

Comparing Small Island States and Subnational Island Jurisdictions: Towards Sustainable Island Futures

Summary of Proposal

Recent evidence suggests that Small Island States (SIS) as well as non-sovereign Subnational Island Jurisdictions (SNIJs) are developing much more sustainable capacities. Although the public narrative is often one that sees these jurisdictions as vulnerable, poverty-stricken and destitute, many island jurisdictions might now be more accurately described as innovative and entrepreneurial. At the forefront of developing sustainable capacities may be political status. Does being one of the 42 independent island states (SIS) versus being one of the 100+ ambiguous political island territories (SNIJ) of a larger state affect the sustainability of island jurisdictions and the resilience of islanders?

The goal of this project is to bring together the knowledge and expertise of 15 researchers and 10 partners from 12 islands to develop a better understanding of the sustainable development practices and potential of small islands, and especially the role that sovereignty and international relationships play in achieving a more sustainable future. It will do so by critically examining the similarities and differences between Small Island States and Subnational Island Jurisdictions, including their relative capacities for implementing sustainable practices in socio-political, cultural-artistic, economic and environmental domains. It will then compare and contrast the island-to-metropole/mainland (SNIJs) or international (SIS) relationships for these groups of small islands. In addressing these objectives, a parallel goal that extends beyond the life of this project is to contribute to changing the rhetoric surrounding the sustainability of small islands from one of vulnerability to one of resilience.

The project-based approach represented by this application builds upon those networks of island studies scholars and practitioners across all regions of the world. The project employs a two-stage mixed methods approach, first in developing a set of measures of sustainability and sovereignty and then by undertaking household and focus group surveys using comparisons of six pairs of islands (i.e., SIS and SNIJ). At its heart is the Institute of Island Studies at the University of Prince Edward Island and the UNESCO Chair in Island Studies and Sustainability, entities with a local/global integrated approach to bringing together island researchers and solving island issues. It is supported by a network of small island universities (i.e., the Réseau d'Excellence des Territoires Insulaires) and researchers (i.e., the International Small Islands Studies Association). Collaboratively, these groups and the partners involved in this project from Iceland, Greece, Malta, Reunion, Australia, Guam, Mauritius, Newfoundland, Prince Edward Island, Trinidad & Tobago, and Grenada have mobilized around this research question and have the experience, skills and relationships within their respective communities to answer the research questions.

Goal and Project Description

Starting with Ethiopia in 1941, no less than 129 countries have achieved independence in the last 70 years. This trend has been spearheaded by former colonies pressing for, and achieving, full sovereignty, as well as by the breakup of multiethnic states (e.g., Soviet Union, Yugoslavia) in the face of agitations for self-determination. Models of 21st-century world governance are based on, and organized around, the *sovereign state*. There are now 193 such members in the United

Nations. Most international and regional organizations, as well as diplomatic efforts, imply the exclusive operation of sovereign, independent states and their representatives. But this impetus towards sovereignty for the last remaining colonised territories – virtually all islands – has ground to a halt. In 1994, Palau was the last colonised island to acquire full sovereignty. Since then many island territories have opted to remain in a partially autonomous relationship (Prinsen & Blaise, 2017; Baldacchino and Hepburn, 2012; Hepburn, 2012).

Meanwhile, various states are finding that a devolution of powers helps to: put into practice the principle of ‘subsidiarity’; enrich the democratic fabric and the general processes of governance; and provide a valid response to demands and claims by sub-national identities for policy discretions which may otherwise prove difficult within a centralized polity. Hence the emergence of the subnational jurisdiction (SNJ) or microterritory: a non-sovereign territory with a slate of executive powers (Hepburn and Baldacchino, 2016; Rezvani, 2015; 2014; Taglioni, 2011).

Islands are common locations for the above, two political dynamics. That many jurisdictions are islands should not be surprising: the geographical and logistic parameters of being small and islanded conspire to encourage such territories to develop as distinct administrative units. In many cases, special jurisdictional features enjoyed by such islands have arisen in the context of colonialism. Other features have emerged in the context of federal politics (such as asymmetric federalism); to meet grassroots demands for devolution and greater local autonomy; or to construct subnational enclaves that enjoy specific legal regimes such as financial centres or export processing zones (Baldacchino, 2006a; Baldacchino, 2006b; Baldacchino & Fabri, 2016; Baldacchino & Milne, 2006; Grydehøj, 2011; Taglioni, 2009; Watts, 1998).

Thus we have, on one hand, a cluster of small island states, most of whom fall within the 38-strong ‘small island developing states’ (SIDS) grouping that is recognized by the UN (e.g. Campling, 2006). Joining them are the four ‘developed’ European small island states of Cyprus, Iceland, Ireland and Malta. Collectively, we can refer to this group as *Small Island States* (SIS) (Connell, 2013). On the other hand, there are the 100-plus *subnational island jurisdictions* (SNIJs). As noted above, most of these are not interested in secession, and have confirmed this in various independence referenda (Dodds & Pinkerton, 2013). In some cases they appear to have benefitted from measures of self-government or para-diplomacy – often not shared by other component units of the polity – while remaining comfortably lodged within the purview of a larger, richer, metropolitan state. For these, the benefits of ‘autonomy without sovereignty’ include: free trade with, and tourist arrivals and export preference from, the parent country; social welfare assistance; easier access to external capital; tapping of external labour markets via migration; aid-financed infrastructure and communications; higher-quality health and educational systems; natural disaster relief; provision of costly external defence; and a climate of political stability and confidence which attracts investment (Baldacchino, 2010; Dunn, 2011; McElroy & Mahoney, 2000).

Meanwhile, the difference between small island states and SNIJs is growing increasingly fuzzy. Sovereign states no longer have a monopoly in maintaining and developing international relations. An increasing number of Subnational Jurisdictions (SNJs) and particularly Subnational Island Jurisdictions engage very effectively in comparable (para)diplomacy (Bartmann, 2006; Kuznetsov, 2014). Two-hundred-and-six ‘countries’ have international Olympic Committees and were eligible to take part in the 2016 Rio Olympics: these include the SNIJs of American Samoa, Cayman Islands and Cook Islands. The Organisation of Eastern Caribbean States (OECS) includes Montserrat (a SNIJ) as a full member. The province of Quebec (a SNJ) is a full

participating member of the Permanent Delegation of Canada to UNESCO. And the status of Taiwan is subject to debate (e.g. Anderson, 2013; Krasner, 2001). In addition, small island states and subnational island jurisdictions are increasingly proving to be resilient, nimble and entrepreneurial in their political and economic relationships with their metropolises and other states (Adalsteinsson & Steinborsson, 2015; Baldacchino, 2015; Randall, 2015).

