

Implementation of the SAMOA Pathway and the Mauritius Strategy for the Further
Implementation of the Programme of Action for the Sustainable Development of Small Island
Developing States

72nd session of the UNGA

UNESCO's contribution

1. What specific activities or programmes, if any, has your government, organisation or agency implemented or introduced, specifically targeting the vulnerabilities of SIDS? Please cite examples of solutions seeking vulnerability reduction.

UNESCO has taken a major step to advance its contribution to the implementation of the SAMOA pathway, by developing the UNESCO's SIDS Action Plan within its unique multi-disciplinary expertise in natural sciences, culture, education, social sciences, communication and information. The synergies between the multidisciplinary targets of the Action Plan are particularly relevant to address the multiplicity of challenges and vulnerabilities facing SIDS. It provides the framework for UNESCO's continuing action in favour of SIDS' sustainable development.

Examples of recent actions that contribute to reducing SIDS vulnerability include, among many others:

Reducing vulnerability to natural hazards and developing coastal and ocean resilience

- SIDS are especially vulnerable to tsunamis and other ocean-related hazards; thus climate change adaptation and mitigation measures, and policies for healthy ocean ecosystems are at the forefront of the UNESCO's Intergovernmental Oceanographic Commission (IOC) supported activities of SIDS. For example, IOC engaged 14 Caribbean SIDS in harmonizing and standardizing tsunami early warning systems such as the annual CaribeWave Exercises, where monitoring and warning services are tested. The same 14 Caribbean SIDS and four South-West Pacific SIDS (Cook Islands, Solomon Islands, Tonga and Vanuatu) have benefitted from regional or in country training to develop or review their Tsunami Standard Operating Procedures.
- The installation of new sea-level monitoring stations in Aruba, Jamaica and Saint Lucia have contributed to enhanced sea-level monitoring capabilities in the Caribbean, for tsunamis and other coastal hazards. A solution for the continuation of the work of the Caribbean Tsunami Information System was recently found with the help of the Government of Barbados and a voluntary contribution to the IOC Special Account by the Government of the Netherlands.
- SIDS are also particularly susceptible to the negative effects of harmful algal blooms and ciguatera poisoning. Member States' capacity has also been increased to manage harmful algal blooms via guides and training modules developed for Ocean Teacher.

- For the protection and sustainable management of ocean and coastal resources, the GEF LME: LEARN project has been active in encouraging participation of those states from large marine ecosystems (in the 18th Annual Large Marine Ecosystems Consultation Meeting in December 2016, three of 52 member States present were SIDS). Presently there are 12 SIDS using IOC guidelines to manage coastal areas.
- UNESCO IOC-led Global Ocean Acidification Observing Network implementation plan, which includes scientific guidelines for observation, is due to be published in June 2017 and comprises inputs from 67 countries including Fiji, Palau and Samoa.
- A Global Oxygen Network was established to support research with regard to deoxygenation of the ocean, and includes scientists from SIDS.
- Data from SIDS were used in a study of more than five inter-comparable marine ecosystems in order to assess the impacts of climate change and global trends of phytoplankton in the ocean.
- Through the Sandwatch project, climate change and coastal monitoring also was enhanced to allow communities to be autonomous in coastal monitoring systems that would lead to action being taken to reduce their vulnerability from events such as coastal erosion.
- UNESCO-VISUS (Visual Inspection for defining Safety Upgrading Strategies methodology) has been successfully piloted in early 2017 in 100 schools in the north and northeast of Haiti for Strengthening Haitian Capacities for Assessing School Facilities. The UNESCO-VISUS methodology aims to provide decision-makers at the Ministry of Education, and the educational community with science-based evidence concerning the risks affecting educational infrastructure in a multi-hazard approach, while building local and national capacities for school facilities assessment. It also provides practical information that allows decisions to be made on the investment needs and areas of concern where this investment should be prioritized. More than 30 Decision-Makers, notably Directors of National Educational Departments, as well as 35 Trainers and 35 inspectors from the Ministry of Education and the Haitian State National University, were trained on the different aspects of the method during February 2017. Furthermore, UNESCO continues mobilizing efforts in order to scale up the implementation of the UNESCO-VISUS methodology in the entire country, notably in the areas affected by the Hurricane Matthew. The national capacities already created in the framework of the pilot project in the north and northeast of the country will be used in the scaling up process.
- In addition, a Toolkit on Loss and Damage, which helps to collect baseline data about loss and damage in the agriculture and tourism sectors in selected Pacific Island countries, has been developed. In future the Toolkit can be expanded to include other sectors.
- Capacity building has been significantly enhanced in the Caribbean through the training of more than 40 experts from 13 countries in the region on various technical issues related to DRR for the education sector, including assessment of critical facilities infrastructure.

