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:: CORRECCIÓN DE ESTILO

Annette Insanally

:: DIAGRAMACIÓN

Pedro Juzgado A.

:: TRADUCCIÓN

Yara Bastidas

Apartado Postal N° 68.394
Caracas 1062-A, Venezuela
Teléfono: +58 - 212 - 2861020
E-mail: ess@unesco.org.ve / esosa@unesco.org.ve

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Annette Insanally

Caribbean universities, largely operating in small island states (small-scale economies, populations, and political structures) represent catalysts for national and regional development. In this context, some have been more successful than others in responding to social demands, characterized by their degree of success in developing a critical mass of expertise, maintaining professional and intellectual legitimacy, their efficient use of resources while maintaining qualitative objectives and establishing external links. At the operational level, creating evaluation mechanisms, networks, regional centers, the use of new information technologies and delivery systems, advances in science and technology. (See OECD Publishing, **Beyond GDP: Measuring What Counts for Economic and Social Performance - Country-experiences with using well-being indicators to steer policies**, November 27, 2018).

An important consideration for Caribbean higher education institutions (HEIs) is how to ensure that they are not left behind in the global thrust for resilience and survival amidst a multiplicity of man-made and natural disasters. In this context, the institutions' focus on continuous quality improvement can be a worthy mechanism if a multi-pronged, institution-wide approach is taken for a rational response to the inherent challenges.

Increasingly, Caribbean institutions are recognizing that a value-added mechanism could be transformational partnerships to cultivate global dialogue and expand the capacity of each institution for educating students, conducting research and serving communities. This calls for complementary regional action, whereby the combined strengths of the network of institutions can be harnessed and weaknesses mitigated, strategic action and best practice can be shared and emulated and challenges and failures analyzed. Of merit would be the production of a regional database informing on successful activities and new ideas of higher education practitioners working on solving global problems through innovative international collaboration. This would set the agenda and establish partnerships for future initiatives in key development areas: Priorities for LAC countries; Strategy and Policy; Research Collaboration; Student Mobility (including short-term, project-based and practical professional experiences); Faculty Mobility and Collaboration; Collaboration with the Productive Sector to Address Global Challenges; Innovative Use of Technology for

International Collaboration; Resource Mobilization and Partnership Building for Sustainable Development; Transformative agendas; Curriculum revitalization and cross-cutting themes; Teaching and Learning Effectiveness and implementation of Quality Policy.

An important point of departure is the fact that 2019 is a milestone year for the Sustainable Development Goals (Agenda 2030). It includes the first comprehensive review of progress on the entire 2030 Agenda since implementation began in 2016. This review will be held as the 74th Session of the UN General Assembly (UNGA) kicks off in September 2019. Twenty-one (21) of the SDGs' 169 targets will mature in 2020, and with 12 of them focused on biodiversity, they are essential for the success of the SDGs and the Paris Agreement on climate change. The Caribbean has a critical window of opportunity for clear and coherent action by Member States to address the future of these targets.

In January 2019, The University of the West Indies (The UWI) was selected by the International Association of Universities (IAU) as its global leader in the mobilization of research and advocacy for the achievement of a climate-smart world. The UWI has already selected a global cluster of universities from Europe, Africa, Asia, the Americas and Oceania to assist in the task of achieving SDG 13 having recognised decades ago that climate change, rising sea levels and ocean temperatures, were an existential threat to the Caribbean, small island states, and the world, and to this end provided a body of scientific knowledge to prove and promote the case. The UWI's commitment to supporting the Caribbean region in the development of a culture of resilience and resilience planning as part of its Triple A Strategic Plan 2017-2022 is evidenced through a number of initiatives with global impact. In August 2018, The UWI was selected by the Inter-American Development Bank (IDB), the World Bank, and Virgin United to host the launch of the Caribbean Climate-Smart Accelerator, a ground-breaking initiative to support the Caribbean becoming the world's first 'climate-smart zone.' (Sir Hilary Beckles, www.uwi.edu)

