QUESTIONNAIRE

(UN System and Other Relevant Entities)

UNESCO's contribution

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 survey for the Secretary-General report in 2019.

This report is being prepared in accordance with paras 5 and 6 of A/RES/72/307. The report will (i) serve to support the intergovernmental consultations on the Outcome Document of the Mid Term Review of the SAMOA Pathway and (ii) be considered by the UNGA 74. The report will review progress on SAMOA Pathway implementation for the period January 2015 to present.

*In all responses, and as far as is possible/practical, **UN system and other relevant entities** should refer to the **[UN System Implementation Matrix](http://www.sids2014.org/content/documents/612SAMOA%20Pathway%20implementation%20matrix_UN%20system.pdf)**[1] prepared following the 3rd International Conference on Small Island Developing States.*

The Attached Annex provides examples of the preferred level of detail for responses.

1. **Financial Support:** Please provide information on annual financial allocation(s)/investment(s) (i) in absolute values and (ii) as a percentage of the total annual budgets for SIDS programme areas, for the period January 2015 to December 2018 or the most relevant period following the onset of the SAMOA Pathway. Please provide your responses in the Table in **Annex 1, no. 1.**

   See information provided in the table in Annex 1.

2. **Measuring the Progress/Implementation Status of SAMOA Pathway thematic areas:**

   a. With reference to the assigned areas contained within the UN Implementation Matrix, where relevant or possible, please indicate the percentage achievement of the thematic areas contained within the SAMOA Pathway. Please support your answers with quantitative evidence (progress indicators, delivery rate of programme/project funds, etc.) as appropriate.

   See information provided in section 2c.

   b. Please report on any other targets/indicators used by your organization to assess progress on implementation of the SAMOA Pathway? If the SDG goals and targets are used please explain how current progress measures against these indicators/targets?

   UNESCO is advancing its contribution to the implementation of the SAMOA Pathway, through the dedicated UNESCO SIDS Action Plan (2016-2021), developed to address SIDS issues in the fields related to the Organization's mandate. Multiple initiatives in Education, Natural Sciences, including Ocean sciences, Culture, Social and Human Sciences, Communication and Information, have been

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[1] http://www.sids2014.org/content/documents/612SAMOA%20Pathway%20implementation%20matrix_UN%20system.pdf

implemented in the SIDS regions from 2015-2018. See detailed report in section 2c.

The implementation strategy of the UNESCO SIDS Action Plan is integrated within the successive UNESCO Approved Programme and Budget for (38 C/5 for 2016-217 and 39 C/5 for 2018-19), funded through regular programme and extrabudgetary funds. A specific implementation strategy was developed for the 38 C/5 (2016-2017) because there were no explicit specific SIDS targets in the approved 38C/5. The implementation strategy has been revised for the 39 C/5, approved by the UNESCO General Conference at its 39th session in November 2017. Now, as a major achievement, explicit SIDS targets are integrated in the 39 C/5 programme and budget.

c. If no specific indicators/targets are used by your organization please indicate how your organization measures progress in lieu of targets and indicators?

UNESCO has developed its own SIDS Action Plan 2016-2021 that is fully aligned with the SAMOA Pathway priorities. The Action Plan proposes a set of objectives and follow-up actions to address the vulnerabilities and challenges faced by SIDS, while taking into account the SDGs and relevant targets of the 2030 Agenda. Since 2016, specific SIDS targets deriving from the UNESCO SIDS Action Plan are integrated in the two-year programmes and budgets adopted by the UNESCO General Conference. This allows measuring progress towards the implementation of the Action Plan and its contribution to the SAMOA Pathway, through the following 5 priority actions:

Priority 1: "Enhancing island capacities to achieve sustainable development through education and the reinforcement of human and institution capacities".

UNESCO supported SIDS Member States to develop education systems to foster high quality and inclusive lifelong learning opportunities for all. UNESCO's work on a system-wide policy and planning supports Member States in closing the Education For All cycle and in preparing for mainstreaming SDG 4 - Education Agenda into national education sector plans and strategies. Typically, with variations across regions and countries, this support translated into jointly reviewing public policies in education and analysing how the sector is responding to emerging challenges, thus identifying bottle necks as well as direct assistance for the preparation of blueprints, strategies and education plans for SDG 4 (beneficiary countries include Guinea-Bissau, Maldives, and Palau). Following its mandate, UNESCO has also helped countries to ensure that their national legislation properly endorses the right to education as a fundamental right, in line with international recommendations. These major support activities have always been accompanied by sustained efforts in capacity development both of policy makers and planners in areas such as simulation models (Guinea-Bissau, Maldives and Palau), education management information systems (EMIS), and more broadly on the implications and relevance of SDG 4 for national education development, including the organization of national consultations in cooperation with National Commissions for UNESCO.

UNESCO also ensured interventions in education in emergencies, with substantive interventions in Haiti, and other parts of the Caribbean.

UNESCO technical support goes hand-in-hand with the development and/or customization of planning tools and methodologies that allows Ministries of Education to become more information-based in their decision-making. This is the case with institutional capacity analyses (Comoros), school report cards and the recently developed Screening Tools.

As highlighted in the SAMOA Pathway, the focus on quality education is essential to achieve sustainable development in SIDS. Among the hardest hit by climate change, SIDS require special support with regard to mobilizing education to address sustainability and climate change issues. Across its various

activities on education and climate change, UNESCO pays due attention to the needs of SIDS in Education and includes 4 priority areas in terms of education:

- policy development, including equity measures;

- integrate education for sustainable development (ESD) in formal and non-formal education;

- teacher education and professional development;

- transforming and marketing of technical and vocational education and training (TVET).

Since 2015, this includes:

- **Climate change education**, and its contribution to the work of the UNFCCC led Action for Climate Empowerment (ACE) programme.
  Among others, a total of 34 UNESCO Associated Schools (ASPnet) in three SIDS, spanning across regions, participated in the "Implementing a Whole-School approach to Climate Change" Project. These were located in Cabo Verde (14 schools), Dominican Republic (10 schools), and Haiti (10 schools). Activities included awareness raising, the link between climate change and natural resources, renewable energy, responsible consumption, as well as preservation of knowledge and traditions.
  UNESCO advanced its works to strengthen the capacities of SIDS Member States to integrate Climate Change Education into education policies, plans and programmes. UNESCO together with UNFCCC developed **Guidelines for accelerating solutions through education, training and public awareness** (*Action for Climate Empowerment: Guidelines for accelerating solutions through education, training and public awareness Available in English and French)* to help national decision makers better understand the components of the UNFCCC article on education, training and public awareness and how they can be bolstered by the principles and methods of education for sustainable development (ESD).

- Ocean Literacy: UNESCO and its Intergovernmental Oceanographic Commission and the UNESCO Associated Schools Network are pilot-testing the Ocean Literacy for All Toolkit in 35 countries, including 5 SIDS (Dominican Republic, Guyana, Kiribati, Mauritius, Federated States of Micronesia).

  Ocean literacy is defined as the understanding of our influence on the oceans, and the oceans' influence on us. It is a framework made of 7 essential principles, and 44 concepts, which helps increasing ocean knowledge in learners of all ages.

  The publication, released in 2017, is made of two parts, one theoretical including history and definition of ocean literacy and its principles, and a second part which contains 14 lesson plans. These lesson plans are linked to the ocean literacy principles, the SDG14 targets, and also to all other SDGs, highlighting the cross-cutting nature of ocean knowledge. Tips are also given to adapt the lesson plans to younger or older target ages, and also in non-formal contexts.

- Health: **In the Pacific,** UNESCO, in collaboration with UNAIDS published in 2015 the findings of *attitudinal surveys on the delivery of HIV and sexual reproductive health education in school settings* in Nauru, Niue, Palau and Samoa which UNESCO conducted in 2012 in collaboration with country education authorities.

  UNESCO also worked with Nauru, Niue, Palau and Samoa regarding the implementation of the recommendations from the attitudinal surveys. All four countries considered the

recommendations of the survey reports. A questionnaire was developed based on the UNESCO Sexuality Education Review and Assessment Tool and the UNFPA Operational Guidance for CSE. The questionnaire was distributed to the four countries to gauge their readiness in the areas of Legislative and Policy Environment, Ministry of Education Support and Capacity, Community Support, Curriculum and Available Resources, Entry Points and Obstacles, and Sustainability. Niue, Palau and Samoa completed the questionnaire and key areas for attention have been identified in national country readiness reports.

In the Caribbean, in 2015, UNESCO continued its support to the Ministry of Education (MOE) in Jamaica, for a comprehensive education sector response to HIV with focus on increased number of schools providing comprehensive sexuality education (CSE) through Health and Family Life Education (HFLE) Key results include (i) strengthened capacity of the MOE Jamaica for monitoring the delivery of life-skills based HIV prevention education and CSE through HFLE through the successful integration of core indicators into their annual school's census, development of classroom tools and teacher training in HFLE learning outcomes, and development of an monitoring and evaluation (M&E) plan on HFLE. This strengthened monitoring capacity also encompasses broader linkages to school health through the development of a health promoting schools rubric and integration of indicators on school health in the monitoring framework of the National Education Inspectorate (NEI); and, (ii) strengthened capacity of the Ministry of Education for quality teaching and gender transformative education, in particular in relation to CSE delivery and the role of schools in addressing GBV, through: training of more than 50 personnel in gender mainstreaming and sexuality education for HFLE master trainers and teacher educators from 9 teachers' colleges; review of teacher training curricula and teacher preparation to deliver HFLE in Teachers' Colleges; and, interventions in targeted schools as part of an education campaign on ending sexual violence against girls.

In Haiti**,** UNESCO focused its efforts on the introduction of HIV and health related content in relation to sustainable development and global citizenship in the official curriculum for 2016, including a specific emphasis on the teacher training required to address the changes. This is a priority in the context of the SDG and the elaboration of the United Nations Sustainable Development Framework (UNSDF) with the government, and development of the UNSDF (UNDAF) carried out during that period.

In partnership with UNFPA Trinidad and Tobago, UNESCO has provided technical support and resources to regional exchanges for trainers and Master Trainers (**Jamaica – Trinidad**), training activities on gender mainstreaming (with the Commonwealth of Learning) and the development, pilot testing and reviews of classroom tools for the measurement of life skills learning outcomes (knowledge, attitudes, practices and behaviors) through Health and Family Life Education.

- The UNESCO Global Action Programme for Education for Sustainable Development (ESD) helps to strengthen the capacities of SIDS Member States to integrate ESD and climate change into education policies, plans and programmes.

  The new Pacific Regional Education Framework adopted by the Pacific Islands Forum Education Ministers to guide regional education policy and strategies until 2030 highlights the integration of ESD as part of Policy area 1. Quality and Relevance.

  UNESCO is the lead agency for ESD and coordinates the implementation of the Global Action Programme on ESD (GAP), which was launched in 2014 at the UNESCO World Conference on ESD (Aichi-Nagoya, Japan) and acknowledged by UNGA Resolution

A/RES/69/211. In 2017, the UN General Assembly reaffirmed UNESCO's role as the lead agency on ESD in its Resolution 72/222 and recognized ESD as "an integral element of the SDG on quality education and a key enabler of all the other SDGs".

With SIDS being among the countries hardest hit by climate change, the GAP devotes special emphasis to SIDS. UNESCO is cooperating with SIDS on the implementation of the GAP. Based on their strong commitment to ESD and Climate Change Education, 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.