- In the AIMS, Caribbean and Pacific SIDS the capacities of teachers, community groups and educational institutions were enhanced to introduce climate change across formal and informal curricula through UNESCO's course on Climate Change Education Inside and Outside the Classroom. This course aims to increase awareness raising at the grass root level and promote participatory and collective approach to developing coping strategies to enhance resilience to the impacts of climate change.

Reducing social vulnerabilities

- UNESCO has been supporting SIDS in the management of social transformations and promotion of social inclusion and social justice. Initiatives such as the Management of Social Transformation (MOST) action plan were adopted, and innovative interdisciplinary research programmes were implemented at national level in areas related to social transformations, social inclusion, intercultural dialogue, and culture of peace.

Increasing connectivity in times of crisis

- In April 2016, UNESCO launched an awareness-raising campaign, demonstrating the media's full potential in times of epidemics and crises, specifically to contain the spread of Zika virus in Latin America and the Caribbean. Informative and preventive radio spots, produced by UNESCO in collaboration with IFRC and WHO, were made available online, free of charge, to be downloaded, shared and broadcast by public, private and community radio stations. These radio spots informed their audiences on the risks associated with the virus and promoted healthy behaviours.
- Following the Zika virus outbreak, UNESCO organized a workshop in Panama City, Panama, to address the issue of cooperation and the relationship between media and humanitarian organizations in disaster and emergency situations.

2. To what extent has your organisation mainstreamed the SAMOA Pathway and/or the SDGs into national development plans and/or programmes? Please indicate any challenges and/or opportunities.

An Action Plan dedicated to SIDS has been developed by UNESCO in consultation with its SIDS Member States. The Action Plan, which covers the current Medium-Term Strategy (until 2021), has been unanimously adopted by the 199th session of the UNESCO Executive Board in April 2014. It contains key actions, plans, strategies and targets within the Organization's multidisciplinary mandate, in line with the priorities set in the SAMOA Pathway. The Action Plan is also integrating outcomes of other key international frameworks, including the Sustainable Development Goals (SDGs), the UNFCCC COP 21 Paris Agreement and the Sendai Framework for DRR.

One of the objectives of the SIDS Action Plan is to assist SIDS in their national policy development in the areas of culture, education, natural sciences, social sciences, communication and information. Recent achievements (2016) include:

Support to national education plans and programmes

- UNESCO has been supporting SIDS to develop national Information and Communication Technology (ICT) in education policies and master plans through national workshops. Recent beneficiaries included Fiji, Jamaica, Mauritius, and the Seychelles. With support from UNESCO, the Government of Jamaica customized UNESCO's ICT Competency Framework for Teacher in 2016 and plans to apply it in local teacher institutions.
- A Technical Vocational Education and Training (TVET) policy review was conducted with the support of UNESCO and a flagship TVET Leadership programme was put into practice to support a better understanding and institutional policy implementation of the 2030 Agenda for Sustainable Development, in particular SDG 4 and in line with the UNESCO Strategy for TVET (2016-2021). Twenty-two mid-level to senior TVET leaders from 19 countries, including Barbados, Fiji and Jamaica, were trained.
- UNESCO has supported Cuba and the Dominican Republic to review their teacher standards with the view to increase them. In addition, UNESCO has been delivering support on teacher education in Fiji, Samoa, Solomon Islands and Vanuatu with the aim to increase the number of teachers with teaching qualifications.
- Additionally Fiji is one of the five pilot countries in which the UNESCO Quality Physical Education Guidelines for Policy Makers are being rolled out and tested in cooperation between UNESCO, WHO, the National Olympic Committee, and the Ministry of Education. The Pacific Sport Compass provides a structure that builds stakeholder-development community partnership to ensure that sport makes and active contribution to the wellbeing of the pacific peoples and the implementation of the SDGs in the region.
- Several SIDS have been involved in capacity-building session to integrate Education for Sustainable Development (ESD) and SDGs at local level. Teacher education institutions from Mauritius participated in a capacity-building programme to integrate ESD in their pre- and in-service training at secondary school level. Youth from 10

SIDS were identified to participate in a training programme on ESD Youth Leadership.