Caribbean HEIs would do well to participate in Forums which provide a unique interface for them to share their experiences and strategies for advancing the sustainable development agenda. The Higher Education Sustainability Initiative (HESI), a partnership between UN-DESA, UNESCO, UNEP, UN Global Compact's Principles for Responsible Management Education (PRME) initiative, UNU and UN-Habitat, is one of the key implementation partners of the Global Action Program on Education for Sustainable Development (GAP)¹ and is a forum for dialogue and for sharing how universities are integrating the SDGs into sustainability strategies in the form of research, teaching, pedagogy, and campus

1 GAP, which was launched in 2014 in the follow-up of the Decade of Education for Sustainable Development (ESD) (2005-2014), seeks to generate and scale-up Education for Sustainable Development and accelerate progress towards sustainable development. All higher education institutions may join the network freely.

practices. Students could join, and be actively engaged in national and international student organizations, to ensure their voice is heard and receive the necessary support.

UNESCO-ISEALC has an integral role to play in this and is galvanizing the endorsement by regional HEIs of a consistent and coherent plan of action (CRES 2018 Plan of Action) and so guarantee their commitment to joint action for the sake of the region's sustainable development and to ensure that the region is not left out of global efforts and achievements. It is envisaged that regional networks will contribute to the creation of a Regional Common Knowledge Space intended to harness the productive good of regional HEIs and be conducive to the creation of harmonized accreditation systems, increased facilitation of joint programmes and increased accessibility to the regional HEI product. An important partner would be the Caribbean Nucleus of the Regional Center for Cooperation in Higher Education (CRECES) with which the Universities Caribbean Association has a Cooperation Agreement.

Current strategies and practices at Caribbean HEIs are trending towards a value-creating use of knowledge resources for innovation and entrepreneurship. This stems from an increasing awareness that to effectively support entrepreneurship and innovation, HEIs themselves need to be entrepreneurial and innovative in how they organise education, research and engagement with business and the wider world. Several HEIs have taken a proactive approach and piloted new ways of integrating new teaching methods into their curricula, developing activities to stimulate the entrepreneurial mindset, supporting start-ups, strengthening collaboration with business and the wider world, and taking a more international approach to their activities.

The Youth Progress Index is one of the first ever concepts for measuring the quality of life of young people independently of economic indicators. This framework can be a significant contribution to the policy debate, including for advocacy, as well as scholarly research, on measuring performance of societies related to youth matters, and defining progress beyond economic achievements. Young people from around the globe must be encouraged to take advantage of opportunities to discuss, understand, share, find solutions to and develop strategies on Caribbean and global issues pertaining to ocean conservation and preservation, marine pollution, climate change-related impacts on the oceans, sustainable blue economy, coral reefs and fisheries, among others. Young people are directly affected by these problems, and actively engaging youth on sustaining and improving the health of our oceans is imperative if we want to successfully implement the SDGs, especially Goal 14 (life under water). (POLICY TOOLKIT Youth Entrepreneurship for the Green and Blue Economies, published by The Commonwealth Secretariat, 2018). Linguistic differences must not constitute a barrier to integrated action for development.

Science and technology is generally considered key to the future of all developing countries and an important solution to inequality in our societies. Caribbean HEIs must participate in inter-related local and global action to encourage our children to think as innovators; increase the number of science academies in our communities; increase access to education using internet technology to greater numbers of our population and mobilize policy support for development and capacity.

The articles in this edition address these issues of human capital management and development and provide us with important information for a better understanding of the challenges facing our higher education sector.

