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**REPORT BY THE DIRECTOR-GENERAL ON FEASIBILITY STUDIES
FOR THE ESTABLISHMENT OF CATEGORY 2 INSTITUTES AND CENTRES
UNDER THE AUSPICES OF UNESCO**

PART II

**PROPOSAL FOR THE ESTABLISHMENT IN THE PHILIPPINES
OF A LIFELONG LEARNING CENTRE FOR SUSTAINABLE DEVELOPMENT
IN SOUTH-EAST ASIA AS A CATEGORY 2 CENTRE
UNDER THE AUSPICES OF UNESCO**

SUMMARY

Following a proposal by the Government of the Republic of the Philippines to establish a South-East Asian Center for Lifelong Learning for Sustainable Development (SEA-CLLSD) as a category 2 centre under the auspices of UNESCO, a technical mission was undertaken in March 2008 to assess the feasibility of establishing the proposed Centre. This was followed by further consultations and meetings between the UNESCO Secretariat and stakeholders in the Philippines in May 2008, September 2008 and June 2009. The evaluation of the Centre was carried out in conformity with the criteria approved by the Executive Board in 181 EX/Decision 16, pursuant to 34 C/Resolution 90, concerning the creation of institutes and centres under the auspices of UNESCO.

This document is based on the outcomes of the mission. It reviews the prerequisites for the establishment of the Centre, and provides the rationale behind the Philippines' proposal. It is supplemented by a Draft Agreement between UNESCO and the Philippines (Annex).

Financial and administrative implications are covered in paragraph 8.

Action expected of the Executive Board: proposed decision in paragraph 10.

INTRODUCTION

1. The Republic of the Philippines has proposed the establishment of a South-East Asian Center for Lifelong Learning for Sustainable Development (SEA-CLLSD) under the auspices of UNESCO (category 2), hereinafter referred to as the “Centre”. This document outlines and analyses the background, scope, feasibility and foreseeable implications of the creation of the proposed Centre, especially with regard to benefits to Member States in the region, defined as the countries covered by the Bangkok and Jakarta cluster offices, and the Centre’s relevance to UNESCO’s programmes. In accordance with the requirements specified in document 181 EX/66 Add. Rev., Report by the Director-General on a draft integrated comprehensive strategy for category 2 institutes and centres under the auspices of UNESCO, approved by the Executive Board in 181 EX/Decision 16, pursuant to 34 C/Resolution 90, a decision from the Executive Board will be sought to continue the process to establish the Centre under the auspices of UNESCO.

2. A “UNESCO Center for Lifelong Learning for Sustainable Development (UCLLSD) of the Philippines” was established through Presidential Executive Order No. 483 in 2005 as a separate legal entity in the Philippines. UNESCO has not participated in the setting up of the Centre and has made no financial contribution to the execution of its activities. This Centre will be dissolved following the Joint Resolution No. 34 currently lying before the Fourteenth Congress of the House of Representatives of the Republic of the Philippines, which has passed its first reading and is anticipated to be approved by the end of the year. The South-East Asian Center for Lifelong Learning for Sustainable Development (SEA-CLLSD) will be established once the Joint Resolution is passed and does not have the name of UNESCO in the proposed title of the Centre.

3. Pursuant to the Executive Board’s request to the Director-General to prepare a feasibility study on the original proposal submitted to its 176th session (176 EX/55), a UNESCO mission (comprising representatives of UNESCO Bangkok and UNESCO Jakarta, a visiting professor of the United Nations University – Institute of Advanced Studies, and a board member of the UNESCO Institute for Lifelong Learning) was undertaken to the Philippines in March 2008 to assess the feasibility of the proposed subregional centre. Some of the main findings pertained to the following areas: consolidation of the centre’s status nationally; the use of UNESCO’s name in the existing centre’s name without authorization; recognition that establishing the centre as a category 2 centre could possibly contribute to securing its sustainability; the role of Operation Brotherhood Montessori Center, Inc. (OBMCI); identification of areas of comparative strengths and interests where participating Member States can contribute to the Centre’s work; and securing a balanced composition of the Governing Board that reflects the diversity of the South-East Asian subregion. As a result, and since the time of the feasibility mission, a number of important developments have taken place that include: a regional mapping of the development needs concerning lifelong learning and Education for Sustainable Development (ESD); the submission of letters of support from six Member States (including Indonesia, Lao People’s Democratic Republic, Malaysia, Singapore, Thailand and Viet Nam); identification of service providers from the subregion; and finally the qualification of the role of OBMCI as a service provider among several others.