Increasing water security by groundwater governance and drought monitoring

- Nine SIDS have benefitted from an expansion of the institutional support for drought monitoring systems; Bahamas, Cabo Verde, Cuba, Dominican Republic, Haiti, Jamaica, Mauritius, Saint Lucia, and Trinidad and Tobago. In addition, seven SIDS (Cuba, Haiti, Dominican Republic, Jamaica, Bahamas, Saint Lucia and Trinidad and Tobago) have benefitted from training in innovative SMART technology tools for water scarcity. Saint Lucia has benefitted from approaches directed towards water quality nationally and many SIDS Member States have been supported to strengthen water education approaches at all levels for water security.
- UNESCO has contributed to the improvement of groundwater governance at a local, national and transboundary level by facilitating the assessment of 42 groundwater systems in SIDS Member States under the Transboundary Waters Assessment Programme.

Support to policy development that reduce inequalities and foster social inclusion and gender equality

- 18 Member States including Cuba have increased the number of initiatives implemented at a national level in areas related to social transformations, social inclusion, intercultural dialogue and a culture of peace. The MOST action plan is being prepared in conjunction with the revitalization of MOST National Committees. For example:
 - Jointly with the University of the South Pacific in Tonga, a research on school-related gender-based violence was promoted in the Pacific, this research in the major islands of Tongapatu and Vava-u aims to raise awareness and improve policies combating gender-based violence in schools.
 - Interdisciplinary initiatives were launched in Port Moresby, Papua New Guinea and Male, Maldives regarding tolerance and anti-discrimination.
 - Three SIDS institutes involved in research and awareness raising of slavery and the slave-trade.
 - UNESCO has supported Timor Leste in planning and developing a programme/policy in favour of inclusion, including refugees and people with disabilities.
 - Three SIDS are actively engaged in implementation of Action Plan of the international Decade for the rapprochement of cultures.
- Cuba, Cabo Verde, Guinea Bissau, Haiti, St-Kitts and Nevis and Timor-Leste have all developed an inclusive and multi-stakeholder process of formulation, review and implementation of their public policies on youth. This included a gender equality dimension.
- Fiji has improved gender equality in the national policy frameworks that improve the situation of physical education at school and guarantee access to sport for all.

- The capacity of eight SIDS (Cabo Verde, Comoros, Guinea- Bissau, Maldives, Mauritius, Tonga, Tuvalu, Vanuatu) have been strengthened during the World Summit on the Information Society meetings on ICT and on how to scale-up inclusive gender-responsive in ICT use.

Policies to foster media development

- With respect to justice and freedom in media development, 10 SIDS (Cuba, Dominican Republic, Jamaica, Maldives, New Caledonia, Papua New Guinea, Samoa, Solomon Islands, Timor-Leste, and Vanuatu) have fostered media development through IPDC projects. Such projects have focused on building capacity in media organizations (e.g. specialized climate change journalism), including advocating for policy and legislative reforms in support of freedom of expression and freedom of the press. Self-directed learning institutions have also been strengthened in Cuba and Jamaica with respect to Universal Access to information through Open Solutions.
- Additionally and more specifically, Samoa has revised its journalism programme to address issues of democratic governance, sustainable development and peace, based on UNESCO's model curricula for journalism education, thus improving education on and for more open communication in the media.

Science policy and capacity building

- Through collaboration with the International Centre for Pure and Applied Mathematics, more than 22 research and innovation-oriented schools have been organised, providing training to more than 1,000 young scientists, among them 200 from SIDS. This increases the number of trained young scientists in the basic sciences contributing to knowledge applicable to sustainable development.
- The UNESCO African Schools on renewable energy policies and strategies trained participants from São Tomé and Príncipe in 2016.
- Three SIDS have adopted tools for policy and governance for the development of their Science, Technology and Innovation (STI) systems. Similarly, policy makers from at least three SIDS are involved in inter-regional and international debates on the best practices in STI for development that are based on UNESCO initiatives.

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

- UNESCO provided support to SIDS through its cultural conventions. SIDS were encouraged to ratify the conventions, and to participate in the intergovernmental meetings of their governing bodies.
- Through the 1972 World Heritage Convention, human capacity for conservation and management was reinforced in several SIDS World Heritage properties, focusing on

sustainable tourism and marine heritage. Financial support was granted from the World Heritage Fund to support World Heritage activities and sustainable development. Youth from Caribbean SIDS participated in activities on marine heritage and climate change.

