarships for primary and secondary school pupils.

**Trinidad & Tobago.** Longitudinal study of 2,125 secondary school students in 64 classroom groups (from every school type and education district), who were asked whether or not they liked coming to school and why, what classroom events evoked interest, which ones triggered feelings of being 'unsure', and how they responded in each case.

**EFA Plan of Action for the Caribbean.** Assessment by the Caribbean Regional Technical Advisory Group (RTAG) for EFA, as part of preparations for the World Education Conference in Dakar in 2000. The EFA Assessment was based on two subregional reports and 14 thematic issues/case studies, which led to a determination of the basic education needs of the subregion. This needs assessment served as a catalyst for the development of an 'Education for All in the Caribbean: Plan of Action 2000-2015', with specified goals and targets as well as clearly identified dates (2002, 2008, 2015) for achievement of these goals and targets.

### Critical issues in primary education in the Caribbean\*

- Lack of access to primary education by marginalized groups in Caribbean societies.
- Early drop-out from basic education, particularly by males.
- Failure of the primary education system to produce high levels of literacy and numeracy.
- Weak systems for addressing post-school illiteracy among youths and adults.
- Increasing violence within educational institutions, particularly by teenage males against other students and their teachers.
- Lack of relevance of educational programming.
- Deterioration in teaching services and overall levels of professionalism, with inadequate preparation of teachers for programming requirements, falling status and esteem, and an exodus of teachers from the education systems of member states.

\* After Caribbean EFA (Education for All) 2000 reports

### Education for All – Pacific

All the small-island nations in the Pacific have fully developed EFA National Action Plans. They also have active EFA forums. Pacific EFA National Coordinators meet twice a year to share ideas and progress about EFA in their countries. EFA goals will be complemented by the Pacific Regional Initiative for the Development of Education (PRIDE). Funded by the European Union, PRIDE will provide small grants for activities in basic education. The UNESCO Apia office is closely involved in all Pacific education developments.



## Improving the quality of education

Contributing to quality improvement of education (at all levels, formal and non-formal) includes strengthening the capacity of countries to plan, manage and reform their education systems. Building on an earlier monograph on educational strategies for small-island states, topics addressed in recent (2001-2003) IIEP training workshops in the Caribbean include reforming school supervision for quality improvement, developing indicators for planning basic education, education costs financing and budgeting, and university-industry linkages.

Technical and vocational education and training are receiving increased attention in many small-island countries, in view of the difficulties faced by many young people on leaving school in finding employment. Among recent initiatives is that of UNESCO and the Commonwealth of Learning to promote entrepreneurship among those involved in the informal economy. Activities in the Pacific have included a training programme on 'Learning about Small Business', a regional forum on improving the quality of technical and vocational education and training, and support to the Pacific Association of Technical and Vocational Education and Training (PATVET). In Bahrain, a National Centre of Excellence in Technical and Vocational Education and Training is being developed, which will serve as a resource centre for a broad spectrum of disciplines (business, technical subjects, career guidance, counselling).

And January 2005 sees the formal launching of the UN Decade of Education for Sustainable Development (DESD), with UNESCO (as lead agency) currently working with a suite of partners and collaborators on the refinement of the draft implementation plan for the Decade. One number in a series of ESD Information Briefs, released in early 2004, is specifically focused on Small Island Developing States.

Small-island schools and other learning institutions play an important role in UNESCO's various educational networks. An example is the Associated Schools Project Network (ASPnet), cre-

ated in 1953, now involving over 7,500 educational institutions in 172 countries, with flagship initiatives on such topics as beaches in the Caribbean (see page 40), the transatlantic slave trade (page 15), and the testing of a young person's guide to the World Heritage.

At the higher education level, the UNITWIN/UNESCO Chairs Programme serves as a prime means of capacity building through the transfer of knowledge and sharing in a spirit of solidarity with and between developing countries. Since the programme was launched in 1992, some 500 UNESCO Chairs and inter-university networks have been established in over 110 countries. These chairs and network address all major fields of knowledge within UNESCO's competence, as reflected in some of the titles of existing 13 chairs established so far in seven individual SIDS: environment and sustainable development (Bahrain), educational technologies (Barbados), bio-materials (Cuba), peace, human rights and democracy (Dominican Republic), teacher education and culture (Fiji), higher education (Mauritius) and freedom of expression (Papua New Guinea).



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**Young people as seen by their teachers** was the slant of an international photo contest, organized as part of activities in 2003 to mark the 50th anniversary of Associated Schools Project Network. Among the 'special mentions': (top), Colegio Santa Rosa de Lima, Dominican Republic; and Instituto preuniversitario vocacional de ciencias exactas Ernesto Guevara, Cuba.