To plan for the period following the GAP, which ends in 2019, UNESCO organized a Technical Consultation Meeting on the Future of ESD, which took place in Bangkok, Thailand on 9-10 July 2018. **Delegates from 20 SIDS – Belize, Comoros, Cook Islands, Cuba, Fiji, Grenada, Guyana, Haiti, Jamaica, Kiribati, Federated States of Micronesia, Nauru, Palau, Samoa, Seychelles, Suriname, Tonga, Tuvalu, Montserrat, Sint Maarten – participated in the meeting**, including H.E. Floyd Green, Minister of State, Ministry of Education, Jamaica. This strong SIDS presence shows the substantive actions implemented by UNESCO and their impact in those countries in the area of ESD for the last 5 years of this reporting period.

The UNESCO-Japan Prize on Education for Sustainable Development (ESD) aims to reward outstanding efforts of individuals, institutions, organizations or other entities engaged in activities on ESD, within the framework of the Global Action Programme on ESD. Nominations were received from the following SIDS for the ESD Prize: Cuba, Haiti, Mauritius and Jamaica.

UNESCO is also coordinating Flagship Projects in each of the five GAP Priority Action Areas: advancing policy; transforming learning and training environments; building capacities of educators and trainers; empowering and mobilizing youth; and accelerating sustainable solutions at local level. These Flagship Projects benefitted SIDS among other groups and regions. The projects helped to strengthen ESD in 30 UNESCO Associated schools in Cape Verde, the Dominican Republic and Haiti; in 8 local municipalities/communities in the Bahamas, Dominican Republic, Jamaica, Sint Marteen, Comoros, Bahrein; and mobilize ESD youth leaders in 9 SIDS (Barbados, Comoros, Cook Islands, Saint Lucia, Saint Vincent & the Grenadines, Singapore, Samoa, Tonga, Trinidad & Tobago), as well as in teacher education institutions and policies.

Priority 2: "Enhancing SIDS resilience and the sustainability of human interactions with ecological, freshwater and ocean systems"

Water

SIDS are amongst the most vulnerable countries to climate change and water related extreme events such as hurricanes, floods and droughts. SIDS MS have requested UNESCO's support to ensure water security and achieve sustainable water resource management. UNESCO has worked closely with SIDS these last years to promote adaptation to climate change and ensure integrated water resource management and provision of water services in the context of climate change.
In the past few years, UNESCO has undertaken multiple regional actions in SIDS related to climate change and water. Among others:

- Under the Transboundary Waters Assessment Programme (TWAP), 42 SIDS benefitted from specific assessment on groundwater, released in 2015.
- By 2016, Many SIDS have benefitted from an expansion of the institutional support for drought monitoring systems in Cuba, Haiti, Dominican Republic, Jamaica, Bahamas, Saint Lucia, Trinidad and Tobago, Mauritius and Cabo Verde.
- Many SIDS, including Cuba, Haiti, Dominican Republic, Jamaica, Bahamas, Saint Lucia, and Trinidad and Tobago, have also benefitted from training on water scarcity and water quality.
- In 2017, the Latin America and the Caribbean IHP (International Hydrological Programme) Committee met in the Bahamas, and concluded with a series of recommendations related to Integrated Water Resources Management and climate change. The IHP national committees from the region also offered the Caribbean countries affected by the 2017 hurricane season 'technical support, from a water security perspective, for the development of initiatives to rebuild and rehabilitate hydraulic equipment and basic infrastructure, as well as freshwater initiatives (monitoring, governance, management, and exploration alternatives)'.
- Following El Niño event in 2015-16, drought was declared in seven Pacific SIDS, leading to states of emergency. In August 2017, the Pacific Minister responsible for Meteorology recognized the importance of hydrology and hydrological services in supporting sustainable and resilient development in the Pacific, and called on UNESCO to work with other regional partners to increase support for operational hydrology. As a follow-up, UNESCO has engaged in three activities to identify where it might most effectively contribute to addressing these needs in partnership with other development actors:
    - The Timor-Leste National Dialogue on Water Security held on 16-17 October 2017
    - the IHP Conference on Water Security in the Pacific held in Fiji on 23-24 October 2017 with participation by 12 countries
    - A scoping study of the water priorities and needs for 14 Pacific SIDS and the on-going activities by development partners active in the Pacific which has been carried out in 2017

    The outcome documents of these three activities provide a good basis for the identification of further follow-up activities.
- Availability of freshwater in the Western Indian Ocean islands is also a priority issue, because of: variable rainfall and high run-off; extreme weather events including droughts, flood and heat waves, increasing domestic, agricultural and industrial consumption; and a lack of storage capacity. Implementation of integrated water resource management strategies is a priority in the sub-region, based on demand management, through public awareness and education, as well as through economic incentives. Based on the recent fact-findings by UNESCO in the region, a project proposal has been submitted to donors for funding and follow-up with targeted interventions on integrated water resources management.

Science Technology and Innovation (STI)

In the recent years, UNESCO worked with SIDS to develop and strengthen implementation of their Science Technology and Innovation (STI) policies. UNESCO provided them in particular with technical expertise to support them in the development of guidelines for national and regional STI policies:
- In the Caribbean, with the support of regional organisations (Cariscience in the Caribbean), around 100 STI policy officers and statisticians from 21 SIDS were trained to strengthen data collection and the use of methodologies designed to support policymaking. A proposal emerged from these workshop to establish a regional STI observatory in the Caribbean that could be hosted by Cariscience, possible funding opportunities are being explored by stakeholders. In addition, Jamaica has become a pilot country in the STEM and Gender Advancement (SAGA) project and completed a Survey of Drivers and Barriers to Careers in Science and Engineering (S&E). The expected results of the project include: baseline statistics on the drivers and barriers affecting professionals in S&E; inventory of policy instruments and framework addressing gender equality

in S&E careers; recommendations on new or improved policy instruments based on international best practice.

In December 2017, UNESCO started implementing a GOSPIN activity in Jamaica in collaboration with the Ministry of Science, Energy and Technology, the University of West Indies, and the Jamaica National Commission. This was the first GO-SPIN training workshop held in a SIDS and the GO-SPIN process in Jamaica was to serve as a pilot case for other SIDS around the world and also to be used to explore the possibility for designing appropriate STI policy instruments to enhance the co-operation among SIDS in the Caribbean. The training focused on new issues (STI policy analysis and STI policy instruments development) providing the participants with new tools for policy design and assessment. A direct impact of the GO-SPIN training workshop was observed within the preparation of the Jamaican "National Science, Technology and Innovation Policy: Catalizing Development 2017-2037. This document has recently been presented by the Ministry of Science, Energy and Technology to the Jamaican Cabinet and to be endorsed as an official policy. For reasons of changes in the national team, the GO-SPIN implementation had to be interrupted.

o   In the Pacific, a high-level dialogue on Science and Science Policy for the Sustainable Development Goals in the Pacific SIDS was organized in Apia, Samoa, from 29-30 March 2017. The event assessed the needs and opportunities for bridging the gaps between STI systems and policy-makers. The Apia Ministerial Communiqué on Pacific Science, Technology and Innovation, was released as outcome of the meeting. As a direct follow-up UNESCO is collaborating with Samoa and Papua New Guinea in view of developing their STI policies and mapping their STI systems.

o   In the AIMS region, the capacity of SIDS participants was enhanced on STI policy development and management during an expert meeting in September 2016. In addition, an activity on innovation and enterprise development and promotion of the Global Strategy for Youth in West Africa – Sahel, was organized in June 2016 in Cabo Verde. In November 2016, UNESCO also promoted regional innovation alliances among the Indian Ocean SIDS to ensure knowledge and technology transfers as well as sharing of best practices to assist in driving local economies. The Mauritius National Innovation Framework and National Innovation Challenge was then launched, which defines the strategies to be adopted by the country for the next 5 years to become a high income and innovation driven nation. Furthermore, case studies and good practices in innovation were shared with the possibility of initiating a Regional Innovation Alliance among SIDS. The workshop also provided a platform for knowledge/technology transfer and collaboration among SIDS in the region. Participants explored the possibility of setting up UNESCO Chairs and Regional Centres of Excellence/Innovation in relevant fields. As a direct follow-up, collaboration was initiated with The Seychelles on the formulation of a national policy and strategy for Research, Technology & Innovation Management to which UNESCO and ISTIC (Category 2 Centre in Malaysia) contributed.

Oceans:

SIDS have been a priority within UNESCO Intergovernmental Oceanographic Commission (IOC)'s programmatic activities for a number of years, with IOC actions aimed at protecting marine biodiversity and heritage, and securing equitable access to coastal and ocean resources as essential components to achieve sustainable development. SIDS IOC Member States represent a quarter of the whole membership (total of 149 MS).

In June 2016, the IOC Executive Council adopted the IOC SIDS Action Plan in support of the implementation of the SAMOA Pathway. Under each expected results and a number of SIDS targeted actions are being implemented across all IOC programmes.

o   Scientific understanding of ocean and coastal processes bolstered and used by Member States to improve the management of the human relationship with the ocean

- Risks and impacts of tsunamis and other ocean related hazards reduced, climate change adaptation and mitigation measures taken, and policies for healthy ocean ecosystems developed and implemented by Member States
- Member States' institutional capacities reinforced and applied to protect and sustainably manage ocean and coastal resources

In addition, the UN Decade of Ocean Science for Sustainable Development, declared in December 2017 by the UNGA, is an important framework to advance ocean science, data and information exchange for sustainable development, and in helping the ocean support the 2030 agenda and the SAMOA Pathway, together with other important international processes such as the Paris Climate Agreement and Sendai Framework.

The Implementation Plan (2018-2020) is already being carried out, with several global and regional consultation meetings, including in SIDS regions, are being organised to identify priority areas in terms of scientific research applied to sustainable development, capacity development needs, and to catalyse the development of partnerships in support of the decade.

The IOC programmatic Results Framework defines SIDS-specific-targets in terms of Member States involved in and benefitting from all of its key areas of activity. A few examples of achievements are provided below:

- ✓ 12 IOC SIDS Member States integrated in their national policies the best practices, standards and methodologies to observe ocean acidification and blue carbon ecosystems
- ✓ 16 SIDS of the Caribbean, 12 in the Pacific and 5 in the Indian Ocean have Tsunami Warning Focal Points and 1 SIDS in the Caribbean and 5 in the Indian Ocean have established National Tsunami Warning Centres
- ✓ 3 SIDS in the Caribbean actively participate in the operational ocean forecast system
- ✓ 10 SIDS developed capacities for research and management of harmful algae
- ✓ 2 SIDS actively participate in Maritime Spatial Planning international forum and training activities and apply the knowledge towards the development of MSP national plans

Disaster risk and loss and damage reduction

The UNESCO-VISUS multi-hazard school safety assessment methodology, helps policy-makers in deciding where to focus their risk reduction efforts and interventions based on available resources and scientific evidence. The methodology was implemented in 100 schools in the north of Haiti and further initiated in Dominica.

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.

A ToolKit on Loss and Damage, to help collect baseline data about loss and damage in the agriculture and tourism sectors in selected Pacific SIDS, has been developed.

UNESCO also assist SIDS in their adaptation to long-term coastal changes through risks and impacts of tsunamis and other ocean-related hazards, climate change adaptation and mitigation measures, and

policies for healthy ocean ecosystems. Among others, IOC engaged 14 Caribbean SIDS in harmonising and standardizing tsunami early warning systems. These countries are also very active at annual CaribeWave Exercises, where monitoring and warning services are tested. The same 14 Caribbean SIDS and four South-West Pacific SIDS have benefitted from regional or in-country trainings to develop or review their Tsunami Standard Operating Procedures in Cook Islands, Solomon Islands, Tonga and Vanuatu. 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.