- Under the 1970 Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property, SIDS received support for the integration of the Convention's provisions in national laws and policies, and benefited from awareness-raising initiatives.
- Concerning the 2001 Convention on the Protection of the Underwater Cultural Heritage, SIDS received support to adapt their national law in line with the international standards of the Convention. The Convention's Scientific and Technical Advisory Body dispatched four technical missions to assist in underwater cultural heritage preservation and management.
- With regard to the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage, SIDS were supported in the integration of the Convention's provisions in national laws or policies. Human and institutional resources for intangible cultural heritage were strengthened in several SIDS. Financial support was granted from the Intangible Heritage Fund to support safeguarding activities, notably for the protection of languages.
- Finally, under the 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions, several SIDS adopted national policies that promote the diversity of cultural expressions, including cultural goods, services and activities, in line with the Convention's objectives. Financial support was granted from the International Fund for Cultural Diversity.

Policies related to climate action and disaster risk reduction

- Nationally implementing education on the effects of climate change has been a priority for UNESCO. Schools from the Cabo Verde, Dominican Republic, and Haiti have participated in developing and implementing ESD whole-school action plans with a particular focus on climate change. Teachers' capacity to introduce climate change across the curricula has been strengthened through UNESCO's course on Climate Change Education Inside and Outside the Classroom.
- Environmental monitoring and resilience was enhanced, including through citizen science and science education, with a focus on strengthening community-based monitoring of environmental change, including climate change. In this sense the achievements of the Sandwatch project were extended through dedicated action in support of the consolidation and global roll-out of the Sandwatch Database as a globally distributed "citizen science" coastal climate change monitoring, exchange and education tool.
- Member States from SIDS (Bahamas, Cuba, Cabo Verde, Dominican Republic, Haiti, Jamaica, Mauritius, Saint Lucia and Trinidad and Tobago) have benefitted nationally from the UNESCO-supported institutions that develop research and training of flood and drought risk management related to climatic extremes.

- UNESCO-IOC's engagement in support of SIDS is guided by the IOC SIDS Action Plan and Strategy adopted by IOC Member States in June 2016 in response to the SAMOA Pathway, with particular emphasis on the building of SIDS actions related to coastal hazard early warning systems, the development of marine scientific and technological capacity of SIDS, and enhanced cooperation to assess ocean acidification impacts.
- The UNESCO-IOC's hazard warning system was developed in complete accordance with the Sendai Framework targets; mainly, the need to substantially increase assistance to developing countries to complement their national action and ensure access to multi-hazard warning systems and disaster risk information and assessment by 2030. In this sense, IOC's programme is highly relevant in the context of SIDS and low-lying coastal countries. For example, among others, 14 Caribbean SIDS and four South West Pacific SIDS have benefited from regional training to develop Tsunami Standard Operating Procedures. The same SIDS have also engaged in standardization of Early Warning Systems for tsunamis. New sea level monitoring stations in Aruba, Jamaica and Saint Lucia has improved observational capabilities in the Caribbean for climate change effects as well as coastal hazards to life on land.
- A number of activities have supported and raised awareness on disasters and climate change in the Pacific region. Examples include the recently completed project with Tonga Red Cross to install Tsunami early warning sirens and raise awareness with Tongan communities (2015-16). Support was provided to Vanuatu's Ministry of Education to run awareness raising activities on disaster risk management in Vanuatu schools (2015-16)
- An awareness raising tool on loss and damage from climate change has been used in policy planning and towards increasing the resilience of communities and ecosystems in the Pacific. From July 2014 to December 2016, UNESCO and the University of the South Pacific jointly implemented a Malaysia Funds-in-Trust project "Towards Economic Resilience in the Pacific and Southeast Asia". In response to a call from the IPCC and the UNFCCC Warsaw Impact Mechanism on Loss and Damage, the project aimed to generate and share new knowledge and raise awareness on loss and damage caused by the adverse effects of climate change in communities in five Pacific and SE Asian SIDS (Cook Islands, Samoa, Fiji, Solomon Islands and Timor Leste). The project included a detailed literature review on loss and damage, from climate change and climate extremes, with a focus on agriculture and tourism sectors, community surveys and consultations, capacity building and knowledge sharing.
- SIDS Member States have been supported to strengthen their capacities in Disaster Risk Reduction (DRR), in particular through the implementation of the UNESCO-VISUS multi-hazard school safety assessment methodology, which helps policy makers to decide where to focus their risk reduction efforts and interventions based on available resources and scientific-evidence.
- Awareness raising was also advanced through events such as the information session for the GRULAC Member States on the VISUS methodology. Capacity-building has been enhanced through training of more than 40 experts from 13 countries in the Caribbean on various technical issues related to DRR for the education sector, including assessment of critical facilities infrastructure.
- UNESCO is also working with Fiji and UNISDR on the "Building Back Better" programme to assist countries to be more resilient to disasters in the future, with particular emphasis on cultural heritage and properties.

