



United Nations  
Educational, Scientific and  
Cultural Organization

Cluster Office  
for the Caribbean



**UNESCO**  
Special Initiative  
for the Caribbean

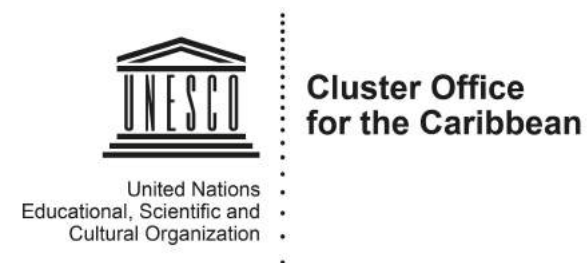
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**UNESCO** Special  
Initiative for the  
Caribbean

# Foreword

Harnessing the potential of Caribbean states while mitigating the special challenges they face has been the key priority for the UNESCO Kingston Cluster Office for the Caribbean, intending to facilitate the realization of the sub-region's full potential.

However, in the pursuit of the Sustainable Development Goals, shared development challenges still continue to persist in the sub-region. These include, among others, the inability to generate productive and decent work for all; low levels of secondary education coverage, poor quality and relevance of education content as well as major impediments to social cohesion such as discrimination based on gender, racial-ethnic origin and socio-economic inequities. Additionally, Caribbean Small Island Developing States (SIDS) are particularly vulnerable to exogenous shocks. The effects of climate variability and change have exacerbated the consequences of natural hazards.

It is these challenges, but also the immense potential of the cultural diversity in the Caribbean as motor for innovation, that the Special Initiative for the Caribbean is responding to.

Departing from the SAMOA Pathway and the UNESCO SIDS Action Plan, which have reiterated the specific needs of the SIDS towards achieving sustainable development, the Special Initiative intends to strengthen programming that facilitates multi-sectoral policies and intensified regional cooperation. By launching the Special Initiative, we tailor-make UNESCO's SIDS Action Plan to suit the specific context of the Caribbean sub-region, building on our considerable expertise, while paying special attention to the thematic priorities climate change and youth.

By using the Special Initiative to mainstream aspects of sustainability across all our programs, we put an emphasis on the urgency to halt the loss of biodiversity and the destruction of ecosystems, acknowledging climate change as gravest of threats to the survival and viability of all Caribbean states.

In light of our commitment to leave no one behind, the Special Initiative equally sets out to cater the needs of young people, who constitute around two thirds of the Caribbean Community, but are often marginalized due to rising levels of poverty and unemployment. UNESCO's Special Initiative, therefore, underscores the central role of young people as agents of change, social transformations, peace and sustainable development.

We believe that interconnected development challenges require us all to act in new ways. UNESCO is well-placed to act as a broker to bring together relevant stakeholders and initiate a paradigm shift in the Caribbean. Against the backdrop of Agenda 2030, we believe the launch of UNESCO's Special Initiative for the Caribbean will lead into a new direction, benefitting from UNESCO's comparative advantage of multi-sectoral and interdisciplinary programming.

**Katherine Grigsby**

Director & Representative

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# Executive Summary

The UNESCO Special Initiative for the Caribbean represents the Organization's contribution to the United Nations Multi-Country Sustainable Development Framework (UN MSDF) in the Caribbean 2017 - 2021<sup>1</sup>. The Initiative responds to the development imperatives in the Caribbean sub-region as reflected in such frameworks as SIDS Accelerated Modalities of Action (SAMOA) Pathway; Strategic Plan for the Caribbean Community 2015-2019; Repositioning CARICOM; Small Island Developing States - UNESCO's Action Plan; UNESCO Operational Strategy on Youth 2014-2021; UNESCO Strategy for Action on climate change; and the UN MSDF<sup>2</sup>. These frameworks provide the platform for UNESCO to focus the Special Initiative for the Caribbean on two thematic priority areas, namely, youth and climate change that are of major importance for sustainable development in the sub-region.

The Special Initiative proposes an integrated approach to sustainable development, emphasizing

linkages and cooperation with international and regional development partners as well as national partners, including the National Commissions for UNESCO, in addressing the special needs of Caribbean states. The areas of focus where actions will be undertaken under the two thematic priorities are: youth empowerment through skills for opportunities; youth-driven policy design; youth engagement in knowledge sharing and social innovation; resilience of communities to disasters and climate change through cultural-natural resource initiatives; and climate change response through education and communication. The five focus areas of actions fall under UNESCO's functions specified in the Medium –Term Strategy 2014 – 2021 of (i) fostering alliances, intellectual cooperation, knowledge sharing and operational partnerships; (ii) providing advice for policy development and implementation; and (iii) developing institutional and human capacities.