4. Several decades after UNESCO’s International Commission on the Development of Education submitted its report *Learning to Be* (1972) highlighting the need for a learning society, lifelong learning re-emerged as a major international education movement of the 20th century, spanning over the new millennium. In 1996, UNESCO’s Delors Report emphasized the need for continuing learning through the life span to ensure economic, social and personal welfare in an era of consistent and ongoing change. It defined the goals of lifelong learning in terms of four pillars (principles) that extended the definition beyond the traditional emphasis on the formal acquisition of knowledge. These four pillars involve: (i) learning to know, (ii) learning to do, (iii) learning to live together, and (iv) learning to be. These principles highlight the importance of meeting learner needs and the development of competences. Along the same lines, the need for learning must be an essential part of living in plural and culturally diverse societies. Lifelong learning, however, does

not stop here; it means the integration of learning and living – within family and community, during study, work and leisure time, and from early childhood to old age. It extends across the full spectrum of formal, non-formal and informal learning settings and experiences across all levels, with literacy and basic education as the main foundation. Lifelong learning is the key organizing principle of contemporary and forward-looking education and learning systems, whereby great importance is given to the vertical interconnectedness of the system operating over the entire lifetime and horizontally across different sectors. It is in this context that the Commission discussed the need to advance towards a “learning society”.

5. Agenda 21, adopted in 1992 at the Rio Earth Summit, is a comprehensive plan for a variety of stakeholders to address our collective human impact on the environment. A programme of action concerning education and sustainability was initially captured in Chapter 36, “Promoting Education, Public Awareness and Training”. In December 2002, the United Nations General Assembly adopted resolution 57/254 to put in place a United Nations Decade of Education for Sustainable Development (DESD, 2005-2014). The overall goal of the DESD is to integrate the principles, values and practices of sustainable development into all aspects of education and learning. UNESCO was requested to lead the Decade and develop an International Implementation Scheme (IIS), which sets out a broad framework for all partners to contribute to the Decade.

OVERVIEW OF THE PROPOSAL

6. The proposal submitted by the Philippines has endeavoured to address the requirements specified in document 181 EX/66 Add. Rev., Report by the Director-General on a draft integrated comprehensive strategy for category 2 institutes and centres under the auspices of UNESCO, approved by the Executive Board in 181 EX/Decision 16, pursuant to 34 C/Resolution 90. The proposal has improved markedly since the feasibility study mission, and UNESCO has been given the opportunity to offer technical advice on subsequent versions.

- (a) **Functional definitions:** The centre interprets lifelong learning as education “from womb to tomb”. Furthermore, the centre conceptualizes human life as a continuum of 100 years divided into four periods. The first period is interpreted to be comprised of four phases, “Learning to Be”, “Learning to Learn”, “Learning to Work”, and “Learning to Live”, up until the age of 24. During the second period of a person’s life, from 26 to 50 years old, a person is expected to master the career; in the third period, 51 to 75 years old, one mentors others; and the fourth and final period, from 76 to 100, is about leaving a legacy behind. The centre uses the functional definition of ESD as standardized by UNESCO and links this to lifelong learning by citing UNESCO’s role as task manager of Chapter 36 of Agenda 21 and emphasizing that ESD is for everyone, at all stages of life and in all possible learning contexts.
- (b) **Objectives:** The centre’s vision statement refers to the “new man” (human being)¹ who has been empowered by quality education and lifelong learning for sustainable development. Further, its stated mission is to be a service provider, standard setter, and a research and resource management centre in the field of lifelong learning to reorient education in support of sustainable development in the South-East Asian subregion, encompassing the UNESCO Bangkok Cluster and the Jakarta Cluster.
- (c) **Functions:**
 - (i) The Centre’s functions are categorized as follows: (1) capacity-building and training (with an emphasis on teacher training) to re-orient existing education programmes towards sustainable development; (2) research and development to