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Topic 2:

Higher education and sustainable development

- **The Strategic Role of Higher Education in the Sustainable Development of the Caribbean**
Dr Paulette Bynoe
University of Guyana
- **Owning the Caribbean: Sustainable development, innovation and entrepreneurship**
Urdine Darius
Université des Antilles, Pole Martinique

Owning the Caribbean: Sustainable development, innovation and entrepreneurship

Urdine Darius

:: ABSTRACT

This article entitled “Owning the Caribbean: sustainable development, innovation and entrepreneurship” was written within the framework of the first Caribbean Youth Forum organized by Caribbean Universities in November 2018. This is a comparative study between the young people of Martinique and Saint Lucia to demonstrate their degree of participation in the environmental policy of their respective countries. To what extent can education about sustainable

development and strategies for resistance to climate change be an important element to improve the environment of these Caribbean islands? Urdine Darius analyzes the solutions proposed by young entrepreneurs and asks about the strategies to be implemented for a more innovative management of the environment in Martinique and Saint Lucia.

Keywords: sustainable development, innovation, entrepreneurship.

S'approprier la Caraïbe: développement durable, innovation et entrepreneuriat

Urdine Darius

:: RÉSUMÉ

Cet article a été rédigé dans le cadre du premier forum de la jeunesse caribéenne (Caribbean Youth Forum) organisé par Universities Caribbean en novembre 2018. Il s'agit d'une étude comparée entre les jeunes martiniquaise et sainte-lucienne afin de démontrer leur degré d'implication quant à la politique environnementale de leur pays respectif. Dans quelles mesures l'éducation au développement durable et aux stratégies de résilience face aux changements climati-

ques peut-elle constituer un élément majeur pour l'amélioration de l'environnement de ces îles caribéennes? Urdine Darius analyse les solutions proposées par de jeunes entrepreneurs et s'interroge sur les stratégies à mettre en place pour une gestion plus innovante de l'environnement en Martinique et à Sainte-Lucie.

Mots-clés: développement durable, innovation, entrepreneuriat.

Adueñándonos del Caribe: desarrollo sostenible, innovación y espíritu empresarial

Urdine Darius

:: RESUMEN

Este artículo titulado "Adueñándonos del Caribe: desarrollo sostenible, innovación y espíritu empresarial" se escribió en el marco del primer Foro de Jóvenes del Caribe organizado por Universidades Caribe en noviembre del 2018. Este es un estudio comparativo entre los jóvenes de Martinica y Santa Lucía para demostrar su grado de participación en la política ambiental de sus respectivos países. ¿Hasta qué punto la educación sobre el desarrollo sostenible

y las estrategias de resistencia ante el cambio climático pueden ser un importante elemento para mejorar el medio ambiente de estas islas del Caribe? Urdine Darius analiza las soluciones propuestas por jóvenes emprendedores y se pregunta sobre las estrategias a implementar para una gestión más innovadora del medio ambiente en Martinica y Santa Lucía.

Palabras clave: desarrollo sostenible, innovación, espíritu empresarial.

Nos apropriando do Caribe: desenvolvimento sustentável, inovação e espírito empresarial

Urdine Darius

:: RESUMO

Este artigo intitulado “Nos apropriando do Caribe: desenvolvimento sustentável, inovação e espírito empresarial” foi escrito durante o primeiro Fórum de Jovens do Caribe organizado por Universidades Caribe em novembro de 2018. Este é um estudo comparativo entre jovens de Martinica e Santa Lucia para demonstrar seu grau de participação na política ambiental de seus países respectivos. Até que ponto a educação sobre o desenvolvimento sustentável e as estratégias de resistência frente

à mudança climática podem ser um elemento importante para melhorar o meio ambiente dessas ilhas do Caribe? Urdine Darius analisa as soluções propostas por jovens empreendedores e se pergunta sobre as estratégias a se implementar para uma gestão inovadora do meio ambiente em Martinica e Santa Lucia.