### Asia-Pacific University Twinning and Wise Coastal Practices

Advancing the concept of multi-stakeholder agreements as a tool for preventing and resolving conflicts in the use of coastal resources was the focus of the first regional workshop of the Asia-Pacific University Twinning (UNITWIN) Network held in Khuraburi (Thailand) in November 2002. Case study experience came from a range of field project sites supported by UNESCO's Environment and Development in Coastal Regions and Small Islands (CSI) Platform, including Jakarta Bay and the Seribu Islands (Indonesia), Motu Koita urban villages near Port Moresby (Papua New Guinea), Ulugan Bay in Palawan (Philippines), Upolu Islands (Samoa) and Surin Islands (Thailand).

Building on a solid foundation of research on the core issues and challenges, a thorough analysis of stakeholders, socio-cultural context and imminent threats and conflicts are essential steps in the process, which ideally leads to an appropriate forum for multi-stakeholder communication and decision-making. In some instances, such as the Samoa field project, existing local mechanisms based on long-standing cultural tradition provide a firm foundation. But in most situations, considerable time is required to fully involve all stakeholders in a representative manner.

Negotiations between stakeholders are often delicate and convergence is a long-term process. Case study experience suggests that a multi-stakeholder agreement must be sensitive and responsive to changes over time. Open communication channels and effective dialogue are critical for such agreements to be successful.

## Building new knowledge societies



Of special interest to small islands is experimentation and innovative practice in the application of information and communications technologies (ICTs) and distance education technologies in the fields of education and building new knowledge societies. ICTs are considered both as a necessity and as an opportunity, since they offer the potential to expand the scope of learning, breaking through traditional constraints of space and time as well as through the boundaries of current education systems.

Recent activities include launching of the Caribbean Universities Project for Integrated Distance Education (CUPIDE), aimed at providing improved ICT and distance education technologies for five universities across the Caribbean, including the regional University of the West Indies. Support is being provided to national capacity building projects involving distance education and ICTs in Cape Verde, Mauritius, Sao Tome & Principe and other small-island nations. Higher education institutions in Cy-

### ICTs in Education: Some Questions

- How can one use ICTs to accelerate progress towards education for all and throughout life?
- How can ICTs bring about a better balance between equity and excellence in education?
- How can ICTs help reconcile universality and local specificity of knowledge?
- How can education prepare individuals and society to master and benefit from ICTs?

prus and Malta are among those taking part in the Avicenna virtual campus to promote ICT-assisted open distance learning in the Mediterranean region. And in the Pacific, continued development of science communication practices – through formal education as well as public debate and the media – is being approached through workshops, training courses, electronic exchanges and website development, in a partnership between the UNESCO-Apia Office and the Centre for the Public Awareness of Science of the Australian National University.

### UNESCO's Educational Institutes

- **UNESCO International Bureau of Education (IBE).** International centre for the content and methods of education, founded in Geneva in 1925 as a private institution, joining UNESCO in 1969 as an integral yet autonomous institution.
- **UNESCO International Institute for Capacity-Building in Africa (IICBA).** Work programme includes development of networks of teacher-education institutes in Africa.
- **UNESCO International Institute for Educational Planning (IIEP).** Mission is to strengthen the capacity of countries to plan and manage their education systems. Activities in island regions include a monograph on educational strategies for small island states, an ongoing discussion and study of the role of e-learning in higher education, and a series of training workshops in the Caribbean.
- **UNESCO Institute for Information Technologies in Education (IITE).** Work includes setting up a clearing house and undertaking studies on the main trends in the application of ICTs in education.
- **UNESCO Institute for Education (UIE).** Particular focus on adult, non-formal and lifelong learning.
- **UNESCO International Institute for Higher Education in Latin America and the Caribbean (IESALC).** Current priorities include implementing a plan of action for the transformation of higher education in the region.



**Workshop for science teachers** in Samoa, focused on the use of readily available materials for actively engaging students in basic science principles. One of the activities in a programme of science communication in the Pacific, a joint initiative of UNESCO-Apia, the Centre for the Public Awareness of Science at the Australian National University and educational and scientific institutions in the Pacific Island countries.



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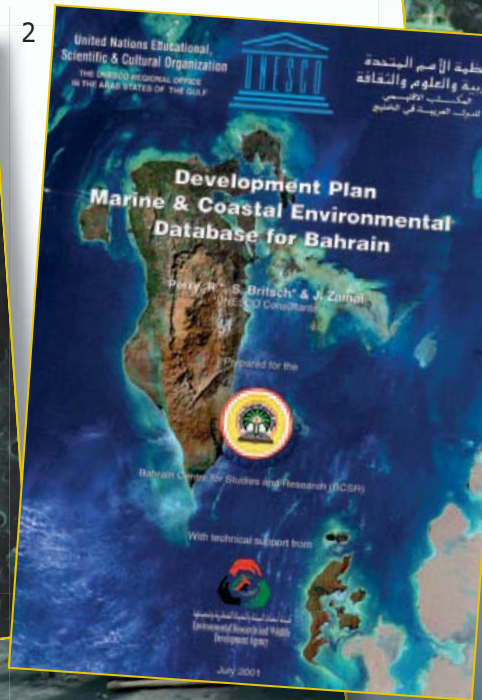
**The UNESCO Institute for Statistics (UIS)** was established in July 1999 to meet the needs of Member States and the international community for a wider range of policy-relevant, timely and reliable statistics in the fields of education, science and technology, culture and communication. Among its publications is a study on Caribbean students at the tertiary level and an annual *Global Education Digest* that provides key education indicators from early childhood to higher education. Among recently launched programmes is that for building capacities for statistics collection and reporting in the Pacific region.