Policies and guidelines related to ocean science

- UNESCO-IOC bases its efforts related to SIDS on the SAMOA Pathway, the Paris Agreement and synergies between the two. It conducts periodic exercises to test and monitor warning systems related to tsunami events in all four SIDS regions (AIMS, Caribbean and Pacific). IOC also conducts training for the review of tsunami standard operating procedures in the Caribbean, Indian Ocean and Pacific SIDS. IOC is actively involved in the major international conference on regional aspects of sea level rise, which will take place in July 2017 in New York, hosted by Columbia University in the City of New York, under the co-auspices of IOC and the World Climate Research Programme.
- Currently 12 SIDS are using IOC guidelines to manage coastal areas. Additionally the GEF LME: LEARN project has been active in encouraging participation of those states from large marine ecosystems (in the 18th Annual Large Marine Ecosystems Consultation Meeting in December of 2016, three of 52 Member States present were SIDS) for the protection and sustainable management of ocean and coastal resources.
- In order to increase the number of international scientific initiatives focusing on marine ecosystem functioning, and impacts of change and variability on ecosystem services, where national research institutions are participating, a Global Oxygen Network was established. This supports research on the deoxygenation of the ocean and includes information from scientists from SIDS such as the 300 time series, which were analysed and divided into oceanic sectors to measure phytoplankton and zooplankton growth.
- UNESCO has helped facilitate and increase the number of international agreements on standard methodologies and increase data sharing amongst scientific institutions. For example, the ocean acidification studies and the development of an online data portal GOA-ON which was developed with the help of SIDS Fiji, Palau and Samoa.
- Five SIDS of the South East Pacific region have been included in a project supporting Coastal Area management and Marine Spatial Planning, approved by the Flemish Government. This is an example of SIDS using IOC's ecosystem-based management tools in national development programmes.

UNESCO biosphere reserves for sustainable development

The World Network of Biosphere Reserves includes 20 from SIDS, and in 2016 the Haitian reserve La Hotte was welcomed to that list. Furthermore, biosphere reserves allow for research projects to be conducted to promote sustainability science and two such programmes have been achieved in Mauritius and Saint Kitts and Nevis.

SIDS Data

At the 197th session of the UNESCO Executive Board, Member States requested that the UNESCO Institute for Statistics (UIS) apply to its field data for UNESCO programmes a disaggregated level of data for development indicators relating to SIDS (197

EX/Decision 5 - I, D). A preliminary progress report was submitted by UIS and appreciated by the Executive Board at its 200th session in September 2016 (200 EX/5, Part I,A and 200 EX/5.INF). The report on the “preliminary progress by the UNESCO Institute for Statistics on disaggregated level of data for development indicators related to Small Island Developing States (SIDS)” presented data from the UIS database for the combined group of SIDS, and where this is not possible for SIDS individually, aiming to situate the SIDS in the global picture, identifying some of the vulnerabilities, problems and needs of SIDS in relation to the rest of the world. A full progress report will be submitted to the 202nd Session of the Executive Board in October 2017.

Challenges and opportunities:

Despite limited human and financial resources, the synergies between its intersectoral programmes in headquarters and field offices allowed to design specific objectives, indicators and targets able to measure the achievements of the implementation strategy of the SIDS Action Plan to enhance the sustainable development of SIDS, together with effective partners at a local, national, regional and international levels.

3. To what extent has your Organisation, integrated the SAMOA Pathway and or the SDGs into co-operation frameworks, programmes and activities, to ensure effective follow-up and implementation at regional and national level?

The lengthy experience of the Organization, as well as the close collaboration between its different intersectoral programmes in Education, Culture, Natural Sciences, Social and Human Sciences, Communication and Information, in cooperation with its important worldwide networks and partners allowed UNESCO to set in place a dynamic process to accompany the development and the implementation of the SIDS Action Plan for the sustainable development of SIDS, at local, national and regional levels.

The proactive role of UNESCO in translating the SAMOA Pathway priorities into an Action Plan that mainstream SIDS sustainable development into its core mandate has been acknowledged in the "Comprehensive review of United Nations system support for Small Island Developing States: final findings" (JIU/REP/2016/7), conducted by the Joint Inspection Unit (JIU) in response to General Assembly resolutions 69/288 and 70/202.