¹ The expression ‘new man’ used in the proposal comes from the works of Maria Montessori (1870-1952).

improve the quality of basic education; and (3) advocacy and social mobilization to develop partnerships, public awareness and understanding of the important role of education as a tool to promote sustainable development.

- (ii) With respect to the Medium-Term Strategy 2008-2013 (34 C/4), and Strategic Programme Objective 2 in particular, as well as the four Education Sector Main Lines of Action proposed within the Draft Programme and Budget for 2010-2011 (Draft 35 C/5), the centre's proposal makes extensive reference to its functions. In addition, the proposal also makes extensive reference to the role of different service providers in terms of activities and target beneficiaries in order to refer explicitly to UNESCO's priorities in Education.
- (d) **Legal status and structure:** The Philippines Centre, established under Executive Order, functions as an autonomous entity within the framework of the UNESCO National Commission of the Philippines. As explained in paragraph 2, this centre will be dissolved once the Joint Resolution is passed. The SEACLLSD will submit periodic reports on the implementation of programmes and projects through Committees on Education, Culture and Arts to both Houses of Congress.

Its structure will involve:

- (i) **Governing Board:** a body in charge of supervising the centre's financial and thematic activities and supervising and advising the centre on matters of policy, directions, and priorities. It will be chaired by the Secretary of Foreign Affairs of the Philippines and vice-chaired by the Secretary General of the National Commission of the Philippines. Its composition will also include a UNESCO representative, designated by the Director-General of UNESCO, and it will be open to representatives of States that have sent to the Centre notification for support as set out in the Draft Agreement.
 - (ii) **Secretariat:** a body in charge of running daily operations of the centre. The secretariat has three units: Programme Unit; Administrative and Finance Unit; and the Service Providers Unit. The Director shall be appointed by the Chairperson of the Governing Board in consultation with the Director-General of UNESCO.
 - (iii) **The Advisory Council:** an expert body to be set up by the Governing Board.
- (e) **Financial matters:** The Government of the Philippines will provide the centre with an annual budget sufficient to cover expenses relating to the centre's activities, including Secretariat staff, infrastructure and maintenance, equipment and utilities.
- (f) **Areas of cooperation with UNESCO:** The centre hopes to contribute to the strengthening of UNESCO's global leadership in the areas of lifelong learning and education for sustainable development.
- (i) With regard to cooperation with UNESCO, the centre requests UNESCO to help to provide it with technical assistance for the programme activities in accordance with the strategic goals and objectives of UNESCO; undertake evaluations and reviews of the centre's performance; facilitate the recruitment of international experts as needed to work as consultants for the development of the centre's activities; assist the centre with establishing linkages with related institutions and agencies; and assume mission costs arising from UNESCO membership on the Governing Board.

- (ii) The centre offers to contribute to UNESCO's priorities by promoting DESD in the following ways: (a) assisting South-East Asian countries to make progress towards the Millennium Development Goals through ESD; (b) providing South-East Asian countries with new opportunities to incorporate ESD into their educational reform efforts; (c) promoting sustainable development through formal, non-formal and informal learning; (d) encouraging research on ESD; and (e) strengthening cooperation in ESD at all levels.

REGIONAL OR INTERNATIONAL IMPACT OF THE CENTRE

7. At the time of the proposal submission, out of the other 10 Member States of the UNESCO Bangkok and Jakarta clusters, the Philippines has received official letters of support from six other Member States (Indonesia, Lao People's Democratic Republic, Malaysia, Singapore, Thailand and Viet Nam). The centre has identified strong Philippine national support demonstrated through an extensive list of national partners and service providers.