## Island Kaleidoscope

Background photo. 'A Sea of Islands' – Glimpses of the Maldives: 1,190 low-lying coral islands, total land area 300 km<sup>2</sup>, with over 99% of the country's total area consisting of water. As seen by photographer Yann Arthus-Bertrand, who undertook an aerial survey of the state of our planet at the end of the twentieth century, in a project ('The Earth As Seen From Above') under the patronage of UNESCO. See also Epile Hau'ofa's reflections on viewing the Pacific as a 'sea of islands' (page 42).

1. Scanning electron micrograph of *Umbilicosphaera sibogae*, one of a group of unicellular marine algae with calcite scales on the cell surface that forms part of the phytoplankton -- the floating pastures of the world's oceans. From a monograph on *Phytoplankton Pigments in Oceanography* (page 26). Scale bar = 10  $\mu\text{m}$  ( $1\mu = 10^{-6}\text{m}$ ).
2. Feasibility study for a marine and coastal environmental database for Bahrain (page 26).
3. Vanuatu Sand Drawings, a veritable means of communication as well as time-honoured artistic expression, in 2003 proclaimed a Masterpiece of the Oral and Intangible Heritage of Humanity (page 19).
4. Students in Bequia (St Vincent & the Grenadines) using a local Internet cafe to take part in the Small Islands Voice youth forum (pages 8-9).
5. Monitoring water flow of the Layou River on the volcanic Caribbean island of Dominica (page 22).
6. Aldabra Atoll (Seychelles) – inscribed in 1982 as a natural property on the World Heritage List (page 28) – supports the world's largest population (ca. 100,000 in 1997) of giant tortoise *Geochelone gigantea*.
7. Through inter-regional initiatives such as Sandwatch (page 40), beach measurement activities have spread from the Caribbean islands to Seychelles in the Indian Ocean and Palau (shown here) in the Pacific.
8. One of the prize winners in an HIV/AIDS Graffiti Competition at the University of Technology, Jamaica (page 10).
9. Lakalaka Dances and Sung Speeches of Tonga, one of the Masterpieces of the Oral and Intangible Heritage (page 19).
10. Adult literacy class, Cape Verde (page 6).
11. Pointe aux Sables Centre in Mauritius, venue of the inter-regional 'Youth Visioning for Island Living' event (page 9) associated with the Mauritius International Meeting in January 2005.
12. Dredging sand, one of 19 cartoon drawings in an environmental education booklet *La fábula del Manglar* ('The mangrove fable'), produced at Seaflower Biosphere Reserve (page 28) in the San Andrés archipelago in the southwestern Caribbean.
13. Example of a regional teaching guide (page 33).
14. Ensuring new development is a 'safe' distance from the dynamic beach zone, helps conserve the beach and the buildings. One of the generic graphics from a series of ten booklets on 'Wise practices for coping with beach erosion' in Caribbean islands (page 27).
15. 'Early Childhood Care and Education' is one of the flagship initiatives in support of Education For All (page 35), with progress on early childhood development in Africa among dimensions discussed at the Ministers of Education meeting in Tanzania in 2002. Pictured here, three youngsters from the Indian Ocean island of Zanzibar.
16. Brimstone Hill Fortress, St Kitts, inscribed as a cultural property on the World Heritage List in 1999 (page 20).