Palavras-chave: desenvolvimento sustentável, inovação, empreendedorismo

Owning the Caribbean: Sustainable development, innovation and entrepreneurship

For many years our region has encountered challenges in the economic and social development of its territories. Some of the common realities include widespread poverty, high rates of crime and violence. Dr. Naresh Singh, in an article on sustainable development (SD) also highlighted “small open economies, colonial history with its continuing influences on views and attitudes, self-serving political leadership and a general lack of confidence in self or in the future of the region”.¹ This, coupled with environmental concerns, has made efforts towards achieving sustainable development rather cumbersome. Such environmental issues vary from natural disaster to solid waste management; air, land, and water pollution; loss of biodiversity as well as detrimental impacts of climate change (CC). According to Gillian Cambers, “climate change is one of the most critical issues facing the Caribbean region”. (Ref.?) It is of particular concern for the Caribbean region since Small Island Developing States (SIDS) are often the first to feel the effects associated with this phenomenon such as rising sea levels, increasing temperatures intensifying storms and hurricanes, coastal erosion and flooding.² Such disasters pose a threat to the main industries of tourism, fisheries, and agriculture in many of islands in the region.

Although it has been noted that the Caribbean contributes very little to climate change due to low carbon emissions, it should be noted that over the years the islands’ energy consumption has been increasing rapidly, thus, CO₂ emissions in the region have been on the rise.³ This small volume should also be noted in a global context, as such, action has to be taken at all levels. This requires the participation of international and regional institutions and governments, but most importantly consumers, especially the younger population since they will be the ones to bear the burden of today’s actions.

This article entitled “Owning The Caribbean: Sustainable Development, Innovation, And Entrepreneurship” seeks to address the question of how are youth involved in SD and CC issues and how such participation is facilitated through education? It will draw reference in particular to the case study of the French Caribbean territory of Martinique by addressing climate change education on the island at the different levels as provided for in the texts, and speak about the involvement of youth in finding solutions.

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- 1 Naresh Singh, (1992) Sustainable Development - Its Meaning For The Caribbean,
 - 2 Therese Ferguson & Sharon Bramwell-Lalor (2018) Tertiary-level Sustainability and Climate Change Education, *Caribbean Quarterly*, 64:1, 79-99, DOI: 10.1080/00086495.2018.1435337 pg 79-80 see also Philip Vaughter, “Climate Change Education: From Critical Inking to Critical Action”, https://collections.unu.edu/eserv/UNU:3372/UNUIAS_PB_4.pdf (accessed 14 July 2017).
 - 3 Arnold McIntyre, Ahmed El-Ashram, et al, (2016) Caribbean Energy: Macro-Related Challenges, WP/ 16/53 IMF

When conducting research on youth implication in sustainable development in the Caribbean, the majority of literature highlighted the importance of education in order to achieve sustainable development goals. Where CC is concerned, The UNESCO states that “Education is an essential element of the global response to climate change. It helps young people understand and address the impact of global warming, encourages changes in their attitudes and behavior and helps them adapt to climate change-related trends.”⁴

CC has been integrated into Education for Sustainable Development (ESD) since it can be seen to generate significant barriers to the goals of sustainable development of small islands.

According to T. Ferguson & S. Bramwell-Lalor “From as far back as 1992, when the United Nations Framework Convention on Climate Change was established, implementing educational and training programmes on climate science and climate change was a focus. This was later broadened into a more holistic focus under the framework of ESD.”⁵

Climate Change Education (CCE), as embraced by the above-mentioned authors, may be defined as “education on climate change in order to address climate change challenges through adaptation and mitigation. Adaptation focuses on the practices that can deal with the impact of climate change that will need to become part of or replace existing cultural practices and traditions. Mitigation, on the other hand, focuses on identifying human practices that directly contribute to climate change with a view to changing them.”

The United Nations University in their Policy Brief emphasizes the need for such education to not only transfer knowledge but also to facilitate and result in action. Therefore, educators teach for students to learn, but also teach to encourage action where students become “involved in community activities and projects.”⁶

CC officially became a priority in the international community in the 90s and endeavors to educate populations were made known in 1992 under the United Nations Framework Convention on Climate Change (UNFCCC). With regards to our region, countries have also been active in the fight against CC and in achie-

4 Therese Ferguson & Sharon Bramwell-Lalor (2018) Tertiary-level Sustainability and Climate Change Education, *Caribbean Quarterly*, 64:1, 79-99, DOI: 10.1080/00086495.2018.1435337 pg. 83-84