Based on this background and conceptual framework, this project will pool the knowledge and expertise of researchers and institutions (centres or institutes, universities, non-profit organizations, governments) and embark on a long-term initiative to develop a better understanding of the sustainable development practices and potential of small islands, and especially the role that sovereignty and international relationships play in achieving a more sustainable future. This is important not only for the long-term future of small islands as entities, but also for the lives and livelihoods of individual islanders. This initiative builds upon an existing body of theory and empirical work on the development trajectory of small island states and subnational island jurisdictions, including comparisons of metrics between micro-states and larger political jurisdictions (Armstrong, De Kervenoael, Li & Read, 1998; Armstrong & Read, 2000) and, more specifically, between small island states and SNIJs (McElroy & Parry, 2012; McElroy & Pearce, 2006; McElroy & Sanborn, 2005). The evidence from some of this latter research is that SNIJs have outperformed their small island state counterparts across many indicators, including having twice the per capita income and half the infant mortality rate (McElroy & Perry 2012). Despite this evidence, this debate is not entirely settled (Bertram, 2015). Moreover, the existing research has rarely approached these questions from the perspective of the relationship between sovereignty and sustainability and has not thoroughly engaged island institutions and peoples in these assessments in any meaningful manner. Ultimately, islands are important crucibles or living labs to allow us to better understand the *'futuresability'* of all human spaces (Baldacchino & Niles, 2011). Stated more succinctly, the specific objective of this research is to assess to what extent and how the political status of an island (SIS vs. SNIJ) influences the sustainability and lives of the people living in these places. It will do so by first critically examining the similarities and differences between Small Island States and Subnational Island Jurisdictions, including their relative capacity for implementing sustainable practices in socio-political, cultural-artistic, economic and environmental domains. It will then compare and contrast the island-to-metropole/mainland (SNIJs) or international (SIS) relationships for these groups of small islands.

A parallel overarching goal that extends beyond the life of this project is to contribute to changing the rhetoric surrounding the sustainability of small islands. Too often islands and islanders have been judged by what they don't have, including people, natural resources and competitive advantages (Baldacchino, 2007). Perhaps starting with Epeli Hau'ofa's (1994) seminal argument that Pacific islanders were not living on "islands in a far sea" but are instead the inhabitants of a "sea of islands", a countervailing narrative has emerged. This sees many island societies as resilient, nimble, flexible, connected, and adaptable to external events including climate change, (Lazrus, 2012), global tourism impacts (Scheyvens & Momset 2008), and the consequences of natural disasters (Kelman & Khan, 2013). Oceans are increasingly being viewed as routes and highways instead of as barriers. Small island states, some now referring to themselves as 'large ocean states', as well as SNIJs, have developed much more sustainable capacities. Rather than being poverty-stricken and destitute, many island jurisdictions might be more accurately described now as innovative and entrepreneurial,

including those that follow a Blue or Oceans Economy approach (Campbell et al., 2013; Pauli, 2010; Smith-Godfrey, 2016)

The short and longer term goals stated above parallel those of the United Nation’s Sustainable Development Goals and extend this priority to subnational island jurisdictions. They also link closely to the mandate of the new UNESCO Chair in Island Studies and Sustainability, held jointly by the University of Prince Edward Island, Canada, and the University of Malta. To accomplish this, we will build on the existing partnerships with island studies scholars, students, governments, and organizations worldwide. The scholarly outcomes of this research will be published in a special section of the peer-reviewed *Island Studies Journal*. In appropriate forms, outcomes will also be shared widely through groups such as the Alliance of Small Island States (AOSIS), the United Nations Small Island Developing States (SIDS) and, as noted in the Knowledge Mobilization section, the citizens and stakeholders on these and other small islands throughout the world.

Methods

We propose to examine the relationships between and among SISs and SNIJs using a two stage, mixed methods approach. The first stage, to take place in Year 1, will involve developing and testing a set of indicators or metrics of sovereignty and sustainability for the 42 small island states referred to above and a comparable number of SNIJs. We recognize that the development of indicators is not without epistemological and empirical challenges (Prinsen, 2015). However, we believe that a collaborative approach that combines the use of cross-sectional secondary data with a more comprehensive qualitative examination of the situations of specific pairs of islands in the second stage, will yield results that are useful for policy development on specific islands and are also applicable to other island jurisdictions. The project co-applicants, collaborators and partners, as described below, will be involved in the selection of the most appropriate metrics to be used in this analysis.

The second stage, taking place in years 2 and 3, will constitute a more comprehensive comparison of carefully selected pairs of islands (one small island state and one SNIJ) in a variety of settings. Pairwise comparison is often associated with mathematics (Saaty, 2008). However, island studies scholars (Dommen, 1989; Selwyn 1980) have suggested that despite the heterogeneity of islands, a pairwise comparison is a useful mechanism to identify underlying common characteristics. The literature includes several examples of pairwise comparisons of small islands, including several that are part of this initiative. These include Cyprus and Trinidad & Tobago (Karides, 2013), St. Kitts & Nevis and Palau (Veenendaal, 2015), Puerto Rico and Newfoundland (Vézina, 2014), Corsica and Hawai’i (Androus & Greymorning, 2016), and the English SNIJs of the Isles of Scilly and the Isle of Wight (Grydehøj & Hayward, 2014). Island pairs in this proposal have been selected based on a combination of the following similar characteristics: population size, colonial and/or post-colonial history, geographical region, economic structure, and area size.

Small Island State	Subnational Island Jurisdiction
Palau	Guam (USA)
Cyprus	Lesbos (Greece)
Grenada	Tobago (Trinidad & Tobago)

Mauritius	Reunion (France)
Iceland	Newfoundland (Canada)
St. Lucia	Prince Edward Island (Canada)

This second stage will consist of two components; a semi-structured survey of at least 100 (or a number that reflects a representative sample size for each island) randomly chosen households on each island and four focus groups per island consisting of a subset of those who participated in the first stage survey as well as groups of key informants drawn from local non-governmental organisations/community-based organisations (NGOs/CBOs), government and business. The principal objective of the household surveys is to assess the well-being or quality-of-life of residents of each of the islands (SISs and SNIJs) using a perceptual/attitudinal approach and then link this back to an analysis of the relative capacity of these places to implement socio-political, cultural-artistic, economic and environmental sustainability. They will also allow us to gauge perceptions of the responsiveness, efficacy and accountability of local and national governing institutions as promoters and protectors of sustainability and sovereignty. The specific content of this survey will be determined after consultation among all of the participants but a number of models currently exist, including the Alternative Indicators of Well-being for Melanesia initiative (Dick, 2015; Malvatumauri National Council of Chiefs, 2012; Tanguay, 2015), the Genuine Progress Indicator (Cobb, Halstead, & Rowe, 1995) and the Well-Being Index (Prescott-Allen, 2001). Approaches such as this are especially suited to settings where traditional indicators such as GDP and even the Human Development Index (HDI) fail to capture the most important dimensions of local capacity and potential.