Photo/Graphic credits

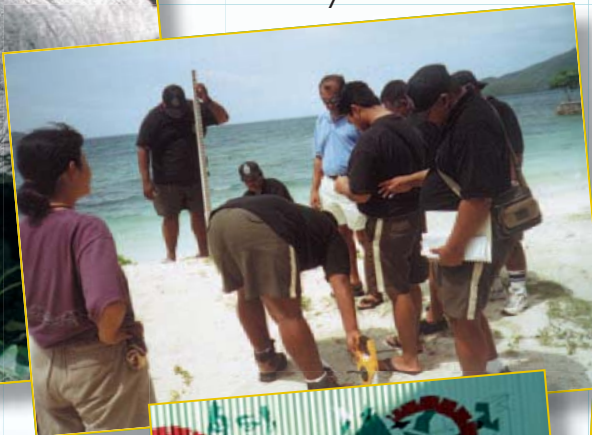
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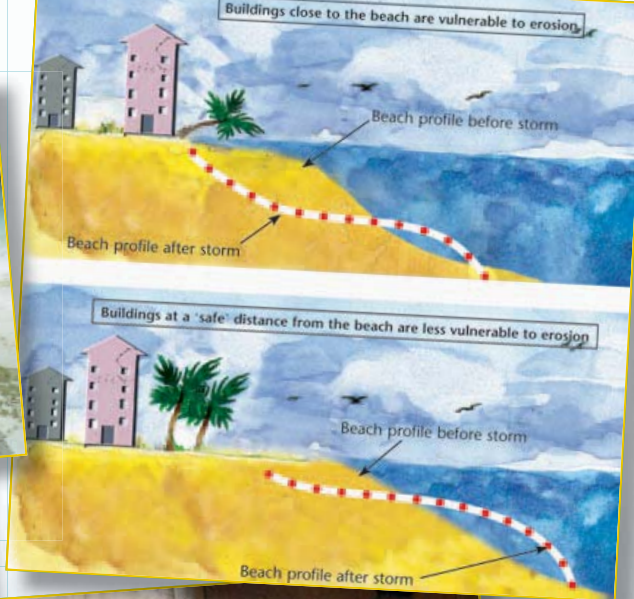
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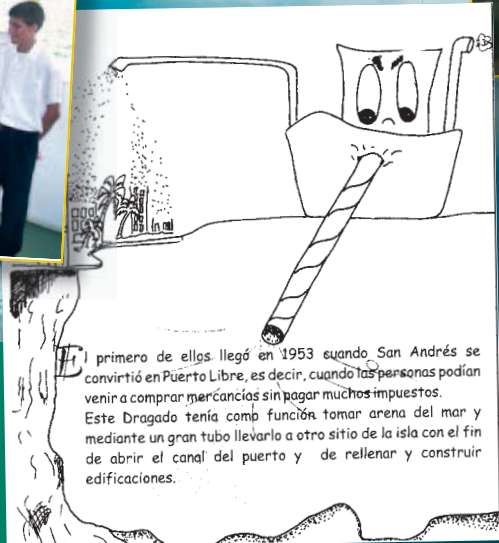
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### Media Education in the Pacific

A Guide for Secondary School Teachers



16



El primero de ellos llegó en 1953 cuando San Andrés se convirtió en Puerto Libre, es decir, cuando las personas podían venir a comprar mercancías sin pagar muchos impuestos. Este Dragado tenía como función tomar arena del mar y mediante un gran tubo llevarla a otro sitio de la isla con el fin de abrir el canal del puerto y de rellenar y construir edificaciones.





## Participation Programme in the Caribbean

UNESCO's Participation Programme is designed to provide direct assistance to initiatives undertaken by Member States in the Organization's fields of competence, in line with priorities determined by the countries themselves, with proposals submitted via UNESCO National Commissions.

The funds are modest (up to a maximum of US\$26,000 granted for national project requests, with about six projects per country in each biennium, and up to US\$46,000 for regional submissions). But UNESCO is not a funding agency. And support at these sorts of level may often be easier to assimilate than higher orders of financial contribution.

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

**Antigua & Barbuda.** Development of secondary school libraries.

**Bahamas.** Seminars for careers in science for women.

**Barbados.** 'Music 2000' data bank. Development of Slavery Museum.

**Cuba.** Environmental and ecological education in the school community of Santo Domingo.

**Dominica.** Advanced training programme in educational planning and management.

**Dominican Republic.** Young people's participation in World Heritage preservation and promotion.

**Grenada.** Craft training project for persons with disabilities.

**Haiti.** Trilingual publication on 'Water in Haiti: needs, resources, management'.

**Jamaica.** Influence of science and technology on Jamaica's development.

**Netherlands Antilles.** Transatlantic slave trade education.

**St Kitts & Nevis.** Changing the culture of the classroom.

**St Lucia.** Media training to improve professional standards and practice.

**St Vincent & the Grenadines.** Enhancing access to slave trade archives and libraries.

**Trinidad & Tobago.** 'Our Mountains, Our Fresh Water, Our Heritage' project.

**Regional and subregional.** Assembly of Indigenous People of the Caribbean.

## Caribbean

The UNESCO Office for the Caribbean in Kingston, Jamaica, was first opened in 1979. With responsibilities for 19 countries in the English and Dutch speaking Caribbean, the Kingston Office is multidisciplinary, in keeping with the different areas of UNESCO's competence. Special attention is given to activities to help improve the condition of women and young people, as well as to major regional initiatives in such fields as prevention education to combat HIV/AIDS, using cultural tourism for alleviating poverty among rural youth, distance education and community multimedia centres.

The most recent discussions on future activities took place within a regional consultation on Caribbean strategic priorities held in Montego Bay in Jamaica in September 2003, with the conclusions and recommendations accessible through the Kingston Office website (<http://www.unescocaribbean.org>). Within a larger regional context, proposals for UNESCO activities in 2006–2007 were examined at a regional planning meeting for Latin America and the Caribbean held in Aruba in May 2004.

Additional UNESCO Offices in the Caribbean are in Port au Prince, Haiti, and Havana, Cuba (the latter also serves as the UNESCO Regional Bureau for Culture for Latin America and the Caribbean).