1. The United Nations System, jointly with the governments of the Caribbean, has shifted from six United Nations Development Frameworks (UNDAFs) in the sub-region to a common United Nations Multi-Country Sustainable Development Framework (UN MSDF). The Framework is designed to enable the UN system to jointly and collaboratively provide the English- and Dutch-speaking Caribbean countries with the tools, partnerships and resources required to "achieve national and sub-regional development priorities, in an inclusive and equitable manner, as reflected in the SDGs" in 2017-2021. It identifies four priority areas for inter-agency collaboration in pursuit of sustainable development. These are: priority area 1: an inclusive, equitable and prosperous Caribbean; priority area 2: a safe, cohesive and just Caribbean; priority area 3: a healthy Caribbean; and priority area 4: a sustainable and resilient Caribbean.

2. Other relevant global frameworks include the Kyoto Protocol; UN Framework Convention on Climate; Education 2030: Incheon Declaration and Framework for Action; the 2030 Agenda for Sustainable Development; COP 21 Action Plan; Sendai Framework for DRR 2015-30. Frameworks specific to UNESCO are: 37 C/4 Medium Term Strategy 2014-2021; 39 C/5 Draft Programme and Budget 2018-2021; and UNESCO and Sustainable Development Goals (SDGs).

The Special Initiative is designed to: (i) offer a more focused, coherent and coordinated framework for supporting sustainable development process in the Caribbean; (ii) pool UNESCO's programmatic Sectors' comparative advantages within a single multi-sectoral operational framework which aligns with and assists the overarching strategic goals of Caribbean states and key stakeholders; (iii) enhance regional collaboration and actions while enabling knowledge sharing; and (iv) strengthen UNESCO's position to leverage resources within the region for actions which assist Caribbean states to address their development needs and challenges.

It is anticipated that the Special Initiative will be implemented during the 2018-2021 biennial periods. Effective and successful implementation will require substantial resources, part of which will come from UNESCO's regular programme and budget for 2018-2021 decentralized to the Kingston Cluster Office for the Caribbean and the other part will be mobilized from extra-budgetary sources.

The Special Initiative will be implemented in Caribbean states covered by the UNESCO Kingston Cluster Office. Its effective and successful implementation requires the cooperation of the UNESCO Programme Sectors in Paris, Category 1 institutes, the UNITWIN/UNESCO Chairs programme in key priority areas related to the Organization's fields of competence and the regional offices in Latin America and the Caribbean: the Regional Bureau for Education in Santiago, the Regional Office for Science in Montevideo, and the Regional Office for Culture in Havana.



# Background & Rationale

In its Preamble, Transforming our World: the 2030 Agenda for Sustainable Development pledges "no one will be left behind." The Sustainable Development Goals (SDGs) aim to build on the gains of the Millennium Development Goals (MDGs) whilst completing what those goals did not achieve. In the context of the Caribbean, implementing the SDGs presents an unparalleled opportunity to address the issues flagged as challenges to solidifying the MDG gains. These challenges include: the inability to generate productive and decent work for all; low levels of secondary education coverage; overall poor quality and relevance of education content; impediments to social cohesion such as discrimination based on gender, racial and ethnic origin as well as socio-economic inequities that result from a highly unequal distribution of wealth and income. In addition to those challenges is the need to halt the loss of biodiversity and destruction of ecosystems by mainstreaming the principles of environmental sustainability in development processes. Also, most Caribbean countries face the challenge of being Small Island Developing States (SIDS), long recognized as especially vulnerable to exogenous shocks such as natural disasters and global economic and financial crises, and, thus, requiring the cooperation and assistance of the international community in planning for and achieving the SDG targets.

The Strategic Plan for the Caribbean Community 2015-2019: Repositioning CARICOM suggests that, to address these challenges and obstacles, the Caribbean development agenda must buttress the resilience of Caribbean states. It identifies a number of areas for interventions, including macroeconomic stabilization; ensuring an enabling business environment for growth; youth development, entrepreneurship and innovation; improved citizen security and health; human capital development; mainstreaming diversity; natural disaster management; reduction in environmental vulnerabilities; diversification and development of energy resources; expanding ICT access; and strengthening governance structures.





Equally important is the challenge of addressing the needs of young people and the most vulnerable citizens in the society since gains in Caribbean human development depend largely on the well-being and contribution of the youth population. This is especially so given the fact that 64 percent of the population of the Caribbean Community (CARICOM) consists of young people under 30 years of age. Additionally, youth aged 15-24 comprise one fifth of the populations of such countries as Antigua and Barbuda, Barbados, Jamaica, St Lucia, Suriname, and Trinidad and Tobago. Young people, therefore, form a critical cohort in the successful attainment of SDG targets. However, Caribbean youth face significant challenges, principal of which are increasing levels of poverty and unemployment. Caribbean youth unemployment levels are reported to be among the highest in the world<sup>1</sup>. For example, the labour force data for Jamaica indicates that almost two-thirds of the underemployed fall in the 25 to 44-age range with another 40 percent reported as unemployed<sup>2</sup>. The ILO has noted that the economic and social costs of unemployment, discouragement and widespread lowquality jobs for young people continue to increase and undermine the growth potential of Caribbean economies<sup>3</sup>.