4. Indicate the extent to which the issues and concerns of SIDS are given due consideration in conferences and processes organized or supported by your organization.

SIDS have been a priority area for UNESCO since decades, thus all relevant processes within UNESCO have included SIDS as a priority group in their targets. In addition to profiling SIDS as a priority area in strategic documents approved by its governing bodies (Medium-Term Strategy, Programme and Budget, Action Plan, Climate Change Strategy, etc.), SIDS are given a priority status in all the programme sectors of the Organization, wherever possible, such as:

- The UNESCO Youth Forum, held every two years, always involve youth participants from SIDS.
- SIDS are profiled in the statutory meetings of the culture conventions.
- In conferences and workshops organized by UNESCO or its partners, whenever possible and if funds permit, SIDS are invited as participants and panellists.
- During the UNFCCC COPs, UNESCO organizes side events dealing with issues related to SIDS. During the recent COP 22, UNESCO advocated for strong climate action in relation to SIDS and a ‘SIDS Day’ was organised in the UNESCO pavilion. There, different international and regional agencies, NGOs, experts and governments were invited to a transdisciplinary dialogue to ensure that island voices on environment and development issues are heeded so that they become a catalyst for action on the ground. Other events on SIDS were also held in the Blue Zone by UNESCO IOC and its partners in the framework of the Oceans Action Event.
- In the lead-up to COP 23, UNESCO offered in-kind and technical support to the President of COP 23, the Fiji’s High Champion for Climate Change and the Executive Director of the COP 23 Secretariat, who welcomed it. The Organization will focus on awareness raising and outreach to civil society, the private sector and other non-state actors in relation to the challenges faced by Pacific SIDS and other vulnerable states in confronting climate change.
- As the UNESCO IOC mandate is highly relevant to SIDS, many events organized by IOC include participants from and target SIDS, among others the upcoming SDG 14 conference to be held in New York in July 2017; or the recent workshop organized by the Government of Belgium and UNESCO’s IOC where over 100 representatives of 35 SIDS, scientists as well as representatives from the UN and EU, were brought together at the IOC Project Office for IODE in Oostende, Belgium and at the European Commission in Brussels in March 2017. The participants discussed capacity building needs and priorities of SIDS in the context of a potential new United Nations Treaty to conserve and sustainably use marine biological diversity beyond areas of national jurisdiction– the so-called “high seas”. Discussion topics also included the transfer of technology, marine protected areas, environmental impact assessments and marine genetic resources.
- In March 2017, a high-level dialogue on Science and Science Policy for the SDGs in the Pacific SIDS was co-organized by UNESCO and the International Network of

Government Science Advice, in collaboration with the Government of New Zealand and the Government of Samoa. Participants from 10 Pacific SIDS, as well as regional and international partners, discussed needs and options for bridging the gaps between STI systems and policy-making for the attainment of the SDGs in the Pacific SIDS. The meeting resulted in the Apia Ministerial Communiqué in which Ministers from Fiji, Nauru, Samoa, Tonga and Vanuatu, and committed themselves to developing comprehensive regional and national STI policies and policy frameworks that address issues in science education, science advice, and build capacity in all STI areas, including traditional knowledge. The Ministers call on UNESCO, in collaboration with members of the Council of Regional Organizations in the Pacific (CROP), to support the Pacific SIDS in their endeavours to implement the commitments made in the communiqué and initiatives arising from the meeting.

- In addition, for the last decade, more than a hundred of UNESCO publications have included SIDS issues. Publication titles range from the brochure - From commitments to action: advancements in developing an Indian Ocean Tsunami Warning and Mitigation System to the brochure: Intangible Cultural Heritage in the Pacific. Many varied themes of concern to SIDS have been covered, falling under the categories of education, science policy, social and humanitarian involvement, culture and heritage and information sharing. Moreover, a brochure, highlighting UNESCO's activities in SIDS in Education, Natural Sciences, Social Sciences, Culture, Communication and Information, is published at the end of every biennium.

5. In relation to the implementation of the commitments and partnerships announced at the Samoa Conference: <http://www.sids2014.org/partnerships/>

- (i) indicate actions undertaken to date and their outcome(s);
- (ii) indicate what partnerships have been contemplated or have been initiated;
- (iii) Indicate whether additional partnerships have been registered on the SIDS partnership Platform.