Priority 3: "supporting SIDS in their management of social transformations and the promotion of social inclusion and social justice"

The SAMOA Pathway reaffirms the importance of engaging a broad range of stakeholders at the global, regional, subregional, national and local levels, including national, subnational and local governments and the scientific community, private businesses and civil society, and also including youth and persons with disabilities, and recognizes the urgent need to strengthen international cooperation and ensure genuine and durable partnerships at the national, regional and international levels to address issues related to their sustainable development priorities and needs. Specifically, it calls for enhanced international cooperation, including North-South, South-South and triangular cooperation, and especially cooperation among SIDS.

The SAMOA Pathway recognizes that social development is one of the three dimensions of sustainable development, and that it is crucial to ensuring development progress by SIDS both now and in the future. Therefore, the SAMOA Pathway supports efforts to enhance social protection and inclusion, to improve well-being and to guarantee opportunities for the most vulnerable and disadvantaged.

The strong capacity of SIDS in sport is recognized by the SAMOA Pathway and the use of sport is supported as a vehicle to foster development, social inclusion and peace, strengthen education, promote health and build life skills, particularly among youth.

Furthermore, the SAMOA Pathway affirms that SIDS require continued and enhanced investments in education and training programmes to develop human and institutional capacities so as to build the resilience of their societies and economies, while encouraging the use and retention of knowledge in all its forms, including traditional knowledge, within those States and ensuring accountability and transparency in all capacity-building efforts by all parties.

UNESCO's SIDS Action Plan 2016-2021 contributes to the SAMOA Pathway objectives of supporting the efforts of SIDS to improve existing mechanisms and resources to provide coordinated and coherent United Nations system-wide capacity-building programmes through United Nations country teams, in collaboration with national agencies, regional commissions and intergovernmental organizations, to enhance national capacities and institutions. Priority 3 of the UNESCO SIDS Action Plan supports SIDS in their management of social transformations and the promotion of social inclusion and social justice.

In this domain, over the reporting period, progress was achieved in the following areas:

- Capacity-building: Organization of a knowledge brokering exercise in Caribbean SIDS that brought together academics, public officials and representatives from civil society, prioritizing young participants and women. In June 2017, the "Caribbean Humanities Symposium towards the World Humanities Conference", brought together leaders of thought and policy development to examine the historical, contemporary and future role of the humanities generally in not only the academy, but in the overall educational superstructure, policy formulation and implementation, research, memory and memorials, identity structuring and constructions in the

globalized context, as well as provide the critical reflective and reflexive rubrics for the handling of ideas, information and knowledge from divergent and diverse texts and contexts. With the support of UNESCO and the University of the West Indies (UWI), the main beneficiaries of the Conference were young people from different disciplines who engaged in a meaningful discussion with the experts; notably on how the Humanities could make them better professionals independent from their line of work as well as better citizens. The outcomes of this Conference were presented as one of the best practices during the World Humanities Conference in Belgium.

The UNESCO´s International Science School for Caribbean SIDS was organised in June 2018 in Cuba and resulted in increased national capacities for translating scientific knowledge into the practical "localization" of seven Sustainable Development Goals (SDGs) of the 2030 International Development Agenda in Caribbean Member States: SDGs 5, 11, 13, 14, 15, 16 and 17. The event equipped 72 participants from 16 Caribbean countries (Antigua and Barbuda, Bahamas, Barbados, Belize, Cuba, Dominica, Grenada, Guyana, Haiti, Jamaica, Saints Kitts and Nevis, Saint Lucia, Saint Vincent and the Grenadines, Suriname, Trinidad and Tobago and Puerto Rico), with practical knowledge on systems thinking and foresight, focused on the timely use of scientific evidence and analysis in decision-making. One of the immediate results was the launch of the Regional Caribbean Youth Network that will continue to be supported by UNESCO.

- <u>Social inclusion and development</u>: Strengthening the voices of the vulnerable is a priority across all disciplines. This work focuses on providing better data on the experiences and needs of the vulnerable under the Management of Social Transformations (MOST) program. Current areas of work include disability and climate change vulnerability. In December 2017, a review of disability inclusive development in the Pacific was completed in consultation with and support from the Pacific Islands Forum Secretariat. Through desk review and stakeholder consultation, the review provided an overview of the existing issues in inclusive development at the regional and national level including the status of mainstreaming disability in development policies framework, vulnerabilities and progress in advancing the rights of women with disabilities, children and young people with disabilities, stigmatization and discrimination against people with disabilities (PWDs), inclusive education, vulnerabilities of PWDs in climate change, and data collection and analysis. The exercise contributes to the Goal 5 on Evidence - of the Pacific Framework for the Rights of PWDs and the UNDAF Outcome 5.1 on improved governance structure upholding human rights.

- <u>Youth</u>: UNESCO is supporting the development and implementation of inclusive and evidence-based national youth policies; capacity building to strengthen the skills of youth as development actors; and youth-led action through research, advocacy and projects to promote and implement the SDGs. In the Caribbean, in 2016, the government of St Kitts and Nevis requested UNESCO's and the Commonwealth's support for the finalization of the draft National Youth Policy, as well as the elaboration of an Action Plan for its implementation. By March 2017, a culminating Federal Youth Policy Consultation inclusive of all stakeholders and youth-serving agencies in the Federation was completed.

- <u>Sport</u>: As part of implementing the Kazan Action Plan, UNESCO is supporting an integrated initiative on sport and physical activity in the Pacific. Comprehensive, inclusive and evidence-based sport policy, quality physical education in schools and promoting physical activity at community level are key components of the proposed Pacific Regional Action Plan under development.

Priority 4: "Preserving tangible and intangible cultural heritage and promoting culture for island sustainable development"

The SAMOA Pathway calls upon the international community to support SIDS in designing and implementing their cultural policies to protect and safeguard heritage and promote creativity and leverage the economic, social and natural benefits of culture, in particular for sustainable tourism

development. UNESCO Action Plans addresses this call through its priority 4 on "Preserving tangible and intangible cultural heritage and promoting culture for island sustainable development". In this regard, progress has been achieved over the reporting period, which can be synthesised as follows:

- SIDS were encouraged to ratify the UNESCO cultural conventions, and an increasing number of states have done so during the reporting period, in particular the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage (10 SIDS ratifications) and the 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions (5 SIDS ratifications). This enabled SIDS to access international assistance mechanisms existing under those conventions and receive financial and technical support to better protect and safeguard heritage and develop cultural and creative industries.
- Legal and policy support was provided to African, Pacific and Caribbean SIDS for translating the provisions of the UNESCO cultural conventions into national legislations and policies. This helped improve the regulatory environment in culture. Several regional and national policy frameworks integrating culture and recognizing the importance of cultural and natural heritage and the creative industries as a central sector for development were adopted by SIDS, in particular in the Pacific region (Regional Culture Strategy 2017-2020, Samoa, Tuvalu), Africa (Mauritius, Seychelles) and Caribbean (Barbados, Belize).
- In parallel, UNESCO implemented capacity-building programmes that aimed to strengthen institutional and human environments. Particular attention was given to strengthening the capacity of staff in managing cultural resources so as to ensure culturally sensitive and responsible sustainable tourism and the protection of biodiversity and ecosystems, in particular at World Heritage sites. In Caribbean SIDS, where natural disasters constitute a major threat to cultural and natural heritage, attention was given to disaster risk management.
- Encouraging trends are observed, notably concerning the safeguarding of intangible cultural heritage in Pacific, Caribbean and African SIDS. The 2003 Convention for the Safeguarding of the Intangible Cultural Heritage has been ratified by numerous SIDS, which are actively engaged in safeguarding. The 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions has also experienced encouraging levels of ratification and support for the development of cultural and creative industries, in particular in Pacific SIDS.
- SIDS awareness of the importance of marine and underwater cultural heritage has progressed and resulted in the ratification of the 2001 Convention on the Protection of the Underwater Cultural Heritage by Federated States of Micronesia in March 2018. There are numerous submerged caves and sites that are key marine eco-tourism attractions in SIDS, showcasing its potential of generating employment opportunities for the Blue Economy.

Priority 5: "Increasing connectivity, information management and knowledge-sharing"

In keeping with the UNESCO SIDS Action Plan 2016-2021, the Communication and Information Sector of UNESCO has aligned its actions with this action plan, along with the 2030 Agenda for Sustainable Development, particularly with respect to SDG 4, target 7 (quality and inclusive education for … cultural diversity), SDG 11, target 4 (strengthen efforts to protect and safeguard the world's cultural … heritage), and SDG 16, target 10 (public access to information …and protecting fundamental freedoms).

With respect to the Memory of the World (MoW) Programme, UNESCO held several events that included the participation of SIDS. On 11 December 2018, the MoW Secretariat organized the first edition of its Global Policy Forum under the theme "Disaster Risk Reduction and Management for Sustainable Preservation of Documentary Heritage", with the participation of Haiti and Suriname. The outcome document of the forum drew attention to disaster risk reduction of documentary heritage as a strategic framework for conceptualizing and elaborating policies and strategies to combat against natural and man-made disasters, particularly in SIDS.

This was preceded by an Inter-regional Conference on Preservation and Accessibility of Documentary Heritage, held from 24 to 27 October 2018 in Panama City, Panama. SIDS, including Haiti, Curacao, Dominican Republic, Jamaica, Cuba and Sint Maarten participated.

From 29 to 30 November 2018, a workshop was held in Bhutan to strengthen the capacities of memory institutions in South Asia, which included several SIDS from the Asia Pacific region. Focus was on disaster risk reduction as a strategy for sustainable preservation of documentary heritage. In June 2018, a regional consultation was held in Abuja, Nigeria, focusing on building capacity among Member States in implementing the 2015 *Recommendation concerning the preservation of, and access to, documentary heritage including in digital form* in sub-Saharan Africa, including Mauritius.

In close collaboration with UNESCO National Commissions, journalism schools, media associations, national archives and other international and regional partners, UNESCO organized and implemented a range of activities to support media associations in promoting freedom of expression; build journalism and media skills capacity; and increase knowledge and capacity to preserve, manage and facilitate sharing of historical documents. Participating SIDS included Vanuatu, New Caledonia, Solomon Islands, Fiji, Tuvalu and Papua New Guinea.

Some of the media and journalism capacity-building actions are linked to the International Programme for the Development of Communication (IPDC), whose project support for 2018 included the following SIDS: Samoa, Cuba, Dominican Republic, St. Kitts and Nevis. Project support targeted capacity building for media professionals, including improving journalism education.

3. **Successful Examples –** This section examines best practices and successful interventions that have made significant impact on the ground. (**Word Limit for responses: 2500**).

    a. From among the programmes/projects that have been implemented by your organization over the reporting period, please elaborate on a few of the most successful. Please provide your responses in the Table in **Annex 1, no. 3.**

    See table in Annex 1

    i. Why are these considered a success?

- Risks and impacts of tsunamis and other ocean-related hazards, climate change adaptation and mitigation measures, and policies for healthy ocean ecosystems were at the forefront of the IOC-supported activities of SIDS Member States, in the Indian Ocean SIDS (Comoros, Mauritius, Seychelles, Singapore) Pacific Islands Countries and Territories (PICTs) (Fiji, Kiribati, Maldives, Marshall Islands, Micronesia (Federated States of), Nauru, Palau, Papua New Guinea, Samoa, Solomon Islands, Tonga, Tuvalu, Vanuatu) and Caribbean SIDS (Antigua and Barbuda, Bahamas, Barbados, Belize, Cuba, Dominica, Dominican Republic, Grenada, Guyana, Haiti, Jamaica, Saint Kitts and Nevis, Saint Lucia, Saint Vincent and the Grenadines, Suriname, Trinidad and Tobago).