The provision of assistance and support to Small Island Developing States (SIDS) in addressing their special development challenges and their efforts to achieve sustainable development has been a priority for UNESCO for several decades. The Organization's commitment to supporting and assisting SIDS is reflected in its road map, Small Island Developing States - UNESCO's Action Plan that covers most of the 17 SDGs and of their targets. The Action Plan focuses on the following five priorities, which encompass and reflect the multi-sectoral and inter-disciplinary nature of the Organization's programme actions:

**PRIORITY 1:**

Enhancing island capacities to achieve sustainable development through education and the reinforcement of human and institutional capacities.

**PRIORITY 2:**

Enhancing SIDS resilience and the sustainability of human interactions with ecological, freshwater and ocean systems.

**PRIORITY 3:**

Supporting SIDS in the management of social transformations and the promotion of social inclusion and social justice.

**PRIORITY 4:**

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

**PRIORITY 5:**

Increasing connectivity, information management and knowledge-sharing.



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The foregoing discussion on the development priorities and challenges in the Caribbean and UNESCO's global actions and assistance in addressing development challenges in the SIDS provides the background and the rationale for the Special Initiative for the Caribbean designed by the UNESCO Kingston Cluster Office for the Caribbean.

The Special Initiative reflects UNESCO's comparative advantage of multi-sectoral and inter-disciplinary programme actions. Its implementation is premised on partnerships and collaboration with other agencies in the UN system, international and regional development partners, national partners, including the National Commissions for UNESCO and other communities in the Caribbean sub-region.

The Special Initiative for the Caribbean comprises two thematic priorities, namely, youth and climate change and five areas of focus, which are of major importance for sustainable development in Caribbean states, as stressed in the various global, regional and UNESCO-specific frameworks mentioned in preceding paragraphs.

1. "Youth Unemployment and Labor in the Caribbean", Caribbean Knowledge Series, January 2014. Retrieved from [http://www.wds.worldbank.org/external/default/WDSContentServer/WDSP/IB/2014/05/29/000350881\\_20140529120809/Rendered/PDF/883620WPoBox385224BooPUBLICooAprilo2014.pdf](http://www.wds.worldbank.org/external/default/WDSContentServer/WDSP/IB/2014/05/29/000350881_20140529120809/Rendered/PDF/883620WPoBox385224BooPUBLICooAprilo2014.pdf).

2. Statistical Institute of Jamaica Labor Market data. Retrieved from <http://statinja.gov.jm/LabourForce/NewLFS.aspx>

3. "Labor Market Transition of Young Women and Men in Jamaica: Summary Report 2013", ILO. Accessed March 16, 2016 from <http://statinja.gov.jm/PressReleases/SWTS%20Summary%20Report.pdf>.

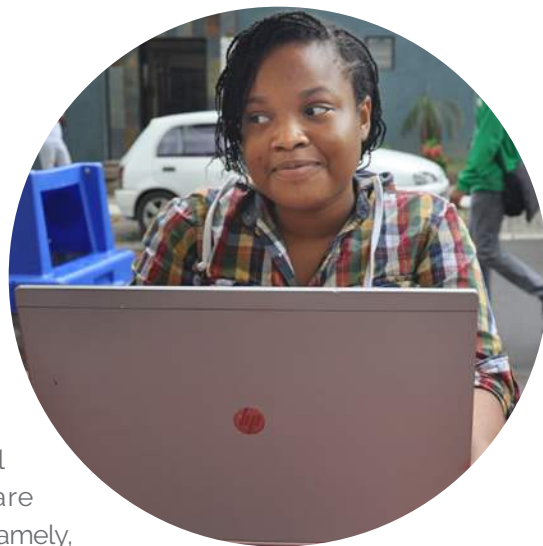


## SPIC Thematic Priority 1: Youth

UNESCO has a long-standing commitment to young people who have been recognized as a priority group since the 1990s; a recognition reflected in the Organization's medium-term strategies formulated since 1995. The current 37 C/4 Medium Term Strategy 2014-2021 notes that the needs and aspirations of youth are central concerns to UNESCO and youth issues are mainstreamed into all programme areas of the Organization. UNESCO Operational Strategy on Youth 2014-2021 embodies the Organization's work and interventions dealing with youth in all the programme areas. It notes that UNESCO recognizes youth as agents of change, social transformations, peace and sustainable development. In the light of that perspective, the Organization will take action to ensure that young men and women are engaged in policies and programmes, which affect them and lead actions to promote peace and sustainable

development in their countries and communities. UNESCO's operational actions on youth are based on three axes, namely, policy formulation and review with participation of youth, capacity development for the transition to adulthood, and civic engagement, democratic participation and social innovation.