- **Pacific Heritage Hub (#SIDSAction 7393)**

Capacity of over 100 heritage managers, government officials and other stakeholders involved in heritage management in Pacific SIDS enhanced through a series of capacity building activities organised with Pacific Heritage Hub (PHH) support, including, among others, the Pacific Training Course on Disaster Risk Management of Cultural Heritage in Small Island Developing States (Vanuatu, October 2015), the Regional Meeting on the Pacific World Heritage Action Plan 2016-2020 (Fiji, December 2015), the workshops for the preparation of Post-Disaster Needs Assessment (PDNA) following Tropical Cyclone Winston that struck Fiji in February 2016. Project on professional certificate for mid-career heritage managers developed within the framework of ESD. Declaration of the third Culture Ministers Meeting adopted at the meeting in Guam in May 2016, recommending the remaining states-non-parties in the Pacific to join the World Heritage Convention.

PHH has been hosted by the University of the South Pacific. Actions have been halted due to financial issues and the post for PHH manager has remained vacant since November 2014, waiting for funding from development partners.

The beneficiaries would be heritage managers, government officials, students, custodian communities and other stakeholders in heritage preservation in Pacific SIDS and they benefited from PHH activities in the areas of knowledge management, capacity building and partnership development. PHH also played an important coordination role in developing a Pacific World Heritage Action Plan 2016 – 2020. This document will guide all Pacific island countries and territories as a framework for cooperation in the heritage safeguarding in the region with its emphasis on the implementation of the World Heritage Convention.

- **Heritage Strengthening in the Pacific (#SIDSAction8062)**

Heritage managers and other stakeholders have been benefited from PHH activities in the areas of knowledge management, capacity building and partnership development. PHH also played an important coordination role in developing a Pacific World Heritage Action Plan 2016 – 2020. This document will benefit all Pacific island countries and territories as common framework for cooperation in the heritage safeguarding in the region in particular for the implementation of the World Heritage Convention.

Capacity of heritage managers in Pacific SIDS enhanced through a series of capacity building workshops such as the Workshop on Revitalisation of Indigenous Architecture and Traditional Building Skills (Samoa, November 2014), the Pacific Training Course on Disaster Risk Management of Cultural Heritage in Small Island Developing States (Vanuatu, October 2015), the Regional Meeting on the Pacific World Heritage Action Plan 2016-2020 (Fiji, December 2015), Pilot Community-based Inventorying of Traditional House Building Skills (Fiji, 2016), the First Canoe Summit (Guam, May 2016).

- **SANDWATCH** - a Global Observatory of Changing Environments in SIDS based on citizen science (#SIDSAction7810)

The programme has a number of tools which have contributed to its international position in 63 countries, 35 of them SIDS: a training manual; national and international workshops organized every year by UNESCO and its partners; an online database which is being used and enriched by Sandwatch groups all over the world; the Sandwatch website as well as the newsletter, The Sandwatcher. Some SIDS such as the Barbados, Cook Islands, Cuba, Dominican Republic and Kiribati have or are in the process of integrating components of the Sandwatch methodologies into their national curriculum. Members continue to upload information about beach measurements to global database to provide a tool to participants for monitoring their own environment and effects of climate change.

Beneficiaries of these outcomes are wide-ranging: children and youth, both at school and at the community level, with the involvement of teachers and adults from the community, are the key audience for expanding climate change awareness through hands-on learning. Local experts from government, NGOs, tertiary colleges and relevant community members are also involved for supporting the activities at the local level, sustaining the process in the curricula and in the formal and informal education systems, promoting SIDS-SIDS networks, sharing expertise and collaborating for decision-making.

Recent Sandwatch workshops were held in the Dominican Republic, Guinea-Bissau and Guyana, among others, and a regional Sandwatch workshop for the Caribbean SIDS will be held in October 2017.

UNESCO initiated a new partnership in February 2017 with the Young Marine Explorers, an organization based in the Bahamas, to help SIDS in using citizen science for coastal monitoring but also for post-disaster data collection, which will facilitate policy-making in terms of adaptation planning.

- **Bridging the GAP: Driving partnerships for the Global Action Programme (GAP) on ESD** (#SIDSAction7768)

UNESCO is cooperating with SIDS on the implementation of the Global Action Programme on ESD (GAP), the follow up to the UN Decade of ESD. The National Council on Climate Change and Clean Development Mechanism and the National Institute of Teachers Training of the Dominican Republic (INAFOCAM) have become Key Partners for the implementation of the Global Action Programme on ESD.