5 Therese Ferguson & Sharon Bramwell-Lalor (2018) Tertiary-level Sustainability and Climate Change Education, *Caribbean Quarterly*, 64:1, 79-99, DOI: 10.1080/00086495.2018.1435337 pg. 83-84

6 Philip Vaughtner, (2016) “Climate Change Education: From Critical Inking to Critical Action”, pg. 3, https://collections.unu.edu/eserv/UNU:3372/UNUIAS_PB_4.pdf

ving SD despite their limited resources. Indeed, this is evident in their participation in international conferences and the adoption of resulting documents like those of the UNFCCC, the Convention on Biological Diversity (CBD) and notably, the Declaration on Climate Change produced by the Alliance of Small Island States to which most Caribbean countries have adhered. Actions are also being taken at a regional level through the institutions such as the Caribbean Community Climate Change Center (CCCC) and the Caribbean Disaster Emergency Management Agency (CDEMA) attached to CARICOM or the Climate Change and Disaster Risk Management (CCDRM) Unit of the Organisation of Eastern Caribbean States (OECS).

With regards to education in particular, the OECS has adopted a set of standards for the implementation of CC education at different levels in the islands of Saint Lucia, Dominica, Saint Vincent and the Grenadines, and Grenada. Although these were the states that were able to qualify for funding to undertake such a project, officials have expressed the desire to extend results to other independent and non-independent members.

In the French territory of Martinique, similar actions have been taken at different levels to sensitize students on the issue. Martinique is a non-independent territory of France, which means that France along with the European Union oversee legislation and policy-making. However, the island has been accorded certain powers which facilitates its integration in the region. The territory, through metropolitan France, is subject to the provisions of the 1992 UNFCCC. Its internal legislation has also evolved to facilitate CC and SDE. Article 8 of the 2004 Environmental Chart, which has been integrated into the Constitution law provides that “environmental education and training must contribute to the exercising of rights and obligations defined in the Chart.”⁷ Nonetheless, environmental education dates as far back as 1977 through a ministerial order which implemented environmental education in France. In 2004, it became education for the environment and sustainable development. Later on, the legislation “*Loi de refondation de l’école*” was adopted in 2013 in order to introduce environmental education at the elementary school level. As such, students are encouraged to adopt environmentally friendly attitudes from primary school and as they ascend into high school and college, the content becomes more technical and addresses topics like energy and climate. CC is only formally addressed in detail in the sciences at college. However, from high school up, competitions are organized where students are encouraged to come up with solutions through debates and projects undertaken during climate week and throughout the year. The best performing institutions are awarded the title of E3D (Establishment for the environment and sustainable development).

7 L'éducation et la formation à l'environnement doivent contribuer à l'exercice des droits et devoirs définis par la présente Charte.

At the university level, and in particular at the Université des Antilles, efforts were made to reorganize programs based on the specificity of the region. The Law faculty, for example, has undertaken the task of introducing a professional bachelor's degree to educate and train prospective environmental jurists. There are also a few courses where environmental and sustainable development issues in the region are addressed, such as Climatology, Development of Natural Spaces, Environmental Law and other science courses. Although CC is highlighted in these courses, it is still lacking importance and is often left to the discretion of lecturers.

Apart from the above mentioned, CC issues are also presented in conferences organized by the university throughout the year. The University also has a teacher's training department where prospective teachers are tested on climatology and are expected to transfer the knowledge to their students.

When it comes to the involvement of university students in action against CC, professors have reported a change in attitudes towards environment and climate concerns and a heightening of critical thinking. However, a direct link between higher education and problem-solving through research projects and innovation cannot be established. There are a few students who have taken the initiative to pursue research at a Master's or PhD level on CC in the region.

For example, there is a Master's student in Geography who has taken the initiative to work on the link between CC and sargassum seaweed and a PhD student on the effect of CC on forestry in Haiti, but in the majority of cases, the professors are the ones who propose areas of research that students undertake.

Other examples of involvement by students can be seen at the NGO levels where some students are integrated into the work of regional organizations such as the Caribbean initiative and CARNARI. These students often lead projects and research on CC and SD.