The household focus groups will allow us to delve more deeply into the themes emerging from the larger survey group results. The focus groups of key informants in the business, government and NGO communities will be chosen using a snowball sampling method. All of these stakeholders play critical roles in sustainability policy and solutions. For example, NGOs are increasingly relied on to add capacity to smaller states and subnational entities in their dealings with international financial institutions, Official Development Assistance agencies and governments; and may serve the latter as consultants and agents for implementing sustainable development projects (Rosenberg, 2007, 2017; Rosenberg & Korsmo, 2001). They remain important repositories of political capital and sources of information, both local/indigenous knowledge and as members of global epistemic communities (Hass, 1992; Keck & Sikkink, 1998). Finally, given the growing importance of bottom-up approaches to sustainable development anything we can learn about variability in the roles and efficacy of NGOs/CBOs within our pairs of SISs and SNIJs may be revealing (Balboa, 2015; Fowler, 2000; Rosenberg & Thomas, 2005). The data from the surveys and the focus groups will be sent to UPEI for coding, translation, transcription and initial analysis and then returned to the sites for proofing.

There are several dimensions to this analysis that expand the scope of its relevance and efficacy. One is an examination of the sustainable futures at each site and the application of these results to inform local island policy and action. A second analysis is the pairwise comparison across each of the six sets of islands (SISs versus SNIJs). Finally, the third is an investigation that incorporates the stakeholder groups, i.e., households, government, NGOs/CBOs, and business, across all twelve island sites. We expect the results of this project will provide direction for many small islands and territories beyond those directly involved at this stage, to include other territories and islands dealing with similar issues. More importantly, this is the first step in implementing a project-based research collaboration among the disparate participants and

partners and will lead to a more comprehensive global network of stakeholders for future alliances.

Description of Formal Partnerships:

In September 2016 the Institute of Island Studies, through the UNESCO Chair and the Climate Research Lab at UPEI, hosted an international conference on Climate Change Adaptation and Small Islands (see outcomes at <http://projects.upei.ca/unescochair/climate-change-and-islands-symposium/>). This meeting allowed several of the participants involved in this application to meet, in some cases for the first time, and plan ways in which we could strengthen our collaboration as individuals and as institutions. In fact, the genesis for this application was the creation of a UNESCO Chair in Island Studies and Sustainability and this Climate Change Adaptation and Small Islands symposium. As further evidence of the capability of the Institute of Island Studies and the UNESCO Chair to bring together respected scholars in the field, we recently (November 13-15, 2017) co-hosted a conference on Island Economies in Haikou, Hainan Island, China. This conference included many of the leading experts on island sovereignty and governance and the impacts of various forms of sovereignty on island development.

Becoming more sustainable is an important goal for decision-makers and residents living in many jurisdictions, including small islands. These aspirational goals are often reflected in official documentation (see below for examples drawn from several of the small islands associated with this project):

- Iceland: OECD Environmental Performance Review 2014 at <https://www.oecd.org/environment/country-reviews/Iceland%20Highlights%20web6.pdf>
- Reunion Island: Reunion Island Declaration on Sustainable Tourism in Islands https://sustainabledevelopment.un.org/content/documents/5219269reunion_declaration_final_en_0.pdf
- Tobago: “Working for Sustainable Development in Trinidad and Tobago” <http://www.planning.gov.tt/mediacentre/documents/working-sustainable-development-trinidad-and-tobago>
- Cyprus: “Solving the Cyprus Problem – Hopes and Fears” http://3n589z370e6o2eata9wahf14.wpengine.netdna-cdn.com/wp-content/uploads/2011/06/2011_06_30_Cyp_interpeace_cyprus2015_solving_the_cyprus_proble_m_en.pdf

Although these initiatives and documentation are important in articulating the unique challenges and activities of each place, unfortunately they are often undertaken in isolation of issues related to sovereignty and the challenges and strategies associated with sustainable development on other similar small islands. A partnership approach that brings together researchers, practitioners and decision-makers from all the sites will allow the partners and participants, through their organizations, to learn from each other in order to make evidence-based changes. Further, it will allow this shared knowledge to inform other small island jurisdictions beyond the twelve islands involved in this project.

One of the objectives of this initiative is to develop stronger relationships among the individuals and organizations currently engaged in island studies scholarship and practice. Although the relationship among the participants and the partners is still young, multilateral and

bilateral partnerships already exist. For example, UPEI has MOA student exchanges with the University of Malta and the University of the West Indies. Six of the universities listed on this application (i.e., University of Malta, Open University of Cyprus, U. of the Aegean, Université de la Réunion, University of Prince Edward Island, Memorial University of Newfoundland) are members of the Réseau d'Excellence des Territoires Insulaires (RETI), a network of tertiary education institutions serving islands and dedicated to the development of their island jurisdictions. Subject to the established approval process, the intent is to work with the RETI organization to expand membership by including the other academic partners in this proposal within the RETI community.

The role of post-secondary educational institutions on small islands is critical in the context of this proposal. More so than many universities or colleges in larger, mainland settings, the universities on small islands are often the only degree-granting institutions for the entire island. Not only do they have a mandate to provide higher learning opportunities for their island populations, but they play a fundamental role creating sustainable futures for their island communities, in the scholarship and teaching of their faculty as well as in the cultural, economic, ecological and social outreach of their centres and institutes (Schoeffel, 1986).

As further evidence of existing partnerships, this proposal is firmly centered in the mandate of the UNESCO Chair in Island Studies and Sustainability. This UNESCO Chair was approved for an initial four-year term in the summer of 2016, is held jointly by Dr. James Randall (UPEI and PI on this application) and Dr. Godfrey Baldacchino (U of Malta and co-applicant) and is the only UNESCO Chair committed to building the capacity of small islands in their totality. The mission of the Chair is to contribute to achieving the sustainable development goals of Small Island Developing States (SIDS), a long-term UNESCO priority, and to extend this priority to Subnational Island Jurisdictions. In collaboration with North-South-South partners, one of the key objectives is to change the rhetoric on the future of SIDS and SNIJs from one of vulnerability and marginalisation to one of resilience, innovation and entrepreneurship, all aspects of sustainable development. Several of the formal partners associated with this UNESCO Chair (e.g., RETI, the International Small Islands Studies Association or ISISA, UPEI, the Institute of Island Studies and researchers from the University of the West Indies, the University of Malta, and the University of the Aegean) are also participants or partners in this application. The fact that this proposal includes several of these partners as well as new individual and institutional partners bodes well for an expansion of these island-based connections in the form of formal partnerships over the next three years. As a foundation for establishing strong partnerships through and beyond the life of this project, we have included Memoranda of Partner.