UNESCO implemented climate change education country programmes in Cuba, Dominican Republic, Guyana, Mauritius, Philippines, and Tuvalu, and organized training sessions on “Climate change education inside and outside the classroom” in Cabo Verde, the Dominican Republic and New Caledonia and provided a 4 days training course on “Comprehensive schools safety” to 45 education planners, education infrastructure planners and curriculum developers from 14 Caribbean countries.

As a result of this partnership, which is firmly on track, educators, planners and practitioners received trainings and technical support through climate change education country programmes, training session on climate change education and comprehensive school safety.

- **Enhancing South-South cooperation for capacity building in science: Towards Economic Resilience to Natural Shocks in the Pacific and Southeast Asia**
(#SIDSAction7795)

In 2015, research was carried out in five countries on community experiences of loss and damage. A toolkit for assessing loss and damage at the community level was developed and three regional workshops were held on the issue (in Fiji in October 2015, in Tonga in March 2016 and in Samoa in May 2016).

Governments and communities in five countries in Asia/Pacific (Fiji, Cook Islands, Solomon Islands, Samoa, and Timor Leste) benefitted directly, and climate change stakeholders in Pacific countries benefitted indirectly. The partnership is nearly complete.

The research focused on community-level awareness of climate change related loss and damage, including helping communities understand and plan for the ways in which their businesses must be and probably will be impacted by loss and damage. They were also able to analyse how they can minimize loss and damage. Governments benefited from the methodology that has been developed and the data generated. They also benefited from the regional workshops which provided an opportunity for good practice sharing and dialogue around the issue of loss and damage in the Pacific region.

The results of the project, including a detailed literature review on loss and damage from climate change and climate extremes, with a focus on agriculture and tourism sectors, will be published later this year (2017).

- **Pacific Biosphere Reserves Network: A tool for Exchange and Cooperation**
(#SIDSAction7792)

A new logo and webpage for the Pacific Man and the Biosphere Network were launched in late 2014. Since then, few activities have been implemented and the partnership remains off-track due to financial issues. However, a new focal point should see renewal of activities. However, activities will be renewed with preliminary plans for another network meeting in 2017 and Pacific participation in several upcoming global meetings.

The UNESCO Man and the Biosphere Programme (MAB) also collaborates in the framework of the Small Sustainable Islands Initiative, a global network to promote islands as sustainable development pioneers by encouraging them to take concrete measures and providing local stakeholders with training, technical, and material assistance. Partners involved so far include the Global Island Partnership, the French Facility for Global Environment, UNEP MedPan, and MAB.

- **Improving transitions from school to work through engaging youth in policy dialogue** (#SIDSAction8086)

Events such as the second Conference on Technical and Vocational Education and Training (TVET) in the Caribbean (Jamaica, May 2015), strengthened this partnership. National Training Authorities, Ministries of Education, regional organisations, development partners and UNESCO-UNEVOC Centres participated. Saint Lucia's draft National TVET Policy was informed by a TVET Policy Review conducted with UNESCO technical support. The Saint Lucia National Youth Council contributed to this process. Suriname also benefitted from technical assistance. A regional consultation on TVET in Latin America and the Caribbean was held in Santiago, Chile (5-6 May 2016) and included experts from the University of the West Indies and CANTA.

The outcomes included the policy development work conducted by Saint Kitts and Nevis, by Saint Lucia, and by Suriname generating awareness in CARICOM Member States of the importance of evidence-based TVET policies that are responsive to demands and formulated in consultation with relevant authorities and labour market stakeholders including youth. The TVET Policy Reviews given particular attention to the analysis of contexts and the need for inclusive economic growth, social equity and gender equality and sustainability. The TVET Policy Reviews in Saint Kitts and Nevis (2014), and Saint Lucia (2016), recommend broadening perspectives towards TVET and its repositioning as an orienting principle for education within a lifelong learning framework. Through networking and peer learning this partnership has helped to develop capacities to formulate TVET policies that improve school to work transitions.

- **Global Ocean Acidification Observing Network (GOA-ON)**

UNESCO-IOC is also very active in the framework of the Global Ocean Acidification Observing Network (GOA-ON), a collaborative network gathering research institutions that seek to provide a clearer understanding of regional and global ocean acidification processes to inform policy. It encourages the development of cooperation and decision-support tools to detect the responses of the marine environment to the changes expected by the end of the century by strengthening the Global Ocean Observing System, under the auspice of UNESCO-IOC, and the measurements of its Essential Ocean Variables. It emphasizes the need to support the development of scientific capacity of developing nations, especially SIDS and least developed countries, in the field of ocean based adaption and mitigation, through relevant transfer of marine technology.