### Caribbean juxtapositions.

Part of the central panel of the surrealist triptych *In the Beautiful Caribbean*, by Colin Garland (1974). The painting adorns the cover of Volume VI ("Methodology and Historiography of the Caribbean") in the *General History of the Caribbean*, courtesy of the artist, the National Commercial Bank of Jamaica and photographer Denis Valentine.

**The Caribbean Sea Project (CSP)** is one of the flagship projects of the Associated Schools Project Network (ASPnet, page 36). Its aim is to heighten young people's effective response to the marine environment as a pre-requisite for their positive action and to enable them to learn about the rich cultural diversity of the Caribbean region.

Among the components of CSP is 'Sandwatch', a joint initiative of two UNESCO sectors (Education and Natural Sciences), the UNESCO Office in Kingston and the University of Puerto Rico Sea Grant Program. Objectives include: (a) reducing the level of pollution in the Caribbean Sea; (b) training school children in the scientific observation of beaches through field measurements and data analysis; and (c) assisting schoolchildren, with the help of local communities, to use the information collected to better manage the region's beaches. Participating countries include Aruba, Bahamas, Barbados, Cuba, Curaçao, Dominica, Grenada, Haiti, Jamaica, St Lucia, St Vincent & the Grenadines, Trinidad & Tobago.







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**Cultural productions** of various kinds form an integral part of many UNESCO activities in the Caribbean, from prevention education for HIV/AIDS to YouthPATH initiatives aimed at enabling young men and women to use innovative skills for sustainable employment in heritage tourism and the preservation of heritage sites (page 6). At several YouthPATH project sites, cultural productions recount the oral history and cultural heritage of local rural communities. Above, Gambia Village (Bahamas), the first village settled by freed Africans rescued from ships engaged in illegal slave trading.



Left, activities in Barbados seek to promote the involvement of young people in integrated tourism in the 'de heart uh' (central uplands) of the island.

© UNESCO/Kingston



## Participation Programme in the Pacific – Some Examples

**Cook Islands.** Recording oral heritage on film or video. 'Parents as first teachers' project. Home education.

**Fiji.** Cultural mapping project. Fifth International Conference of Asia-Pacific Migration Research Network.

**Kiribati.** Recording of indigenous knowledge, skills and stories.

**Marshall Islands.** Women's craft production project, Arno Atoll.

**Micronesia.** Second Conference of Traditional Leaders of Micronesia. Traveling environmental education exhibition ('Green Road Show').

**Nauru.** Establishment of science laboratory, Nauru College. Upgrading of Nauru Media Bureau.

**Niue.** Emergency assistance to recover and restore files and records destroyed by Cyclone Heta in January 2004. Groundwater resources assessment.

**Palau.** Production of CD versions of local newspapers. Support for canoeing and voyaging activities at the Festival of Pacific Arts (July 2004).

**PNG.** Liberation from the bondage of slavery and polygamy. Koroba youth development project.

**Samoa.** Computer literacy centre, Upolu.

**Tokelau.** Feasibility studies on Internet connectivity and distance education.

**Tonga.** Community development programme: improving the status of women. Houma youth training-counselling office.

**Tuvalu.** Youth leadership workshop. Health education through drama.

**Vanuatu.** Documentation of indigenous languages. Gender mainstreaming.

*There is a gulf of difference between viewing the Pacific as 'islands in a far sea' and as 'a sea of islands'. The first emphasizes dry surfaces in a vast ocean far from the centres of power. When you focus this way you stress the smallness and remoteness of the islands. The second is a more holistic perspective in which things are seen in the totality of their relationships.*

University of the South Pacific anthropologist Epile Hau'ofa, *Our Sea of Islands*, 1993.

## Pacific

The UNESCO Office for the Pacific States was established in Apia in 1984. From an initial focus on education, the office has expanded its fields of competence with the addition of responsibilities for culture (1985), communication (1990) and science (1991). Consultations among Pacific Member States have included the 'Focus on the Pacific' event held as part of the UNESCO General Conference in Paris in November 1997. In the region itself, consultations among Pacific Member States are held on a biennial basis, with the ninth consultation in Fiji in July 2003. Pacific countries also take part in UNESCO planning activities in the larger Asia-Pacific context, with the most recent regional meeting taking place in New Zealand in May 2004.

Among the long-term concerns infusing UNESCO's work in the Pacific is the place of tradition in modern society and developing a Pacific norm for communally based intellectual property rights. Among the large-scale interdisciplinary projects of the 1990s was 'Vaka-Moana – the Ocean Roads', which aimed at gaining a better appreciation of the cultural heritage and diversity of Pacific peoples. Recent and planned regional

initiatives include those on media education, migration studies, education statistics and World Heritage promotion.

In terms of project planning and management, as in other regions, many activities are carried out as cooperative undertakings with a range of national, regional and international bodies. Examples include work on freshwater resources under the joint aegis of UNESCO's International Hydrological Programme (IHP) and the South Pacific Applied Geoscience Commission (SOPAC) and collaboration with UNDP on renewable energy. University links include those with Massey University (New Zealand) on natural hazards, with the Australian National University on science communication, and with the University of the South Pacific on distance education.