- (a) The centre strives for regional impact by assisting all countries of the subregion in their efforts to promote ESD. The centre will make available their training programmes, research studies, advocacy plans and strategies to Member States of the subregion.
- (b) The centre will serve as a clearing house in the subregion for the transfer of experience, knowledge and best practices in the field of lifelong learning for sustainable development.
- (c) The centre will organize advocacy workshops and seminars to promote ESD in the subregion, instilling awareness of the role and contribution of indigenous peoples and their cultures.

FINANCIAL AND ADMINISTRATIVE IMPLICATIONS

8. In accordance with the guidelines and criteria for category 2 centres and institutes as set out in document 181 EX/66 Add. Rev, approved by the Executive Board in 181 EX/Decision 16, pursuant to 34 C/Resolution 90 UNESCO shall not provide financial support for administrative or institutional purposes. Although the centre has made no request for future financial support from UNESCO, it requests UNESCO's assistance in facilitating access to extrabudgetary funding and financial support from donors and international financing institutions. Future foreseen administrative costs for UNESCO linked to the operation of the centre, if established as a category 2 centre, correspond to the following areas: (1) liaising with the centre to provide technical assistance and enabling coordination between networks of related institutions and agencies; and (2) mission costs arising from UNESCO membership on the governing board of the centre (anticipated as once per year).

SUMMARY EVALUATION OF THE PROPOSAL SUBMITTED

9. Addressing lifelong learning and sustainable development in the context of the DESD is critically important for enhanced delivery of quality education for all. The proposal for the category 2 centre satisfactorily meets all criteria for category 2 centres as outlined in the guidelines and criteria for category 2 UNESCO institutes and centres in document 181 EX/66 Add. Rev, approved by the Executive Board in 181 EX/Decision 16, pursuant to 34 C/Resolution 90.

ACTION EXPECTED OF THE EXECUTIVE BOARD

10. In light of the foregoing, the Executive Board may wish to consider the following decision:

The Executive Board,

1. Having examined document 182 EX/20 Part II providing the basic outline of the proposal to designate a South-East Asian Centre for Lifelong Learning for Sustainable Development (SEA-CLLSD) under the auspices of UNESCO (category 2),
2. Aware of the importance of international and regional cooperation and South-South cooperation in the fields of Lifelong Learning and Education for Sustainable Development,
3. Welcoming the proposal of the Philippines,
4. Recalling the importance of category 2 centres' positive contribution to UNESCO's priorities and potential international or regional impact,
5. Taking note of the observations and conclusions of the feasibility study,
6. Recommends that the General Conference at its 35th session approve the establishment of the South-East Asian Centre for Lifelong Learning for Sustainable Development (SEA-CLLSD), Philippines, under the auspices of UNESCO and t invite the Director-General to sign the corresponding agreement between UNESCO and the Government of the Republic of the Philippines contained in the Annex to document 182 EX/20 Part II.

ANNEX

DRAFT AGREEMENT BETWEEN

THE GOVERNMENT OF THE REPUBLIC OF THE PHILIPPINES

AND THE

**UNITED NATIONS EDUCATIONAL,
SCIENTIFIC AND CULTURAL ORGANIZATION (UNESCO)**

**CONCERNING THE ESTABLISHMENT OF A SOUTH-EAST ASIAN CENTER FOR
LIFELONG LEARNING FOR SUSTAINABLE DEVELOPMENT IN THE REPUBLIC OF
THE PHILIPPINES AS A CATEGORY 2 CENTRE UNDER THE AUSPICES OF UNESCO**

The Government of the Republic of the Philippines

and

The United Nations Educational, Scientific and Cultural Organization,

Having regard to the resolution whereby the UNESCO General Conference seeks to favour international cooperation in respect of education for lifelong learning and sustainable development,

Considering that the Director-General has been authorized by the General Conference to conclude with the Government of the Republic of the Philippines an agreement in conformity with the draft that was submitted to the General Conference,

Desirous of defining the terms and conditions governing the framework for cooperation with UNESCO that shall be granted to the said Centre in this Agreement,

HAVE AGREED AS FOLLOWS:

Article 1 – Definitions

1. In this Agreement, “UNESCO” refers to the United Nations Educational, Scientific and Cultural Organization.
2. “Government” means the Government of the Republic of the Philippines.
3. “Centre” means South-East Asian Center for Lifelong Learning for Sustainable Development.