Tsunami Wave exercises are periodically organised in the Indian Ocean, Pacific and Caribbean. An Indian Ocean wide exercise (IOWave18) was organized during 04 – 05 September 2018. All SIDS in the Indian Ocean participated in IOWave18 with Mauritius and Seychelles reported to have conducted community evacuations. These successful interventions mobilized in 2018 millions of participants that contributed once again to increase awareness and preparedness for tsunamis. They have become annual *rendez-vous* of the operational, emergency management and scientific communities, with hundreds of thousands of participants every year, in 32 countries including 16 SIDS.

- In the framework of the UNESCO case study on "Emerging pollutants and their prevalence and impact on Caribbean islands" (2015-2016), UNESCO International Hydrological Programme (IHP)'s International Initiative on Water Quality (IIWQ) conducted a technical study, aimed at defining the presence of emerging contaminants in the wider Caribbean region and the baseline of emerging contaminants present in drinking water supplies of a rural community of the Canaries in St. Lucia. This work ultimately helps use data gathered as a benchmark for future improvements to local wastewater infrastructure. This study addresses a new water challenge of growing concern associated with potential impacts of emerging pollutants on human health and ecosystems. It is the first and only study focusing on emerging pollutants in water with the relevance to the SIDS. The study raises the importance of addressing of water quality in SIDS, as it contributes to the study on emerging pollutants at the global level and its results are shared and disseminated globally as a part of the UNESCO Emerging Pollutants in Water Series.

  The UNESCO Conference on Water Security and Water Quality in the Pacific (Fiji, October 2017) aimed at raising awareness and building capacity on UNESCO's International Hydrology Programme and identifying key water quality priorities and challenges in the Pacific SIDS, in the framework of the UNESCO International Initiative on Water Quality (IIWQ) regional consultations on water quality.

- The UNESCO projects in the area of culture resulted in the establishment of national systems for the identification, management and safeguarding of intangible cultural heritage, in increasing knowledge and skills required for the implementation of the relevant UNESCO Conventions, and in enhancing awareness and understanding of the linkage between cultural heritage safeguarding and the SDGs.

- **In the area of disaster risk reduction, UNESCO helped Antigua and Barbuda plan for recovery after Hurricane Irma.** In 2017, Hurricane Irma was at peak intensity with near 300 km/h winds when it moved across Barbuda on 5-6 September, destroying much of the island's infrastructure. Antigua and Barbuda Ministry of Education, Science and Technology called on UNESCO to assess post-disaster needs, to inform the rebuilding process of educational and cultural infrastructure. UNESCO, together with experts from the Italian Fire Corps, surveyed over 51 schools to provide the information needed to ensure a swift recovery as well as better preparedness. The locations surveyed included all public educational institutions ranging from day-care, preschool, primary, secondary, vocational and tertiary level facilities. The VISUS methodology and tools were used for the assessment. VISUS helps to evaluate site conditions, structural performance, local structural vulnerabilities, non-structural components and functional aspects.

- **"No Plastic" campaign in Principe Biosphere Reserve.** Disposable plastic bottles are common on the Island of Príncipe Biosphere Reserve, São Tomé y Principe, where tap water is not always safe to drink. This generates tons of plastic waste each year and, without a collection system in place, many discarded bottles find their way to the ocean, where they put the island's exceptional marine-life at risk.

The "No Plastic" campaign invites the entire population of the island (about 7,000 people) to collect plastic bottles and exchange them for reusable, stainless steel "Principe Biosphere Bottles". In parallel, 13 safe freshwater fountains were installed in public spaces around the island, including schools, markets, public administration buildings and the airport. Children take their Principe Biosphere Bottles to school and refill them there. Local managers were trained to maintain the fountains' filtering system. Launched in 2014, the campaign has been hugely successful, with over 400,000 disposable bottles collected and 8,000 Principe Biosphere Bottles distributed. Its five-year goal is to declare the Island of Principe free of plastic. To this end, the Regional Assembly is also working to develop legislation to tax plastic imports.

ii. What were the results? Please support with qualitative/quantitative evidence if possible/relevant

See section 3 i

iii. Please elaborate on the critical factors that contributed to the intervention's success and any key lessons learned?

UNESCO IHP's scientific expertise and lead in the area of emerging pollutants has contributed to the successful implementation of this study, dealing with a highly-technical and new issue, on which local expertise is missing not only in the SIDS, but also at the global level. The results from the study provide valuable new information on the presence of emerging pollutants in water, as well as technical and policy recommendations on future research needs and policy priorities.

A critical factor in the success of the culture projects was the knowledge of local social, cultural and political contexts, given the diversity that characterizes SIDS, and the adaptation of projects materials, in particular training resources, in local language. Another key lesson learned is the importance of engaging with local stakeholders prior to the delivery of activities to ensure their active involvement and sustainability beyond the projects. Building ownership at the government level is key to delivering. This was ensured through the creation of a sub-regional working group as in the case of the project implemented in the Caribbean, or through a formal recognition of the importance of cultural diversity for development in policy frameworks, as in the case of the Framework for Pacific Regionalism adopted in 2014.

The extensive training materials developed by UNESCO/IOC in marine spatial planning and the collaboration with other organizations such as UNEP, UNDP, EU, WIOMSA and WWF as well as support from national agencies contributed immensely to the success of the marine spatial planning workshops.

b. Where there any other key results/outputs achieved and describe its impacts, if any.

UNESCO scoping consultation on Reengaging International Hydrological Programme in the Pacific SIDS (2017). In order to increase its support to Pacific SIDS to achieve SDG6, UNESCO scoped the needs and priorities for addressing water challenges in the Pacific SIDS and mapped on-going activities by a wide range of partners and stakeholders with the aim of identifying targeted areas in which UNESCO's water initiatives and technical expertise could most effectively support Pacific SIDS. The scoping exercise supported partnership building and the

development of a work plan and resource mobilization strategy, including the involvement of UNESCO, as technical member, in the Pacific Meteorological Council's Pacific Hydrological Services Panel. The scoping and consultation also led to renewed engagement with major stakeholder and development partners in Pacific SIDS. The exercise completed with a feedback and validation at the abovementioned UNESCO Conference on Water Security.

4. **Addressing Gaps and Challenges:**

   a. From among the programmes/projects that have been implemented by your organization over the reporting period, please elaborate on any implementation challenges that have been encountered (**Word Limit for responses: 2500**).

UNESCO identified various challenges in the implementation of SIDS-related activities as follows:
- external factors related to dramatic changes in policy contexts and crisis: a number of activities have been postponed or experiencing delays. This is the case in countries where a constant turnover of the senior government officials has led to some delays in the programme implementation;
- the lack of fast-tracked procedures (administrative and financial flexibility) for rapid and more effective action;
- scarcity of funding to provide full-scale and sustainable support to SIDS;
- the lack of human resources;
- Ensuring that the dynamics created during advocacy and capacity-building activities are maintained, particularly given the context of limited financial and human resources.
- Many SIDS have recognized the importance of culture as an important component of sustainable development. There is acknowledgment that tangible and intangible heritage, creative industries and various forms of artistic expression contribute to economic development, social stability and environmental protection. However, culture is not yet seen as a pillar of sustainable development in itself and, as a consequence, the necessary enabling environment is not always in place at government level.
- Planning for a capacity building exercise of subregional scope in the area of environmental adaptation involves both a careful balance of the cases to be discussed and a focused format of the event. Results of science are not always accessible to decision makers, and scientists often do not understand decision makers' information needs. The main challenge is how to deliver "simplicity out of complexity". In other words, how to render complex problems tractable when dealing in the public policy arena with complex environmental systems.

   b. What have been the lessons learned and how will these be taken into account for the remaining implementation period of the SAMOA Pathway? (2019-2024)?

- To address the challenges linked to lack of financial and human resources, a growing mobilization of in-house expertise for technical assistance in an intersectoral way increased the cost-effectiveness of UNESCO interventions on the ground. UNESCO relies increasingly on the capacities of the Regional Bureaus and Field Offices for the direct activities with Member States.
  As the regular budget is very limited, activities are implemented mainly through extra budgetary funding. UNESCO deployed many efforts to attract external funding to implement SIDS priority actions. However, graduation of some SIDS to middle income or high income levels made the exercise difficult. Categorization is an important issue that should take into

account the specific vulnerability of SIDS. UNESCO is collaborating with other UN agencies to investigate possible ways forward in assessing this vulnerability through its Institute of Statistics.

- Another cost-saving measure is the use of ICTs to better channel training through e-learning approaches. UNESCO reduced spending costs by supporting virtual mission travel and digital resource production.
- Cost-effectiveness measures have also been undertaken through strategic partnerships and the involvement of UNESCO's networks and category 2 centers, notably in global and regional events. It is important to relay advocacy and communication through the various UNESCO partners and networks (member States, regional organizations, co-convening agencies and other global development partners, chairs, UNITWIN, centers, clubs, civil society, teacher organizations and foundations...).
- UNESCO also encourages political commitments, which are crucial to provide relevant and timely strategic guidance for national implementation and monitoring.
- In some cases, the lessons learned have been linked to how to successfully implement a project as a Non-Resident Agency in some countries such as Comoros). This will need to be budgeted for in future projects in order to improve efficiency and effectiveness of project coordination.
- UNESCO will continue to advocate for the importance of culture across all development sectors with the objective of making institutional and policy environments more enabling and responsive. To that aim, it is developing indicators that will enable to assess and measure the effect of culture on sustainable development and, thereby, will help bridge the data gap that exists in this area. This should support a better integration of culture in sustainable development.
- Given that problems related to environmental adaptation in SIDS involve important consequences, uncertainty, conflicting objectives, multiple stakeholders, complexity of decisions, and the need for accountability, UNESCO will assign priority to the utilization and refinement of tools and methods that will enhance the management of controversial opinions during processes of knowledge sharing that includes policymakers and other "users" of scientific knowledge in SIDS.
- UNESCO will continue to target SIDS within its RP budget, linking activities on communication and information to the larger issue of sustainable development. This allows for a holistic approach to the implementation of the Samoa Pathway, which provides the 'glue' required to link issues of freedom of expression, access to information to the overall preservation and accessibility of documentary heritage, for example.

5. **Outreach/Publications**

   a. Please include a link to the annual progress report(s) of your organization, or any other relevant progress report(s). If present, please identify the sections relevant to SIDS/SAMOA Pathway implementation. Please also add any other publication issued by your organization the covers SIDS

✓ UNESCO's Medium term Strategy 2014-2021 (37 C/4)
   (Overarching objectives: 19 (page 16-17); Strategic objective 4: 46 (page 21))
✓ Decision adopted by the executive board at its 201st session which requested the evaluation of the SIDS Action Plan (201 EX/Decisions page 3-5)
✓ UNESCO's SIDS Action Plan (2016-2021)

- Finalized SIDS Action Plan and implementation strategy – main document (199 EX/5 Part I A)
- Finalized SIDS Action Plan and implementation strategy - information document (199 EX/5.INF.REV)
✓ Report on the further implementation of the SIDS Action Plan:
  - Main document (201 EX/5 Part I-A)
  - Progress towards the achievement by 38 C/5 expected results (Annex)
✓ Final draft for an updated UNESCO Strategy for Action on Climate Change 201 EX/5 Part I B
✓ UNESCO's contribution to the outcome of the twenty-second session of the Conference of the Parties to the United Nations Framework Convention on Climate Change (COP 22) (201 EX/5 Part I C)
✓ Data in SIDS - UNESCO Institute for Statistics
  - Report on progress by the UNESCO Institute for Statistics on a disaggregated level of data for development indicators related to SIDS (202 EX/5 Part I - E)
  - Report on preliminary progress by the UNESCO Institute for Statistics on disaggregated level of data for development indicators related to SIDS (200 EX/5 Part I A)
✓ Plan of action to strengthen UNESCO's cooperation: together for Haiti (201 EX/34)
✓ Plan of action to strengthen UNESCO's cooperation "Together for Haiti" (206 EX/5 Part I.C)

✓ **See also the list of the UNESCO publications related to SIDS in Annex 2**

  b. Does your organization manage any website dedicated exclusively to SIDS?