In December 2003, the official launch took place at the National University of Samoa of the International Council for the Study of the Pacific Islands (ICSPI), the main objective of which is to facilitate mutual cooperation between institutions and organizations dedicated to Pacific Islands Studies. The Council serves as UNESCO's main partner for implementing social and human sciences in the region, with the UNESCO Apia Office hosting the secretariat for the Council.



The Pacific version of an educational resource kit for teachers – designed to introduce World Heritage education into classroom teaching – was launched at a regional round-table meeting held at Tongariro National Park in New Zealand in October 2004.

## Vaka Moana – The Ocean Roads

While the World Decade for Cultural Development formally ceased operational activities as a large-scale programme in 1997, the guiding principles of Vaka Moana remain valid, embedded as they are in the culture and traditions of the Pacific and its peoples.

The name 'Vaka Moana' comes from the widespread use in the Pacific of the words 'Moana' for ocean and 'Vaka' for canoe. Vaka enshrines many associated meanings, including various dimensions of traditional and contemporary culture, as well as those associated with sea voyages for exploration, migration and trade. The intention of the planners of the Vaka Moana programme, however, was that it should address a broader range of activities, including the study of traditional and contemporary cultures, the reinforcement of traditional links, the conservation of resources and traditions, and economic development based on careful use of the region's resources. Fundamental to the philosophy of the World Decade for Cultural Development and to the Vaka Moana programme was a commitment to the recognition of cultural, spiritual and social values in the development process.

Thus, the development objectives of Vaka Moana were set with a view to gaining a better understanding and appreciation of the cultural heritage and diversity of the Pacific peoples, as well as the development of cultures and attitudes which build on that heritage while taking advantage of contemporary technologies and opportunities. Also with the aim of promoting a greater understanding of, and tolerance for, the values, practices and attitudes of others.

The programme also set five operational goals:

- Reinforcement of links between Pacific peoples through a better knowledge of their common historical links and dependence on the ocean;
- Promotion and dissemination of all forms knowledge, both traditional and scientific, concerning the sea and its resources;
- Conservation, management and appropriate use of these resources for the benefit of the region;
- Promotion of all forms of arts and crafts which have the sea as a common theme;
- Involvement of all peoples of the various Pacific Island countries including those from non-independent countries.

There were four central themes:

- Peopling of the Pacific, covering linguistics, archaeology, anthropology (including biological anthropology), belief systems, social systems, migration, oral history/tradition, and re-establishing links;
- Culture and Tourism, which included traditional and contemporary art forms, performing arts and visual arts, ecotourism, marketing and promotion of Vaka Moana, and museums;
- Culture and Science, incorporating activities in marine resources, traditional land and sea uses, medicine, conservation and technology;
- Contemporary Pacific Societies, with activities in such fields as economic, political and other structures, cultural pluralism, law and society, communication, religion and culture, and education.

In terms of outcomes, Vaka Moana contributed to a cultural renaissance in the Pacific. It served to highlight the need to revitalize indigenous languages and the importance of cultural practices such as traditional currency of exchange, arts and crafts, music and dance, and the important link between traditional and scientific knowledge. Vaka Moana also consolidated the recognition of framing any development from cultural dimensions.

Since the termination of the World Decade for Cultural Development, many activities launched within Vaka Moana have continued at institutions such as the Canoe Institute in Majuro (Marshall Islands), Sculpture and Fine Arts School in Apia (Samoa), Department of Arts and Culture, Fiji Institute of Technology (Fiji) and others. Support

from UNESCO's Participation Programme has enabled the completion of such projects as the Monolingual Dictionary in Samoa and the Draft Model Law for the Protection of Traditional Knowledge and Expressions of Culture for the Pacific.

### The Canoe Is the People

Transmission of indigenous knowledge has been weakened and even disrupted in many parts of the Pacific. New information and communication technologies, such as multimedia CD-ROMs and DVDs, offer new opportunities to convey traditional knowledge to youth. By stimulating interest in their own cultures, youth are encouraged to renew their ties with elders, keepers of these stores of wisdom.

To this end, the CD-ROM *Canoe Is the People: Exploring and sharing traditional navigational knowledge in the Pacific* has been developed by UNESCO's project on Local and Indigenous Knowledge Systems (LINKS, see page 12). Aimed at Pacific youth, the CD-ROM serves as an educational tool illustrating the vitality of indigenous knowledge, know-how and identity, as well as giving local communities access to a selection of archival materials lodged in distant locations. In this way, 'Canoe Is the People' also contributes to a process of restitution of information. While largely in English, the CD-ROM also includes videos in vernacular languages emphasizing that language is also a foundation of indigenous knowledge.

'Canoe Is the People' was publicly demonstrated for the first time at the Festival of the Pacific Arts in Palau in July 2004, before its official launch in late 2004-early 2005.