The thematic priority on youth also reflects the importance that the Strategic Plan for the Caribbean Community 2015-2019 accords to the essential role of young people in achieving sustainable development processes in Caribbean states. That strategic plan stresses the need for (i) youth development initiatives to address youth entrepreneurship, employment, multilingualism, healthy lifestyles, leadership skills, citizenship, regional identity, and preparation for participation in



governance; and (iii) leadership of youth to ensure the relevance and sustainability of initiatives for building resilience. The areas of focus where actions will be implemented under this priority deal with supporting skills training and youth empowerment; and strengthening youth capacities and engagement in protecting and safeguarding cultural and natural heritage. These actions represent UNESCO's contribution to priority area 2 of the UN MSDF in the Caribbean 2017-2021 on safe, cohesive and just Caribbean and its outcome of increased access to quality education.

## Area of focus 1: Youth empowerment through skills for opportunities



This area of focus relates to UNESCO's role as the lead agency for achieving targets of SDG 4 on inclusive and equitable quality education and its contribution to UN MSDF priority area 1 on inclusive, equitable and prosperous Caribbean. Skills are critical assets for individuals, businesses and societies. Skills training for young people is particularly important in a dynamic, globalized world and it is crucial to ensure that skills acquired in schools are relevant for the working world. Enhancing technical and vocational education and training in Caribbean countries to provide quality education and training, which match labour market demands should serve as an essential guiding principle in skills development. Worldwide, governments and development partners are renewing efforts to promote technical and vocational education and training (TVET) in the context of economic growth, technological change, and the transformation of the nature of work. At the regional level, the revised CARICOM Strategy for Technical and Vocational Education and Training (2014) seeks to improve the quality and relevance of TVET in





Young people tend to be the segment of the population who practice and consume creative products the most.

Caribbean countries. Reaching that objective requires capacity building and provision of policy advice to the educational and training institutions as well as TVET councils.

Young people tend to be the segment of the population who practice and consume creative products the most. However, there are limited conduits to develop the skills, which fuse creative inputs with new technologies in traditional education institutions in the Caribbean. The report of the Inter-sessional Meeting of Heads of State and Government of CARICOM in February 2015: Leveraging CARICOM's Human, Cultural and Natural Assets for the Economic Development of the Community, calls for strengthening educational programmes in the arts and support services at all levels in Member States, including vocational and short-term courses and piloting a Performing Arts High School in each country. In this context, UNESCO will:

- Provide technical assistance and advisory service to Caribbean states to strengthen skills training and job readiness programmes for young people;
- Assist in strengthening the capacities of instructors to use competency-based methods in assessing candidates for certification;
- Encourage the design of TVET teacher training programmes to enhance teachers' workplace learning opportunities and increase their knowledge of the labour market;
- Assist in strengthening the capacity of training institutions and TVET councils to develop and revise TVET policies, conduct research on skills anticipation and trends in the labour market as well as monitor and evaluate training programmes in relation to the needs of the labour market;
- Assist in developing MOST Schools, through partnership and branding mechanisms, focused on building the capacity of young researchers and young decision makers in transforming research-based knowledge into action and in evidence-informed decision making;

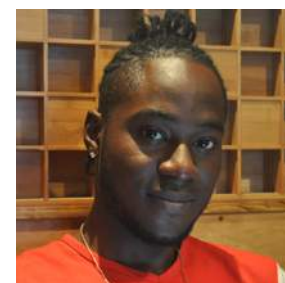
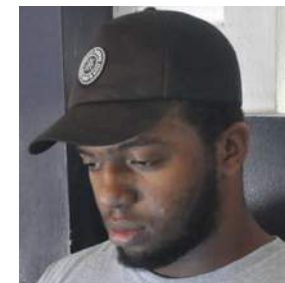


- Enhance media and information literacy (MIL) in Caribbean states to empower the youth to understand and become meaningful users and producers of information and media to contribute to democracy and sustainable development;
- Assist in strengthening programmes in educational institutions, other training and learning platforms dealing with arts, culture, and heritage which foster young people's creative potential;
- Assist in strengthening youth capacities and engagement in protecting and managing cultural and natural heritage through the World Heritage Education Programme; and
- Assist in strengthening capacities in Caribbean states to preserve, safeguard and transmit their intangible cultural heritage and traditional knowledge to the youth.



## Area of focus 2: Youth-driven policy design

The social dimensions of the 2030 Agenda for Sustainable Development and the targets on social inclusion, eradication of extreme poverty, reduction of inequalities, inclusive policies for cities, as well as inclusive and participatory decision-making processes resonate with the mandate of the Management of Social Transformations (MOST) programme to support Member States in managing contemporary social transformations. The main objective is to enhance, by the end of 2021, capacities in Member States to generate evidence through high quality research to support the formulation and choice of policies, which are based on participatory policy-making processes and are relevant for attaining the SDGs in UNESCO's fields of competence. Building on its experience and expertise, the MOST programme will scale up and expand its operational actions to strengthen public policy-making in Member States through scientific evidence and knowledge, ethics, and human rights frameworks. In this context, UNESCO will:



To enhance  
capacities  
in member  
states



- Assess TVET reforms already undertaken in the Caribbean and prepare a flagship report on those reforms;
- Assist in improving the quality and relevance of work-based learning (internship/apprenticeship) programmes;
- Encourage changes in TVET programmes to enhance science, technology, engineering and mathematics (STEM) curricula, entrepreneurship, education for sustainable development, and green skills;
- Support the formulation of Science, Technology and Innovation Policies (STIP), ICTs in education policies and master plans, the ICT Competency Framework for Teachers as well as strategies to adopt Open Educational Resources (OER) and Open Access (OA) modalities in the Caribbean;
- Promote the integration of emerging technologies, particularly mobile technologies and online learning innovations, to widen access to lifelong learning opportunities, enhance teaching and learning as well as education management; and
- Facilitate and promote policy dialogues on the importance of culture for sustainable development with special emphasis on participation of youth and youth-related civil society groups.



### Area of focus 3: Youth engagement in knowledge sharing and social innovation



With regard to youth empowerment, sustainable development depends to an important extent on how well Caribbean states take account of the needs, aspirations and involvement in the development process of young people. In addition, the rapid growth, expansion and affordability of digital technologies, especially of smart mobile phones, combined with the energy and intuitive skills of young people, provide a platform to engage Caribbean youth, particularly those at risk (not in school or training, unemployed, underemployed, and those in state care) in productive sustainable development activities. In this context, UNESCO will:

- Promote the use of the Future Knowledge Laboratory (FKL) to assist young people to make sense of a complex world, make informed decisions about the present, and understand the assumptions they use to imagine the future;
- Support efforts to increase the number of trained personnel who provide career development advice to young people to minimize dropout, youth unemployment, and indecision about career choices;
- Support youth-led initiatives to address societal challenges in sustainable development;
- Promote sports and physical education as a means of preventing violence among Caribbean youth;
- Promote the Youth Mobile Initiative which aims to empower young people with the high-level skills and confidence to create mobile apps that are locally-relevant and contribute to the reduction of chronic youth unemployment and sustainable development;
- Promote youth-oriented community radio and multi-media learning centres;
- Support initiatives which enhance the growth of the cultural and creative industries and provide opportunities for young people in Caribbean states; and
- Support programmes that engage youth in stewardship of the cultural and natural heritage in the Caribbean.





SPIC Thematic Priority 1:

# Climate change

Climate change issues and effective management of natural resources are critical to successful sustainable development in Caribbean states. The second thematic priority reflects the importance, which UNESCO attaches to those issues and corresponds to the priorities stated in Small Island Developing States - UNESCO's Action Plan 2016-2021 and UNESCO Strategy for Action on Climate Change as well as in Strategic Plan for the Caribbean Community 2015-2019 and SIDS Accelerated Modalities of Action (SAMOA) Pathway. The Strategic Plan for the Caribbean Community 2015-2019 observes that, although Caribbean states contribute less than 1% of global greenhouse gas (GHG) emissions, they are among the earliest and most impacted by climate change. These impacts include more frequent weather events; sea level rise and storm surges; water shortages; and weakened protective eco-systems like coral reefs and mangroves. As the Strategic Plan notes, the increased exposure of the Caribbean region to natural hazards due to climate variability and change results in hardships, dislocation, damage or destruction of critical physical infrastructure such as airports, ports, telecommunications facilities, roads, coastal protection structures, hospitals and schools; and major productive sectors, such as agriculture and tourism. Thus, climate change and natural disasters pose major threats to sustainable economic growth and social development in Caribbean states. To address the vulnerability of Caribbean states and enhance their resilience to disaster risk and the effect of climate change, the Strategic Plan calls for actions in climate change adaptation and mitigation; disaster adaptation and management; as well as enhanced environment and natural resources management.

## Increase human and environmental resilience to the longer-term impacts of climate change

Similarly, the SIDS Accelerated Modalities of Action (SAMOA) Pathway underscores that, among the factors that hinder the prospects of growth in SIDS are climate change, the impact of natural disasters, the degradation of coastal and marine ecosystems as well as sea-level rise. To address the loss and damage associated with the impacts of climate change in SIDS, the SAMOA Pathway calls for support to SIDS, inter alia, to: (i) build resilience to the impacts of climate change and improve their adaptive capacity through designing and implementing climate change adaptation measures appropriate to their respective vulnerabilities and economic, environmental and social situations; (ii) raise awareness and communicate climate change risks, including through public dialogue with local communities, to increase human and environmental resilience to the longer-term impacts of climate change; (iii) gain access to technical assistance and financing for early warning systems, disaster risk reduction and post-disaster response and recovery, risk assessment and data, land use and planning, observation equipment, disaster preparedness and recovery education programmes; and (iv) develop institutional and human capacities for the effective, inclusive and sustainable implementation of the integrated management of water resources and related ecosystems.