Article 2 – Establishment

The Government shall agree to take, in the course of the year 2010, any measures that may be required for the transformation of the South-East Asian Center for Lifelong Learning for Sustainable Development into a centre under the auspices of UNESCO, as provided for under this Agreement, hereinafter referred to as “the Centre”.

Article 3 – Purpose of the Agreement

The purpose of this Agreement is to define the terms and conditions governing collaboration between UNESCO and the Government concerned and also the rights and obligations stemming therefrom for the parties.

Article 4 – Legal status

4.1 The Centre shall be independent of UNESCO.

4.2 The Government shall ensure that the Centre enjoys within its territory the functional autonomy necessary for the execution of its activities and the legal capacity:

- to contract;
- to institute legal proceedings;
- to acquire and dispose of movable and immovable property.

Article 5 – Constitutive Act

The constitutive act of the Centre must include provisions describing precisely:

- (a) legal status granting to the Centre, within the national legal system, the legal capacity necessary to exercise its functions and to receive funds, obtain payments for services rendered, and acquire all means necessary for its functioning;
- (b) a governing structure for the Centre allowing UNESCO representation within its governing body.

Article 6 – Functions/objectives

The functions/objectives of the Centre shall be:

Objectives

To be a service provider, standard setter, and a research and resource management centre in the field of lifelong learning for sustainable development in the South-East Asian subregion, defined as the countries covered by the Bangkok and Jakarta cluster offices,.

Functions

- (a) capacity-building and training to re-orient existing education programmes towards sustainable development;
- (b) research to improve the quality of basic education; and
- (c) advocacy and social mobilization to develop public awareness and understanding of the important role of education as a tool to promote sustainable development.

Article 7 – Governing Board

1. The Centre shall be guided and supervised by a Governing Board composed of:

- (a) the Philippine Secretary of Foreign Affairs in his capacity as Chairman of the UNESCO National Commission of the Philippines, who will act as Chair;

- (b) the Secretary General of the UNESCO National Commission of the Philippines;
 - (c) a representative of the Director-General of UNESCO; and
 - (d) be open to Representatives of States that have sent to the Centre notification for support, in accordance with the stipulations of Article 10, paragraph 2.
2. The Governing Board shall:
- (a) approve the long-term and medium-term programmes of the Centre;
 - (b) approve the annual work plan and budget of the Centre, including the staffing requirements;
 - (c) examine the annual reports submitted by the Director of the Centre;
 - (d) adopt the rules and regulations and determine the financial, administrative and personnel management procedures of the Centre in accordance with the laws of the country;
 - (e) decide on the participation of regional intergovernmental organizations and international organizations in the work of the Centre.
3. The Governing Board shall meet in ordinary session at regular intervals, once a year for the first two years. It shall meet in extraordinary session if convened by its Chairperson, either on his or her own initiative or at the request of the Director-General of UNESCO or two-thirds of its members.
4. The Governing Board shall adopt its own rules of procedure. For its first meeting the procedure shall be established by the Government and UNESCO.

Article 8 – UNESCO's contribution

1. UNESCO may provide assistance, as needed, in the form of technical assistance for the programme activities of the Centre, in accordance with the strategic goals and objectives of UNESCO by:
- (a) providing the assistance of its experts in the specialized fields of the Centre; and
 - (b) seconding members of its staff temporarily, as may be decided by the Director-General on an exceptional basis if justified by the implementation of a joint activity/project within a strategic programme priority area.
2. In both the cases listed above, such assistance shall not be undertaken except within the provisions of UNESCO's programme and budget, and UNESCO will provide Member States with accounts relating to the use of its staff and associated costs.