**Coconut leaves and fibres** feature prominently in Pacific canoeing and navigation. Here, the 'one-way' coconut leaf sail is used to return to Lamén Island from the mainland gardens on Epi (Vanuatu) using the power of the afternoon trade winds.

© Francis R. Hickey



## Participation Programme

Some recent Participation Programme activities in the AIMS region include:

**Bahrain.** Information technology applications in education.

**Cape Verde.** 'Management of Social Transformations' network creation for local development.

**Comoros.** Symposium on concord and conflicts among small-island states.

**Cyprus.** Revision and evaluation of mathematics textbooks.

**Maldives.** Developing a literacy teaching package. Interactive Science Centre.

**Malta.** Building a visitors centre at Is-Simar Nature Reserve.

**Mauritius.** Use of mother tongue (Mauritian Kreol) as a medium for primary school instruction.

**Sao Tome & Principe.** Recording oral tradition. Literacy campaign.

**Seychelles.** Setting-up of ethnobotanical gardens and associated activities.

**Regional and subregional.** Research on slave trade and slavery in the Indian Ocean.

**Fostering media development** and building-up capacities for communicating and broadcasting has been a feature of UNESCO's work in small-island regions for more than two decades. One example is long-term work to promote educational radio for the training of teachers in the nine inhabited islands of Cape Verde and the setting-up in that archipelago of an information database for serving the needs of public and private media. Other recent projects include the purchase of equipment for strengthening the production capacity of Radio Comoros, support for developing an educational audio-visual archives at the Mauritius College of the Air, and replacement of radio recording and editing equipment in the Seychelles. Shown here, presenter of educational-cultural radio programmes in Cape Verde.



© UNESCO/Dominique Roger

## From eastern Atlantic to South China Sea

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

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

At the same time that small-island countries take part in activities with their larger, more populous neighbours at these subregional and regional levels, it must be recognized that representatives of small-island countries may sometimes feel somewhat overwhelmed or even marginalized in discussions and decisions when grouped with larger continental neighbours. The perception is in some ways analogous to the relations of outlying islands to the centres of power and influence on the main capital islands in some archipelagic countries.

It is within such a context that bilateral and multilateral links are being encouraged between small islands in different regions and subregions within UNESCO's programmes. Examples are the various types of interregional linkages within the Small Islands Voice (SIV) initiative (pages 8 and 9). Among the bilateral activities in the Indian Ocean is that involving schools in the Maldives

(part of UNESCO's Asia-Pacific group of countries) and Seychelles (Africa). Student exchanges between Ahmaddiyah School (Maldives) and Praslin Secondary School (Seychelles) have enabled a mutual sharing of views on island environment and development issues and discussion on possible solutions and ways to implement them. 'Zero tolerance to littering' is a first joint activity being undertaken by the two schools.



© Small Islands Voices



**Promoting inter-island understanding and cooperation** is the aim of a schools exchange programme between the Seychelles and the Maldives, within the framework of the Small Islands Voice initiative. During a first exchange visit in January 2004, Seychellois students met the President of the Maldives, Mr Abdul Gayoom (top). During the visit, students from the two small-island countries elaborated plans for a joint programme of work on 'Zero tolerance to littering'.

## Lusophone linkages

Cape Verde, Sao Tome & Principe and Timor-Leste are among the countries taking part in a project to improve access to Portuguese-language book titles. Details of the project were announced by Brazil's Science and Technology Minister, Eduardo Campos, at a ceremony at UNESCO House in May 2004, in the presence of UNESCO Deputy Director-General Marcio Barbosa and the permanent delegates of the Lusophone countries.

Thousands of computers in libraries, schools and universities in Portuguese-speaking Africa and Timor-Leste will have access to some 20,000 titles of Portuguese-language books and periodicals from all over the world, as well as periodicals in English and Spanish, published by more than 150 publishers, including UNESCO, according to an agreement concluded by the Brazilian government and the Ebrary/E-libro web portal.

The agreement -- supported by UNESCO's Office in Brasilia -- was born of contacts taken during the third session of UNESCO's World Commission on the Ethics of Scientific Knowledge and Technology (COMEST), in Rio de Janeiro in December 2003, in parallel to the meeting of Ministers of Science and Technology of the Portuguese-Speaking Community.

## Forgotten Slaves

On 17 November 1760, a ship of the French East India Company (*L'Utile*) left Bayonne in southwestern France for the Mascarene Islands. The ship was wrecked on 31 July 1761 near the shore of Tromelin (formerly known as the Ile de Sable), as it was carrying slaves from Madagascar to the Ile de France (present day Mauritius).

The crew took to the sea onboard a makeshift vessel, leaving 60 slaves on the island. They never kept their promise to come back for the abandoned slaves.

Fifteen years later, on 29 November 1776, the Chevalier de Tromelin, Captain of the corvette *La Dauphine*, found eight survivors on the island: seven women and one eight-month-old child.