  • **http://www.unesco.org/en/sids (UNESCO SIDS website)**

6. **Preparations for the Mid-Term Review –** A High-Level review of the Samoa Pathway will take place on 27th of Sept. 2019 in UNHQ, as mandated by A/RES/72/307.

  a. Is your organization conducting or planning to conduct any internal review of SIDS programmes in preparation for the Mid-term review of the Samoa Pathway? If so, please provide.

  UNESCO SIDS Action Plan mid-term implementation was evaluated in 2018 and the results of the evaluation will be presented at the UNESCO Executive Board in April 2019. This evaluation is a direct contribution to the SAMOA Pathway mid-term review.

  b. Please elaborate on any other activities being undertaken in preparation for the High-Level Review in 2019.

  UNESCO will contribute to the High-Level review in 2019 through the results of the UNESCO SIDS Action Plan mid-term evaluation.

7. **Other Matters –** Please include any other information as relevant.

  A Caribbean Water Summit (St Kitts and Nevis, October 2019) is in preparation, in collaboration with the government of St Kitts and Nevis and the Caribbean Water Works Association (CWWA).

Thank you for completing the Survey!

ANNEX 1

1. Financing

For UN systems, to the extent possible, please refer to the Samoa Pathway: UN System Implementation Matrix in Column 4

Priorities identified in the Samoa Pathway	Investments (USD)	Budget Allocation	FY/ Cycle/ Period	UN system specify SAMOA Pathway Paragraph
Sustainable, inclusive and equitable economic growth				
Climate Change				
Sustainable Energy				
Disaster Risk Reduction (see contributions from other thematic areas that are not reflected in this budget)	115 000 USD	115 000 USD	2014 - 2019	PARAS 51-52
Oceans and seas	6 950 000 USD	6 950 000 USD	2014-2018	paras 53-58 also contribute to paras 51-52
Food Security and Nutrition				
Water and Sanitation	200 800 USD	200 800 USD	2014-2019	Paras 64-65 and 58(d); 63(a); 79
Sustainable Transportation				
Sustainable Consumption and Production				
Chemical and Waste management				
Health and NCDs				
Gender equality				
Social development	11 026 696 USD	11 026 696 USD	2014 - 2019	80, 81 (a. to e.) Also contributes to 27 (a., f.), 30 (d., f.), 44 (c.) 53,

				51, 52, 54, 58 (j.), 87 (b), 88 (a.), 108
Biodiversity	945 6 00 USD	945 600 USD	2014 - 2019	paras 89-91
Means of implementation	940 8 25 USD	940 825 USD	2014 - 2019	109 (a,b,c) Also contribut es to 40
Total				

The figures appearing in this table show approximate UNESCO's budget for 2014-2019 allocated to SIDS in the different areas of the SAMOA Pathway priorities. The figures only include activities that exclusively benefit SIDS, based on the funds allocated to field offices covering SIDS regions (such as the Apia office covering the Pacific SIDS, the Kingston Office, covering the Caribbean SIDS, as well as Port of Prince and Havana offices). There are three other categories of activities that are not completely reflected here, although they benefit SIDS alongside other member states: i) activities with SIDS as a major target group, ii) activities benefitting one or more SIDS amongst other Member States; and iii) global activities that benefit all Member States (including SIDS). The figures include both the Regular Programme and Extrabudgetary resources benefitting SIDS within the Organization but are not necessarily reflecting the accurate financial envelope allocated to SIDS.

2. Measuring Progress
3. Please report using the table below for successful examples. If the work has already been reported last year using the table please only add updates if any, otherwise skip filling out the table and elaborate on the rest of the question (I, II, III)
https://sidsnetwork.org/secretary-general-report-samoa-pathway/

Name of Project/ Programm e/ Activity	Main Themes/ Goals addressed		Target Countries, Regions, Sectors	Goals	Interven tion Type (Tech transfer, Capacit y develop ment etc.)	Total Budg et (US$)	Imple ment ation Perio d
	Samoa Pathwa y	SDG s					

Science-informed policies for reduced vulnerability to ocean hazards, for the global conservation and sustainable use of oceans, seas and marine resources, and increased resilience and adaptation to climate change, developed and implemented by Member States, towards the realization of the 2030 Agenda	Oceans and seas pars 53-58 Climate change paras 31-46;	14 – Life below water 13 – Climate Action	24 in AIMS, Caribbean and Pacific	1. Support Member States to conduct up-to-date ocean research to address specific challenges of the ocean and human impacts on coastal areas 2. support Member States to maintain, strengthen and integrate global ocean observing, data and information systems to reduce vulnerability to ocean hazards and benefit from their outputs 3. Support Member States to develop early warning systems and preparedness to mitigate the risks of tsunamis and other ocean-related hazards towards increased resilience 4. Support Member States to have ocean science and policy interface mechanisms in support of healthy ocean ecosystems in accordance with Agenda 2030 5. Support	Technology transfer, capacity development, assessments, awareness raising	6,950,000	2016-2018

				Member States to implement science-based ecosystem management and measure progress on SDG 14 implementation 6. Support Member States which to develop institutional capacity and use it towards IOC's high-level objectives			
UNESCO Case study on "Emerging pollutants and their prevalence and impact on Caribbean islands"	Water & sanitation (64-65) Chemicals & waste (70-71)	SDG 6 SDG 12	Caribbean Islands - Saint Lucia	This study addresses the challenge of defining the presence of emerging contaminants in the wider Caribbean region and the baseline of emerging contaminants present in drinking water supplies of a rural community of the Canaries in St. Lucia. This work ultimately helps use data gathered as a benchmark for future improvements to local wastewater infrastructure	Technical study	8,000	2015-2016

UNESCO Conference on Water Security and Water Quality in the Pacific Small Islands Developing States (Nadi, Fiji, 23-24 October 2017)	Water & sanitation (64-65)	SDG 6	Pacific SIDS (12 states)	The UNESCO Conference on Water Security and Water Quality in the Pacific aimed at raising awareness and building capacity on UNESCO's International Hydrology Programme and identifying key water quality priorities and challenges in the Pacific SIDS, in the framework of the UNESCO International Initiative on Water Quality (IIWQ) regional consultations on water quality.	Conference & Regional consultation	40,000	2017
UNESCO scoping consultation on Reengaging International Hydrological Programme in the Pacific SIDS (2017)	Water & sanitation (64-65)	SDG 6	Pacific SIDS (12 states)	In order to increase its support to Pacific SIDS to achieve SDG6, UNESCO scoped the needs and priorities for addressing water challenges in the Pacific SIDS and mapped on-going activities by a wide range of partners and stakeholders with the aim of identifying targeted areas in which UNESCO's water initiatives and technical expertise could most effectively	Technical/ consultation study	12,000	2017

				support Pacific SIDS.			
UNESCO National Dialogue on Water Security: Implementing Water Goals in Timor-Leste (Dili, Timor-Leste, 16-17 October 2017)	Water & sanitation (64-65)	SDG 6	Timor-Leste	The 2-day national dialogue supported the development of proposals for targeted action to support the long-term sustainability of Timor-Leste's water resources. The project concepts focus on four key areas - groundwater, integrated catchment management, water education and wastewater.	National dialogue	10,000	2017
UNESCO pilot project on Improving Water Security in the Pacific SIDS (2018-2019)	Water & sanitation (64-65)	SDG 6	Pacific SIDS	In the framework of "Towards Climate Change Resilience II: Traditional knowledge-based loss and damage assessment and adaptation in Utwe Biosphere Reserve" project, the implementation of a pilot activity was carried out in Utwe Biosphere Reserve, Kosrae, Federated States of Micronesia. The pilot project involved the development of targeted interventions at the community level to improve climate and	Technical project	30,800	2018-2019

				disaster resilience in the water sector.s			
Strengthening capacities in the Comoros for safeguarding intangible cultural heritage for sustainable development	**UNESCO SIDS ACTION PLAN AND SOMOA PATHWAY:** **Priority 1: Enhancing island capacities to achieve sustainable development through education and the reinforcement of human and institutional capacities** **Priority 4: Preserving**	**4.7**	**Comoros**	**Capacity building in governance of culture through strengthened legislative and policy frameworks for the safeguarding of intangible cultural heritage (ICH), and capacity building community-based inventories of ICH elements in Comoros to ensure their transmission and safeguarding.**	**Capacity building, governance**	**249 435 USD**	**Jan 2018 to Dec 2019**

	tangible and intangible cultural heritage and **promoting culture for island sustainable development;**						
Strengthening the capacities of Suriname and Dutch Caribbean islands to implement the Convention for the Safeguarding of the Intangible Cultural Heritage	81 (a., c., e.) 44 (c)	11.4 4.7 13.1	Suriname and the Dutch Caribbean islands of Aruba, Bonaire, Curaçao, Saba, Sint Eustatius and Sint Maarten	Reinforcing the capacities of the Dutch Caribbean Islands and Suriname regarding the implementation of the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage at the national level, community-based inventorying of intangible heritage, addressing intangible heritage in emergencies, notably natural disasters, as well as developing safeguarding plans and mechanisms for international cooperation.	Capacity development	635,980	2014 - 2018

Strengthening capacities in the Comoros for safeguarding intangible cultural heritage for sustainable development	81 (a., c., e.)	11.4 4.7	Comoros	Capacity building to strengthen legislative and policy frameworks for the safeguarding of intangible cultural heritage through the 2003 Convention, and to perform community-based inventories of to ensure transmission and safeguarding.	Capacity development	249,435	2018 - 2019
Safeguarding Intangible Cultural Heritage through the Strengthening of National Capacities in Asia and the Pacific	81 (a., e.)	11.4 4.7 13.1	Fiji, Samoa	Building knowledge and skills in government institutions and civil society to establish sustainable frameworks for safeguarding intangible cultural heritage and implement the 2003 Convention.	Capacity development and policy support.	200,000	2014-2017
Strengthening the capacities of Caribbean SIDS by bridging Research and Environmental Adaptation to Climate Change in the Caribbean	40 109 (a,b,c)	5, 11, 13, 14, 15, 16 and 17	Caribbean Subregion: Antigua and Barbuda, Bahamas, Barbados, Belize, Dominica, Grenada, Guyana, Jamaica, Saints Kitts and Nevis, Saint Lucia, Saint Vincent and the Grenadines, Suriname,	Enhancing capabilities of academics, public officials and representatives from civil society, prioritizing young participants and women. Improving the understanding of researchers, policymakers and civil society in relation to the crucial role of culture, political contexts, and	Capacity development	65,000	2018

			Trinidad and Tobago, Cuba, Haiti, and Puerto Rico	institutional processes in the uptake of scientific research. Support through enhanced capacities the creativity and energy of young stakeholders.			