Using what we know in an effort to contribute to SD through NGOs or even through independent business ventures is a measure of the success of education on CC since it shows that knowledge leads to action.

As much as formal education is important and stimulates action, informal education also has played an important role. I would like to highlight the case of a young entrepreneur from Saint Lucia who founded the Caribbean's first indigenous agriculture biotech company, Algas Organics in Saint Lucia. After being sensitized about the effects of sargassum seaweed through advertisements

and news reports, he found a way of responding to the crisis through a business opportunity. He exploited the algae by producing an all-natural bio-stimulant geared at improving plant resilience to climate change and increasing yields. This means of adaptation provides food security for the island while keeping the coastlines and beaches clean.

Sargassum seaweed is just one issue affecting our region. As such, we should be active in finding solutions to the many regional issues through research and innovation and perhaps business ventures. There are many NGOs and international organisations which are willing to fund these activities, such as the Global Environment Fund or the European Union's Horizon 2020 fund.

As Caribbean citizens, some of us have access to a regional market through CSME⁸ which means that we are not confined to our individual islands (since CSME enables free movement of goods, services (article 79) free movement of capital (articles 39- 41), and right to the establishment. (articles 32-34).

Indeed, little actions like reducing energy consumption and recycling can go a long way in the fight against this phenomenon and related environmental issues. However, we should be more ambitious in finding solutions to regional environmental problems through our research and innovation and business ventures.

:: Conclusion

The Caribbean region is faced with many socio-economic and environmental challenges that hinder sustainable development. This presentation highlighted the challenge of CC and the importance of education and youth involvement in the fight against this phenomenon in order to meet the SD Goals. According to UNESCO: "The wealth of nations depends more on its ability to produce, exchange and transform knowledge than on its natural resources or industrial production."⁹

The extent of a country's success in transferring CCE can be seen by simply looking at how active their citizens are in addressing climate change challenges through adaptation and mitigation. Therefore, the knowledge that is transferred

⁸ Caribbean Single Market and Economy

⁹ UNESCO, 2007 Sustainable Living The Mauritius Strategy in Action. UNESCO, Paris, in M. Crossley and T. Sprague, (2014) pg.89

to students on CC and related issues, should aid in developing critical thinking and should facilitate initiatives from young people in finding solutions for the region. Such education should be integrated into a wide range of disciplines so that action can be taken in all fields be it legal, economic or scientific. Youth should be encouraged to become true actors in the development of their territories by undertaking research on current issues in the region like that of CC. The local government in Martinique, in particular, facilitates this by awarding scholarships to those doctoral students who undertake research of interest to the region. This facilitates the territory's regional integration and development.

Finally, cooperation among our institutions should be improved through regional conferences on higher education and environmental issues, and also by providing finance for doctoral exchange programs, easy transfer of information and technologies and easy access to documentation from one university to another. This, of course, aligns perfectly with Universities Caribbean's vision of regionalization and cooperation among higher education institutions.

I truly hope that we all seek to own our region by becoming active citizens in the fight against CC for SD and that opportunities to strengthen institutional cooperation on this issue are well embraced.

BIOGRAPHY NOTE

:: **Urdine Darius**

Urdine Darius is a doctoral student at the Université des Antilles in Martinique. After completing her GCE A-level's in her home island of Saint-Lucia, she moved to Martinique in order to pursue her studies, where she completed her Bachelor's degree in Law and her Master's in Law and Administration of French Territories, graduating first in her class. Since then, she has developed an interest in fostering regional integration and cooperation in the Caribbean. Her research focuses on the prospects for environmental cooperation between the English and French-speaking territories of the Eastern Caribbean and its contribution to development.

Urdine has worked briefly with the consulate of Saint Lucia in Martinique where she assisted with the application of a convention signed between the government of Saint Lucia and the president of the local government in Martinique. During her studies, she also assumed a part time job at the international relations office at her University.

Email: usdarius@hotmail.com