Effective coordination of an initiative that involves multiple co-applicants, collaborators and partners spread around the world is critical for project success. Fortunately, the Institute of Island Studies at UPEI and the UNESCO Chair have extensive experience in coordinating and managing international projects. We propose that a Steering group be struck consisting of the PI (Randall) as Chair and including Baldacchino (U of Malta and UNESCO co-Chair), Watson (UWI) and Nunn (U. Sunshine Coast). Although these individuals are not expected to speak for all of the partners within their region, they do encompass the main areas of the Atlantic, Caribbean and Pacific island groupings. The Steering group will report to a larger project Governance Committee consisting of one representative from each of the Partner organisations. In most cases these individuals will already been involved in the project as co-applicants or

collaborators. The larger Governance Committee will meet by video-conference quarterly to review the progress to date and the upcoming activities.

Even at this early stage, this initiative has the support of 10 partners. The RETI organization (Reseau d'Excellence des Territoires Insulaires) and the International Small Islands Studies Association (ISISA) are consortia, respectively, of universities and researchers who have a commitment and a passion for the interdisciplinary field of island studies. These organizations do not have funding by themselves to support the project but they have access to a network of many other universities, governments, NGOs, researchers and students who can be informed and recruited to support the project, and they will communicate the outcomes on their social and traditional media platforms (e.g., websites, newsletters).

Beyond those listed above, the set of partners that have been invited to participate in this project are often affiliated with universities or colleges. This list includes T.A. Marryshow Community College in Grenada, the Islands and Small States Institute at the U. of Malta, the U. of the West Indies, the U. of the Sunshine Coast outside Brisbane, Australia, the U of Mauritius, the U of Guam and the Institute of International Affairs and Centre for Small States Studies at the U. of Iceland. Given their institutional prominence on their small islands, all of these institutions and the individual participants involved in this application have a mandate and a commitment to effect change within their island communities. For example, the Institute of Island Studies has a thirty-year record of public engagement and public policy development and has a mandate to: i) encourage a deep knowledge, understanding, and expression of Prince Edward Island, ii) serve as a bridge between the University and Island communities, iii) contribute to the formulation of public policy in Prince Edward Island, and iv) undertake and facilitate island studies research and education at local, national and global scales. The mission of the Harris Centre at Memorial University of Newfoundland is to “encourage informed public policy and regional development in Newfoundland and Labrador by supporting communication and collaboration between Memorial University and the people of this province. And the Islands and Small States Institute at the University of Malta, a World Health Organization Collaborating Centre, was commissioned to research and write *A Sustainable Development Strategy for the Maltese Islands, 2007-2016*. (see https://www.um.edu.mt/data/assets/pdf_file/0003/64812/SD_Strategy_2006.pdf)

The Institute of Island Studies at UPEI, in partnership with the UNESCO Chair in Island Studies and Sustainability, and partners on Caribbean island states and territories, is organizing an international conference on this topic to take place in March, 2019. This conference will attract researchers working on these issues from the Caribbean region and islands throughout the world. The conference is being organized to encourage the participation of representatives of government and non-governmental organizations, as well as the general public, to ensure that there is a wide dissemination of research and that it is incorporated in policy development and decision-making. The collaborators will also be invited to attend this meeting, not only to share their research but also to discuss and agree on the approach for the second stage of the project.

We are confident that the current participants and partners will achieve the objectives stated in this application. The multiple Memoranda of Partner Engagement submitted as part of this application attest to this willingness to build a long term relationship based on research and public engagement. However, we also recognize that we can benefit from approaching and seeking input from other actors associated with these islands, first informally and eventually in a formal partnership. For example, the Caribbean Natural Resources Institute (or CANARI <http://www.canari.org/>) uses a participatory approach to manage natural resources

governance and improve the quality of life of island peoples. In Guam, the Center for Island Sustainability at the University of Guam <http://www.uog.edu/center-for-island-sustainability/center-for-island-sustainability-cis> is focused on developing an islands-based model for sustainability.

Stakeholders on other small islands and other supranational organizations not directly involved as research sites in this proposal will also benefit from the outcomes of this research and will be invited to participate as partners. The participants in this A short list of these stakeholders includes:

- The Blue Economy Research Institute at the University of the Seychelles (<http://www.unisey.ac.sc/index.php/research-consultancy/blue-economy-research-institute>)
- The Integrated Sustainability Analysis Unit at the University of Sydney run the Sustainable Islands program associated with Norfolk Island <http://www.isa.org.usyd.edu.au/research/islands.shtml>
- The University of the South Pacific's Centre for Environment and Sustainable Development <http://pace.usp.ac.fj/>
- The University of the West Indies (UWI) Institute for Sustainable Development at the Mona campus in Jamaica <http://www.uwi.edu/isd/>,
- The UWI Centre for Resource Management and Environmental Studies at the Cave Hill campus on Barbados <http://www.cavehill.uwi.edu/cermes/home.aspx>
- The Institute for Northern Studies at the University of the Highlands and Islands, Scotland <https://www.uhi.ac.uk/en/research-enterprise/centres/nordic/>
- The European Small Islands Federation <https://europeansmallislands.com/>
- The Alliance of Small Island States (AOSIS) <http://aosis.org/>
- The Pacific Islands Forum <http://www.forumsec.org/>
- The Center for Pacific Islands Studies, University of Hawaii at Mānoa <http://www.hawaii.edu/cpis/>
- The Global Ocean Forum <https://globaloceanforum.com/>
- University of the Arctic <https://www.uarctic.org/about-uarctic/>

The participants in this proposal already have established contacts and have built professional relationships within most of these organizations. We will build on these existing affiliations to share the results of the research beyond our existing partners.

Contributions Plan (maximum 1 page):

As the host and lead institution, UPEI will contribute typical research support (worktime, space, technical support for video communications among CIs, collaborators and partners) to support Island Studies partnering with colleagues around the world. Island Studies is one of the key research constellations at UPEI as reflected in the most recent research strategy. As reflected in the letter of support, UPEI will be providing \$11,000 in cash for the two UNESCO Chair holders (Randall and Baldacchino) to use in the form of travel support and a further \$8,000 for student travel (\$3,000 of this is confirmed). It will also provide in-kind support in the form of meeting space, IT/infrastructure support (web-hosting and audio-visual equipment) equaling \$15,000. The Research Office will provide up to \$7,500 cash in publication support

for a monograph on the outcomes of this research in the third year of the project, assuming it is accepted by the Island Studies Press in a competitive peer-reviewed process. In total, UPEI will provide **\$41,500** in cash and in-kind resources, \$29,000 of which is confirmed.

