

**UNESCO's contribution  
to the UNSG Report on the follow-up to and implementation of the  
SAMOA Pathway for the sustainable development of SIDS 2020**

**QUESTIONNAIRE**

**Implementation of the SAMOA Pathway and the MSI, BPOA for the  
Sustainable Development of SIDS**

Please note that **strict word limits** have been established for each question. The Secretariat is unable to consider any information beyond these established word limits. In this regard, you are requested to report only on new, updated or on the *most critical/noteworthy* information. Information conveyed in previous surveys will also not be considered. Previous surveys can be accessed at <https://sidsnetwork.org/> under reports.

**1. Legal/Policy/Institutional Arrangements for SIDS and/or the implementation of the SAMOA Pathway<sup>1</sup>**

Does your entity/organization/government have a SIDS Strategy? If not, are there any plans to establish one, including with the appropriate resources for implementation.  
**(1000 words)**

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, in Education, Natural Sciences, including Ocean sciences, Culture, Social and Human Sciences, Communication and Information. This Action Plan fully aligns with the SAMOA Pathway, the Paris Agreement, the 2030 Agenda and the Sendai Framework for Disaster Risk Reduction, in tackling climate change and enhancing disaster risk reduction (DRR), among others. Its objectives cover the following actions:

1. Enhancing island capacities to achieve sustainable development through education and the reinforcement of human and institution capacities;
2. Enhancing SIDS resilience and the sustainability of human interactions with ecological, freshwater and ocean systems;
3. Supporting SIDS in their management of social transformations and the promotion of social inclusion and social justice;

---

<sup>1</sup> This question seeks to examine the extent to which each respondent mainstreamed SIDS and the Samoa Pathway into co-operation frameworks, programmes and activities, national development plans etc, to ensure effective follow-up and implementation at regional and national levels in SIDS.

4. Preserving tangible and intangible cultural heritage and promoting culture for island sustainable development;
5. Increasing connectivity, information management and knowledge sharing.

To ensure the implementation of the SIDS Action Plan, specific SIDS targets were integrated in the successive programmes and budgets of the Organization (39 C/5 for 2018-2019 and 40 C/5 for 2020-2021), which were approved by the UNESCO Governing Bodies. This allows measuring progress towards the implementation of the Action Plan and its contribution to the Samoa Pathway.

## 2. Financial Arrangements

Please give an indication of the budget allocated to SIDS SAMOA Pathway programme areas in your government/organization/entity, if applicable, for the period Jan. 2019 to Jan. 2020 or the fiscal cycle that best fits this period. If the priority areas cannot squarely fit this chart, please report as closely as you can.

Support to SIDS is carried out through the use of the regular programme budget and extra budgetary programmes (with the financial support of donors, including among others, JFIT, SIDA and UN Joint Programme FIT). SIDS are also supported through the UNESCO Participation Programme and emergency assistance. The financial breakdown below gives only figures that directly benefit SIDS. As an UN organization with a mandate to strengthen international cooperation in its fields of competence, UNESCO's support to SIDS is much broader and includes the delivery of an important number of intergovernmental programmes and activities that have global and regional coverage; this support is not necessarily reflected in the table below. UNESCO's gender equality related action is mainstreamed throughout all programmes and activities.

Priorities	Investment (USD)	Budget Allocation (USD)	FY/ Cycle/ Period
Sustainable, inclusive and equitable economic growth	50 000	25 000	2019
Climate Change	90 000	165 149	2019
Sustainable Energy			
Disaster Risk Reduction		100 654	2019
Oceans and seas		501 468	2019

Food Security and Nutrition			
Water and Sanitation	30 000		2019
Sustainable Transportation			
Sustainable Consumption and Production			
Chemical and Waste management			
Health and NCDs		38 000	2019
Gender equality			
Social development <ul style="list-style-type: none"> <li>• Culture and sports</li> <li>• Education (cutting across various priorities areas listed above and below)</li> </ul>	576 499	2 626 365	2018-2019
Biodiversity	100 000	300 000	2019
Means of implementation		1 458 000	2018-2019
Communication and Information	2 469 869	2 469 869	2019
<b>Total</b>	<b>3 316 368</b>	<b>7 684 505</b>	

### 3. Implementation of the SAMOA Pathway and Support to SIDS over the remaining life of the SAMOA Pathway

Based on the call for action and other priority areas contained in on A/Res/73/3, please provide an indication of your entity's/organization's/government's proposed focus in the remaining life of the SAMOA Pathway. What outcomes are you seeking to achieve? (1500 words)

UNESCO will continue to support SIDS through its dedicated UNESCO SIDS Action Plan, to ensure implementation of key SIDS priorities areas based on the outcomes of the SAMOA Pathway Mid-term (SAMOA+5).