The priority area of climate change also represents UNESCO's emphasis on culturally-sensitive approaches to implementation of the Sendai Framework for Disaster





Risk Reduction 2015-2030, as well as contribution to achieving the outcomes of priority 4 of the UN MSDF on sustainable and resilient Caribbean and its outcomes of (i) policies and programmes for climate change adaptation, disaster risk reduction and universal access to clean and sustainable energy in place, and (ii) inclusive and sustainable solutions adopted for the conservation, restoration, and use of ecosystems and natural resources. The areas of focus where actions will be implemented under this priority deal with strengthening resilience to climate change through management of ecological and freshwater systems and protection of heritage as well as fostering climate change education and communication.

## Area of focus 4: **Resilience of communities to disasters and climate change through cultural-natural resource initiatives**



This area of focus indicates the high importance given by UNESCO to climate adaptation, mitigation and resilience in the Caribbean as well as to climate change policies and action plans of regional bodies, in particular CARICOM and the Organization of Eastern Caribbean States (OECS). The area of focus is aimed at fostering the synergy between policies and practices for protecting and safeguarding cultural (tangible and intangible) and natural heritage, on the one hand, and climate change adaptation and environmental sustainability, on the other. Conserving historic and natural environment (including cultural landscapes) and safeguarding relevant traditional knowledge, values and practices, in synergy with scientific knowledge, can enhance the resilience of communities to disasters and climate change.



## Awareness Understanding Knowledge

World Heritage properties, biosphere reserves and other sites recognized by UNESCO serve as climate change observatories to gather and share information on applied and tested monitoring, mitigation and adaptation practices. They also help to raise awareness and understanding of the impact of climate change on human societies, cultural diversity, biodiversity, ecosystems, cultural and natural heritage. The safeguarding, preservation and revitalization of cultural and natural heritage contribute to preventing the loss of biodiversity, landscapes and outstanding cultural and natural sites. Documentary heritage, Sites of Memory and museum collections are equally important components of the Caribbean heritage that should be safeguarded, preserved and promoted. Given this context, UNESCO will:

- Provide technical assistance for integrated management and monitoring of freshwater resources, including groundwater;
- Improve awareness, understanding, knowledge-sharing and capacities for climate change adaptation, disaster risk, loss and damage reduction;
- Promote the development of biosphere reserves in Caribbean states as learning sites for disseminating knowledge and information on new socio-economic activities based on the conservation of biodiversity and sustainable use of natural resources;
- Improve links among Caribbean institutions and experts as well as with their counterparts in other regions and the use of best practices in climate change adaptation and disaster mitigation measures;
- Assist in monitoring and assessing the impact of climate change on cultural and natural heritage sites and strengthening the capacities for sustainable safeguarding of cultural and natural heritage in Caribbean states;
- Provide support to identify traditional knowledge, practices and strategies related to natural disasters and climate change;
- Reinforce the place of intangible cultural heritage in sustainable development sectors such as food security, social cohesion and environmental protection;
- Strengthen the capacity to use information and communication technologies to improve access to, preserve, protect and safeguard documentary heritage; and
- Promote the establishment of cultural routes between and among sites in the Caribbean, with a focus on the Slave Route and the Sites of Memory.

## Area of focus 5: Climate change response through education and communication



Climate change education is a key part of UNESCO's Global Action Programme on Education for Sustainable Development. The programme connects with a number of UN sustainability initiatives, including Article 6 of the UN Framework Convention on Climate Change (UNFCCC) that deals with education and communication. One of the programme's main objectives is to reorient education and learning so that everyone has the opportunity to acquire the knowledge, skills, values and attitudes that empower them to contribute to sustainable development. Central to this imperative is the need to promote climate education in the formal and non-formal education system and support the mainstreaming of education for sustainable development approaches in pre- and in-service teacher training.

Furthermore, prevention and mitigation of natural disasters arising from climate change require not only scientific knowledge, which facilitates early detection of pending threats but also communication and information dissemination to populations at risk. Information and communication technologies, resources and channels, including social media, can play a valuable role in transmitting early warning information and messages about natural disasters and help to prevent or mitigate associated risks. Media organizations in the Caribbean should have the capacity to disseminate knowledge and information on climate change issues and challenges as well as increase awareness and knowledge about the impact of climate change in the sub-region. Media professionals and information providers should have enhanced knowledge and skills to explain and disseminate information about measures to take to mitigate and adapt to climate change and increase resilience. To effectively accomplish such task, this requires a close link between scientists and media organizations and professionals. Such a link will enable the scientists to share with media professionals and information providers - and through the media and other information sources

with the general population – pertinent knowledge and information that will allow people to better understand the scientific complexities of climate change. UNESCO's actions in this area of focus will consist of:

- Strengthening the institutional capacities of Ministries of Education in Caribbean states to mainstream climate change education for sustainable development in education policies and curricula at all levels of the education system as well as in non-formal education programmes and settings;
- Supporting communication education institutions in the Caribbean to integrate in their programmes issues on communicating climate change, disaster mitigation and adaptation based on UNESCO Series on Journalism Education;
- Improving the knowledge, skills and capacity of media professionals, community media practitioners, and information providers in covering climate change issues;
- Promoting increased use of available social media networks in sharing information and knowledge about climate change;
- Enhancing programming and content on climate change and disaster risk reduction in community media; and encouraging young people to create appropriate apps for mobile devices that address climate change, mitigation, adaptation, and disaster risk reduction in Caribbean states.