4. Outreach/Publications

ANNEX 2

SIDS Publications 2015-2018			
Title	**Publication Year**	**Publication info**	**Summary**
Natural Sciences[2]			
Water for a Sustainable World The United Nations World Water Development Report-2015 (Set of 2 volumes) Facing the challenges: case studies and indicators - UNESCO's contributions to the United Nations world water development report 2015	2015	ISBN: 978-92-3-100071-3 Language: English, Chinese ISBN: 978-92-3-100072-0 Language: English, Spanish, Chinese, Portuguese	The WWDR 2015 demonstrates how water resources and services are essential to achieving global sustainability. Taking account of economic growth, social equity and environmental sustainability, the report's forward-looking narrative describes how major challenges and change factors in the modern world will affect – and can be affected by – water resources, services and related benefits. **SIDS involved:** **Case study: Chapter 5: Challenges to freshwater security in the Pacific Small Island Developing States: Focus on saltwater intrusion in Samoa**
UNESCO Science Report: Towards 2030	2015	ISBN:978-92-3-100129-1 Language: English, Russian, French, Arabic,	Written by more than 50 experts who are each covering the country or region from which they hail, the UNESCO Science Report: towards 2030 provides more country-level information than ever before. The report presents the trends and developments in science, technology and innovation policy and governance which provide essential baseline information on the concerns and priorities of countries. **SIDS involved:** **Chapter 6: Caricom; 18: West Africa; 20: Southern Africa; 27: Southeast Asia and Oceania**
Small islands developing States: UNESCO's action plan	2016	Document code: SC-2016/WS/31 Language: English, French	The UNESCO SIDS Action Plan, adopted in 2016, embraces the "Samoa Pathway" and integrates its priorities across all the Organization's programmes. This Action Plan embodies and guides UNESCO in its efforts to: 1. Building capacities through

			education and training; 2. Promoting scientific research and conservation of the environment, in particular the oceans and safeguarding cultural heritage; 3. Upholding the cultural diversity of SIDS as a motor for innovation and sustainable development; 4. Improving information management and knowledge sharing and ensuring the fullest participation of youth and social inclusion. This Plan also encompasses UNESCO's response to combatting climate change through the strengthening of capacities in SIDS to deal with emergencies triggered by natural disasters.
Managing Water Resources in Arid and Semi Arid Regions of Latin America and Caribbean (MWAR-LAC): accomplishment report	2016	Document code:SC/2016/WS/HSS/AR/MWAR-LAC Language: English	The project 'Managing Water Resources in semi-Arid Regions of Latin America and the Caribbean' (MWARLAC) aims to strengthen water management in arid and semi-arid regions and to provide to Member States the tools required to tackle current challenges in its drylands. Important outcomes of the MWARLAC project are represented in this report, including the showcasing of effective pathways for integrated drought management in two pilot countries, by strengthening the capacity of the local governments to address drought hazards more efficiently and proactively. **SIDS involved: Cuba, Haiti, Dominican Republic, Jamaica, Bahamas, Saint Lucia, Trinidad and Tobago**
Transboundary Aquifers and Groundwater Systems of Small Island Developing States Status and Trends Volume 1: groundwater	2016	ISBN:978-92-807-3531-4 Language: English Corporate author: United Nations Environment Programme	This document – Volume 1 – presents the first comprehensive indicator-based global assessment of status and trends in 199 transboundary aquifers and 42 groundwater systems of Small Island Developing States. It was prepared by UNESCO-IHP and IGRAC in partnership with the Simon Fraser University (Canada) and Frankfurt Goethe University (Germany).
Climate change education for Asia Pacific Small Island Developing States: promoting South-South cooperation through climate change education in Asia Pacific	2016	ISBN:978-602-9416-14-5 Language: English	This training material aims to enhance the capacity of teachers at all levels to deliver climate change education. It includes examples of educational activities and sample lesson plans to help teachers in Asia Pacific Small Island Developing States to promote education for sustainable development.

Small Island Developing States			
Final report: Pacific Training Course on Disaster Risk Management of Cultural Heritage in Small Island Developing States, Port Vila, Vanuatu, 13-16 October 2015	2016	Document code: TH/DOC/APIA/16/002 Language: English	The report presents the training course which trained officials from Pacific island states to learn best practices in the disaster risk management of cultural heritage and cultural institutions. It aims to build capacity of the Pacific SIDS for developing disaster management plan relating to cultural heritage and institutions and conducting the Post-Disaster Needs Assessment (PDNA) of the Culture Sector. **SIDS involved: Cook Islands, Fiji, Palau, Papa New Guinea, Samoa, Tonga, Tuvalu**
Global Ocean Science Report: The Current Status of Ocean Science around the World	2017	ISBN:978-92-3-100226-7 Language: English, Korean	The Global Ocean Science Report (GOSR) assesses for the first time the status and trends in ocean science capacity around the world. The report offers a global record of how, where, and by whom ocean science is conducted: generating knowledge, helping to protect ocean health, and empowering society to support sustainable ocean management in the framework of the United Nations 2030 Agenda. The GOSR identifies and quantifies the key elements of ocean science at the national, regional and global scales, including workforce, infrastructure and publications. **SIDS are also Big Ocean States (BOSS) whose ocean science is highlighted through the whole report.**
A New roadmap for the Man and the Biosphere (MAB) Programme and its World Network of Biosphere Reserves	2017	ISBN:978-92-3-100206-9 Language: English, Russia, Arabic, Chinese, French, Spanish	The publication presents MAB Strategy (2015-2025), Lima Action Plan (2016-2025), Lima Declaration. **SIDS are highlighted through the whole report.**
Sandwatch: adapting to climate change and educating for sustainable development	2017	Document code: SC-2017/WS/22, SC-2013/WS/10, SC-2017/WS/22 Language: English, French, Spanish, Portuguese	This brochure provides an overview of Sandwatch Project. Sandwatch is a volunteer network of children, youth and adults working together to monitor and analyze changes in their beach environment. Through Sandwatch, they use a standardized approach, share their findings with the wider community and take action to address issues, enhance their beach environment and build resilience to climate change.

			SIDS involved: Bahamas, St. Vincent and the Grenadines, Dominican Republic, Cook Islands, Seychelles, Cuba
The Canoe is the people: indigenous navigation is the Pacific (CD-ROM)	2017		The CD-ROM celebrates the similarities and the differences in the knowledge and skills of traditional Pacific navigation. The focus is on the island of Satawal in the Caroline Islands of the Federated States of Micronesia, where navigational knowledge is still very much alive, with substantial contributions from the Cook Islands and New Zealand. The CD-ROM also involves many examples from other parts of the Pacific. (http://www.unesco.org/new/en/natural-sciences/priority-areas/links/knowledge-transmission/publications/multimedia/canoe-is-the-people2/) **SIDS Involved: Federated States of Micronesia, Cook Islands**
Towards climate change resilience: minimizing loss and damage in Pacific SIDS communities; Timor-Leste	2017	Document code: SC/PCB/SII/SIDS/2017/ TIMOR Language: English	The document provides developed and tested tools and approaches to better understand loss and damage due to climate change at the community level; identifies challenges in coping and adaptation; and makes recommendations for follow-on interventions in both research and implementation in Timor-Leste. **SIDS involved: Timor-Leste**
Towards climate change resilience: minimizing loss and damage in Pacific SIDS communities; Solomon Islands	2017	Document code: SC/PCB/SII/SIDS/2017/ SOLOMON Language: English	The document provides developed and tested tools and approaches to better understand loss and damage due to climate change at the community level; identifies challenges in coping and adaptation; and makes recommendations for follow-on interventions in both research and implementation in Solomon Islands. **SIDS involved: Solomon Islands**
Towards climate change resilience: minimizing loss and damage in Pacific SIDS communities; Samoa	2017	Document code: SC/PCB/SII/SIDS/2017/ SAMOA. Language: English	The document provides developed and tested tools and approaches to better understand loss and damage due to climate change at the community level; identifies challenges in coping and adaptation; and makes recommendations for follow-on interventions in both research and implementation in Samoa. **SIDS involved: Samoa**

[Towards climate change resilience: minimizing loss and damage in Pacific SIDS communities; Fiji](#)	2017	Document code: SC/PCB/SII/SIDS/2017/ FIDJI Language: English	The document provides developed and tested tools and approaches to better understand loss and damage due to climate change at the community level; identifies challenges in coping and adaptation; and makes recommendations for follow-on interventions in both research and implementation in Fiji. **SIDS involved: Fiji**
[Towards climate change resilience: minimizing loss and damage in Pacific SIDS communities; Cook Islands](#)	2017	Document code: SC/PCB/SII/SIDS/2017/ COOK ISLANDS Language: English	The document provides developed and tested tools and approaches to better understand loss and damage due to climate change at the community level; identifies challenges in coping and adaptation; and makes recommendations for follow-on interventions in both research and implementation in Cook Islands. **SIDS involved: Cook Islands**
[Women's knowledge: traditional medicine and nature; Mauritius, Reunion and Rodrigues](#)	2017	ISBN:978-92-3-104197-6 (print/pdf) Language: English, French	The Islands of Reunión, Mauritius and Rodrigues have their own unique medical traditions. This book presents the knowledge of medicinal plants and medical practices of women, with special focus on childbirth. **SIDS involved: Mauritius**
[Towards climate change resilience: minimising loss and damage in Pacific SIDS communities](#)	2017	Document code: SC-2017/WS/18 Language: English	The publication is an executive summary of one of the first in-depth, community-level studies of climate change related loss and damage in Pacific SIDS. It pulls together the findings of the community-level research with cutting-edge data on how climate change is impacting climate stressors in some of the most vulnerable countries in the world. It generates and shares new knowledge and raises awareness on loss and damage caused by the adverse impacts of climate change in **five Pacific SIDS: the Cook Islands, Fiji, Samoa, Solomon Islands and Timor-Leste**. **SIDS involved: Cook Islands, Fiji, Samoa, Solomon Islands and Timor-Leste**
[Knowing our lands and resources: indigenous and local knowledge of biodiversity and ecosystem services](#)	2017	ISBN:978-92-3-100267-0 Language: English, French, Portuguese, Spanish	The Intergovernmental Platform for Biodiversity and Ecosystem Services (IPBES) and its Task Force on indigenous and local knowledge systems (ILK) present a series of case studies based on indigenous and local knowledge from the

[in the Americas](#)			Americas. **SIDS involved: Haiti**
[Exercise CARIBE WAVE 18: a Caribbean and adjacent regions tsunami warning exercise, 15 March 2018 (Barbados, Colombia and Puerto Rico scenarios), volume 1: participant handbook](#)	2017	Document code: IOC/2017/TS/136 VOL.1 Language: English	The purpose of this exercise is to advance tsunami preparedness efforts in the Caribbean Region, based on Puerto Rico, Colombia and **Barbados** scenarios. The manual includes the tsunami and earthquake scenarios information, timelines, and the PTWC (Pacific Tsunami Warning Center) dummy message and simulated exercise threat messages. **SIDS involved: Barbados**
Culture[3]			
[The Living heritage of communities in Timor-Leste](#)	2015	ISBN:978-979-23601-2-7 Language: English, Portuguese, Tetum	The publication gives voice to the people of Timor-Leste and provides them with a platform to share with the world their rich and diverse living heritage traditions. **SIDS Involved: Timor-Leste**
[Final Report of the Melanesian Workshop on the Fight against the Illicit Trafficking in Cultural Property held at the Vanuatu](#)	2015	Document code: TH/DOC/APIA/15/044 Language: English	The Workshop held in cooperation with the Ministry of Education and the Ministry of Internal Affairs of Vanuatu provided the participants from museums, cultural institutions and customs and police services with opportunities to learn the legal and administrative measures to fight against the illicit trafficking in cultural property through multi-stakeholder discussions. The Final Report of the Workshop compiles a narrative report, the keynote presentation, the text of the 1970 Convention and the Port Vila Declaration outlining priority actions to counter the illicit trafficking in cultural property in the Melanesian region.
[Walking the paths of sustainable development](#)	2015	Document code: CLT.2015/WS/20 Language: English	The IFCD (the International Fund for Cultural Diversity) brochure demonstrates the tangible impact of the IFCD on the ground. It presents concrete evidence on how creativity drives sustainable development, through its wellspring of best practices. It involves a project in **Saint Lucia** regarding mapping and analyzing the cultural industries in 7 communities and train cultural entrepreneurs. **SIDS involved: Fiji, Solomon Islands,**