As an affiliated member of UPEI, this project will be administered through the Institute of Island Studies (IIS). Over its 30-year history the IIS has developed a reputation as being arguably the leading international organization supporting in island studies scholarship at a local, national and global level. It has developed a network of contacts that will benefit the activities and objectives of this initiative, and communicate the results to the broader community. This knowledge dissemination will occur through the Island Studies Press and the *Island Studies Journal*. The IIS is providing **\$5,000** in cash towards this initiative to support the development of the sampling methodology for the household surveys. The Master of Arts Island Studies thesis program at UPEI will also support the project by providing a source of highly-qualified graduate students.

Other partners have also committed resources to support this initiative. For example, the Harris Centre at Memorial University has pledged in-kind contributions estimated at **\$25,000**, including using their knowledge mobilization infrastructure to communicate the research results nationally and internationally and training the students through the creation of webinars. The University of the Sunshine Coast in Australia has committed \$4,500 Cdn to support the travel by one of the co-applicants (Nunn) to supervise the research in Palau and Guam. The Islands and Small States Institute at the U. of Malta has committed 3,000 euros (\$4,520 Cdn.) of in-kind support in the form meeting space and office equipment. The U. of Mauritius has included support (through a competitive process) of \$8,000 and a further \$1,500 in in-kind supplies. In total, partners are providing an additional **\$60,500** cash & in-kind resources and a further **\$12,500** unconfirmed funding, for a total of **\$73,000**.

Technically, we cannot count the equivalent in salary and benefits of co-applicants and collaborators who will be participating in this project. However, this stated involvement is still an important metric of the commitment of these team members to the success of this initiative. For example, in the letter of support from the T.A. Marrayshow Community College, the Principal has indicated that he expects Dr. Telesford to devote 15% of his time to the project over the next three years. As PI, Dr. Randall has allocated 10% of his time and the IIS Coordinator (Dr. Laurie Brinklow) will devote 5% of her time. These examples are typical of the investment by the other participants of their most precious resource; their time.

The team members will continue to seek funding over the life of this project. The diversity of disciplinary and geographical backgrounds of the CIs and collaborators means that they have knowledge and success at obtaining funding for their research from many different national and international sources, including the various regional United Nations Development Program offices and national research granting agencies. In particular, the 12 graduate students involved in this project will have access to funding to support their academic program and their travel (e.g., in Canada, Master's Canada Graduate Scholarships).

Participant Involvement

This project has the commitment of **15** co-applicants and collaborators, and **10** partners. For the most part, at this stage in the project they are drawn from universities and colleges, or affiliated centres and institutes, from around the world. This includes Iceland, Greece, Malta, Reunion, Australia, Mauritius, Newfoundland, Prince Edward Island, Trinidad & Tobago, Grenada, and Guam. In almost every site, we have co-applicants/collaborators who are embedded on the

island. In Palau, St. Lucia and Cyprus one or more of the participants have established long and trusted working relationships with local actors and agencies with whom they can partner on the research. For example, Russell has worked closely with the St. Lucian government in the past and will ensure that the research and outcomes meet the needs of the partner. Even those partners affiliated with a university or college have an established and extensive reach into their regional and island communities and have explicit mandates to serve the development needs of their islands.

The PI (Randall) has academic and administrative experience that makes him an ideal choice to lead this project. With professional training as an economic geographer, Randall has taught (graduate and undergraduate) and published in the interdisciplinary field of island studies since being appointed to the program at UPEI in 2012, in areas directly related to the activities being proposed in this application, including rural island development, the perception of quality of life of islanders and economic development (the biosciences) on a small island. He has experience leading large, diverse teams of colleagues and community participants on research projects, including serving as the co-chair of one of the first SSHRC-CURA grants. This led to the establishment of a Community-University Institute for Social Research at the University of Saskatchewan and the first CU (Community-University) Expo, one of the largest ongoing gatherings of community-university scholars and practitioners in Canada. Randall's experience as a leader of large teams has also included academic administration, including as a Department Chair, a Dean, and a Vice-President Academic/Provost. More recently, he has assumed increasingly significant leadership roles locally and internationally in island studies, as the Coordinator of a large Master's program, as the Chair of a research and engagement centre (Institute of Island Studies, UPEI) and as a co-holder of the UNESCO Chair in Island Studies and Sustainability, a position that has an international mandate. In addition to overall leadership of this project, Randall will also coordinate the specific research activities on Prince Edward Island and will work with locally-based colleagues to undertake the research on St. Lucia.

The co-applicants/collaborators involved in this application are among the leading experts in island studies and/or in the social and economic development of their islands. They have extensive research experience in assessing and measuring sustainable island development and will be involved collectively in the first stage of the research. For example, Baldacchino (co-applicant at the U. of Malta) is arguably one of the most influential researchers in the social sciences, with 46 peer-reviewed publications in the past six years, including 15 monographs. He has served as a Canada Research Chair in Island Studies (UPEI) and is the co-holder (together with Randall) of the 2016-2020 UNESCO Chair in Island Studies and Sustainability. He currently serves as the Pro-Rector - International Development at the U. of Malta and is establishing a new peer-reviewed *Small States and Territories* journal, an initiative that links closely with the subject matter of this application. In his role as co-applicant, Baldacchino will serve as a senior advisor on the project and be a member of the Executive Committee. The participants responsible for the specific activities is as follows:

For Tobago , Grenada, and St. Lucia, a team of three locally and internationally-based faculty will contribute to the project. This work will be led by the following co-applicants/collaborators: for Grenada, Dr. John Telesford (Associate Dean, T.A. Marryshow Community College, Grenada), for Tobago, Dr. Patrick Watson (Director, Sir Arthur Lewis Institute of Social & Economic Studies, University of the West Indies, St. Augustine Campus, Trinidad and Tobago), and for St. Lucia, Dr. Suzana Russell (as of January 2018, Senior Lecturer, Mona School of Business and Management, UWI).

For Iceland and Newfoundland, the lead locally-based researchers in Iceland will be Mr. Tomas Joensen, Project Manager, Institute of International Affairs, and Dr. Baldur Thorhallsson, Professor of Political Science and Jean Monnet Chair in European Studies, both at the University of Iceland. In Newfoundland, Dr. Rob Greenwood, Director of the Leslie Harris Centre of Regional Policy and Development at Memorial University of Newfoundland in the lead co-applicant. Bojan Furst, an expert in knowledge mobilization from the Harris Centre, will be a collaborator on this project.