SPIC:

# Implementation Modalities

## Key partnerships

The special nature of the development context in Caribbean states and the rapidly evolving development landscape require sustained partnerships, donor coordination and strategic resource mobilization to carry out the actions planned under the Special Initiative to achieve the intended results. Effective implementation of the Initiative demands collaboration with and support from UN agencies, governments, international and regional development partners, the private sector, civil society groups and NGOs.

## UN agencies

Through the UN MSDF in the Caribbean 2017-2021, UNESCO will collaborate with a number of UN agencies working in Caribbean countries. Such partnership will be established, for example, with UNFPA and the ILO in implementing the actions under the first thematic priority on youth. Given its comparative advantage in skills development for decent work for the youth, partnership with the ILO will be particularly crucial in the actions on skills training and development. The ILO tripartite

modus operandi that brings together governments, employers, workers, and their representatives will also play an important role in informing and improving the quality and relevance of skills development. Similarly, UNDP's comparative advantage in promoting inclusive and sustainable development programmes geared to reduce poverty in all its dimensions makes it an invaluable partner. Partnerships with UNEP, UNISDR and other relevant agencies will also be crucial in carrying out the actions under the second thematic priority on management and climate change.

## National Commissions for UNESCO

The National Commissions for UNESCO (NatComs) play a vital role in preparing, implementing, monitoring, reviewing and evaluating the Organization's strategies and programme actions as well as in promoting its mandate and visibility in member states and associate members. They serve as focal points for governments, reference in assessing developments needs and challenges in their respective countries and repositories of information and resources from the Organization. Regular



consultations and engagement with the NatComs are essential in building consensus, and in ensuring that the Organization's strategies and programme actions are supported by, and aligned with the priorities of the countries it serves. Building and sustaining a robust relationship and collaboration with the 17 NatComs in the Cluster is particularly important since the Kingston Cluster Office in Jamaica has no physical presence in the other Cluster countries.

In this context, the NatComs are valuable partners not only in preparing the Special Initiative for the Caribbean but also in implementing, monitoring and reviewing the planned actions. The Initiative provides a platform for the UNESCO Kingston Office to strengthen partnership with the NatComs by increasing the opportunity for information sharing and to coalesce around resource mobilization efforts. Effective partnership with the NatComs requires mechanisms that will facilitate (i) increased communication between the Cluster Office and the NatComs; (ii) coordination and synergies between the work of the NatComs and that of the Cluster Office; (iii) identifying joint activities by the NatComs and the Cluster Office; (iv) clearly defined reporting requirements that will take into account contribution of project identifying joint activities by the NatComs and the Cluster Office; and (v) a consideration by the NatComs, where practical, to link Participation Programme and other resource mobilization requests to the priorities and areas of focus under the Special Initiative.



### **International and regional development partners**

UNESCO Kingston Cluster Office for the Caribbean will collaborate with and mobilize funds from international and regional development partners and Funds-in-Trust (FIT) donors, in addition to the funds decentralized to the office under the Organization's biennial programme and budget for 2018-2021 to implement the Initiative. The efforts to mobilize extra-budgetary funds will target such development partners in the Caribbean as the European Union, the Caribbean Development Bank, the Inter-American Development Bank, and the World Bank. Effective implementation of the Special Initiative also demands partnership and collaboration with Caribbean cooperation and integration mechanisms, most particularly: CARICOM, OECS, relevant faculties and departments in the University of the West Indies; the Caribbean Association of National Training Authority (CANTA); Caribbean Examinations Council (CXC); Caribbean Area Network for Quality Assurance in Tertiary Education (CANQATE); Caribbean Community Climate Change Centre (CCCCC), CARISCIENCE; Caribbean Natural Resources Institute (CANARI); Caribbean Water and Wastewater Association (CWWA); Caribbean Youth Environment Network (CYEN); Caribbean Broadcasting Union (CBU); Association of Caribbean Media Workers (ACM); and Public Media Alliance (PMA).

### **Civil society groups**

Recognizing the significant role of civil society groups in sustainable development processes, it is envisaged that partnerships be strengthened with relevant civil society groups, non-governmental organizations, community-based organizations, the academic and research community and other relevant professional bodies in the Caribbean states in implementing the Initiative.

### **Funding requirements**

It is anticipated that the Special Initiative be implemented during the 2018-2021 biennial periods. Effective and successful implementation will require substantial financial resources, part of which will come from UNESCO regular programme and budget for 2018-2021 decentralized to the Kingston Cluster Office for the Caribbean and the other part be mobilized from extra-budgetary sources.