In the area of Education, building on the Organization's ongoing work with SIDS, UNESCO will support enhancing island capacities to achieve development through education and the reinforcement of human and institutional capacities. In particular:

- In the area of education policy, UNESCO will engage in sector-wide education policy reviews, with a special focus on a lifelong learning approach and the holistic nature of SDG 4.
- Within the new global framework for Education for Sustainable Development, 'ESD for 2030', UNESCO will support SIDS to integrate the knowledge, skills, values and attitudes needed for sustainable development into education, with special attention to climate change.
- Teacher education and professional capacity development activities will continue both in the areas of teacher quality overall and in specific action-oriented pedagogies needed for sustainable development.
- In the area of TVET, in particular the 'greening of TVET', UNESCO will support SIDS to implement policy advice, provide policy dialogue opportunities, provide capacity development, and monitor the achievement of relevant normative instruments (UNESCO TVET Recommendation 2015).

The Mid-term review of the SAMOA Pathway (SAMOA+5) reiterated key priorities of the SAMOA Pathway including on (a) *climate change, disaster risk reduction and resilience building*, and (b) *conservation, protection, management and sustainable use of oceans, seas and their resources*. UNESCO is very active in addressing all these priorities:

In the area of ocean science, given the leadership role of the Intergovernmental Oceanographic Commission (IOC) of UNESCO in the UN Decade of Ocean Science for Sustainable Development (2021-2030), the IOC will endeavour to include science aspects for the above two priorities in the UN Decade Action Plan and Science Plan. The Action Plan and Science Plan of the Decade have been prepared with active participation of SIDS Member States at regional workshops as well as the global preparatory meetings. The first regional consultation of the Decade (Noumea, July 2019) gathered 100 participants from the Pacific Community (including 11 SIDS).

In terms of water sciences, the UNESCO Intergovernmental Hydrological Programme (IHP) Strategic Plan of the eighth phase of IHP (IHP-VIII, 2014-2021) aims to ensure that Member States achieve water security. Water security is defined as the capacity of a population to safeguard access to adequate quantities of water of acceptable quality for sustaining human and ecosystem health, and to ensure protection against water-related hazards – floods, landslides, land subsidence and droughts. IHP's expertise can therefore address the following SAMOA priority areas: climate change, disaster risk reduction, and water and sanitation. IHP is currently in the process of seeking funding to support the application of its programmes and expertise in SIDS.

In the area of ecological sciences, the UNESCO Man and the Biosphere (MAB) Programme

will continue to work with SIDS mainly on 1) Sustainable, inclusive and equitable economic growth; 2) Climate change mitigation and adaptation and 3) Biodiversity conservation. The outcomes sought are to:

- Increase the number of biosphere reserves in SIDS and ensure their good management and governance in the long term. In 2020, four new biosphere reserves proposals will be reviewed by the MAB Council: one in Comoros, two in Cape Verde and one in Trinidad and Tobago.
- Increase the capacities of these sites, mainly in conservation of biological and cultural diversity, sustainable development and climate change mitigation and adaptation.
- Generate opportunities to improve the socio-economic level of vulnerable groups, mainly women, youth and indigenous peoples.

The Secretary of the MAB Programme visited Saint Vincent and the Grenadines and Grenada in 2019 to help the countries establish their first biosphere reserve. With the same objective, a national workshop is planned to be held in June 2020 in Aruba. A meeting of Caribbean SIDS is expected to take place in early 2021 to reinforce the work between the countries to create and strengthen biosphere reserves.

In the area of science, technology and innovation, UNESCO will continue working with SIDS towards the development and strengthening of inclusive science, technology and innovation (STI) policy systems and governance. UNESCO will provide technical expertise to support them in the development of guidelines for national and regional STI policies, based on official requests and as follow-up of activities and projects undertaken in the past years. The cooperation will also include capacity-building activities in the areas of policy-making, STI roadmaps for SDGs and STI governance.