For Reunion and Mauritius, we have engaged the participation of two researchers who are active and experienced in social sciences research on their respective islands. From Reunion Island is Dr. Francois Taglioni (Full Professor and Director of Research, University of Reunion Island, France) who has extensive experience in island studies and sustainability issues on islands in the Indian Ocean and the Caribbean. At the U. of Mauritius, Dr. Verena Tandrayen-Ragoobur (Faculty of Social Studies and Humanities) is an economist with a specialization in local economic development, labour issues, and gender. She has undertaken collaborative research with many local agencies on development issues in Mauritius and is an Erasmus+ staff mobility partner with our participants in Malta.

For Guam and Palau, Dr. Patrick Nunn, Professor of Geography and Associate Director, Sustainability Research Centre, University of the Sunshine Coast, Australia will be the lead researcher. Dr. Nunn has undertaken research on island issues throughout the Pacific and has extensive local contacts on both of these islands. On Guam, he will be partnered with Dr. Romina King, Climate Science Coordinator in the Department of Geography at the University of Guam.

For Lesbos Island, Greece and Cyprus, the research team will be led by Dr. Thanasis Kizos (Associate Professor of Rural Geography, Department of Geography, University of the Aegean). Based on Lesbos, he will work with local contacts in Cyprus to undertake the research on this island.

In addition to the participants listed above, other island studies researchers have volunteered to assist in the overall development of the project and participate more intensively in specific areas. Dr. Stefano Moncada (Lecturer, Islands and Small States Institute, U. of Malta) has research experience in developing sustainability indicators and has collaborated in the past with the researchers on Mauritius. Dr. Laurie Brinklow (Coordinator, Institute of Island Studies, UPEI) will participate in the overall direction of the project and assist in the Prince Edward Island research. A partial selection of the relevant scholarship of several of the team members is provided in the References. Beyond this, the participants bring an extensive set of research skills, experience and project management as articulated in their CVs. Among other features, this shows that the participants are drawn from a diverse group of disciplinary backgrounds, including political science, sociology, medicine, geography, business, economics, design and environmental management. This has already contributed to a rich sharing of perspectives about the issues involved in this partnership project.

Training and Mentoring (maximum 1 page):

Student assistants from the universities and colleges of the co-applicants and collaborators will be hired at each of the 12 sites. Under the supervision of the faculty participants, these students will be trained to carry out the household surveys and the focus group interviews, following the theoretical underpinning and research methodology as set out for this project, providing excellent opportunities for consultation and community engagement. Depending on the university and the

program, these may be graduate or undergraduate students. One selection criterion will be how well the students' academic programs mesh with the goals and objectives of the research so that the experiential knowledge gained can be applied to her/his studies.

Another Master's-level graduate student will be hired at UPEI for the duration of the project. Under the mentorship and supervision of the Principal Investigator, and with the help of the Institute of Island Studies and the Qualitative Research Lab, the student will be given training in project and human resource management so that he/she will be able to coordinate the activities of the 11 other student assistants using various communications platforms. In so doing, she/he will thus be mentored and develop skills in leadership and teamwork. The student will assist the PI in writing the necessary ethics application, and in turn assist the faculty participants and student assistants on each island in undertaking their own ethics applications, as required. In addition – under guidance by the Principal Investigator and after training by the UPEI Qualitative Research Lab staff in data analysis techniques such as SPSS and NVivo – the student will code and undertake an initial analysis of the household survey results and focus group transcriptions. It is expected that the thesis for this student will be directly related to the subject area of the grant, and, as such, the student will be provided opportunities to present his/her results at international Island Studies conferences and workshops, and mentored in publishing his/her findings in academic journals and disseminating scientific information to a community audience. All student assistants will benefit from interacting with the international network of peers, faculty participants, community and NGO partners that will be created through the project, enriching their academic experience.

Prior to the start of the student assistants' involvement in the project, they will be given access to the on-line digital video lecture materials that have been prepared by the PI as part of his Introduction to Island Studies (IST201) university course. These have been uploaded as a series of YouTube videos and will provide the students from very different disciplinary backgrounds a common understanding of the interdisciplinary concepts and principles associated with island studies as an academic field.

Finally, student assistants will be given training, via webinar, to assist them in videotaping the short video vignettes of islanders at each of the sites, as described in the Knowledge Mobilization Plan. The webinar will be created by our partners at the Harris Centre in Newfoundland. Students will be given instruction in scripting an interview, interviewing techniques, videotaping, editing, and uploading videos to the project website. The Harris Centre will also provide a module in other Knowledge Mobilization techniques, such as event planning and hosting, radio podcast creation, and other opportunities and tools.

Knowledge Mobilization Plan (maximum 2 pages):

The Institute of Island Studies has established knowledge dissemination venues through the peer-reviewed *Island Studies Journal* and the Island Studies Press (ISP). We have an agreement with the editor of the *Island Studies Journal* to publish a peer-reviewed special section of a future issue dedicated to this project. The Island Studies Press at UPEI is a respected university academic press with a two-step (internal and external) peer-review process. A manuscript with contributions from many of the co-applicants and collaborators on this project, including the student research assistants as co-authors, will be prepared and sent to the ISP at the conclusion of the third year of the project.

All partners are committed to enhancing the distribution of emerging knowledge. The research team will strive to increase the accessibility and reach of knowledge mobilization by adopting multiple approaches to reach local practitioners, community leaders, government representatives, students, and researchers. On each of the islands, the research team will utilize local and regional media (newspapers, radio, television), social media platforms of each partner (Twitter, Facebook, LinkedIn), newsletters of key target audiences, in English and/or in the islands' own first language(s). The existing UNESCO Chair website (www.upei.ca/unescochair) will be used as the primary repository for the project. The website will also be home to news updates and links to each of the partner islands' websites. Social media platforms will also be utilized to generate interest in the project, including the UNESCO Chair Facebook page.

Using the power of short-form video, student assistants will invite interviewees and focus group participants on each island to participate in creating short video vignettes describing what sustainability means to them. The purpose will be to help disseminate the research results on another platform, and as a first step in the process of changing the language and attitudes around island sustainability from vulnerability to resilience. These will be uploaded to the UNESCO Chair website and disseminated through social media and to the public media on each of these islands.

The Institute of Island Studies will host a public symposium on the project as it relates to Prince Edward Island; and our island partners and participants will be encouraged to do the same. The forums, featuring guest speakers and local panelists, will offer opportunities to engage the public on the topic of what sustainable futures mean on each of the islands, and to think of the challenges and opportunities facing their island not in isolation but rather in the context of a paired island approach (i.e., the 'sister' SIS or SNIJ) and as a "world of islands" (Baldacchino, 2007). The forums will be webcast live and archived on the UNESCO Chair website.

As a partner contribution, the Harris Centre at Memorial University of Newfoundland has offered the use of its knowledge brokering tool, Yaffle, which will be used to record public engagement and research. The centre will also produce several episodes of their podcast and radio show called Rural Routes featuring research and researchers participating in the project. Rural Routes has a national and international audience through podcasting and a partnership with the National Campus and Community Radio Station Association. The episodes are also available for download free of charge and can be used as a teaching tool in a classroom setting.