			Papua New Guinea, Vanuatu
World Heritage and Tourism in a Changing Climate	2016	ISBN:978-92-3-100152-9 Language: English Corporate author: United Nations Environment Programme	This report provides an overview of the increasing vulnerability of World Heritage sites to climate change impacts and the potential implications for and of global tourism. It also examines the close relationship between World Heritage and tourism, and how climate change is likely to exacerbate problems caused by unplanned tourism development and uncontrolled or poorly managed visitor access, as well as other threats and stresses. Tourism can also play a positive role in helping to secure the future of many World Heritage sites in a changing climate. **SIDS involved: Case Study from Solomon Islands (East Rennell)**
World Heritage and Urban Heritage	2016	Language: English, French, Spanish	This issue examines how to manage urban areas as they grow, in order to both cherish our history and help them flourish socially, culturally and economically while they meet our needs. **SIDS involved: Case Study from Cuba (Old Havana)**
Culture & development 14: 2030 Agenda, Regional Work Plan for Culture in Latin America and the Caribbean (UNESCO LAC 2016-2021)	2016	Language: English, French, Spanish, Portuguese	The publication includes the actions to be implemented in the sphere of culture at the national and regional levels in Latin America and the Caribbean during the 2016-2021 period. UNESCO's work in the sphere of culture, the Culture for Development Indicators, the contents of previous issues and a summary of the 2030 Agenda. **(Caribbean SIDS involved, yet not specified)**
Intangible cultural heritage and the sustainable development goals in the Pacific	2016	Document code: WS/2016/CL/PI/1 Language: English	The brochure provides the ways intangible cultural heritage can help achieve the SDGs in the Pacific. **Target audience: SIDS in the Pacific**
Culture: Urban future - Global report on culture for sustainable urban development	2016	ISBN:978-92-3-100170-3 Language: English, Spanish, French	The Global Report presents a series of analyses and recommendations for fostering the role of culture for sustainable development. Drawing on a global survey implemented with nine regional partners and insights from scholars, NGOs and urban thinkers, the report offers a global overview of urban heritage safeguarding, conservation and management, as well as the promotion of cultural and creative industries, highlighting their role as resources for sustainable urban

			development. **SIDS involved:** **Case Studies of Haiti (Port-au-Prince) and Timor-Leste (Dili)**
Safeguarding indigenous architecture in Vanuatu	2017	Document code: SM/CAT4/17/002-E Language: English	"Safeguarding Indigenous Architecture in Vanuatu" is the final report of the research carried out by the Vanuatu Culture Centre (VCC) as a Post-Disaster Needs Assessment (PDNA) following Tropical Cyclone Pam in March 2015. It brings out invaluable testimonies of the village chiefs and community members that stress the importance of nakamal as a shelter, their cultural meanings and social functions that underpin the wellbeing of community. Several challenges facing the nakamal are highlighted, including the proliferation of imported building materials and construction techniques, the shortage of raw materials, the lack of resources required to renovate or reconstruct them. **SIDS involved: Vanuatu**
Safeguarding underwater cultural heritage in the Pacific: Report on good practice in the protection and management of World War II-related underwater cultural heritage	2017	Document code: SM/C4/17/003-300 Language: English	The publication provides valuable case studies on the management of WWII-related underwater cultural heritage (UCH) in different parts of the Pacific region. The report reveals that UCH in the Pacific not only holds invaluable information of historical, scientific, archaeological, social and cultural significance but also presents the potential for further supporting community livelihoods and sustainable development. The report illustrates the past and ongoing efforts in addressing the risks of pollution, safety issues and identifies good practices to address these risks. This report will provide Pacific SIDS useful guidance for developing guidelines or modifying existing guidelines for the improved protection and management of WWII-related UCH in each respective country and the region. **Target audience: SIDS in the Pacific**
The Culture of testing: sociocultural impacts on learning in Asia and the Pacific	2018	ISBN:978-92-9223-592-5 (electronic), 978-92-9223-591-8 (print) Language: English	This study, following on from UNESCO's 2015 Rethinking Education, and within the SDG4-Education 2030 backdrop, examines the social and cultural values of the quality of education. By examining the relationship between society, culture and the values that are placed on examinations

			and academic success, the report illuminates what drives societies to rely on tests as a measure of success. **SIDS involved: Fiji, Tonga**
[World heritage for sustainable development in Africa](#)	2018	ISBN:978-92-3-000045-5 Language: English, French	This publication examines World Heritage and sustainable development in Africa. It addresses not only the challenges of safeguarding World Heritage in the Africa region but also the process of integrating the objectives of the United Nations 2030 Agenda for Sustainable Development into African regional and national policies as well as the African Union's 'Agenda 2063: the Africa We Want'. **SIDS involved: A case study of Mauritius**
Education			
[Study guide and teacher's manual for: Reef and rainforest: an environmental encyclopedia and wiki of Marovo Lagoon, Solomon Islands; an open education resource project](#)	2015	Language: English	It serves as an encyclopedia of the local knowledge of the coral reef and rainforest environments of the lagoon. It is hoped that it will encourage young Solomon Islanders to continue to learn from the knowledgeable men and women of their villages, and that it may serve as a catalyst for similar undertakings in the Pacific Islands or elsewhere. **SIDS involved: Solomon Islands**
[Using large-scale assessments of students' learning to inform education policy: insights from the Asia-Pacific region](#)	2015	ISBN:978-1-74286-296-5 Language: English	This paper presents results from a systematic review of literature that examined the link between participation in large-scale assessments of students' learning and education policy in the Asia-Pacific region. **SIDS involved: Fiji, Kiribati, Marshall Islands, Federated States of Micronesia, Nauru, Palau, Samoa, Singapore, Solomon Islands, Tonga, Tuvalu, Vanuatu**
[Experts Meeting on Climate Change Education for Sustainable Development in Latin America and the Caribbean: report and recommendations](#)	2015	Document code: ED/TLC/ESD/2015/ME/2 REV. Language: English, Spanish	The meeting report analyzed the main challenges of climate change for the education systems of the Latin American and Caribbean region, as well as the role to be played by education in climate change adaptation and mitigation. **SIDS involved: Antigua and Barbuda, Bahamas, Barbados, Belize, Dominican Republic, Guyana, Jamaica, Trinidad and Tobago**

[Asia-Pacific regional Education for All report: a synthesis of the national EFA reports](#)	2015	Document code: TH/APL/15/009-300 Language: English	This regional synthesis report analyses and consolidates findings of the national EFA reports. Its purpose is to elucidate the major achievements, trends and issues arising from the analysis. In this regard, this EFA synthesis report serves as a reflective review of the overall achievements and impact of the EFA movement and provides a platform to clearly identify core lessons that will contribute towards the further sustainable development. **SIDS involved: SIDS in the Pacific**
[Open educational resources: policy, costs, transformation](#)	2016	ISBN:978-92-3-100148-2 (print/pdf), 978-92-3-100158-1 (ePub) Language: English	The book analyzes previous efforts to theoretically define the benefits of open educational resources (OER) and to examine the implementation of projects and policies through thematic chapters on policy, costs and transformation. It offers a balanced perspective on OER research and practice. The publication seeks to provide rich case studies of OER from both developed and developing countries, including bottom-up and top-down approaches. **SIDS involved: Case Study from the Caribbean (Antigua & Barbuda)**
[Global education monitoring report 2016 - Education for people and planet: creating sustainable futures for all](#)	2016	ISBN:978-92-3-100167-3 Language: English	The report shows the potential for education to propel progress towards all global goals outlined in the new 2030 Agenda for Sustainable Development (SDGs). It also shows that education needs a major transformation to fulfill that potential and meet the current challenges facing humanity and the planet. **(SIDS involved, yet not specified)**
[State of the art and policy guidelines on the training and professional development of early childhood teachers in Latin America and the Caribbean](#)	2016	Language: English, Spanish	The document presents the state of the art with regard to policies for the training and professional development of early childhood teachers in Latin America and the Caribbean and a set of guidelines for public policy-making in that regard. The study was conducted within the framework of the Regional Strategy on Teachers in Latin America and the Caribbean, which, in turn, is part of the global UNESCO Teachers for Education for All (EFA) initiative. **SIDS involved: Cuba, the Dominican**

			Republic, Trinidad and Tobago
[Final report - Saint Kitts and Nevis education policy review](#)	2016	Document code: ED.2016/WS/13 Language: English	This report synthesizes the findings and corresponding policy recommendations of the Education Policy Review carried out by UNESCO in Saint Kitts and Nevis (SKN) during 2014 and 2015 at the request of the government. The education policy review is both an assessment of the strengths and weaknesses of the education system and a proposal of a set of recommendations intended to address the policy issues identified during the review process. At the government's request, the review covered four policy domains: (1) academic staff policy; (2) curriculum development; (3) teaching and learning environments in primary and lower-secondary education; and (4) governance, planning, management, funding, and monitoring and evaluation (M&E) policies. **SIDS involved: Saint Kitts and Nevis**
[Improving school financing: the use and usefulness of school grants; lessons from East Asia and the Pacific](#)	2016	ISBN:978-92-803-1402-1 Language: English, French Corporate author: United Nations Children's Fund	This book presents the findings of the research project 'Improving school financing: the use and usefulness of school grants', implemented in Indonesia, Mongolia, Timor-Leste, and Vanuatu. **SIDS involved: Timor-Leste, Vanuatu**
[Teachers in the Asia-Pacific: career progression and professional development](#)	2016	ISBN:978-92-9223-555-0 Language: English	This report is a synthesis of research studies conducted in nine countries in the Asia Pacific Region. It examines the current trends and policies affecting teachers' career progression and professional development, focusing on 7 areas: (1) career paths; (2) professional development; (3) career guidance; (4) incentives; (5) promotion; (6) school leadership; and (7) gender. **SIDS involved: Samoa, Fiji**
[A Policy review: building digital citizenship in Asia-Pacific through safe, effective and responsible use of ICT](#)	2016	ISBN:978-92-9223-560-4 (print) Language: English	The publication examines current national policy responses to the issues relating to use of ICT and assessed the education sector's readiness and capacity in fostering digital citizenship among children aged 0-18. Participated by 22 out of 46 Asia Pacific Member States, the Policy Review addresses core indicators including availability of national curriculum for digital citizenship, policies that guide schools in mediating children's appropriate use of ICT and capacitating teachers,

			schools' online security measures, and adequate school infrastructure. **SIDS involved: Cook Islands, Federated States of Micronesia, Niue, Palau, Samoa, Solomon Islands**
Getting climate ready: A guide for schools on climate action	2016	ISBN:978-92-3-100193-2, 978-92-3-000050-9 (korean) Language: English, Korean	The book present guidelines and examples based on a survey looking at climate action projects at 55 schools in 12 countries. All schools in the survey are part of UNESCO's Associated Schools Project Network (ASPnet). In addition, this guide draws on examples and research published in peer-reviewed journals, books, national and international guidelines and frameworks and programme websites. SIDS involved: Cabo Verde, Dominican Republic, Haiti
Towards quality assurance of technical and vocational education and training	2017	ISBN: 978-92-9223-581-9 Language: English	UNESCO Bangkok conducted a regional study to examine quality assurance mechanisms supporting the qualification process in 13 countries in the Asia-Pacific region. This report features the results of that study, providing information to help Member States optimize quality assurance mechanisms for TVET qualifications, and respond more effectively to both national and international needs and developments. **SIDS involved: Samoa, Tonga**
Analyzing and utilizing assessment data for better learning outcomes	2017	ISBN:978-92-9223-578-9 Language: English	This synthesis report combines information from a regional mapping survey on learning assessments as well as 10 case studies that analyzed national, regional, or international assessment data with the aim to identify what conditions may significantly impact learning outcomes. **SIDS involved: Solomon Islands**
Enhancing relevance in TVET: review of progress in the Asia-Pacific since 2012	2017	ISBN: 978-92-9223-538-3 (Print) Language : English	This Review assesses the progress made by countries in the Asia-Pacific in developing their TVET systems since the Third International Congress on TVET. It focuses on relevance of TVET, the first recommendation of the Shanghai