In addition, UNESCO International Basic Sciences Programme (IBSP), during its 12<sup>th</sup> statutory meeting, outlined new priorities for the Organization's next medium-term strategy 2022-2029, on how to use STI to implement the SDGs. One of the priorities is a stronger involvement in the 'Blue economy' to foster economic growth, food and energy security, and UNESCO considers that SIDS are important players in this initiative and will contribute through strengthening their national research and innovation systems.

In response to UN General Assembly resolution A/RES/74/3 and the priority areas outlined in the Call for Action contained therein, UNESCO's focus in the field of culture will be on cultural and natural heritage management and on the development of cultural and creative industries as a means to help address poverty, unemployment, inequality and exclusion through economic growth and diversification. In line with the Sendai Framework for Disaster Risk Reduction, UNESCO will help SIDS to protect their cultural and natural

heritage against the adverse effects of natural disasters and climate change. Actions will aim to strengthen SIDS resilience through reinforcing their institutional, human and legal capacities in preparedness and response.

In the area of social and human sciences, action will focus on Youth leadership on climate change adaptation and disaster risk reduction, including support to the Caribbean Youth Network on Climate Change launched in 2019, with the aim to strengthen capacities and contribution of young researchers and activists to decision-making processes related to public policies on climate change. Youth research on climate change and sustainability is also supported in the AIS, Caribbean and Pacific region. Similarly, climate action will be encouraged by facilitating the mobilization and advocacy of youth networks related to climate change through the establishment of the Youth UNESCO Climate Action Network (YoU-CAN), launched in December 2019 at the COP 25 in Madrid. In addition, UNESCO supports the Pacific Sport Physical Activity and Physical Education Action Plan focused on health and well-being, as well as the UNESCO

In the area of Communication and Information, action focuses on comprehensive and disaggregated data collection and analysis to inform evidence-based policy by using the UNESCO Internet Universality Indicators and monitoring and reporting on SDG 16.10.2. Capacity development and technical assistance are also provided in the promotion of indigenous languages, reinforcement of community media practices as well as piloting media and information literacy. The UNESCO Recommendation on Open Educational Resources (OER) also provides for opportunities to promote quality and inclusive learning. The recommendation supports the creation, use and adaptation of inclusive and quality OER, as well as facilitates international cooperation with regards to learning, teaching and research materials that permit no-cost access, re-use, re-purpose, adaptation and redistribution by others.

What specific actions, if any will your entity/organization/government take to address any of the gaps and challenges identified in the political outcome (paras 15 ~29), section on “Call for Action” in the document A/RES/74/3<sup>2</sup>? **(1500 words)**

UNESCO’s intersectoral and multidisciplinary mandate in education, natural sciences, social and human sciences, culture, communication and information, will continue to support SIDS in addressing the gaps and challenges identified in the political declaration of the SAMOA+5 review process. These areas are all fundamental tools for SIDS in their path towards attaining sustainable development. Key actions include:

In the area of Education, to address the challenges identified in the political outcome

---

<sup>2</sup> The document can be accessed at <https://undocs.org/en/A/RES/74/3>

document, and based on the Organization's work with SIDS, support to SIDS will be provided in the context of coordination and implementation of SDG 4 on Education. An important specific framework will be provided by 'ESD for 2030', which has been approved by UNESCO's General Conference and aims at mobilizing ESD for the achievement of all SDGs. The implementation will focus on support to national level multisectoral initiatives as well as regional and global level partnerships.

As part of ESD for 2030, UNESCO will continue to mobilize education to respond to climate change and will build capacities of education stakeholders on climate change education. It will publish a global report that provides a state of the art overview on how countries integrate environmental issues, including climate change, into education. This work will also inform UNESCO's support to SIDS.

In the area of ocean science and in relation to paragraph 26 of document A/RES/74/3, UNESCO's Intergovernmental Oceanographic Commission (IOC) will continue to support:

- a) Climate Change: IOC will assist its Member States in developing capacities for climate change impact mitigation and adaptation that are based on specialized scientific knowledge. Specifically, the activities will contribute to building local capacities to improve the scientific knowledge about ocean acidification and blue carbon in SIDS, as these states depend highly on ecosystem services impacted by ocean acidification and the degradation of blue carbon ecosystems.
- b) Disaster Risk Reduction: through the current deployment and functioning of IOC's Intergovernmental Coordination Groups for tsunami (and other coastal hazards) which benefit Caribbean, Indian Ocean and Pacific SIDS in particular.
- c) Oceans and Seas: IOC's engagement in support of SIDS will continue to focus on the development of marine scientific and technological capacity of SIDS, and enhanced cooperation to assess ocean acidification impacts.