### **Resource Mobilization**

The trend of stagnation or reduction of official development assistance (ODA) flows from traditional donor countries such as the United Kingdom, the United States, Canada, Japan and the European Union to Caribbean states presents a special challenge in mobilizing financial resources for sustainable development programmes. Meeting this challenge requires new alliances, coordinated efforts and strategic approaches to resource mobilization from domestic and international sources. There is recognition that urgent action is needed to mobilize, redirect and unlock private resources in support of programmes geared towards achieving sustainable development goals. In this context, to mobilize extra-



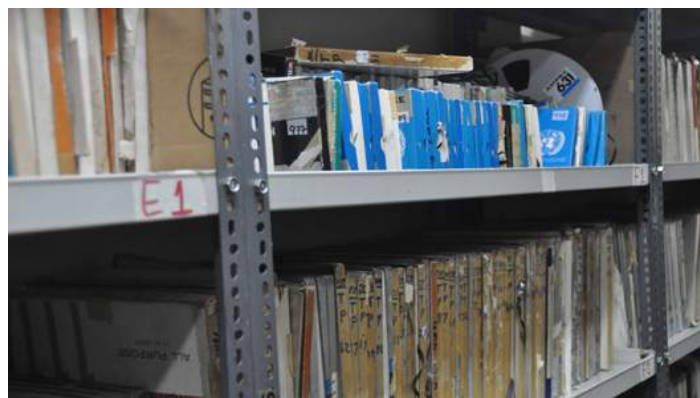
budgetary financial resources to implement the Special Initiative, UNESCO will make use of such modalities as: (i) joint UN projects under the UN MSDF; (ii) programmatic partnerships with multilateral organizations like the World Bank, the Inter-American Development Bank, the Caribbean Development Bank and the European Union; and (iii) the private sector, including financial institutions, foundations and communication and information technology operators.

### Management

The Director of the UNESCO Kingston Cluster Office will exercise overall responsibility of managing the implementation of the Special Initiative. This responsibility includes:

- Mobilizing the required financial resources required to implement the Special Initiative and managing the budget;
- Providing policy and operational guidance for the implementation, including contacts and dialogue with partners, stakeholders and funding sources as well as advocacy for and visibility of the Initiative;
- Raising awareness and visibility;
- Overseeing the preparation of specific plans of action, performance indicators with corresponding baselines and targets, risks and assumptions and means of verification linked to the priorities and areas of focus;
- Preparing and submitting quarterly, bi-annual and annual implementation status reports as may be required; and
- Ensuring effective monitoring, review and evaluation of the implementation.

Effective and successful implementation of the Special Initiative requires the complementary technical capacity of UNESCO's programme sectors in Paris, the Category 1 institutes, the UNITWIN/UNESCO Chairs programme in key priority areas related to the Organization's fields of competence; as well as the regional offices in Latin America and the Caribbean: the Regional Bureau for Education in Santiago, the Regional Office for Science in Montevideo, and the Regional Office for Culture in Havana. It is envisaged that the regional offices will incorporate the thematic priorities and areas of focus of the Special Initiative when preparing regional work-plans for the regular programme and budget for 2018-2021, particularly programme actions to be carried out in Caribbean SIDS. It is equally envisaged that the programme sectors in Paris, Category 1 institutes, the UNITWIN/UNESCO Chairs programme and the regional offices will provide guidance, technical support and backstopping services, including sharing relevant information, knowledge, best practices, and expertise which will enhance the implementation, monitoring, review and evaluation of the Initiative.



### Monitoring and Evaluation

The implementation of the SPIC will be subject to regular reviews (such as on bi-annual basis) and continuous monitoring. The monitoring and biannual reviews will enable UNESCO and its partners to determine its progress and achievements, and how they contribute to the targets of the relevant SDGs and the UN MSDF priorities. The reviews will also help to assess the Initiative to ensure its continued relevance, particularly vis-a-vis new or emerging needs in the thematic priorities and areas of focus. The conclusions and recommendations from the reviews will feed into the Cluster Office reports, work-plans and the final evaluation, which will be undertaken at the end of the implementation period. The evaluation will be designed, among other things, to: (i) identify key achievements, lessons learned, and constraints encountered during the implementation; (ii) assess the relevance, efficiency, effectiveness and sustainability of the Special Initiative and its contributions to sustainable development in Caribbean states; (iii) assess the strengths and weaknesses of partnerships developed during the implementation; and (iv) provide data and information which can guide the design of future or similar initiatives in the Caribbean and SIDS in other countries. The schedule and modalities for the monitoring, bi-annual reviews and final evaluation will be prepared by the UNESCO Cluster Office for the Caribbean in consultation with the implementation partners.





United Nations  
Educational, Scientific and  
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Cluster Office  
for the Caribbean