Article 9 – Contribution by the Government

1. The Government shall provide all the resources, either financial or in kind, needed for the administration and proper functioning of the Centre.

2. The Government undertakes to:
 - (a) make available to the Centre with an annual budget sufficient to cover expenses relating to the Centre's activities, including the Secretariat staff, infrastructure, equipment and utilities;
 - (b) entirely assume the maintenance of the premises of the Centre; and
 - (c) contribute to the Centre an amount of Fifty million pesos (50,000,000) plus P2,500,000 annually for its operation and administrative expenses, which shall be included in the General Appropriations Act (GAA) as approved by Congress.
 - (d) make available to the Centre the administrative staff necessary for the performance of its functions, which shall comprise initially of six employees. The number of employees will be increased once the Centre becomes fully operational.

Article 10 – Participation

1. The Centre shall encourage the participation of Member States and Associate Members of UNESCO which, by their common interest in the objectives of the Centre, desire to cooperate with the Centre.
2. Member States and Associate Members of UNESCO wishing to participate in the Centre's activities, as provided for under this Agreement, shall send to the Centre notification to this effect. The Director of the Centre shall inform UNESCO and other Member States of the receipt of such notifications.

Article 11 – Responsibility

As the Centre is legally separate from UNESCO, the latter shall not be legally responsible for the acts or omissions of the Centre, and shall also not be subject to any for legal process, and/or bear no liabilities of any kind, be they financial or otherwise, with the exception of the provisions expressly laid down in this Agreement.

Article 12 – Evaluation

1. UNESCO may, at any time, carry out an evaluation of the activities of the Centre in order to ascertain:
 - (a) whether the Centre makes a significant contribution to the strategic goals of UNESCO;
 - (b) whether the activities effectively pursued by the Centre are in conformity with those set out in this Agreement.
2. UNESCO undertakes to submit to the Government, at the earliest opportunity, a report on any evaluation conducted.
3. Following the results of an evaluation, each of the contracting parties shall have the option of requesting a revision of its contents or of denouncing the Agreement, as envisaged in Articles 16 and 17.

Article 13 – Use of UNESCO name and logo

1. The Centre may mention its affiliation with UNESCO. It may therefore use after its title the mention "under the auspices of UNESCO".

2. The Centre is authorized to use the UNESCO logo or a version thereof on its letterheaded paper and documents in accordance with the conditions established by the governing bodies of UNESCO.

Article 14 – Entry into force

This Agreement shall enter into force, following its signature by the contracting parties, when they have informed each other in writing that all the formalities required to that effect by the domestic law of the Republic of the Philippines and by UNESCO's internal regulations have been completed. The date of receipt of the last notification shall be deemed to be the date of entry into force of this Agreement.

Article 15 – Duration

This Agreement is concluded for a period of six (6) years as from the date of its entry into force, and shall be deemed renewed unless otherwise expressly denounced by either party as provided for in Article 16.

Article 16 – Denunciation

1. Each of the contracting parties shall be entitled to denounce this Agreement unilaterally.
2. The denunciation shall take effect within thirty (30) days following receipt of the notification sent by one of the contracting parties to the other.

Article 17 – Revision

This Agreement may be revised by consent between the Government and UNESCO.

Article 18 – Settlement of disputes

1. Any dispute between UNESCO and the Government concerning the interpretation or application of this Agreement, if not settled by negotiation or any other appropriate method agreed to by the parties, shall be submitted for final decision to an arbitration tribunal composed of three members, one of whom shall be appointed by a representative of the Government of the Republic of the Philippines, another by the Director-General of UNESCO, and a third, who shall preside over the tribunal, shall be chosen by the first two. If the two arbitrators cannot agree on the choice of a third, the appointment shall be made by the President of the International Court of Justice.
2. The Tribunal's decision shall be final.

IN WITNESS WHEREOF, the undersigned have signed this Agreement,

DONE in two copies in the English language, on [DATE]

.....
For the United Nations Educational,
Scientific and Cultural Organization

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For the Government of the
Republic of the Philippines