The above is aligned with Member States' request to the Science Commission at the UNESCO 40<sup>th</sup> General Conference, that IOC's engagement in support of SIDS should continue to focus on the building of SIDS actions related to tsunami early warning systems, increased resilience to climate change and ocean-related hazards and the development of marine scientific and technological capacity of SIDS.

In the area of water sciences, the UNESCO Intergovernmental Hydrological Programme (IHP) will put its expertise, networks and capacity to support disaster risk reduction for water-related disasters such as drought and flood and reduce the impacts of climate change on water resources. Ongoing activities aim to improve and disseminate knowledge on: early warning systems and water use efficiency to better prepare for drought and flood; water harvesting and groundwater and its sustainable management for increased water access; and water quality. IHP is currently exploring opportunities to obtain funding to apply such programmes and activities in SIDS.

In the area of ecological sciences, UNESCO will continue to mobilize funds to carry out

specific projects in the areas of sustainable, inclusive and equitable economic growth; climate change mitigation and adaptation and biodiversity conservation. It will also ensure that SIDS participate in the World Network of Island and Coastal Biosphere Reserve to increase their capacities and have the support of the Network in those different areas of work.

In the area of culture, specific actions to be taken to address the gaps and challenges identified in document A/RES/74/3 will focus on two priority areas. The first one will be about enhancing the capacities of SIDS to safeguard their cultural and natural heritage, including marine, underwater and living heritage. This will be done through the provision of technical support. The second priority area will concern the development of cultural and creative industries. This will entail supporting SIDS cultural institutions and professionals in market access through technical assistance and informed and participatory cultural policy-making.

In the area of social sciences, UNESCO can bring the expertise of its different programmes to enhance social development in SIDS through i) Scaling up science integration through UNESCO International Social Sciences Schools; ii) Assisting in the development of mechanisms to support the use of research evidence to developing responsive and effective public policies; iii) Youth empowerment by building youth leadership for adaptation to climate change and disaster risk reduction by bridging research and decision-making; and by addressing youth crime and youth violence through peacebuilding. The overall aim is to strengthen SIDS institutions and decision making in the area of public policies to deliver the SDGs. This will particularly focus on SDG 16, which “Promote just, peaceful and inclusive societies”, also known as the “governance” SDG, which includes a strong dimension on social inclusion. There are two targets of particular relevance: Target 16.6 “Develop effective, accountable and transparent institutions”; and Target 16.7 “Ensure responsive, inclusive, participatory and representative decision-making”.

In the area of Communication and Information, UNESCO will also continue to support SIDS within three specific areas:

- a. The first one is to prioritize access to technology and innovation as enablers and drivers for sustainable development in SIDS (in line with UNGA resolution A/RES/74/3, paragraph 29). In that view, UNESCO’s Internet Universality framework, which advocates for an Internet that is human rights based, open, accessible and nurtured through multi-stakeholder participation, provides a basis for policy elaboration and evidence-informed recommendations concerning advanced ICTs.
- b. The second area is to complement the promotion of access to technology and innovation, through promoting media and information literacy and the development of digital skills. This approach aims to enable citizens to adopt a critical perspective on digital technologies and related content, notably with a view to harnessing their full potential for sustainable development.
- c. The third area is on policy advice, which will also be provided in strengthening the implementation of the UNESCO Recommendation on Open Educational

Resources (OER), adopted by the General Conference in 2019.

Data and statistics remain a significant challenge for SIDS. It hinders the ability of SIDS to report on key international commitments. Most SIDS are currently able to report on less than 50% of the SDG indicators. Please give an indication of any proposed targeted action at national or sub regional levels, to address this area in SIDS (**1000 words**)

Education (SDG 4): in 2020, UNESCO will collect data for the first time for global indicators 4.7.1, 12.8.1 and 13.3.1 using a questionnaire it has developed for the regular monitoring of the implementation by UNESCO Member States of its *1974 Recommendation concerning Education for International Understanding, Co-operation and Peace, and Education relating to Human Rights and Fundamental Freedoms*. Assistance will be available from UNESCO to countries, including SIDS, which need support in completing the questionnaires. First results are expected to be published in June/July 2021.