The outcomes of this research will constitute a powerful set of tools that can be applied to other small island settings in the world, currently home to more than 600 million people. As one example of a future expanded partnership, the Global Island Partnership and the University of the Seychelles, with their Blue Economy Research Institute, would be a natural partner for further applications and dissemination of the results of this research.

KB Strategy	Purpose	Audiences	Schedule
Website	<ul style="list-style-type: none"> . Share information among research collaborators . Share results with all interested parties 	<ul style="list-style-type: none"> . Partners and collaborators . Stakeholders and policy-makers . General public 	Ongoing
Media and social media	<ul style="list-style-type: none"> . Generate interest for research participation . Generate interest in results among general public 	<ul style="list-style-type: none"> . Partners and collaborators . Stakeholders and policy-makers . General public 	Yr 2 & 3

	. Publicize events		
Rural Routes Podcasts	. Documenting research . Generate interest in results among general public	. Partners and collaborators . Stakeholders and policy-makers . General public	Yr 2 & 3
Yaffle	. Documenting research . Generate interest in results . Broker knowledge	. Partners and collaborators . Stakeholders and policy-makers . General public	Yr 2 & 3
Public symposia	. Disseminate research results	. Partners and collaborators . Stakeholders and policy-makers . General public	Yr 3
Video vignettes	. Disseminate research results . Initiate dialogue toward attitudinal change (from vulnerability to resilience)	. Partners and collaborators . Stakeholders and policy-makers . General public	Yr 3
Scholarly publishing	. Disseminate research results	. Academic community . Partners and collaborators . Stakeholders and policy-makers . General public	Yr 3
Other academic conferences	. Disseminate research results	. Academic community . Partners and collaborators . Stakeholders and policy-makers . General public	Yr 3

Budget Justification (maximum 2 pages)

BUDGET JUSTIFICATION	
Personnel (Students)	
<p>Research Coordinator (Masters-level) -18 hours per week @ \$20.00/hr. -for 42 weeks = \$15,120/yr x 3 yrs TOTAL = \$45,360 (includes benefits)</p>	<p>Objectives: Sustained partnership engagement; assist in communicating across team; training in research project & HR management; leadership training; coding surveys; initial quantitative analysis; complete thesis on topic. Rationale: With PI, graduate experience to coordinate team members and trouble-shoot for RAs at other sites; manage online presence; contribute to public communications.</p>
<p>Qualitative Research Assistants (primarily Masters) -36 hrs./wk. for 10 weeks x 11 sites = 3960 hrs. -\$20.00 x 3960 hrs. = \$79,200 -Split evenly between Yr. 2 & 3 TOTAL = \$39,600/yr. (includes benefits)</p>	<p>Objectives: Training students in research methods; develop understanding of working in a research team; community engagement (video vignettes); developing an understanding and appreciation of island studies concepts and principles; complete major paper or thesis on related topic. Rationale: With CAs, disseminate and collect household surveys, arrange logistics of focus groups, contribute to public communications. PEI not included because student Research Coordinator would be responsible for this site.</p>
Total Personnel (All Students)	\$124,560
Travel and Subsistence	
<p>Applicant and Co-applicants (Yr. 3) A subsidy of \$1,000/CA x 10 CAs will be provided to defray the travel & subsistence costs to present at national/international conferences TOTAL = \$10,000 (Yr. 3)</p>	<p>Objectives: Allow the CAs to disseminate research results at national and international conferences. Rationale: A pool of funding will partially support up to 10 team members to present the project results at national and international conferences.</p>
<p>Students (Yr. 3) A subsidy of \$2000/student x 10 students will be provided to defray the travel and subsistence costs to present at national or international conferences TOTAL = \$20,000 (Yr. 3)</p>	<p>Objectives: Allows student participants to develop research and communications skills; engage and learn from other researchers, practitioners and students. Rationale: A pool of funding will support up to 5 students to present project results at national/international conferences. This is especially important for students from Southern universities with little funding support.</p>
Total Travel and Subsistence	\$30,000
Other Expenses	
<p>Professional/Technical Services <u>Transcription of Focus Group Audio</u> 4 focus groups/site x 1.5 hrs./focus group x 12 sites = 72 hrs. 72 hrs x \$225/hr. = \$16200 TOTAL = \$16,200 (\$8,100/yr.)</p>	<p>Objectives: Prepare audio from focus groups into written transcriptions ready to analyse using qualitative software Rationale: This represents the average cost in Canada for transcription of focus group audio recordings; more efficient and effective than having students or CAs do this work. (split evenly between Yrs. 2 & 3)</p>

<u>Translation of Non-English Focus Group Transcripts (Yrs. 2 & 3)</u> -4 sites x 4 f. groups = 16 transcripts -16 tapes x 3,000 words/tape = 48,000 words x 20 cents/word = \$9,600 TOTAL = \$12,000 (\$6,000/yr.)	Objective: Prepare any non-English focus group transcripts into English for standardized analysis Rationale: Estimated that focus groups in 4 of the sites (N=16 in total)) will be undertaken in languages other than English. Average cost in Canada for professional translation services.
<u>Supplies (Yrs. 2 & 3)</u> Memory cards \$30 x 2 x 12 sites=\$720 Survey instru. \$500 x 12 sites = \$6,000 Refreshments for f. groups \$85 x 4 f. groups/site x 12 sites = \$4,080 TOTAL = \$10,800 (\$5,400/yr)	Objective: Need media to record hhld surveys, video vignettes and focus group audio (memory cards). Make focus groups more comfortable. Rationale: Refreshments for focus group participants to improve quality of research results. Six sites in Yr. 2, remaining 6 sites in Yr. 3.
<u>Non-Disposable Equipment</u> Video recorders \$250 x 11 = \$2,750 Audio recorders and microphones \$250 x 11 = \$2,750 Tripods \$80 x 11 = \$880 TOTAL = \$6,380 (\$3,190 in each of Yrs. 2 & 3)	Objective: Allow students to gain experience and control over recording video vignettes of participants; Record audio at f. groups for transcription. Rationale: High-quality audio equipment needed for f. group interviews. Video and audio recorders used at first 6 sites (Yr. 2) will be reused in Yr. 3 at remaining 6 sites. Cost of tripods for all 12 sites less costly than mailing.
Total Other Expenses	\$45,380
TOTAL FUNDS REQUESTED FROM SSHRC \$199,940	
NOTES: (1) We have not asked for computers, IT communications resources, or software as UPEI has a qualitative research lab with the latest tools, web-based communications platforms & qualitative data software. (2) Partners will provide in-kind equipment, meeting space for focus groups, funding for survey instruments and knowledge mobilization. SSHRC funds are used primarily for student personnel to gain experience in conducting research and to disseminate results by students and CAs.	