			Consensus, and is based on a survey conducted among ministries, employers and youth organizations in the Asia-Pacific region. The Review provides findings and offers recommendations which give an insight into recent developments in TVET in the region. **SIDS involved: SIDS in the Pacific**
Global citizenship education in Latin America and the Caribbean: Towards a world without walls: global citizenship education in the SDG 4 - E2030 Agenda	2018	Document code: OREALC/2018/RP/H/1 Language : English, Spanish	This document summarizes the main topics addressed and issues discussed at the Latin America and the Caribbean Regional Network Meeting on Global Citizenship Education. Subsequently, the founding document of the Regional Global Citizenship Education Network for Latin America and the Caribbean, which was elaborated in light of the meeting's discussions, is presented. **SIDS involved: Cuba, Jamaica, Haiti, Trinidad and Tobago**
Paving the road to education: a target-by-target analysis of SDG 4 for Asia and the Pacific	2018	ISBN:978-92-9223-609-0 Language : English	This publication delivers a data-rich snapshot of Sustainable Development Goal 4, its targets and their monitoring indicators while analyzing available data through a lens of inequality. Assessing the progress which countries have made in the recent past as well as where countries currently stand, this publication sets a baseline against which Member States from Asia and the Pacific are able to monitor progress in achieving the Goal 4 over time but at latest by 2030. Finally, after discussing emerging opportunities and remaining challenges in the region, the publication seeks to assist Member States in identifying what steps can be taken to ensure that the region will achieve the new education agenda. **SIDS involved: SIDS in the Pacific**
Communication and Information[4]			

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[4] Source: UNESDOC: https://unesdoc.unesco.org/home;

Indicateurs d'égalité des genres dans les médias: cadre d'indicateurs pour mesurer la sensibilisation à l'égalité des genres dans les médias et les contenus	2015	ISBN:978-92-3-200044-6 Language: French	The aim of the Gender-Sensitive Indicators for Media (GSIM) is to contribute to gender equality and women's empowerment in and through media of all forms, irrespective of the technology used. The main focus of the publication is on the equality and gender dimensions of social diversity in the media. **SIDS involved: Case Studies from the Caribbean (Trinidad & Tobago, Barbados, Jamaica)**
The UNESCO Memory of the World Program (MoW) in Timor-Leste	2015	Document code: JAK/2015/PI/H/08 Language: English, Tetum	The report demonstrates that UNESCO Memory of the World Program, particularly the MoW Regional Committee for Asia and the Pacific (MOWCAP) raise awareness of the importance of safeguarding documentary heritage; support the development of a national committee and national Memory of the World register for significant documentary heritage collections in Timor-Leste; and to link collections in Timor-Leste to the Asian region and the wider world. **SIDS involved: Timor-Leste**
Culture: Urban future - Global report on culture for sustainable urban development	2016	ISBN:978-92-3-100170-3 Language: English, Spanish, French	The Global Report presents a series of analyses and recommendations for fostering the role of culture for sustainable development. Drawing on a global survey implemented with nine regional partners and insights from scholars, NGOs and urban thinkers, the report offers a global overview of urban heritage safeguarding, conservation and management, as well as the promotion of cultural and creative industries, highlighting their role as resources for sustainable urban development. **SIDS involved:** **Case Studies of Haiti (Port-au-Prince) and Timor-Leste (Dili)**
Inside the news: challenges and aspirations of women journalists in Asia and the Pacific	2015	ISBN: 978-92-9223-521-5 Language: English Corporate author: UN Women	The publication highlights how issues of gender impact the lives and work of journalists in the region with specific case studies from Cambodia, India, Malaysia, Nepal, Pakistan, Sri Lanka and **Vanuatu**. It comprises a regional report and recommendations to foster gender equality in the Media today.

			SIDS involved: Vanuatu
A Policy review: building digital citizenship in Asia-Pacific through safe, effective and responsible use of ICT	2016	ISBN:978-92-9223-560-4 (print) Language: English	The publication examines current national policy responses to the issues relating to use of ICT and assessed the education sector's readiness and capacity in fostering digital citizenship among children aged 0-18. Participated by 22 out of 46 Asia Pacific Member States, the Policy Review addresses core indicators including availability of national curriculum for digital citizenship, policies that guide schools in mediating children's appropriate use of ICT and capacitating teachers, schools' online security measures, and adequate school infrastructure. **SIDS involved: Cook Islands, Federated States of Micronesia, Niue, Palau, Samoa, Solomon Islands**
Memory of the World: Documentary Heritage in Asia and the Pacific	2016	ISBN:978-988-77231-0-3 Language:English	This book reveals a documentary heritage of unique richness. This includes moments of historic change – from the invention of moveable metal type, the compilation of the medical knowledge of antiquity and the invention of the modern feature film to the achievement of universal suffrage for women. **SIDS involved: Papua New Guinea, Guyana, Suriname, Trinidad and Tobago**
Policy papers UNESCO: ICT, education and social development in Latin America and the Caribbean	2017	Language: English, Spanish, Portuguese	This document is to provide elements for the discussion on the design of policies for access and use of ICT in education, within the scope of social policies. **(yet SIDS not specified)**
Analyzing and utilizing assessment data for better learning outcomes	2017	ISBN:978-92-9223-578-9 Language: English	This synthesis report combines information from a regional mapping survey on learning assessments as well as 10 case studies that analyzed national, regional, or international assessment data with the aim to identify what conditions may significantly impact learning outcomes. **SIDS involved: Solomon Islands**
World trends in freedom of expression and media development: regional overview of	2018	Language: English	The report series offers a critical analysis of new trends in media freedom, pluralism, independence and the safety of journalists in the region. With a special focus on gender equality in the media, the report provides a global perspective that serves

[Latin America and the Caribbean 2017/2018](#)			as an essential resource for UNESCO Member States, international organizations, civil society groups, academia and individuals seeking to understand the changing global media landscape. **(Caribbean SIDS involved, yet not specified)**
[World trends in freedom of expression and media development: regional overview of Africa 2017/2018](#)	2018	ISBN:978-92-3-100291-5 Language: English	The report series offers a critical analysis of new trends in media freedom, pluralism, independence and the safety of journalists in the region. With a special focus on gender equality in the media, the report provides a global perspective that serves as an essential resource for UNESCO Member States, international organizations, civil society groups, academia and individuals seeking to understand the changing global media landscape. **(SIDS in Africa involved, yet not specified)**
[World trends in freedom of expression and media development: regional overview of Asia Pacific 2017/2018](#)	2018	ISBN:978-92-3-100293-9 Language: English	The report series offers a critical analysis of new trends in media freedom, pluralism, independence and the safety of journalists in the region. With a special focus on gender equality in the media, the report provides a global perspective that serves as an essential resource for UNESCO Member States, international organizations, civil society groups, academia and individuals seeking to understand the changing global media landscape. **(SIDS in the Pacific involved, yet not specified)**
[Social media guidelines: a handbook for media professionals and journalists in the Caribbean](#)	2018	Language: English	The guidelines provide a suggestion for a set of 'House Rules' that demonstrate to professionals and users that you are aware of the implications of social media use. These new Social Media Guidelines were initially developed during a three-day workshop, supported by the UNESCO Caribbean Cluster Office, with inputs and feedback from media professionals and organizations in the Caribbean.
[Positioning ICT in education to achieve the Education 2030](#)	2018	ISBN:978-92-9223-587-1 Language: English	This regional study, 'Positioning ICT in Education to Achieve the Education 2030 Agenda in Asia and the Pacific: Recommendations for a Regional

			Strategy', is a comprehensive compilation of data on the current situation of SDG 4 as regards ICT in education in the Asia-Pacific and Asia-Pacific Member States' perceptions on how the integration of ICT into education systems can contribute to achieving SDG 4 targets. **(SIDS in the Pacific involved, yet not specified)**
Agenda in Asia and the Pacific: recommendations for a regional strategy			
Asia Pacific region: UNESCO in the Media: press reviews and clippings 2016–2017	2018	Document code: TH/DOC/PIO/18/014 Language: English	The variety of reports compiled in this compilation are testament to the breadth of UNESCO's activities and their growing profile in the Asia-Pacific region. The articles here are grouped according to seven core UNESCO themes: education transfer lives; fostering freedom of expression; protecting our heritage and fostering creativity; learning to live together; building knowledge societies; one planet one ocean; and science for a sustainable future. **(SIDS in the Pacific involved, yet not specified)**
Memory of the World: 20 years of MOWCAP; documentary heritage on the Asia-Pacific Register 2018	2018	Document code: TH/2018/CI-001 Language: English	This publication celebrates the 20th anniversary of the Memory of the World Committee for Asia and the Pacific (MOWCAP), highlighting the documentary heritage on the Regional Asia-Pacific Register from its creation in 1998 to 2016. It aims at raising public awareness of the existence and significance of documentary heritage in the region as well as our challenges for preserving and providing access to it in the context of the implementation of the Recommendation concerning the preservation of, and access to, documentary heritage including in digital form (2015). **SIDS involved: Cook islands, Fiji, Maldives** **Samoa, Singapore, Papua New Guinea, Guyana, Suriname, Trinidad and Tobago**
Social and Human Sciences			
Sexual and reproductive health of young people in Asia and the Pacific: a review of	2015	Document code: TH/DOC/HP2/15/07 Language: English Corporate author: United	This wide-ranging report reviews the status of young people's sexual and reproductive health in 32 countries across Asia and the Pacific -- focusing on the impact of existing policies and

issues, policies and programmes		Nations Population Fund	programmes, and showcasing best practices in the region. The report provides recommendations and identifies priority areas where urgent focus is needed to prevent early and unintended pregnancy, unsafe abortion, sexually transmitted infections and HIV and to ensure that no young person is left behind. **SIDS involved: SIDS in the Pacific**
Inside the news: challenges and aspirations of women journalists in Asia and the Pacific	2015	ISBN: 978-92-9223-521-5 Language: English Corporate author: UN Women	The publication highlights how issues of gender impact the lives and work of journalists in the region with specific case studies from Cambodia, India, Malaysia, Nepal, Pakistan, Sri Lanka and **Vanuatu**. It comprises a regional report and recommendations to foster gender equality in the Media today. **SIDS involved: Vanuatu**
Migration, free movement and regional integration	2017	ISBN:978-92-3-100258-8 Language: English	This publication addresses the issue of the free movement of people within regional spaces. It brings together a host of well-known scholars to analyze, from a cross-disciplinary perspective, the different approaches to free movement used by some 30 regional organizations. It also presents a comparative review of the various measures taken and obstacles encountered by these organizations to highlight current and emerging trends. **SIDS involved: SIDS in the Caribbean and Pacific**