Ecological sciences: the UNESCO's Man and the Biosphere (MAB) Programme is currently working on the development of a database of all its biosphere reserves - including those in SIDS - using biosphere reserve designation files and periodic reviews as a source. The database will contain data on natural aspects (ecosystems, species, ecosystem services, etc.), social and economic aspects (population, languages, indigenous peoples, economic activities, among others.) that can help SIDS to systematize their information on these areas.

Science, technology and innovation (STI): UNESCO organizes, in cooperation with UNESCO Institute for Statistics, training activities in the field of measurement of STI, monitoring and evaluation of STI policies, such as the sub-regional course recently held in the Caribbean.

UNESCO is promoting increased access to STI and promoting equal opportunities for all to engage in and benefit from STI, to enable societies, including in SIDS, to create innovative and sustainable solutions, based on their socio-economic and environmental conditions. An Open Science movement, driven by the advance in digital technologies, has emerged by the scientific community and is spreading across nations, calling for the opening of the gates of knowledge and to make science more accessible, efficient, democratic, and transparent. Open Science allows scientific information, data and outputs to be more widely accessible (Open Access) and more reliably harnessed (Open Data) with the active engagement of all relevant stakeholders (Open to Society). Recognizing Open Science as a potential game-changer for achieving the Sustainable Development Goals and bridging the STI gaps, particularly in LDCs and SIDS, UNESCO is developing an international standard setting instrument on Open Science in the form of a Recommendation to be adopted by the UNESCO General Conference in 2021. The UNESCO Recommendation on Open Science is being developed through a global and regional consultative processes, including with Member

States, the scientific community, key scientific international and national institutions and entities, UN agencies, citizens and traditional knowledge holders to ensure that open science truly benefits developing countries, LDCs and SIDS in particular.

Through its Global Ocean Science Report, UNESCO is monitoring the research and human capacities in ocean sciences around the globe. The 2017 Ocean Science Report provides a series of specific gender disaggregated data for several SIDS. The Global Ocean Science Report 2021 is under preparation.

Freshwater: the United Nations World Water Development Report (WWDR) series, produced by UNESCO World Water Assessment Programme in collaboration with numerous members and partners of UN-Water, focuses on a different theme every year to provide decision-makers with the information on strategic water issues, to highlight global trends and propose policy-relevant recommendations based on most up-to-date UN datasets. The WWDR will continue to include regional analysis and provide examples from different geographical areas, including SIDS.

Culture: with a view to expanding the evidence base of culture's contribution to sustainable development and to achieving Sustainable Development Goals, UNESCO developed a set of thematic indicators aimed to facilitate data collection and support statistical analysis. These Culture|2030 Indicators will be pilot-tested in 2020, after which UNESCO will endeavour to support Member States, including SIDS, in their application. In that regard, CARICOM and The Pacific Community expressed an interest in receiving such support. This will help bridge the data gap that currently exists in the field of culture and sustainable development. This work complements the work currently done by the UNESCO Institute for Statistics that is custodian of indicator 11.4.1 on cultural and natural heritage.

Through its youth programme and networks, UNESCO will continue to enhance statistical capacities of young researchers and activists on data collection related to SDG indicators on climate change, with a contribution from the Caribbean Youth Network on Climate Change.

Communication and information: UNESCO is the lead UN agency for reporting progress of SDG indicator 16.10.2 on public access to information, and a contributing agency to SDG indicator 16.10.1 on the safety of journalists. The Organization has developed monitoring tools that are shared with Member States, including SIDS, to help them report on these two indicators.

Indigenous and local knowledge systems (ILK): UNESCO will also continue to assist SIDS in mobilizing indigenous and local knowledge systems and build synergies with science and policy, to address challenges of sustainable development, including climate change. In

September 2019, a workshop was organised in Georgetown, Guyana, on ‘Mobilizing Indigenous and Local knowledge solutions: Addressing Climate Impacts and Vulnerabilities. A perspective from the Caribbean’. It brought together key stakeholders in order to elaborate a regional perspective on how ILK constitute a crucial element in social and ecological resilience processes and how it is mobilized for climate change adaptation in the Caribbean region. The meeting facilitated exchanges among communities and institutions that are ILK holders, practitioners, and experts including leading regional meteorologists, with the view of stimulating a network in the region. It allowed to strengthen capacities in order to include ILK in National Adaptation Plans (NAPs), as agreed in the Paris Agreement, Article 7. Through a collection of case studies, UNESCO provided a Caribbean-wide overview of how ILK constitutes a key element when facing the environmental risks involved in climate change. The discussions also considered ways in which ILK, science and policy-making could be better aligned. The UN Framework Convention on Climate Change (UNFCCC) specifically calls on governments to mobilize indigenous knowledge for adaptation to climate change as set out in a number of decisions, notably the Paris Agreement of 2015. In particular, it was an important UN contribution to the UNFCCC Local Communities and Indigenous Peoples Platform (LCIPP) rolling work plan.