How did they survive all those years on a desert island, little more than one square kilometre in area, cut off from the rest of the world? Historical and geneological investigations – associated with excavations, both under water and on land – are underway, with a view to shedding light on this enigma.

The Forgotten Slaves project is organized and piloted by the French naval archaeology research group, GRAN, with the support of UNESCO and other bodies. As presented and discussed in a press conference at UNESCO House in April 2004, and at a subsequent subregional seminar on oral memory and slavery held in La Reunion in May, the project includes a strong educational dimension, with a system associating schools via the Internet. It also includes a major information and communication component, designed to heighten public awareness of slavery in the past as well as in its present forms.



## Timor-Leste: Towards cultural empowerment

Among ongoing UNESCO projects in Timor-Leste is that to transcribe, translate and replicate digitally the award-winning archive by Max Stahl of a young nation's steps to independence. The archive brings together photographic and video images which previously were dispersed throughout the world, in television and journalistic archives, private video and photographic collections and stores. The aim is to ensure that the people of this small nation, deprived for so long of a voice, can now have access to their own past — through the establishment of an audio-visual archive with the images and recordings documenting their history, struggles and achievements, and the messages of relatives and inspirational leaders.

The archive itself contains images of the mass flight of the population into the mountains around Dili in 1999 and of women and children praying under gunfire in the cemetery at Santa Cruz in 1991. Also images of the nation's two Nobel Peace prize laureates in 1996, and the reasons they were honoured by the international community as outstanding leaders of a small nation representing so many others.

The archiving project is generously funded by the Governments of Finland and Germany, with UNESCO coordinating implementation.





# Conclusions

## What next?

In contributing towards a new vision and commitment for small islands, UNESCO's own action will continue to be rooted in its fields of competence: culture, basic and natural sciences, social and human sciences, communication and education. These actions will clearly need to be reviewed in the light of the outputs and outcomes of the main international meeting in Mauritius, January 2005. Without prejudging these outputs and outcomes, it seems likely that future UNESCO work will be underpinned by three main needs and requirements.

### ***Consolidating, strengthening, integrating***

First, there is consolidation and strengthening of work in the various fields identified within the evolving Programme of Action for SIDS, with particular emphasis on integrated approaches to issues and problems. The underlying challenge is that of building capacities, bridges and encouraging networks, in promoting problem-solving actions that cut across societal sectors and institutional specialities, that mobilize key actors and constituencies (including youth), that generate effective momentum and impact, that are culturally sensitive and scientifically sound, that take advantage of the opportunities opened by modern information and communication technologies, and that promote the exchange of information and experience within and between regions and between islands of different affiliations.

### ***Broadening the agenda***

Second, there is a broadening of the SIDS Programme of Action, to include areas that are crucial components of sustainable development, such as cultural identity, cultural diversity and cultural heritage, social and societal issues, and education. In human societies, culture can be considered as all-pervasive – the lens through which each

of us views the world, shaping the whole system, contributing sustaining properties as well as enormous opportunities.

One challenge is that of recognizing and communicating the importance of these cultural values and variables that shape and sustain, while at the same time investing in what can be called the transmitting variables of education and communication and the fast economic variables of trade and investment.

Another challenge is that of securing ways and means whereby SIDS can take greater economic advantage from their cultural strengths, such as music and other cultural expressions and traditional skills and knowledge. Also from the resources of their exclusive economic zones, optimizing the potential benefits represented by these extensive marine areas.

### ***'Moving out of the box'***

Third, 'out-of-the-box' thinking and fresh emphases need to be brought into considerations on the future of SIDS, encapsulated in such concepts as small islands as cultural crossroads and the notion of large ocean island states. There is also need to stress the very special positive characteristics and strengths of small-island nations and communities: their noted capacity for adaptation and innovation, their proven determination and capability to overcome many adversities, their role as one of the world's front-line zones for addressing the challenges of sustainable development and sustainable living, the recognized importance of maintaining solidarity among themselves while treasuring their diversity.

Within such a context, SIDS programme planning and implementation increasingly call for approaches that connect entities in mutually supportive ways – facilitating actions that are intersectoral, interregional and intergenerational in nature, that will often and increasingly take advantage of the opportunities offered by Internet, with the whole process designed to contribute optimally to sustainable island living and development.







# Island Agenda 2004+

**Facing a future whose only certainty is change, small island developing states are confronted with many problems and difficulties – some intrinsic and timeless, others extrinsic and new – in making progress towards sustainable living and sustainable development. In contributing towards a new vision and commitment for small islands, UNESCO's own action in support of countries and communities is rooted in the fields of culture, basic and natural sciences, social and human sciences, communication and education. The underlying challenge is that of building capacities, bridges and networks, in promoting problem-solving actions that mobilize key actors and constituencies, that generate effective momentum and impact, that are culturally sensitive and scientifically sound. Addressing this challenge calls for meaningful collaboration between societal and organizational sectors (intersectoral cooperation), between regions and between islands of different affiliations (interregional cooperation) and between generations (intergenerational cooperation).**

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