Expected Outcomes Summary (max 1 page)

Benefits for the Partners:

Small island universities share a mandate not only to provide a quality education and develop research capacities for their citizens but also to be catalysts for social, economic and environmental development on their respective islands. This project will allow these partners (U. of Mauritius, U. of Iceland, Memorial, UPEI, U. of the Aegean, Marrayshow Community College, U. of the West Indies, U. of Reunion Island, U. of Guam) to take a more systematic, comparative approach to fulfilling their mandates, reinforcing their roles as key stakeholders in critically assessing their islands' progress to become more sustainable societies. More importantly, for the partners and for the islanders whom they serve, the results of this research will allow them to compare their challenges and capacities to other islands and determine how the relationships they have with other jurisdictions influences the future of their islands.

For the host University of Prince Edward Island and the Institute of Island Studies this project reinforces their roles, and by extension Canada's position, as global leaders in island studies research, pedagogy and network development. The UNESCO Chair in Island Studies and Sustainability, held jointly by UPEI and the U. of Malta, serves as a platform and an opportunity to bring together scholars, students, governments, and NGOs to address issues critical to island peoples. It has already done so with a 2016 international symposium on Climate Change Adaptation and Small Islands and a November 2017 international conference on island economies held on Hainan Island, China. This project builds on these successes with more partners and participants at a global scope.

Benefits for the Students:

Seventy-five percent of the budget of this project is being used to support twelve graduate student researchers, in developing their research skills, their engagement with the public and their capacity to present their research findings at international conferences. It encourages these students to take an interdisciplinary, island studies-based approach to their intellectual development. It also involves them working directly with islanders creating and uploading video vignettes on sustainability and, together with their fellow students on islands around the world, it exposes them to the increasingly important collaborative approach to research. These students will use this opportunity to write their major projects and theses on the research they are undertaking.

Benefits for the Co-Applicants and the Collaborators:

Drawn from a diverse set of disciplines, the **fifteen** participants involved in this project are already among the leading researchers in their fields and their institutions. This project will provide them with the opportunity to pool their expertise and experience, working cohesively to address a common goal. Although most of the participants already use a community-based approach to their research, this initiative will systematically reinforce that approach to the benefit of their island societies and to scholarship in their respective fields. Scholarship is a global endeavor but is too often carried out in disciplinary and geographic silos. This project will facilitate the development of a global partnership of researchers in island studies research, including publication of a monograph and special sections in island studies journals as outcomes.

Benefits for General Society:

We anticipate the results of the survey and focus group research on each of the 12 islands to be reported in the public media. We also expect to find relationships between sustainable outcomes and the governance models adopted by islands. The partners and participants have pledged to use their roles within the local communities to communicate the results more widely to their island constituents, including on podcasts, websites and in the local media. The application of metrics of sustainability is too often divorced from the lives of islanders and ignored by policy makers. By combining a qualitative, comparative dimension to this work that is locally based, it is more likely that the results will be incorporated into policy development.

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Evidence of Formal Partnerships

UPEI Template Partnership Agreement: [Add in here the MOUs currently being submitted by the various institutions involved in the project]

Memorandum of Partner Engagement

For the Project entitled: “Comparing Small Island States and Subnational Island Jurisdictions: Towards Sustainable Island Futures” hereafter referred to as *The Project*

October 2, 2017

The purpose of this Memorandum of Partner Engagement (or Memorandum of Understanding) is to confirm the mutual interest and desire on the part of each partner organization to formally participate in the proposed project entitled *The Project*.

This document also confirms agreement by the partners with the project’s goals, anticipated outcomes, methodology, management structure, and a desire to foster an environment of open communication and information exchange. *The partners have been working together for the past two years in an informal capacity and in the absence of any documentation capturing our previous activities and achievements, this document provides an opportunity to attest to the partners’ formal desire to engage actively in the proposed Project submitted to the Social Sciences and Humanities Research Council’s Partnership Development Grant program.*

Principles of Respect and Open Dialogue

All partners shall be respected for the inputs and outputs they offer to *the Project*. Commitment to this principle was the basis for crafting *the Project* collaboratively, and is the premise upon which our work will proceed.

Partners acknowledge that each bring skills that are beneficial to the project and complementary to the skills offered by other partners.

Governance and involvement in decision-making

The partners have all read the “Governance” section of the proposal and agree with the proposed plan for governance, and the means by which partners will contribute to the decision-making process affecting the research, outcomes, and related activities. Partners recognize there is a management structure in place where final determinations will be made by Project leadership after consideration has been duly given to partner views.

Knowledge Outputs and Mobilization

All partners with *the Project* share the desire to produce high quality outputs.

Further, each partner and participant will share, promote, engage, and disseminate outcomes to the widest possible audiences that include, but are not limited to,

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All partners with *the Project* share the desire to produce high quality outputs.

Further, each partner and participant will share, promote, engage, and disseminate outcomes to the widest possible audiences that include, but are not limited to, academic organizations, private for-profit and not-for-profit entities, government and any other interested stakeholder, following the agreed-upon plan established

by the project's management. Ultimately, our collective goal is that the knowledge created is accessible for the benefit of all those who wish to access it.

Accessibility of the outcomes, therefore, is of vital importance and the means by which the outcomes are to be shared as articulated in the proposal have been accepted and agreed to by all partners. The partners remain open to new mechanisms for knowledge mobilization (e.g. new technologies, social networking mediums, etc.) as they are likely to evolve over the course of *the Project*.

Engagement in the conduct of research, dissemination, and related activities

While the partnership proposal reflects the team as a whole, each partner acknowledges their respective roles and responsibilities in conducting various components of the project's work, either solely or in collaboration with other partners and participants. The partners are committed to conducting the work involved in this project for which they have taken responsibility. The partners also agree to notify the Project leadership of challenges or delays as soon as they become aware of them.

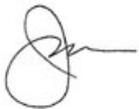
Endorsement of the Proposal

The partners agree with the proposal entitled: "Anatomy of Small Island States and Subnational Island Jurisdictions: Towards Sustainable Island Futures" and we wish to emphasise, in particular, our agreement with the following sections:

- **Knowledge Mobilization Plan**
- **Governance**
- **Goal and Project Description**
- **Description of Formal Partnership**
- **Intended Outcomes of Proposed Activity**

We also wish to note that our individual commitments to the project are captured in the Partner Letters of Support included with the proposal.

PARTNER: University of Guam
Office of Research and Sponsored Projects



November 10, 2017

Dr. John A. Peterson, Director

Date