#### **4. Financing for Sustainable Development in SIDS**

Access to low cost development financing is a longstanding concern and priority for SIDS. Please indicate any plans or approaches which your entity/organization/government may have to support or enhance SIDS access to concessional finance, including the broadening partnerships, to address capacity constraints and enhance SIDS ability to mobilise, manage and spend financial resources from a wider array of sources (**1500 words**).

Through the thematic and regional networks of its MAB programme, UNESCO ensures that there is resource mobilization and capacity transfer. It also supports Member States in mobilizing funds, by acting as a bridge between donors and beneficiary countries.

Through the organization of training activities for members of the Caribbean Youth Network on Climate Change, UNESCO strengthens the capacities of youth in relation to the preparation of projects for fund mobilization, in collaboration with the European Union and other donors.

Within the framework of its new Strategy for Strengthening Partnerships and Resources mobilization, UNESCO is actively engaging with SIDS Member States in focused training activities in strategic partnership building and resources mobilization. A first UNESCO Regional Partners Forum for Latin America and the Caribbean was organized in Panama City, on 3-4 September 2019.

Please elaborate on any specific plans or programmes at national and or sub regional levels to support SIDS to explore approaches and financial instruments that can help SIDS maximise resources for sustainable development from a broader array of resources, in particular through innovative financial instruments such as green bonds, blue bonds, and blending arrangements (**1500 words**).

In response to the request of its Member States, UNESCO initiated an active fundraising process for SIDS. For example, a “Caribbean Forum: Advocating for Small Island Developing States” was organized in September 2019 by UNESCO, in collaboration with the Ministry of Culture, Gender, Entertainment and Sport of Jamaica. The Forum provided a platform for dialogue to reflect on future lines of action on prevalent challenges in Caribbean SIDS, with a focus on Youth, Climate Change, Disaster Preparedness, among others. It also offered a unique opportunity to identify concrete entry points for enhanced cooperation and strategic multi-stakeholder partnerships in achieving the 2030 Agenda. A similar Regional Partners Forum is being planned for the Pacific region within the 2020-2021 UNESCO’s programme and budget period.

## **5. Climate Change and Disaster Risk Resilience**

Please elaborate on any specific or planned programmes which your entity/organization/government intends to engage to support SIDS to build climate resilience, including building back better in the aftermath of disasters? (**1000 words**)

UNESCO promotes an educational response to climate change as part of its programme on Education for Sustainable Development (ESD), which UNESCO leads.

Climate Change Education (CCE) empowers everyone with knowledge, skills, values and attitudes that are needed to mitigate climate change and adapt to its impacts. ESD addresses cognitive, socio-emotional and behavioural learning dimensions.

There is an international mandate for CCE, which derives from Article 6 of the UNFCCC, the Doha Work programme on Art. 6 (2012-2020), Article 12 of the 2015 Paris Agreement, and the 2030 Sustainable Development Agenda (esp. SDG 13.3).

UNESCO works as a global advocate for CCE, produces and shares knowledge and policy guidance, provides country support and implements projects:

- In the area of advocacy, UNESCO makes the case globally for the importance of education as a key element of climate change responses. This includes coordinating with UNFCCC Alliance on Action for Climate Empowerment (ACE), regrouping 13 UN Agencies and ensuring that education is duly visible in the COP process.
- UNESCO develops CCE guidance materials for policy makers and other stakeholders. This includes guidelines on implementing Article 6 of the Convention, currently in

particular in the context of revising NDCs.

- UNESCO supports countries to integrate CCE into education systems through capacity building and technical support. This includes work through the UNESCO Associated Schools Network, which is planning to roll out the whole school approach to climate change to all of its 11,000 members, including in SIDS.

UNESCO's Biosphere Reserves are observatories of climate change and sustainable development. Projects are carried out in these sites to collect data on climate change and identify appropriate measures on mitigation and adaptation. Training courses and meetings are held every year to increase capacities on various environment and sustainable development related issues. At the end of 2020 a meeting for African biosphere reserves in SIDS will take place in the Island of Principe (Sao Tomé and Principe). The meeting, sponsored by the MAB Programme, the islands of Jeju (Republic of Korea) and Menorca (Spain) will support the biosphere reserves in Cape Verde, Comoros, Guinea Bissau on issues related to sustainable development and climate change adaptation and mitigation. Activities such as reforestation are also being carried out in the field, such as in La Selle Biosphere Reserve (Haiti), to recover the soil, increase water resources and avoid the risk of disasters (hurricanes, landslides).

UNESCO's Intergovernmental Hydrological Programme (IHP) organized a session at the 28th Annual CWWA Conference in St Kitts and Nevis on 15 October 2019. The session promoted IHP's approach to achieving water security in the Caribbean and convened international experts and IHP National Focal points within in the Caribbean to exchange experiences and innovations on water security in SIDS. Key topics included: water security perspectives from Pacific and Indian Ocean SIDS, and the UNESCO Report on the Impacts of Hurricane Dorian to the Water Sector in The Bahamas. Among others, Prime Minister of St Kitts and Nevis, HE Timothy Harris, in his opening address urged UNESCO-IHP to support the Caribbean region in integrating watershed and aquifer management, which incorporates the social dimension of water resources, promotes and develops international research in hydrological and freshwater sciences. A follow-up to this call will be ensured.

In terms of Culture, UNESCO will continue to help SIDS mitigate impacts of climate change and disasters on cultural and natural heritage. Actions will aim to strengthen SIDS resilience through reinforcing their institutional, human and legal capacities in preparedness as well as in response. UNESCO will act on the Sendai Framework, which includes relevant provisions, as well as upon the Addendum to UNESCO's Strategy for the protection of culture concerning emergencies associate with disasters, which entails four priority areas of action, reflecting the Sendai Framework, as follows: i. Understanding disaster risk to culture; ii. Strengthening disaster risk governance of the culture sector to manage disaster risk; iii. Investing in disaster risk reduction of culture for resilience, and iv. Enhancing disaster preparedness for effective response to "Build Back Better".

One of the ways to mitigate climate change is to invest in 'Green Chemistry' research. Major themes in green chemistry today include improving efficiency in energy use, reducing waste and carbon footprint, promoting use of renewable material in production processes and eliminating the use and generation of hazardous substances. The increase in awareness and concern about these issues provides some unique opportunities for enhancing the acceptance of Green Chemistry as a component of "Green" economy, business strategies and lifestyles that are gaining more traction. Building capacities through training workshops, fellowships, and technology transfer in chemical sciences will enhance understanding, mitigation and adaptation to climate change. Evidence based on the best available science is essential to inform the policy and decision making on all three fronts. Already, chemists and chemical engineers contribute, such as by improving atmospheric and ocean chemistry, developing new energy production and carbon mitigation solutions, and helping crops to better tolerate the changing climatic conditions. Green Chemistry is not a topic that is taught or researched in a large number of universities in SIDS. UNESCO plans to deploy its university chairs, networks and global partners to enhance SIDS research institutions in Green Chemistry.

UNESCO provides key activities relating to social inclusion, management of social transformations and narrow the 'know-do gap'. Two UNESCO International Schools were organized in June 2018 and December 2019 in the Caribbean, the latter focused on "Promoting youth leadership on climate change adaptation and disaster risk reduction in the Caribbean", and launched the Caribbean Youth Network on Climate Change with representatives from 19 countries. The Science Schools represented the coordinated synergy of several of UNESCO's intergovernmental science programmes: the Management of Social Transformations (MOST) programme; the Intergovernmental Oceanographic Commission (IOC); the International Hydrological Programme (IHP); the Man and the Biosphere Programme (MAB); and the Sandwatch project of the Small Islands and Indigenous Knowledge Section (SII). UNESCO started the preparatory process, including multisectorial consultations, to replicate the initiative of UNESCO Science Schools in the Pacific, in 2020- 2021.

Youth-led climate action is encouraged by facilitating the mobilization and advocacy of youth networks through the Global Youth UNESCO Climate Action Network (YoU-CAN), launched in December 2019 at COP 25 in Madrid. The Youth Network on Climate Change intends to enable and foster the creation of spaces that are youth-led or co-designed and managed with youth, which allow for reflection, discussion, knowledge production, capacity development and action from, by and with youth on current challenges.